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The Palgrave Biographical Encyclopedia of Psychology in Latin America

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ISBN 978-3-030-56780-4 ISBN 978-3-030-56781-1 (eBook)
<https://doi.org/10.1007/978-3-030-56781-1>

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This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Preface

Towards a Global Psychology

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Latin America is a psychological *terra incognita* for many psychologists from Northern America and Europe. A look into textbooks of psychology and its history shows significant lacunae regarding Latin American contributions. Very few Latin American names or projects, if any, are mentioned, and those that are introduced are considered merely extensions of European psychology, such as Latin American psychoanalysis or liberation psychology, albeit with their own unique voices. They do not represent the complexity, diversification, and originality of psychology in this region, and they reflect only segments within a vast theoretical and practical landscape. It is fair to label this situation epistemic ignorance in the English-speaking world regarding the multiversity of Latin American psychology. An important first step to overcoming this ignorance is to begin with a biographical approach in historiography. Such an analysis also sets the conditions for engaging with psychologists who do not have a connection to the North, or whose works were never translated or published in English, a language that was not always welcome in South America because of its imperializing connotations. For these reasons, this biographical encyclopedia is an extremely important event, unprecedented in its focus and its breadth. The Encyclopedia encourages psychologists from the North to engage in epistemic reflexivity about their own limitations regarding psychological matters and to confront the supremacist assumption that knowledge of the history of psychology in the so-called center is sufficient. Epistemic ignorance that is displayed so often in the discipline and profession of psychology, including in the history of psychology, is harmful and detrimental to the development of an international psychology that is not caught up in neoliberal criteria of academic success that reflect the very culture from which they emerged. This Encyclopedia should become a standard resource for thinking about Latin American psychologists and their ideas and, as such, will contribute to the possibility of a truly global psychology that is not based on assimilation but on mutual learning processes.

Introduction

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The history of psychology in Latin America seems to be in good health. Far away are the times of isolated studies on the development of psychology in the region, such as those of Beebe-Center & McFarland (1941), Margaret Hall (1946), Carl Hereford (1966), or Morton Bertin (1974) or locally the efforts of Lourenço Filho (1939) or Foradori (1938, 1954), and the later ones by Rubén Ardila (1968, 1971a, 1986), Rogelio Diaz Guerrero (1986, 1994), Reynaldo Alarcon (1994, 2000), Ramon Leon (1981, 1982, 1993), or Antonio Gomes Penna (1981, 1992) between the late 1960s and the turn of the century. On the contrary, in the last three decades, historical research in the region has multiplied, solid teams have been formed, and archives and documentation centers have been opened, demonstrating a sustained effort to maintain high standards of research in the field of the history of psychology. Although a significant part of the historiographical production has been published mainly in Spanish or Portuguese and for this reason is little known outside the region and outside Spain and Portugal, there has also been a significant increase in publications in English. Among them, only in the last 3 years, both in books (Ardila, 2018; Massimi, 2020a; Ossa et al., 2021), in encyclopedia articles (Campos, 2021; Miranda et al., 2020; Klappenbach et al., 2021; Massimi, 2020b), and of course in articles in refereed publications (Araujo & Jacó-Vilela, 2018; Campos & Lourenço, 2019; Capella-Palacios, & Jadhav, 2020; Dadico, 2021; Dagfal, 2018; Facchinetti & Jacó-Vilela, 2019, Fierro, 2018; Fierro & Araujo, 2021; Fierro et al., 2018; Lambe, 2018; Lopez et al., 2021; Salas et al., 2019; Sant’Anna et al., 2018; Veto, 2019).

There is a distinctive characteristic in the approach to the history of psychology in Latin America in this Encyclopedia. It is precisely a *biographical* encyclopedia. The use of the biographical genre has been a constant in historiography. In the past, it could be questioned because of the wide range of perspectives that dominated it, from the almost literary story, the hagiography until the rigorous social inquiry based on diverse sources (Loaiza Cano, 2004). It could also be argued whether or not biography implies a return to individuality in history (Romero, 1945). However, the biographical genre has been recognized as one of the privileged forms of historical analysis. Indeed, at least five possible types of historiographical approaches have been pointed out, considering five differentiated objects of study:

- “a) a history of the *scientific theories* considered psychological;
- b) a history of the *individuals* who have contributed to the development of psychology;
- c) a history of psychological *techniques* (from the history of mental tests to the history of listening and interpretation, or more broadly, the history of the psychoanalytical technique);
- d) a history of psychological *practices* (from the history of applied psychology to the various interventions in the most varied fields of the discipline);
- e) a history of psychological *institutions* (understanding as such not only scientific or professional societies, but also the history of university programs, the history of journals or publishing houses, etc.)” (Klappenbach, 2006, p. 111; translation is ours).

The history or biography of relevant individuals in psychology, then, has been a common approach since at least 100 years ago. In 1912, Benjamin Rand from Harvard University published *The Classical Psychologists*. Of the 43 authors included, the vast majority were part of the philosophical “long past” of psychology. Only three authors were related to the new psychology: Wundt, James, and Stumpf (Rand, 1912).

In 1932, Carl Murchison published the famous third volume of the *Psychological Register*. In fact, it did not include biographies; its purpose was only to provide an index of the “complete academic and bibliographic records of the individual” (Murchison, 1932, p. ix). For this purpose, he selected 2,400 psychology individuals from at least 40 countries. Interestingly, he listed at least 4 Latin American countries and 32 authors: 7 from Argentina, 14 from Brazil, 4 from Ecuador, and 7 from Uruguay.

Also Robert Watson, in his well-known work *Great Psychologists: From Aristotle to Freud*, like Benjamin Rand, began with Thales, Hippocrates, Plato, and Aristotle. However, his selection of biographies already exceeded 50 individuals and it can be verified that it included the most relevant individuals of the late nineteenth and early twentieth centuries: Brentano, Wundt, Ebbinghaus, Muller, Külpe, Galton, Spencer, Morgan, Charcot, Bernheim, Ribot, Janet, Binet, William James, Titchener, Stanley Hall, McKeen Cattell, Pavlov, Watson, Kohler, Wertheimer, Koffka, Freud, Adler, and Jung (Watson, 1963).

In 1979, Raymond Fancher published his *Pioneers of Psychology*. Each chapter included one or two authors, starting from Descartes to the figures of Watson, Piaget, and Skinner (Fancher, 1979). In 2016, he had published his fifth edition, which already included a new chapter, number 13, with biographies specific to cognitive psychology (Fancher & Rutherford, 2016).

In the same direction, but with a much broader scope, was the *Portraits of Pioneers in Psychology* series. Over the course of a dozen years, it compiled almost 120 biographies, from classical figures such as Leibniz, Wundt, Watson, or Bartlett to more contemporary individuals. The first volume included 22 biographies (Kimble et al., 1991); the second, 21 (Kimble et al., 1996); the third, 20 (Kimble & Wertheimer, 1998); the fourth, 21 (Kimble & Wertheimer, 2000); the fifth, again 20 (Kimble & Wertheimer, 2003); and the sixth,

17 (Dewsbury et al., 2006). Under the same premises, soon after, *Portraits of Pioneers in Developmental Psychology* was published (Pickren et al., 2012). Just like the previous series it was promoted by the Society for General Psychology, that is, the Division 1 of the American Psychological Association. A distinctive feature of all these works is that it was heavily biased towards Anglo-Saxon authors, especially from the United States. The absence of Latin American biographies is striking, with the exception of Helena Antipoff, included in the last of the aforementioned books, in which there was also a concern to include more European biographies (Pickren et al., 2012).

Interestingly, an earlier survey of pioneers in psychology took place precisely in Latin America. In 1971, one of the Editors-in-Chief of this Encyclopedia, Rubén Ardila, published *Los Pioneros de la Psicología* (Pioneers in Psychology). The work included 13 biographies, all of them corresponding to twentieth-century individuals besides Wundt (Pavlov, Freud, Watson, Claparède, Myers, Piaget, Thrustone, Hull, Piéron, and Skinner). In addition, the work included two biographies corresponding to Latin America, José Ingenieros and Mira y Lopez. The last one, although living in Spain since he was 2 years old (he was born in Cuba of Spanish parents), developed the final part of his work in Brazil (Ardila, 1971b). Biographies of both authors, of course, are also included in our Encyclopedia.

Leonard Zusne, of the University of Tulsa, published three books that included some kind of biography. In 1975, he published *Names in the History of Psychology: A Biographical Sourcebook*, a work that included biographical sketches of 526 persons who had contributed to the development of psychology since antiquity (Zusne, 1975). In 1984, he published *Biographical Dictionary of Psychology*, which the same author considered to be a second edition of the previous one (Zusne, 1984). The criteria for the selection of the individuals who deserved a biography were similar and were based on the study previously carried out by Annin, Boring, and Watson (1968). All those names that in that study had obtained a certain score (11 points out of a total of 27) were included, in addition to some very old additions and others who died after 1967. The Latin American presence was limited to Mira y Lopez (Zusne, 1984). Finally, in 1987, Zusne published *Eponyms in Psychology: A Dictionary and Biographical Sourcebook*. The work incorporated 852 eponyms from the field of psychology and related disciplines, 60% of which were not found in other psychology dictionaries. In incorporating these terms “it presents a short biography of each eponym, the name giver, with a list of sources of additional biographical information” (Zusne, 1987, p. vii). No less than 520 biographical traces were presented.

After the second volume of the *Portraits of Pioneers in Psychology* series was published, another book was published under the title *Biographical Dictionary of Psychology*. The dictionary included more than 510 biographies, which emerged from a highly complex methodology that combined names drawn from books on the history of psychology or introductory psychology, encyclopedias, and even citation indexes (Sheehy et al., 1997). Although the encyclopedia explicitly intended to “represent the practice of psychology worldwide and includes entries on psychologists whose influence may not be particularly well-known to North American and European psychologists”

(Sheehy et al., 1997, p. ix), once again the lack of psychologists from Latin America can be seen. A couple of names can be found from Spain, Japan, France, Belgium, Italy, Greece, but not from Latin America. Not even those who were forced to leave Europe and found refuge in countries of the region (Mercedes Rodrigo, Antipof, Mira y Lopez, Waclaw Radecki, Blumenfedl, Szekely, among others, all of them included in our Encyclopedia). Naturally, this does not discredit the scope of a work that had the merit of standardizing the model of each biography and of adding some particularly useful indexes. Shortly afterwards, Noel Sheey published *Fifty Key Thinkers in Psychology*. Three important differences can be noted in relation to the biographical dictionary. First, the work was limited to only 50 authors, all of them from North America or Europe. Second, the biographies were longer. And third, the criteria by which these 50 authors were included were not made explicit (Sheehy, 2004).

Also in Latin America, a *Diccionario Biográfico de Psicología Contemporánea* (Biographical Dictionary of Contemporary Psychology) prepared by two prominent academics from the Ricardo Palma University of Peru was published. The work included biographical details and the work of more than 160 personalities related to psychology. Among them, there were 11 personalities from Peru, 8 of whom are also part of our Encyclopedia (Alarcón, Amorós Terán, Chiappo Galli, Honorio Delgado, Estrada de los Ríos, González Moreyra, Pollit Burga, and Thorne León) (Sanchez Carlessi & Reyes Romero, 2002). And once again in Latin America, the academic from the University of Nueva León in Mexico, Cirilo García Cadena compiled in 2017 the work *Great Psychologists of the World*. It included 21 outstanding international psychologists, among them 8 Latin Americans: 5 from Mexico, 2 from Argentina and 1 from Colombia. 7 of them are part of the *Palgrave Biographical Encyclopedia*: Ardila, Chavez, Cortada de Kohan, Diaz-Guerrero, Lafarga-Corona, Ribes Iñesta and Rimoldi (García-Cadena, 2017).

Well-known psychology encyclopedias have also included short biographies of people who have contributed to psychology. Thus, in 1985, the *Encyclopedia of Psychology*, edited by Raymond Corsini, included in the 4th volume, edited by William Sahakian and Robert Lundin, approximately 650 brief biographical entries. The South American authors were really very limited; only Mira y Lopez from Brazil, Plácido Horas from Argentina, and Rubén Ardila from Colombia. And even when biographies of authors from Mexico increased significantly, there were less than ten (Eduardo Almeida, Enrique Aragón, Castaño Asmitia, Ezequiel Chávez, Díaz Guerrero, Dávila García, Mercado Domenech, Ribes-Iñesta, Rafael Nuñez) (Corsini et al., 1984). With the exception of the last mentioned, all the others have entries in our Encyclopedia.

For its turn, Kazdin's *Encyclopedia of Psychology* included about 400 short biographies in its 8 volumes. Once again, the Latin American presence was reduced to small entries for Ingenieros and Mouchet, both from Argentina, and Varona from Cuba (Kazdin, 2000). Separately, in 2012 Robert Rieber edited his *Encyclopedia of the History of Psychological Theories*, which included 325 entries of approximately three different types. First, it included "subject matter entries" which "cover practically all the important theories." Second,

institutions that contributed to the development of psychology. And third, no fewer than 250 biographies. Once again, only one Latin American author can be found, Enerio Rodriguez Arias from Dominican Republic, who is of course part of our encyclopedia (Rieber, 2012).

On the other hand, we will not examine the many autobiographical histories in psychology, since the criteria for the selection and elaboration of the contributions are quite different. For this reason, we will not analyze the series initiated by Carl Murchison in 1930, *History of Psychology in Autobiography* (Murchison, 1930), which in 2002 had already published nine volumes. Nor of that series begun by Theophile Stanley Krawiec in 1972, *The Psychologists* (Krawiec, 1972), which amounted to three volumes until 1978. Not even the only volume of *Historia de la Psicología Iberoamericana en Autobiografías* (History of Ibero-American Psychology in Autobiographies) (Klappenbach & León, 2012).

It has been pointed out, in the case of a dictionary on pioneers of psychoanalysis in South America, that “their research and hypotheses were ignored by English-speaking colleagues because they wrote in Spanish and were rarely translated” (Steiner, 2015, p. xxix). The six parts into which Steiner divided his work included biographies of some of the pioneers in Argentina, Brazil, Chile, and Uruguay, many of whom are also part of our Encyclopedia: Arminda Aberatury, Virginia Bicudo, José Bleger, Angel Garma, Adelheid Koch, Marie Langer, David Liberman, Durval Marcondes, Matte Blanco, Pichon Rivière (Steiner, 2015).

In any case, a salient feature of all these encyclopedias and dictionaries is that they have hardly considered biographies of Latin American authors. In that sense, our Encyclopedia fills a gap in the international literature.

Of course, in Spanish and Portuguese there have been some outstanding antecedents to this *Biographical Encyclopedia*. In Argentina, Italo Américo Foradori (1944) had published a book that included 11 biographies of the first individuals devoted to psychology in Argentina: four belonging to what he called the “School of La Plata,” six corresponding to the so-called “School of Buenos Aires,” plus the biography of Amadeo Jacques (1813–1865), author of an early work entitled *Psychology in the Mid-19th Century* (Jacques, 1923). In fact, that work constituted the first part of the *Manuel de Philosophie à l’usage des Collèges* (Handbook of Philosophy for the use at Colleges), published in Paris in 1846 for school use. Jacques had written the Introduction and the Psychology (Jacques et al., 1846/1847). Most of those 11 names are part of our Encyclopedia (Ingenieros, Piñero, Mercante, Senet, Calcagno, Mouchet, and Korn).

Undoubtedly the most important antecedent was the *Diccionario Biográfico da Psicologia no Brasil: Pioneiros* (Biographical Dictionary of Psychology in Brazil: Pioneers), edited by Regina de Freitas Campos. The work included 200 biographies that were relevant to the history of psychology for one of the following reasons:

- “a) publications of impact in the area;
- b) pioneering activity in education and training;
- c) outstanding activity in the organization and development of important institutions in the area;

- d) importance in opening new fields for psychologists' practice;
- e) consistent and original activity in research and intellectual production, giving preference to people who meet more than one of these criteria.” (Campos, 2001, p. 21; translation is ours)

For its part, in 2018, in Puerto Rico *Psicólogos Destacados: Trayectoria Profesional y Visión de la Psicología Puertorriqueña* (Outstanding Psychologists: Professional Trajectory and Vision of Puerto Rican Psychology) was published. Only senior colleagues were included, meaning people at least 60 years old. The outstanding psychologists had to meet one of four criteria: (1) To have received the Lifetime Achievement Award from the Puerto Rican Psychological Association (APPR). (2) To have been president of APPR with a recognized trajectory in research. (3) To have received the Psychologist of the Year Award. (4) “Be internationally recognized for their research or publications in their area” (Martínez-Taboas et al., 2018, p. x). Thirty names were selected and asked themselves to write their biographical note based on a guide covering six topics. Only a small number of those 30 outstanding psychologists are included in our Encyclopedia: Bauermeister, Cangiano-Rivera, Cirino-Gerena, Herrans-Pérez, Roca de Torres, and Santiago -Negrón. This is precisely because the criteria of the two works differed.

An interesting case was the work of María Inés Winkler, *Pioneras sin Monumentos: Mujeres en Psicología* (Pioneers without Monuments: Women in Psychology), which analyzed the history of women in psychology in three countries, the United States, Argentina, and Chile. The work included biographies of 15 women, 5 from each country. The Chilean and Argentinean women included several who were born in European countries but worked in Argentina or Chile (Helena Jacoby, Fernanda Monasterio, Marie Langer, Bondiek de Guzmán, and Susana Bloch). Six of the ten Latin American women are part of our Encyclopedia, five from Argentina and one from Chile (Aberastury, Cortada de Kohan, Labarca, Langer, Monasterio, and Tobar García).

For its part, the *Diccionario de Psicoanálisis Argentino* (Dictionary of Argentine Psychoanalysis), even though it was not exclusively a biographical dictionary, but also a dictionary of terms and concepts, included numerous short biographies of psychoanalysts (Borensztein, 2014). And in a coincident direction, in 2019 Alejandra Taborda and Elena Toranzo began publishing the series *Biografías, Historia de Relaciones Significativas* (Biographies, History of Significant Relationships), which reached six volumes the following year. While the first volumes were devoted to international psychoanalysts, the last two volumes included biographies of four Argentine psychoanalysts, all of them included in our Encyclopedia: Marie Langer, Arminda Aberastury, David Liberman, and Silvia Bleichmar (Moreira & Winograd, 2020; Ostrovsky & Herrando, 2020).

In Argentina, we should also must mention as a precedent the *Enciclopedia Argentina de Salud Mental* (Argentine Encyclopedia of Mental Health), an online initiative of the Aiglé Foundation, which has now reached its ninth edition. Although most of its around 500 entries are related to concepts in the field, they have included around 15 biographies, some of them also included in our Encyclopedia: Bermann, Cortada, Krapf, Pichon-Riviére, Piñero and Reca (Fernandez Alvarez & Bregman, 2022).

There is a precedent that cannot go unmentioned even though it is not a biographical dictionary, but a dictionary of institutions, the *Diccionario Histórico de Instituições de Psicologia no Brasil* (Historical Dictionary of Psychology Institutions in Brazil). First, because the work evidenced, once again, the remarkable level of the historiography of psychology in Brazil (Jacó-Vilela, 2011). And second, because the elaboration of the entries for the 265 institutions included involved a collective work of more than 200 authors, at the same time that the writing of each entry followed common guidelines, characteristics that, as we will develop below, were analogous in our Encyclopedia.

Taking into account all these prestigious antecedents, we can proudly affirm that *The Palgrave Biographical Encyclopedia of Psychology in Latin America* constitutes a unique work of its kind, considering some of its characteristics.

First of all, its *quantitative* aspect, as there are 589 biographies in the Encyclopedia. Among the editors-in-chief, we established three central criteria for an individual to be included in the Encyclopedia. First of all, we set a *time criterion*, since we considered personalities who were deceased or who, exceptionally, were born in 1945 or earlier. A second criterion was to include individuals who had contributed to the *field of psychology*, even if they came from related fields, such as education, medicine, law, anthropology, sociology, philosophy, theology, or religion. This was quite frequent the further back in time we went, especially prominent figures from the nineteenth century and the first decades of the twentieth century. And although from the 1960s and 1970s onwards it became increasingly common for contributors to the field of psychology to have a university degree in psychology, it was also not uncommon to find people from related fields. And a third criterion, of course, related to the *relevance* of the individual. We know that relevance could be estimated by different criteria. In the Encyclopedia, we considered at least some of the following: (a) having been an individual with *relevant scientific work*, through publications in books or journals; (b) having developed recognized psychological *tests* or *techniques*; (c) having been prominent in the *teaching* of psychology, whether in university or other settings; (d) having been prominent in the *organization and development of institutions* of psychology, whether they were journals, scientific societies, professional organizations, training or assistance institutions, or others. The difficulties inherent in such a consideration were not lost on us. For one thing, the criteria of relevance in these four dimensions are indeed incomparable. For this reason, the editors-in-chief, together with the section editors, drew up possible lists which, in many countries, we submitted for evaluation to external judges. And it was interesting to note that those theoretical difficulties about the scope of relevance gradually gave way as we selected the names to be included. It was possible to see that, even among judges from different backgrounds, there was a reasonable consensus on relevant individuals from very different practices.

In several countries, some of the first psychology graduates were recognized as relevant for the paths they opened in the profession, even though many of them did not seem to exhibit a significant scientific work. In any case, it is necessary to make it clear that the list of 589 individuals included in this work, even though it seems very extensive, is by no means complete. We are

aware that the list is limited and numerous relevant individuals would deserve to have been present in the Encyclopedia. This limitation was due to three main reasons. The first, that we had to manage an encyclopedia that, when printed, had a reasonable number of pages. The second, that in the case of some initially selected individuals, it was not possible to find the author able to write his or her biography. Or even having found him or her, finally the invited author could not write the biography, in some cases due to the limitations of access to libraries, archives, and documentation centers generated by the Covid-19 pandemic. And the third, that research in the history of psychology is not yet sufficiently widespread in all the countries of the region.

A second characteristic that makes this work unique is related to the *geographical scope* of these biographies, which cover individuals from 20 countries in the region, since of the 21 countries in the region, only we have not been able to find a Section Editor for Haiti. It is often the case that many works devoted to Latin America actually focus on the study of the larger countries in the region, such as Mexico, Brazil, Colombia, or Argentina. In our Encyclopedia, there are biographies of relevant individuals from Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, and Venezuela. This grants an enormous diversity and, if the term is allowed, a representativeness of the contributions of great individuals to the development of psychology in the region. On the other hand, the book also includes some biographies of individuals from outside the region who, even if they had not settled in the region, contributed decisively to the development of psychology in Latin America through their visits.

A third characteristic of the originality of the Encyclopedia lies in the collective and plural work with which the biographies were first conceived and then produced. In the 20 countries mentioned, we had the advice, collaboration, and follow-up of associated editors (Section Editors). Generally one per country, although there were two in Ecuador and Argentina and three in Brazil. In turn, together with these 23 associate editors, we have called on 442 authors from many different countries and regions. A couple of authors published 14 biographies each, a few 4, 5, or 6, and the vast majority only 1 biography. And of course, some biographies were written by two or more authors, in one case by six authors.

This plurality, too, helped to delineate a fourth characteristic of the work. The editors-in-chief prepared a guide for the authors that established *a set of standards common to all the biographies*. Of course, this was not intended to limit the creativity or personal bias that each author was likely to bring to each biography. Rather, we wanted all the biographies to have a few common features beyond other differences. Among these common guidelines for all the biographies, we established a common format that included the following parts:

1. Last name and then the first name of the biographed individual.
2. First name, last name, and institutional affiliation of the author(s) of the biography.

3. At the beginning, date and place of birth and date and place of death of the biographer, as precisely as possible.
4. Key words. With the indication that at least the following criteria should be taken into account: (a) country or countries to which the individual contributed; (b) area or field of activity or theoretical approach (e.g., child psychology, organizational psychology, psychoanalysis, etc.); and (c) other specificities (e.g., foundation of publications; founding of professional or scientific organizations; leading role in professional or scientific organizations; participation in the planning, organization, or management of undergraduate or graduate psychology programs in university settings; establishment of training programs outside university; creation of tests; and so forth).
5. The biography itself, for which at least the following aspects were suggested: (a) summary information on studies and academic degrees achieved, if possible with an indication of the years and institution in which he/she studied and an indication of the academic degrees and distinctions achieved; (b) paragraphs devoted to presenting his or her professional or academic career, mentioning institutions, places, written productions (books, journal articles of which the main ones may be included in the Selected Works section), and other types of achievements (founding institutions, founding societies and journals, editing them, coordinating study groups, and so forth); and (c) if possible, a final paragraph devoted to clearly indicating the contribution of the individual to psychology of his or her country or of Latin America as a whole. This paragraph should be essentially expository and avoid as far as possible the presence of excessive superlative adjectives.
6. Selected Works of the individual in APA style, up to a maximum of 10 works, as it was not possible to include complete bibliographies. Selected Works include the main books or journal articles.
7. References. Up to a maximum of 10, in APA style, which could include both references to works by the biographed individual and any other relevant secondary bibliography.
8. We also agreed on a maximum length of 1000 words, excluding keywords, main works, and references. Individuals of notable relevance could be up to 2000 words in length.
9. Considering the need to avoid misunderstandings in the appropriate names of institutions when translated into English, we agreed that the first time the biography mentions names of institutions (e.g., institution where he studied, institutions where he worked, names of journals) they should appear in the original language and immediately, in brackets, the names translated into English.

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Acknowledgements

We would especially want to acknowledge all the people who have contributed to making this *Encyclopedia* possible. First of all, each of the country Section Editors. They not only contributed to the selection of most of the individuals but were also involved in the day-to-day task of monitoring and reviewing the biographies. Their work has been generous and enthusiastic. Second, of course, to the authors of the biographies. The task of reviewing the biographies, in most cases, was a really hard process. It required an initial review of an original version in Spanish or Portuguese and, subsequently, a review of the English version. In some cases, it was necessary to revise a biography two or even three or four times. The authors always did this with enthusiasm and commitment. Special thanks also go to the expert judges who were consulted and who disinterestedly contributed to the final selection of the individuals included in the biography. Special thanks also to Lic. Mildred Velasco Blancas, graduate student of Social Psychology at the Universidad Autónoma Metropolitana Iztapalapa (Metropolitan Autonomous University of Iztapalapa), also a full-time professor of English at the Instituto Politécnico Nacional (National Polytechnic Institute), who translated or revised the entries from Mexico.

And last but not least, a special thanks to the entire editorial team at Palgrave and its platform, Meteor. First of all, our appreciation goes to Ruth Lefevre, for her enormous commitment to the Encyclopedia and her constant willingness and kindness to resolve our queries, comments, and requests. Special thanks also go to Nivedita Baroi who initially collaborated with Ruth Lefevre, and mainly to Navjeet Kaur, who replaced her later. They also provided their commitment and kindness throughout the project. Special thanks also go to the editorial production team, especially Mohanapriya Caliamourthy who was always attentive to galley proofs and to the differences between first names and last names or compound last names in Spanish and Portuguese, which are different from English. The enthusiastic and highly professional support of the entire Palgrave-Springer team was fundamental for this Encyclopedia to be finally published.

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A

Aberastury, Arminda

Born *Buenos Aires, (Argentina), 24 September 1910*

Died *Buenos Aires, (Argentina), 13 November 1972*

Marcela Borinsky
Universidad de Buenos Aires, Buenos Aires,
Argentina

Keywords

Argentina · Child psychoanalysis ·
Adolescence · Technique · Child libidinal
development

The trajectory of Arminda Aberastury is inseparably linked to the history of childhood psychoanalysis in Argentina. She inaugurated a new field of practices within Argentine psychoanalysis incorporating heterogeneous ideas and work styles. She translated Melanie Klein (1882–1960) into Spanish for the first time, and she published some of the first papers on children’s psychoanalysis at the *Revista Argentina de Psicoanálisis (Argentine Journal of Psychoanalysis)*. In 1948, she was in charge of teaching the first Child Psychoanalysis Course at the Asociación Argentina de Psicoanálisis (Argentine Psychoanalytic Association). She published her most important work, *Teoría y Técnica del psicoanálisis de niños*

(*Theory and Technique of the Psychoanalysis of Children*), in 1962 where she established the guidelines of clinical practice with children. She actively took part in the development of psychoanalysis in Uruguay and Brazil by lecturing, supervising analysts, and contributing with publications. Since 1974, the Departamento de niños y adolescentes de la Asociación Psicoanalítica Argentina (Department of Children and Adolescents of the Argentine Psychoanalytic Association) takes its name as a posthumous tribute to her founding work in this field.

Arminda Aberastury was born in Buenos Aires on September 24, 1910. She was the fourth daughter and the only woman of the marriage of Pedro Aberastury and Arminda Fernandez. She studied to be a teacher and earned her degree in 1929. Then, she completed her professional training as a pedagogue in the Universidad de Buenos Aires (University of Buenos Aires) in 1933. She met her future husband through her brother Federico, friend and fellow student of Enrique Pichon-Rivière (1907–1977) (Winkler & Wolff-Reyes, 2005). They had a long courtship and married in 1937 sharing love, work, and psychoanalysis since the beginning. They were both active in the process of professionalization of psychoanalysis in Argentina (Balán, 1991).

She was in charge of the translation of Melanie Klein’s chapter on the early development of the superego in children, which was published at the inaugural issue of the *Revista Argentina de Psicoanálisis (Argentine Journal of*

Psychoanalysis) in 1943. In 1948, together with Betty Garma (b.1918), they translated into Spanish the Klein's book, *Psicoanálisis del niño* (*Psychoanalysis of the Child*). The English psychoanalyst showed enthusiasm about the favorable reception of her ideas in Argentina as she expressed in a letter to Aberastury dated April 11, 1948: "As you can imagine, it satisfies and greatly comforts me to know that my book is useful for other practitioners and I am happy to know that, through you, the analysis of children is developing, and even flourishing in Argentina" (Fendrik, 1993, p. 42. Translation is mine).

In 1950, Arminda Aberastury presented the general principles of a project on the image of the body in children that would later be transformed into her first book: *El juego de construir casas. Su interpretación y valor diagnóstico* (*The game of building houses. Its interpretations and diagnostic value*). This book is generally overlooked in the history of child psychoanalysis. However, it is worth noting the way the author brings together her clinical observations highlighting the role of the libido in the structuring of a bodily self, based on the contributions of psychoanalysts away from the official canon like Paul Schilder (1886–1940) and Erik Homburger (1902–1994).

She travelled to Europe with her husband Enrique Pichon-Rivière in 1951. She personally met Melanie Klein. Later in Paris, she taught at the Serge Lebovici (1915–2000) Seminary, and she presented her research on body image at the Françoise Dolto (1908–1988) Seminary. In 1957, she travelled again to Paris where she presented a communication on the stages of child libidinal development to which she added a new phase of her authorship called "previous genital phase." This phase would be located before the anal phase articulating dentition, gait, and genitality in the infant.

In 1962, the children's psychoanalyst published *Teoría y Técnica del psicoanálisis de niños* (*Theory and Technique of child psychoanalysis*) where she established the rules that correspond to child psychoanalysis, stipulated the characteristics of the interviews with parents, the ways to diagnosis, how to set up an office, and

what games and toys to be chosen. She exemplified based on clinical cases of hers or from her collaborators, and she told the history of child psychoanalysis in Argentina as a story in which she was the main participant. At the same time, she defined a theoretical-therapeutic device for the analysis of children in private practice. She participated in the process of social expansion – which characterized this period of Argentine psychoanalysis – with the development of new therapeutic methods for the public sphere. Among them, the therapeutic groups of mothers from a preventive point of view, the need for professional dialogue with pediatricians, and the pediatric dentistry groups for children (Borinsky, 2004; García Renoso, 1990).

Although she promoted and encouraged new forms of psychotherapy and the therapeutic group work with parents, she maintained until the end of her days a determined commitment to individual practice with the child, keeping the parents away from the analytical setting. The contact with the parents was made at the beginning of the psychoanalytic treatment and only exceptionally met them again until the culmination of it. This commitment was the basis of her firm belief in the transformative potential of the child to mobilize the whole family environment.

In 1969, she participated as official speaker of the First Argentine Congress of Child and Juvenile Psychopathology held in Buenos Aires. She also was invited by Brazilian psychoanalyst Fábio Leite Lobo to teach childhood and adolescence psychoanalysis together with Mauricio Knobel and Eduardo Kalina. In Brazil, the traces of her teaching motivated several of her disciples to publish her contributions on the adolescent issue as a posthumous work.

In addition to the books already mentioned, she published an illustrated book dedicated to the lay reader about childhood games (Aberastury, 1968), two books together with Mauricio Knobel (1922–2008) and her disciples about adolescence (Aberastury & Knobel, 1971; Aberastury et al., 1971), and in two other books, she summarized her contributions to child psychoanalysis in Argentina (Aberastury, 1971, 1972). She passed away on September 23, 1971.

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- ▶ [Pichon-Rivière, Enrique José](#)

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Adis Castro, Gonzalo

Born *Guatemala, 28 December 1927*

Died *San José, (Costa Rica), 8 June 2004*

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Universidad de Costa Rica, San Pedro, Costa Rica

Keywords

Costa Rica · Clinical psychology, Medical psychology, Epidemiology of mental health · Founder of Psychological and Psychiatric Institutions

Gonzalo Adis Castro was born in Guatemala, but naturalized Costa Rican. His father was Greek, and his mother was Mexican (Brenes Chacón, personal communication, May 15, 2020). Gonzalo Adis Castro spent his childhood and teenage years in the province of Limon, on the Costa Rican Caribbean coast. He completed his high school studies at Liceo de Costa Rica (High School of Costa Rica), in the province of San Jose. Once he finished, he traveled to the USA to continue with his university studies (Brenes Chacón, Personal communication, May 15, 2020). In 1952, he obtained the bachelor's degree in psychology from Indiana University, and in 1957, he got his PhD degree in clinical psychology from Berkeley University, California (Brenes Chacón, personal communication, May 15, 2020; López-Core, 2013).

After returning to Costa Rica, Dr. Adis Castro developed an academic and professional career. He was the first qualified psychologist in Costa Rica (Brenes-Chacón, 2004; Flores-Mora, 2010) and, since there was no professional psychology association, in this Central America country, at the time, in order to practice clinical psychology, and on the recommendation of officials from the Hospital Nacional Psiquiátrico (National Psychiatric Hospital), he became a member of the *Colegio de Médicos y Cirujanos de Costa Rica* (Costa Rican Physicians and Surgeons Association) (Flores-Mora, 2010; Brenes-Chacón, 2017). When the *Colegio de Profesionales en Psicología de Costa Rica* (Professional Psychology Association of Costa Rica) was finally created, in 1977, Dr. Adis Castro became its first member.

On the initiative of Dr. Adis Castro, in 1957 the *Departamento de Psicología Clínica* (Department of Clinical Psychology) was founded at the National Psychiatric Hospital of the *Caja Costarricense del Seguro Social* (Costa Rican Social Security Fund; CCSS, for its initials in Spanish) (López-Core, 2013). This became the first psychology department for the public health care system in the whole country. The department combined psychological assessment activities with treatment, research, and participation in community activities. In 1979, under the direction of *Don Gonzalo*, as he was known, the residency program of the Department of Clinical Psychology was formalized, in which specialists in clinical psychology began their training in Costa Rica (Adis-Castro, 1991; López-Core, 2013). *Don Gonzalo* left the department's management and retired in 1990. Although, Adis Castro kept practicing private clinical psychology for many years until his death, being the only psychotherapist in the country for a certain period.

In the academic field, in 1957, after obtaining his PhD, Dr. Adis Castro began working in the "evaluation committee" at the *Universidad de Costa Rica* (University of Costa Rica; UCR for its initials in Spanish). This university, founded in 1940, is the oldest university in Costa Rica (González, 2014), and is the one that provided the Central American country, in many fields, including psychology, with its first scientific studies and its first professionals. At the UCR, in

1961, Dr. Adis Castro founded and became the first director of the *Centro de Investigación Psicológica* (Center for Psychological Research), which became the *Instituto de Investigaciones Psicológicas* (Psychological Research Institute; IIP, for its initials in Spanish) in 1969 (Villalobos-Pérez et al., 2015; Adis-Castro, 1994). This was the first scientific department in Costa Rica focused on psychology. It was, under his lead, that the Academic Aptitude Test was created and began to be applied. This is a psychometric, standardized test used for the admission of students to the UCR, and its first version was formulated in 1958 (Adis-Castro, 1994).

Dr. Adis Castro remained at the direction of the IIP for about 16 years (Adis-Castro, 1991). As a researcher, he made valuable contributions with studies on mental health epidemiology in Costa Rica and Latin America (e.g., Chile and Peru), and studies and reflections on clinical psychology, medical psychology, illness perception, history of psychology, and of the teaching of psychology in Costa Rica, university admission processes, among others. He participated in the first efforts to adapt and validate psychological tests in Costa Rica (Adis-Castro, 1994). In many of his studies he was an international collaborator with other researchers, such as the Chilean psychiatrists José Horwitz (1908–1978) and Juan Marconi (1924–2005).

Dr. Adis Castro was also one of first professors at the *Escuela de Psicología* (School of Psychology) at the UCR, founded in 1976 (Brenes-Chacón, 2017; Flores-Mora, 2010). He also taught courses on medical psychology, psychiatry, and clinical psychology at the School of Medicine and at the Graduate Study System of the UCR (López-Core, 2013).

After retiring, and still in his private practice, Dr. Adis Castro welcomed with openness the challenge of designing a program for the training of psychologists from a professional master's degree in a private Costa Rican university, the *Universidad de Iberoamérica* (University of Ibero America; UNIBE, for its initials in Spanish), and with which he participated until his death in 2004. On his name the UNIBE created the *Clinica de Atención Neuropsicológica* (Neuropsychological Care Clinic) (Cortés-Ojeda & Lobo, 2016).

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Adrados, Isabel

Born in Spain on April 16, 1919

Died in Rio de Janeiro (Brazil) on August 19, 2005

Filipe Degani-Carneiro
Universidade do Estado do Rio de Janeiro,
Rio de Janeiro, Brazil

Keywords

Brazil · Psychological assessment ·
Psychodiagnosis · Rorschach test ·
Psychologist training

Born in Spain, naturalized Brazilian, Isabel Adrados Ruiz is an important character in the process of institutionalization and consolidation of professional psychology in Brazil, notably in Rio de Janeiro. She started University in 1936 at the age of 16. However, her training was interrupted by the beginning of the Spanish Civil War (1936–1939). Adrados was on vacation in Portugal when the conflict broke out, and only after three years, she was able to return and reunite with her family. She obtained her degree in the College of Philosophy and Letters at the *Universidad de Madrid* [University of Madrid] (1943). Later she began her psychological practice in the field of professional orientation, at the *Instituto Virgen de la Paloma* [Virgen de la Paloma Institute] (Adrados & Madruga, 2006). Adrados also graduated in nursing from the College of Medicine at the *Universidad de Madrid* (1950).

Adrados and her husband Francisco Campos (?–1982) moved to Brazil in 1951. The couple was invited by Emilio Mira y López to join the team of psychologists at the *Instituto de Seleção e Orientação Profissional* [Institute of Selection and Professional Orientation Guidance] (ISOP), an autonomous organ of the *Fundação Getúlio Vargas* [Getúlio Vargas Foundation] (FGV) in Rio de Janeiro. Adrados became the head of the Child Guidance Sector and dedicated herself specially to research Projective Techniques (Dias, 2001) while Campos assumed the position of vice-director of ISOP and head of the Professional Selection Division.

Adrados' work at ISOP was marked by an intense activity as researcher and teacher of training courses in psychological assessment, professional orientation, and psychodiagnosis, specially in the Rorschach test, on which she published six books. The first of them, entitled "*Teoria e Prática do Teste de Rorschach*" ["Theory and Practice of the Rorschach Test"] (Adrados, 1967a), became an important textbook about the instrument and has several editions in Brazil.

She published various works on the Rorschach and its relation to other personality tests – such as Emilio Mira y López's *Psicodiagnóstico Miocinético* [Myokinetic Psychodiagnosis].

Most of her works were published in *Arquivos Brasileiros de Psicotécnica* [Brazilian Archives of Psychotecnics]. One of her most important works was "*Respostas de espaço em branco no teste de Rorschach e sua correlação com o PMK e a Entrevista Psicológica*" ["Blank space responses in the Rorschach test and their correlation with the PMK and the psychological interview"] (Adrados, 1967b) that won the first Emilio Mira y López Monographic Award, from ISOP.

In the field of psychologist training, Adrados worked at the *Universidade Federal do Rio de Janeiro* [Federal University of Rio de Janeiro] (UFRJ), whose undergraduate course was created in 1964. Adrados founded the *Divisão de Psicologia Aplicada* [Applied Psychology Division] (DPA) of the *Instituto de Psicologia* [Institute of Psychology] (IP) of UFRJ (1967), psychological school service that currently bears her name (Ferreira, 2011). There she held the positions of director and internship supervisor. Dias (2001) points out that, during this period, Adrados supervised fellows from several Latin American countries, under the auspices of UNESCO.

In addition to her roles as researcher and teacher, Adrados was also involved in the politics of psychology. From 1974 to 1977, she took part in the first Plenary of the *Conselho Regional de Psicologia do Rio de Janeiro* [Rio de Janeiro Regional Council of Psychology] (CRP-RJ) and eventually became the president of the Council. Moreover, she was honored as a corresponding member of the *Academia Paulista de Psicologia* [São Paulo Academy of Psychology] (1998) and worked as a psychotherapist, focusing on psychodiagnosis.

Adrados was part of the first generation of professional psychologists in Brazil. That generation contributed to the institutionalization of psychology as a profession and to the development and expansion of this field. She played an important role in the areas of professional training, both the practical training offered by the courses and internships at ISOP and the university training at the IP/UFRJ.

Cross-References

► [Mira y López, Emilio](#)

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Agramonte y Pichardo, Roberto Daniel

Born *Santa Clara (Cuba) on May 3, 1904*

Died *Miami, Florida (USA) on December 12, 1995*

María Elena Segura Suárez
Centro de Estudios Martianos, Havana, Cuba

Keywords

Cuba · Puerto Rico · Experimental
psychology · Behaviorism · Education

He began his early studies in Santa Clara, Las Villas. In 1921, he continued his studies at the Universidad de la Habana (University of Havana) and graduated in Philosophy and Letters in 1924 and the following year he graduated in Law. In 1926 he became Assistant Professor of Historical Sciences at the Escuela de Filosofía y Letras (Faculty of Philosophy and Humanities), University of Havana. Between 1928 and 1931, he enrolled in several postdoctoral courses at the North American University of Columbia. In 1929, his book *Tratado de Psicología General (Treatise of General Psychology)* was published, which presented a systematic study of human behavior in two volumes (Agramonte, 1935), and in 1939 the first edition of his textbook *Compendio de Psicología (Compendium of Psychology)* was published (Agramonte, 1948). Both publications had a strong impact on the education of high school students in the country. In 1932 he taught several summer courses in psychology and philosophy at the University of New York and began to collaborate assiduously in the magazine *Bohemia* (Segura-Suárez, 2003).

In 1941 he obtained by opposition the university chair of Psychology, Sociology, and Moral Philosophy at the University of Havana, and under his direction the first laboratory of experimental Psychology in Cuba was founded (Bernal del Riesgo, 1955).

From 1947 to 1949, he was appointed Cuban ambassador in Mexico, where he was elected Member of the Academia Nacional de Ciencias (National Academy of Sciences), corresponding member of the Academy of Geography and History and Honorary Member of the Asociación Nacional de Abogados (National Association of Lawyers).

In 1947 he was appointed professor of Sociology and Military Psychology at the Escuela Superior de Guerra (Superior School of War) in Havana, a position he held until the *coup d'état* of March 1952.

In 1947 he became dean of the Faculty of Philosophy and Humanities at the University of Havana, and a few years later vice-rector. In August 1952 he went into exile in Mexico (de Armas et al., 1984).

On January 1, 1959, he was appointed Primer Ministro de Relaciones Exteriores (First Minister of Foreign Affairs) of the Gobierno Revolucionario Cubano (Cuban Revolutionary Government), a position he held until July when he resigned, and in May 1960, he emigrated to Puerto Rico where he taught as a visiting professor until 1969 when he was appointed professor. In 1984 at the Universidad de Puerto Rico, recinto Río Piedras (University of Puerto Rico, Río Piedras campus), he was honored for his outstanding work by the main American universities on the occasion of his eightieth birthday. He spent the last years of his life in Miami, Florida, where he died.

He was a politician, philosopher, and sociologist, but played an important role in the teaching of psychology. The program elaborated and the bibliography were based on a systematic study of human behavior. The theories contemplated are: psychology as a science of behavior and its methods, reactions, learning, and personality. He contributed to the knowledge of psychology that

was being developed at the international level, specifically the behavioral psychology of John Watson (1878–1958). He founded the first laboratory of Experimental Psychology which corresponded to the program of that course. Experiments were carried out so that students could deepen the theory through practice. He is recognized in Cuban psychology as the best exponent of the behaviorist approach (Segura-Suárez, 2003).

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Aguayo Sánchez, Alfredo Miguel

Born *Ponce, (Puerto Rico), 28 March 1866*

Died *Havana, (Cuba), 30 April 1948*

María Elena Segura Suárez

Centro de Estudios Martianos, Havana, Cuba

Keywords

Cuba · Pedagogical psychology · Paidology · Education

Alfredo Aguayo completed his elementary studies in his hometown, and at the age of 13, he moved with his family to Cuba, where he finished high school education and began his university studies. He obtained his Law Degree in 1892, his Doctorate in Pedagogy in 1903, and also his degree in Philosophy and Letters in 1906, all of them at the Universidad de La Habana (University of Havana).

In 1906, he became Assistant Professor of the School of Pedagogy, and a few years later, in 1912, he became Full Professor of the Escuela de Pedagogía (School of Pedagogy) (Segura-Suárez, 2003).

He directed the chair of Pedagogical Psychology, School Hygiene, and History of Pedagogy at the School of Pedagogy of the University of Havana in 1909. In 1912, he created the first Laboratorio de Paidología (Paidology Laboratory) attached to the School of Pedagogy, where he began his research work in 1916. In the School of Pedagogy, he was professor of the course Pedagogical Psychology from 1914–1915 to 1929–1930. He was considered the most representative in the teaching of such course in the country for his knowledge of this branch of Psychology. In 1915, he assumed the position of director of the School of Pedagogy.

He was president of the Congreso Nacional del Niño (National Congress of the Child) and president of the Asociación Pedagógica Universitaria (University Pedagogical Association). He belonged to the Academia Nacional de Ciencias Pedagógicas (National Academy of Pedagogical Sciences) and was a member of the Sociedad de Geografía de Cuba (Cuban Geography Society). In 1929, the University of Havana closed its doors due to the political events of that time, so he decided to create the Pedagogical Academy of Havana in 1931. When the University reopened in 1934, he dedicated himself to research until 1938 (Bernal del Riesgo, 1955).

The University of Havana honored him as “Professor Emeritus” in 1938, and the Universidad de Puerto Rico (University of Puerto Rico) awarded him the degree of Doctor Honoris Causa in Pedagogy in 1940 (de Armas et al., 1984). In the same year, the government of Mexico awarded him the “Ignacio Altamirano” medal for teaching merit.

The main contribution of Alfredo Aguayo was in the teaching of Pedagogical Psychology, applying the main existing approaches at the international level. He was influenced by functionalism and the pedagogical approach of Paidology, whose objective was the scientific study of children in educational settings. The curriculum covered practical work aimed to the physical and mental measurement of Cuban children (Bernal del Riesgo, 1967).

The fundamental functions of the laboratory were of an experimental nature: to study the genesis and development of the mental and physical processes of Cuban children and young people, to determine varieties and types of children’s mentality, and to carry out experiments of a psychopedagogical nature. He is considered, together with Enrique José Varona (1849–1933), the founder of the teaching of psychology in Cuba.

Cross-References

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Aguilar, Augusto

Born *Alianza, Honduras, 10 September 1935*

Rolando Ardón Ledezma
National Autonomous University of Honduras,
Tegucigalpa, Honduras

Keywords

Honduras · Industrial psychology · Institutions creation

Psychologist, graduated in 1968 from the Universidad Nacional Autónoma de Honduras,

UNAH (National Autonomous University of Honduras), being awarded as the best student of the promotion. In 1971, he completed his master's degree in Psychology through the Universidad Nacional Autónoma de México, UNAM (National Autonomous University of Mexico). In 1978, he obtained his Ph.D. in Indonesia with the thesis "Psychologist Functions in Salary Administration." Later, he completed a licensing in Pedagogy and Education Sciences in the UNAH.

He joined the Department of Psychology at the UNAH in 1967, leading it for two terms, between 1988 and 1992, before his retirement. He achieved the organization and enabling of the "Alfred Binet" classroom, contributed in the organization of the modular system of the Psychology Program and enabled post-graduate scholarships for Psychology teachers.

He was also professor of Education Science in the Escuela Superior del Profesorado Francisco Morazán (Francisco Morazan Superior Professor School), in the Academia Militar (Military Academy), and the Armed Forces of Honduras from 1979 to 1982.

He also performed different professional activities: in 1972, in partnership with the Psychologist Hilda de Lagos, he founded the first Psychological clinic of Honduras, He was co-founder of the first Industrial Psychology Office in 1976 and made the adaptation of the OTIS superior model test in 1968, through a nationwide investigation which has been used in several institutions of the country.

He worked as the official Psychologist for 16 different Honduran national soccer teams from different age categories between 1967 and 2002, starting in 1966, while he was still a last year undergraduate program student and the first professional to work as a Psychologist in the soccer branch.

He has also played an important role in the creation and institutionalization of psychology associations in Honduras. He has been a founding partner of the Asociación Hondureña de Psicólogos (Honduran Association of Psychologists), in 1976, of which he was president for

seven periods between 1976 and 1982. This association was very relevant because there was no Board of Psychologists in Honduras.

Aguilar was responsible for writing the Organic Law of the Colegio de Psicólogos de Honduras (Psychologists Board of Honduran) (1982) and the Fee of the Honduran Psychology Professional (2012). He was a founder of the Colegio de Psicólogos de Honduras, COPSIH (Psychologists Board of Honduras) in 1982, who presided over 12 non-continuous periods from 1986 to 2020, being this the outcome of the work he had begun since 1961 as a member of the group that created the Psychology undergraduate program together with Manuel Antonio Cortes, José Ángel Calix, Obdulio Chinchilla, Torrezió Chinchilla, Livio. As the President of the Psychologists Board during eleven periods, he assumed the responsibility of obtaining funds for the construction of buildings for the Board (administrative and clinical), served in loans matters and other needs of the Board members, and created more chapters in other places of Honduras.

Another important activity carried out by Aguilar was the organization of events, such as congresses, courses, and training for both psychologists and students.

Interested in the approach of the psychology of Honduras to the psychology of other places, in 1974 he founded the chapter in Honduras for the American Psychology Association.

He was head of the Departamento de Orientación y Selección de Personal del Instituto Nacional de Formación Profesional (Department of Personal Selection and Orientation at the National Institute of Professional Training) and was named as Executive Director in the periods 1982–1983 and 1994–1997.

He also had an important political action, through which he has held various positions such as Vice Minister of Public Education of Honduras (1984–1985), Deputy to the National Congress of Honduras (1990–1993 and 2002–2004), General Secretary of the Supreme Electoral Court (2004–2005), Chief Justice of the Supreme Electoral Court (2006–2009), and current advisor of the National Congress of Honduras in electoral matters.

Aguilar also serves as a consultant to Honduran institutions and companies. He is an active member of the Consejo de Expertos Electorales de Latinoamérica, CEELA (Council of Electoral Experts of Latin America), since 2009, which engages in consulting, conferences, and election observation in the countries of Latin America.

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Aguirre Escobar, José de Jesús

Born *Caazapá (Paraguay)* on *March 19, 1922*

Died *Asunción (Paraguay)* on *May 3, 2002*

Eusebio Manuel Ayala-Biancotti
Universidad Nacional de Asunción, Asunción,
Paraguay

Keywords

Paraguay · Character · Noetic therapy

José de Jesús Aguirre Escobar completed his elementary studies in the city of Caazapá until the fifth grade of elementary school, then went on to the Colegio Cristo Rey (Christ the King School) in Asunción at the age of 12. With the help of the Jesuits, he went to study at the Colegio San Miguel (Saint Miguel High School) in Córdoba, Argentina. In the same city, he studied philosophy. Aguirre entered the Compañía de Jesús (Society of Jesus) taking his first vows in 1941 and received priestly ordination in 1953. He also studied at the universities of Lyon, France, and Louvain, Belgium. He obtained the university degrees on Philosophy and Theology and Doctor in Psychology. In 1959 he completed his studies

in Applied Psychology at the University of Louvain (García, 2011) and then returned to his native country. In 1963 the undergraduate Program in Psychology began at the Universidad Católica (Catholic University) in Asunción, where Dr. Aguirre joined the teaching staff, thus also began both their professional and scientific work.

Many important initiatives are associated with him, including being one of the founders of academic and professional psychology and one of the first professors to teach in the country's psychology departments (García, 2011). During the first half of the 1960s, Aguirre introduced the scientific study of personality psychology in Paraguay, taking as a basis for his studies the characterological theory of the French psychologist René Le Senne (1882–1954) (García, 2012).

The Father Aguirre, one of the first professional psychologists in the country, proposed a variety of psychotherapy that he called *noetics*. Congruent with the pastoral training of its author, the model has strong roots in a vision for the human being of a spiritualist nature (García, 2012). The research on personality finds its most complete example in the studies he carried out in the 1960s, following the typology model proposed by Gerard Heymans (1857–1930) and Enno Wiersma (1858–1940), later modified by Le Senne (García, 2014). He worked with Paraguayan samples of more than seven hundred people (García, 2021) and presented his results in the book *Character and Intelligence* (Aguirre, 1966).

Aguirre's most important contributions to Paraguayan psychology were the study of the predominant characters in this country, the construction of national scales of intelligence and aptitude tests, among them the Raven, the D48, the G36, the Toulouse Concentrated Attention, Dispersed Attention, Auditory Memory, and Visual Memory tests. Also, the creation of a system for interpreting the Rorschach projective test. Likewise, the publication of psychology books for high school students (Aguirre, 1967) and the creation of a school in his hometown, Caazapá. Aguirre was a therapist and due to his contributions in terms of test scales, we can highlight his importance for the psychological evaluation in the country, training his colleagues and disciples. He also stood out for his good command of hypnosis.

Aguirre applied the theory of the Dutch philosopher Gerard Heymans and his collaborator the psychiatrist Enno Dirk Wiersma with the modifications introduced a few years later by the French psychologist René Le Senne. James O. Whittaker and Sandra J. Whittaker, renowned American psychologists, launched the fourth edition of their book *Psychology* in 1987, where they mention the works of Latin American authors with two mentions of Paraguayan authors (Aguirre, 1987; García, 2014), echoing the works of the Dr. Aguirre in his research reflected in the work *Carácter e inteligencia. Un estudio de tipología paraguaya* (Character and intelligence: A study of Paraguayan typology) (Aguirre, 1966). Needless to say, the significance of this fact, as it is an international textbook.

Aguirre was also a prolific writer, with several literary works in addition to scientific ones. His scientific works are, in addition to the aforementioned *Carácter e inteligencia* (Aguirre, 1966), *Manual de interpretación del Rorschach* (Rorschach interpretation manual) (Aguirre, 1990a), *Genética humana y el sentido de la cultura en el hombre* (Human genetics and the sense of culture in man) (Aguirre, 1977), *Psicología del amor* (Psychology of love), (Aguirre, 1993), *Terapia noética* (Noetic therapy) (Aguirre, 1990b), as well as fourth, fifth, and sixth year psychology texts (Aguirre, 1967).

His literary works are: *Pa'i Chimi* (Father Chimi), novel, *Más allá de la muerte* (Beyond death), novel, *Campesino sin tierra* (Landless peasant), novel, *Enferma de madre* (Sick of mother), novel, *Iporante mi sargento* (Okay my sergeant), war diary, *El habitante del silencio* (The inhabitant of silence), essay, *Huellas en sueño* (Traces in a dream), stories from Caazapá, *La sombra* (The shadow), short story, *15 poemas hacia la luz* (15 poems towards the light), poems, *Mundo de sombras* (World of shadows), short story, *Canto a la raíz* (A song to the root), poems from Caazapá, *De sombra a sombra* (From shadow to shadow), poems, *Azahar y poemas del olvido* (Azahar and oblivion poems), dramas, and *La incubadora* (The incubator), drama. *La incubadora* is an unpublished manuscript dealing with the relationship between intrauterine life and personality development.

The Father Aguirre was General Director of the Christ the King School in Asunción. He was also a tenured professor of General Psychology, Developmental Psychology, and Genetic Psychology at the Universidad Católica de Asunción (Catholic University at Asunción). Then, he was also the Director of the Psychological and Teaching Cabinet of the Facultad de Filosofía de la Universidad Nacional de Asunción (Faculty of Philosophy of the National University of Asunción), Director of the Centro de Investigación y Orientación Psicológica, C.I.O.P. (Center for Research and Psychological Orientation, C.I.O.P.), Chaplain and Director of the Department of Psychological testing of the Colegio Militar “Francisco Solano López” (“Francisco Solano López” Military College), Director of the “Crist the King” Professional Guidance Center. He was President of the Sociedad Paraguaya de Psicología (Paraguayan Society of Psychology) and a member of the Interamerican Society of Psychology.

Aguirre’s contributions go beyond the academic, scientific, and literary aspects, since some sculptures were erected in his hometown, due to his influences. Aguirre was a lover of nature and life, he enjoyed painting, he was awarded for his literary work *The pry* at an international level, and he was recognized Beloved Son in 1998 by the Municipality of Caazapá (ABC Color, May 5, 2007), for his permanent contribution to culture and community ventures. He was recognized at the Second University Congress of Psychology, in the city of San Lorenzo.

The main avenue in his hometown bears his name, as well as the school he founded. He died on May 3, 2002, in Asunción, a fact marked by mysticism, for having predicted to his relatives that the time of his departure was close to him.

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Alarco Von Perfall, Claudio

Born *Lima (Peru) August 20, 1941*

Alfredo Zambrano-Mora

University of Lausanne, Lausana, Switzerland

Keywords

Peru · Germany · Psycholexicography

Psychologist, son of the prominent Peruvian philosopher Luis Felipe Alarco Larrabure (1913–2005), Claudio Alarco von Perfall studied at the *Pontificia Universidad Católica del Perú*

(Pontifical Catholic University of Peru, PUCP, Lima) and since 1962 he carried out complete studies of psychology, philosophy, and philology at the Universities from Freiburg and Cologne (West Germany) obtaining the Ph. D. in 1979.

At the University of Cologne Alarco has been a teacher in the philology department for more than 20 years, and also a psychologist in the psychological service of the Catholic institution Caritas, also in Cologne, treating Spanish immigrants. Although he resides in Germany permanently, every year he returns to Peru to spend a season.

Apart from his teaching work in Germany and the lectures he gives in Lima on each of his visits, Alarco has stood out as an author at the beginning of his career in the field of clinical psychology and psychological tests. As a result of a long stay in Ibiza (Spain), he published a book dedicated to the culture and psychological environment of that city.

Later, he has concentrated on the history of psychology (especially in the work of William L. Stern, 1871–1938) and especially in the field of psycholexicography, of which he is one of the few specialists both in Peru and in Latin America. Three important dictionaries are the result of his interest in psychological terminology: one dedicated to sexuality, and another two, dedicated to Individual Psychology, by Alfred Adler (1870–1937), and that of Carl Gustav Jung (1875–1961), the same ones that have had a very favorable reception in the Spanish-speaking context. The dictionaries dedicated to Adler and Jung are unique works in Ibero-American psychological literature.

During his stay in Lima, in the summer of the Southern Hemisphere, Alarco usually gives lectures aimed at the general public – organized by different cultural entities – in which he integrates philology, philosophy, and psychology, with special emphasis on Adler's theories and Jung,

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Alarco von Perfall, C. (2020). *La psicología de William Stern* [The psychology of William Stern]. Universidad Ricardo Palma.

Alarcón Napurí, Reynaldo

Born *Supe (Peru), July, 1925*

Dead *Lima (Peru), May 31, 2020*

Tomás Caycho-Rodríguez

Universidad Privada del Norte, Lima, Peru

Keywords

Peru · Psychology · Ethnopsychology

Reynaldo Alarcón entered the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM) in 1945 and obtained a B.A. in 1955 and a Ph.D. in 1956. In his *alma mater*, he met who would be his teacher and the most important person in his academic life, Dr. Walter Blumenfeld (1882–1967), who taught Experimental Psychology.

Alarcón developed his teaching career at his *alma mater*, teaching courses such as School Assessment, General Psychology, and was the founder and principal professor of the chairs of Theory of Psychological Measurement, Intelligence Testing, Psychological Research Methods, and the Test Construction Seminar, among others. He was also a professor at the *Universidad Peruana Cayetano Heredia* (Peruvian University Cayetano Heredia), *Universidad del Sagrado Corazón* (Sacred Heart University), and in Arequipa at the *Universidad Nacional de San Agustín* (National University of San Agustín), both undergraduate and graduate. In recent years, he has served as principal professor at the *Universidad Ricardo Palma* (Ricardo Palma University).

Alarcón was head of the Department of Psychological Research of the National Psychopedagogical Institute (*Instituto Psicopedagógico Nacional*) of the Ministry of Public Education (1956–1964), director of the Psychopedagogical Institute of the Faculty of Education of the UNMSM (1965–1968), and head of the Department of Psychology from his *alma mater* (1969–1971, 1977). In September 1974, he assumed the presidency of the *Sociedad Peruana de Psicología* (Peruvian Psychological Society). In the same way, he was director of Evaluation of the Universities of the National Interuniversity Commission (1977–1981), director of the Office of Training of Scientific and Technological Personnel of the *Consejo Nacional de Ciencia y Tecnología* (National Council of Science and Technology) from 1984 to 1985, and general director of the *Instituto Nacional de Investigación y Desarrollo de la Educación* (National Institute for Research and Development of Education) from 1985 to 1987.

He was also president of the First Peruvian Congress of Psychology (Alarcón et al., 1976), of the XVII Inter-American Congress of Psychology (Lima, 1979) and Honorary President of the XXIX Inter-American Congress of Psychology (Lima, 2003). In 1992, the *Colegio de Psicólogos del Perú* (Board of Psychologists of Peru) awarded him the “National Prize for Psychology” and in 1998 the “Area Prize for Psychological Research.” In 2000, the same institution awarded him the “Millennium Psychologist” Award, recognizing him as the most important Peruvian psychologist of the twentieth century. A year later, the Ricardo Palma University awarded him the degree of doctor *honoris causa*, and in 2015, he received the award from the Rubén Ardila Foundation for Scientific Research in Psychology.

One of his main areas of research was psychometric research. He conducted a study on the relevance of the intelligence test P.V. by Th. Simon (1873–1961) for Peruvian schoolchildren from popular areas (Alarcón, 1951), studied the various components of intelligence (verbal and nonverbal) with the California Mental Maturity Test, Abbreviated Form, Intermediate Series, 1950 (Alarcón, 1961), and the quality and

problems of personality adjustment in Lima schoolchildren (Alarcón, 1962). Thanks to these investigations, Alarcón received the National Prize for the Promotion of Culture “Toribio Rodríguez de Mendoza” (1965).

Alarcón has studied the history of psychology in Peru in repeated publications, also addressing the development and present state of the discipline at the Latin American level (Alarcón, 1997). Proof of this are his contributions about the theoretical orientations of Latin American psychology, its main methodological characteristics, and the study of the contributions of its main figures (especially, his teacher Walter Blumenfeld). Another area of interest has been the reflection on what psychology has done and what it can do in the study of human behavior in situations of poverty. His central concern has been to combine the complexity of psychological phenomena with a rigorous methodology that guarantees the verification of the processes involved (Jáuregui et al., 2015).

In the last years of his life, he actively worked on studies on the psychology of happiness and the ethnopsychology of Peruvians. For Alarcón, positive psychology is the study of internal world, focusing on the so-called positive phenomena such as joy, well-being, gratitude, love, and happiness. Thus, positive psychology rests on the scientific method that allows knowledge of the internal world through its objective expressions, collected through scientific inference. On the other hand, Alarcón’s ethnopsychological work is located within this Latin American line of research, focusing on the national identity and the psychology of Peruvians. The result of this work is his book *Psychology of Peruvians in time and history* (Alarcón, 2017).

León (2003) has pointed out four basic features of Alarcón’s psychological thought: (1) his obsession with objectivity, (2) his insistence on the human being, (3) his social commitment, and (4) the philosophical streak of his work. Alarcón’s work encompassed various themes with a common note in all of them: his concern for doing psychological research, with all the rigor of the scientific method, with a wide and deep use of

quantitative methods and with a great social commitment (Caycho-Rodríguez, 2013).

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Alberini, Coriolano

Born in Milan, Italy, November 27, 1886

Died in Buenos Aires, Argentina, October 18, 1960

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Keywords

Argentina · Philosophical psychology ·
Axiogeny · Logogeny

Alberini's parents emigrated from Italy to Argentina a few months after his birth, settling in the city of Buenos Aires. He attended elementary school at School No. 1 Casto Munita in the Belgrano neighborhood and high school at the Colegio Nacional de Buenos Aires (Buenos Aires National High School), in the same city. In 1906, he simultaneously enrolled in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) and in the Facultad de Derecho y Ciencias Sociales (Faculty of Law and Social Sciences), both at the Universidad de Buenos Aires (University of Buenos Aires). In the latter, he

studied up to the fourth year and finally opted for philosophy. He graduated as a professor of philosophy in 1911. Between 1912 and 1924, he edited the *Revista de la Universidad de Buenos Aires* (Journal from the University of Buenos Aires). He was vice-dean of the Faculty of Philosophy and Humanities at the University of Buenos Aires between 1921 and 1923 and dean in three periods: 1924–1927; 1931–1932; and 1936–1940. He was also vice-rector on two occasions: 1928 and 1940, although he also served as rector between 12 May and 16 October 1941.

He began teaching at the university in 1918 as an assistant lecturer in Psychology II. He later became a full professor of Psychology II and Introduction to Philosophy. He also taught logic, and gnoseology and metaphysics at the Facultad de Humanidades y Ciencias de la Educación (Faculty of Humanities and Educational Sciences) at the Universidad Nacional de La Plata (National University of La Plata), from 1921 and 1923, respectively. His work extended to the Faculty of Law and Social Sciences at University of Buenos Aires, where he taught a philosophy course for incoming students. On the other hand, he promoted the modification of the curricula of the Faculty of Philosophy and Letters, by structuring the programs with new courses. He was a member of the University Reform Movement (1918). After 1939, with the creation of the Universidad Nacional de Cuyo (National University of Cuyo), he advised the authorities on the courses required for philosophical studies. Such university organized the *I National Congress of Philosophy* in 1949 in which he acted as vice-president of the Committee of Honour and Technical Secretary. In 1946, for health reasons, he had resigned his professorships (Pró, 1960).

He was a member of editorial boards, public and private associations, and institutions, in whose creation he collaborated, such as the *Colegio Novecentista* (Noucentista Society), where he wrote the *Manifiesto Liminar* (Preliminary Manifesto), the *Academia de Filosofía y Letras* (Academy of Philosophy and Humanities), and the *Sociedad Kantiana* (Kantian Society) in Buenos Aires in 1929 and one of the founding members in 1930 of the *Sociedad de*

Psicología de Buenos Aires (Buenos Aires Society of Psychology). He was also member of the Editorial Board of the *Journal de Psychologie Normal et Pathologique* (Journal of Normal and Pathological Psychology), founded in 1903 in Paris by Pierre Janet (1859–1947) and George Dumas (1866–1946); of the journal *Nosotros* (Ours), a cultural magazine from Buenos Aires edited from 1907 to 1943; and contributor to the *Enciclopedia Italiana* (Italian Encyclopedia), of which Giovanni Gentile (1875–1944) was the editor. Alberini was official delegate of Argentina to the *International Congress of Philosophy* (Harvard University, Boston, 1926); Doctor *Honoris Causa* of the University of Leipzig (1937); and member of the *Instituto de Psicología* (Institute of Psychology) of the Faculty of Philosophy and Humanities at the University of Buenos Aires, in 1931, where he was responsible for the Section Philosophy and Psychology (Gotthelf, 1969). He was recognized as Officer of the Orden Nacional de la Legión de Honor (National Order of the Legion of Honour) in Paris, 1929, and Commander of the Crown of Italy in 1941, among other national and international distinctions (Pró, 1960).

During his formative years, positivist perspective still predominated, but Alberini never adhered to these ideas, although he was not unaware of the merits of scientific advances. He can be considered one of their first critics of positivism even before obtaining his degree. The human being was not an accessory or secondary phenomenon of physical-mechanical processes. In this sense, he was nourished by readings that included Kant (1724–1804), Nietzsche (1844–1900), Dilthey (1833–1911), the German neo-Kantians, Henri Bergson (1859–1941), Charles Renouvier (1815–1903), Maurice Blondel (1861–1949), Ernst Mach (1838–1916), Léon Brunschvicg (1869–1944), Émile Meyerson (1859–1933), Paul Langevin (1872–1946), Federigo Enriques (1871–1946), Émile Boutroux (1845–1921), Octave Hamelin (1856–1907), Benedetto Croce (1866–1952), Giovanni Gentile (1875–1944), William James (1842–1910), Félix Krüger (1874–1948), George Dumas (1866–1946), Eduard Spranger (1882–1963), Wilhelm Wundt (1832–1920), and Harald

Höfding (1843–1931), among various philosophers, psychologists, and epistemologists, contributing with their own points of view.

He began to write papers and essays during his university studies as part of his academic requirements, some of which were published early on, such as “El amoralismo subjetivo” (Subjective amoralism, 1908), “El pragmatismo” (The pragmatism, 1910), “La pedagogía de William James” (The pedagogy of William James, 1910), and “La teoría kantiana del juicio sintético a priori” (Kantian theory of a priori synthetic judgment, 1911). Later, when he was a student of Horacio Piñero (1869–1919), he wrote “Determinismo y responsabilidad” (Determinism and Responsibility), a monograph published in 1916 in the book *Trabajos de Psicología Normal y Patológica* (Works on Normal and Pathological Psychology).

In the first decades of the twentieth century, psychology was part of philosophical studies, a period that has been characterized as the stage of “philosophical psychology,” situated between 1916 and 1941 (Klappenbach, 2006). At the University of Buenos Aires two courses were taught. The first one dealt with clinical and physiological studies and the practice of experimental methods. In the second, higher mental processes, their relations to other philosophical disciplines, and their pedagogical and social applications were analyzed (Klappenbach, 2006). Thus, when competing in 1919 for the position of assistant professor of Psychology II, Alberini wrote a paper that is the most representative of his thinking on the subject, which he places within biological psychology, “Introducción a la axiogenia” (Introduction to axiogeny), published in 1921 (Alberini, 1921/1973d). The word *axiogeny* is a neologism meaning the genesis or origin of *value*, as opposed to *axiology*, which for Alberini was the study of values from a deontological point of view.

In contrast to positivism, which had extended the mechanical interpretation of facts to the social, psychological, and spiritual world, axiology establishes a fundamental difference, for the spiritual and cultural world are teleological, aim at ends, and are susceptible to change, according to human freedom. Alberini developed six *theses*:

1. axiological psychology, in order to contribute to the solution of the conflict between logicists and psychologists, must investigate the axiological elements of knowledge in order to discern the axiological from the objective. Only in this way can rationality be determined;
2. evaluation is not peculiar to man, but to all beings and therefore it can be unconscious;
3. the problem of value is above all psychological and biological;
4. through the notion of value, biology is reduced to psychology;
5. personality is not an epiphenomenon;
6. only a profound examination of the axiological aspect of judgment will make it possible to overcome subjectivism and thus to found autonomous thought. (Alberini, 1921/1973d, p. 150)

Knowledge, both animal and human, has a biological origin and function. Value is, on the other hand, any teleological or directional attitude, conscious or unconscious, motor or contemplative. It resides in the mind, animal, or human. All living beings, including plants, evaluate, so that the genesis of value is in the mental life and is confused with it; the mental is the essence of life itself. Thus, all organic individuality is mental. *Axiogeny* and *psychogenesis* are two sides of the same coin. But individuality needs to persist, and this is made possible by memory, the most general feature of living matter. It is in turn a phenomenon identical to finality and individuality. For Alberini, the definition of life is psychological, since memory, individuality, heredity, and organic teleology can be identified.

Alberini emphasized that vital phenomena are characterized by the process of irritability, the primordial note of the protoplasm. This is a rudimentary form of sensibility, which some authors use indifferently. It consists in the faculty of reacting to external or internal stimuli by modifying its own form, position, or intensity of the vital processes. Its purpose is to protect the cell against what is harmful to it and to promote nutrition and growth, as well as to ensure the preservation of the species. It is a teleological property which also applies to plants.

Biogenic and psychogenesis are identical terms and psychogenesis implies *axiogeny*. Life has its first manifestation in the elective character of irritability or the ability to react to stimuli. The organism, in order to live, selects, and this process

is already present in plants, as evidenced by the chlorophyll function. If life is a psyche, its main feature lies in evaluation. Thus, life cannot have an exclusively mechanical and utilitarian explanation. Its adaptation to the environment is not passive or purely conservative, as it tends to surpass or improve itself: Its perpetuation supposes a selection of stimuli, where there is always evaluation, and this evaluation is a function of the organic *telesis* (Alberini, 1921/1973d).

On the basis of these characterizations, Alberini considered that knowledge is not necessarily conscious. It would probably be impossible to state at what moment in phylogenetic evolution the consciousness of individuality appears, but it is known that in lower beings there is a trophic craving or need for food, and this supposes an evident discriminating aptitude that is the origin of knowledge (Alberini, 1921/1973d). Conscious or unconscious, knowledge is a modality of the mind, and already in irritability there is an embryonic form of it.

On the other hand, consciousness exists in many lower beings and, obviously, in human beings. Its first manifestation is inner hedonic perception, for pleasure and pain presuppose consciousness. In turn, hedonic consciousness perceives in the form of judgment, of vital affirmation, prior to all conceptualization. Alberini stated: “Undoubtedly consciousness is, fundamentally, a judgmental activity, but not all judgmental activity is consciousness. The illusion lies in forgetting that consciousness is judgment about judgments, but these, in the form of tendencies, i.e., motor values, may be prior to the emergence of consciousness. When consciousness emerges in the phylogenetic and even ontogenetic line, it encounters a complex of teleological activities which, strictly speaking, are already lived judgments. Therefore, as we see it, judgment is prior to representation, or rather, there is no representation that is not judgment. Representation exists only in the form of virtual or explicit judgments” (Alberini, 1921/1973d, p. 183). In this sense, representation is a more or less stable system of qualities organized by the vital thesis in the form of attention to life.

Attention, conscious or unconscious, is an abstractive faculty. Abstraction is something

connatural to life itself, for the aforementioned irritability is the germ of abstraction and a distant ancestor of human mentality. Judgment supposes this selective activity of abstraction in the movement toward the vital thesis.

For Alberini, value in its most elementary form is expressed in a vital reaction. From this axiogenic background, *logogeny* (*logogenia*), rationality, is born, but when the biological evolution culminates in the form of personality, *logos*, despite being ulterior, ends up penetrating, organizing, and founding the same value pathway. Rationality is its crowning achievement and is in turn the only instance capable of explaining this process, which the human being can no longer divest himself of. There is an ascending sense in which *logos* is the essence of the human personality and is the supreme value, capable of recognizing and creating them (Alberini, 1921/1973a).

Human life is a unity where “biological individuality becomes self-consciousness, i.e. personality,” which is also “efficient self-consciousness.” Personality is the center of freedom, which is always someone’s, i.e., subjective. It is also always limited because it is given in space-time. This personality is made up of freedom and an axiological form. More concretely, it is society that transforms psychological individuality into a person, and this in turn is projected to the objective and universal in the moral order and in culture, within a historical environment that encourages communities and nations (Alberini, 1941/1973e).

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- ▶ [Janet, Pierre](#)

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Alberti, José León

Born *in Buenos Aires, Argentina*

Died *in Buenos Aires, Argentina*

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Keywords

Argentina · Experimental psychology · Psychometrics · Laboratory · Labor Laws

Head of the Laboratorio de Psicología Experimental (Laboratory of Experimental Psychology), of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities), at the Universidad de Buenos Aires (Buenos Aires University), since June 1926. First, to accede to that office, in June 1919 Alberti competed for the Assistant Professor position, in charge of experimental activities at the laboratory, and in May 1922, he was admitted as Vice Head of that laboratory (Gotthelf, 1969). He taught the practical course with topics on nervous tissue, brain and its localizations, sensibility – cutaneous, visual, auditory, and gustatory-cenesthetic – and activity.

Some of his main publications were the following: *Psicocronometría experimental: reacción refleja y reacción voluntaria. Tiempo en que se cumplen algunos procesos psicofisiológicos* (Experimental psychochronometry: reflex reaction and voluntary reaction. Time in which some psychophysiological processes are fulfilled) (Alberti, 1921), *Psicofisiología experimental: Un nuevo esfigmo-termo-pletismógrafo* (Experimental Psychophysiology: A new sphygmo-thermo-plethysmograph) (Alberti, 1922), *Búsquedas experimentales acerca de los fenómenos psicoeléctricos* (Experimental research on psycho-electrical phenomena) (Alberti, 1935), and *La actividad eléctrica del cerebro humano* (The electrical activity of the human brain) (Alberti, 1938).

From 1930, at the Instituto de Psicología (Institute of Psychology) directed by Enrique Mouchet (1886–1977), he was responsible for the psychometry section, while continuing with the Laboratory activities (Falcone, 2015). His work continued to be published in the Journal of the Institute, *Anales del Instituto de Psicología* (*Annals of the Institute of Psychology*). In addition, in 1931 Alberti compiled the papers that reflected “the teaching and research activity of the Laboratory...” and published them in the Archives of the Laboratory of Psychology in a single issue, where many of his articles were collected (Gotthelf, 1969).

He devoted himself to the experimental investigation of electrical phenomena, in the psychometric field, using psychotechnical measuring devices. In an attempt to achieve accurate

measurements, Alberti sought to adapt laboratory equipment, overcome their errors, and reach non-fallacious conclusions in the research. He succeeded in introducing modifications to the Lehmann plethysmograph that allowed researchers to overcome difficulties such as keeping the temperature of the measuring instruments constant (Alberti, 1922).

From 1922 to 1931, he was Head of the Psychology Laboratory at the Instituto de Psiquiatría (Psychiatric Institute) of the Hospital Nacional de Alienados (National Mental Hospital) in the city of Rosario. This institution, directed by Dr. Lanfranco Ciampi (1885–1963), was the headquarters of the Child Psychiatry Chair, Experimental Psychology and Psychiatry, of the Faculty of Medical Sciences at the Universidad Nacional del Litoral (Litoral National University) in the city of Rosario, Santa Fe province (Papini, 1978). With Dr. Arturo Mo (1884–1944), they organized the Laboratory and the practical part of the courses using the Mental Recorder designed and created by both of them (Mo & Alberti, 1922). The *Boletín del Instituto Psiquiátrico de la Facultad de Ciencias Médicas de Rosario* (Bulletin of the Psychiatric Institute, Faculty of Medical Sciences, Rosario), an organ of diffusion of the institutional activity, contains several of his publications published between 1929 and 1931. In these texts, Alberti equated psychotechnics with psychometry (Rossi, 2005).

In 1926, he was appointed Head of the Laboratorio de Psicofisiología (Psychophysiology Laboratory) in the Labor Legislation course, at the Facultad de Ciencias Económicas (Faculty of Economic Sciences), University of Buenos Aires. He was called by the Socialist congressman Alfredo Palacios (1880–1965) who was the Professor of that Chair. Alberti organized that laboratory into three sections: (1) Psychochronometry, where he used the Mental Recorder created with Dr. Arturo Mo; (2) Psychophysiology, where he applied the Sphygmograph-Thermo-Plestimograph, a device of his own design that measured pulse-breathing and mental processes; and (3) Psychodynamics, where Mosso's ergograph was complemented with myographs of the forearm. In his course, he worked on thematic novelties such as physical and psychological fatigue, affective life and

physiological processes, and psychic phenomena. The students culminated the course with a monograph that was published by the Student Association, as a way of contributing to the knowledge of modern working conditions in workshops and factories.

For the study of fatigue at work *in situ*, in partnership with Alfredo Palacios, he embarked the Laboratory's instruments on the boat *El Pampero*. The aim of that task was to scientifically support the parliamentary debate for the 8-h workday labor law, which was finally passed in 1929 (National Law 11.544). José Luis Alberti personally directed the field research of the study of labor fatigue among the workers of Obras Sanitarias de la Nación, in the Buenos Aires neighborhood of La Boca. Three measurements were taken daily: before the start of the workday, during the workday – every 3h – and at the end of the workday. Fatigue values were measured and quantified with the Mosso Ergograph, among other instruments. The study showed an exponential increase in the tendency to accidents after 8 h of work.

With the beginning of the *coup d'état* in 1930, he was removed from his institutional university positions.

In 1930, he presented, in coauthorship with Lanfranco Ciampi, "Reflex psychogalvanic" at the Second Latin American Conference of Neurology, Psychiatry and Legal Medicine in Rio de Janeiro and "The psychogalvanic reflex in some dementia states" at the Society of Neurology and Psychiatry of Buenos Aires.

In 1933, in the chair of Psychiatric Clinic at the Hospicio de las Mercedes (Hospice of the Mercedes), whose tenured professor was Gonzalo Bosch (1885–1967), he was appointed Head of the Laboratorio de Psicopatología (Psychopathology Laboratory) and taught the Psychopathology course. He had already worked with Bosch the Psychiatric Institute in the city of Rosario.

In the prominent work *La Psicología en la República Argentina* (La Psicología en la República Argentina) (Foradori, 1935), José León Alberti stands out as one of the signatories of the Foundation Act of the Society of Psychology. He was also appointed Treasurer between 1930 and 1932. In the Public Sessions, he presented the

paper *Exploración gráfica de la atención en algunas psicopatías y reflejo psicogalvánico* (Graphic exploration of attention in some psychopathies and psychogalvanic reflex) in coauthorship with Ciampi. In October 1932, he was appointed Secretary of the Society for the following biennium, where he debated with Osvaldo Loudet (1889–1983) and Leon Jaschewsky.

He was one of the main figures of experimental psychology conceived as a laboratory activity. He placed psychology in continuity with physiology, in which the psychic phenomenon cannot be studied in isolation by itself, but in relation to the anatomical-physiological structure, to the biological mechanism that gives rise to it.

Cross-References

- ▶ [Ciampi, Lanfranco](#)
- ▶ [Mouchet, Enrique](#)
- ▶ [Palacios, Alfredo Lorenzo](#)

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Albizu-Miranda, Carlos

Born on September 16, 1920 in Ponce, Puerto Rico (PR)

Died on October 6, 1984 in Houston, Texas, USA

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Keywords

Puerto Rico · Tests and measurements · Founder of Graduate University

Carlos Albizu-Miranda studied his elementary school in continental United States of America (USA), but he completed his high school education in his native town at Ponce High, a highly regarded public school in Puerto Rico. Immediately, he entered the University of Puerto Rico, Río Piedras Campus, where he graduated with Bachelors of Arts in Education degree in 1943 with a double concentration in psychology and history. After graduation he joined the US Army and served his compulsory time in World War II as an Assistant Psychologist.

After the war, in 1946, he registered at the University of Minnesota to pursue graduate studies in Clinical Psychology, but could not finish his degree due to personal reasons. He returned to Puerto Rico and worked at the Office of Vocational Rehabilitation of Veterans Administration, first administering psychological tests to veterans and later as director of the Office. In 1950 he returned to his graduate studies, this time at Purdue University at Indiana, where he obtained an MA in Experimental Psychology in 1951 and a PhD in Clinical Psychology in 1953.

After his graduation he returned to Puerto Rico, becoming among the first clinical psychologists in Puerto Rico with a doctoral degree. Only Teobaldo Casanova had finished earlier, and Jorge Dieppa also finished in 1953. Immediately after his graduation from Purdue University, he joined the teaching staff of the Department of Psychology at the Faculty of Social Sciences of the University of Puerto Rico in Río Piedras (UPR-RP) teaching undergraduate social sciences students. UPR-RP at that time did not offer graduate studies in Psychology. He was responsible for teaching a laboratory course in experimental psychology and also mentored students who were planning to continue graduate studies in Psychology in the USA.

He was very excited about developing a graduate program of studies in psychology in Puerto Rico and participated in numerous committees at UPR-RP. With that aim in mind, his main interest was to train psychologists in Puerto Rico to treat our people taking into consideration our cultural context. At this time, it was very important for him

to develop a graduate program in Psychology that would take into consideration diversity and socio-cultural differences of Puerto Ricans (Albizu-Miranda & Matlin, 1967; Prewitt-Díaz, 2010).

Discouraged by the time it was taking to develop the Psychology Graduate Program at UPR-RP, he organized with Norman Matlin an independent professional school of Psychology in 1966, the first in Puerto Rico and the Caribbean to offer a master's degree in Clinical Psychology (Santiago-Negrón et al., 2006). This professional school, Psychological Institute of Puerto Rico (*Instituto Psicológico de Puerto Rico*), is today known as Carlos Albizu University (CAU) and graduates the majority of psychologists in Puerto Rico. It has a second campus at Miami, FL, which is one of the institutions that graduates most Hispanics with doctoral degrees in the USA. In 2015, it opened a third campus at Mayagüez, PR.

Albizu-Miranda dedicated most of his time to developing this university, its curricula, its research program, its aims and objectives, and its accreditation by APA, in summary everything needed for the development of an excellent academic center (Ardila, 1985). He believed that the development of a graduate program in Psychology in Puerto Rico was critical because he saw Puerto Rico and Puerto Rican Psychology as a bridge between Psychology in the USA and psychology in Latin America (Ardila, 1985).

According to Salvador Santiago-Negrón and his colleagues (2006), the purpose of CAU was to develop clinical psychologists at master's level with the adequate skills to treat the Puerto Rican population taking into consideration its bio-socio-cultural background. Today both institutions, at San Juan and Miami, are accredited by APA and offer multiple master's and doctoral degrees in Psychology and other disciplines.

Dr. Albizu-Miranda's work influenced other areas besides Puerto Rico. He helped organize the National Hispanic Psychological Association, today called National Latino/a Psychological Association, and was its first president from 1980 to 1982. He actively participated in APA, where he was a fellow, and in the Interamerican Society of Psychology. He was a visiting

professor at the University of Wisconsin and at the University of Maine.

Many organizations have recognized Carlos Albizu-Miranda's work (Roca de Torres, 2006). Among them, in 1978 the National Coalition of Organizations for Human Services and Mental Health bestowed on him an award for his contributions to mental health. The following year, the Puerto Rico Psychology Association gave him an award for his contributions to Psychology development in Puerto Rico. In 1980, APA recognized him for his contributions to education in Psychology in Puerto Rico and the Caribbean. He was also recognized for these contributions by the Hispanic Psychological Association, today named Latin(a) Psychological Association (Wennerholm, 1985). Posthumously, in 1987 he received the Interamerican Award in Psychology, for his contributions to the Hispanoamerican Psychology (Roca de Torres, 2006).

Carlos Albizu-Miranda's life is a story of love between this Puerto Rican psychologist, his discipline, and the people of Puerto Rico (Albee & Santiago-Negrón, 1987; Boulon, 1990). Those of us who were his students remember him for his demanding academic requirements but his warm interest in our development as human beings and our commitment to our community. As he always said "besides knowledge there is always love."

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- ▶ Matlin, Norman
- ▶ Santiago Negrón, Salvador

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Albuquerque, Therezinha Lins de

Born *in Recife (Brazil), in 1926*

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Keywords

Brazil · School psychology · Educational guidance

Therezinha Lins de Albuquerque studied pedagogy at the Faculdade de Filosofia (Faculty of Philosophy) at the Universidade de Recife (University of Recife), now the Universidade Federal de Pernambuco (Federal University of Pernambuco), graduating in 1949. Two years later, in 1951, she moved from Recife to Rio de Janeiro, and in 1952, she started an internship at the Centro de Orientação Juvenil (COJ) (Youth Guidance Center).

This institution had been created by the Ministério da Educação e Saúde (Ministry of Education and Health), in 1946, as part of the Seção de Orientação Social (Social Orientation Section) of the Divisão de Proteção Social (DPS) (Social Protection Division) of the Departamento Nacional da Criança (DNCR) (National Children's Department), and was planned by Emilio Mira y López and Helena Antipoff, with the collaboration of Elisa Dias Veloso, who was the director until 1967. It attended adolescents, later also children, providing psychological diagnosis, professional orientation, and psychotherapy, as well as family orientation. It was the first public youth guidance clinic in Latin America, where interdisciplinary work was carried out, and it functioned as an important internship and training field for professionals in cooperation with other assistance, teaching, and research institutions. From 1960 on, she intensified the use of psychotherapy, mainly of analytical nature, and group attendance, besides the use of psychodiagnostic tests such as

the Thematic Apperception Test (TAT), the Rorschach, the Myokinetic Psychodiagnostic (PMK), the My Hands Test, and the Binet Test. In 1952, Therezinha was appointed as an education technician by the Ministério da Educação e Saúde (Ministry of Education and Health), and she remained working at COJ. In 1968, when Elisa Dias Veloso stepped down, she took over the coordination of COJ, remaining there until 1977.

At the same time, at the request of Anísio Teixeira, then director of the Instituto Nacional de Estudos Pedagógicos (INEP) (National Institute of Pedagogic Studies) of the Ministério da Educação (Ministry of Education), where she was originally assigned, Therezinha took over the Psychology Office in 1955, in which he worked with Maria Helena Novaes de Mira, coordinating it until 1967. This was part of a pilot project of INEP, implemented in a school in Rio de Janeiro, the Guatemala School, with the objective of offering, besides the regular curriculum, intellectual, emotional, and social assistance to the students and their families. It started its activities in 1955, by applying psychological tests to the students, at the request of the teachers.

When Therezinha took over the direction of the Gabinete de Psicologia Psychology Office, she implemented changes in its profile, proposing that the results of the tests would be part of a set of tools that would include a psycho-pedagogy service with orientation to the teachers' activities. Its main objective was to develop a work that would take into consideration a global view of the child, including the social context, the family, and the community, in addition to the school, to include a broad understanding about the potentialities of the students and centered on the relationship between them and the teachers. After these changes, the Psychology Office was renamed as Serviço de Orientação Psicopedagógica (SOPP) (Psychopedagogical Guidance Service), also including a medical and a social service professional, in 1956. However, it was extinguished by INEP in 1967. This experimental project was a pioneer of school psychology in Brazil and became a center of internships in both teaching and psychology, coming from the first psychology classes at the Pontifícia Universidade Católica do

Rio de Janeiro (PUC-RJ) (Pontifical Catholic University of Rio de Janeiro). In 1954, she started her teaching career as a psychology professor at the Social Institute of the School of Social Service at PUC-RJ, and between 1958 and 1961, she became a full professor of the psychology course at the same university, the first one in the country. From 1958 to 1960, she worked, still at PUC-RJ, in the Specialization Course in Educational Orientation. Her experience in educational orientation led her to give courses on the theme in Minas Gerais, in 1957, and in Recife, Pernambuco, in 1963.

In 1972, she was a teacher in the IV Specialization Course in Pediatrics at the Instituto Fernandes Figueira (Fernandes Figueira Institute), of the Fundação Oswaldo Cruz (FIOCRUZ) (Oswaldo Cruz Foundation), an organ of the Ministério da Saúde (Ministry of Health) that, in 1969, after the extinction of the DNCr, took over the COJ as one of its organs. She participated as teacher of clinical psychology and internship supervisor of the Specialization Course in Clinical Psychology of the Instituto de Psicologia Aplicada da Pontifícia Universidade Católica do Rio de Janeiro (PUC-RJ) (Institute of Applied Psychology of Pontifical Catholic University of Rio de Janeiro), in 1976, in agreement with the Centro de Estudos de Antropologia Clínica (CESAC) (Center for Studies in Clinical Anthropology), created in 1972, with other collaborators. She was a teacher at the Instituto de Psicologia (Psychology Institute) of the Pontifícia Universidade Católica do Rio Grande do Sul (PUC-RS) (Pontifical Catholic University of Rio Grande do Sul) in the Extension Course about “Supervision in Psychology” and in the Specialization Course in School Psychology, in 1984. Between 1985 and 1986, at the same PUC-RS Institute, he taught courses in the Specialization Courses on “Supervision in Psychology,” “School Psychology,” and “Psychotherapy of the Adolescent.” As a result of her work and experience, Therezinha was part of the study group of the Associação Brasileira de Psicologia Aplicada – ABPA (Brazilian Association of Applied Psychology) for the elaboration of a document about the training of techniques in the field of clinical psychology, in 1973. She was also part of the group of

the Associação Brasileira de Psicologia Escolar e Educacional – ABRAPEE (Brazilian Association of School and Educational Psychology), in Rio de Janeiro, between 1991 and 2001. She published three books, dealing with the experience of the Escola Guatemala (Guatemala School) and the SOPP. Therezinha has also worked in the formation of the Conselho de Psicologia (Psychology Council) system, being elected secretary in 1974 and, between 1977 and 1979, elected the first president of CRP-5, in the first election of Conselho Federal de Psicologia (CFP) (Psychology Councils) in Brazil. In 1980, she was elected vice president of the Conselho Federal de Psicologia (CFP), and still in 1980, she was appointed to represent the CFP at the VII National Health Conference. Therezinha retired from INEP in 1983, but she continued her teaching activities, as well as her activities of psychological care and supervision in clinical and school psychology in her private office, which she had started in 1969, until 1995.

Cross-References

- ▶ [Antipoff, Helena Wladimirna](#)
- ▶ [Mira y López, Emilio](#)
- ▶ [Mira, Maria Helena Novaes de](#)
- ▶ [Veloso, Elisa Dias](#)

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Alcaraz Romero, Víctor Manuel

Born *Mexico City, 13 July 1939*

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Keywords

Mexico · Neurosciences · Psychophysiology of language

Víctor Alcaraz enrolled at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) to study psychology in 1959 (Parra et al. 2013). During his studies at the UNAM, he was part of the group “Galileo Galilei” together with Serafin Joel Mercado Doménech (1939–2017), Emilio Ribes Iñesta (born 1944), and Lauro Bonilla, among others, who were seeking to orient their training in psychology with a more scientific approach. He received his PhD degree at the Université de Paris where he studied the electrophysiology of language and did his postdoctoral work at the Laboratory of Psychophysiology of Московский государственный университет (Moscow State University).

Already in his professional life, in 1963, at the end of his degree, and in the process of elaborating his thesis, he was invited to participate in the creation of the psychology career at the Universidad Veracruzana (Veracruz University), in Xalapa, Veracruz. Víctor Alcaraz proposed a curriculum, and from this, in the same year, the first degree in psychology in Latin America that integrated basic science with applied or translational science was created.

In 1973, when he returned from Paris from his graduate studies, he tried to create, with Emilio Ribes Iñesta, the Instituto Latinoamericano de Ciencia y Tecnología del Comportamiento (Latin American Institute of Behavioral Science and Technology) in Santiago, Chile. However, due to the military coup that overthrew Salvador Allende (1908–1973), this was not achieved (Mateos Morfín and Flores Aguirre 2019). After this attempt, with Emilio Ribes and Florente López (born 1940), they asked their professor Luis Lara Tapia (1930–2000) for the rent of a house, where they created the Laboratories of Psychophysiology Practices of the Facultad de Psicología (Faculty of Psychology) of the UNAM. At the same time, he joined the UNAM as a professor of neurophysiology and psychophysiology in the same year. In addition, he leads the seminar of Neurophysiology of Thought and Language. Two years later, in 1975, he founds the master's degree in Brain Plasticity at the Universidad Autónoma Metropolitana – Xochimilco (Autonomous Metropolitan University) (UAM-X).

In 1982, he founded the Centro de Investigaciones Cerebrales (Brain Research Center) at the UNAM. The following year he founds the master's degree in Neurosciences at the Facultad de Estudios Superiores Iztacala (Faculty of Higher Studies) (FES-Iztacala), and the following year, he receives the National Award for Research in Psychology from the Consejo Nacional de Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP). In 1987 he receives the Ordre national du Mérite (National Order of Merit Award) from the French government. It is also worth mentioning the prize awarded in 1989 by the International Federation of Social Science Organizations (IFSSO) in Tokyo, within the framework of the event: “9th IFSSO General Conference. Changes in Academic Policy: Social Sciences in a Changing World.” The IFSSO gives him a recognition for his work “The impact of new technologies on society.” A summarized version of this work is later published in the journal *Fundamentos y Crónicas de la Psicología Social Mexicana* (*Foundations and Chronicles of Mexican Social*

Psychology) (Alcaraz Romero 1989; V. M. Alcaraz Romero, personal communication, June 17, 2020).

He created and served as coordinator of the Laboratories for the High Academic Requirement Program of the Facultad de Psicología (Faculty of Psychology) of the UNAM, in 1993, and founded the Instituto de Neurociencias (Institute of Neurosciences) at the Universidad de Guadalajara (University of Guadalajara) in 1994. Other honorary positions and recognitions he has received are President of the Sociedad Mexicana de Análisis Experimental de la Conducta (Mexican Society for Experimental Behavior Analysis), President of the Sociedad Latinoamericana de Neuropsicología (Latin American Society of Neuropsychology), Member of the Advisory Council on Science of the Presidency of the Republic, Director of Dirección General de Educación Superior de la Secretaría de Educación Pública (Institutional Development of the General Directorate of Higher Education of the Ministry of Public Education) (SEP), Vice President of the Comisión Latinoamericana de Ciencia y Tecnología de la Comisión Económica para América Latina y el Caribe (Latin American Commission on Science and Technology of the Economic Commission for Latin America and the Caribbean) (CEPAL), Director of International Affairs of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACyT), Tribute and Recognition by the Universidad de las Américas Puebla (University of the Americas Puebla) for his academic career in the field of Psychophysiology in 1998, Researcher of the Sistema Nacional de Investigadores (National System of Researchers) Level III, Premio Nacional de Ciencias y Artes (National Award of Science and Arts) in 2003, and the Recognition “Dr. Emilio Ribes Iñesta” in 2019, among others.

In addition to his work as a scientist, his literary talent was recognized in 1996: he was awarded in the IV Contest for the Publication of Literary Works organized by the Universidad de Guadalajara (University of Guadalajara), Mexico. The prize obtained is for his novel *Al acoso del sueño* (On the prow of a dream). According to

his words, this is the genre known as anti-novel; because for Alcaraz, life does not have a structure for itself, but each person gives it. In this case, the character of the novel seeks the evanescent substance of dreams, sometimes crystallizable in achievements, sometimes ungraspable (*Gaceta Universitaria* 1997).

His most relevant contributions are oriented to the study of thought and language. He has theorized about learning in order to elucidate some processes that allow the acquisition of new answers, including communicative answers of the human being. He also stands out for his contribution to the analysis of behavioral losses due to brain injuries and has created innovative techniques for the recovery of neuropsychological functions. This work has been reflected in the authorship of about 10 books and more than 120 articles published in indexed scientific magazines.

Cross-References

- ▶ Lara Tapia, Luis
- ▶ López Rodríguez, Florente
- ▶ Mercado Doménech, Serafin Joel
- ▶ Ribes Iñesta, Emilio

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Alkmim, Hélio Durães

Born in *Belo Horizonte, (MG, Brazil), 13 September 1927*

Died in *Belo Horizonte, (MG, Brazil), 18 April 2002*

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Keywords

Brazil · Psychiatry · Psychology of the exceptional · Foundation of institutions

Helio Alkmim studied at the Faculty of Medicine of the University of Minas Gerais, currently the Federal University of Minas Gerais (UFMG), and graduated in 1952. He specialized in neurology

and psychiatry between 1953 and 1958, at the Northwestern University, Chicago, Illinois (USA).

After returning to Brazil, in 1958, he became the headmaster of the third section of the Raul Soares Institute, a psychiatric hospital in the city of Belo Horizonte. At the same time, he started a project with the psychologist Helena Wladimirna Antipoff, aiming at offering humanized psychiatric care at the Pestalozzi Society of Minas Gerais and at the institution Fazenda do Rosário (Rosario Farm), in Ibirité. The aim was to build a psychiatric clinic on the premises of Fazenda do Rosário that would offer patients comprehensive, preventive care supported by a multidisciplinary team. In 1960, he started providing specialized care to children and young people, at both Sociedade Pestalozzi and Fazenda do Rosário. This project was presented by Hélio Alkmim at the Sixth National Congress of Neurology, Psychiatry, and Mental Hygiene, held from August 26 to September 1, 1962, in Belo Horizonte.

He took part of the foundation of the Clínica Nossa Senhora de Lourdes in 1959. There he proposed to offer open-door psychiatric care, a model of treatment less restrictive than the hospital treatments of the time, which allowed a free circulation of inmates. In 1961, he was invited to participate in the foundation of the public hospital Galba Veloso, in the state of Minas Gerais. He became the first headmaster of the institution right after it and started operating in the following year. He remained in that position until 1963. On the same occasion Dr. José Geraldo Albarnaz (1923–2015), professor of neurology at the UFMG Medicine course, invited him to assume the psychiatry discipline at that school, which he carried on for a period of approximately 5 years. Alkmim also dedicated himself to his private clinic practice and treat patients with various disabilities free of charge. In January 1966, Alkmim taught classes and coordinated the medical part of the first *Intensive Course for Exceptional Childhood* held at Fazenda do Rosário: Instituto Superior de Educação Rural (Higher Institute of Rural Education) (ISER) in Ibirité (Minas Gerais), at Grupo Pedro II, and at the Medicine school of UFMG, in Belo Horizonte (Minas Gerais). The

course was supported by the Pestalozzi Society of Minas Gerais, with the cooperation of the Ministry of Education and Culture through the National Campaign for Education and Rehabilitation of the Mentally Handicapped, the Secretary of Education, Health, Interior, and Social Service of the State of Minas Gerais, ISER, and UFMG. Several topics were approached such as neuropsychiatry, psychophysiological aspects and changes in children, adolescents, adults, and elderly people, psychoses, child dependence, phobias, cerebral palsy, behavioral changes, personality disorders, and case studies (Lourenço 2017, Moretzsohn 1989).

In 1972, together with Helena Antipoff, Alkmim structured the Rural Civilization for Culture and Leisure Project (CIRCULA) and in the following year the project of the Milton Campos Association for the Development of Gifted People's Vocations (ADAV). For Alkmim (1988b), ADAV represented the possibility of offering gifted children and young people the development of their potential and talents, fostering leadership skills, good customs, and extracurricular enrichment through contact with the environment and culture, favoring a happier, more balanced and productive society. The projects developed at ADAV aimed at nature conservation, art and craft activities, ecology, regional folklore, scouting, and literary contests, among others, approaching various vocations. Alkmim believed that, in addition to intelligence, other aspects should be considered in gifted children and young people, such as skills, differentiated interests and performance in studies, work, community, and home, stimulating them into creative activities, problems-solving, and leadership.

Hélio Alkmim, along with Daniel Iretzky Antipoff, Helena Antipoff's son, also worked at the Helena Antipoff Documentation and Research Center (CDPHA) and at the Helena Antipoff State Foundation, institutions created in the 1970s to keep alive Helena Antipoff's memory and works. In 1973, he became the headmaster of the Psychiatry Residency at Raul Soares Institute. Before retiring in 1985, he worked for several years in the teaching and training team of the Hospital Foundation of the State of Minas Gerais (FHEMIG). Very closely linked to the Catholic

Church and religiosity, in 1998 he decided to join the Secular Franciscan Order.

Helio Alkmim's great contribution to Brazilian psychology consists of his performance in the assistance to children and adolescents with disabilities and to gifted ones in a multidisciplinary perspective in which he emphasized not only the development of cognitive skills, but also the contact with nature, development of artistic skills, and most diverse cultural experiences. He also played an important role in preserving the legacy of one of the most relevant figures in the history of Brazilian educational psychology, Helena Antipoff, of whom he was a friend and tireless collaborator.

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- ▶ [Antipoff, Helena Wladimirna](#)

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Allende Navarro, Fernando

Born *Concepción, Chile, 28 June 1891*

Died *Santiago, Chile, 4 October 1981*

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Keywords

Chile · Psychoanalysis · Freud · Chilean Psychoanalytical Association · Clinical psychology

Fernando Allende Navarro is usually considered as the first Chilean psychoanalyst with recognized training and the introducer of the psychoanalytic practice in Chile (Arrué, 1991; Núñez, 1981). He did his secondary years in the city of Concepción (southern Chile), at the *Colegio Alemán* (German School), the *Seminario Conciliar* (Conciliar Seminary), and at the *Liceo de Concepción* (Lyceum of Concepción), where he completed them in 1909. Later, he continued his higher education with a medical training in Europe (Neghme, 1981). He married Josefina González Vial, with whom he had five children (Campos Harriet, 1981).

He began his university studies at the Faculty of Medicine of the *Universiteit Gent* (University

of Ghent), Belgium, between 1911 and 1913, where he obtained his degree in Medicine, Surgery, and Childbirth, awarded with Great Distinction in the tests. There, he started the first year of his doctoral studies, following courses as an intern at *La Bilosque* Hospital; however, the First World War, in 1914, interrupted the regular activities at the University and the Hospital (Neghme, 1981).

Later, after a stay in London, Allende Navarro entered the *Université de Laussane* (University of Laussane), Switzerland, resuming his medical studies there, taking his final exam in 1919. Subsequently, he dedicated himself to neurology and psychiatry, being a student at the Institute of Brain Anatomy of the University of Zurich, under the direction of Constantin von Monakow (Campos Harriet, 1981; Neghme, 1981; Núñez, 1981). There, Allende Navarro held both positions as assistant at the Institute of Cerebral Anatomy and as physician in charge of the Division of Psychotherapy at the Institute of Physiotherapy of the University of Zurich, as well as being a neurologist at the Polyclinic of Nervous Diseases of the same university (Núñez, 1981).

While in Europe, Allende Navarro maintained close contact with Eugene Minkowski, Hermann Rorschach, and Raoul Mourge. During the time he was a student of Eugene Bleuler in Switzerland, he trained as a psychoanalyst, being Emil Oberholzer his didactic analyst (Núñez, 1981; Ruperthuz, 2012). Later, once he returned to Chile, Allende Navarro maintained active contact with Europe: he held an epistolary exchange with Sigmund Freud himself (Casaula et al., 1991; Freud, 1933/1982). When the *Société Psychanalytique de Paris* (Paris Psychoanalytic Society) was founded, he was admitted as an associate member (Ruperthuz, 2012).

Allende Navarro returned to Chile from Europe in 1925, validating his Medical degree in the *Universidad de Chile* (University of Chile) in 1926. He devoted himself to psychiatry and the practice of psychoanalysis, and between 1930 and 1959 he was the medical director of the *Clínica Psiquiátrica del Carmen* (Carmen's Mental Hospital) and the *Clínica Psiquiátrica de Santa Marta* (Santa Marta's Mental Hospital). He also

maintained an activity linked with other fields of knowledge, such as history and genealogy. He was part of several Chilean and foreign scientific societies; among them, the Swiss Society of Neurology, the Swiss Society of Psychiatry, the International Psychoanalytical Association, the *Société Française de Psychanalyse* (French Psychoanalytical Society), the *Academia Chilena de Historia* (Chilean Academy of History), the *Sociedad Chilena de Medicina Legal* (Chilean Society of Legal Medicine) (of which he was a founding member), and the *Sociedad Chilena de Ciencias Naturales* (Chilean Society of Natural Sciences) (Campos Harriet, 1981; Neghme, 1981; Núñez, 1981).

Once having returned to Chile, Allende Navarro published his dissertation (*El valor del psicoanálisis en la policlínica. Contribución a la psicología clínica* [The value of psychoanalysis in the polyclinic. A contribution to clinical psychology]) in 1925, in the University of Chile, setting an important milestone in the arrival and dissemination of psychoanalysis in Chile (Ruperthuz, 2015). It is considered one of the first psychoanalytical publications by a Spanish-speaking psychoanalyst (Arrué, 1991). In his thesis, he brought together his psychoanalytic and psychiatric experience developed in Switzerland and addressed many of the technical and theoretical problems of psychoanalysis in a convincing, criterious, clear, and undogmatic way (Núñez, 1981). He is pointed out as the first Spanish-speaking physician to join the International Psychoanalytical Association (Campos Harriet, 1981) and as the first formally trained psychoanalyst to arrive in South America (Ruperthuz, 2015). It is for these reasons that he is considered one of the main initiators of psychoanalysis in Chile, before its institutionalization with the creation of the *Asociación Psicoanalítica Chilena* (Chilean Psychoanalytic Association) in 1949, of which he was a founder member together with Ignacio Matte Blanco (who was in analysis with Allende Navarro), and the subsequent beginning of the “official history” of psychoanalysis in Chile from that moment on (Ruperthuz, 2017; Vetö & Sánchez, 2017).

Cross-References

► [Matte Blanco, Ignacio](#)

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Almeida Acosta, Francisco Humberto Eduardo

Born in Torreón Coahuila, Mexico, October 6, 1937

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Keywords

Mexico · Social psychology of community · Participatory action research · Human rights

He completed teacher training studies with a Language and Literature specialty at the Higher Teacher Training College Benavente of Puebla in 1965. At the beginning of his career, he dedicated himself to teaching in elementary, junior high school, and teacher training schools. His experience as a teacher led him to become interested in “psychology as a fundamental scientific basis of educational tasks” (Almeida 2003, p. 4), which is why he studied for a degree in psychology at Universidad Nacional Autónoma de México (UNAM) (National Autonomous University of Mexico) in the Distrito Federal, wherein in 1968 he obtained the professional title with the thesis Psychosocial processes in a middle school

group (Almeida 1969), under the supervision of José Luis Curiel Benfield (1916–1994).

He decided to specialize in social psychology after working in private schools in southern Mexico. He identified that the psychological problems of parents, teachers, and students linked intimately to their sociocultural context. At that time, there were no specialized postgraduate degrees in social psychology, so he chose to study a Master in Occupational Psychology at UNAM. During this period, he had Carlos Gómez Robleda Pelayo (nephew of José Antonio Gómez Robleda, 1904–1987) as a professor, who was also a former student of the Ph.D. in Social Psychology and Personality at Cornell University of New York, same that would influence Almeida's desire to train in such a house of studies later.

Almeida completed his doctoral studies in Social and Personality Psychology at Cornell University in New York, where he received the advice of Urie Bronfenbrenner (1917–2005)—author of ecological systems theory—and his formal thesis director was Henry A. Alker (born in 1937). In 1976 he obtained the Ph.D. with the thesis *An experimental intervention program for the development of competence in Mexican sixth-grade school children*. Subsequently, he carried out post-doctoral studies in 1992–1993 at this same institution, sponsored by the Fulbright Scholarship, coordinated by the Department of State of the United States of America. During the period of this post-doctorate, most of his theoretical contributions point out “the importance of generating human ecologies that allow the development of children and young people in favorable conditions for the psychological processes described by theories of reinforcement, social learning, attribution, and attachment” (Almeida 2004, p. 4).

During 1978 and 1979, Almeida tried to replicate his doctoral research in three different contexts: the Nahua indigenous community of San Miguel Tzinacapan, the mestizo community of Cuetzalan (both in the northern sierra of Puebla), and the Napoles neighborhood in the Distrito Federal. This experience introduced him to the complex relationship between mentalities and

the forms of organization and collective action characteristic of each context.

Since 1977, Almeida settled in the Tzinacapan community, where he, along with an interdisciplinary academic group, worked together in research projects and community participation. Since 1973, the group responds to the name of Proyecto de Animación y Desarrollo (PRADE) (Animation and Development Project), an NGO consisted of mestizo people emigrated from urban contexts to Tzinacapan (Patiño 2017). Among the members of PRADE was who would later be the wife of Eduardo Almeida, the sociology Ph.D. María Eugenia Sánchez Díaz de Rivera (June 29, 1942), with whom he shares a large part of his academic and activist contributions.

Almeida's family settled for 13 years in Tzinacapan. During that time, they collaborated to create a network of independent organizations that fight for popular autonomous development and recognition of indigenous communities' human rights, among them the commission “Takachihualis,” founded in collaboration with peasant actors and social promoters in 1989.

In 1988 he founded a degree in Political Science at the Universidad Iberoamericana Puebla (UIA) (Iberoamerican University-Puebla). He also played a crucial role in opening the Master's in Social Psychology at the Benémerita Universidad Autónoma de Puebla (BUAP) (Meritorious Autonomous University of Puebla) in 1989. He was a professor of a research seminar at the Faculty of Psychology of UNAM in the 1981 and 1996 periods. Currently, Eduardo is attached to the Department of Health Sciences at the UIA-Puebla. He is also a member of the Sistema Nacional de Investigadores (National System of Researchers) of the Consejo Nacional de Ciencia y Tecnología (CONACYT) (National Council for Science and Technology), a state agency dedicated to the promotion of scientific and technological activities in Mexico.

In 1980, Almeida was awarded the Wilhelm Maximilian Wundt medal (1832–1920) at the XXII International Congresses of Psychology (IUPsyS). In 2005, he became the first Mexican

to obtain the International Humanitarian Award from the American Psychological Association (APA). That same year, the Consejo Nacional para la Enseñanza e Investigación en Psicología (CNEIP) (Council for Teaching and Research in Psychology) in Mexico awarded him the National Prize for Psychology. In 2013 he received recognition for his pioneering activity in the field of Community Psychology in Mexico from the UNAM Faculty of Psychology.

Almeida's work was vital in the creation of the first specialized programs in social psychology in Mexico and the politicization of their contributions and the discussion of their ethical implications, in such a way that his contributions articulate in what he recognizes as a network of research, action, and commitment (2003, p. 1).

The comprehensive vision of psychosocial work proposed by Almeida has been influencing both the institutionalization of social psychology in university settings and its direct connection with processes of collective organization and social bonding that respond to the urgent needs of the most disadvantaged minorities (Almeida and Núñez 2015).

Almeida's fight for indigenous rights and the recognition of cultural diversity interwove with the consolidation of a Latin American social psychology, which starts from the synergy between popular and scientific knowledge. His work is an example of the plural ways in which research, vocational training, and social commitment can articulate in practices that make people's autonomy plausible.

Cross-References

- ▶ Curiel Benfield, José Luis
- ▶ Gómez Robleda, José Antonio

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Alva-Canto, Elda Alicia

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Keywords

Mexico · Infant language acquisition and development · Cognition

Alva-Canto studied at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM); there she obtained her Licentiate degree in 1968, her PhD in 2004 (both with honorable mention) the latter under her maiden name as required by Mexican law, and her Master of Arts degree at the University of Texas at Austin in 1970, this under her married name (Wilson).

She began her research activities during her Licentiate degree, training with one of the most

distinguished groups who studied Mexican schoolchildren's personality development in the mid-1960s. The project was directed by two pioneers of this type of research in Latin America, professors Luis Lara Tapia and Rogelio Díaz-Guerrero, and by Wayne Holtzman (born 1923) in the USA and involved the systematic training of Licentiate and postgraduate students.

Scientific research in Latin America has flourished mainly within universities, and the Facultad de Psicología (Faculty of Psychology) of the UNAM has produced a significant amount of research, both basic and applied.

The Infant, Cognition, and Language Laboratory, headed by Alva-Canto, was the first Baby Lab in a Spanish-speaking country; it conducts research projects, and its work includes the training of students as part of their graduate and professional theses and degrees. The laboratory began its research and academic activities in the year 2000, supported by a substantial research grant awarded to Alva-Canto by the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACyT), to fund a longitudinal study of verbal interactions and language development. This influential project focused on the study of preverbal repertoires of infants and preschoolers. The project brought about the introduction of innovative technologies such as specialized software and computer equipment and novel experimental techniques such as the Paradigma Intermodal de Atención Preferencial (Preferential Attention Paradigm) (PIAP) (Alva-Canto, 2007) and the Habituation Paradigm among others. Since then, the laboratory has received research grants from both CONACyT and the Programa de Apoyo a Proyectos de Investigación e Innovación Tecnológica (PAPIIT) (Support Program for Research Projects and Technological Innovation) by the Dirección General de Asuntos del Personal Académico (Office of Academic Faculty Affairs) of the UNAM. These and other sources of support have provided enduring resources to maintain and modernize the laboratory's scientific and academic programs.

Alva-Canto's group of researchers' initial interest has expanded to studying such topics as language comprehension and production, the role

of family and social contexts, cognitive development, category formation, learning, and semantic processing in infants, among others. Not surprisingly, the laboratory's state-of-the-art methods have positioned it as a pioneering effort in Latin America to study mother tongue acquisition and development during the early years of life.

This level of excellence has been possible, thanks to 14 successive UNAM, CONACyT, and Ministry of Education's grants. The laboratory continues generating new proposals and initiatives for the study of language development.

Currently, the laboratory is working with infants between 12 and 48 months of age to create statistical models that interrelate the factors inherent in language. Within a normative development paradigm, ongoing research projects now include parent interviews, psychometric testing, and experiments. Alva-Canto's work remains driven by the continuous production of publications, research seminars, and promotion of activities in a wide variety of venues and media.

She has collaborated academically with leading researchers such as Dr. Kim Plunkett, Luis Castro Bonilla (born 1941), Natalia Arias-Trejo (born 1973), and Dr. Susana Ortega-Pierres (born 1948). With highly productive academic stays in Brazil, Spain, Argentina, and the UK, Alva is a member of such organizations as the Comité de Continuidad (Continuity Council) of the Sociedad Mexicana de Psicología (Mexican Psychological Society) (SMP), founding president of the Colegio Mexicano de Profesionistas de la Psicología (College of Psychology Professionals), and former secretary and president of the Board of Directors of the SMP.

Alva-Canto has contributed papers at the most important scientific and professional meetings of her specialty, among them, several editions of the International Congress of the Society for Research in Child Development, the International Congress of Infant Studies, and the International Congress on Clinical and Health Psychology of Children and Adolescents, as well as several editions of the Congreso Mexicano de Psicología (Mexican Congress of Psychology) and the Congreso Mexicano de Análisis de la Conducta (Mexican Congress of Behavior Analysis).

She is a member of Sistema Nacional de Investigadores (National System of Researchers) (SNI-CONACyT) since 2007. She is also a member of the Programa de Estímulos a la Productividad (Stimuli for Academic Productivity Program, PRIDE, UNAM) since 2009. She has been awarded distinctions such as the UNAM Medal of Merit on three occasions and the Premio Annemarie Brugmann García (Annemarie Brugmann Award) for supervising the winning licentiate thesis with clinical applications in 2012 and 2013. She has directed 57 theses and doctoral dissertations at all higher education levels. Her research has led to the publication of eight books on language acquisition and development in childhood as author or co-author and serving as editor of seven books. Her contribution to Committees that have revised and updated professional curricula has been widely acknowledged. Her radio, TV, and printed press interviews, as well as lectures, seminars, tutorials, and academic projects of various kinds, portray Dr. Alva-Canto's bright trajectory as a scientist, professional, and mentor.

Cross-References

- ▶ Díaz-Guerrero, Rogelio
- ▶ Lara Tapia, Luis

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Alves, Isaías

Born *in Santo Antônio de Jesus, Brazil, August 29, 1888*

Died *in Salvador, Brazil, January 20, 1968*

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Casa de Oswaldo Cruz (Fiocruz), Rio de Janeiro,
Brazil

Keywords

Brazil · Educational psychology · Intelligence tests

Isaías Alves de Almeida, also known just as Isaías Alves, graduated from Faculdade de Direito da Bahia (Bahia Law School) in 1910. Despite his degree in law, he worked in the education field. Since 1905, Isaías Alves was a teacher at Ginásio do Ipiranga (Ipiranga High School) in Salvador, of which he later became a co-owner. His studies in psychology began independently in the 1920s, when he got interested in the use of intelligence tests in schools. Between 1930 and 1931, he studied at Teachers College, Columbia University, NY, funded by Bahia government. There he got a degree of Master of Arts and was certified as an Instructor in Psychology.

He made his first experiments with intelligence tests in Salvador, when he founded the so-called Centro de Pesquisas Psicopedagógicas (Psychopedagogical Research Center) at Ginásio do Ipiranga in 1925. The first results of his work were presented in the third edition of *Teste Individual de Inteligência (1932)* (Individual Intelligence Test), originally published in 1926. In 1928, the Bahia Public Instruction Bureau invited Isaías Alves to teach a course for teachers called “Medidas da inteligência e classificação dos resultados escolares” (Intelligence measurements and classification of school results). In the course, he invited the teachers to use in their students his version of Binet-Simon-Burt test, Porteus Maze test and Ballard test. *Os testes e a reorganização escolar (1930)* (Tests and School Reorganization) presents the results of the experimental application performed in 1929 in Salvador.

In July 1930, he travelled to Teachers College, Columbia University, where he specialized in Psychology. Isaías Alves came back in June 1931, where he worked as a director of instruction in the state of Bahia. In the same year, he became a member of the National Education Board, where he stayed until 1958. In October 1931, he became a Technical Subdirector of Teaching (translated from Subdiretor Técnico de Ensino) in Rio de Janeiro. Afterwards, as a director of the Tests and Measurements section of the Distrito Federal Bureau of Public Instruction, Isaías Alves resumed his experimental work with tests. There, he coordinated the application of Pintner-Cunningham tests, Terman Group tests, and

Lourenço Filho's ABC tests in 1932 and 1933. In July 1933, he was dismissed by Anísio Teixeira, the director of Public Instruction, because of their disagreements about the use of tests in primary schools. Isaías Alves also wanted to secure a position as a professor of Educational Psychology at Instituto de Educação do Rio de Janeiro (Rio de Janeiro School of Education), which led to other disagreements with Anísio Teixeira and Lourenço Filho (Rocha, 2011).

Between 1933 and 1938, he remained working in Rio de Janeiro as a teacher at Escola Normal de Artes e Ofícios Wenceslau Braz (Wenceslau Braz Professional and Normal School, in free translation) and a technical assistant of the National Department of Education. Between April 1938 and November 1942, he directed the Education and Health Department of Bahia State. There he created a Tests and Measurements Section, which was responsible for applying Terman tests and Ballard tests on high school students (Alves, 1939). He was one of the founders of Faculdade de Filosofia da Bahia (Philosophy College of Bahia), which was inaugurated in 1942. There he was the college director and a professor of Educational Psychology. He retired in 1958.

In the psychology field, Isaías Alves is known for the work he developed with IQ tests, for his translations and adaptations of tests, and for the results he published in books and articles. Isaías Alves' work was also important to publicize the idea of using tests as a tool to organize the school system between the 1920s and the 1940s in Brazil. The intersection established by Alves between mathematics teaching and psychology using Edward Thorndike's work is pointed by Rabelo (2018) as another contribution to the field. Alves' adaptations were also used in other educational contexts, as an example we can point the use of Pintner-Cunningham tests in Escola de Aperfeiçoamento de Belo Horizonte (Belo Horizonte Teachers Training School) in Minas Gerais state (Rota, 2016).

As Jacó-Vilela (2014) indicated, Isaías Alves' work is connected to the biology-oriented racialist ideas. He often considered race as one of the elements to classify the children tested in schools.

Other educators, like Noemy Rudolfer, also registered the color/race of their students in their experiments. However, Isaías Alves explored the results of his test applications in tables that established a relationship between race and intelligence. The results of his experimental work with the Binet-Simon-Burt test, Ballard tests, Pintner Cunningham test and Lourenço Filho's ABC test favored white students. His position regarding race inequality that seems evident in these tables is not univocal. Isaías Alves often avoided commenting on the results he expressed in numbers, considered both the US and Brazilian racial debate in his analysis, and highlighted the differences between the two populations (Alves, 1933; Rocha, 2020).

Cross-References

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- ▶ Rudolfer, Noemy Marques da Silveira
- ▶ Teixeira, Anísio Spinola

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Alves, Pórcia Guimarães

Born *November 9, 1917, Curitiba, Paraná, Brazil*

Died *June 25, 2005, Curitiba, Paraná, Brazil*

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Keywords

Brazil · Educational psychology

Pórcia Guimarães Alves was a Brazilian pedagogue, teacher, and psychologist who developed her activities in Curitiba, the capital of Paraná, Brazil. Daughter of Orestes Augusto Alves and Magdalena Guimarães Alves, Pórcia started working early in her life, beginning her pedagogical activities even before the conclusion of her studies in Pedagogy. She was a student in the first

class of the Faculdade de Filosofia, Ciências e Letras do Paraná (Faculty of Philosophy, Sciences and Arts of Parana), where she graduated in 1941, starting then to teach psychology at the Colégio Novo Ateneu (Novo Ateneu College) and afterward at the Colégio Nossa Senhora do Sion (Nossa Senhora do Sion College), both of them located in Curitiba (Alves, 1988; Cairo, 2013; Ribeiro & Vieira, 2019; Vieira & Ribeiro, 2018).

She was also a university professor, teaching educational psychology at the Universidade Federal do Paraná (Federal University of Parana) from 1951 until 1982, working at the Faculty of Philosophy and at the Faculty of Education, something that granted her the title of Emeritus Professor in 1992. She also worked at the Secretaria Estadual de Educação (State Education Secretariat), between 1952 and 1962. The interest already present in the 1930s, for the work in psychology – notably the theories of Jean Piaget (1896–1980), Alfred Binet (1857–1911), and Édouard Claparède – which instigated the educators at the time, encouraged her to study child and adolescent psychology. This interest took her to participate in the XIII Congresso Internacional de Psicologia (XIII International Congress of Psychology) that took place in Stockholm, Sweden, in 1951 (Ribeiro, 2018).

As one of the organizers of the primeiro Congresso Brasileiro de Psicologia (first Brazilian Congress of Psychology), in 1953 (that took place in Curitiba), she contributed extensively for the regulation of psychology as a profession. The Congress of 1953 launched the first ideas regarding the professional regulation of psychology in Brazil, what resulted in a document delivered to the Ministry of Culture and Education (Statement 412), one of the documents that motivated the Draft Bill 3825-A, of 1958, from which the Law 4119/1962 was afterward derived that regulated the education and profession of psychologists in the whole country. Together with Gabriel Munhoz da Rocha (1915–1999), she represented the State of Paraná in an assembly that elaborated the document related to the project of formation and codification of the profession of psychologist (Baptista, 2010; Jonsson, 2011; Weber & Walter, 1991). After that, she took part in the creation and

establishment of the Conselho Regional de Psicologia (Regional Council of Psychology) of the 7th Region (1974), which at the time united three states of the South of Brazil (Paraná, Santa Catarina, and Rio Grande do Sul), being also its vice-president in 1976. It was from the break-up of the State of Parana in the CRP-08, in 1979, that it obtained the register CRP-08/0019.

Pórcia was founder and director of the first psychology clinic in Parana, namely the Centro Educacional Guaíra (Guaíra Educational Center), in 1956, seeking to assist students with learning difficulties and additionally establishing in the same place the first special class for people with disabilities. Pórcia was founder of the Centro de Estudos e Pesquisas Educacionais (Center for Educational Studies and Research) of the State Education Secretariat, which she led between 1952 and 1962. The Center played a great role in the reformulation of the school's curriculum, its subjects, as well as in the passing method in all states' schools. Being historically known for breaking with fixed traditions in education, the CEPE created an experimental school (1954) that had a major innovative nature in regard to pedagogical matters in a general sense by rethinking the model of mainstream education, from the architecture and furnishing of classes to the reformulation of gender separation's system in the classroom. CEPE's Experimental School was an active laboratory for educational psychology, filling an existing gap in the field of study at the time, since there was no graduation course in psychology in the city (Campos, 2001).

By request presented by the Associação de Proteção ao Psicopata (Association for Protection of the Psychopath), Prof. Pórcia founded in 1961, also in Curitiba, the Escola Mercedes Stresser (Mercedes Stresser School), the latter attached to the state's public system of education, designed to the professional qualification of young people and adults with disabilities. Because she felt constrained by the state's bureaucracy, Pórcia established the Instituto Decroly, now in the private sector of education of Curitiba, that was active between 1962 and 1971, counting with psychological clinic, special classes – being the first institution of Parana that had specific classes

for intellectually gifted children – and specialized service in phonoaudiology and physiotherapy. Professor Pórcia counted on those educational experiences with the assistance of UFPR Pedagogy students, maintaining a constant exchange between professional practice and the university.

Pórcia Guimarães Alves represented a small share of women in the Brazilian society of that time that was educated in universities, pursuing an academic career that resulted in a life course marked by intense involvement with her professional qualification. She left not so many writings, but definitely a major legacy for psychology and education in Paraná, portrayed by her pioneerism both in psychology and in pedagogy, as in the intertwining of these disciplines and, moreover, in the advancement of studies on development as well as in the establishment of innovative pedagogical strategies for her time. As a forerunner of modern education, she was awarded in the 1990s with the title of Emeritus Citizen of Curitiba.

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Alvim, Mariana Agostini de Villalba

Born *Rio de Janeiro (Brazil)* on April 8, 1909

Died *Brasília (Brazil)* on July 13, 2001

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Keywords

Brazil · Psychology · Social service · Person-centered approach

Mariana Agostini de Villalba Alvim, was the daughter of the musician Laura Palha Alvim (1867–1958) and Álvaro Freire de Villalba Alvim (1863–1928). Her father was one of the forerunners in the use of radiology and radiotherapy,

within the medical field, and worked with Marie Curie (1867–1934) in Paris (Cuperschmid & Campos, 2008). In 1929, as a result of her marriage to Portuguese musician João Sampaio Brandão (1908–1952), Mariana Alvim moved from Rio de Janeiro to France. There, she remained for five years studying psychology at the Sorbonne Université and Pedagogy at Collège Sèvigné (Dantas, 1999).

While in the French capital, she attended courses with exponents of psychology, such as Henri Wallon (Child Psychology course, between 1931 and 1933). Wallon was a dedicated bookish of Marxist theories and affiliated with the French Communist Party, which ended up influencing Alvim's studies and political positioning. This made it difficult for her initial years returning to Brazil, which was under the dictatorial – and significantly anticommunist – government of Getúlio Vargas (1882–1954). Considering her proximity and militancy to the Brazilian communist camp, she hid in the interior of the State of Rio de Janeiro. In 1952, she lost her husband to a plane crash (Dantas, 1999).

Despite these setbacks, she completed another undergraduate course at the Faculdade de Serviço Social do Rio de Janeiro (Faculty of Social Work in Rio de Janeiro), in 1941 (Marwell, 1999). Alongside studies in the areas of psychology, pedagogy, and social work, she began her professional life in caring for children and adolescents, initially in public preschool service, as well as in the Central Education Library of the City of Rio de Janeiro (1940–1941). As a result, she acted in the extinct Serviço de Assistência ao Menor (Service for Assistance to Minors) later Fundação do Bem-Estar do Menor-FEBEM (Foundation for the Well-Being of Minors). This service was then an agency of the Ministry of Justice. Alvim was linked to this service on two occasions, from 1941 to 1948 and then between 1957 and 1959, even founding, there, a School of Women's Arts and Crafts (Marwell, 1999).

Alvim is a reference in Brazil with regard to the Carl Rogers' theory (1902–1987) (Gobbi,

Missel, Justo, & Holanda, 2005; Gomes et al., 2004a, 2004b; Tassinari, 1994; Trzan-Ávila & Jacó-Vilela, 2012). She maintained professional contact with this author, creator of the Person-Centered Approach since her first course, in 1945, when she went to the United States to study organizations that offered treatment in the nondirective approach to young people considered “delinquents.” She met Rogers when he then moved to the University of Chicago and was his assistant at its Person-Centered Workshop, in Ashland, USA, in 1976. During her professional performance, she disseminated Rogerian knowledge throughout the institutions where she worked in Brazil (Castelo Branco & Cirino, 2017; Gobbi, Missel, Justo, & Netherlands, 2005; Tassinari, 1994).

She worked in collaboration with Professor Emilio Mira y López, following his courses and others at the Instituto de Seleção e Orientação Profissional – ISOP (Institute of Professional Selection and Guidance) of the Fundação Getúlio Vargas – FGV (Getúlio Vargas Foundation) such as Selection, Guidance, and Professional Readaptation (1946–1947); Psychology and Psychiatry Applied to Psychotechnics (1948), Psychotherapy of Neuroses (1948), Medical Psychology (1949), Critical Analysis of Methods for Exploration of Personality (1949), Experimental Psychology (1950), Rorschach Tests, Thematic Apperception Test (T.A.T.) and Myokinetic Psychodiagnosis (P.M.K.) (1950–1951), Evolutionary Psychology (1951), and Mental Hygiene (1955) (Marwell, 1999; Souza & Cunha, 2001).

ISOP was one of the institutions responsible for following up on Bill No. 3825/1958, which would become the regulatory legislative framework for the Psychology profession in Brazil – Law 4119/1962. Due to her pioneering participation in psychological studies in the country, Mariana was one of the first to register with the Ministry of Education – right after the law was approved. Her registration number is 274, with registration dated December 19, 1963. At ISOP, Alvim takes on the role of psychologist. In 1959

and 1960, she headed the Psychiatric Social Service of the Instituto de Psiquiatria (Institute of Psychiatry) of the former Universidade do Brasil (University of Brazil), in Rio de Janeiro (Gobbi, Missel, Justo, & Holanda, 2005; Marwell, 1999; Souza & Cunha, 2001).

Alvim was also responsible for the creation and coordination of several entities, such as the Associação Brasileira de Psicotécnica (Brazilian Psychotechnics Association) (1949), the Sociedade Pestalozzi do Brasil (Pestalozzi Society of Brazil) (1948) [and the Associação Pestalozzi de Brasília (Pestalozzi Association of Brasília) – 1965], the Sociedade de Psicologia Individual do Rio de Janeiro (Individual Psychology Society of Rio de Janeiro) (1941), and Associação Profissional dos Assistentes Sociais do Rio de Janeiro (Professional Association of Social Workers of Rio de Janeiro) (1946) (Dantas, 1999). With the move of several federal agencies from Rio de Janeiro to Brasília, given the inauguration of the new national capital, Alvim moved to the new city in 1960. In Brasília, it was one of the main disseminators of psychology, being responsible for organizing the Centro de Psicologia Aplicada do Distrito Federal (Center for Applied Psychology of the Federal District) – between 1961 and 1962 – and the Serviço de Seleção e Orientação da Universidade de Brasília (UnB) (Selection and Guidance Service of the University of Brasília), between 1962 and 1965, by inviting the then rector of UnB, the professor Dr. Darcy Ribeiro (Souza & Cunha, 2001).

She established in Brasília, where she remained until the end of her life. Mariana Alvim worked as a psychologist at the Conselho Penitenciário (Penitentiary Council) and the Centro de Seleção e Treinamento da Secretaria de Administração do Distrito Federal (Selection and Training Center of the Federal District Administration Secretariat) (both linked to the Ministry of Justice) until she retired (1965–1967). After this period, she taught classes and worked as a clinical psychologist until 1993. She also had effective participation in movements linked to the Brazilian Psychiatric Reform, being

a signatory to the founding minutes of the Movimento Pró-Saúde Mental do Distrito Federal (Federal District's Mental Health Movement), in 1991 (Dantas, 1999; Marwell, 1999).

In Brasília, she was recognized for her social and scientific contribution, receiving the title of Honorary Citizen of Brasília, granted by the Legislative Chamber of the Federal District, in 1997. “Mariana is and always will be a professor. Not an instructor who stops at the ability to be transmitted, but as someone who, as her other idol, Carl Rogers, wants to cooperate in each one's project, of becoming a person” (Dantas, 1999, p. 180). Mariana Alvim's legacy is not limited to her protagonism in two disciplines – psychology and social work – but is crossed by her pioneering spirit in humanistic psychology, as well as her intense work around a numerous set of institutions in which she worked actively, in addition to her fight for the Anti-Asylum Fight in the Federal District.

Cross-References

► [Mira y López, Emilio](#)

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Alzate Sánchez, Helí

Born *in Apía (Colombia), 1934*

Died *in Manizales (Colombia), 1998*

Bernardo Useche Aldana
Universidad de Caldas, Manizales, Colombia

Keywords

Colombia · Sexual behavior · Erotic function · Female orgasm

Pedro Guerrero, an eminent Colombian psychiatrist defined Helí Alzate as a “Sheep in wolf’s clothing.” Alzate considered himself to be “a perfect neurotic.” The truth is that due to his erudition and academic scholarship, his lifestyle and philosophy of life, and a certain halo of mystery that surrounded him, Alzate’s personality was fascinating. Dr. Alzate was a pioneer of sexology, sexuality education, and sex therapy in Latin America. With his comprehensive approach, Alzate made significant contributions to the psychological, biomedical, and sociocultural dimensions of human sexuality.

Helí Alzate was born in the small town of Apía, located in the main coffee region of Colombia. Both of his parents were devoted Catholics who raised him in the belief that sexual pleasure is a Devil’s temptation. When he finished his secondary education at the “Deogracias Cardona” High School in the nearby city of Pereira, he was already fluent in English and French, something exceptional in the country at that time. He then moved to Manizales, where he graduated as a Medical Doctor from the University of Caldas. A few years later, he closed his private office and stopped practicing medicine because, as he once confessed, he became convinced that it was not fair to charge poor, sick people for providing the health care they needed. For a brief period, after he studied basic medical sciences in Strasbourg, France, Alzate worked as a professor of biochemistry. At that time, he was interested, among other issues, in lactose intolerance in the

communities of native Indians of the region (Alzate et al., 1969).

For the rest of his life, he devoted himself to his two passions: teaching and doing scientific research at the University of Caldas Faculty of Medicine. Frustrated by the lack of financial support for biomedical research in Colombian public universities, he turned his attention full time to the field of human sexuality. This change to sexuality as his main academic area of interest was not casual: While in France, the more permissive sexual culture made a deep impression on him, a huge contrast with the repressive and double standard sexual mores predominant for centuries in Colombia.

While in France, Alzate had been in contact with Gerard Zwang (1930–) (Ferroul, 2007), a fierce critic of Freudian sexological theories (Zwang, 1985) who had postulated the existence of an independent “erotic function” (Zwang, 1972) and would later become an important influence on Alzate. In fact, the primacy of the erotic function over the reproductive function of sexuality in humans is the pivotal concept of Alzate’s sexological thinking (Alzate, 1987).

After establishing the first course on human sexuality at the University of Caldas Faculty of Medicine in 1968 (Alzate, 1974) and conducting investigations in the field of sexology, Alzate traveled to the USA where he spent 2 years (1971–1972) receiving specialized academic training in couples sex therapy at the Marriage Council and Center for the Study of Sex Education in Medicine at the University of Pennsylvania in Philadelphia. There, he studied under the direction of Harold Lief (1917–2007), a pioneer of human sexuality education for medical students who was developing the Sex Knowledge and Attitude Test – SKAT (Lief & Reed, 1972). Back in Colombia, Alzate adapted and applied the SKAT as pre- and posttests in his courses with medical students. He also did follow-up studies and periodically published the results.

At the core of Alzate’s sexological education in the USA were the Kinsey Reports and the social impact of the Kinsey Institute at Indiana University in Bloomington (Pomeroy, 1972). Once Alzate understood the importance of a behavioral

approach toward sexuality, he adapted Kinsey's methodology for use in his own surveys with university students in Colombia. Kinsey described the prevalence of many women's difficulties to reach orgasm during vaginal coitus. Alzate would eventually undertake experimental research on this controversial topic years later.

Alzate maintained scientific communication with Zwang and Lief all his life. In fact, it was in an issue of *Panorámiques* edited by Gerard Zwang that Alzate published what would be his last article: "La sexologie a l'Université de Caldas, Manizales, Colombie" (Alzate, 1996), a text that constitutes his academic testament.

During a period of 30 years (1968–1998), Alzate systematically developed three main research areas (see selected publications): (1) the sexual behavior of Colombian university students; (2) human sexuality education for medical students; and (3) vaginal erogenicity and female orgasm. His findings in these fields, especially in relation to vaginal erogenicity, remain valid and have regained importance amid current debates.

In his work with university students, Alzate documented gender differences in sexual behavior as well as changes through the years in sexual behavioral patterns and trends. Using the SKAT he demonstrated the effectiveness of "positive sexual education" in changing erotophobic attitudes and acquiring sexological knowledge. Perhaps his most groundbreaking studies in erogenicity are those that provide evidence that it is possible for many women to reach orgasm by stimulating the sensitive areas of the vaginal walls. This was a breakthrough in the long controversy regarding female eroticism involving Freud, Kinsey, and Masters and Johnson and constituted a response to what several feminist leaders called "the myth of the vaginal orgasm" (Gerhard, 2000). These studies brought to light the lack of scientific rigor with which many "sexologists" accepted the existence of the "G Spot" (Ladas et al., 1982) and are a significant addition to sex therapy for women who consult for orgasmic or excitatory problems.

Helí Alzate published four books, but according to the author himself the only one worth studying in detail is *Sexualidad Humana*,

2nd.ed. [Human Sexuality, 2nd edition] (Alzate, 1987). In this book, Alzate's major theoretical contribution is his model of the human sexual function. "The human sexual function may be defined as a culturally conditioned, conscious function, phylogenetically derived from the reproductive function that is primarily exercised in a pleasurable mode (erotic function) by means of body organs or zones of special sensitivity" (Alzate, 1987). Alzate developed a comprehensive model of the erotic function integrated by three planes: psychic or central, somatic or peripheral, and external or behavioral; and five sequential phases: appetitive, relational, stimulative, excitative, and orgasmic. This model overcomes the biological reductionism of the sexual response cycle model of Masters and Johnson (Tiefer, 1991). It establishes through the relational phase a link between love/sexual relationships and desire and orgasm, and it rises above the dualism of mind and body that had characterized psychology since its emergence as a scientific discipline. Unfortunately, and inexplicably, the version of this paper in English was the only one not accepted for publication in a major sexological journal.

In recognition of his work as a researcher, Helí Alzate was invited to become a member of the Editorial Committee of the *Archives of Sexual Behavior*, one of the most important scientific journals in the field, a function that he fulfilled with rigor and dedication for more than 20 years.

From 1968, when he began to teach his course on human sexuality at the Faculty of Medicine until 1997, when a brain tumor forced him to leave his classes, Helí always insisted that without the support of the University of Caldas, his work in defense of sexual pleasure in a very conservative society would not have been possible.

At the end of his days, an impromptu homage was paid to him one night in the newly constructed building of health sciences when dozens of former classmates, lifelong medical colleagues, and current students surrounded the sullen and hardheaded professor and affectionately told him how his teaching had positively affected their personal lives. Alzate's legacy continues in the full-time, 3-year graduate program in

clinical sexology for physicians at the University of Caldas.

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Amador Barriga, Ernesto Mario

Born in Bogotá (Colombia), September 17, 1909.

Died in Bogotá (Colombia), October 20, 1974.

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Keywords

Colombia · Psychometrics · Personnel selection · Personnel training · Organizational psychology

Ernesto Mario Amador Barriga was the fifth of the twelve children of Ernesto Carlos Amador Orbeagozo and Elvira Barriga Villalba. “He is a direct descendant of prominent leaders of the independence act of Cartagena de Indias and

grandson of the Guerra de los Mil Días (Thousand-day War) participant, general Adolfo Mario Amador Fernández” (Pardo-Amador, 2019).

The Colombia in which Ernesto Amador Barriga was educated and professionally worked was characterized by strong social tensions. At the beginning of the twentieth century, the country experienced a bloody civil war called the Thousand-Day War with a documented interference of the US government that led, among other political and social situations, to the separation of Panama from Colombia and the Conservative Party government hegemony alternating with the Liberal Party for a long period.

Amador Barriga started his studies at the Instituto La Salle (La Salle Institute) in Bogotá. He entered the Escuela Normal de Profesores (the Normal School for Teachers) in Bogotá, where he acquired the title of pedagogy professor. Later, he entered the Escuela Militar de Cadetes José María Cordova (Military School of Cadets José María Cordova) where he graduated as an officer and made a military career to the rank of major of the army. In 1932, as an active officer of the Colombian Army, he was sent to Leticia, Amazonas, on the occasion of the so-called conflict with Peru.

He studied civil engineering and architecture at the Universidad Nacional de Colombia (National University of Colombia) (Pardo-Amador, 2019). Then, he studied philosophy and letters at the Universidad del Rosario (University of Rosario).

In the 1940s, he traveled to Spain where he carried out inspection practices in the pedagogy section of the Faculty of Philosophy and Letters at the Universidad Central de Madrid (Central University of Madrid). He specialized in psychodiagnosics, professional orientation, professional selection, professionology, and statistics at the Instituto Nacional de Psicotécnica de Madrid (National Institute of Psychotechnics of Madrid) (Pardo-Amador, 2019). In the mid-1940s, he graduated at the Universidad de Madrid (University of Madrid), today, the Universidad Complutense de Madrid (Complutense University of Madrid), and years later, in the United States, he received the title of doctor of psychology and

pedagogy from the University of Chicago – Institute of Engineering and Science of Chicago, Illinois (Pardo-Amador, 2019).

During his stay in Spain, he was awarded with the first research prize at the Consejo Superior de Investigación Científica (Higher Council for Scientific Research) in Madrid (Pardo-Amador, 2019). He settled down in Barcelona and joined the Instituto Psicotécnico de Barcelona (Psychotechnical Institute of Barcelona) where he studied orientation and professional selection (Pardo-Amador, 2019).

In 1936, the National University of Colombia was relocated on a single campus, as an effort to unify its faculties, and dispersed in the urban center of Bogotá. Later, in 1947, the Instituto de Psicología Aplicada (Institute of Applied Psychology) was created under the leadership of Mercedes Rodrigo Bellido. Thereafter, during the 1970s, new academic programs were created for training psychology professionals in several universities both in Bogotá and abroad. With this, the Colombian society, its educational centers, and its companies acknowledged the contributions that the discipline could offer and began to demand its services.

Educational institutions as the National University of Colombia, the Technical Superior Institute, and the Colegio de San Bartolomé (San Bartolome School); official entities as the Contraloría General de la República (General Comptroller of the Republic), the Colombian Army, Ecopetrol, and the Servicio Nacional de Aprendizaje (SENA) (National Learning Service); and private companies such as aircraft companies, financial entities, banks, and industries supported the measurement of human characteristics for their selection processes, both academic programs and personnel incorporation.

That is the context in which Amador Barriga returned to Colombia. On March 22, 1950, he founded the Laboratorio de Psicometría (Psychometric Laboratory) in Bogotá (Ardila, 2019; Urdaneta, 1993). There, in collaboration with the educator Campo Elías Márquez, he offered his professional services on psychometric evaluation for personnel selection. Based on

instruments that measured motor skills, he supported the selection process of drivers for the Municipal Tramway Company of Bogota, as well as the student selection of the High Technical Institute of Bogota. Subsequently, he extended his services to high school graduates who requested support and professional orientation when applying to higher or technological studies.

Eventually, he became professor at the Institute of Psychology in the National University of Colombia, later the Faculty of Psychology. In 1955, in the framework of a contract with the General Comptroller of the Republic's Office, he examined all the entity officials by using psychotechnical tests (Hernández-Vargas et al., 2003). Additionally, he became psychologist at the José María Cordova Military School of Cadets and at the School of Higher Studies of the War Ministry (now the Ministry of Defense) at Bogota.

In 1958, the National Learning Service (SENA) was created. This official entity allowed the state, employers, and employees to jointly implement strategies to train technicians, technologists, and specialists in labors required by the productive sector. Then, during the 1960s, two additional events related to labor conditions of the Colombian workers occurred: the International Labor Organization (ILO) began work in Colombia, and the country had a constitutional reform (1968). These events together strengthened the principle of meritocracy as a pillar to access public posts, as a measure to weaken partisan practices in the appointment of future public servants (Porrás Velásquez, 2016). This resulted in an increase of support for psychometric evaluation in selection processes and a clear boost to Amador Barriga's career (Ardila, 2019).

Between September of 1961 and early 1962, Amador Barriga was the dean of the Faculty of Psychology of the National University of Colombia (Ardila, 1971, 2019, Villar Gaviria, 1965). In 1968, at the Pontificia Universidad Javeriana (Pontifical Javeriana University) of Bogotá, along with the Catholic priest Vicente Andrade, he founded the Administration Program, a precursor to the current Faculty of Economic and Administrative Sciences (Pontificia Universidad

Javeriana, n.d.). He was also a professor at the INCCA and Jorge Tadeo Lozano University in Bogotá.

With the foundation of the Ernesto Amador Barriga Psychometric Laboratory, he brought measuring instruments and techniques to the country, which were implemented for personnel selection and academic programs admissions. Some sources consider that at that point, organizational psychology began in Colombia (Enciso Forero & Perilla Toro, 2004; Henao Granada et al., 2018). The Psychometric Laboratory also served as a model for the creation of private companies years later. Those companies complemented the services of the original laboratory and started to offer them. Currently, there is a wide offer and demand of such professional services in Colombia in both the organizations and educational sectors.

During his tenure at the Psychometric Laboratory and the National Army, Amador Barriga built and standardized more than 100 psychological tests for the Colombian population (Pardo-Amador, 2019). In the early 1970s, Amador Barriga closed his Psychometric Laboratory (Rodríguez Valderrama, 1998).

As noted earlier, Ernesto Amador Barriga not only made an important contribution to psychological measurement but also cultivated and developed several fields such as the militia, engineering, architecture, pedagogy, teaching, philosophy, humanism, music (instrumentalist, arranger, and composer), lyrics, painting, and poetry (Pardo-Amador, 2019).

Amador Barriga's contributions focused on public and private organizations in which he introduced the use of tests for the selection and personnel training. From his academic work, he contributed to train hundreds of professionals in both psychology and business administration and assisted the construction of the bases of what would later be the Servicio Nacional de Pruebas (National Testing Service).

Cross-References

- ▶ [Rodrigo Bellido, Mercedes](#)

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Amar Amar, José Juan

Born in Pucón (Chile), December 5, 1944

Olga Hoyos de los Ríos
Universidad del Norte, Barranquilla, Colombia

Keywords

Colombia · Chile · Developmental psychology · Public policy

José Amar completed his elementary studies at the Escuela Pública de Pucón (Public School of Pucón) and attended high school at the Liceo de Hombres de Temuco (Lyceum for Boys of Temuco), institution where the literature Nobel Prize winner Pablo Neruda (1904–1973) also studied.

Once his secondary studies concluded, José Amar studied pedagogy and history at the Universidad de Chile (University of Chile) in Temuco, where he obtained a degree in elementary education with emphasis on history in 1963. Then, he moved to Santiago, and between 1964

and 1969, he studied psychology at the University of Chile.

He was president of the Student Center at the Lyceum (high school) and served as vice president of the Student Center at the University of Chile in Temuco. In Santiago, he was also president of the Student Center of the Faculty of Psychology for 2 years and a member of the National Council of the Federación de Estudiantes de Chile (Students' Federation of Chile).

At the end of this bachelor's degree in psychology (1969), Amar moved back to Temuco to work as a lecturer in psychology for two local universities: the Universidad Católica de Chile (Catholic University of Chile) and the University of Chile. Amar reminisces that in 1973, at the age of 29, he held a seat at the National Congress of Chile representing the Socialist Party. However, in November of that same year, he had to go into exile in Colombia, after a military *coup d'état* deposed democratic president Salvador Allende (1908–1973) (Amar, personal communication, January 18, 2020).

In January 1974, Amar was appointed full-time professor with exclusive dedication by the Universidad del Norte (University of the North) in Barranquilla (Colombia). When Amar first started, the University of the North was the only higher education institution to offer a degree in psychology in the city, and it had opened just 3 years prior his arrival. According to Amar, during that time, there were only seven psychologists in the whole city, and the process of training new ones had to be done with the support of teachers brought from Bogotá.

At that point, the University of the North's main strength was the training of engineers and business administrators. Since the psychology program emerged and nourished from the study of these fields, greater emphasis was placed on the organizational application of psychology. However, as Amar himself says, "It was a time of many opportunities," and he turned his interest toward other areas such as social and community psychology and developmental psychology. It was around these two fields that he centered his greatest efforts and built his impressive academic career as a lecturer and as a researcher. Indeed, his

work on childhood and vulnerable communities became a cornerstone for the study of early childhood in Colombia.

The study of childhood and community development led Amar to consider the study of sociology as a pertinent discipline required to comprehend the societal problems that had concerned him until then. Thus, he decided to continue his academic training, obtaining in 1976 his third bachelor's degree; this time he graduated as a sociologist at the Universidad Autónoma del Caribe (Autonomous University of the Caribbean), in Barranquilla. Then, in 1984, he completed a master's degree in educational research at the University of the North in association with the Universidad de Los Andes (University of Los Andes). In the year 2000, he obtained his PhD with an emphasis on counseling psychology at Newport University (Boca Raton Campus). Currently, Amar holds the status of "Emeritus" researcher, as ranked by the Ministerio de Ciencia, Tecnología e Innovación (Ministry of Science, Technology and Innovation).

José Amar has been a pioneer in the introduction of science-based public policies aimed at the integral development of children in adverse living conditions. It is particularly renowned that him and his colleagues at University of the North laid the psychological foundations for various intervention programs funded by the Ministerio de Protección Social (Ministry of Social Protection), through the Instituto Colombiano de Bienestar Familiar (ICBF) (Colombian Family Welfare Institute). This work served as grounds for the introduction of policies around household and community welfare (Amar, 1986).

Amar and his research group, in association with the Sociedad Colombiana de Pediatría (National Society of Pediatrics) and the Ministry of Social Protection and through a contract with the Fundación Saldarriaga Concha (Saldarriaga Concha Foundation) conceptually designed the policy titled "Atención Integral a la Primera Infancia de Cero a Siempre" ("Integral Care for Early Childhood from Zero to Forever"). Under Amar's coordination, researchers at the University of the North produced the documents of

cognitive development and socio-emotional development in this policy, which today covers approximately 1.3 million children.

During more than 30 years, he has been the director of the Grupo de Investigaciones en Desarrollo Humano (GIDHUM) (Human Development Research Group), listed as a research group of excellence A1 by the Ministry of Science, Technology and Innovation. During the period 1977–2015, GIDHUM received the support of the Bernard van Leer Foundation (the Netherlands), one of the most prestigious funding bodies for the development of research and intervention models aimed at improving the welfare of children in vulnerable contexts. The products of the GIDHUM were distinctive, as they guaranteed the transference of academic products to the state and the social appropriation of knowledge by the communities. Approximately 250,000 Colombian children living in adverse conditions have benefited from these research activities.

Amar's academic career included the position of dean of the Humanities and Social Sciences Division at University of the North, title he held for 25 years. His performance featured his leadership capacity, ability to manage research, maximization of resources, and his clear understanding of psychology within the social, political, economic, and human context of the Caribbean region. These characteristics allowed him to guide the development of the Department of Psychology and position it among the best ranked in Colombia.

Based on Amar's renowned research career, the Department of Psychology shaped and launched the first master's degree in psychology of the region, which specialized on research in child psychology (2003). Later on, in 2004, the proposal of a doctoral program in psychology was presented to the Ministry of Education, and the University of the North became the first university of the Colombian Caribbean coast and the second in the country to offer a doctoral program in psychology.

Following his post as dean, Amar continued to lead the CIDHUM (Human Development Research Center). He is also head of the strategic research line "Childhood and Youth" at the University of the

North, in which a multidisciplinary group of 57 doctoral trained professionals participate. Moreover, he has continued to direct his scientific efforts toward the implementation of programs that improve the welfare and protection for children, particularly exploring the use of information, communication technologies, and artificial intelligence. One of his projects in this field received the 2018 Martha Arango National Prize as best childhood research performed in the last 5 years.

Amar has received 14 national and international distinctions throughout his scientific life. The following stands out: the National Prize for Scientific Merit, awarded by the Asociación Colombiana para el Avance de la Ciencia (Colombian Association for the Advancement of Science) (ACAC, 2013); the distinction of the Orden de la Democracia "Simón Bolívar" (Order of Democracy "Simón Bolívar"), granted by the Cámara de Representantes de Colombia (House of Representatives of Colombia) (2013); the Premio Nacional de Ciencias del Comportamiento (National Prize of Behavioral Sciences), granted by the Universidad Nacional de Colombia (National University of Colombia) and the University of the Andes (2003); and the recognition of the Organization of American States (OAS) for his work in the *Proyecto Costa Atlántica* (*Atlantic Coast Project*), as one of the most innovative four-year programs of early childhood education in Latin America (1989).

José Amar's intellectual production gathers 14 research books of his own, 30 as a co-author and three as an editor. He has published approximately 90 scientific articles. Both his intellectual production and his professional career have endorsed him to work as a public policy consultant in childhood topics for UNESCO, UNICEF, and the van Leer Foundation, in countries such as Brazil, Chile, El Salvador, Guatemala, Mexico, Peru, Portugal, Spain, and Venezuela.

During the last four decades, José Amar has worked toward developing the psychological discipline in the Caribbean coast of Colombia. In doing so, many behavioral and social scientists have been educated and inspired by his academic achievements, his sensitivity, and his leadership. Without a doubt, his scientific and pedagogic

legacy will continue guiding future generations of academics in the region and nationwide.

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Amaral, Lygia Alcântara do

Born *São Paulo (Brazil)*, on *December 29, 1911*

Died *São Paulo (Brazil)*, on *August 27, 2003*

Marina Massi

Brazilian Psychoanalytic Society of São Paulo (SBPSP), São Paulo, Brazil

Keywords

Brazil · Psychoanalysis · IPA · Brazilian Psychoanalytic Society of São Paulo

Lygia Alcântara do Amaral, daughter of Maria Pimenta de Alcântara and José Proença de Alcântara, was born in the city of São Paulo, state of São Paulo, and grew up in São Sebastião do Paraíso, her family's city, in the state of Minas Gerais. At the age of 17, she returned to São Paulo to study at the *Escola Normal* high school, future *Escola Caetano de Campos*, where she graduated as a primary school teacher in 1928.

In 1929, Amaral was appointed to teach at the *2ª Escola Feminina Urbana* (Girls' School) in Presidente Prudente, state of São Paulo. While working as a primary school teacher and with the aim of expanding her education, she enrolled in the Public Health Education course, created by Geraldo Horácio de Paula Souza (1889–1951), a public health doctor and director of the School of Hygiene and Public Health at the São Paulo Hygiene Institute, University of São Paulo (USP).

In 1932, she became a Public Health Educator, member of the School Health Service's Executive Office – a position she would hold until her retirement – and began to attend to children in the School Mental Hygiene Department, under the guidance of Dr. Durval Bellegarde Marcondes, one of the pioneers of psychoanalysis in São Paulo.

In 1939, Amaral became a public health worker and received the Certificate from the Mental Hygiene Service, granted by her advisor. Due to her contact with Dr. Durval Bellegarde Marcondes, she met her colleague Virginia Leone Bicudo, also a public health worker, who became her friend and partner in the discovery of psychoanalysis and in the creation of the Sociedade Brasileira de Psicanálise de São Paulo (Brazilian Psychoanalytic Society of São Paulo – SBPSP), since its beginnings.

In 1944, at Durval Marcondes's house, Amaral joined the São Paulo Psychoanalysis Study Group, formed by Adelheid Koch (with whom she did her didactic analysis), Virginia Leone Bicudo, Flávio Rodrigues Dias (1899–1994), Darcy de Mendonça Uchôa (1907–2003), and Frank Philips (1906–2004). In October 1945, the study group was considered a Provisional Society with Ernest Jones' (1879–1958) consent. Thus, Lygia do Amaral became an associate member in 1949 and an effective member in 1951.

In July 1951, already as a full member of the Provisional Society, Amaral applied for a scholarship from the Brazilian government to study psychoanalysis in London for 6 months, due to her work at the Child Orientation Clinic, organized by Dr. Durval Marcondes in the Mental Hygiene Department. That same year, Amaral accompanied Dr. Adelheid Koch to the XVII Amsterdam International Congress, when the shift of the São Paulo Psychoanalysis Group to SBPSP was officially ratified, and it then became part of the International Psychoanalytic Association (IPA).

During Amaral's studies in England, she had contact with Anna Freud (1895–1982), Melanie Klein (1882–1960), Donald Winnicott (1886–1971), Esther Bick (1902–1983), Isabel Menzies (1917–2008), Martha Harris (1919–1987), and Francis Tustin (1913–1990), and was supervised by Hanna Segal (1918–2011), Beth Joseph (1917–2013), and Hans Thorner (1905–1991). During this same period, between July 1951 and January 1952, she visited several psychiatric centers and hospitals, besides doing a clinical internship at the Tavistock Clinic, where she came into contact with Wilfred Bion's (1897–1979) work on experiences and group dynamics.

In Brazil, in the second half of the 1950s, Amaral taught in the Clinical Psychology Course – part of the Philosophy Department at USP – organized by Durval Marcondes and Anita Castilho Marcondes Cabral. Into this course, she introduced, in 1955, group psychotherapeutic work with first-year students, based on Wilfred Bion's group experiences. In 1959, she became a psychoanalysis educator and, in 1978, actively took part in the structuring of the Child Psychoanalysis Graduation Course, teaching its first graduating class. She was treasurer, secretary, and president of the SBPSP. Amaral underwent reanalysis with Frank Philips and, for a month, five times a week, with Dr. Wilfred Bion, when he was in Brasília, in 1979.

Prof. Lygia Alcântara do Amaral's most important undertaking was her pioneer work in child psychoanalysis, in São Paulo, with her colleague Prof. Virginia Leone Bicudo. Both worked in

attending to children at the School Health Service of the São Paulo Public Hygiene Institute. Later, they made an enormous contribution by creating the Child Psychoanalysis Graduation Course at the Institute of Psychoanalysis in São Paulo, together with enabling psychoanalytic care for children. In São Paulo, Lygia do Amaral pioneered the psychoanalysis of children and mother-baby observation based on the Kleinian approach.

Cross-References

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- ▶ [Cabral, Annita de Castilho e Marcondes](#)
- ▶ [Koch, Adelheid Lucy](#)
- ▶ [Marcondes, Durval Bellegarde](#)

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Amorós Terán, Víctor Manuel

Born *Lima, (Peru), 26 October 1930*

Died *Lima, (Peru), 8 August 2005*

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Universidad del Sagrado Corazón, Lima, Peru

Keywords

Peru · Clinical psychology · Psychotherapy

Víctor Manuel Amorós Terán was a Peruvian psychologist and psychotherapist. Upon completing his secondary studies, he entered the Escuela Nacional de Bibliotecarios del Perú (School of Librarians of Peru). After his graduation, he joined the Biblioteca Nacional (National Library), and due to his merits, he was invited to be part of the faculty of said School. In 1962, he entered the Facultad de Letras y Ciencias Humanas (Faculty of Letters and Human Sciences) of the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM) to study the specialty of psychology, obtaining a bachelor's degree in 1970 and a doctoral degree in 1986. One of the professors of UNMSM who had the greatest influence on him was Luis Aquiles Guerra (1909–1988).

After finishing his studies, he entered teaching at his *alma mater*, where over the years he taught psychological diagnosis and psychotherapy. In 1966, he entered the Institute for Exceptional Children *La Alegría del Señor* (The Joy of the Lord) as a psychologist, and the following year,

he began his activities as a psychologist at the *Centro de Rehabilitación de Ciegos de Lima* (Center for the Rehabilitation of the Blind in Lima, CERCIL). In 1968, he joined the *Centro Psicológico, Psiquiátrico y Educativo* (“*Psique*” [“Psyche” Psychological, Psychiatric and Educational Center]), a highly prestigious private institution that offered interdisciplinary psychotherapeutic care. It is in this private center where he developed a large part of his clinical work, which was enriched with his care work at the Clínica Psicológica [Psychological Clinic] of UNMSM, founded in 1957 by Luis Aquiles Guerra. He became director of the Clinic in the mid-1980s, and he redirected the psychological service to the less favored community of Lima, obtaining satisfactory results, which would later allow the implementation of similar services at the national level, when he was the dean of the Colegio de Psicólogos del Perú (Board of Psychologists) in 1983 (Jáuregui, 2005).

In 1987, Amorós was elected Dean of the Faculty of Letters and Human Sciences of the UNMSM. Thanks to his work, the Facultad de Psicología (Faculty of Psychology) was created in 1988. After the completion of his teaching activity at his *alma mater*, in 1993, he was awarded the title of Professor Emeritus. Between 1993 and 1996, he was a professor at the Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru) and between 1994 and 1999 at the Universidad de Lima (University of Lima).

A clinical psychologist and psychotherapist, Amorós was also one of the most active participants in the foundation of the Board of Psychologists of Peru in 1980. He also had an influential teaching work at the aforementioned universities (Alarcón, 2000; Alarcón et al., 1976).

His clinical experience and humanistic orientation in his psychotherapeutic work have been evidenced in his many publications.

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► Guerra Vega, Luis Aquiles

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Ancízar, Manuel

Born *in Bogotá (Colombia), December 25, 1812*

Died *in Bogotá (Colombia), May 22, 1882*

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Keywords

Colombia · Nineteenth century · Liberalism

Manuel Esteban Ancízar Basterra's life developed amidst the most profound social changes in nineteenth century in Colombia, during the passage

from the colony to the republic. Son of a Spanish father linked to the colonial administration, he lived during his childhood and youth in the vicissitudes of the conflicts between the American revolutionary forces and the Spanish Crown.

The anti-Hispanic environment generated with the Cry of Independence of 1810 forced the Spanish family Ancízar Basterra to migrate to Cuba in 1821. Manuel Esteban's academic and intellectual training took place in the city of Havana.

The Cuban intellectual context offered a very interesting opportunity for access to enlightened thought. Ancízar studied jurisprudence at the *Real y Pontificia Universidad de San Gerónimo de la Habana* (Royal and Pontifical University of Saint Jerome of Havana) (currently the University of Havana) and graduated from Sagrados Cánones in 1834. His university education based on scholasticism prompted him to seek ideas that were more modern. He attended secret meetings of rebel and pro-independence university groups, supported and inspired by the Masonic ideological movements. He became a Mason in the middle of a great reserve due to the risks of being captured by the colonial forces.

Victor Cousin's (1792–1867) Masonic visions were striking. Ancízar admired French thought for its postrevolutionary development, especially the adoption of Victor Cousin's eclecticism as an official philosophy during the Restoration period. The popular vocation of French thought, its eagerness to endow the people with liberties, and the capacity for self-determination motivated the eclectic initiative. Eclecticism created hybrid ideologies in which popular knowledge is alternated with the great illustrated philosophies to allow people to access ways of thinking close to their sensibilities. The presentation of persuasive arguments would make possible the mental change of the population, the transition from vassal to citizenship.

The education of the people was a constant ideological and political passion of the mason Manuel Ancízar. If the new republics wanted to achieve and sustain their independence within a democratic structure, a system of equality and justice was essential to break with ignorance and illiteracy. Citizens should take ownership of their

rights and exercise their freedoms judiciously, as well as assume their responsibilities in the formation and organization of the state. Freemasonry promoted the values of individualism and the exercise of critical judgment and democratic autonomy.

His interest in psychology was the product of Ancízar's democratic convictions. Bringing the knowledge and experience closer to the people was his main priority. Psychology was considered the modern and enlightened way of promoting citizen access to developments in the modern world. The disciplinary debates in psychology around the origin and evolution of ideas were one of the main attractions. The psychological debates would help reorganize the educational apparatus and the pedagogical forms of the new American states.

In the year 1839, Manuel Ancízar arrived in Venezuela. He witnessed the bleak picture of the new Latin American nations. The Bolivarian project called La Gran Colombia, destined to unite Colombia, Ecuador, and Venezuela in a single nation, entered into a process of secession in 1831. The military initiatives of General Páez in Venezuela and Flores in Ecuador abruptly broke the Bolivarian initiative, and they introduced the possibility of continuing the secession and founding of new nations.

Ancízar was a pacifist dissatisfied with the warpath of the new American nations in shaping their territory and their social, political, and cultural order. This is how the journalist Ancízar expressed himself in the newspaper *El Siglo* (*The Century*) in the city of Valencia in 1842:

If our elders were to be educated for the battlefields, the new generation has to treasure lights for cabinet [library] jobs, on pain of being out of the post that the course of the years has indicated useful to itself and for the homeland (Ancízar, quoted by Loaiza Cano, 2004, p. 49).

The sciences, the arts, the philosophical ideas, and pillars of modernity should make a presence to replace the paths in fact. People endowed with knowledge about their democratic freedoms and fundamental rights should sovereignly debate the founding problems of nations.

Ancízar's (1851) main contribution to psychology was his book *Lecciones de Psicología* (Lessons in Psychology), a modified version of a previous edition *Lessons in Psychology and Morals* published in 1845 in Caracas, Venezuela (Loaiza Cano, 2004). In Colombia, this work has been considered as pioneering, systematically addressing the object of study of the discipline, its theoretical foundations, and main scientific advances in the eighteenth and nineteenth centuries (Oviedo, 2010). The book is characterized for being an annotated translation by eclectic authors: "Of these Lessons [of Psychology] they only belong to me ... the odd explanation, since the background I have taken from the Philosophy Course of Felipe Damirón i ... Cousin's ideas scattered throughout his history of Philosophy" (Ancízar, 1851, p. 1).

Psychology was considered by Ancízar (1851) as one of the forms of knowledge called to replace the arguments of authority, the de facto military measures that imposed an ideological order. The psychological discipline offered the possibility of activating in people the capacity of knowledge, the use of good sense, and the subjective capacity to constitute a sense of belonging to democracy. The cultural values developed by the independence movement should be endorsed by psychological science, so that citizens have the opportunity to assume their leading role in the configuration of modern states. In these terms, it defines the relevance of the discipline in the formation of the historical personality of the peoples:

The philosophical sciences and especially Psychology, are the natural result of a certain need to know that stimulates us to ask ourselves for our impressions, our beliefs and determinations, not content ourselves with the study and observation of the outside world, but also we direct our reflection on ourselves, scrutinizing what our faculties are and how we exercise them, to get to know ourselves and direct ourselves in the performance of our duties, both social and religious ... from where we can draw doctrines of eminent utility, from our homeland, our whole human race (Ancízar, 1851, p. 68).

Psychology appears in the itinerary of the Freemason author and follower of eclecticism as a form of knowledge inherent in the political development of nations. It was difficult to think of the

development of citizenship without the construction of a cognitive subject capable of accounting for his own convictions in the various spheres of state life, from human rights to religious beliefs.

Ancízar (1851) considered psychology as a conceptual construction according to the needs of the peoples. Each society had its own ideas about human nature, the origin of its mental faculties, and the goals that unite social sensitivity. The “eclectic psychology” should be present in the Colombian environment to account for their own ideas and those of others that would make it possible to shape the historical personality of individuals to promote their development. Ideas of the most diverse nature be they religious, scientific, political, etc. should be integrated to make possible the identification of the social goals of a nation and the criteria for constituting citizenship. This is how the author defined the nature and object of psychology:

By psychology we understand the science of the soul insofar as it is manifested by its action through the phenomena of human intelligence, sensitivity and freedom. Some have called it “ideology” quite improperly, since this word means science of ideas, and therefore it designates only a single order of the phenomena of the soul, namely, those of intelligence, seeming to exclude the study of the passions or phenomena of mental sensitivity, and deliberate acts, that is, phenomena of man’s freedom (Ancízar, 1851, p. 59).

The Colombian nineteenth century was a period of civil wars marked by political-religious fanaticism. The conservative party, defender of religious traditions, saw openly Freemason, scientific, and materialist liberal secular ideas as a threat. Catholic tradition defined the human being as a divine creation, endowed with a spiritual dimension. Modern scientific ideas defined the human being as a material entity that can be explained through the laws of nature. The science-religion conflict was deep in Colombia (Oviedo, 2019). Ancízar (1851) promoted the coexistence of the Christian soul with the development of worldly capacities such as intelligence.

People’s education became a reason for civil war (Oviedo, 2014). How to guide the educational system of the state? What should be the purpose of

the educational system: to seek the salvation of the soul or to promote material progress?

Ancízar (1851) considered the possibility of alternating liberal and conservative ideas, through the construction of his own theory about the origin of ideas. The experience of knowledge could not exclude the understanding of religious matters such as the mystical experience of faith. The formation of the state, based on exclusively materialistic ideas, without the presence of religious elements hurt the sensitivity of the population. Likewise, religious hegemony was unacceptable, without the ability to give space to secular visions such as scientific ones. This is how Ancízar criticized religious authoritarianism:

The country has undergone great political changes, which have changed customs and created new public needs, in terms that today’s society has nothing in common with society as it existed before 1810 [...], however, the organization of the clergy remains unchanged with its deeply monarchical character in the midst of a democratic state....

That he [clergy] is molded by his organization and by his living to the political conformation of the country, that he becomes civilizing and progressive, and the goods of the community will be well served by all, and the religious principle will be saved, putting an end to the deaf and dangerous struggle that we see begun between the ideas represented by the ancient Roman clergy, and the ideas and needs of the democratic republic (Ancízar, 1849, quoted by Loaiza Cano, 2004, p. 172).

Psychology was presented as a historical example of synthesis of various ways of thinking. The discipline harbored ideas that were supposed to be historically irreconcilable. Achieving an eclectic thought about the human being was an effort to permanently overcome fanaticism and to give rise to a space of pluralistic and tolerant humanistic thought.

Peregrinación de Alpha (*The Alpha Pilgrimage*) was the title of the following book by Ancízar (1853) oriented by humanist interests. The book had the purpose of carrying out an inventory to know the extension of the territory, its borders, and demographic composition.

In 1850, Ancízar assumed the direction of the “Comisión Corográfica Nacional” (National Chorographic Commission), a state project developed

by the liberal political movements. The Alpha Pilgrimage is the compendium of a series of travel diaries made personally by Ancízar (1853), who traveled the country on the back of a mule to learn about the geographic, racial, and cultural diversity of the population. The book integrated the author's narratives, along with portraits made by cartoonists and the maps of Agustín Codazzi (1792–1859). The graphic and literary descriptions covered topics such as popular customs, religiosity, and music. *The Alpha Pilgrimage* was a true reflection of the interest in strengthening citizen awareness of the nation's human and physical resources. The idea of founding the nation on its indigenous and Spanish roots reflected its eclectic character.

In 1867, Ancízar became the first rector of the Universidad Nacional de Colombia (National University of Colombia), an academic space in which he defended the autonomy and freedom of university thought regarding the religious and political influences of the time. Ancízar's multifaceted career also encompassed work in the field of journalism, initially as the founder of the newspaper *El Neogranadino* in 1848 and later in other media such as *El Correo*, *El Repertorio*, *El Museo*, *El Liberal*, and *El Tiempo*.

Ancízar's senescence was marked by his continuity as a commentator and political observer of state affairs. Having developed a long diplomatic career credited him as an authorized opinion. In 1851, he was commissioned to assume the position of negotiator of bordering treaties with Ecuador; a few years later, he attended to border disputes with Peru and Brazil, amid great debates about navigation on the Amazon River.

In 1870, he participated in the great educational projects of the liberal governments, such as the instructional reform, as director of Primary Public Instruction of the State of Cundinamarca. From his position, he fought for the educational modernization of the country, through the officialization of Pestalozzi's pedagogy as a school model in the country.

Manuel Ancízar was a nineteenth-century Latin American author interested in promoting social progress in the region through the creation

of his own thought. He promoted openness toward the ideas of the modern world, without losing sight of the postcolonial condition of developed regions based on miscegenation and the influence of Catholicism. The attempt to accommodate all cultural visions in a harmonious, peaceful, and tolerant society marked his intellectual development. The idea of an eclectic psychology is one of his most innovative initiatives at the time. Psychology was called to be a discipline committed to social progress, through its participation in the construction of subjects increasingly owners of their mental faculties and their ability to influence their material and social world.

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Angelini, Arrigo Leonardo

Born *in Santo André (Brazil), on September 28, 1924*

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University of São Paulo, São Paulo, Brazil

Keywords

Brazil · Educational psychology · Projective Method of Motive Evaluation · Cross-cultural psychology

The career path of Arrigo Leonardo Angelini (1924–) coincides with important moments in the history of psychology in Brazil. He was a professor at the Institute of Psychology at Universidade de São Paulo (University of São Paulo – USP) and produced an extensive work dedicated to Educational Psychology and subjects such as learning, motivation, and professional orientation.

In 1939, he entered the Normal School to take a teacher preparation course for primary education at Colégio Paulistano (Paulistano School). This episode marked his entry into a field from which he never strayed. At that time, education was an important device to the reception and dissemination of psychological theories and to the establishment of scientific psychology in the country.

He started studying pedagogy in 1942 at the Faculty of Philosophy, Sciences and Languages at USP, which was founded in 1934, having incorporated the Psychology Laboratory of the Normal School of São Paulo, directed by Prof. Noemi Silveira Rudolfer – to whom he attributed his scientific and eclectic psychological training.

During the third year of course, he was appointed to the position of technical assistant at the Railway Center for Professional Education and Selection (CFESP), where he dedicated himself to the activities of“(. . .) research, preparation, application and measurement of psychological tests for the selection of artificers apprentices for the professional courses held by the various

railways in the State of São Paulo” (Witter, 1998, p. 2). Among the tests that were developed and studied at that center, Angelini highlighted the measurement for Brazil of the Thurstone’s Primary Skills tests, which were carried out through wide experimental application. In 1945, he went on to perform the same activities in the Serviço Nacional de Aprendizagem Industrial (National Service of Industrial Training – SENAI), at the time directed by Roberto Mange.

In 1949, with the indication of Prof. Rudolfer to be her first assistant in the Chair of Educational Psychology, he began his teaching career at USP, where he worked for 40 years. In 1951, he specialized in Educational Psychology, which enabled him to apply for a doctorate.

In the year of 1953, he defended his thesis, under the guidance of Prof. Rudolfer. In this work, he used the experimental method, influenced by the studies of Hermann Ebbinghaus (1850–1909) and William James (1842–1910), among others, to investigate the processes of verbal learning. In this study, he stated that the objective of Educational Psychology was to apply the knowledge of General Psychology to the understanding of the learning processes and facilitation of educational action (Angelini, 1953b).

A year later, he presented his Associate Professorship thesis, *The role of interests in choosing a profession*, in which he analyzed Thurstone’s Professional Interests Inventory as a tool of practical and effective qualities in professional orientation (Angelini, 2014a). In the following years, motivation and reflections on educational and professional orientation remained as fundamental themes in Educational Psychology for the individual’s better adjustment: “The choice without any guidance (. . .) is probably the most responsible for cases of maladjustment” (Angelini, 2014b, p. 341).

Also in 1954, he temporarily held the Chair of Educational Psychology due to the retirement of his former advisor and traveled to the United States for an internship at the Department of Psychology in the University of Michigan under the guidance of Prof. John W. Atkinson (1923–2003), with whom he extensively discussed an experimental application project for motive evaluation.

On his return to Brazil, he dedicated himself to the investigation and development of a new technique that reconciled the accuracy of the experimental method, projective techniques, especially the Thematic Apperception Test, and the psychoanalytic theory (Angelini, 1973). The elaboration of the Projective Method of Motive Evaluation is justified by the inadequacy and inconvenience of the application of methods that presented, in their perspective, inconsistent results for the control of motivation.

This work resulted in the thesis *A new method to evaluate human motivation: a study of the motive of achievement*, submitted in 1955, which made him Full Professor of Educational Psychology at USP. The studies on motivation aimed to build psychological tools to help teachers who should be in charge of the efficient social adjustment of their students. However, the analysis of the research results introduced new problems of the method and the ethnocentrism (Angelini, 1973).

These reflections marked his approach to cross-cultural psychology. For him, this new area of social psychology was characterized as one of the most promising fields of investigation: The understanding of human behavior would be expanded, especially in relation to aspects of behavior studied by social psychology (Angelini, 2007).

Cross-cultural psychology contributed to the growing awareness of the regional limits of North American psychology, with the expectation of making psychological research an instrument for the well-being of underdeveloped peoples (Angelini, 1971). However, in their texts, the condition of underdevelopment, marked by deep social and economic inequalities, seems to be separated from its historical causes. The absence of social criticism seems to assume the neutrality of science, and the problems of its results circumscribed to the formal production of knowledge.

Angelini was a visiting professor and collaborator at the School of Psychology at the Central University of Venezuela (1961–1962), at the Department of Educational Psychology at the University of Texas (1967–1968) and at the

Central Psychology Institute of the Faculty of Education at the University of Brasília (1966–1967).

At the Institute of Psychology at USP, he held the position of director on three occasions (1970–1974, 1976–1980, and 1984–1988). It is important to remember that he played a decisive role in the formation of this institute at the time of USP's university reform in 1969 (Angelini, 2009).

He received honors and awards such as the title of Honorary Professor at the University of San Martín, Peru, in 1979; the Wilhelm Wundt Medal, from the Regional Council of Psychology of São Paulo; and the Inter-American Psychology Prize, granted by the Interamerican Society of Psychology.

He participated in several psychology entities, including the Brazilian Psychological Society, the São Paulo Psychology Society, and the Interamerican Psychological Society, when he organized and chaired the XIV Interamerican Psychology Congress, in São Paulo, in 1973. He was the first president of the Federal Council of Psychology (1973–1976), and president of the São Paulo Academy of Psychology, in 1979.

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Antillón Milla, Josefina

Born *Guatemala City, (Guatemala), 29 June 1930*

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Keywords

Guatemala · Education · Teacher · Psychologist

Josefina Antillón Milla, daughter of Mariano Antillón and Genoveva Milla de Antillón, studied at Liceo Hispano Guatemalteco (Guatemalan Hispanic Lyceum) where she graduated as a primary school teacher in 1950, continuing her studies at Universidad de San Carlos de Guatemala – USAC – (San Carlos University of Guatemala), and graduated as a psychologist in 1968.

Her professional life was focused on teaching. She started as a teacher at primary level at Liceo Hispano Guatemalteco (Guatemalan Hispanic Lyceum) (1951), at Colegio San Antonio (San Antonio School) (1952), at Colegio Guatemala (Guatemalan School) (1954–1955) and at Colegio Monte María (Monte María School). This period of her life goes from 1954 to 1965. During her university studies, she was recognized as a leader since a very young age. She participated as a member of the Tribunal de Honor de la Asociación de Estudiantes de Artes Liberales

(Honor Court of the Liberal Arts Students Association) (1958), representative of the students of the Escuela de Artes Liberales de la Asociación de Estudiantes Universitarios (AEU) (School of Liberal Arts at the Association of University Students) (1959–1960) and student delegate to the Consejo Superior Universitario (Higher University Council) (1963–1965), both in Guatemala City. She began her career as a university professor in 1972 at the Filosofado Salesiano (Salesian Philosopher). This was the beginning of a long career that led her to teach in institutions such as the Instituto Femenino de Estudios Superiores (Female Institute of Higher Education) (1969–1972), Escuela de Formación de Enseñanza Media (Middle School Training School) – USAC – (1971–1973), in the Escuela de Artes Liberales (Liberal Arts School) at USAC (1969–1974) and at Universidad del Valle de Guatemala (University of the Valley of Guatemala) (1971–2001). In the period 1992–1993, she was a delegate of the Private Universities at the Consejo de Educación Superior (Council of Higher Education).

She was very involved in education, took a course in Evaluation and Test Structuring at the Universidad Del Valle de Guatemala (University of the Valle of Guatemala) in 1970. She participated in the course on “How to conduct a Seminar” with Dr. Jesús María Vásquez at the Escuela de Artes Liberales (School of Liberal Arts), USAC 1961. She studied Statistics, in the Ministerio de Educación (Ministry of Education), 1960, and took an Education Seminar, at the Universidad de San Germán (University of San Germán), Puerto Rico, 1959.

Always showing her enthusiasm and leadership, she continued her activism being appointed President of the Colegio Profesional de Artes Liberales (Professional College of Liberal Arts) (1975–1976), a position that allowed her to continue as a Member of the Tribunal de Honor del Colegio Profesional de Artes Liberales (Honor Court of the Professional College of Liberal Arts) until 1986. She combined her activities as Advisor to the Escuela de Estudios Generales (School of General Studies) (1966–1970) and Secretary of the Escuela de Artes Liberales

(School of Liberal Arts) (1971–1995). Later, from 1981 to 1989, she participated actively in the research area leading the USAC Instituto de Investigación y Mejoramiento Educativo (IIME) (Institute for Research and Educational Improvement). This institution allowed her to find an area where she was widely recognized as a researcher, and during the period 1989–1990, she served as General Director of Research at USAC.

During this time, she was appointed delegate of the USAC at the first meeting of the Consejo Superior Universitario de Centro América (Central American University Higher Council) on “Objectives and Priorities in Research and Teaching at the Universities of the Confederation” in Costa Rica (1985). She was also invited by the Banco Mundial (World Bank) to the meeting on Research in Experimental Institutes in Bogota, Colombia (1984), and participated as a member of the organizing committee of the First Meeting of Universidad del Valle de Guatemala (University of the Valley of Guatemala), Educational Researchers in 1985. She participated actively in the organization of the II Meeting of Educational Research by Universidad Rafael Landívar (Rafael Landívar University) (1986) as a representative of the USAC before the Comisión Interuniversitaria (Interuniversity Commission).

Her contributions in the area of psychology led her to be appointed representative of the USAC at the meeting of researchers from Latin America, in Mexico DF in 1990, and alternate representative of Universidad del Valle de Guatemala (University of the Valley of Guatemala) to the Comisión Guatemalteca de Cooperación (Guatemalan Cooperation Commission) of UNESCO. Her participation continued, and she was a member of the Meeting on Research and Teaching at the Universidad Centroamericana (Central American University), Costa Rica, in 1990. During the same time (1990), she also acted as a representative of Universidad de San Carlos de Guatemala (University of San Carlos of Guatemala) at the meeting of researchers from Latin America, Mexico City.

Her professional career was recognized when she was appointed as a candidate to the Dean of the Escuela de Artes Liberales (School of Liberal

Arts) of USAC in 1987, among other positions she held as a representative of universities in different congresses and in decision-making positions. One of her greatest achievements in the public area was to have held the position of Deputy Minister of Education, in the Ministerio de Educación (Ministry of Education) of Guatemala (1975–1978). Because of her career as a professional and her teaching work, she was recognized in 1995 with the “Orden de las Palmas Magisteriales” (Magisterial Palms Order), an award which is received by any professional in education or with a different degree of who is alive and who has contributed with an exemplary input to the sector through science, culture, and technology. On the other hand, in 2005 she was also awarded the “Orden Francisco Marroquín” (Francisco Marroquín Order), which is an honorary recognition awarded to distinguished educators in Guatemala, every June 25 in which Día del Maestro (Teacher’s Day) is celebrated, by the Government of Guatemala, chaired by then-President Oscar Berger, for her extensive career as a teacher and as a distinguished professional in all the areas in which she served (Facultad de Humanidades, 2016; Registry of individual beneficiaries awarded with the national order “Francisco Marroquín”, (2019)).

Her professional life was focused, from the beginning, on teaching, she is remembered as a great teacher, and in her honor there is the Instituto Privado Mixto de Educación Básica Josefina Antillón Milla (Josefina Antillón Milla Mixed Private Institute of Basic Education), in Guatemala City. Her last phase of professional practice was at the Universidad Del Valle de Guatemala (University of the Valley of Guatemala) as Dean of the Escuela de Ciencias Sociales (School of Social Sciences) (1991–1994), Director of the Department of Psychology (1984–2001), and teacher. At UVG, she is remembered as assertive professional, genuine, warm, and empathetic and with a sense of humor.

Josefina Antillón Milla is remembered as a multifaceted woman (friend, colleague, teacher, researcher, and author) deeply interested in education in Guatemala and as a professional with a high sense of honor and solidarity. Her motto:

“always move forward, never take a step back.” In addition to her values as an academic, her family (J. García de León, personal communication, July 30, 2019). refers to her as a daughter, sister, aunt, and sister-in-law, who is always attentive to family needs, providing her warmth, love, and peace.

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Antipoff, Daniel Iretzky

Born *St. Petersburg, (Russia), 31 March 1919*

Died *Belo Horizonte, (MG, Brazil), 11 January 2005*

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Keywords

Russia · Brazil · Psychological assessment · Gifted ones · Psychology of the exceptional · Building institutions

Son of the psychologist and educator Helena Antipoff and the journalist Viktor Iretzky (1882–1936), Daniel Antipoff lived in Russia, Germany, and Switzerland in his early years. When his mother came to Brazil in 1929, he stayed at the École Beauvallon, a boarding school in Paris. In 1938, with the imminence of World War II, he moved to Brazil. A year after, he joined the Technical Course in Agronomy, in the city of Viçosa – Minas Gerais state (MG). He began his professional life as an agronomist, in Contagem, a city in the same state. In 1943, he began studying Philosophy at the University of Minas Gerais (nowadays the Federal University of Minas Gerais). He married Otília Braga Antipoff in June 1944 and moved to the city of Patos de Minas – MG, responding to an invitation to organize an agricultural school for teenagers.

Later on, in 1951, Daniel and Otília Antipoff moved to Belo Horizonte, and Daniel started working for the Serviço Nacional de Aprendizagem Comercial (National Service for Commercial Learning) (SENAC). As a technician at SENAC and a student in the Philosophy course, he did an internship program in Rio de Janeiro with Pierre Weill and began to learn the application of psychological diagnosis techniques, which, afterwards, he would use in his work, which involved the professional guidance of salespeople. While in Rio de Janeiro, he was authorized to monitor the activities performed by psychologists from the Instituto de Seleção e Orientação Profissional (Institute of Professional Selection and Guidance (ISOP), supervised by Emilio Mira y López. Daniel also took part of conferences given by Mira y López at the Serviço de Orientação Profissional (Professional Guidance Service (SOSP), an organization similar to the ISOP that Mira y López himself had created in Belo Horizonte in 1949, at the request of the Secretaria Estadual de Educação (State Secretary of Education).

In the early years of SOSP, Mira y López gave conferences in the month of July, which was the vacation period (Antipoff, 1997). Later, in 1956, he joined the course on “Experimental Psychology” taught by André Rey at the Instituto Superior de Educação Rural (Rural Higher Education Institute) (ISER). The course focused on general psychology and learning psychology, dealing with subjects such as genetic psychology, mental development, learning psychology and psychopathology, and differential psychology. Based on the course taught by André Rey, the Sociedade Mineira de Psicologia (Minas Gerais State Psychology Society) was created and Daniel was its first Secretary General, from 1956 to 1958 (Reunião Preparatória da Sociedade Mineira de Psicologia, 1956; Sociedade Mineira de Psicologia, 1957; Preparatory Meeting of the Psychology Society of Minas Gerais State, 1956; Minas Gerais State Psychology Society, 1957). Daniel Antipoff’s interest and performance in the field of psychology rose from these experiences.

Thus, still in the 1950s, he opened a psychology office in Belo Horizonte, taking care mainly of children with intellectual disabilities, teenagers undergoing professional guidance processes and undergoing psychodiagnostic tests through medical referrals.

Between 1950 and 1951, he worked at SOSF, where he was in charge of the application and interpretation of psychological tests. The Military Police hired him in the following year to carry out a survey on the effectiveness of personality tests to be used by the Minas Gerais Department of Officer Training. After this contract, he began working on psychotechnical tests for drivers at the Departamento de Trânsito de Minas Gerais (Traffic Department of Minas Gerais) (DETRAN-MG). At DETRAN-MG, he formed a team in charge of establishing the criteria to apply driver's exams. In 1951, he also worked on the installation of a Professional Guidance Office linked to the National Service for Commercial Training (SENAC), where he worked until 1972.

In 1963, he and his family moved to São José dos Campos – SP, to work at the Instituto Tecnológico da Aeronáutica (Airforce Technological Institute) (ITA). He worked for 20 months at this institution, providing psychological assistance to students, carrying out meetings with advisor professors and group psychotherapy, among other activities. In 1964, after the accidental death of his eldest son in the sports facilities of the ITA and with the difficulties that began to impose themselves on his work due to the surveillance that the institution was subjected to, due to the Military Coup that occurred in the country that year, Daniel returned to Belo Horizonte and resumed his activities at SENAC and at his clinic (Antipoff, 1997; Lourenço, 2001).

A few years after, 1970, he took a postgraduate course on the education of exceptional children at the University of Denver in the United States. In 1972, living what he himself called an “existential crisis,” Daniel walked away from his activities in Belo Horizonte and settled in the city of Niterói-RJ. For approximately 1 year, he worked as a technical assistant at the Centro Nacional de Educação Especial (National Center for Special

Education) (CENESP), in Rio de Janeiro–RJ. In charge of surveying national institutions that provided assistance to children considered to be well-endowed, he also began to be interested in this area (Antipoff, 1997).

Once again, Daniel Antipoff returned to Belo Horizonte in 1973 resumed his clinical activities and joined the Instituto de Psicologia Aplicada (Institute of Applied Psychology) (IPAMIG). IPAMIG was accredited by DETRAN to carry out the psychotechnical examination of candidates applying for a driving license, as well as to be in charge of personnel selection services for companies, clinical, vocational, and professional examinations and psychotherapy for children, adolescents, and adults. During this same period, Daniel Antipoff applied for a registration at the Conselho Regional de Psicologia de Minas Gerais (Regional Council of Psychology of Minas Gerais) (CRP-04) and became the psychologist number 175 in the State of Minas Gerais.

Along with Otília Antipoff, Daniel supported the foundation and activities of the Milton Campos Association for the Development and Assistance to Vocations of the Well-Endowed (ADAV). Considered the newest work of Helena Antipoff, ADAV was founded in 1972 and, during school vacation periods, it offered workshops, lectures, and courses for gifted children and young people.

The Antipoff couple also founded the EDUC School, in 1978, aimed mainly at assisting children considered to be talented or well-endowed. At EDUC, Daniel and Antipoff monitored the children's development individually and emphasized the proposal of activities that allowed the development of their creativity, with an emphasis on playing outdoors and freedom of expression (Antipoff, 2017).

Daniel Antipoff was also one of the founders of the Centro de Documentação e Pesquisa Helena Antipoff (CDPHA) (Helena Antipoff Research and Documentation Center (CDPHA) in 1980 and was the honorary president of the institution until the date of his death. The CDPHA aims at preserving Helena Antipoff's work and divulging her legacy, what is still being done with the support of the Helena Antipoff Foundation and the

Federal University of Minas Gerais, besides sponsoring the Helena Antipoff Annual Meeting.

Daniel Antipoff played an important role in the history of psychology in Brazil and, especially, in the state of Minas Gerais. He was one of the pioneers in psychological assessment for the purpose of selecting candidates for a driver's license and, alongside his mother and wife, in diagnosing, monitoring and educating the gifted child. In the administration of CDPHA, he established partnerships that became fundamental for the preservation and divulgement of Helena Antipoff's legacy.

Cross-References

- ▶ [Antipoff, Helena Wladimirna](#)
- ▶ [Antipoff, Otília Braga](#)
- ▶ [Mira y López, Emilio](#)

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Antipoff, Helena Wladimirna

Born *Grodno, Russia, March 25, 1892*

Died *Belo Horizonte, MG, Brazil, August 9, 1974*

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Keywords

Russia · France · Switzerland · Spain · Soviet Union · Brazil · Educational psychology · Psychology of the exceptional · Civilized intelligence · Institutions

Helena Antipoff was the daughter of Vladimir V. Antipoff (1862–1927), officer of the infantry regiment of the military district of Vilno, and the pedagogue Sofia Antipova (?-?). She lived with her family in Grodno, in the province of Minsk, which at that time belonged to the Russian empire, until 1901, when her father was transferred to Saint Petersburg, the then capital of Imperial Russia. In this city she attended a private secondary school directed by Lyubov Stepanovna Tagantseva (?-?), a renowned educator.

In addition to classical studies, the students were encouraged to participate in the cultural life of the city. At the same time, dissatisfaction with the tsarist regime was growing in the country, and Antipoff participated in a movement that demanded political change, the setting up of a parliament, and greater social justice. In 1908, she attended a Marxist study group and participated in educational experiments with adult workers. Her father, who had been promoted to general, was alerted by the authorities about these activities. Vladimir and Sofia then decided that their daughter should proceed with her studies in Paris, to where Helena and her mother and sisters emigrated in 1910 (Masolikova & Sorokina, 2017).

Helena commenced her higher studies, having attended seminars of influential intellectuals in the areas of philosophy and psychology such as Henri Bergson (1859–1941), Pierre Janet (1859–1947), and Théodule Ribot (1839–1916), at the *Collège de France* and the Sorbonne itself. She then became interested in the study of psychology. In 1911, she did an internship in the psychology laboratory of the *rue Grange-aux-Belles*, connected to the Sorbonne, under the orientation of Théodore Simon (1873–1960), participating in the studies on the mental development of children in the public schools of Paris using the Binet-Simon metric intelligence scale. It was here that she met Édouard Claparède (1873–1940), who was in Paris to communicate the foundation of the Jean-Jacques Rousseau Institute in Geneva, the first school of educational sciences established in Europe. Helena decided to specialize in

education and left for Geneva, enrolling in the first class of the recently created institute. Under the orientation of Claparède, she continued her studies on the mental development of children in the psychology laboratory of the University of Geneva. In July 1914 she obtained her diploma in educational sciences.

Between 1915 and 1917 she lived in Gijón, in Spain, carrying out activities as an educator and published articles to divulge the perspective of the New Education in the local press. She returned to Russia in 1917, to care for her father who had been wounded in the First World War. She started living again in Saint Petersburg, where she married the writer and journalist Viktor Iretzky (1882–1936), by whom she had a son Daniel Iretzky Antipoff. About this time, in an article subsequently published in Switzerland, Antipoff related that, after the Communist Revolution of 1917, the Russian government had decided to assume the monopoly of the education of all children, with the object of promoting the formation of a mentality compatible with the new regime. To this end institutions throughout the country were created to take in children delivered there by their parents. The children were put through examinations in medical-pedagogical posts that had been set up, and Antipoff provided services as a resident psychologist in two of these posts, in Petrograd and in Viatka. Utilizing the natural method of observation proposed by the Russian psychologist Alexander Lazurski (1874–1917), she had perfected the psychological examination of children and adolescents in their daily context and proposed ways of orientating their education. Still in the Soviet Union, she became associated with the experimental psychology laboratory in Petrograd, founded by Alexandre Petrovich Nechaev (1870–1948), and published studies on the measurement of the mental level of children, and on the effects of that “extraordinary period of war, revolution, hunger and terror” on the mental development of children between 4 and 9 years old. One of the pieces of research on the mental level of children was subsequently published in the *Archives de Psychologie*, in Geneva, and in

Brazil. In 1922, Viktor Iretzky was exiled, because of differences with the Soviet government about freedom of expression. Antipoff and her son left the Soviet Union on the pretext of visiting institutions for mentally deficient children and adolescents in Germany, with a document attesting to this objective given to them by Nechaev, and thus they met him again in Berlin in 1924.

In Berlin, she worked in an institution for children's education, but soon decided to return to Switzerland, where she obtained a Nansen passport (for stateless foreigners) and became Édouard Claparède's assistant at the Jean Jacques Rousseau Institute, at that time part of the University of Geneva. There she lectured psychology and undertook research into intelligence and psychomotricity, whose results were published in the periodicals *Archives de Psychologie* and *Intermédiaire des Éducateurs* (Murchison, 1929). One of these works, on the genesis and development of the sentiments of compassion and justice in children, was cited and discussed by Jean Piaget (1896–1980) in the book *Le jugement moral chez l'enfant* (Piaget, 1932).

In 1929, Antipoff was invited by representatives of the government of Minas Gerais, Brazil, to lecture educational psychology and direct the Psychology Laboratory of the Escola de Aperfeiçoamento de Professores (Teacher Training College) in Belo Horizonte (one of the first laboratories in this area installed in the country), collaborating in setting up the teaching reform that was being undertaken at the time (The Francisco Campos-Mário Casassanta Reform), inspired by the ideals of the New Education movement. In her activities at the College, she undertook a very full program of research into the working of public schools and on mental development, into the ideals and the interests of her students from Minas Gerais, with a view to providing a basis for educational planning. The results of investigations on the level of mental development shows that the students' intelligence quotients varied in accordance with the level of social well-being of the families they came from.

Starting from these observations, Antipoff proposed the concept of "civilized intelligence" to interpret the results of intelligence tests, considering the considerable impact of the social and cultural level of those examined in these results.

Becoming aware of the existence of children needing special care led her to propose to a group of intellectuals, educators, doctors, and religious leaders, the creation, in 1932, of the Sociedade Pestalozzi de Minas Gerais (Minas Gerais Pestalozzi Society), an institution for the treatment and education of individuals that had deviated considerably from their age group in relation to intellectual abilities and aptitudes: in other words, those with mental deficiency. At that time she was innovating when she adopted the expression "exceptionals" to refer to these individuals. In 1935, the Pestalozzi Society participated, jointly with the state government, in the foundation of the Pestalozzi Institute, for the education of exceptional individuals.

In 1940, the Pestalozzi Society expanded its activities, and set up an educational institution for exceptionals at the Rosário Farm, located in a rural property acquired in the municipality of Ibirité, 26 km from Belo Horizonte. The idea was to promote the education of exceptional children in the country, teaching them agrarian or cattle raising professions, as Brazil at the time offered multiple opportunities for work in the rural area.

In 1943, Antipoff founded the chair of educational psychology in the Faculdade de Filosofia, Ciências e Letras (Faculty of Philosophy, Sciences, and Letters) of the UNiversidade de Minas Gerais (University of Minas Gerais) (the Universidade Federal de Minas Gerais (Federal University of Minas Gerais) from 1965 on), lecturing this discipline on teacher training courses. Between 1944 and 1949, she lived in Rio de Janeiro, taking up a position in the Departamento Nacional da Criança (National Children's Department), at the Ministry of Education and Health. Between 1945 and 1947, she had an important role in the visit of the doctor and psychologist Emilio Mira y López (1896–1964) to Brazil, and was the intermediary in his contracting by the

Getúlio Vargas Foundation. Still in Rio de Janeiro, she organized the Centro de Orientação Juvenil (Juvenile Guidance Centre) in 1946, together with Mira y López, as a mental hygiene clinic for the psychological treatment of children and adolescents sent to them as a result of complaints at school or considered maladjusted, and directed the institution until 1949. In 1945, together with a group of collaborators, she founded the Sociedade Pestalozzi do Brasil (Pestalozzi Society of Brazil), designed to attend to and educate exceptional individuals in the country's capital.

In 1949 she returned to Minas Gerais at the invitation of the State Secretary of Education, Abgar Renault (1901–1995), to set up a service of guidance for rural schools and promote the technical training of teachers for rural education utilizing and expanding the already existing structure at the Rosário Farm. In 1951, she obtained Brazilian citizenship and, in 1953, took over again the chair of psychology at the Universidade de Minas Gerais (University of Minas Gerais). From this time on, and in parallel with her activities at the University, she led extensive educational undertakings at the Rosário Farm.

The training of teachers for rural education was initiated at the farm in 1948, with the offer of training courses for teachers already working in public schools focused on the education of the rural population in Minas Gerais. In 1955 the Instituto Superior de Educação Rural (Higher Institute of Rural Education – ISER) was set up in the grounds of the Rosário Farm, with the support of the Ministry of Education and Culture and of the educator Anísio Teixeira. In the courses offered at this institution, Antipoff put into practice innovations in the pedagogical processes, inspired by the perspective of active education, of teamwork and of preparation for democracy.

In 1956, at the Higher Institute of Rural Education, the educator promoted the visit of the Genevan psychologist André Rey (1906–1965) to deliver a course of further education in experimental psychology to a group of professionals interested in training in psychology and in scientific advances in the area. In the same year, this group, at the suggestion of Rey, founded the

Sociedade Mineira de Psicologia (Psychology Society of Minas Gerais), of which Helena Antipoff was the first president. The society was active in the movement to promote the regulation of the profession of psychologist in Brazil, which resulted in the promulgation of Law 4.119, of 27 August 1962. Helena Antipoff and some students and professionals who were already active as psychologists promoted the creation of training courses for psychologists at the Pontifícia Universidade Católica de Minas Gerais (Pontifical Catholic University of Minas Gerais) (1959) and at the Universidade Federal de Minas Gerais (Federal University of Minas Gerais) (1963).

Concern with psycho-diagnostics led Antipoff to prepare a projective instrument for the evaluation of personality and of interests based on a piece of writing about “My hands.” Inspired by Alfred Binet, who studied the psychic tendencies of his two daughters through their writings, and by Alexander Lazurski, who advised psychological observation in daily activities, Antipoff proposed the theme of the hands as an expression of psychological tendencies, the prolongation of thought, of intelligence, and the expression of creativity. With the examination of the results of the test, one obtained a general view of the tendencies of the personality and temperament of the subject. She had started research into the test in 1943 and published her first version in 1948.

In the last years of her life, Antipoff turned her attention to the education of the gifted, well aware that in Brazil, the precarious nature of the conditions of life and the faults in the selective and excluding educational system provoked a loss of a large contingent of talented people, who could, if they were better guided, contribute to the country's development. In this way the idea of the creation of the Associação Milton Campos para o Desenvolvimento das Vocações (ADAV) (Milton Campos Association for the Development of Talent and Vocations of Gifted People – ADAV) was born, in 1972, using as resources a prize received by the author from an association of São Paulo industrialists. The proposal of the ADAV was to offer activities for enriching and developing creativity and talent to selected

students from the public schools in the Belo Horizonte metropolitan region.

Also in 1972, the Federal University of Minas Gerais granted Helena Antipoff the title of Professor Emeritus, for her contribution to the development of psychology and the sciences of education, and for her work in establishing institutions of great relevance in these areas in Brazil.

The library that belonged to the author, the manuscripts, and testimonies of her activities in the numerous institutions that she founded or in which she participated as a psychologist and educator throughout her long and productive career are preserved by the Helena Antipoff Documentation and Research Center (www.cdpha.pro.br) in the Helena Antipoff Museum, headquartered in the Helena Antipoff Foundation, located in the town of Ibirité, in Minas Gerais, and in the Helena Antipoff Room, at the Federal University of Minas Gerais. Her biography and some of the publications are part of the Educators Collection of the Ministry of Education, and are available at the site <https://www.netmundi.org/wp-content/uploads/2020/06/Helena-Antipoff.pdf>. Further information on the trajectory and intellectual production of Helena Antipoff can be found in Campos (2001, 2012a, b; Antipoff, 1975; Campos & Lourenço, 2002, 2019; Helena Antipoff Foundation 2014) and Masolikova and Sorokina (2017), witnesses to the relevance of her work in psychology and education.

Antipoff's work in Brazil, in the areas of psychology, basic education, special education, and rural education, displays her evolution marked at the same time by close contact with intellectuals active in the construction of psychology and to the sciences of education in the twentieth century, and the sensitivity to the human suffering produced in the moments of great social tension that she lived through in Europe and in Brazil. In this way her work led her to mobilize the resources that she disposed of, both intellectual and humanitarian, to propose practical alternatives and new syntheses that could promote better conditions of life for excluded groups, such as children and adolescents, abandoned people, low-income families, as well as exceptional and deficient individuals.

Thus, her work is characterized at the same time by theoretical density and a pragmatic spirit, always experimenting with new procedures, analyzing the results, and proposing renewed forms of activity.

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- ▶ Mira y López, Emilio
- ▶ Rey, André

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Antipoff, Otília Braga

Born *Visconde do Rio Branco, (Brazil), 29 November 1916*

Died *Belo Horizonte, (Brazil), 26 December 2011*

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Keywords

Brazil · Psychology of the exceptional · Gifted people · Development of institutions

Otília Braga Antipoff started attending a school designed to major teachers named *Escola Normal Oficial* in Visconde do Rio Branco, in 1932, graduating in 1935. She taught child psychology and school hygiene at the same institution until 1944, when she married Daniel Iretzky Antipoff (1919–2005) and moved to the city of Patos de Minas. Once settled in that city, she started teaching psychology at the *Escola Normal Oficial* of Patos de Minas, which she did from 1946 to 1949.

According to Antonini and Lourenço (2001), upon returning to Belo Horizonte in 1949, she developed activities as a “teacher-psychologist” at the Medical-Pedagogical Office of the Belo Horizonte Pestalozzi Institute, where she also worked as a technical assistant in charge of the administration of psychological tests in the recently founded Professional Orientation and Recruitment Service (Serviço de Orientação e Seleção Profissional) (SOSP), an applied psychology service installed at the Minas Gerais State Education Institute (Instituto de Educação do Estado de Minas Gerais) (IEMG).

While working as a nonaccredited psychologist and interested in furthering her studies in psychology, in 1956, she attended a course on comparative experimental psychology of learning and application to education, carried out at the

Higher Institute of Rural Education (*Instituto Superior de Educação Rural (ISER)*) and at *Fazenda do Rosário (Ibirité)* by the teacher André Rey from the University of Geneva. Along the course, she gathered a group of professionals who developed the organization of a society of psychologists in the state of Minas Gerais. In the following year, she became a founding partner in addition to being the second secretary of the recently created Psychology Association of Minas Gerais State (*Sociedade Mineira de Psicologia*) (Arquivos do Centro de Documentação e Pesquisa Helena Antipoff, 1956).

In 1960, she enrolled in the first Psychology course in Minas Gerais at the Faculty of Philosophy, Sciences, and Letters Santa Maria, currently the Pontifical Catholic University of Minas Gerais (PUC Minas). She attended the course for 3 years and completed her training at the University of São Paulo (USP).

Otília Antipoff worked as a clinical psychologist in the city of São José dos Campos, SP, in 1963 where she founded and coordinated the School of Arts of the Airforce Technological Institute (*Escolinha de Arte do Instituto Tecnológico da Aeronáutica (ITA)*), complying with the patterns of the pioneering Brazilian School of Art (*Escolinha de Arte do Brasil*). In 1964, returning to Belo Horizonte (Minas Gerais state), she became a founding partner of the Institute of Applied Psychology of Minas Gerais (IPAMIG), exercising the position of psychologist in charge of the psycho-pedagogical orientation of special classes and head of the clinical sector of that institute from 1973 to 1986.

She taught special didactics and vocational guidance classes together with Daniel Antipoff at the II Pro-Childhood Exceptional Meeting, held at *Fazenda do Rosário (Ibirité)* and Belo Horizonte (Minas Gerais), in July 1966. She was an intern at the Psychology Laboratory of the Higher Institute of Rural Education (*Instituto Superior de Educação Rural ISER*), under the supervision of Helena Antipoff. From 1969 to 1973, she participated in the Postgraduation in Emendative Education, teaching subjects in

special didactics and psychology at *Fazenda do Rosário*.

In 1971, she participated in the First Brazilian Seminar: Gifted people's Education, sponsored by the Department of Complementary Education of MEC. It was part of the "CIRCULA Project" (Rural Civilization, Culture and Leisure), which from 1973 on offered summer camps for gifted people, including children from the state rural hinterland areas, and members of a less-favored social class. During the years 1973–1975, she participated as an assistant in the research carried out by Helena Antipoff on the psychological test called "Teste MM" (My Hands). She worked as a teacher at the Belo Horizonte Faculty, teaching psychology during 1973. In the same year, she became a founding partner of the Milton Campos Association for the Development of Vocations (ADAV), the first institution in Brazil in charge of the education of gifted and talented people. She was the vice president of this institution and was responsible for the Psychology Department.

In 1978 Otília Antipoff became one of the founders of the Educ School, which offered early childhood education and elementary education up to the fourth year, with the aim of providing students individualized education and integral development based on their vocations and talents, solid human relationships, security, and feelings of happiness. In 1980, she took part of the foundation of the Helena Antipoff Documentation and Research Center (CDPHA), which aims to preserve the memory of Helena Antipoff and her works. During the 1990s, she was one of the founders of Escola da Serra in the city of Belo Horizonte and in the same period she was also one of the founders of the Minas Gerais section of the Brazilian Association for Gifted People. She was the president of this section from 1996 to 1998. In 2002, she became a founding partner of the Brazilian Council for Giftedness (ConBraSD), in the city of Lavras, MG.

From 1958 on, Otília Antipoff addressed lectures at congresses in Brazil and abroad. She attended postgraduate courses in group dynamics and human relations at USP and in psychodrama at the Faculty of Philosophy, Sciences, and Letters

Santa Maria de Minas Gerais, where she attended Pierre Weil's courses (1924–2008). In São Paulo she did psychoanalytic training, with Prof. Bernardo Blay (1919–1993). She participated in the Education course for the gifted people, taught by Professor Erika Landau (1931–2013) at the University of Israel. She made improvements in psychodrama, with Prof. Anne Ancelin Schutzenberger (1919–2018), from the University of Paris, in Sorbonne.

Otília Antipoff, together with her husband Daniel Antipoff, contributed to Brazilian Psychology, dedicating herself, above all, to the application of psychology to the education of the “exceptional,” focusing on the gifted ones. She built educational spaces for the integral development of talented and gifted individuals and some of her works were taken as references for the education of these people. Furthermore, she also dedicated her efforts to preserving the work and memory of Helena Antipoff in Brazil.

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- ▶ [Antipoff, Helena Wladimirna](#)
- ▶ [Rey, André](#)
- ▶ [Weil, Pierre Gilles](#)

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Aragón Bateman, Juan Alberto

Born *Popayán (Colombia)*, 10 March 1936

Died *Cartagena (Colombia)*, 5 June 2013

Bertha Lucía Avendaño
Universidad Católica de Colombia, Bogotá,
Colombia

Keywords

Colombia · Psychology training · Higher education

Juan Alberto Aragón was the grandson of Arcesio Aragón León, historian, lawyer, and university professor, and son of Victor Aragón Pardo, also a lawyer. Both of them wrote on the history of Cauca, a region in the south of Colombia, known as a center for culture and education in the country (Sánchez González & Sandoval-Escobar, 2013).

Juan Alberto spent his childhood in Popayán, Barranquilla, and later in Bogotá, where he finished high school at the Liceo de Cervantes [The Cervantes Lyceum]. Attracted by leftist ideas, after finishing high school, he joined the Juventud Comunista Colombiana [Colombian Communist Youth], where he found the opportunity to get a scholarship by the Colombian Communist Party to carry out psychology studies in Poland. He received the title of Bachelor of Science in Psychology at the University of Warsaw, Poland (1968). After that, he specialized in Experimental

Clinical Psychology (1970), also at the University of Warsaw, Poland, under the direction of Janusz Reykowski (1929–), founder and first director of the Psychology Institute of the Polish Academy of Sciences (Álvarez, 2018; Sánchez González & Sandoval-Escobar, 2013). He described his thesis as the dynamic of the reaction to stress as a causal factor of psychosomatic disorders (Aragón, 1970).

During his last year in Poland, he worked in a psychiatric hospital under the direction of Adam Frączek, who was studying the interaction of intellectual and emotional processes. Frączek asked Aragón to replicate the studies of Herman A. Witkin (1916–1979) to corroborate the relationship between cognitive styles and neurotic disturbances and study the correspondence between the cognitive categories and the categories described by Jean Piaget (Aragón, 1970). Aragón did not explain in his post the extent of his work on that area.

He devoted his life to higher education. After completing his studies in Poland, he returned to Colombia in August of 1970. Rubén Ardila, Chair of the Department of Psychology at the Universidad Nacional de Colombia [National University of Colombia], invited him to join as a full-time professor. After a year at the National University, he became Chair of the Department, and 1 year later (1972), he left the institution. He was appointed Associate Professor at the Graduate School of the Universidad Pedagógica Nacional [National Pedagogical University], and later (1973) he held the Directorate of the Research Center while serving as a professor in the Department of Psychology of the Universidad de Los Andes [University of Los Andes]. He was also a professor at the Universidad Libre [Free University] in Bogotá (Álvarez, 2018).

His interest in education led him to undertake administrative positions in this field. In 1974 he was appointed Deputy Director of the Instituto Colombiano de Pedagogía (Icolpe) [Colombian Institute of Pedagogy]. During this same period, he was Director of the United Nations Development Programme – UNESCO program “COL-32,” performing duties related to curriculum research and curriculum reform (Motta & Sandoval, 2009).

Later, the Department of Pedagogy of the Universidad Nacional de El Salvador [National University of El Salvador] invited him to teach their Higher Education Technology program. Between 1977 and 1978, he was a researcher at the Evaluation Division of the Universidad Nacional Abierta de Venezuela [National Open University of Venezuela].

Aragón’s most significant contribution to higher education was the foundation (1981) and consolidation of the Fundación Universitaria Konrad Lorenz [Konrad Lorenz University Foundation], dedicated to the training of psychologists. He was the President of that institution between 1981 and 1999 and later between 2003 and 2013. As Rector of the Konrad Lorenz University Foundation, Juan Alberto Aragón Bateman was primarily responsible for academic development and selection of professors, sometimes from other relevant universities, sometimes young graduates of the same institution, with exceptional qualities for research, for the study of human behavior, and in general for teaching.

Aragón’s interest in mathematics, in the use of technology in research and education, science in general, and in psychology in particular, led him to seek the integration of curricula and the development of interdisciplinary work in every project he undertook.

He served as an expert consultant for the Organization of American States (OAS) in the Multinational Training Systems Development Project. Also, he was a founding member and first president of the Asociación Colombiana de Instituciones Universitarias Privadas (ACIUP) [Colombian Association of Private University Institutions] (Motta & Sandoval, 2009).

His teaching expertise was mainly developed in the fields of philosophy of science, research methodology, behavior modification techniques, learning, evolutionary psychology, personality, and experimental psychology.

At the committees and academic groups in which he participated, Aragón Bateman sharply questioned participants with the sole interest of generating knowledge. Several aphorisms gave him recognition among his peers: “We decide to improve every day, pursuing the goal of scientific knowledge and community service,” and

“Companies made by humans are dignified not for being perfect and unalterable – they never are – but for their goals, objectives and the tenacious decision of self-criticism and constant improvement.” “The situation of ideological and socio-economic uncertainty in today’s world makes it necessary to make higher education as one of the institutions that carry on its shoulders the task of illuminating the paths for the future.”

He created the journal *Suma Psicológica* in 1992, and in 2008 he acquired for his institution the *Revista Latinoamericana de Psicología* [*Latin American Journal of Psychology*], one of the most prestigious psychology journals in the region.

Among the awards received by Juan Alberto Aragón, the following ones stand out: The *Estrella al Mérito Académico* [*Great Star Academic Award*] by the Konrad Lorenz University Foundation, *Condecoración por Mérito Cívico* [*Civic Merit Award*] by the National Police of Colombia, and Tribute by the Asociación Colombiana de Facultades de Psicología [Colombian Association of Faculties of Psychology], among others (Motta & Sandoval, 2009).

The contribution that Juan Alberto Aragón left to the academic community in psychology, to the Colombian higher-education system, and in general to the country was undoubtedly possible due to his intellectual qualities and his characteristics. Among them, stand out his discipline, generosity, recognition for others’ work, and concern for the well-being of collaborators.

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Aragón Echeagaray, Enrique Octavio

Born in *Mexico City on March 22, 1880*

Died in *Veracruz, Mexico, on June 16, 1942*

Rogelio Escobar Hernández and Germán Palafox Palafox

Universidad Nacional Autónoma de México, Mexico DF, Mexico

Keywords

Mexico · First laboratory of psychology · Experimental psychology

Enrique Aragón attended the National Preparatory School (ENP) and the National School of Medicine (ENM) where he became a surgeon and obstetrician in 1904. He developed an early interest in psychology, psychiatry, and neurology and obtained his doctorate from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) with the thesis “El fondo emocional de la histeria: las conexiones psicofísicas” (“The Emotional Background of Hysteria: Psychophysical Connections”) (Aragón, 1931).

He taught for 36 years at numerous institutions. Particularly outstanding were his courses on experimental psychology at the ENP, the Escuela Nacional de Altos Estudios (National School of Higher Studies) (ENAE), and the Faculty of Philosophy and Literature and the establishment of

the first laboratory of experimental psychology in Mexico in 1916.

He was dean of the Facultad de Filosofía y Letras (School of Philosophy and Literature) (1933-1938) and, briefly, interim president of UNAM in 1934. In 1936, he created the Instituto de Psicología y Psiquiatría (Institute for Psychology and Psychiatry) that, although short-lived, attests to his interest to bring psychiatric practice and psychology together.

In 1897, Aragón attended the first courses on experimental psychology in Mexico offered by Ezequiel Chávez. Based on his class notes, he published *La Psicología (Psychology)* (Aragón, 1902), where he presents an overview of late nineteenth-century European psychology (Colotla and Jurado, 1983) and Ezequiel Chavez's eclectic perspective on psychology that included rigorous experimental methods alongside a philosophical approach to psychology (Escobar, 2016).

According to Colotla and Jurado (1983), his writings would fill ten volumes, but only two have been published: *Mis 31 años de Académico: Tratados de Neurología y Psiquiatría (My 31 years in Academia: Treatises on Neurology and Psychiatry)* (Aragón, 1943) and *Historia del Alma (History of the Soul)* (Aragón, 1944), as well as his translation of the conferences Pierre Janet delivered in Mexico (Janet, 1997).

In 1925, while evaluating the functioning of the psychiatric hospital La Castañeda, he found deficient clinical histories and a lack of research at the hospital (Sacristán, 2010). As a solution, Aragón created a medical record in which the psychiatric evaluation of “mentally ill and nervous people” included tests conducted in the laboratory of experimental psychology, such as chronoscopy (reaction time) and esthesiometry (sensory exploration).

In 1900, kymographs, cardiographs, and plethysmographs arrived in Mexico to set up an experimental physiology laboratory at the Escuela Normal de Maestros (Normal School for Teachers) (ENM). As a technician in the laboratory of medical physics and medical natural history (1905) at the ENM, Aragón probably was familiar with these apparatuses.

In 1902, Porfirio Díaz announced the purchase of laboratory equipment from Germany for the psychology courses at ENP and the ENM.

This equipment, however, was not used until 1916. Aragón was appointed professor of psychology at the ENP in 1906, but his courses were mostly theoretical. Aragón's effort to create a laboratory in the ENP was harshly criticized in a published review that mentioned that there was “not even a thermometer” in the alleged laboratory (Díaz y de Ovando, 1972, p. 532).

As professor of psychology at the ENAE (1916), he requested the transfer of the laboratory equipment stored at the ENP and received it himself in April of 1916, at the now Palace of Autonomy, where he imparted courses on general and special psychology.

On June 21, 1916, the laboratory was operational with the apparatuses acquired in Germany from Ernst Zimmermann, who fabricated the equipment for Wilhelm Wundt (1832–1920). The instruments included a Hipp chronoscope for exhibitions and a myograph similar to the one used by Helmholtz to measure the speed of the nerve impulse, among others (see Escobar, 2014).

The laboratory was formally inaugurated in October 27, 1916, in a public event where Aragón carried out three demonstrations following the most traditional Wundtian experimentalism and a couple of demonstrations of physiological psychology (see details in Escobar, 2016).

Starting in 1935, the laboratory was relocated numerous times (Ruiz-Gaytán, 1954), but it functioned even after Aragón passed away in 1942.

Isolated from the advances in experimental psychology in the rest of the world, the demonstrations conducted in the laboratory remained unchanged for many years. In a short film from 1941 (*Filosofía y Letras*, 1942), Aragón conducted practically the same demonstrations as the ones presented at the laboratory's inauguration, with the addition of two demonstrations of memory phenomena, not previously described (see Escobar, 2016).

Rogelio Díaz-Guerrero, who learned about the importance of experimental psychology during the

courses in Aragón's laboratory (Carrascoza-Venegas, 2003), became the head of the laboratory in 1948. In 1949, part of the original equipment was transferred to the physiology laboratory of the College of Psychology, where Víctor Alcaraz, Augusto Fernández Guardiola, and Raúl Hernández Peón conducted research, and in 1956 to the Instituto de Estudios Médicos y Biológicos (Institute of Medical and Biological Studies) (Valencia et al., 1983). Today, part of the apparatuses of Aragón's laboratory is exhibited at the Palace of Medicine. Some others, including the Hipp chronoscope, are safeguarded at the Facultad de Psicología (Faculty of Psychology) at UNAM.

Although some original research was conducted in Aragón's laboratory (e.g., Aragón, 1939, 1941), it was fundamentally a teaching laboratory: the first cadres of professional psychologists were trained in the laboratory (David Pablo Boder, Guadalupe Zúñiga, Luz Vera, and Palma Guillen).

Aragón's laboratory was a safe haven for different perspectives of psychology. Given his psychiatric training and eclectic intellectual attitude, Chávez's influence, psychoanalysis had a place in the laboratory from the beginning. Similarly, American functionalism was influential to bring into the lab an interest on Darwin's evolutionary theory and psychological measurement, leading to the Spanish translation of Terman's Stanford-Binet test.

Psychology in Mexico with Aragón became a heterogeneous discipline, a mixture of psychoanalysis, psychotechnics, philosophy, and some demonstrations of experimental psychology. Also eclectic, but with a more solid scientific training, Díaz-Guerrero, a few years later, reoriented Aragón's laboratory toward the study of phenomena and principles of learning and transformed it in a more fertile ground for original research. Scientific psychology in Mexico owes much to Enrique O. Aragón and his lab.

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- ▶ Colotla Espinosa, Victor Adolfo
- ▶ Díaz-Guerrero, Rogelio

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Aramayo Zamora, Manuel

Born *Tupiza, (Bolivia), 27 January 1945*

Tomás E. Palacios Martínez
Universidad Central de Venezuela, Caracas,
Venezuela

Keywords

Venezuela · Intellectual disability · Down syndrome

He studied in Tupiza and La Paz, Bolivia, graduating from high school in 1962. He studied Philosophy and Letters at the Escuela Normal Superior de Chosica (Chosica Higher Normal School), Peru (1964–1966), and at the Universidad Mayor San Andrés (San Andrés University), Bolivia (1970), a program that he did not finish because his desire to study Psychology led him to move to Venezuela, since such program did not exist in Bolivia at that time. In 1973, he entered the Universidad Central de Venezuela (Central University of Venezuela) (UCV) and there he obtained a degree in Psychology in 1978.

That same year, after graduating, he obtained a scholarship from the Venezuelan government through the Fundación “Gran Mariscal de Ayacucho” (“Gran Mariscal de Ayacucho” Foundation), which allowed him to pursue a master’s degree in Mental Retardation at the University of Keele, England. His Master of Science (M.Sc.) degree thesis was “Social Competence in Mental Retardation with the P.A.C. System – Progressive

Assessment Charts – by H. C. Gunzburg (1930–2000),” who advised him on the assessment of social skills of people with intellectual disabilities (PcD).

In 1980, once he returned to Venezuela, he directed for 4 years the Instituto de Educación Especial “Miranda” (Special Education Institute “Miranda”) in Los Teques, Miranda State, and during that time he used the Progressive Assessment Charts to assess social skills in people with cognitive disabilities. In 1984, he founded FIPSIMA (Formación Integral Psicoeducativa Masroua-Aramayo) [Comprehensive Psychoeducational Training], an institute dedicated to the care of people with intellectual disabilities and an internship center for university students, which operated for 15 years, during which time he consolidated his theoretical-academic training.

He began his work as a professor at the School of Psychology of the UCV (1981), teaching an elective course about disability, and remained in charge of it until 2006.

He obtained the degree of Magister Scientiarum in Psychology of Human Development at the Facultad de Humanidades y Educación (Faculty of Humanities and Education) at the UCV (1986), applying Feuerstein’s Instrumental Enrichment Program (PEI). The United Nations Organization (UN) financed the presentation of this program in Israel, where he studied the L.P.A.D. (Learning Potential Assessment), which postulated a modifiable vision of intelligence. Parallel to his teaching practice at the UCV, he taught at the “Monseñor de Talavera” University College (1982–1991), Colegio Universitario de Psicopedagogía (University College of Psychopedagogy) (1983–1986), and at the Universidad Pedagógica Experimental Libertador (Libertador Experimental Pedagogical University), Center “Los Dos Caminos” (1989–1991), located in the city of Caracas.

Manuel Aramayo was the first psychologist to obtain the degree of Doctor in Psychology from a Venezuelan university. He developed the work called “The Family of the PcD,” at the University of California “Los Angeles” (UCLA), where he studied the eco-cultural model developed by Thomas Weisner (1943–) and Ronald Gallimore

(1938–). In 1996, he was entrusted by the School of Psychology of the UCV, the organization of the Simon Project of educational computing – a pioneer in the provision of computer services for people with different types of disabilities – later transformed into the Computer Laboratory of the same School.

In 1999, he completed the postdoctoral program in disability at Manchester Metropolitan University, England. He focused his work on the Social Model – the new paradigm of disability – where he received support from Mike Oliver (1945–2019) who promoted the reconceptualization and overcoming of the Medical Model of Disability. As part of his postdoctoral work, he published an “Institutional Disability Guide,” translated a book on Social Skills, and participated in organized groups of PcD in Manchester, which are among the forgers of the social model of disability; during this same year (1999), he was at the Research and Access Unit of the Universidad de Valencia (University of Valencia), Spain, and the “Mikelsen Center” in Copenhagen, Denmark. In 2005, he became Full Professor at the UCV and retired from active teaching in 2006 but remained 10 years collaborating *ad honorem*.

In 2008, he founded the Center for Disability Studies (C.E.D.I.S.C.) at the Universidad Monteávila (Monteávila University), in Caracas. In 2009, at the same university, he inaugurated the Diploma in Autism and directed it until its 12th cohort; in 2011, he created the Specialization in Psycho-educational Aspects of Autism, which he coordinated until 2018. The most outstanding work was developed at the School of Psychology of the UCV (1996) by activating, together with Pablo Guzmán, a movement aimed at the attention of the growing student population with disabilities that had been ignored by the UCV, an initiative that was joined by the professorship staff. The efforts generated the expected results, and in 1997, the University Council proceeded to create the Comisión para la Integración de estudiantes con Discapacidades (Commission for the Integration of Students with Disabilities), whose

coordination was in charge of Dr. Aramayo. Among the achievements of this commission is the normalization of the admission of students with disabilities, the adaptation of spaces to facilitate and improve accessibility and movement on campus for students with restricted mobility, expansion of medical services and academic support to students with disabilities, achieving their integration and incorporation into university life (Aramayo, 2013).

From 2001 onwards, activities of welfare, educational and cultural nature were developed in UCV spaces, whose main participants were people with different types of disabilities, thus consolidating a Volunteer Group, which received the Student Merit Award for this work. These pioneering actions laid the foundations and were the starting point for other universities in the country to establish similar policies.

He left the coordination of the Commission and created the Cátedra Libre Discapacidad (Chair Free of Disability) in the UCV (2000), a space to support students and the experience of teaching, research, and extension that has produced 16 degree works in the area of disability, qualitative research with 11 law students with disabilities that served to rethink and adapt the English social model for Venezuela, given that the sociohistorical determinants did not allow automatic extrapolation. The results of this work were presented in various academic events in the area held in Puerto Rico, Argentina, Chile, Bolivia, Ecuador, Peru, Spain, and England (Aramayo, 2005).

For his extensive and important teaching and professional work, Dr. Aramayo received several awards, including the “Stimulus to the Researcher” in 1997 and 1999; the support given by the National Council of Academic Benefits (CONABA) in 1998 and 1999; and the “José María Vargas” Order for Teaching Merit in 2001. In 2004, the University Council of the UCV awarded him the Order de la UCV for his outstanding work dedicated to the rescue, respect, and attention of the disabled population. It was 42 years exalting the role of the psychologist

through a professional and teaching practice devoted to people with disabilities in the country and the world.

Since 2018, he resides in Argentina, being part of the Institute of Family Sciences of the Austral University, in charge of the courses “Interdisciplinary Intervention in the Family of PcD” and “Violence and Disability” dictated in the master’s Degree *Intervención en Poblaciones Vulnerables* (Intervention in Vulnerable Populations). He developed many writings and published a bibliography referring to the subject.

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Arbeláez Castaño, Enrique León

Born in *Marinilla, Antioquia (Colombia)*, on *May 18, 1941*

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Keywords

Colombia · Existential psychology ·
Psychology training · Ethics

Enrique Arbeláez began his education at the Jorge Ramón Posada School in his hometown, where he stood out for his academic achievements. Later, he moved to Medellín to continue his secondary education at the Seminario Menor de la Arquidiócesis (Minor Seminary of the Archdiocese); there begins his exploration into Western philosophical thinking. Upon finishing high school in 1960, given his inclination toward reasoning about existence, truth, and ethics, he began studies in philosophy at the Seminario Mayor de Medellín (Major Seminary of Medellín), Antioquia, in 1961. He studied in depth the writings of existentialist philosophers such as Søren Kierkegaard,

Jean-Paul Sartre, Nicolás Berdiaev, and Emmanuel Mounier, who influenced several of his philosophical writings about human existence (Arbeláez, 2010). His inclination toward serving others and interest in priestly life motivated him to continue his studies in theology at the same institution in 1964. His education in this discipline was based on the Thomistic and scholastic vision and, subsequently, in modern theologians like Hans Küng.

His education in theology and philosophy, as well as his reflective thinking about the human condition from an existential approach and his inclination for teaching, led him to begin a career as a professor in the faculties of psychology and theology of the Universidad Pontificia Bolivariana (Pontifical Bolivarian University) in 1973. His role as an advisor in seminars and religious communities in the region allowed him to integrate interdisciplinary pedagogical, theological, research, and existential knowledge during the following years. Subsequently, his writings reflected the constructivist, existentialist, and Christian anthropology approach as the foundation of his vision of the human being from the personal, the intersubjective, and the transcendent (Arbeláez, 1999, 2011; Arbeláez et al., 2014). In 1972, he began studies in psychology at the Universidad de San Buenaventura (University of San Buenaventura), Medellín, where he obtained a degree in psychology in 1977. In 1975, he was appointed school principal of the Colegio Militar Girardot [Girardot Military School], Antioquia, the same year he began his work as director of the Department of Psychology of University Welfare of the Pontifical Bolivarian University, a position he held until 1979. In 1977, he served 8 years as director of the Department of Selection and Human Resources of the Asociación Bancaria de Colombia (Banking Association of Colombia) and as advisor to more than 40 companies, which gave him broad visibility in the Antioquia region. In 1983, he began his work as a professor of psychology at the University of San Buenaventura, Medellín; his dedication and the profound and impressive work of his teaching years catapulted his nomination and appointment as dean of the Faculty of Psychology, a position he

held between the years of 1995 and 2003. Three years after beginning his work at that institution, the government council of the Franciscan community conferred on him the “Order of San Buenaventura” in the category of “Academic Distinction” in 1998.

An important achievement during his administration was the transition to an alternative, flexible, and collective construction curricular model, which broke with the conventional logic and dynamics of the traditional curricular organization and called for reflection to rethink professor and student practices, consistent with the social and political responsibility of the academy toward society. During this same period, he led the creation of graduate programs in organizational psychology, pastoral psychology, cognitive therapy, and psychology applied to law and a master’s degree in clinical psychology, which contributed to the development of new education and professional performance scenarios for psychologists in the region. Similarly, his interest in enabling the growth of psychology in other regions of the country led him to direct the creation of psychology programs in the Colombian cities of Armenia, Ibagué, and Valledupar.

In 1997, he assumed the vice presidency of the Asociación Colombiana de Facultades de Psicología (Ascofapsi) (Colombian Association of Psychology Faculties). There, he proposed and implemented actions leading to prevent the proliferation of academic programs without the required qualifications, an important challenge of psychology in Colombia until today. The emphasis of his management was focused on safeguarding the title of “Psychologist” in the undergraduate programs in psychology of the country.

Starting in 2000, Enrique Arbeláez received multiple recognitions by the community of psychologists at both the regional and national levels. Among them, the Universidad Cooperativa de Colombia (Cooperative University of Colombia) gave him an honorable mention for academic excellence (2000–2005); the University of San Buenaventura acknowledged his excellent performance as dean and academic director, for positioning the psychology program at the national

and international levels and achieving the first high-quality accreditation by the Colombian government (2004); the Colegio Colombiano de Psicólogos (Colpsic) (Colombian College of Psychologists), Antioquia Chapter, granted him the distinction in the “Life and Work” category for his contributions to the development of psychology in the region (2008); and in the same year, he was appointed national president of the Division of Bioethics and Psychological Deontology of C. The emphasis of his tenure was to encourage interest in the implementation of bioethics in the work of psychology. He promoted the creation of bioethics committees in different psychology programs of the country, this being one of his relevant achievements. During this period, he was the organizer of different national and regional events on bioethics.

In 2012, the University of San Buenaventura granted him the “Distinguished Graduate” recognition for his human and professional quality (Universidad de San Buenaventura, 2017), and three years later, it conferred him the title of Doctor “Honoris Causa” (Universidad de San Buenaventura, 2015) as an expression of recognition of his merits and his academic and humanistic trajectory of excellence in the region. Currently, he serves as an advisory member of bioethics committees and as an advisor at the University of San Buenaventura, Medellín.

Enrique León Arbeláez Castaño has dedicated his life to reflect on epistemological issues of psychology, being one of his main contributions the unconventional conceptual articulation of disciplines such as psychology, theology, philosophy, and anthropology, which are reflected in his literary productions and in the curricular proposals he led. His contribution toward the education of several generations of psychologists from a Franciscan pedagogy with scientific rigor, but equally open to different epistemological approaches, allowed a plural and broad vision of psychology in the region. He has been characterized for combining in his worldview a scientific gaze of human behavior with a humanistic emphasis which has been reflected in the curricular

contents and, in the way he treats people, regardless of their social position, race or gender.

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Ardila, Alfredo

Born *Ocaña, (Colombia), 4 September 1946*

Died *Miami, (USA), 9 January 2021*

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Keywords

Colombia · Neuropsychology · Neuroscience

On September 4, 2016, when Alfredo Ardila turned 70, he decided to give us an invaluable present with the following dedication: “To all my dear colleagues and friends, with whom I have shared this extraordinary and incomprehensible adventure that is known as life.” He left us his autobiographic open-access electronic book: *Neuropsychology as a way of life* (Ardila, 2016). Alfredo Ardila was a generous human being who surprised us with his laudable e-book instead of waiting for his friends to give him some birthday gifts. In ten pages, he expressed his deep, lifelong interest in brain function and organization and the evolutionary human mental acquisition. He focused mainly on language and consciousness phylogenetic, anthropological, and historical development. Moreover, in five pictures, he expressed his devoted compromise with his academic friendliest, maintaining an encouraging loyalty. He shared a selection of his more appreciable papers about these issues, published with his nearest partners.

Ardila received his secondary school degree in 1964 at the Colegio La Salle in Pereira (Colombia). His schoolmates remember him as the brainiest student in the group. Ten years later, in 1974, Alexander Luria wrote a letter to Ruben Ardila, saying: “your brother is a charming and gifted boy – describing his most recent student, he really will be an excellent and outstanding worker.”

Alfredo Ardila obtained his Psychology degree from the Universidad Nacional de Colombia

[National University of Colombia] in 1969. After that, he taught the first course of psychophysiology at the Pontificia Universidad Javeriana [Pontifical Javeriana University] (Bogotá–Colombia), where he read the first of Luria’s books, published in English in 1966: *Higher cortical functions in man*. After finishing the book, he decided to pursue graduate studies on cerebral explanations about complex mental functions, such as language, memory, motor, and perceptual recognition. He took advantage of a collaborative postgraduate studies program between Colombia and the Union of Soviet Socialist Republics (USSR). “I took a decision, which would look like traveling to a different planet,” he wrote (Ardila, 2016). He met Luria in the Psychology Faculty of Moscow State University in 1972. After a brief conversation, during which Ardila should decide between working with Sokolov on experimental psychology or working with Luria in a clinic setting with brain lesioned patients, he took the second option: to work in clinical neuropsychology. Then he studied action as the underlying explanation of the cortical organization related to complex mental functions and the clinical changes caused by focal brain damage. He assumed neuropsychology as a way of life during the following 48 years. He stayed in Moscow State University between 1972 and 1976, supervised by Alexander Luria at the Burdenko Institute, assessing and discussing patients 3 days a week. He received a doctoral degree in neuropsychology from Moscow State University in 1976.

Upon returning to Colombia, Ardila worked as a professor of the Psychology Department at the National University of Colombia. He attempted to initiate a research program, including the following themes: cerebral asymmetry and cortical functions, and attention. Later, he spent 1 year in Caracas, Venezuela, and soon, he moved to Mexico to the Universidad Nacional Autónoma de México [National Autonomous University of Mexico], where he continued his work on cerebral asymmetry. In 1980, he returned to Colombia.

Between 1980 and 1987, Alfredo Ardila began his generous knowledge dissemination of clinical neuropsychology in the Colombian Institute of

Neurology in Bogotá. A generation of Colombian clinical neurology and neurosurgery residents from Bogotá and Medellín began to learn about neuropsychological evaluation and diagnoses of patients with brain damage. Almost all residents who had the opportunity of rotating with Alfredo Ardila became amazed at his ability to exam the patients with only a pencil, some sheets, and a set of small everyday objects (keys, coins, paperclips, eraser, blocks, rings, dices, and cards). After 10–20 min of assessment, he had a neuropsychological diagnosis at the patient's bedside. He established the relation to the brain lesion, observed the CT scan images, and determined the complete functional explanation of each symptom. Then, the programs of clinical neurology established an elective rotation of clinical neuropsychology. Also, students of the different psychology programs initiated their learning of neuropsychology with Alfredo Ardila through conferences, seminars, research projects, and courses, as he received invitations to teach at many psychology programs in the country. Thanks to his contributions, neuropsychology became part of the curriculum in most Colombian psychology programs.

In 1981 he organized the First International Congress of Neuropsychology at the Colombian Institute of Neurology, Bogotá, with nearly 700 attendees from 14 countries. He also founded the Colombian Association of Neuropsychology with his disciples and served as its first president (1983–1985). He published a book collection in Spanish, widely used in biopsychology and neuropsychology courses in Latin America.

In 1987 Alfredo Ardila traveled to Miami. He worked for 2 years in the Miami Institute of Psychology and the Caribbean Center for Advances Studies, creating a bilingual neuropsychological center and a journal for Spanish-speaking Latin-American researchers living in the USA and Puerto Rico. Three volumes and six issues of the *Journal of the Caribbean Center for Advances Studies* were published between January 1986 and December 1988. During this visit, Ardila contacted many neuropsychologists of the American Neuropsychological Model, based on the cerebral connectivity approach proposed by

Norman Geschwind, taking Karl Wernicke's schemes of the brain white matter connections, and using the standardized test of the psychometric behavioral approach for measuring cognitive abilities. He started to familiarize himself with the neuropsychological batteries, widely used in the USA, Puerto Rico, and Mexico, including the Luria and Nebraska Neuropsychological Battery, the Halstead-Reitan Neuropsychological Battery, the Wechsler Memory Test, and the Boston Aphasia and Related Disorders Examination.

In 1989 Ardila returned to Colombia to work on two ambitious projects: Creating an institution for patients with neuropsychological problems and developing the first master program in clinical neuropsychology in Latin America. Despite his titanic efforts, the project for a master's program on clinical neuropsychology, presented with the Konrad Lorenz University Foundation, was rejected by the Colombian Department of Higher Education. Their main argument for the decision was that the graduate program on neuropsychology should be supported by a medical institution in addition to a psychology program.

During this period, he published several new books: *Brain Organization of Language and Cognitive Processes* (Ardila & Ostrosky, 1989); *Diagnosis of Brain Damage: A Neuropsychological Perspective* (Ardila & Ostrosky, 1991); and the first edition of his best-known book in Latin America, *Clinical Neuropsychology* (Ardila & Rosselli, 1992).

Still convinced of the necessity for a graduate program in neuropsychology, in October of 1991, he donated all collected documents of his proposal for a master's program to a group of neuropsychologists in Medellín. A new program presented by the Faculty of Psychology from the Universidad de San Buenaventura-Medellín [University of San Buenaventura-Medellín] and the Faculty of Medicine and the program of Neurology at the Universidad de Antioquia [University of Antioquia] was finally approved in December 1992. Alfredo Ardila was its first director between October 1993 and September 1995. He was also the supervisor of the first seven Masters on Neuropsychology trained in the region. It represented the culmination of one of his dreams. While he

was the director of this program, he sat as the first South American member of the board of governors of the International Neuropsychological Society (1993–1996) and was also president of the Latin American Society of Neuropsychology (SLAN) (1991–1995). In these roles, Alfredo guided the creation of other training programs on neuropsychology in Latin America.

Ardila proposed a theoretical guideline for education in neuropsychology: the evolutionary neuropsychological model. This model put together Luria's clinical theories about the qualification of neuropsychological syndromes, Geschwind's connectionist and psychometric model, and the structural factor components of human intelligence (see Ardila, 2016). In December of 1995, after receiving the offer of the UCLA Neuropsychiatric Institute to work with the famous neurologist and neuropsychologist D. Frank Benson (1928–1996), Alfredo Ardila decided to emigrate to the USA.

While waiting for his appointment to UCLA Neuropsychiatric Institute, he worked again in the Miami Institute of Psychology and the Caribbean Center for Advances Studies in 1996. He began writing a book with D. Frank Benson: *Aphasia: A Clinical Perspective* (Benson & Ardila, 1996); unfortunately, Benson became severely ill of advanced cancer and died on October 12, 1996. This event changed Ardila's academic plan. He decided to continue working at the Miami Institute of Psychology and the Memorial Regional Hospital in Hollywood, Fla., where he felt like working in the Colombian Institute of Neurology. He also worked at the University of Miami from 1996 to 2002 as an adjunct associate professor at Jackson Memorial Hospital. He additionally worked as an adjunct professor at the Florida Atlantic University from 1999 to 2002. In 2002 he obtained a position at the Florida International University (FIU). He published several books in this period: *Neuropsychological Rehabilitation* (Ostrosky et al., 1996); *Child neuropsychology* (Rosselli et al., 1997); *Neuropsychology of learning disorders* (Ardila et al., 2005); *ENI; Child Neuropsychological Assessment* (Matute et al., 2007); *Speech and language disorders in bilinguals* (Ardila & Ramos, 2007); *Child*

developmental neuropsychology (Rosselli et al., 2010); *International Handbook of Cross-Cultural Neuropsychology* (Uzzell et al., 2013); and *Dysexecutive Syndromes* (Ardila et al., 2019).

He was one of the most prolific and most-cited Colombian scientific authors, with more than 500 articles and book chapters in indexed publications, more than 21,000 citations, and an H Index of 75. In 2020 alone, he published over 35 papers, including one about the dysexecutive symptoms observed in COVID-19 patients (Ardila & Lahiri, 2020). During his career, he received several academic awards and recognitions. He obtained the ABPN status in 1996. He also was named as honorary professor at the School of Medicine, University of Chile; honorary member of the School of Medicine, University of Antioquia; and visiting professor at the Faculty of Psychology of the Moscow State University, among others.

He was one of the founders of the Latin American Association of Neuropsychology (ALAN), created in 1999 in Cartagena (Colombia) during the first "Congreso Internacional Cerebro-Mente: La Integración." He served as ALAN's first president (1999–2003). He was also the president of the Hispanic Neuropsychological Society (1999–2001). Alfredo's passion and main goal were to develop and strengthen neuropsychology in all the countries of Latin America. His last mission with ALAN was creating a society of societies with no membership fee and an open electronic journal in Spanish (*Revista de Neuropsicología, Neuropsiquiatría y Neurociencias*). He wanted to establish "an open library, accessible to students and professionals worldwide and from all disciplines," and a bi-annual low-cost conference. Today, these remain the core values and activities of ALAN.

When he turned 70, he decided to leave other gifts: an open web page with most of his scientific production and a fund for one annual scholarship for Latin-American students of neuropsychology. We may conclude that five desirable characteristics were gathered in Alfredo Ardila's personality: generosity, simplicity, cleverness, loyalty, and conscientiousness.

Cross-References

► Ardila, Rubén

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Ardila, Rubén

Born in *San Vicente de Chucurí, Santander (Colombia), on July 7, 1942*

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Keywords

Colombia · History of psychology · Experimental psychology · International psychology · Psychology journals

Rubén Ardila was born in Santander, Colombia, but he grew up in the “coffee region” of the country, within a family of coffee merchants. Ardila was the eldest of five children. As an adolescent, he was an avid reader of science, poetry, and literature. This background led to an early questioning of religion, making science the main source of explanation for the widespread interests he held in natural phenomena (Ardila, 2012a).

Ardila attended high school in the city of Pereira. In 1960, he was admitted to the Faculty of Psychology at the Universidad Nacional de Colombia (National University of Colombia) in Bogotá. During his formative years, he was constantly unfulfilled with the education he was receiving, which resulted in an autonomous search for knowledge. The autonomy he gained in his early years and the capacity he acquired to be a self-learner were a cornerstone in his life to become a productive and independent academician, despite the obstacles he faced in an uncondusive environment.

At the National University, Ardila found himself in a psychology program which was mostly based on psychoanalysis, psychiatry, and limited

psychological science. However, his university experience was also enveloped with a rich academic life in art, mathematics, and science (Ardila, 2012b). It is worth noting that at the time, the university was surrounded by an influential political backdrop, as were many universities in Latin America due to the impact of the Cold War, and the idealistic undertone of social change, frequently associated to socialism and the Cuban revolution (see Garzón Vallejo, 2020). This becomes relevant, considering that political discourse sometimes overshadowed academic life, replacing it and leading to opposition toward science, especially within the social sciences. One of the exceptions to the general unscientific approach to psychology in the faculty was Mateo V. Mankeliunas, a Lithuanian priest and psychologist, with a strong background in scientific psychology. Mankeliunas supervised his undergraduate thesis and was instrumental in forging a positive influence on Ardila's view of psychology (Ardila, 2012a). Ardila received his degree of psychologist in 1964, and for the following two years, he traveled extensively around the world and had some professional experience in Colombia, including his first leadership position (as treasurer) at the Federación Colombiana de Psicología (Colombian Federation of Psychology), founded in 1954 (Ardila, 1973a). He also taught courses in experimental psychology and history of psychology at the National University of Colombia.

In January 1967, Ardila entered the doctoral program of experimental psychology at the University of Nebraska-Lincoln. It is within this context of graduate school in the United States that several important events happened in Ardila's life; the following year, he got married to Ana Lucía González, with whom he fathered David, his only child. That same year, he published an article titled "Psychology in Latin America" in the prestigious journal *American Psychologist* (Ardila, 1968).

Ardila recognized that psychology in the Latin American region was unknown to psychologists in other parts of the world and understood this had to change. While completing his doctoral dissertation, he planned the publication of the *Revista Latinoamericana de Psicología* (*Latin American*

Journal of Psychology), which has been one of the most prestigious scientific journals in Latin America. The first volume of the *Latin American Journal of Psychology* was published in January 1969. It was sponsored by the Fundación para el Avance de la Psicología (Foundation for the Advancement of Psychology) founded by Ardila, until 2008, and it is currently owned by Fundación Universitaria Konrad Lorenz (Konrad Lorenz University Foundation). Ardila was the editor of the journal between 1969 and 2004. He also founded *Avances en Psicología Clínica Latinoamericana* (*Advances in Latin American Clinical Psychology*) of which he was the editor between 1982 and 2004. This journal is currently published by Universidad del Rosario (Del Rosario University) in Colombia under the title *Avances en Psicología Latinoamericana* (*Advances in Latin American Psychology*) (Ardila, 2012b).

In 1969, Ardila also completed his book *Psychology of Learning*, published the next year. It underwent 27 editions and reprints and was used for a long time as a textbook in Latin America and Spain, before other current textbooks in the area, originally published in English, were translated into Spanish.

Shortly after returning to his country from graduate training, he was appointed chair of the Department of Psychology at National University of Colombia (1970), where he promoted scientific (and especially experimental) psychology as a new standard of training for psychologists. Given the historic importance of that program, others followed suit and pursued changes in curricula, slowly moving away from speculative approaches and the psychiatric influence. By mid-1972, he accepted an offer to organize the Program of Psychology at Universidad de Los Andes (University of Los Andes). During those years, Ardila led a group of psychologists, some of them also returning to Colombia from doing graduate work abroad, in the promotion of scientific psychology and the experimental analysis of behavior. They supervised the first theses in experimental psychology using animals and humans as subjects, at both the basic and applied research levels (Gutiérrez, 1999). This far-reaching work of promoting scientific psychology, especially in behavior analysis at the

time, was one of Ardila's endeavors over the next decades which extended to the entire Latin American region.

In 1976, he shifted from the University of Los Andes to Universidad Santo Tomás (Saint Thomas University) to create a master-level graduate program in clinical psychology. This was a controversial proposition in two ways: first of all, at the time, the institution did not have an undergraduate program, so for some colleagues, creating a graduate program seemed premature; secondly, the program admitted psychologists and students from other professions which casted doubt on the qualifications of those students to offer clinical services. Some of the community questioned this approach to professionalization of psychology in Colombia, but there were no regulations in Colombia concerning graduate training at that time. In any case, the creation of that program encouraged the foundation of other graduate programs in the country in the following years. That master's program continues being offered at the present time.

Ardila began a prolific life as a writer with *Psychology of Learning* in 1970. He was able to publish one and in some cases two books per year, in addition to many articles in national, regional, and international journals. Some of his books have been translated into other languages. Five decades after receiving his PhD, he has published 35 books as an author, co-author, or editor. His books have addressed a wide range of topics, introducing some areas of psychology into the Spanish-speaking psychological community, for example, *Psychology of Work* (Ardila, 1972b) and *Homosexuality and Psychology* (1998). Other books have been the result of research studies, presented in a more general manner as books, such as *Psychology of Colombian People* (1986a) and *Psychological Impact of Nuclear War* (1986b). In general, Ardila's contributions have been focused in the following areas: (a) *experimental, comparative, and physiological psychology* (e.g., Ardila, 1971, 1973b); (b) *history of psychology in Latin America* (e.g., Ardila, 1973a, 1986c); (c) *epistemological issues of psychology* (e.g., Ardila, 1988, Bunge and Ardila, 1987); and (d) *international status and the future*

of psychology (e.g., Ardila, 1972a, 1984, 2002). In the same way, a wide range of topics have been addressed in over three hundred articles, including social issues, ethics, and the role of psychology in modern society (for an extensive review of Ardila's work, see Flórez Alarcón, 2003).

With such varied production, it becomes necessary to undertake the fact that Ardila has not centered in a single problem or area of psychology, as many contemporary scientists have done. First, the context in which Ardila developed his career was one of a developing psychology, in which research and professional opportunities were limited to the areas of clinical and educational psychology, and there were constrained opportunities for independent work. Thus, much of Ardila's work consisted of expanding the horizons of psychologists in Colombia and the entire Latin American region, mainly through his publications and research work. It is possible, however, that the main reason for the variety of his publications comes from his broad knowledge, particularly in science, and specifically the behavioral sciences. Perhaps such extensive interests would be less apprehensible in today's society, but it should be kept in mind that the pivotal time he entered the discipline in our region fits well with his interests and high working capacity to make contributions in a number of psychological areas.

Ardila has held leadership positions as founder, president, vice president, or member of the board of directors, in a number of academic and professional organizations, including the Colombian Federation of Psychology, Colombian Society of Psychology (CSP), Colombian Association for the Advancement of Science (ACAC), Interamerican Society of Psychology (SIP), Latin American Association of Behavior Analysis and Modification (ALAMOC), International Society for Comparative Psychology (ISCP), International Society of Clinical Psychology, International Association of Applied Psychology (IAAP), and International Union of Psychological Science (IUPsyS).

Rubén Ardila's contributions to psychology have been acknowledged through many awards: the award from the Spanish Society of Psychology, Interamerican Psychology Award, Lifetime

Achievement Award from the Colombian College of Psychologists (Colpsic), Laureate of the International Academy of Humanism, International Award from the Association for Behavior Analysis (ABA), American Psychological Association (Div. 52) Award for Distinguished Contributions, National Award for Scientific Merit (ACAC), American Psychological Association Award for Distinguished Contributions to the International Advancement of Psychology (APA), and American Psychological Association Presidential Citation.

He also received honoris causa doctorates from Universidad Ricardo Palma (Ricardo Palma University), Perú; Universidad Inca Garcilaso de la Vega (Inca Garcilaso de la Vega University), Perú; and Universidad Nacional de Rosario (National University of Rosario), Argentina.

Rubén Ardila has made a lasting impact in psychology in the Latin American region. While studying in his home country, he found a need for a psychology based on scientific principles and evidence. His training in experimental psychology, as the main source for those principles, shaped his view of psychology in theoretical terms. The recognition of a lack of unity and the possibility of influencing psychology beyond the borders of his own country, reaching a larger audience in what is known as Latin America, gave him a purpose and a horizon that has guided his work during his entire professional life. Despite substantial differences in the development of psychology in Latin America, Ardila bet on the idea that it was necessary to promote a scientific approach to the discipline and the profession in the whole region. For example, in 1974, within the context of the XV Interamerican Congress of Psychology in Bogotá, Ardila organized the First Latin American Conference on Training in Psychology, which led to the adoption of a model inspired in the Boulder Conference on training in psychology (1949). *The Bogotá Model*, however, was a regional construction based on the work of participants from most countries in the Latin American region that centered on training and professional practice (Ardila, 1975).

Ardila also showed the rest of the world the growth of psychology in Latin America. He did so

through the study of history of psychology in Latin America. His work constitutes the basis for much of what is today a fruitful area of research in Argentina, Brazil, Chile, Colombia, Perú, and other countries of the region.

His aim for integrating Latin American psychology to the international community resulted in an effort to improve the representation of the countries in the region in organizations at the international level. His participation in the governing bodies of academic and professional organizations has contributed to a recognition of Latin America as a promising region for psychology. Ardila shared this objective with other representatives in Latin American Psychology such as Horacio Rimoldi (Argentina) and Rogelio Díaz-Guerrero (Mexico).

Rubén Ardila begins and ends his autobiography with the final words of a poem composed in 1915 by the Mexican writer Amado Nervo (1870–1919):

Life, you owe me nothing, Life, we are at peace!

In the same poem, Nervo writes the following:

Because I see at the end of my rough way
that I was the architect of my own destiny

Rubén Ardila has been an architect of his own destiny, and he has also been one of the architects of psychology in Latin America through his research, his construction of psychology programs and professional organizations, and his ongoing support for psychology students but, mostly, through his publications that have reached and made a real impact on people at various levels.

Cross-References

- ▶ [Díaz-Guerrero, Rogelio](#)
- ▶ [Mankeliūnas, Mateo V.](#)
- ▶ [Rimoldi, Horacio José Ambrosio](#)

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Arévalo, Juan José

Born in *Taxisco, Guatemala, September 10, 1904*

Died in *Guatemala, October 8, 1990*

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Keywords

Guatemala · Argentina · Educational psychology · Organization of psychological institutions

The son of Mariano Arévalo Bonilla and Elena Bermejo de Paz, he studied at the Escuela Normal Central de Varones (Normal Central School for

Males) in Guatemala, graduating as a teacher in 1922 and completing his high school studies in 1925 at the Instituto de Jalapa (Berrocal Soto, 1966). He studied higher education with a scholarship from the Argentine government; in 1927, he travelled to Argentina to study at the Universidad Nacional de La Plata (National University of La Plata, UNLP). In 1932, he graduated as a Professor of High School, Normal and Special Education in Philosophy and Education, and in 1934, he obtained his doctoral degree in philosophy and educational sciences, with a doctoral dissertation on *La pedagogía de la Personalidad* (Pedagogy of Personality) (Arévalo, 1974).

He returned briefly to Guatemala; however, dissatisfied with the Ubico dictatorship (1878–1946), he returned to Argentina, where in 1937, he was appointed Professor of Literature at the Universidad Nacional de Tucumán (National University of Tucumán), which had recently begun to be administrated by the national Government. In the same year, he moved again to La Plata; in August, he was appointed Secretary of the Facultad de Filosofía y Ciencias de la Educación (Faculty of Philosophy and Educational Sciences) at the UNLP, during the deanship of Alfredo Calcagno (1891–1962). In October 1939, through a public selection, he won the position of Assistant Professor of Educational Sciences in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the Universidad de Buenos Aires (University of Buenos Aires), where he would be in charge of the Seminar on Adolescent Psychology (Arévalo, 1974), without leaving the UNLP.

Arévalo was President of Guatemala after the 1944 elections from 1945 up to 1951. For this reason, his political work has been sufficiently analyzed and valued, both in the years close to his administration (Alvarez Elizondo, 1947; Ordoñez-Argüello, 1951) and in more recent years (Carrera, 2000; Luján Muñoz, 2004). However, Juan José Arévalo's contributions to psychology have hardly been studied, even in well-documented works on the history of psychology in Guatemala (Aguilar, 1999; Aguilar & Recinos, 1996; Cárcamo-Duarte & Escobar-Martínez, 2015). Of course, Arévalo emphasized the

relationship between political and economic problems in general and educational and psychological problems. His doctrine of *spiritual socialism* was based on what he called the *psychological freedom of the individual and moral and psychological integrity* (Arévalo, 1946). However, while recognizing the close relations between Juan José Arévalo's political thought on the one hand, and educational and psychological thought on the other one, we consider it possible to analyze Arévalo's specific contributions to psychology.

The one who did recognize Arévalo as one of the pioneers of psychology in Guatemala was Ítalo Américo Foradori (1905–1969), one of the first historians of psychology in Latin America. Foradori considered that Arévalo had understood “man and the world from the angle of a pedagogy founded on the philosophy of values and the person” (Foradori, 1954, p. 178; translation is mine). Foradori also highlighted Arévalo's stay at the Universidad Nacional de Cuyo, UNC (National University of Cuyo). In the small city of San Luis, he had taught Psychology and organized the Instituto Pedagógico (Pedagogical Institute), dependent on the UNC, in “whose scheme psychology plays an instrumental and formative role of great importance” (Foradori, 1954, p. 182; translation is mine). He also pointed out that in Tucumán, Arévalo was in charge of the psychology of adolescence and pedagogical psychology course (Foradori, 1954).

It is possible, then, to consider at least three contributions of Juan José Arévalo to psychology. First, the psychology of adolescence, in which Arévalo demonstrated his qualities as an acute observer of human behavior. Second, the psychology of personality in connection to values and axiology. And third, his contribution as an organizer of institutions related to psychological research. Arévalo also ventured into general psychology, child psychology, and social psychology, especially his interest in the study of leadership.

The *psychology of adolescence* was one of the psychological topics that most interested Arévalo. First of all, he considered the existence of a *psychological law*, in the “sense that it is rigorously fulfilled although it happens under different appearances” (Arévalo, 1941, p. 60; translation

is mine). According to this law, adolescence moves between two experiential extremes, which he called the *axiological curve*. These two extremes are the moment of abandonment and withdrawal from the world, which Arévalo called *evasion*, and the second, the moment of restitution or, as he called it, *return*.

Arévalo analyzed four characteristic notes of adolescence: the transience of expressive phenomena; personal instability; the contradictory character of behavior; and the will to deceive. However, in his opinion, these notes should be considered as *secondary characteristics* and his intention was to find the *primary characteristics*. In his analysis, these primary characteristics were based on those two fundamental stages: *evasion and return*. With regard to *evasion*, he considered that it was initiated by the awareness of sexual maturation, which led to two attitudes: *surprise and suffering*. The withdrawal and avoidance occurred because in the early adolescence, the adolescent noticed how difficult it was for the adult environment to deal with the problem. Immediately the affections emerged and, thirdly, the *biting and analytical criticism* of everything that surrounded the adolescent, accompanied by an intransigent morality. Nevertheless, Arévalo did not judge the stage of evasion as entirely negative; it was also a time of alliance with peers, which would lead to various forms of friendship.

The *return*, in turn, also involved four distinct but intimately linked moments. Firstly, the discovery of the individual self, megalomania, egocentric swaggers. Secondly, the moment of discovery of an adult to imitate, that is, the discovery of the master. Thirdly, the discovery of love. As Arévalo put it, love with a capital letter, sublime love, not mere flirtation or a passing flirtation. And fourthly and lastly, the discovery of action, of personal efficacy. Arévalo stressed that some of these moments might not be overt and that the chronological period in which they unfolded was uncertain.

As Arevalo himself pointed out, his theses on adolescence emerged neither from the experimental laboratory psychology nor from field surveys; rather, they were elaborations based on acute

observation of the issue. At the same time, it was based on the work of the most prominent authors on the field at the time, since Arévalo was extremely up-to-date in his bibliographical references: Spranger (1882–1963), Charlotte Bühler (1893–1974), Pierre Mendousse (1870–1933), and Maurice Debesse (1903–1998).

The second field of psychology that interested Arevalo was the *psychology of personality and values*. Arévalo emphasized the need to conceive of personality as a hierarchical organization that pursues the achievement of certain goals or values. Starting from biological conceptions, he pointed out that individual life as a personality begins with an animal nature, but is then pushed towards the achievement of its dignity. In this context, he identified four hierarchically ordered supreme values: pleasure, power, knowledge, and being: “the personality organized according to the purpose *pleasure* is an empire of the general sensuality (low or ennobled according to the cases) which gives the tone to the behaviour; the personality which evaluates as supreme thing the *power* admits a remarkable predominance of the will, the best instrument in its case; the person whose life in an inextinguishable craving for *knowledge* gives to the intelligence the total administration of his acts, and, finally, who seeks a pure realization of his *being* subordinates everything to the domain of the pure spirit” (Arevalo, 1937/1957, p. 191).

Arévalo considered that starting from this axiological hierarchy, on which he would insist again 2 years later (Arévalo, 1939) “one can continue the development until one can constitute, already in truly psychological fields, a whole characterology” (Arévalo, 1937/1957, p. 191). His hierarchical proposal evidenced his debt to the work of Max Scheler (1874–1928) and especially Hugo Münsterberg (1863–1916), one of the authors that Arévalo analyzed in detail, particularly because, even when he questioned his voluntaristic idealism, he also proposed an “elaborate table of pedagogical values” (Arévalo, 1939, p. 64). 64), which began with knowledge and training to finally conclude in inspirational values, those that “give meaning and significance to the world” (Arévalo, 1939, p. 43; translation is mine).

Arévalo's considerations on the psychology of values also evoked the work of Coriolano Alberini (1886–1960), one of his professors in La Plata, even if he also differed from it. For Alberini, the central aspect of psychological life was assessment and evaluation. Arévalo, for his part, considered that axiology was not called upon to grant “imposing systems of values but to provoke in the soul of each individual a particular reorganization of behaviour on the basis of his own experiences” (Arévalo, 1939, p. 75; translation is mine). For this reason, in the educational field, axiology should not be a content to be developed in children, not even in adolescents, but in adults, even if it was necessary to underline the importance of values in the constitution of the personality.

Arévalo's third contribution to psychology was his role in *organizing institutions that promoted psychological research*. In 1941, he was appointed by the National University of Cuyo, which had been created 2 years earlier, as Technical Director of the Escuela Normal de Maestros Juan Pascual Pringles (Juan Pascual Pringles Teacher Training School), which depended on the university and was located in the small city of San Luis. At the same time, this position included the responsibility of organizing a Pedagogical Institute. Three months after his appointment, Arévalo presented the project of the Institute for consideration by the university's Superior Council. In his autobiography on his time in Argentina, Arévalo acknowledged that he had already drawn up the ideas for such an institute, although he had thought of them for his native country (Arévalo, 1974). And when he became President of Guatemala in 1945, Arévalo promoted the creation of a Faculty of Humanities, in terms reminiscent of the Instituto Pedagógico (Pedagogical Institute) at San Luis (Arévalo, 1947).

Arévalo organized the Pedagogical Institute on the basis of four major departments: (1) of higher studies; (2) of psycho-pedagogical research; (3) of library and publications; (4) of physical, social, and artistic culture. With regard to the Department of Psycho-pedagogical Research, it specified that it was to carry out “psycho-pedagogical research on children and young people in the Cuyo region”

(Universidad Nacional de Cuyo, 1941, p. 11). To this end, it would have a laboratory with “the indispensable instruments for fundamental explorations” (Universidad Nacional de Cuyo, 1941, p. 12), since at the same time it would “promote, classify and analyze collective surveys taken on children, young people and adults in the region, connecting the problems with broader questions of anthropology, biology, psychology and sociology significant for education” (Universidad Nacional de Cuyo, 1941, pp. 12 and 13). And finally, “it will address the clinical study of all those individual cases ... and will organize a medical-pedagogical clinic to attend free of charge all consultations concerning irregularities or abnormalities of a psychological order in pre-school, school and out-of-school children in the city” (Universidad Nacional de Cuyo, 1941, p. 13; translation is mine).

The Pedagogical Institute organized by Juan José Arévalo would be the germ of one of the most outstanding university programs in psychology in Argentina, the psychology program in San Luis, which functioned in the dependencies of the National University of Cuyo from 1958 up to 1973 and since 1973 precisely at the Universidad Nacional de San Luis (National University of San Luis), created that same year.

Cross-References

- ▶ Alberini, Coriolano
- ▶ Foradori, Ítalo Américo

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Arias Galicia, Luis Fernando

Born *Mexico City, 10 December 1934*

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Keywords

Mexico · Organizational psychology · Administration

He is a Psychology graduate from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) in the 1963 class. In 1969, he received at the Berkeley University of California a master's degree of Administration. He completed a master's degree in Psychology at the UNAM (1974), a doctorate in Social Psychology awarded with an honorable mention from the Facultad de Psicología (Faculty of Psychology) (FP), and a doctorate in Administration Sciences from the Facultad de Contaduría y Administración (Faculty of Accounting and Administration) (FCyA) (2005).

He is a referral for organizational psychology in Mexico and Latin America, working for very prestigious publishers. He has completed approximately 22 books related to human resources administration, quality of life at work, and research in the field of administrative and behavioral sciences, which have been considered mandatory textbooks in a large number of universities. Similarly, he has published more than 60 specialized articles in national and international magazines that document specific aspects of human behavior in organizational settings.

He was a teacher at the Escuela Nacional Preparatoria (National Preparatory School) (ENP) of the UNAM from 1962 to 1965. At the same time, starting in 1967 he taught Industrial Psychology at the FCyA and at the FP and later in the masters and doctoral programs with topics related to research in social sciences field. Since 2002 he

has collaborated as a teacher at the Universidad Autónoma de Morelos (Autonomous University of Morelos) (UAEM).

His work has been recognized with the Medalla de Plata Gabino Barreda al Mérito Universitario (Gabino Barreda Silver Medal for University Merit) by the UNAM in 1981. The Asociación Mexicana de Capacitación de Personal (Mexican Association for Personnel Training) awarded him the Premio Nacional (National Award) for his contributions in training workers. In 2003, the UAEM awarded him with the distinction of Doctor Honoris causa for his contribution to the development of Psychological and Administrative Sciences. The Colegio de Psicólogos del Perú awarded him in 2010 a diploma for his contribution to psychology in Latin America, in 2010 the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP) awarded him the Premio Nacional (National Award) for his contributions to Psychology, and the Universidad Nacional Mayor de San Marcos (National University of San Marcos) (UNMSM) of Peru granted him the degree of Honorary Professor (2015). And in 2017, the UAEM paid him tribute for his invaluable professional career.

He has been a member of the Sistema Nacional de Investigadores (National System of Researchers) (SNI) since its foundation, in 1984, and in 1999 he was awarded Level III; his lines of research are quality of life, human behavior and organizational effectivity student performance, personality, and work.

Among his professional works, he chaired the Sociedad Iberoamericana de Psicología del Trabajo in 1989 y las Organizaciones (Ibero-American Society of Work Psychology and Organizations) and the Asociación Mexicana de Capacitación de Personal (Mexican Association for Staff Training) from 1996 to 1997; through these he promoted the professionalization of consulting work, as well as connecting university students to business activity.

The effort made by Dr. Arias Galicia persistently for almost 60 years, in the training of psychology professionals who work in the organizational field, is an obligatory point of reference in the history of this area of application and a model behavior of comprehensive efforts in training, teaching, and research in psychology in Latin America. His scientific production is the most obvious example of his contribution to the development of psychology. His scientific productions speak for themselves about his outstanding academic career.

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Arriola Ligorria, Jorge Luis

Born *in San Miguel Totonicapán, Guatemala on November 18, 1906*

Died *in Ciudad de Guatemala on September 11, 1995*

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Keywords

Guatemala · Pedagogical psychology ·
Indigenous · Mayan cosmogony

The son of a wealthy family, Jorge Luis Arriola Ligorria lived his childhood in a shared village by mestizos criollos and Indigenous people, which allowed him to observe, from a very early age, the behavior of the Indigenous population which, later in his most important work, he described as “Unique, but no less humane” (Ordoñez, 1995).

Arriola Ligorria’s humanist vocation originated in his hometown, populated mainly by members of the K’iché ethnic group. It can be inferred that this early experience aroused the later interest of the professional to study and explain possible relationships between cosmogony, collective behavior, and scenarios of colonization and socioeconomic exclusion that, to this day, characterize the daily life of the native peoples of Guatemala (Ordoñez, 1995).

In 1925, he got a scholarship to study in “La Sorbonne” University, in Paris, France. So later in 1929, he assists to Lausanne University, in Switzerland, to study pedagogic psychology. He finished his courses that same year and went back to Paris to graduate in “La Sorbonne,” as a PhD in psychopedagogy (Arriola, 1990).

Back in his country, he worked as Director of the Education Ministry Psychology Lab, conducting research dedicated to “determining the psychological profile of Guatemalan children, in order to adapt the methods of Pedagogical Psychology, both in the indigenous race and in

the mestizos” and to “consider in educational plans the population differences produced by the climate, environment and ethnological factors that are decisive in Psychology” (Nuestro Diario, 1930).

In 1932, as a preview of his work devoted to developing profiles of the development of intelligence in the Indigenous population of Guatemala, he published a short essay, with the aim of “explaining, from the psychological point of view, his interpretations of some passages of the Popol Buj, strictly adjusted to scientific criteria” (Arriola, 1930).

His main contribution to the psychology development in Guatemala was made in 1933, when he published his first book named “Indigenous Psychology Essay” with a foreword made by PhD Carlos Federico Mora, psychiatrist and pioneer of the mental health in Guatemala. This work showed his interest to comprehend the “other,” represented by the Indigenous population (Ordoñez, 1995).

With this objective and supported by the work of Jean Piaget (1896–1980), Arriola explored some concepts of the Mayan cosmogony about the origin of the Universe, the action of the magic word, the religion of the current Indigenous people and their psychological interpretation, the problem of death, and the expression of these concepts in the development of the thought of the Guatemalan Indigenous people. From his observations, he concluded that “the Indian has a different conception of the Universe, in a certain way, from the Western one, which acts according to the order that marks the psychological development and is preserved, following the proposal of Jean Piaget, at the level of magical thinking and pre-logical operations” (Arriola, 1933 p 8). This work is part of the collection of the Virtual Legal Library of the Institute of Legal Research of the Autonomous University of Mexico – UNAM (Ordoñez, 1995).

Between 1930 and 1944, he served as a professor of psychology, in public and private secondary schools in Guatemala City. In this same period, the founding of the Faculty of Humanities of the Universidad de San Carlos de Guatemala took place. Arriola was part of its body of

professors, alongside Juan José Arévalo (1904–1990). However, the Faculty was suppressed in 1933, by Jorge Ubico (1878–1946), Dictator of Guatemala from 1931 to 1944, in retaliation for a university strike, in which Jorge Arriola participated. This and other movements were precursors to Ubico's overthrow, on July 1, 1944, and to the Revolution of October 20, 1944, which brought to Guatemala processes of social and economic development known as the "10 years of democratic spring in Guatemala" (Ordoñez, 1995).

In November 1944, as Minister of Public Education of the Revolutionary Government Council, Jorge Arriola wrote and signed Decree 17 for the Universidad de San Carlos de Guatemala autonomy (Ordoñez, 1995).

In 1945, he was a Guatemalan delegate to the second part of the First Preparatory General Conference of the United Nations, in London. Later that year and until 1947, he collaborates with Juan José Arévalo Bermejo's Government (1945–1951) as Plenipotentiary Minister of Guatemala in Portugal. Far along till 1949, he did the same job, this time in Italy. From 1949 to 1951, he worked as the Guatemalan Ambassador in El Salvador. Then, from 1951 to 1953, he was designated as the Social Assistance and Public Health Minister in the Jacobo Árbenz Guzmán's Government (1951–1954). Toward the end of 1953 until 1954, he served as diplomatic ambassador to Brazil, and in 1955, he participated as organizer and secretary general of the "Guatemalan Social Integration Seminar," on which he worked later as secretary-general until 1963 (Arriola, 1990).

From 1958 to 1963, he was director of the National Indigenous Institute and the Guatemalan Social Integration Seminar. From these positions, he promoted State policies aimed at creating better living conditions for Indigenous peoples and promoted projects in line with the Inter-American integrationism of the epoch (Ordoñez, 1995).

From 1964 to 1966, he was Director of Publications of the Faculty of Humanities of the Universidad de San Carlos de Guatemala. Again, in the diplomatic corps of Guatemala, from 1967 to 1969, he served as Ambassador to Costa Rica, and from 1969 to 1970 in Italy. At the end of 1970,

he returned to Guatemala and rejoined the Universidad de San Carlos de Guatemala as a professor in the Faculties of Humanities and Law until 1985 (Arriola, 1990).

For all his efforts and contributions to the development of humanistic sciences and culture in Guatemala, he received multiple decorations, among which the following stands out: Golden Quetzal of the Association of Journalists of Guatemala (1962); "Orden Francisco Marroquín" For distinguished teachers from [Education Ministry] (1986); Medal of Honor for Merit from the Ministry of Public Health (1986); Mariano Gálvez Medal, from the Mariano Gálvez University (1994); and Order of the Quetzal (the highest decoration awarded by the Government of the Republic of Guatemala (1995). His remains rest in the city of Antigua Guatemala.

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- ▶ [Mora Portillo, Carlos Federico](#)

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Astrada, Carlos

Born *Córdoba, Argentina, 26 February 1894*

Died *Buenos Aires, Argentina, 23 December 1970*

Ramón Sanz Ferramola
Universidad Nacional de San Luis, San Luis,
Argentina

Keywords

Argentine · University reform · Cuadernos de
Filosofía (Universidad de Buenos Aires) ·
Latin American cultural identity ·
Existentialism · Peronism

In his hometown, Astrada studied at the Colegio Nacional de Monserrat (Monserrat National School) then attended the Facultad de Derecho y Ciencias Sociales de la Universidad Nacional de Córdoba (Faculty of Law and Social Sciences of the National University of Córdoba), from which he did not graduate. In 1926, that same university called for a contest to improve the studies of philosophy abroad. He obtained the scholarship with the essay “The epistemological problem of current philosophy” and traveled to Germany where he stayed between 1927 and 1931. There he studied in close relationship with Husserl (1859–1938), Scheler (1874–1928), Hartmann (1882–1950), and Heidegger (1889–1976), philosophers whose work inspired several books by Astrada. He also studied with Karl Reinhardt and Walter Otto. In addition, the German experience allowed him to conduct a long-term intellectual dialogue with Wilhelm Szilazi (1889–1966), Karl Lowith (1897–1973), Hans-Georg Gadamer (1900–2002), Nicola Abbagnano (1901–1990), and Eugen Fink (1905–1975), among others (David, 1999). Astrada had the chance to meet several of them at the First National Congress of Philosophy in 1949 in Mendoza (Argentina), where he was a key figure. In that opportunity, Juan Domingo Perón (1895–1974), the President

of the Nation, addressed the congress in his closing speech.

Astrada was a part of the most radicalized group of the University Reform movement together with Saúl Taborda (1885–1994) and Deodoro Roca (1890–1942) (David, 1999), and he was its official speaker in 1919 and 1932. Between 1920 and 1921, he was a professor of psychology at the Colegio Nacional de La Plata (National School of La Plata). He returned to Córdoba and was Director of Publications at the Facultad de Derecho y Ciencias Sociales (Faculty of Law and Social Sciences) until 1927. In 1931, he won the position of Director of Courses and Conferences at the Instituto Social de la Universidad Nacional de Rosario (Social Institute of the National University of Rosario). In 1936, he was appointed assistant professor of history of modern and contemporary philosophy at the Universidad de Buenos Aires (University of Buenos Aires). In 1937, he obtained the chair of ethics at the Universidad Nacional de La Plata (National University of La Plata). In 1947, he was professor of gnoseology and metaphysics and director of the Instituto de Filosofía de la Facultad de Filosofía de la Universidad de Buenos Aires (Institute of Philosophy at the Faculty of Philosophy of the University of Buenos Aires). During those years, he founded and directed the journal *Cuadernos de Filosofía (Philosophy Papers)*, a journal that frequently featured the contributions of leading Argentine and European philosophers. In 1952, he returned to Europe and gave lectures at the universities of Rome, Turin, Fribourg, and Heidelberg. In 1956, he both retired from his chairs at the Universidad de Buenos Aires (University of Buenos Aires) and undertook his third trip to Europe, invited by the University of Moscow. There he lectured at the Academy of Sciences and the Marx-Engels-Lenin Institute. Between 1959 and 1962, he was hired as professor by the Universidad Nacional del Sur (Southern National University). In 1960, on his trip to China, he gave lectures in Beijing and Shanghai and met with Mao Tse-Tung (1893–1976). During the last years of his life, in collaboration with his beloved disciple Alfredo Llanos, he directed the

philosophical collection “Paideuma” of the Juarez Publishing House.

Despite being a great receptor, interpreter, and disseminator of contemporary European philosophy, which he deeply knew from his very roots, we can place Carlos Astrada in the line of Latin American thought committed to – what Walter Mignolo (2008) called – the geopolitics of knowledge. In a context defined by political vicissitudes that demanded him to constantly revise his own work, his central philosophical concern was rooted in Latin American political and epistemological perspectives, with the conviction that their future could not depend on any other philosophy than the one well founded on South American historical experiences. Indeed, he stated that “everything imitatively assimilated from a culture, which has not been encouraged to develop, can only be external, peripheral assimilation” (Astrada, 1948a, p. 35). Furthermore, he argued that “Latin America, or better, Amerindia, melting pot and crossroads of civilizations, puts also its bow towards the future to integrate itself in a new historical world or renewed from its roots” (Astrada, 1967, p. 18). He developed the idea of *genius loci*, which means that no one can be something from the *topos uranos*, but only from his land, his time, and his historic landscape. Astrada (1963) claimed a thought attached to the territory where the collective and individual human existence makes sense, and from there he enunciated his philosophical position.

Especially taking into account Astrada’s *Mito Gaucho* (1948a), Arturo Roig (1993) analyzed that our author’s work was coherent with the Argentine thought of the late 1930s. The latter was characterized by attributing a positive value to barbarism, in reference to Sarmiento’s old dichotomy between civilization and barbarism. Therefore, the attributed positivity of the north-central culture, which had been hegemonically understood by the generation of 1837 as that which was to replace native barbarism as the only way to achieve sociopolitical progress in Argentina and Latin America, was reconsidered. From a positive conception of barbarism, Astrada claims that the political people must be the foundation of the State, and therefore, as the

protagonist of history, it must take the power of society. He is the “new man,” stated Astrada (1948b), the one who has found himself and has stopped wandering aimlessly in the geographical extension of Latin America and can now take charge of designing his epistemological, ethical, and political destiny, outside the dependence of the constraining capitalism. It is important to emphasize the strong bond and adhesion of Astrada with Peronism, especially in the first years of the administration, of which he even became its official spokesman. Carlos Astrada justified the third position of neutrality assumed by Argentina facing the Second World War, in a 1947 dissertation at the Naval War Academy with President Perón (Astrada, 1948c; Bustos, 2012). According to Horacio González (1999), Astrada was convinced of the capacity of the new leader, whose emergence had a great popular assent, unprecedented until then in Argentina, to change the history of dependence on a destiny of cultural and political sovereignty. However, in the second edition of the *Gaucho Myth* of 1964, in his added Introduction, Astrada clearly stated his distance from Peronism (Bustos, 2011).

Carlos Astrada was one of the introducers in Argentina of the psychology of structure, as Eugenio Pucciarelli (1937) called it, which ranged from Gestalt to the psychology of totality of the “second” Leipzig School. In 1945, Astrada compiled a series of works by Felix Krueger precisely under the title *Structure and Psychic Totality*. In the foreword to that book, Astrada stressed the importance of collective and social processes in structuring the immediacy of psychic totality (Astrada, 1945/1969).

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Asún Salazar, Domingo Anselmo

Born *Santiago, (Chile), 11 April 1943*

Died *Santiago, (Chile), 7 December 2015*

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Keywords

Chile · Social psychology · Community psychology · Community intervention · Mental health

Domingo Asún was born in Santiago, Chile, in 1943. He attended high school at the *Instituto Nacional* (National Institute), which was a relevant educational institution in Chile since its independence. After graduating in 1962, he entered the psychology program at the *Universidad de Chile* (University of Chile). His childhood and early education took place during a period of profound transformation in the university and society, concurrent with the sociocultural and political changes that marked the country and the region in the postwar period. In addition, Asún's studies began when social psychology was becoming a field of great value for social and

community intervention, but which, on the national scene, had been developed with an individualistic and experimental approach (Montero, 1989).

Asún finished his degree in 1969. After that, he completed specializations in public health, mental health, and sociology. In 2000, he started a master's degree in social psychology at the *Universidad de La Serena* (University of La Serena) in Chile. Asún's sociological background was affected by the Latin American Dependence Theory because he was part of various intellectual networks (Asún, 2005). On the other hand, he trained with Dr. Juan Marconi, the promoter of community intrapsychiatry.

After the coup in 1973, Domingo Asún committed himself to popular education, mental health initiatives, and collaborated with groups inside and outside of psychology. During this time, he faced political violence and provided protection to colleagues persecuted by the regime of Augusto Pinochet. For this reason, among others, he became a member of the *Asociación Latinoamericana de Psicología Social* (Latin American Association of Social Psychology) [ALAPSO] (Asún, 2007). Following this trajectory, he was elected president of the *Colegio de Psicólogos de Chile* (Association of Psychologists of Chile) in 1981 and 1984, a period that coincided with the majority of the National Days of Protest against the civil-military dictatorship (1983–1986). During this period, Asún courageously denounced the extensive use of violence to repress civilians (Luco, 2016) and joined the Human Rights Commission of the Federation of Professional Associations and the Association of Psychologists of Chile as a founding member. From the early 1980s through the first half of the 1990s, he co-organized the National Congresses of Psychology.

At the end of the decade, he collaborated with the *Asociación Chilena de Psicología Social* (Chilean Association of Social Psychology) [ACHIPSO] to help colleagues and others living in exile return to Chile.

At that time, he was also interested in the structural situations that defined the poverty of urban youth, so he participated in networks of the *Comisión Chilena Pro-Derechos Juveniles*

(Chilean Commission for Youth Rights) [CODEJU] and in the interventions of different catholic organizations in Santiago (Cottet et al., 1992).

In 1982, he became dean of the Faculty of Psychology at *Universidad Diego Portales* (Diego Portales University) and directed it until 1997, fostering new lines of training that were previously absent in the country. Shortly before his death in 2015, he was distinguished as an honorary professor in recognition of his key role as founder and leader of the Faculty of Psychology for 15 years.

Additionally, following the return of democracy in 1993, Asún was invited by the *Ministerio de Salud* (Ministry of Health) [MINSAL] to participate in the commission to support the incorporation of psychologists into the primary level of health care, a milestone in the development of public health and psychology in Chile (Unger, 2017).

From 1998 until his death, Asún continued his academic career in undergraduate and graduate programs at the University of Chile, *Universidad de Santiago de Chile* (University of Santiago de Chile), *Universidad de Artes, Ciencias y Comunicación* (University of Arts and Social Sciences), *Pontificia Universidad Católica de Valparaíso* (Catholic University of Valparaíso), *Universidad Academia de Humanismo Cristiano* (University Academy of Christian Humanism), and *Universidad de Valparaíso* (University of Valparaíso), where he was director of the School of Psychology from 2002 to 2004, impacting the development of community psychology in the Valparaíso Region.

In early 2000, he helped create the network of Community Psychology educators, a precursor of the *Sociedad Chilena de Psicología Comunitaria* (Chilean Society of Community Psychology) that was founded in 2014. Unfortunately, he was unable to integrate due to his health problems. He continued to collaborate with social psychologists from Chile, Latin America and Spain, and contributed to various publications including scientific articles, books and book chapters.

In 1985, he was awarded the Sergio Yulis Prize by the *Sociedad Chilena de Psicología Clínica* (Chilean Society of Clinical Psychology) for the

construction of solidarity networks in the period of the military dictatorship (1973–1990) and for his effort to create scientific networks and promote intellectual exchange. Thirteen years later, in 1998, he was awarded the Premio Nacional de Psicología (National Psychology Prize), the Chilean Association of Psychologist's highest honor. In 2016, 1 year after his death, the first Community Mental Health Center in Valparaíso was inaugurated in his name.

Asún remained attentive to the main trends of social and community thinking, based on honest and fertile work, inspiring the several generations of clinical, social, and community psychologists. With all these resources, connections, and actions, Professor Asún made a unique and distinctive contribution in several emerging areas of psychology and health sciences in Chile: community mental health, social psychology, political psychology and community social psychology. Because of his tireless determination to link psychology with a critique of human development, we believe that he exceeded academic and scientific interests, and can be considered an intellectual in the fullest sense of the word (González, 2004; Unger, 2017).

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Austregésilo Rodrigues de Lima, Antônio

Born Recife (Brazil), April 21, 1876

Died Rio de Janeiro (Brazil), December 23, 1960

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Keywords

Brazil · Psychoanalysis · Delirium ·
Psychoneuroses

Antônio Austregésilo Rodrigues de Lima was born in Recife in the Northeast of Brazil where he attended the School of Arts, having participated in the artistic literary movement there. In addition to being involved in difficulties, typical of poverty and Afro-descendants, he also had too many difficulties in speaking. At the age of 16, he arrived in Rio de Janeiro to study medicine, obtaining a degree in 1899 with the thesis of clinical study of delirium.

Further on, Austregésilo assumed the chair of clinical propaedeutic, continuing the debates taking place in Brazil, involving psychoanalysis, psychology, psychiatry, and neurology. In a few years, he became the first full professor of neurology, member of the Academy of Medicine, and the first professor of this area in Brazil. Sworn in as a professor of neurology at the Faculty of Medicine of Rio de Janeiro (currently the Faculty of Medicine of the Federal University of Rio de Janeiro), he created the Department of Neurology in 1912.

Antônio Austregésilo is considered one of the first doctors ever interested in psychoanalysis in Brazil, having published his first book in 1919, entitled "Sexuality and Psychoneuroses." It is the result of his work with psychotherapy that accompanied him for more than four decades and would give rise to an original idea that would combine neurology and psychoanalysis for the study of hysteria, which Austregésilo paid special attention to.

With Henrique Roxo and Juliano Moreira, he took psychoanalytic theory to the heart of the debates of the early twentieth century as a diagnostic technique capable of obtaining new answers regarding mental illnesses. In 1908, references to Freud were already found in his writings.

Initially, in an essay written by Austregésilo, he expounded some conceptions about the category hysteria, stating that Freud and Breuer's sexual theory of hysteria would be absurd, because according to this conception, it would be found in hysteria more sexual coolness than eroticism. According to him, psychoanalysis presented itself simply as another theory. Nevertheless, from the works of Freud, the development of ideas and theories about this neuropathic state was seen.

However, in 1914, Austregésilo took up Freud's theory in his discussions of nervous weakness, where he stated that, in contrast to what he had said in 1908, in certain situations hysteria, the neurosis of fear, are states that leave from a genital point. According to Austregésilo, psychoanalytic theory was not absolutely accurate on this issue, but it would often show that the genital, material, or moral element, jealousy, mystical eroticism, and perversion would be present in the personality of the weak nervous.

One of the main points presented by Austregésilo is the discussion on issues involving sexuality and psychoneuroses. He understood that Freud's ideas were quite clear and acceptable. The experience as a neurologist and psychiatrist legitimized his belief that almost all psychoses had sexuality issues as an important factor. Austregésilo was interested in clarifying the relationship between sexuality and human life, in light of Freud's psychoanalytic theory. He understood that sexual instincts gave rise to human good and evil, but sex life was neither good nor evil, but the result of a biological fatality.

In 1912, Austregésilo de Lima founded two magazines of great scientific relevance, both nationally and internationally – the *Brazilian Archives of Medicine* and the *Brazilian Archives of Neurology and Psychiatry*. He represented Brazil in several international scientific events in neurology. He became a correspondent member of the Academies of Sciences of Lisbon, Medicine of Paris, and Medicine of New York and an honorary member of all medical associations in Brazil and South America.

Austregésilo de Lima exerted an important influence on the Brazilian scene, in addition to medical circles. In the broader cultural horizon, he joined the Academia Brasileira de Letras (Brazilian Academy of Letters), main institution of Brazilian intellectuals at the time in 1914, and became its President in 1939. In the specific field of psychology, he exercised influence mainly by his works focused on discussion of mental illnesses and for his role as a professor for several people (such as Nise da Silveira), who would later participate in new developments in psychological science in the country.

Cross-References

- ▶ [Moreira, Juliano](#)
- ▶ [Roxo, Henrique de Brito Belford](#)

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Ayala Silva, Julio Ramón

Born *Asunción (Paraguay)* on **April 7, 1938**

Died *Asunción (Paraguay)* on **March 18, 2020**

Eusebio Manuel Ayala-Biancotti
Universidad Nacional de Asunción, Asuncion,
Paraguay

Keywords

Paraguay · Mental health · Test monologue-K and Dialogue-K in action

Julio Ayala completed his secondary studies at the Colegio Nacional de la Capital (National High School of the Capital), his studies in Psychology began at the Universidad Nacional de Córdoba (National University of Córdoba), Argentina, and culminated at the Universidad Católica “Nuestra Señora de la Asuncion” (Catholic University “Our Lady of the Assumption”), obtaining a *Licenciatura* in Psychology in 1967. The *Licenciatura* is an academic degree similar to the Bachelor’s that requires at least 5 years of study and near 30 courses. Passionate about his profession, Ayala traveled to Buenos Aires and Córdoba (Argentina), Porto Alegre and São Paulo (Brazil), Kansas and Los Angeles (United States); Madrid (Spain) and Florence (Italy), looking for obtaining more learning. Thus, he also studied a Posgrado de Ética y Teología (Postgraduate Degree in Ethics and Theology) at the Catholic University of Asunción between the years 1998 and 1999. In 2001, he took a specialization course in the Pensamiento Personalista y Comunitario (Personalist and communitarian Thought) at the same university.

He taught at the Catholic University from 1967 to 2003 in the Department of Psychology. He was a Professor at the Instituto de Enfermería y Obstetricia “Dr. Andrés Barbero” (Institute of Nursing and Obstetrics “Dr. Andrés Barbero”), from the Universidad Nacional de Asunción (National University of Asunción). He was also Professor of the Postgraduate Course in Clinical Psychology at the Universidad Nacional de Villarrica (National University of Villarrica) and Professor of the Postgraduate course in Psychological Assessment in different areas of Psychology. The courses that he dictated were those of Psychopathology, General Psychology, Psychological Research, Clinical Psychology of Children and Adolescents, Projective Techniques, Institutional Psychology, Personality Development, among others.

Ayala was also a founding member of the Sociedad Paraguaya de Psicología (Paraguayan Society of Psychology) and its President in the period 1973–1974. Likewise, he was the founder of the Department of Psychology of the Colegio Internacional (International School) and a member of the Guidance Team of this institution from 1969 to 2007. He was also the founder of the Instituto

Psicopedagógico DENIDE [Derechos del niño en desarrollo] (DENIDE [Rights of the developing child] Psychopedagogical Institute), where he practiced clinical psychology with children and adolescents with intellectual disabilities (from 1967 to 1979). From 1972 to 1981, he was Academic Director and Clinical Director of the Instituto Médico-Psicológico (Medical-Psychopedagogical Institute, IMESI); thus, he was also Director of the journal *Temas* (Themes) at the same institute.

He was Director of the Instituto Superior de Psicoterapia Psicoanalítica (Higher Institute of Psychoanalytic Psychotherapy) of the Sociedad Paraguaya de Psicoterapia Psicoanalítica (Paraguayan Society of Psychoanalytic Psychotherapy) (1977–1978). He likewise was Director of the Instituto Emmanuel Mounier (Emmanuel Mounier Institute), an institution associated with the Catholic University (from 2000 to 2020). Ayala was an advisor to several private companies, a former consultant for the Pediatrics Chair of the Hospital de Clínicas (Clinical Hospital) and former Director of the Servicio Psicológico de la Facultad de Filosofía y Ciencias Humanas (Psychological Service of the Faculty of Philosophy and Human Sciences) at the Catholic University (Ayala, 1991). He was President and Member of some board of directors of a number of psychological societies.

As a researcher, he lectured in numerous communications at national and international courses, conferences, and congresses. Professor Julio Ayala is also the author of the books *Salud mental en el Paraguay, Infancia y adolescencia* (Mental health in Paraguay: Childhood and adolescence) (Ayala, 1991; García, 2006, 2015a), and *Persona y acción personal y comunitaria* (Person and personal and community action) (Ayala, 2013).

He was the creator of the psychological tests *Monólogo-K* (Momologue-K) and *Diálogo-K en acción* (Dialogue-k in action), a verbal-graphic projective technique directed to children. In conjunction with this, Ayala was the author of numerous research papers, published in books and journals at the national and international level (Argentina, México, Spain). In addition to university teaching, he has devoted himself to the

practice of psychotherapy of children, adolescents, and adults, as well as to the research and publication of his works.

We cannot fail to mention that Professor Julio Ayala was in charge both of the psychology office and the students of psychology who had to apply tests and the making of psychodiagnostics, among other activities, to the patients of the Chair of Pediatrics and Childcare of the Clinical Hospital (García, 2015b), a hospital school that is in dependency of the Facultad de Ciencias Médicas (Faculty of Medical Sciences) of the National University of Asunción. These works began in 1977, in charge of the Catholic University (Ayala, 1991).

It is important to highlight also that Ayala was a pioneer in different issues that concern the work of psychologists in Paraguay, with regard not only to research and creation of spaces for professional development, but also to dissemination, as mentioned below: “The phenomenon of alternative therapies and its complex relationships with psychology were addressed for the first time in a workshop on ‘Considerations of ethics in the practice of psychologists’, an event organized by the Paraguayan Society of Psychology on November 23, 1995 and where psychologists Oscar Serafini, Julio Ayala and José E. García acted as panelists” (García, 2011).

He has participated in debates on controversial issues about contraception, responsible parenthood, and family planning together with the Christian Family Movement along with great professors and pioneers of psychology in Paraguay such as Oscar Serafini (1931–2021), Carlos Ramírez (1930–2004), Juan María Carrón (1934–2020), Agustín Carrizosa Alfaro (1921–1975), and Andrés Rivarola Queirolo (1911–1999), in times when these topics were considered taboo (Alonso, 2015).

Some of the distinctions and recognitions received by him were for the “50 years of the founding of the Paraguayan Society of Psychology” in recognition as a founding member (2016). He was distinguished by the Asociación Paraguaya de Recursos Humanos (Paraguayan Human Resources Association) (APARH) at the Encuentro Nacional de Recursos Humanos (National Human Resources Meeting) (1995).

Ayala obtained the “Honorable Mention for Contributions to Psychology in Paraguay,” awarded by the Organizing Committee of the 3er. Congreso Universitario de Psicología (3rd. University Congress of Psychology), sponsored by the Department of Psychology of the Faculty of Philosophy of the National University of Asunción and the Interamerican Society of Psychology (SIP) (1998).

He was recognized as Emeritus Professor by the Catholic University “Our Lady of the Assumption” (2010). This same year he received the “Verbo Veritatis” Award in Human Sciences from the same University (2010).

Professor Julio Ayala died in the city of Asunción on March 18, 2020.

Cross-References

► [Serafini, Oscar](#)

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Ayala Velázquez, Héctor Enrique

Born in *Virginia (USA)* on *May 06, 1946*

Died in *México City* on *December 21, 2002*

Lydia Barragán Torres¹, Carlos A. Bruner e Iturbide¹, César Carrasco Venegas¹, Francisco Pedroza Cabrera², Kalina Martínez Martínez² and Silvia Morales Chainé¹

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Keywords

Mexico · Experimental analysis of behavior · Behavioral problems

Hector Ayala was an outstanding and prolific researcher of national and international psychology. He obtained his bachelor's degree at the Facultad de Psicología de la Universidad Nacional Autónoma de México (Faculty of Psychology of the National Autonomous University of Mexico) (UNAM). He completed his master's and doctoral studies at the University of Kansas and received a scholarship at the doctoral level from the Organization of American States (OAS); he achieved his doctorate degree in 1974 with Montrose M. Wolf as his mentor. This trajectory allowed him to consolidate professional competences in child psychology and development, from the perspective of behavior analysis. He participated in academic seminars with internationally recognized authors such as Patterson, Suskind, Lazarus and Bijou (1908–2009).

In his learning at the University of Kansas from 1968 to 1974, he consolidated a specialized training through the influence of scientific contributions of Skinner and Watson and experimental psychology that guided his decision-making and contributions based on evidence to generate findings in the science of psychology.

At university level, he taught the subjects of learning and memory and motivation and emotion and at high school level was also a teacher as a laboratory technician. One of his priorities in the research was the precise measurement of variables and behaviors to be modified, emphasizing the control in the conditions and ability for the use and application of measurement instruments. His mastery of research allowed him to position himself as research coordinator at the Faculty of Psychology at the UNAM. He was assigned to be in the positions of general editor of the *Revista Mexicana de Análisis Conductual (Mexican Journal of Behavioral Analysis)* and as president of the *Sociedad Mexicana de Análisis de la Conducta (Mexican Society of Behavior Analysis)*.

In psychology, he contributed by offering answers in response to (1) academic needs in the professional training of the psychologist, in undergraduate and graduate, to consolidate their competent performance to reduce various psychological problems; (2) measurement of variables, for the adaptation of intervention strategies and protocols in problems that afflict childhood, adolescence, and adult life; and (3) incidence in adaptive social behaviors that contribute to the well-being of the individual, the family, and the community.

He highlighted his productivity by research findings on aggressive behavior in children and antisocial behavior in adolescents and implemented the use of token economy in children with retardation and autism, and its results were spread internationally in London at the 19th International Congress of Psychology (ICP) in 1969. He participated in designing and implementing programs for behavioral modification in special education settings on language development, enuresis, and self-destruction. He also implemented behavioral educational technology procedures in community educational scenarios in preschool, primary school, and high school. In his role as director of a residential psychiatric institution in the Department of Mental Health of the State of Massachusetts at Boston in 1986, he evaluated the application of behavioral modification techniques in adults with psychiatric

disorders under hospitalization to promote integration into the community.

He designed, applied, and measured the impact of behavioral modification strategies in the rehabilitation of delinquency in the Teaching Family Model by participating as a “parent-teacher” in the first home for women in Kansas where he incorporated measures of social validation to evaluate the satisfaction of the participants with the program. Based on the success to modify behaviors, he received an invitation to disseminate the program in Texas, at the University of Houston, where he established six programs, two homes for women with criminal behavior, and three programs for adolescents returning from the correctional and a residential program for the blind with delay; all these are based on the Teaching Family Model. In the Office of Justice of Mexico, in its turn, he founded the *Unidad de Ciencias del Comportamiento (Unit of Behavioral Sciences)*.

He established links between national and international collaboration agreements networks to address behavioral problems in schools through intervention programs for parents, children, and teachers. In the Faculty of Psychology at the UNAM, he designed, promoted, and consolidated, at the undergraduate and postgraduate levels, the professional training through supervised practice in scenarios where services are offered from different areas of psychology, health, educational, social, and organizational, to strengthen the competence of psychologists who implement effective psychological strategies to solve problems or psychological needs. In problematic addictive behavior, he established agreements with institutions in charge of impacting public health in our population. Based on the international collaboration, he obtained evidence of the efficacy in Mexican population of the moderation program in the consumption of alcohol for problem drinkers.

Ayala Velazquez was a pioneering researcher in the design, adaptation, evaluation, and validation of prevention, intervention, and treatment programs in addictive behavior that demonstrate solid efficacy to modify the consumption of drugs: positive parenting in children with problems of

conduct to prevent starting of drug use in the adolescence.

He was the founder of the Residency in Psychology of Addictions in the master's program at the UNAM, where he served as academic head from its foundation until his death favoring specialized training at the postgraduate level of psychology professionals in addictive behavior, and was a doctoral tutor of programs for adolescents who initiate in drug use and alcohol, cocaine, tobacco, and marijuana use and for drug dependence.

These programs are those offered in the services of the Centro de Prevención en Adicciones "Dr. Hector Ayala Velázquez" (Addiction Prevention Center "Dr. Hector Ayala Velázquez") that depends on the Faculty of Psychology of the UNAM (<https://sites.google.com/view/cpahavpsicunam/inicio>) and that bears his name in tribute to his contributions to favor the recovery of this problem. Additionally, and based on agreements with public health institutions, these intervention programs were adopted for their implementation in the 340 units of primary care centers for addictions in Mexico.

"He received many awards due to his dedication to academia: the Clay Moore Award for Distinguished Research on Developmental Disabilities (Toronto, 1990), Reconocimiento por Servicios Impartidos en Orientación Educativa (the Recognition for Services Rendered to Educational) Guidance (Mexico, 1993), Premio Nacional a la Excelencia en Servicios Sociales Comunitarios (the National Award for Excellence in Community Social Services) (Mexico, 1999), the highest level of membership within Sistema Nacional de Investigación de México (Mexico's National Research System) (Mexico, 2000), Distinción al Mérito Universitario (the University Merit Distinction) (Mexico, 2001) and Premio Nacional de Psicología (the National Award of Psychology) (Mexico, 2002)" (Bruner, 2003, p. 21).

Dr. Emilio Ribes Iñesta (1944) paid him a posthumous tribute at the XVI Mexican Congress of Behavior Analysis held in October 2003 with the conference named Dr. Hector Ayala's Master Class: The Movement Is demonstrated by Walking.

Cross-References

► [Ribes Iñesta, Emilio](#)

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Ayala, Eusebio

Born *Barrero Grande, Today Eusebio Ayala, (Paraguay), 14 August 1875*

Died *Buenos Aires, (Argentina), 4 June 1942*

José E. García

Universidad Católica, Asunción, Paraguay

Keywords

Paraguay · Reflexes psychology · Perception · Experimental psychology · Will psychology

The home in which Eusebio Ayala born was that of a peasant family in the interior of Paraguay, very humble and poor. He was the natural son of Abdón Bordenave, a French citizen, and Casimira Ayala, a Paraguayan woman who conceived him when he was only 19 years old. She, in all probability, was illiterate (Amaral, 2000). The childhood was very hard and suffered, full of deprivation of all kinds, at a time when the country strongly resented the negative effects left by the War Against the Triple Alliance, a warfare that lasted from 1865 to 1870, and whose culmination had occurred only 5 years before his birth. The general panorama of the region in which Ayala spent his early years was very precarious, since it was limited to a few ranches, a church and the main square (Llano, 1998), all in the context that imposed extreme physical isolation, without having passable roads to freely move to other sites.

After completing primary studies in his hometown, he moved to Asunción to continue his high school education. His adaptation to city life was immediate and forever affected his personality, tastes and customs (Durand de Ayala, 1990). He entered the Colegio Nacional (National College) on March 4, 1890 (Peña Villamil, 1993), and remained at that institution until 1896, when he completed his studies. The National College was

the main educational institution of the time in Paraguay, producing graduates who became social leaders who influenced the political and cultural life of the country. Ayala was one of the best students of the school and in the Psychology's course he obtained a qualification of 10, the maximum in the grading system of the time, in the final exams of the period 1893–1894. In 1893, without completing his high school education, he entered the program of Perito Mercantil (Commercial Expert) (Peña Villamil, 1993). At that early stage in his academic training, his intellectual interests ranged from philosophy to psychology. In the latter, the figure with the greatest influence on his thinking was the French psychologist Théodule Ribot (1839–1916), as well as the British philosopher Herbert Spencer (1820–1903) and the German naturalist Ernst Haeckel (1834–1919) (Benítez, 1959). Ayala taught at the National College, in the chairs of Psychology, Logic and Moral, and General Philosophy. There he introduced the reading of Ribot's works among his students. He also taught National History at the Escuela Normal de Maestros (Normal School of Teachers) (Amaral, 2000; Velilla Laconich, 1992).

He carried out university studies in the field of Law at the Universidad Nacional de Asunción (National University of Asunción), under the influence of his friends, who had chosen the attorney as their area of professional performance (Durand de Ayala, 1990). In 1904 he graduated as Doctor of Law and Social Sciences. Ayala's life was lavish in the cultural, educational and political spheres. He was the first director of the *Revista del Instituto Paraguayo* (Journal of the Paraguayan Institute), a publication of great importance for the promotion of science and culture in Paraguay at the beginning of the twentieth century, and edited between 1897 and 1907 by the institute of the same name. In this journal, articles by various authors were published that had great relevance for national psychology (García, 2014). Ayala was a professor of Sociology in the Law School at the National University, replacing the first historical professor who was Cecilio Báez (1862–1941), and preceding the third of them, Ignacio A. Pane (1881–1920). But unlike both,

he did not leave any text for the course's teaching. On June 26, 1926, he reached the zenith of his university career when he assumed the position of Rector of the National University of Asunción, which he held until his resignation on March 19, 1928 (Velilla Laconich, 1992).

His career in diplomacy and politics began with a trip to France in 1900 to serve as Secretary of the Paraguayan embassy in that country (Peña Villamil, 1993). Throughout his life, Ayala made 28 trips to the old continent (Benítez, 1959). His political life was very intense. A prominent member of the Liberal Party, he held various positions, such as Minister of Foreign Affairs, for the first time in 1908, and then at another future times (Llano, 1998). In 1909, he obtained a seat in the National Congress. But his most outstanding performances in public life are related to the two occasions in which he held the presidency of the republic, the first from 1921 to 1923, when, as a senator, he was elected by the National Congress before the emergence of a serious institutional crisis, and the second one between 1932 and 1936, in which he was overthrown by a military movement. As the president, Ayala fought the Chaco War against Bolivia, between 1932 and 1935, and in recognition of his leadership, he was popularly baptized as *the president of victory*, although he also had implacable critics. But after his overthrow, he had to avoid an assassination attempt and then jail for 7 months, in the extreme condition of incommunicado prisoner (Durand de Ayala, 1990), which Peña Villamil (2011) described as “unworthy”. Later, he went into exile, dying in the city of Buenos Aires in 1942. His remains were left in the Chacarita cemetery, in the Argentine capital (Cardozo, 1952), until they were returned to Paraguay on September 29, 1992, after the end of the dictatorship of Alfredo Stroessner (1912–2006), which lasted from 1954 to 1989.

Ayala's contributions to psychology run on three axes: (1) perception and its relationships with thought; (2) theorizing on reflexes, and (3) the study of the will. An article from 1905 entitled “El proceso de la ideación y desenvolvimiento ulterior de la perceptividad” (The process of ideation and subsequent

development of perceptivity), published in the *Anales de la Universidad Nacional* (Annals of the National University) (Ayala, 1905) is of special relevance. The names of Herbert Spencer, Alexander Bain (1818–1903), Charles Richet (1850–1935), Giuseppe Sergi (1841–1936), Théodule Ribot and Wilhelm Wundt (1832–1920) are mentioned. Ayala differentiated between sensation, as the mind's first identifiable manifestation, and idea, which is its immediate effect. The sensations produce physical modifications or adjustments in the brain. By entering the field of consciousness, they are transformed into perceptions. The process of elaboration of perceptual images constitutes the foundation for the development of thought, whose evolution originates from nervous irritability, as in the phylogenetically simpler species. Also, ideas are associated with language. Abstraction, as a higher process, is derived from the action of mental images. Likewise, linguistic signs have an essential function for the development of memory. Ayala's perspective in studying the thought was strongly evolutionary, as well as associationist (García, 2005).

In 1952, a book entitled *Patria y libertad* (Homeland and freedom) was published posthumously, including an essay entitled "La voluntad" (The will). Among various other topics and devoid of any technicality, Ayala described reflexes and their action on physiological processes, such as visceral responses and involuntary musculature, and the unique relationship with automatic responses such as respiration and blood circulatory processes. Man is a being in progressive development in which instincts predominated during the first stages of the species. Later in evolution, what Ayala called *energía psíquica* (mental energy) arises, which gradually leads to the appearance of intelligence and, concomitantly, to the process of free will, which does not exist in primitive man. This is how the phenomenon of consciousness also arises, seen as an essential human capacity, and which gives rise to the will, which was the highest expression of life, and not intelligence, as is usually assumed. Ayala (1952) also alluded to subconsciousness, but not in the Freudian sense of the term, but rather

designating the automatic physiological operations of the nerves and their consequent muscular reactions. Therefore, while the reflexes are blind and unreflective, the will generates calculated, measured and precise movements (Ayala, 1952). In turn, emotionality produces effects on the generation of reflexes, although the will has an inhibitory force on them. These theoretical expositions on thought and perception, reflexes and the action of the will were the first made by a Paraguayan author, and they justify the importance of Ayala for the history of psychology in this country.

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- ▶ Pane, Ignacio A.

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Azcoaga, Juan Enrique

Born *Venado Tuerto, Santa Fe, Argentina*,
7 October 1925

Died *Buenos Aires, Argentina*, 4 August 2015

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Keywords

Argentina · Neuropsychology · Soviet
psychology · Pavlov · Vigotsky · Experimental
psychology

Juan Enrique Azcoaga was born on October 7, 1925, in the city of Venado Tuerto, in the south-west of the Province of Santa Fe, Argentina. Despite the fact that, in those years, this town was small, it had access to a rich and updated

library, due to the family commerce. As an only child, he shared his passion for reading with his parents with whom he discussed the news of the main newspapers of the time. It was in these newspapers that also began his interest in the emergence and strength of the changes brought about, especially in higher education by the student movements in Córdoba and Buenos Aires (Azcoaga, 2015; Rossi, 2016).

He began his elementary studies (1931) at the Escuela Normal (Normal School), a public school in his hometown. However, because his parents considered that this establishment was not suitable for their educational expectations, they later changed him to a private Catholic school, called Escuela Sagrado Corazón de Jesús (Sacred Heart of Jesus School). Later, he studied at the newly created high school of the city (1938), Colegio Nacional (National High School), where he carried out an important social activity together with his schoolmates. Juan Azcoaga indicated that he was thinking of doing higher studies in engineering; however, his father transmitted to him his desire to fulfill his dream of carrying out studies in the field of medicine (Azcoaga, 2015; Rossi, 2016).

In 1944 he began his studies at the Faculty of Medicine of the ancient Universidad Nacional de Córdoba (National University of Cordoba) (UNC), located in the capital of the province of the same name. When he was 18 years old, he became member of the Argentine Communist Party; he carried out student activities in different organizations, reaching the position of General Secretary of the Federación Universitaria Argentina (Argentine University Federation), which gathered the student organizations from all national universities across the whole country. On the other hand, since the beginning of his studies, he showed an interest in authors of the renowned Russian physiology, which were directly or indirectly related to Pavlovism, which resulted in his interest to start researching such topics. Thus, already in 1945, he became research assistant in the chair of Pathological Anatomy, in charge of Dr. Ferdinando Strada (1872–1968), Italian specialist hired by the UNC in 1913 to

organize the Museum of Pathology (Azcoaga, 2015; Garcia, 2012).

In 1949, Azcoaga obtained the degree in Medical Surgeon. After some attempts in clinical medical and research activities in the city of Córdoba, which were frustrated by a sociocultural context contrary to parallel professional and political activities, he was called by the army to carry out activities as a medical reservist in the city of Concordia, province of Entre Ríos. There, in the early 1950s, he met José Itzigsohn (1924–2018) and Jorge Thénon (1902–1985), two very important personalities in the circulation of Soviet thought in Argentina, who would be a fundamental guide for his later postgraduate studies.

After a political-ideological setback with some authorities, his contract with the army ended. Thus, Azcoaga moved to the city of Buenos Aires, where he specialized in neurology and in histology of the nervous system and neuropathology in the neurology and pathology services of the Pedro Fiorito Hospital in the city of Avellaneda, contiguous to the city of Buenos Aires, where he would carry out important experimental research from the perspective of the Russian neurophysiology. In 1957, he defended his doctoral dissertation *El hipotálamo del recién nacido* (The Hypothalamus of the Newborn), for which he obtained a gold medal from the UNC (Garcia, 2012).

His academic career as a professor was developed at the Universidad de Buenos Aires (Buenos Aires University), mainly in the Psychology Program, where he began participating in the teaching of Biology and later moved to the areas of Neurophysiology and Neuropsychology and, in the last few years, Behavioral Biology. He was also involved in the three levels of graduate university programs in Argentina: Specialty programs, Masters and Doctoral programs in the interdisciplinary area of Neuropsychology. In such area, he is considered a reference, especially in the field of experimentation and theoretical discussion, particularly of Pavlov's theories, classical Neuropsychology, and the historical-cultural conception of higher psychological processes proposed by Vigotsky (1896–1934) and Luria (1902–1977)

(Ferrerres & Armele, 2017). He maintained contact and intellectual exchanges, first by epistolary means and later in a personal way, with Leontiev (1903–1979) and Luria. With the last one, he signed agreements for the training of scholarship holders, of whom only Marta Shuare obtained the degree of doctor, being one of the two Argentines with higher studies in the area of psychology in the Soviet Union (Garcia, 2012; Shuare, 1987, 1990). His scientific publications covered three core themes, which Azcoaga (2007) himself defined in his Curriculum Vitae. His publications in the field of *morphology of the nervous system*, from 1955 to 1989, are oriented to discuss Russian and Anglo-Saxon experimental and physiological doctrines of the nervous system, as well as results of neurological research, which places him as one of the leaders in the field. A second area of publication was those papers referring to *learning*, from 1971 to 1995, mainly based on the discussion of the theories of normal and pathological learning, getting to investigate the field of psychology and pedagogy. The third field, *neuropsychology*, from 1960 to 2011, was represented by works focused mainly on the phenomenon of language, which was theoretically analyzed following the approaches from Pavlov to Vigotsky, as well as those papers centered in the analysis of the field of pathology.

Juan Azcoaga received great honors and recognition for his research, his publications, and his scientific career in general, among them, the Konex Prize, the “Alexander von Humboldt” Medal from the Akademie der Wissenschaften der DDR and the Medaille d’Or from the Societé pour l’Encouragement au Progrès (Azcoaga, 2007). In addition, he deserved the appreciation and respect of a large part of the community dedicated to the field of Neuropsychology, in which he still maintains his influence (Feld, 2017; Ferreres & Armele, 2017).

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Azevedo, Fernando de

Born *São Gonçalo do Sapucaí (Minas Gerais, Brasil)* on April, 2, 1894

Died *São Paulo, State of Sao Paulo (Brasil)* on September, 18, 1974

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Keywords

Brazil · Universalization of education · Educational reform

Fernando Azevedo participated in the reformers movement, a group of Brazilian intellectuals who, in the first half of the twentieth century, focused their efforts on building a national education project promoting the modernization and democratization of schools. Such intellectuals sought to act as social planners (Vidal, Soma, and Abdala, 2020). Anchored in scientific theories, they formulated not only a diagnosis of the country's problems but strategies to overcome them, acting directly in State policies.

Graduated in Law in 1918 from the Faculty of Law of São Paulo, he initially dedicated himself to teaching. He first worked as a substitute teacher of Psychology at Teacher Training College in Belo Horizonte (capital of the state of Minas Gerais), in 1922, becoming, in 1923, a teacher at Teacher Training College of São Paulo, where he taught literature and Latin until 1927. In institutional spaces, four actions condense his trajectory: the educational reform of Rio de Janeiro, then capital of the country, in 1927, the formulation of the Manifesto of the Pioneers of Education in 1932, the writing of the work in three volumes: *Cultura Brasileira* (Brazilian Culture), published in 1943 and academic performance in the construction of a Brazilian sociology.

The elaboration of the educational reform of the federal capital (Rio de Janeiro), carried out when he assumed, in 1927, the position of General

Director of Instruction. That reform had been developed in the context of the consolidation of a republican country, strongly federalist, in which schooling was understood as the main civilizational strategy, a condition for the modernization of the country.

Seeking a renewal of education, segments of republican intellectuals (so-called reformers) invested efforts in promoting educational reforms in different Brazilian states. Such reforms were informed by the influence of liberal ideas, in defense of the democratization of education.

The reform carried out by Fernando de Azevedo was based on a perspective founded on the sociological functionalism of Emile Durkheim (1858–1917) and on the philosophical and pedagogical pragmatism of John Dewey (1859–1952). Those references anchored his reflections on the role of educational democracy in the country's development and the construction of pedagogical strategies for its realization.

Its main axes were the proposition of a school closely linked to the community, which would fight poverty, having work as the main educational principle, with qualified teachers trained in modern pedagogical theories.

His performance was brief, having been removed from the role of Director General of Instruction, after the Revolution of 1930, which established a new central and nationalist regime in the country. However, reformers and a significant portion of the intelligentsia sought to reorganize their strategies, placing themselves as interlocutors of the new regime. They tried to work on a national education reform that understood schooling as a fundamental tool for social justice and progress in the country.

To this end, in 1932, under his leadership, a group of 26 intellectuals launched the “Manifesto dos Pioneiros da Educação: reconstrução educacional no Brasil: ao povo e ao governo” (Manifesto of the Pioneers of Education: educational reconstruction in Brazil: to the people and the government) in defense of a public, compulsory, secular, free school, identified with modern pedagogical theories. The Manifesto expresses a liberal perspective of meritocratic education, according to which, by guaranteeing universal access to primary education, schools could

neutralize the effect of economic inequalities, promoting individual skills.

Psychology assumes centrality in the pedagogical project of the new school, providing both the theoretical foundations for understanding individual differences, explanatory of the different learning abilities, and the technical instruments for its measurement.

The knowledge of child psychology theory (that characterized development as universal and biologically sustained process), referred to the promotion of children's interest in a school whose fundamental pedagogical principle was the centrality of the student in the organization of processes educational.

The dissemination of the manifesto and its principles, as well as the actions of its signatories, gave psychology a central role in the construction of an education based on scientific principles. Knowledge of the child's development processes and individual differences measured through psychological tests should form the basis for organizing the pedagogical work. In this sense, these were the axes of teacher training in Normal Schools and higher education courses. Fernando de Azevedo contributed to the dissemination of psychology, acting in the direction of the do Instituto de Educação de São Paulo (Institute of Education of São Paulo), until 1938, and publishing foreign and national authors in the coordination of the (Biblioteca Pedagógica Brasileira) Brazilian Pedagogical Library, at the Companhia Editora Nacional (National Library Press), from 1951 to 1965.

The sociologist's third outstanding action was the writing of the work in three volumes: *A Cultura Brasileira* (Brazilian Culture), published in 1943. Azevedo builds an original historiography of the country, having as its object the formation of Brazilian culture and its transmission through education. Azevedo develops his sociological perspective of understanding the relationship between individual and society, seeking to analyze how, through socializing processes of cultural transmission, social bonds are established.

By approaching Brazilian culture, it sought to identify its uniqueness, anchored in the dialogue between sociology, anthropology, and psychology. To this end, he built a characterization of

the collective psychology of “Brazilian man” (Alves, 2010), defined by what he called “anarchic individualism,” which explains both the so-called backwardness of the country and the condition for overcoming it. For Azevedo, through the development of solidary, collectivist, and collaborative practices in the spaces of cultural transmission, like schools, this characteristic of the Brazilian man would be re-signified.

The fourth outstanding action focused on academic performance, although he continued working on political action. From 1938 onward, he became a professor of Sociology at the Universidade de São Paulo (University of São Paulo), where he assumed, from 1941 to 1943, the direction of the Faculdade de Filosofia, Ciências e Letras (Faculty of Philosophy, Sciences, Literature, and Language). At the same time, in 1942, he assumed the direction of the Centro Regional de Pesquisas Educacionais de São Paulo (Regional Educational Research Center of São Paulo). He was also president of the Sociedade Brasileira de Sociologia (Brazilian Society of Sociology) and the International Sociological Association, between 1950 and 1953. He retired from the University of São Paulo in 1961, becoming professor emeritus at the institution. His rich and diverse written production led him to be elected as a member of the Academia Brasileira de Letras (Brazilian Academy of Literature) in 1968.

Azevedo’s trajectory is characterized by a coherence based, in intellectual terms, on a humanist perspective, on the dialogue with different disciplines and fields of knowledge, even if centered on sociology. In political terms, for militancy in defense of the democratization of education, anchored in a liberal perspective of universalizing a school that promotes the individual development of students.

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Azzi, Enzo

Born *Bozzolo (Mantova), Italy – December 10, 1921*

Died *São Paulo, SP, Brazil – May 5, 1986*

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Keywords

Italy · Brazil · Experimental psychology · Clinical psychology · Educational administration

Enzo Azzi started his studies at a local school, having coursed secondary school at a Salesian facility. Having finished his classical studies, Enzo worked as a guardian for a Salesian middle school until 1941, when he entered the *Curso de Medicina e Cirurgia* (Medicine and Surgery Course) in Parma, Italy. Graduated in 1947, Enzo coursed his residency at the *Instituto de Doenças Nervosas e Mentais* (Nervous and Mental Disease Institution). His thesis discussed hallucinations.

At his advisor's invitation, P. Antonello (?-?), Enzo worked as Volunteer Assistant at the University's Neuropsychiatry Clinic. At the same time, he took a specialization course in psychology and pedagogy at the Turin *Ateneu Salesiano* (Salesian Athenaeum), where he began his experimental research with children on stereoscopic perception. Already doctor, Enzo was nominated by the Director of the *Instituto de Psicologia Experimental de Turim* (Institute of Experimental Psychology of Turin), Professor Giacomo Lorenzini (?-?), to implement a laboratory of education and research in experimental psychology at the recently founded, at the time, *Universidade Católica de São Paulo* (Catholic University of São Paulo), now Pontifical Catholic University of São Paulo (PUC-SP).

When in Brazil, Enzo fully dedicated himself to psychology while waiting for the recognition of his medical degree, which only happened in 1970 (CRM 17.428). Enzo installed the *Instituto de Psicologia e Pedagogia* (Psychology and Pedagogy Institute), an academic unit directly stringed to the Rector, in 1952, around the same time that he is hired at the *Faculdade de Filosofia, Ciências e Letras de São Bento* (School of Philosophy, Letters and Human Science of Saint Benedict Faculty) to teach scientific psychology to students of philosophy and general psychology, as well as educational psychology for pedagogy students.

In 1950, he worked at the *Faculdade de Serviço Social* (Social Services College) and in 1951 at the *Universidade Católica de Campinas* (Catholic University of Campinas), lecturing disciplines that comprised children and learning, adolescence, and personality.

Thus, his research at the time, with the exception of a few articles published in psychiatric journals, focused on the psychology of children and adolescents. Committed to research and its diffusion, he created and directed a *Boletim de Psicologia Experimental* (*Bulletin of Experimental Psychology*) during 1952 and 1954, a bulletin which gave way to *Revista de Psicologia Normal e Patológica* (*Journal of Normal and Pathological Psychology* (RPNP)) in 1955. Enzo Azzi directed RPNP until its last issue in 1973. He was also responsible for the creation of the *Monografias da RPNP* (*RPNP's Monographs*), publishing the doctoral theses of PUC-SP professors. Among them are those of Ana Maria Poppovic (1928–1983), Joel Martins (1920–1993), and Silvia Maurer Lane (1933–2006).

As its publications reveal, the Institute distanced itself from the original project, without losing, however, its commitment to the School and education. From 1956 to 1958, the Laboratory would serve as an internship space for students of educational psychology at the *Universidade de São Paulo – USP* (University of São Paulo – USP). Besides that, the Research Sector of IPUC-SP maintained, until 1964, agreements with the *Secretaria de Educação do Estado de São Paulo* (Secretary of Education of the State of São Paulo), who commissioned professors in the Institute for research and internships.

Enzo Azzi collaborated, as a technical advisor, with the *Secretaria de Educação* (Secretary of Education) and the *Juizado de Menores de São Paulo* (Juvenile Court of São Paulo), in the areas of educational and vocational guidance (1954–1965), and headed an agreement between PUC-SP and the *Serviço de Doenças Mentais do Ministério da Saúde* (Service of Mental Illnesses of the Ministry of Health) during the period of 1962–1969. He created and directed in IPUC-SP the *Cursos de Especialização em Psicologia Clínica* (Specialization Courses in Clinical Psychology, in 1958) and *Psicologia Organizacional* (Organizational Psychology in 1959) that required monograph, internship, and dured 3 years.

At FFCL (São Bento), he founded in 1962 the *Curso de Fonoaudiologia* (Speech Therapy

Course) which had a duration of 3 years, and in 1963, the Curso de Psicologia (Psychology Course) a 6-year course with two graduating terms, one on the 4th year for the bachelor term and another as a requirement for the psychologist diploma, in three areas: educational, clinical, and organizational). In 1966, he took on classes in medical psychology at the Faculdade de Ciências Médicas da Santa Casa de São Paulo (Faculty of Medical Sciences of Santa Casa – São Paulo), where he became head of the Psychiatry Department, after being recognized as a medical doctor.

From 1967 to 1969, he directed Faculdade São Bento (Saint Benedict College), having collaborated with the experiments of paritary direction in some courses in 1968, which resulted in a process that led the Military Government in place to demand "investigate his subversive actions." He left the direction of the School when the University Reform imposed by Institutional Act 5 led PUC-SP to incorporate its various aggregate units, creating new courses, among them the psychology one. It was a result of the integration of São Bento with the Faculdade de Filosofia, Ciências e Letras *Sedes Sapientiae*

(*Sedes Sapientiae* School of Philosophy, Sciences and Letters).

Enzo Azzi had never forsaken his foreign relationships, specially Europe – where he had the opportunity to experience internships and time in institutes, laboratories, and psychological clinics during the establishment of IPPUC-SP. He was a correspondent and a reviewer on Brazilian Research for the Psychological Abstracts of APA, besides some Italian periodics and universities (France and Australia).

These relationships resulted in receiving researchers and professors for courses and lectures at PUC-SP, in addition to exchanges with RPNP, which made the University Library a reference at the time. In his journal, he kept alive, until the end, a section of reviews of articles and books, mainly foreign ones. He was a full member of the Sociedade Interamericana de Psicologia (Interamerican Society of Psychology), the Associação Internacional de Psicologia Aplicada (International Association of Applied Psychology), and the Sociedade Internacional de Hipnose

Clínica e Experimental (International Society of Clinical and Experimental Hypnosis).

In Brazil, he was a founding partner of several entities, including the Sociedade Brasileira de Psicologia Religiosa (Brazilian Society of Religious Psychology) and the Associação Brasileira para o Estudo Científico da Doença Mental (Brazilian Association for the Scientific Study of Mental Illness). He held positions in boards such as the Sociedade Pestalozzi de São Paulo (Pestalozzi Society of São Paulo) years of 1953–1954 as well as the Sociedade de Psicologia de São Paulo (São Paulo Psychology Society) during the period of 1961–1964. He was part of the Commission's: Code of Ethics of the Society of Psychology of São Paulo; Examination of Requirements for Registro Profissional de Psicólogo do Ministério da Educação (Professional Registration of Psychologists of the Ministry of Education) 1962–1963; Cinema e Revista e Publicações, para o Juizado Privativo de Menores de São Paulo (Cinema and Magazine and Publications, for the Private Juvenile Court of São Paulo); and Combate à Deficiência Mental do Ministério da Educação (Combating Mental Disability of the Ministry of Education in 1966). He was a member of the First Superior Council of the Foundation for Research Support in the State of São Paulo. Married to Maria Lúcia Barbosa, he had three children.

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- ▶ [Martins, Joel](#)
- ▶ [Poppovic, Ana Maria](#)

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Azzi, Rodolpho

Born *Piracicaba, (São Paulo, Brazil), 04 October 1927*

Died *São Paulo, (SP, Brazil), 05 July 1993*

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Keywords

Brazil · Experimental psychology · Behavior analysis · Programmed instruction · Market research

Rodolpho attended middle school as an intern at Colégio Militar of Rio de Janeiro (Rio de Janeiro's Military School) and high school at Colégio

Mackenzie (Mackenzie School) in São Paulo. At the age of 20, he worked as a proofreader for the newspaper *O Estado de S. Paulo (The State of São Paulo)*, a time in which he was already involved in political discussions. His major was in Philosophy from the Faculty of Philosophy, Sciences and Letters (FFCL) from Universidade de São Paulo – USP (University of São Paulo – USP). Place where, in 1954, Rodolpho was a supernumerary assistant on the Ethics professorship. He married in 1953 to Mariza Antonia Gurgel Azzi (1932–1974), with whom he had two children: Ricardo Gurgel Azzi (1954–) and Roberta Gurgel Azzi (1956–). He then took two public exams for the state secondary teaching: Philosophy and Sociology.

He was a Sociology teacher in Pirajuí (SP) in the second semester of 1954, from where he left for a higher education contract at the Universidad Nacional de Paraguay (National University of Paraguay), during the years 1955–1956. Back in Brazil he taught Philosophy at the Instituto de Educação de Guaratinguetá (Institute of Education in Guaratinguetá), state of São Paulo. He stayed there until early 1957 when he was hired as Professor of Psychology at a newly created isolated Institute of USP in São José do Rio Preto, countryside of São Paulo, remaining there until December 1960. In 1961, he returned to São Paulo to work as the first assistant to Professor Fred Simmons Keller (1899–1996), from Columbia University, who was in Brazil to teach Comparative Psychology and Experimental Psychology at USP, and whose book on *Learning* (1954) he had used with Pedagogy students at the FFCL at São José do Rio Preto.

Rodolpho was a renowned professor in Experimental Psychology, and the condition provided an invitation to found a Psychology Laboratory for the newly established Escola de Administração de Empresas da Fundação Getúlio Vargas (School of Business Administration at Fundação Getúlio Vargas), in São Paulo, where he taught from March to October 1961. His work at USP, with Professor Keller, led to the opportunity, under his coordination, to participate in the country's first experiment in *Behavior Analysis* (Azzi et al., 1963).

In 1963, he received two research grants from Fundação de Amparo à Pesquisa do Estado de São Paulo – FAPESP (São Paulo State Support Research Foundation), among the first approved projects in the Human and Social Sciences in the institution. During this period he was also Technical Advisor for Psychology at FAPESP, member of the Sociedade de Psicologia de São Paulo (SPSP) (São Paulo’s Psychology Society) and of Associação Brasileira de Psicólogos (ABP) (Brazilian Psychologists Association), in which he participated as General Secretary during the biennium 1963–1965. In October 1961, he was hired by USP as an Instructor and had his position held available to be part of Universidade de Brasília (UnB) (University of Brasília – UnB). This movement was a recommendation of Professor Carolina Martuscelli Bori (1924–2004) who herself was invited by Darcy Ribeiro (1922–1997), and was responsible for setting up a Psychology Department at the recently founded institution.

Rodolpho Azzi, along with Carolina Bori, worked in the planning and implementation of the UnB’s Psychology Department. For this reason, he made two trips to the United States to visit Universities and Hospital Laboratories, such as the Institute for Behavioral Research in Washington and the Psychology Department at the University of Arizona, where he lectured on “Teaching Psychology at UnB” and “The problems of Psychology in Brazil.”

At UnB, he was Assistant Professor at the Psychology Department from April 1963 to October 19, 1965. A group of 15 professors was summarily dismissed by Laerte Ramos de Carvalho, the Dean at the time appointed by the Military Government (Salmerón, 1999). Back in São Paulo, he was reintegrated at USP, in the Department of Social and Experimental Psychology, where he stayed until November 1969. Rodolpho himself described his professional experience outside the teaching profession, indicating his trajectory with various activities.

He worked a job in 1952 as an assistant of the Marketing Department of Good-Year (São Paulo) for almost a year, in 1961; an analyst at Marplan

(Market Research, São Paulo); and, for a semester (December 1965–July 1966), he worked at Instituto de Estudos Sociais e Econômicos (Institute of Social and Economic Studies – INESE, São Paulo). In 1967 he was an expert writer for the São Paulo Metro Project (HMD). Moreover, between 1969 and 1972, he was the Director of Azzi & Marchi Ltda.

Throughout 1969, he was also an advisor for Psychology Programs at TV-Cultura (São Paulo). As a result of his removal during the military dictatorship, Rodolpho worked sporadically after the closing of the company Azzi & Marchi Ltda. At the time of his death, he was living with Maria Tereza Araújo Silva (1939–) and had a son, Diego Araújo Azzi (1981–). Even though the dictatorship and its modes of action led to the interruption of his two academic and business careers, his contribution is recognized in the two fields. On the one hand, his addition to Market Research led Azzi & Marchi to a place in history on the research of consumer behavior in Brazil. On the other hand, in Experimental Psychology, he took part in the settlement of Behavior Analysis in Brazil. He was the author and co-author of articles and collaborated on translations of important work in this area.

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B

Báez, Cecilio

Born *Asunción, (Paraguay), 1 February 1862*

Died *Asunción, (Paraguay), 18 June 1941*

Claudio José Fuentes Armadans
Universidad Católica “Nuestra Señora de la
Asunción”, Asunción, Paraguay

Keywords

Paraguay · Sociology · Psychology ·
Positivism · Liberalism

Cecilio Báez was a multifaceted Paraguayan intellectual, contemporary of the 1900 generation, who dedicated himself to law, journalism, teaching, and politics; in this last field he stood out as one of the founders of the Centro Democrático (Democratic Center) or Partido Liberal (Liberal Party) (1887), several times a member of parliament, minister, and even president of the Republic (1905–1906). In the intellectual field he mainly excelled in the legal, social, and the humanities: especially in sociology and history. He was the first university professor of sociology chair in the country (Silvero, 2011).

He is considered one of the representatives of positivist liberal thought in this country, being his most famous controversy the one that disputed in the press with the nationalist intellectual Juan E. O’Leary (1879–1969) between 1902 and

1903. In this intellectual debate, he argued that the sociohistorical conditions of authoritarian governments psychologically conditioned the Paraguayan to submission, showing interest in a certain explanation of social psychology, as opposed to O’Leary’s rhetoric of nationalist and warrior exaltation.

This debate also took place in the tensions between tradition and modernity, between nationalist revisionism and positivism, respectively. It was so important that it is considered a watershed moment or milestone within the social sciences and humanities in the country, even permeating all fields of Paraguayan social knowledge (Brezzo, 2011).

Báez grew up in a country with many deficiencies and social problems derived from the Paraguayan defeat in the War Against the Triple Alliance (1864–1870). He was one of the first graduates of the insipient higher education that began in the country at the end of the nineteenth century, both from the National High School, where he received a high school diploma in science and letters, and from the National University where he studied law, receiving a law degree. He was a professor in that high house of studies, as well as a dean and rector of it.

The lack of specialists in various sciences made it frequent that, at the end of the nineteenth century and the beginning of the twentieth century, Paraguayan intellectuals undertook various studies or incursions in fields in which they did not have a full training; the field of psychology in

the country would not be an exception. Baez's approach to psychology would be eminently positivist.

Báez also wrote a sociology manual, named *Introducción al estudio de la Sociología* (Introduction to the Study of Sociology) (1903), that was an introductory basis to his chair on such topic at the university, in which he also became interested in social psychology (García, 2018). These interests in the social, as a precursor of sociology in Paraguay, led him to write about the relationships between psychology with law and morality. He made favorable criticisms of the work of other Paraguayans who were dedicated to the psychological field, such as the case of Diógenes Decoud (1857–1920) and his studies on brain surgery (García, 2005, 2009).

Regarding Báez positivism, this line of thought had a very strong influence in the Río de la Plata region since the end of the nineteenth century, where it was the hegemonic thought of the social sciences and humanities – although not the only one – and influenced other contemporaries of his such as Ignacio A. Pane (1880–1920). However, with the great popularity that the discourses around revisionist nationalism obtained, mainly in Paraguay before and after the Chaco War (1932–1935), as well as the gradual emergence of other theories and approaches, made that positivism and the thoughts of Cecilio Báez were relegated to the background, as they are considered “foreign” ideas. This type of Paraguayan academic nationalism affected and delayed for decades the development of the social sciences and humanities (Fuentes-Armadans, 2018).

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Baldwin, James Mark

Born *in South Carolina, USA, January 12, 1861*

Died *in Paris, France, November 8, 1934*

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Keywords

Mexico · University of Mexico · Psychology in México · Management of institutions

James Mark Baldwin graduated in psychology from Princeton University in 1884, he received a scholarship to continue his studies in Germany (between 1884 and 1885), and he studied in Leipzig with Wilhelm Wundt (1832–1920) and in Berlin with Friedrich Paulsen (1846–1908).

Upon his return from Germany in 1885, he worked at Princeton as a French and German instructor at the Theological Seminary. His interests in the nascent psychological discipline were finding their way as he translated into English an introductory text to German psychology, written by Théodule-Armand Ribot (1839–1916), and shortly after wrote his first article. In 1887, Baldwin married Helen Hayes Green (1864–1963), the daughter of the president of Princeton Seminary. At Lake Forest College, he published the first part of his *Handbook of Psychology*, in which he drew attention to the new experimental psychology of Weber (1795–1878), Fechner (1801–1887), and Wundt. (1832–1920).

In 1889, he moved to the University of Toronto to take up the position of Professor of Logic and Metaphysics and founded the first psychology laboratory in Canada. Between 1889 and 1901, he would see the birth of his daughters Helen (1889) and Elizabeth (1901) whose development was followed and recorded systematically to eventually be published, in 1894, *Mental Development in the Child and the Race: Methods and Processes*, perhaps his most ambitious work, that greatly influenced psychologists of the stature of

Jean Piaget (1896–1980) and Lev Vygotsky (1896–1934).

His initial career was one of the most prolific among his contemporaries. In 1892, he traveled to France to establish contact with Jean-Martin Charcot (1825–1893) at La Salpêtrière Hospital, with Hippolyte Bernheim and to visit Pierre Janet's laboratory. The same year, in London, he became Vice President of the *International Congress of Psychology*, and the following year, he would be offered a professorship in psychology at Princeton and the possibility of founding a laboratory. Between 1897 and 1898, he chaired the American Psychological Association (APA). In addition, he founded the *Psychological Review* and the *Psychological Bulletin*, the first in collaboration with James McKeen Cattell (1860–1944).

In 1903, he would take the offer of John Hopkins University and move to Baltimore, Maryland (USA), to take up a position as professor of psychology and philosophy. He reopened (albeit for a brief period) the Laboratory of Experimental Psychology which was founded in 1884 by Stanley Hall (1844–1924). However, it would be in 1908 when his academic career would take a definitive turn. As Wozniak and Santiago-Blay (2013) have documented extensively in detail, Baldwin would be arrested during a raid on an African-American house of prostitution, and despite his insistence on his moral and legal innocence and despite all the charges that they had risen against him were discarded, the threat of scandal motivated the directors of John Hopkins to demand his resignation. Shortly afterward, he would leave for Paris with his family.

But it is precisely in this last period that Baldwin establishes his relations with Ezequiel Chávez and Justo Sierra (1848–1912) in Mexico. Baldwin visited Mexico in four different times. The first two to fulfill diplomatic missions and the last two to teach the psychosociology class at the Escuela Nacional de Altos Estudios (National School of Higher Studies) (ENAE) that would be founded as an extension of the Universidad Nacional de México (National University of Mexico) (UNM) in 1910. His legacy during his time in Mexico has been debated (Gallegos, 1982–1983; Contreras and González, 1985b; Rodríguez Preciado, 2014), but it deserves a detailed review.

The visits of 1906 and 1909 were intended to share with Mexican officials his views on the project of founding the University. As recounted by Díaz y de Ovando (1972), it was noted in the newspaper that: “Professor Baldwin’s extensive work was written with the intention of making known the true situation of Mexico in its material and educational aspects. The article praises Mexican institutions and the progress of the Mexican people.” Likewise, it was pointed out that the purpose of the study had been “To end the ignorance that exists in the United States regarding the degree of culture reached by Mexicans” (p. 257). Lines later, he recognized Ezequiel Chávez as named by consensus “The first psychologist in Mexico.”

In 1908, it would be Chávez who would visit the USA to learn about the methods and study plans of the universities that allowed him to do so, and he would stay for a few days with the Baldwin family.

On March 28, 1909, Baldwin would visit the country for the second time and would stay until May 3. Toward the last days before his departure, the newspapers of the time and the intellectual groups of the city would gather to listen to the renowned professor during three lectures on the organization of American universities. The talks would be held in the auditorium of the Escuela Nacional Preparatoria (National Preparatory School) (ENP) (Rodríguez Preciado et al., 2019) for which he would be paid \$ 300 Mexican pesos. From the good impression he left by, the Ministro de Instrucción Pública (Minister of Public Instruction), Justo Sierra, would offer him a position at the University if he decided to return, which in fact motivated in the newspapers the misunderstanding that he would be appointed Rector of the University. In the last days prior to his departure, he was appointed Mexico’s representative at The Darwin Celebrations held at Cambridge in an official letter issued on May 7 and received by the Subsecretario de Relaciones Exteriores (Undersecretary of Foreign Relations), Federico Gamboa. The payment to Baldwin for the representation would be \$150 USD.

Professor Baldwin’s arrival date in 1910 is imprecise, in large part because he did not arrive in Mexico from the USA by train, as the rest of the

representatives would do for the Centennial and Inauguration parties of the University, but from Europe as a representative of the University of Oxford, which recently had conferred him a *Doctorate Honoris Causa*.

As had been agreed, between 1910 and 1912, Baldwin was appointed *extraordinary professor* at the ENAE, and in both years he taught the psychosociology class, in addition to teaching another on the history of philosophy in the second.

Regarding Baldwin’s influence on Mexican psychology, Gallegos (1982–1983) and Contreras and González (1985b) had the opinion that to the extent that he did not found any institution or carry out research or publications regarding his work in Mexico, it cannot be stated that it did indeed leave any mark on the development of the psychological discipline in the country. However, it is known that as a result of the courses at the ENP, he prepared and published *The Individual and Society* (1911). In addition through the revision of the changes that were implemented in the psychology class of the ENP, particularly in the 1913 and 1914 programs, that include an Introduction on Psychosociology (Rodríguez Preciado, 2014), the distance from Edward Titchener’s (1867–1927) approaches and the definitive demarcation that he makes toward psychophysiology (which is recorded in a memorandum attached to the program) suggest a determining influence, which is confirmed by the directions taken by the thought and work of Ezequiel Chávez.

James Mark Baldwin could have been one of the most important North American psychologists if he had he not gone through that 1908 incident (Wozniak & Santiago-Blay, 2013), which led to the demand for his resignation from John Hopkins University and definitively marginalized him from North American universities.

Forced to emigrate with his family to Paris, he resided there until 1934, when he would see the end of his days.

Cross-References

- ▶ [Chávez Lavista, Ezequiel Adeodato](#)

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Baremblytt, Gregorio Franklin

Born in *Santiago del Estero, Argentina, December 15, 1936*

Died in *Minas Gerais, Brazil, October 4, 2021*

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Keywords

Brazil · Argentina · Schizodrama · Institutional movement

Gregorio Franklin Baremblytt graduated in medicine from the Faculdade de Medicina da Universidade de Buenos Aires (College of Medicine of the University of Buenos Aires) in 1961, specializing in psychiatry. He completed training in psychoanalysis and postgraduation in sociology by the Escola de Psicologia Social (School of Social Psychology), founded by Enrique Pichon-Rivière (1907–1977). He is a free professor at the Universidad Nacional de Buenos Aires (National University of Buenos Aires). Baremblytt settled in Brazil in the 1970s. His intense militancy in mental health constitutes a relevant history in Brazilian psychology. He is considered one of those responsible for presenting the currents of the institutionalist movement in the field of study of social psychology in Brazil (Hur, 2014; Duarte et al., 2012; Jacó-Vilela & Oliveira, 2018).

He was associated with the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association) (APA), founded in 1942. The institution, markedly traditional, formed two dissident groups: Documento (Document) and Plataforma (Platform). Baremblytt joined the Platform that was known for its anticapitalist and

anti-imperialist influence. Baremlitt and other Argentine psychoanalysts questioned psychoanalytic practice in the reproduction of the capitalist system and defended insurgent paths within this field. By political motives and by the disagreement of its mode of operation, they broke with the APA after holding a dissident forum at the XXVI International Congress of *International Psychoanalytical Association* (IPA) (Duarte et al., 2012; Jacó-Vilela et al., 2012; Hur, 2014).

With the departure of the APA, Baremlitt remained on the platform that then took a more markedly interdisciplinary outline. In 1973, Baremlitt organized a group to study the work of Deleuze (1925–1995) and Guattari (1930–1992) entitled *The Anti-Oedipus*, and this contact fostered the discussion about schizoanalysis in Argentine territory (Hur, 2014). With the dictatorial government in Argentina, some movements diluted, and in 1974 the Platform was closed. In the same year, Baremlitt founded the *Escola de Psicologia Freudiana e Socioanálise* (EPFSO) (*School of Freudian Psychology and Social Analysis*) which closed its activities in 1976 (Duarte et al., 2012; Jacó-Vilela et al., 2012; Hur, 2014).

Baremlitt, one of the left-wing militant Argentine psychoanalysts, tried to go into exile in Venezuela, having been denied entry by that country's Navy. He arrived in Brazil in 1977 and went to Rio de Janeiro, where he met Chaim Samuel Katz and Luiz Fernando de Melo Campos. Together, they founded the *Instituto Brasileiro de Psicanálise, Grupos e Instituições* (IBRAPSI) (Brazilian Institute of Psychoanalysis, Groups and Institutions) in 1978, fruit of the *I Simpósio Internacional de Psicanálise, Grupos e Instituições* (I International Symposium on psychoanalysis, groups, and institutions), which besides having guests active in psychiatric reforms in other countries was also a reference in the diffusion of the institutionalist movement in Brazil. IBRAPSI aimed to contribute to the endeavor for Brazilian psychiatric reform. IBRAPSI focused more intensely on institutionalist and schizoanalytic practices than psychoanalytic practices. From the transit between these practices, Baremlitt launched in 1984 the book *O inconsciente institucional* (The institutional unconscious) in which it gathers the contributions

produced in the second symposium of IBRAPSI (Jacó-Vilela, 2011; Lima, 2012; Hur, 2014; Jacó-Vilela et al., 2012).

With the closure of IBRAPSI activities, Baremlitt moved to Belo Horizonte in 1993 where he has lived since; that year, he also founded the *Instituto Félix Guattari* (IFG) (*Felix Guattari Institute*), honoring one of the founders of schizoanalysis. Subsequently, the associates of the Institute decided to change the name to the *Fundação Gregorio Baremlitt* (FGB) (Gregorio Baremlitt Foundation) that has another unit in Uberaba, state of Minas Gerais. Still in 1993, at the same location of IFG, the first *Centro de Atenção Psicossocial* was opened (CAPS) (Psychosocial care center) in Belo Horizonte, CAPS Maria Boneca. Self-management and self-analysis guide the work in this place; the very name of the CAPS was suggested by one of the users (Hur, 2014; Balieiro & Flecha, 2018).

In recognition of his work in the Brazilian anti-manicomial movement, Baremlitt received in 2009 the title of honorary citizenship in Minas Gerais. In 2010, in the municipality of Frutal in Minas Gerais, he built the *Instituto Gregorio Baremlitt* (IGB) (*Gregorio Baremlitt Institute*) offering courses and carrying out social and clinical interventions. It also houses the *Cursinho Popular Gregorio Baremlitt*, a social pre-entrance exam project that aims to promote the democratization of access to the University (Balieiro e Flecha, 2018; Hur, 2014). His most recent work, released in 2020, is the book *Schizodrama: theory, method and technique-clinics*, written in partnership with Margarete Amorim and Domenico Hur.

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Barreto, Anita Paes

Born in Recife (Brazil), on June 3, 1907

Died in Recife (Brazil), on August 2, 2003

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Keywords

Brazil · Educational psychology ·
Psychometrics · Special education

Anita Paes Barreto, educator and psychologist, had an extremely important role in the institutionalization of psychology in the state of Pernambuco, northeast region of Brazil. In 1924, she obtained a degree in teaching. Soon afterward, she started working as an elementary school teacher dedicating herself to special education.

In 1925, Barreto began her psychological practice in the recently created *Instituto de Psicologia do Recife* [Psychology Institute of Recife], at the invitation of its director, Ulisses Pernambucano. Barreto’s studies and research in psychotechnics were aligned with the Institute’s objectives: evaluation of schoolchildren, especially those with learning difficulties or high abilities; professional selection and orientation of candidates for public service; and psychometric evaluation with diagnostic purposes in psychiatric patients at *Hospital da Tamarineira* [Tamarineira Hospital]. Barreto served as the director of the institute in the years 1927–1928 (Medeiros, 2011a).

In 1931, Pernambucano created the *Serviço de Assistência a Psicopatas de Pernambuco* [Pernambuco’s Assistance Service for Psychopaths], a daring project of open mental health service, seeking to overcome the hospital-centric model. The institute became part of this service,

and Barreto was one of its main collaborators. During the 1930s, Barreto coordinated a series of studies. Among them were the Pernambuco's review of the Binet-Simon-Terman Scale – a work that took 10 years to be completed – and the study about the public-school children's vocabulary in Pernambuco (Hutzler, 1987). Those works were published in the *Arquivos da Assistência a Psicopatas de Pernambuco* [Archives of Pernambuco's Assistance to Psychopaths] and in the *Neurobiologia* [Neurobiology] journal (periodicals created by Pernambucano).

Barreto was the principal of *Escola Aires Gama* [Aires Gama School] from 1941 to 1957. In her first year serving as the principal, the school was converted into a specialized institute for special education and psycho-pedagogical assistance (Medeiros, 2011b). In 1947, it was renamed to *Escola Especial Ulisses Pernambucano* [Ulisses Pernambucano Special School].

Barreto got her Bachelor of Education in 1948, it was the first class of educators that graduated at *Faculdade de Filosofia do Recife* [College of Philosophy of Recife] where she became a faculty member from 1949 to 1954. Barreto also worked as “first psychologist” of the *Clinica de Conduta* [Behavioral Clinic]. Besides providing psychological services, the clinic offered internship opportunity for student teachers – who practiced psychological assistance before psychology became an undergraduate course (“Anita,” 2000; Silva, 2011). Barreto had the collaboration of Hungarian psychologist Béla Székely (1899–1955) in the creation of this clinic. She also served as a university lecturer at the Pernambuco School of Social Work and at the University of Recife (now the Federal University of Pernambuco) from 1955 to 1969.

With a Catholic background and a history in the Church's social action movements, Barreto combined his professional work with political and social militancy in the popular movements of the 1950s and 1960s in Pernambuco. He headed the Municipal Secretariat of Education of Recife (1959–1962), the Foundation for Social Promotion (1963), and the State Secretariat of

Education (1963–1964) of Pernambuco, in the administrations of Miguel Arraes as mayor (1959–1962) and governor (1963–1964). He also participated in the Popular Culture Movement (MCP) (1960–1964): an initiative that articulated educators and intellectuals around the dissemination of education and popular culture in the peripheries and interior of the State. During the same period, the literacy method of educator Paulo Freire was systematized through activities associated with the MCP.

As director of the MCP Education Division, Barreto was responsible for training numerous “lay teachers” in order to multiply the number of students and classrooms, implanted in religious temples and parish halls, gyms, clubs, and even private residences (Rosas, 1986). The whole experience of the MCP was considered “subversive” by the dictatorial forces that usurped power in 1964, to which they deposed and arrested Governor Arraes. Barreto was herself imprisoned for 17 days in April 1964 (Rosas, 2001).

Anita Paes Barreto's trajectory is very representative of the first contingents of psychology professionals (especially women) in Brazil: coming from education backgrounds, in which they had contact with the theoretical study in psychology, they inserted themselves in the spaces of psychological research and practice of the most distinct areas, as they were being created. To this “in-service training,” they later added specific university training, as well as teaching, as the undergraduate university courses emerged.

In 1997, Barreto was awarded by the Federal Council of Psychology with a medal entitled “Recognition of Brazilian Psychologists for their contribution to the development of Psychology as Science and Profession” (“Anita,” 2000).

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Barrios Peña, Jaime Arturo

Born *Guatemala City, (Guatemala), 20 August 1921*

Died *Stockholm, (Sweden), 1 November 2009*

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Keywords

Guatemala · Art · Clinical psychology · Mental health

Jaime Arturo Barrios Peña was born in the home of General José María Barrios Estrada and María Luisa Peña Chinchilla, along with his nine siblings. He was the grandson of Justo Rufino Barrios Auyón (1835–1885), a military man and politician who served as a two-term president of Guatemala from 1873 to 1885. At the young age of 12, Barrios Peña lost his parents, becoming an orphan. The tragedy of losing them changed his life radically, making him a person more understanding of suffering and with a greater capacity for empathy, qualities that he developed throughout his professional life. He was trained as a teacher at the Normal Institute for Men in Guatemala City and then worked at that school as well. His ideals led him to actively participate in the civic-military movement that overthrew the de facto government of General Federico Ponce Vaidés in 1944 and fought for free elections (Barrios-Carrillo, 2009).

Barrios Peña graduated from the Universidad de San Carlos de Guatemala (University of San Carlos of Guatemala, USAC) with a medical degree. The president of Guatemala, Dr. Juan José Arévalo (1904–1990), awarded him a scholarship to continue his studies at the Universidad Autónoma de México (Autonomous University of

Mexico, UNAM) where he completed his Master's degree and Doctorate in Psychology with a Suma Cum Laude distinction (Lafuente, 2009). During his stay in Mexico, he established friendships with renowned artists, philosophers, and intellectuals (Barrios-Carrillo, 2009).

After the 1944 Revolution that overthrew Jorge Ubico and the Military Junta that he appointed after his resignation, a new project of society was sought and Barrios Peña returned to Guatemala to join its Alma Mater in 1955. He was later appointed Director of the Reformatory of "La Ciudad de los Niños" (The City of Children), an institution of the judicial system for children and juvenile, where he applied methods of rehabilitation that were previously unknown in Guatemala. In this institution, he formed a multidisciplinary team with psychologists, doctors, psychiatrists, and social workers for the study of individual cases (Aguilar & Recinos, 1996). He then continued his work at the Guatemalan Institute of Criminology, where he applied similar methods of rehabilitation, but with adult prisoners.

Later in life, he became a career diplomat for 18 years and served as ambassador for Guatemala in different Latin American countries. He obtained a doctorate in international law and diplomacy at Universidad Tadeo Lozano in Bogotá. He served in missions in Colombia, Costa Rica, and Argentina. During his tenure in Costa Rica, in January 1974, he became a member of the committee for the draft Regional Convention on the Recognition of Studies and Diplomas in Higher Education in Latin America and the Caribbean, sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Barrios-Carrillo, 2009).

Barrios Peña was a pioneer of psychology in Guatemala and Central America. Together with his colleague Fernando de León Porrás (1921–2005), he introduced the field of clinical psychology to the country and introduced his book, *Psychological and Psychopathological Aspects of Uncertainty* (Barrios-Peña, 1949a), an essential reading in Latin America that he had previously published in Mexico. In 1957, he published an article where he conceptualized the field of clinical psychology as an applied science

that could not be reduced solely to the study and treatment of psychopathologies. During this period, psychotechnics was generally used as the main form of applied psychology and, thus, Barrios Peña pioneered a new way to see clinical psychology in his home country and beyond. In that same paper, he recognized the value of a psycho-bio-social model for understanding people, no matter their health status, whether psychopathological or in psychic balance. He considered the importance of seeing clinical psychology as a humanistic science that seeks the meaning of interpersonal relationships, recognizing that psychic production is immersed in the cultural and environmental elements of the person.

His greatest contribution to mental health in his country was the founding of the Liga Guatemalteca de Higiene Mental (Guatemalan League of Mental Hygiene) on March 25, 1952, together with César Meza, a Guatemalan psychiatrist who specialized in the United States and was a member of the Sociedad de Neurología y Psiquiatría de Guatemala (Society of Neurology and Psychiatry of Guatemala). The goal of the League was to respond to the mental health care needs of the Guatemalan population and its birth was influenced by the post-World War II mental health movement, which focused on prevention and the humanization of psychiatric care services. Barrios Peña became its first president and the League's library bears his name (Barrios-Carrillo, 2009). It is important to note that the birth of the Mental Hygiene League in Guatemala occurred much later than in other Latin American countries.

Between the years of 1954 and 1956, the League went on hiatus due to the political turmoil that Guatemala was experiencing at that time. Jacobo Arbenz Guzmán, a democratically elected president, was deposed with the help of the USA and the CIA in 1954. This put an end to the period known as Diez Años de Primavera (Ten Years of Spring) that saw a decade of progressive legislation between 1944 and 1954.

Barrios Peña was an accomplished scholar and worked in institutions of higher learning in several countries. Together with Fernando de León Porrás, he was part of the multidisciplinary team of the Sección de Orientación y Selección

professional del Departamento de Bienestar Estudiantil (Professional Orientation and Selection Section of the Department of Student Welfare) created in 1959 at USAC (Aguilar & Recinos, 1996). He served as a professor at UNAM, USAC, and Universidad Tadeo Lozano in Bogotá. He was also a guest professor at higher education and research centers in Mexico, Canada, the United States, El Salvador, Costa Rica, Colombia, Argentina, Belgium, and France (Murió Jaime Barrios Peña, 2009).

In the academic field, he created the first national projective test, published, and used by USAC as an instrument for university-level professional orientation. He described it as “a research technique that would greatly facilitate the knowledge of the course of psychosocial evolution of the individual” (Barrios-Peña, 1964, p. 9).

Another of Barrios Peña’s great contributions was the creation of the Interamerican Society of Psychology (SIP). He presented the proposal in Mexico City on December 17, 1951, when a group of representatives from Argentina, Canada, Brazil, the United States, Colombia, and Mexico met and endorsed it (Gallegos, 2013). He was part of the First Steering Committee as one of the three Associate Vice-Presidents of SIP (Gallegos, 2013) and was responsible for drafting the SIP’s statutes, a task he was unable to complete (Gallegos, 2012). According to Gallegos (2012), he was also among the distinguished scholars invited to the First Interamerican Congress of Psychology held in 1953, in the city of Trujillo, now Santo Domingo, Dominican Republic, at the suggestion of Oswaldo Robles (1904–1969), a member of the organizing committee and in charge of selecting the Spanish-speaking participants.

Barrios Peña was a prolific author. He published 23 books and numerous articles on psychoanalysis, education, anthropology, and art (Lafuente, 2009). In one of his early psychoanalytic works, *The Concept of Individuation in Personality Anomalies; Thematic Apperception Test, T.A.T.*, Barrios-Peña (1949b) reflected about three central elements of psychology, personality, anomaly, and individuation and offered guidelines on the use of the projective test T.A.T. for the

study of personality. His work *Considerations on the Szondi Test* (Barrios-Peña, 1950) reproduced a course dictated at UNAM in the Faculty of Philosophy and Letters in the second semester of 1950. In *Psychology of personality: Integration of Personality and Educational Process*, he explained the ways in which the educational system of Guatemala was encouraging certain personality traits (Barrios-Peña, 1961).

He was a multifaceted man, with a great interest in art. Together with architect Roberto Aycinena, they founded the School of Architecture at USAC. Inspired by the pictorial work of Guatemalan students and artists, he wrote a book in which he profiled several Guatemalan artists and interprets their work.

Through the combination of the disciplines that Barrios Peña dominated, which were psychology, psychoanalysis, philosophy, anthropology, and art, he built the concept of “Anthropocinetics” or a dynamic vision of the human being. His proposal reflected on the Latin American being, contemplated from its historical roots, from a cultural perspective, integrating art and the condition of *mestizaje* (Barrios-Carrillo, 2009).

Towards the end of the 1980s, he emigrated to Sweden. After several years of work with elderly immigrants in his new country, he received the “Personality of the Year” award, Rinkeby Award in 1988. This award earned him further recognition from the European Union. He died in the city of Stockholm, Sweden at age 88 on November 1, 2009, of a heart attack (Lafuente, 2009). Many of his books were published in Spanish by Fenix Publishing House in Stockholm.

Cross-References

- ▶ [Arévalo, Juan José](#)
- ▶ [De León Porras, Marcos Fernando](#)

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Batlle Santiago, María Altagracia

Born on April 4, 1944, in San Juan, Puerto Rico

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Keywords

Puerto Rico · Clinical and Health Psychology · Family Therapy

María Battle was the child of Gladys Santiago Prieto, a Puerto Rican executive secretary, and Luis A. Batlle-Mena, a businessman from Puerto Plata, Dominican Republic. Her father died when she was 7 years old, and she was brought up in her maternal grandparents' home and was influenced by her grandfather, an attorney and public notary who liked to discuss classical literature and history after dinner. She has four siblings, three from her father's previous marriages, Luis Antonio, Rosa María, and Carmen Nydia Batlle, and one from her mother's second marriage, Gladys María Cruz. She studied in a private parochial school in San Juan, Santa Teresita Academy. In 1965, she graduated with a Bachelor's degree from the College of the Sacred Heart majoring in Art and Psychology, where she was awarded the Art Medal for her thesis, *An illustrated (in colored*

ink) *psychological and political study of Dante's Inferno*.

María Batlle got married in 1965 and had four children, Gloria María, Gerardo Luis, Luis Arturo, and Eric Rafael, which she brought up by herself since divorcing in 1976. She started graduate studies at the Institute of Puerto Rican and Caribbean Studies, in San Juan, PR. In 1974, she obtained a Master's degree in Art Education from New York University. She worked as an art teacher in various public schools in San Juan, some in impoverished areas, where she became aware of the needs and social problems of the children and youth in these communities, which ranged from abuse, addictions, domestic violence, and extreme poverty. Although art education was a good resource to aid this population, she decided to continue her studies in Psychology.

In 1979, María Batlle started her Master's degree program in Clinical Psychology at the University of Puerto Rico, Río Piedras Campus (UPR-RP), and in 1982 graduated and became a psychologist. For her thesis, she studied *Levels of depression and hostility in three groups of patients: oncology, hemodialysis and general ophthalmology*. She pioneered the work of the clinical psychologist in the rehabilitation of this population and in the Oncology Hospital in San Juan, Puerto Rico.

In 1982, María Batlle started as instructor and coordinator of Behavioral Sciences at the Family Medicine Residence Program in the School of Medicine of the University of Puerto Rico. At this time, it was unusual to include a clinical psychologist in the Faculty of a School of Medicine. In this position, she helped develop several important curricula: clinical interventions in behavioral sciences, community interventions of the family medicine residents, and family therapy. During this decade, she also started her private practice with Dr. Carlos Guevara, her mentor, and other psychologists, practice she maintained until 2015. For a few years, she also shared an office with a family physician which offered an innovating variety of services to its patients. She also worked as an assistant professor at UPR-RP, coteaching in therapy courses.

In 1992, María Batlle completed her PhD in Clinical Psychology at UPR-RP. Her internship at the same institution was under the supervision of Drs. Guillermo Bernal and Carlos Guevara. Her dissertation project was a combined research on Family Medicine Residents' skill development on a 3-year curriculum in the systemic management of the family with a family member with an advanced cancer process.

While working at the Family Medicine Residency Program and using a curriculum in Family Therapy she developed, Dr. María Batlle trained physicians from the University of Puerto de Hierro in Madrid, from Universidad del Este in the Dominican Republic, and from other institutions in Brazil and Venezuela. She was later recruited by the Residency Program in Family Medicine of the University of Texas in Galveston to train faculty members from various Latin American countries in Family Therapy.

In 1993, Dr. Batlle became a faculty member of the Family Medicine Residency Program at San Pablo Hospital in Bayamón, PR, ascribed to the Central Caribbean University. As a faculty member, she developed a curriculum for community services, worked as moderator and troubleshooter for group therapy meetings, and offered lectures on crisis intervention, management of the advanced illness process, quality of life, management of burnout, and post-traumatic disorders, among others.

Stimulated by her quest for knowledge in order to make herself a better therapist and teacher, Dr. Batlle pursued in 1994 a Postdoctoral Program in Family Therapy and Family Medicine about supervision for supervisors in the Psychiatry Department of Strong Memorial Hospital and Family Medicine Residency Program in Rochester, New York. When she finished those studies, she was hired by the Department of Psychology at UPR-RP to teach psychology courses for undergraduate and graduate students and supervise practical experiences. At the same time, she also worked as a psychologist at UPR-RP's counseling center. The following year, she worked as a clinical psychologist at Psychology's practicum center and as supervisor to doctoral interns.

In the late 1990s and early 2000s, Dr. María Batlle continued her academic work this time at Carlos Albizu University, teaching and supervising doctoral interns. Moreover, she was recruited by community federally funded service groups to work as a clinical psychologist. The circle in her professional development closed: she returned to the impoverished community where she had her first job experience, as an art teacher, which had stimulated her to continue her studies in Psychology. She now returned fully trained as a psychologist offering her professional services to persons who had been diagnosed with AIDS at the program *Manantial de Vida* (Spring of Life), both at Luis Llorens Torres Housing Project and at Sabana Village Apartment Center. She also offered her clinical services to groups of women who had been subjected to family violence. In order to be more effective in her clinical treatments to this population, she became certified as a Level 3 Counselor in Psychoactive Substance Abuse at Caribbean Central University.

Although Dr. María Batlle has devoted herself to clinical services and academics, she has participated in some research projects: Identification of HIV/AIDS patients, Impact of Spirituality in Health, Impact of HIV/AIDS, and The Family Context.

She has volunteered as psychotherapist and family and couple therapist at the Oncology Hospital and the Municipal Hospital, in crisis intervention at a gas explosion that destroyed a Río Piedras store and killed and affected many persons and at a disaster intervention with the American Red Cross when a hotel burned up with hundreds of persons inside, many of which died, and as lecturer on ethics, advance illness process, the process of dying, family systems theory, and family art therapy among other themes.

During her professional life, she has received many awards and recognitions for her work: the Gabriel Smilkstein, MD, Innovation in Clinical Teaching Award, for her curriculum in Family Therapy and Family Medicine in 1996 at Hindsdale Teaching Hospital; Outstanding Achievement Faculty Member Award given by San Pablo Hospital in 2000, for her curriculum and publications; Supervisor of the Year at Carlos

Albizu University, awarded by student's vote in 2010; and various acknowledgments and recognitions for Excellent Teaching given by Family Medicine residents from 1986 to 2004 and from the American Red Cross recognizing her volunteer interventions with fire victims at a hotel, among others.

In 2020, secondary to the novel coronavirus (Covid-19) pandemic, Dr. María Altagracia Batlle Santiago is considering the possibility of dedicating herself to painting and Puerto Rican and Caribbean Studies. She spends her time reading, painting, and listening to classical music. Maybe at this time, she can reach her adolescent dream of studying painting in Paris.

Cross-References

- ▶ [Guevara Caloca, Carlos Iván](#)

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Battro, Antonio María

Born *in Mar del Plata, Argentina, on February 6, 1936*

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Keywords

Argentina · France · Switzerland · United States · Brazil · Genetic epistemology · Perception · Cognition · Education · Neurosciences · Informatics · One Laptop per Child · Ceibal (Uruguay)

Antonio María Battro graduated in Medicine from *Universidad de Buenos Aires* (University of Buenos Aires), Argentina (1957), and completed his Doctorate in Psychology from *Université de Paris* (University of Paris) (1960), France, with a dissertation on perception and eye movements (Battro, 1960). He also obtained a Certificate in Mathematical Logic from the *Universität Freiburg* (University of Fribourg), Switzerland (1962) and a doctoral degree in Medicine from the University of Buenos Aires (1985) on the topic of the uses of computers to improve learning in children with disabilities (Battro, 1985).

His activities were deployed in different public and private institutions in South America, the United States, and Europe (Tiramonti, 2016). In Argentina, he joined the *Hospital de Clínicas José*

de San Martín (Clinical Hospital José de San Martín) *de la Universidad de Buenos Aires* (University of Buenos Aires) (1955–1958) and in the 1980s the *Hospital Italiano* (Italian Hospital) and the IOM (Oral Model Institute). He became a researcher at the CONICET (National Council for Scientific and Technical Research) (1965–1971) and contributed to the UNESCO project “Growing up in cities,” with a study on the “Perception of the urban environment in Salta.” In 1965, he co-founded the CIF (Philosophical Research Centre of Buenos Aires). For the period 1992–1993, he was appointed a member of the *Fondo Nacional de las Artes* (National Endowment for the Arts), Argentina. Since 2000, he has been a member of the *Academia Nacional de Educación* (National Academy of Education), and in 2021 he became a member of the *Academia de Medicina* (Academy of Medicine) of Córdoba. In Brazil, he was a visiting professor at the universities of São Paulo, Araraquara, Rio de Janeiro, Rio Grande do Sul, Porto Alegre, Federal do Paraná, Curitiba, and the Getulio Vargas Foundation (1973–1980). In the United States, he was visiting scholar (1997) and visiting professor (2002–2003) at the Graduate School of Education, Harvard University, and a Mentor of the Ross Institute (2003).

During his many stays in Europe, he carried out formative, research, and executive activities. The publication of his doctoral thesis at the University of Paris carried out in the laboratory directed by Paul Fraisse (1911–1996) caught the attention of Jean Piaget (1896–1980), who in 1965 invited him to join the International Centre for Genetic Epistemology (1967–1968) (Battro, 1965). His contact with the School of Geneva resulted in a series of publications on Piagetian thought and in different studies on the development of deontic logic in children. In the same period, Battro was Associate Director of the LEEC (Laboratory of Experimental and Comparative Psychology) at the *École Pratique des Hautes Études* (Practical School of Higher Education) in Paris (1979). A few years later, also in France, he was visiting researcher at the *Centre Mondial Informatique* (World Computer Center) (1983). Later, in Italy, (2005) he was appointed

Co-Director, with Kurt Fischer, of the ERICE (International School on Mind, Brain and Education) and was nominated as a member of the Pontifical Academy of Sciences of the Vatican (2003). Additionally, he was involved in several international organizations. In 1988, he headed the agency “Battro & Denham,” for the analysis of educational phenomena, in particular for disabled persons. In 2003, he co-founded the Mind, Brain, and Education Society and its scientific journal and, during 2005–2015, he became the Education Officer of the One Laptop per Child project (OLPC). He also contributed at the *Fundación Ceibal* (Ceibal Foundation), in Uruguay, to implement informatics in all public schools of the country.

During his career, he received several grants: the French government doctoral scholarship (1958–1959), the University of Buenos Aires scholarship (1959–60), the Leonard Nelson Foundation grant (1964), and Guggenheim (1968), Fulbright (1972), and Eisenhower (1986) fellowships. In addition, he was awarded the Daniel Goytía Prize of the Argentine Association for the Progress of Science (1969), the National Science Prize of the Ministry of Education of Argentina (1970), the Mira y López Prize of the Getulio Vargas Foundation of Brazil (1979), the Silver Laurel Prize of the Rotary Club Buenos Aires (1985), and the Konex Prize of Argentina (1986).

In his work, it is possible to recognize an effort to coordinate biological and psychological knowledge in three major areas, firstly, that of the development of perceptual and cognitive processes. To this end, he appealed to logical and mathematical models, such as chaotic models, fractals, and non-Euclidean geometries. Secondly, he has explored the conditions and strategies for special education, supported by computers and communication technologies. Finally, part of his intellectual production covers the field of neuroscience, analyzing brain processes in learning contexts.

In Argentina and in the Spanish-speaking world, he was one of the main spreaders of Piagetian thought. In addition, he was a pioneer in the use of computers for initial education and, more

recently, he promoted the large-scale distribution of computers in schools, inspiring several governmental programs for the provision of laptops in Latin America and other regions of the world.

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Bauermeister, José Jorge.

Born *on December 27, 1943, in Cayey, Puerto Rico (PR)*

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Keywords

Puerto Rico · Clinical psychology · Attention deficit disorder · Development of psychological instruments

José J. Bauermeister is the son of Fernando Bauermeister, a farmer, and Providencia Baldrich, a teacher who influenced him to study Psychology when she commented about the needs of her students. He begins his elementary education in a parochial school in his hometown and transferred in fifth grade to a private religious school managed by the Jesuits in Cuba. Because of the Cuban Revolution of 1959, he returned to Puerto Rico and graduated from high school in Cayey. He has been married to Mercedes Marrero since 1968 and has three sons – Jorge, Fernando, and José – and three grandchildren.

José J. Bauermeister studied psychology in the Social Sciences Faculty at the University of Puerto Rico, Rio Piedras (UPR-RP), graduating in 1965. He studied a doctorate in clinical psychology at Florida State University, with a grant from the Veterans Administration, graduating with a PhD in 1970. His dissertation was *Positive reinforcement: further tests of the Premack theory*.

Dr. Bauermeister has been characterized by his clinical and investigative work in the field of psychology, about attention deficit hyperactivity disorder (ADHD), both locally and internationally. He was a professor at UPR-RP, from 1970 to 2000, year in which he retired from his work as a professor. From 1973 to 1978, he occupied the position of Director of the Department of Psychology of the UPR-RP. As a professor he taught

numerous undergraduate and graduate courses including Experimental Psychology, Behavior Modification, and Psychology of Learning, among others. He supervised hundreds of students in their practicum work and mentored their research work in theses and dissertations. He worked constantly in developing the curricula for the graduate program. During his years as Director, he supervised the revision of the Master's Program in Psychology to offer a program that responded to the needs of mental health services in Puerto Rico (Bauermeister, 2018).

At the beginning of his career, he devoted his research to studying anxiety problems and translated and adapted to Puerto Rico several instruments constructed by Dr. Charles D. Spielberger (1927–2013), among them *Inventario de Ansiedad-Rasgo* (State-Trait Anxiety Inventory) and *Inventario de Ansiedad-Rasgo para Niños* (State-Trait Anxiety Inventory for Children) (Bauermeister, 2018). In 1979, Dr. Bauermeister developed el *Inventario de Auto-evaluación sobre Exámenes* (Inventory of Auto Evaluations about Tests) and a program of inoculation against stress with his then doctoral student, Mildred Vera.

In 1976, he initiated his private practice, an experience that according to him helped him better comprehend the impact of attention deficit hyperactivity disorder (ADHD) and the specific learning problems in children, their families, and their teachers. He became interested in this condition and developed with his students an inventory to evaluate preschool and school behavior of children. He was also an Adjunct Professor of the School of Psychology Program at Temple University, from 1982 to 1985, in a consortium developed by Dr. Laura L. Herrans, of UPR-RP, and Dr. Irwin Hyman (1935–2005), from Temple University to provide doctoral education in School Psychology to a group of Puerto Rican psychologists.

In 1992, Dr. Bauermeister had joined the team of Behavioral Sciences Research Institute of the Medical Sciences Campus of the University of Puerto Rico, which is directed by Dr. Glorisa Canino (1946). While there, he published with internationally recognized researchers about factor structure, prevalence, clinical characteristics,

family profile, persistence in development, gender differences, and cultural aspects of ADHD. Later in 1998, he joined the Research Unit of the University Center for Service and Psychological Studies in the Psychology Department of the UPR-RP, where he studied with his colleagues the symptomatology, probable causes of ADHD, and its treatment.

Dr. Bauermeister has occupied many important positions during his lifetime. From 1983 to 1985, he was vice president for Central America and the Caribbean of the *Sociedad Interamericana de Psicología* (Interamerican Society of Psychology). He was a member of the APA committee to grant scholarships to minority students. He has been a member of the Committee for the Integrated Services Program of the Global Program for Mental Health in Children, sponsored by the World Psychiatric Association and the World Health Organization. He is also a member of the International Medical Council of the Project of the Federico Hoth of Mexico Foundation and the Scientific Advisory Commission of the Spanish Federation of Associations for Aid to Attention Deficit and Hyperactivity.

Dr. Bauermeister has been recognized and bestowed multiple awards for his valuable worldwide contributions to the field of psychology. The Dominican Society of Pediatrics distinguished him as an honorary member. He also received the II award “Together for the Association of Attention Deficit and Hyperactivity-Impulsivity” of Murcia, Spain. He, as well, received the “A Lifetime of Achievement” award from the Puerto Rico Psychology Association. He was inducted into the Children and Adults with Attention Deficit Hyperactivity Disorder (CHADD) Hall of Fame, which supports children and adults with ADHD in the United States. He was elected as a distinguished member (*Fellow*) of the American Psychological Association (APA) for his outstanding international contributions to psychology.

In his work and commitment to scientific dissemination, he has written and published more than 80 scientific articles in professional journals. In 2014, he published the third edition of the book on hyperactive children which is currently published in Spanish and Portuguese. This book

is an information guide written for parents, teachers, and professionals. One of his main achievements was collaborating with colleagues in the training of Puerto Rican psychologists and the development of scientific knowledge of psychology in Puerto Rico.

In 2002, he was invited to be a member of the Integrated Services Committee of the Presidential Program on Child Mental Health of the World Psychiatric Association and the World Health Organization. This committee was entrusted with designing a treatment program for maladjusted behaviors of external manifestation and internal manifestation. The objective was to train teachers, social workers, pediatricians, and other professionals so that they could use this program in those communities or countries that did not have human resources to treat these mental health problems in children. The treatment program designed in Egypt, in Lebanon, in a Bedouin community in Israel, and in Brazil was implemented to study its feasibility and incorporate the changes recommended in these studies. From all this effort, the manual of the designed treatment program was prepared, which was written in Chinese, Arabic, and Portuguese. This manual was translated into Spanish free of charge by the Peruvian Association for Attention Deficit and Puerto Rican colleagues (Bauermeister, 2006).

In the last 20 years, he has had the privilege of giving conferences to parents, educators, and colleagues on different cities of Spain, as well as in Andorra, Mexico, Peru, Argentina, Colombia, Egypt, the United States, Nicaragua, Costa Rica, and Panama. The main theme has been understanding children with difficulty self-regulating their behavior and ways to help them overcome this difficulty.

Cross-References

► [Herrans-Pérez, Laura Leticia](#)

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Becker Becker, Erik

Born in Pariaguán, Anzoátegui State, Venezuela, on April 4, 1943

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Keywords

Venezuela · History of psychology · Organized psychology

Erik Becker Becker studied elementary and high school in Caracas from 1950 to 1961. He obtained a scholarship for a Diploma in Social Development and European Politics (1963–1965) from the European Community and the Konrad Adenauer Foundation.

He studied at the Universidad Católica Andrés Bello (UCAB) (Andres Bello Catholic University), Caracas, where he obtained a degree in Psychology in 1974. He studied a Diploma in Social Psychology at the University of Ann Arbor, United States, in 1975. He taught at the Instituto Universitario (University Institute) of the Asociación Venezolana de Padres y amigos de niños excepcionales (Association of Parents and Friends of Exceptional Children, AVEPANE) during the 1980s.

He carried out intense research activities in the field of social psychology, which led him to travel for several years throughout Venezuela, to investigate and obtain information regarding the idiosyncrasy of the Venezuelan people, their

psycho-cultural values, and comparison “among themselves” of the different regions of the country, with emphasis on the population of pre-Columbian and Afro-American origin, and especially in the marginal areas of Caracas. All this information was analyzed and shared in the Chair of Psychology of the Venezuelan, which he taught for several years at the University Institute AVEPANE.

In 1975, he began his career in the psychologists’ guild as President of the Colegio de Psicólogos de Venezuela (Board of Psychologists of Venezuela), until 1978, the year in which – thanks to the laborious and consistent work of several professionals of psychology and law professionals – the draft Law for the Practice of Psychology was developed and presented to the Venezuelan Parliament (Olavarría et al., 1976). The law was finally approved and published in the *Gaceta Oficial de la República de Venezuela*, extraordinary issue 2306 of September 11, 1978 (Official Gazette of the Republic of Venezuela) (Congreso de la República de Venezuela, 1978). Under the above, he was the first President of the new Federation of Psychologists of Venezuela (formerly the Board of Psychologists of Venezuela), during the period between 1978 and 1985.

In 1981, thanks to the coordinated work of psychologist Sigrid Mattar (1940-) and legal advisor Dr. Juan José Bocaranda (1937-), a proposal for a Code of Professional Ethics for Venezuelan psychologists was drafted (Sigrid Mattar, personal communication, September 19, 2020). It was finally approved in the National Assembly on March 29, 1981 (Becker, 1981/ 1985; Canga, 2021).

During his administration, he managed to obtain land and the construction of the buildings that currently make up the headquarters of the Venezuelan Federation of Psychologists in Caracas. He also contributed to organize the creation of the Instituto de Previsión Social del Psicólogo (INPREPSI) (Institute of Social Welfare of the Psychologist) in 1981. He carried out hard work at the national level oriented with a particular objective, the organization of the psychologists’ guild throughout the interior of the country, laying the foundations for the development of the psychologists’ boards in each of the states of

Venezuela (Erik Becker, personal communication, August 18, 2020).

Internationally, he promoted the attendance of psychologists at several international meetings and congresses. He particularly represented Venezuela in the Congresses of the International Union of Psychological Science (IUPsyS): XXI in Paris (1976), XXII in Leipzig (1980), and XXIII in Acapulco, Mexico (1984). In 1981, he promoted an important meeting of psychology in Venezuela, with the presence of the full board of the IUPsyS, with whom it was possible to develop activities with different universities in the country.

He published three editions of the book *Directorio de la Federación de Psicólogos de Venezuela* (Directory of the Federation of Psychologists of Venezuela), which gathers all the information inherent to the guild of psychologists in Venezuela, including its history, its legislation, and all its guild components (Asociación Venezolana de Psicólogos, 1957/ 1985; Federación de Psicólogos de Venezuela, 1985).

He stimulated, supported, and encouraged the creation of several associations and scientific societies in the field of psychology, such as 1978: School Psychology and Sports Psychology; 1979: Industrial and Organizational Psychology and Oriented and Organizational Psychology; 1981: Behavioral Analysis; 1982: Alderian Psychology and Road Psychology; and 1984: Sexological Psychology and Aeronautical Psychology (Ivan Linares, personal communication, September 20, 2020).

He contributed to promoting the creation of new schools of psychology in other universities in the interior of the country: The first of these was the School of Psychology at the Universidad Rafael Urdaneta, in Maracaibo, Venezuela, in 1978, which became the third school of psychology in the country for the time and the first outside Caracas. Later in 2019, he supported the creation of the School of Psychology at the Universidad de Los Andes, Mérida (Canga & Yáber-Oltra, 2015).

Together with Psychologist María Isabel Parada (1951-) and other colleagues, in 2010, he cofounded the organization Psicólogos Sin Fronteras de Venezuela (PSF-Vzla) (Psychologists Without Borders of Venezuela), where he

served as Director of International Affairs, and currently as its Honorary President.

In other areas, he held various positions in the Venezuelan and international public administration: Ambassador of Venezuela to Bulgaria (1991–1994), Yugoslavia (1994), and Germany (1994–2002); Director of Cultural Relations and Director of Information of the Ministry of Foreign Affairs; Deputy to the Director of Protocol of the Ministry; Permanent Secretary of the Qualifying Jury of the Diplomatic Staff; President of the Staff Welfare Fund of the Ministry of Foreign Affairs; and Secretary-General of the National Commission of UNESCO in Venezuela. From 1998 to 2012, he was the Dean of the Latin American Group of Ambassadors to Germany (GRULA). He was Vice President and Councilman of the Municipal Council of the former Sucre District, Caracas (1979–1985).

Ad honorem, he also served as President of the Humboldt Cultural Association, Caracas (2013–2016). President of the Latin American and Caribbean Federation of Friendship with the Chinese People (2015–2017). Vice President of the Venezuelan Friendship Association with the Chinese People (since 2008). Vice President of the Venezuelan-Austrian Center -CEVENAU- (since 2013). Director of International Relations of the Public Policy Center IFEDEC (since 2012). An active member of the AVILA Opinion Group (since 2006). The latter is a group of diplomats, academics, researchers, and scholars of international relations and social sciences who meet to evaluate, discuss, listen to experts, and record their views on national developments.

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Beirão, Maria Fernanda Seixas Farinha

Born *Pinhel, Portugal, October, 14 de 1938*

Died *São Paulo, Brasil, July, 6 de 1995*

João Pedro Benzaquen Perosa and Mitsuko Aparecida Makino Antunes
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Keywords

Portugal · Brazil · Phenomenology · Teaching

Maria Fernanda Seixas Farinha Beirão was born in Pinhel, a medieval city at Portugal's east-central border with Spain. She lived and studied most of her youth in Coimbra, at Praça da República (Republic Plaza), where she obtained her Bachelor's and Master's Degree in Historical-Philosophical Sciences from the Universidade de Coimbra (University of Coimbra), a training that granted her a degree in Psychology. She served as

a professor of History of Psychology, Psychological Theory and Systems, and Phenomenological Psychology at the Pontifícia Universidade Católica de São Paulo – PUCSP (Pontifical Catholic University of São Paulo) from 1964 to 1995.

During her graduation at the University of Coimbra, she established contact with the professors Alexandre Fradique Morujão (1922–2009) and Julio Fragata (1920–1985), who had access to the Husserl Archives at the University of Louvain, founded in 1939, in Belgium, and contributed significantly for the introduction of Phenomenology in the Universidade de Braga e Coimbra, in the 1960s. This Archive “(...) manages and organizes Husserl’s philosophical estate, which comprises the original manuscripts of the posthumous works, his private library of Philosophy, letters written by him or addressed to him and documents relating to his life and academic course” (Van Breda & Boehm, 1956, p.103). During this period, Maria Fernanda Seixas Farinha Beirão began her studies on Husserl’s Phenomenology, a philosophical influence that accompanied her throughout her subsequent trajectory.

She arrived in Brazil in 1961, sent by the ecclesiastical order Opus Dei, from which she left a few years later. In 1964, she was hired as a professor for the discipline of History of Psychology by the Italian physician and psychologist Enzo Azzi (1921–1986), director of the Institute of Pedagogy and Psychology of the PUCSP, and, later, one of the founders of the Faculty of Psychology at PUCSP together with Anieli Meyer-Ginsberg (1902–1986).

During her years as a professor of this discipline, Maria Fernanda Seixas Farinha Beirão introduced the studies of Phenomenology, based on works from Edmund Husserl (1859–1938) himself, Maurice Merleau-Ponty (1908–1961) and Andrés Dartigues (1930–2019). She was recognized as a critic of the foundations of Psychology. She has trained a large number of students, who becoming professors at the university, and were direct participants in the insertion of phenomenology as a mandatory discipline in the formation of Psychology at PUCSP (Perosa, 2019). The various students who made up her study groups, upon graduation, were hired by the university and influenced changes in the curriculum

for the incorporation of phenomenological texts and authors in the mandatory subjects of the Psychology course in this institution.

In 1970, she defended her doctoral thesis in the Postgraduate Studies Program in Clinical Psychology at PUCSP, with the thesis *The experience of the Space and Time in Artistic Creation* (Beirão, 1970), a study that presents a phenomenological analysis of creation artistic through the categories of spatiality and temporality in its analysis, constituting a new theme for research in psychology. Despite the scarcity of peers, with rare exceptions, such as Joel Martins (1920–1991), from the Education Center of the same university, she continued to produce and publish studies that sought to present and deepen the understanding of a phenomenological position in Psychology; she stated: Psychology has the double aspect of being a science of human subjectivity, as a way of being affected by the world (...) and a science of the world, as a place where human beings live and which has a world mean for them.” (Beirão, 1992, p. 137)

Maria Fernanda Seixas Farinha Beirão assumed the chairs of History of Psychology, Theories and Systems of Psychology and later Phenomenology in the Psychology course at the PUCSP. In the role of teacher, she constituted a group of student-monitors and, later, with them, she founded the Centro de Estudos Fenomenológicos de São Paulo (Center for Phenomenological Studies of São Paulo) (CEF). Ahead of CEF, she published a series of articles in books that brought together the studies carried out by the group: *Fundamental Themes of Phenomenology* (1984), *Life and Death* (1988) and *Life, Death and Fate* (1992). In these 10 years in which the group has published these books, it is possible to observe a tendency of the participants and of Maria Fernanda Seixas Farinha Beirão toward a Clinical Psychology and a growing influence of the work of Martin Heidegger (1889–1976) in the constitution of a Phenomenology-Existential as an approach to Psychology.

The first book, *Themes Fundamentals of Phenomenology*, was published in partnership with Joel Martins (1920–1993), who would become dean of PUCSP. The text consists of a set of articles that discuss the fundamentals of

Phenomenology and its interactions with Psychology and Education. The relationship between Beirão and Martins remained active after the book was published; Joel Martins also participated in CEF and contributed with articles to subsequent books. In the above-mentioned book, an influence of the French Phenomenology of Maurice Merleau-Ponty (1908–1961) and Jean Paul Sartre (1905–1980) can already be observed.

In the book *Life and Death*, in addition to the organization, revision and editing, Maria Fernanda Seixas Farinha Beirão wrote the article *Alienation and Solitude: an existential pat* (Beirão, 1988), in which she presents the existentialist influence of Søren Kierkegaard (1813–1855) and its reading in modern phenomenology. It also presents the connections with the nihilism of Friedrich Nietzsche (1844–1900); through the concept of anguish, it addresses human suffering, clinical psychology and the link to Martin Heidegger (1889–1976) work.

In 1992, she organized and published the continuation of the 1988 book, *Life, Death and Fate*, in which she wrote two different articles: *Existence: a place for meaning or experience of the absurd? – The Suicide*, in which she deals with the existential perspective for understanding finitude and its impact on the Psychology object of study; and the text *Husserlian Critique of Positivism and Its Repercussion on Psychology Today* (Beirão, 1992), in which she takes up Husserl's work to think about the consequences of Phenomenology for the construction of a Psychology based on methodological rigor.

In addition to her publications, Maria Fernanda Seixas Farinha Beirão was responsible for the expansion of the Phenomenology disciplines in Psychology courses, developed a very plural and democratic identity in the organization of her courses and is still mentioned and remembered by her students, many of them professors at PUCSP and in other courses, in addition to directly influencing and being a reference for entities such as the Associação Brasileira de Daseinsanalyse (Brazilian Daseinsanalyse Association), FenoΣGrupos (FenoΣGroups), among others.

The discussion that she proposed to psychology and science, in addition to characteristics of

her personality, earned her a growing group of Psychology scholars who somehow came to have Phenomenology as a reference for Psychology as a science and profession. They say: “The proposal for Phenomenological Essays on LIFE and DEATH arose from a meeting of the members of the Center for Phenomenological Studies, where the content of a Phenomenology that follows paths that are not strictly limited to questions of knowledge, whether scientific or philosophical” (Beirão et al., 1988, p. 07).

The influence of Maria Fernanda Seixas Farinha Beirão extended to other faculties, in which she also taught, such as the Universidade de Mogi das Cruzes (University of Mogi das Cruzes) (UMG) between the 1970s and 1980s, which at the time built a Psychology curriculum with a faculty of origin from Universidade de São Paulo (University of Sao Paulo) (USP) and PUCSP and in which several professors began their careers.

Maria Fernanda Seixas Farinha Beirão also organized poetry reading groups, in which several students, colleagues, and acquaintances participated. She is also remembered as a poet. She even published a book under the pseudonym of Clarice Seixas: *Drafts from a shaky self: between the songs of the mermaid and the corners of love and passion* (Seixas, 1994).

The way in which Maria Fernanda Seixas Farinha Beirão formed study groups and tutoring, the charismatic way in which she welcomed and encouraged her students, the rigor in presenting the fundamentals of phenomenology and other approaches to psychology were aspects that determined the paths of Phenomenological Psychology in Brazil. The phenomenological approach aimed at methodological criticism, clinical therapy, psychopathology, and the discussion of contemporaneity were influenced by her thought, work and especially her role as a teacher. She died in 1995, having lived and taught Psychology, Philosophy, and Poetry in a very authentic and impactful way.

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- ▶ [Ginsberg, Aniela Meyer](#)
- ▶ [Martins, Joel](#)

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Belén Espinosa, Inés

Born *August 27, 1945, in Santurce, Puerto Rico*

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Keywords

Puerto Rico · Clinical Psychology · Violence · Ethics and Religion

Inés Belén was the only child of the marriage of Rosa María Espinosa Pérez and Enrique Ludovico

Belén Trujillo, a lawyer who gave her a protected and privileged childhood. From her maternal grandmother, she learned about Puerto Rican culture and customs; from her mother, respect for God and interest in everything spiritual; and from her father, fascination with education, knowledge, professionalism, and a healthy sense of humor.

She is the mother of Mirka Joan, the eldest of her daughters, who in life was a human rights activist, particularly for the LGBTTI community and HIV patients, serving in her final years of life as director of UN-AIDS in Honduras and Nicaragua. Elizabeth Eunice, her second daughter, is a determined woman and entrepreneurial manager, mother of her grandchildren, Gabriel and Valeria. Danza Yadira, the youngest daughter, followed in the footsteps of both parents in the field of Psychology and currently serves as an elementary school educator. Her stepdaughter, Lucelenia, is a public school teacher, as well as a union leader with cooperative vision and management.

Dr. Belén attended her primary grades at a parochial school, *Colegio La Milagrosa* (Virgin of Miracles Parochial School) in Río Piedras, and then completed her elementary school at Josefita Monserrate de Sellés, an avant-garde private school at that time. She attended middle and high school in traditional private parochial schools: *Colegio Espiritu Santo* and *Colegio San Antonio*.

As a college student, Dr. Belén obtained her bachelor's degree with major in Psychology at the University of Puerto Rico-Río Piedras (UPR-RP). After a brief stint at UPR's Law School, she transferred to the Department of Psychology, where she obtained a scholarship to study a master's degree in Psychology.

Although she had not finished her studies, from 1970 to 1975, as part of the scholarship agreements, she was assigned to work as a psychologist for the Department of Social Services in the Centers for Psychosocial Treatment for Children and Adolescents. In that period, on the recommendation of the program director, Dr. Astrid Oyola, and the consultant, Dr. Carlos Varona, she decided to study a Doctorate in Clinical Psychology at the Caribbean Center for Postgraduate Studies, today *Universidad Carlos Albizu* (Carlos Albizu

University), where she finished her MA in 1975 and obtained her PhD in 1977. Academic and personal interactions with the colleagues and professors led her to develop a particular vision of Psychology as a science and as a profession that allowed her to understand the way in which the will or the decision processes operate in the human acts.

Dr. Belén has dedicated most of her professional life to the training psychologists. For 37 years, she was a committed university professor at the Metropolitan Campus of the Interamerican University of Puerto Rico (Inter-Metro). In addition to teaching, she undertook and held various administrative positions as director of the Department of Psychology, acting dean of the Division of Behavioral Sciences and Professions, assistant dean of Studies, and assistant to the executive vice president. In 2002, she took on the challenge of being the first director of the reconfigured School of Psychology in three academic levels: baccalaureate, masters, and doctorate. During her long professional career at the Inter-Metro, she participated in various academic-administrative and academic committees and was a member of the Academic Senate, organized and participated in multiple local congresses, symposiums, workshops, and conferences at local and international events.

Interamerican University bestowed on her the distinction of *Exemplary Professor* on more than one occasion, and she was recognized in *Who's Who in America's Teachers* for the achievements of her long and productive career. She has publications in professional journals and textbooks that are recognized as mandatory references in Psychology classes of different universities. She has published articles and given lectures related, among others, to the impact of violence and its effect on the behavior of children. She was an advisor to the Congress for the Control of Exposure to Violence on Television, convened by Senator Charlie Rodriguez, when he presided over the Senate, to recruit government agencies and private organizations, set limits on the exposure of violent elements, and require warnings of content in the programs on television.

Together with her husband, psychologist Miguel A. Rivera-Renta, she conducted the following research: *Until death do us part. . . Murder as maximum expression of domestic violence: The case of men who murder their partners*. This study, conducted in various prisons in Puerto Rico, consisted of in-depth interviews of men convicted of the murder of their partners.

In other areas of her professional career, Dr. Belén has been a member of the *Asociación de Psicología de Puerto Rico* (APPR, Puerto Rico Psychology Association) and the American Psychological Association. Throughout her long professional career, she has held various positions in the APPR, both in the Board of Directors and in working committees, with special emphasis on ethics committees, both at APPR and at the Examining Board of Psychologists of Puerto Rico. She was part of APPR's Board of Directors during the approval of the law regulating the Psychology profession, Law 96 of June 4, 1983, and was part of the First Ethics Committee of the Examining Board of Psychologists. Due to her interest in ethical aspects, she participated in the elaboration of the original Code of Ethics of the Psychologists' Examining Board, in its first revision, and in subsequent revisions of the APPR Ethical Code.

In 2006, Dr. Inés Belén, her husband Miguel Ángel Rivera-Renta, and her daughter Danza Yadira Rivera-Belén developed a center for the practice of Psychology with a Christian approach: Center for Psychological Services Migdamil. The idea to form such a center came from their spiritual formation and at the request of Christian churches for psychological services integrating the spiritual perspective of the participants. This Center functioned until her retirement from the Interamerican University in 2013, although she continues to be active in the profession. She has collaborated with the *Nacer* Project for young pregnant women. She has taught the Ethics course at the Gurabo Campus of the Ana G. Méndez University, and she is a member of the 2019 APPR Ethics Committee that revises the current code.

Dr. Inés Belén is recognized by her students, colleagues, and acquaintances for her vertical defense of human rights and for her tenacious

dedication to the ethics of the profession of Psychology in Puerto Rico.

Cross-References

► [Varona Duquestrada, Carlos Manuel](#)

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Benkő, Antonius

Born in Pécs (Hungary) on July 7, 1920

Died in Budapest (Hungary) on 24 November, 2013

Silva Jessé Guimarães da
Federal University of Rio de Janeiro, Rio de Janeiro, Brazil

Keywords

Brazil · Psychology training · Psychology and religion

Fr. Antal Benkő (also known as Fr. Antonius Benkő) was born in the town of Pécs, located southwest of Hungary. The years of study led their way through the classrooms of the Jesuit Pius Secondary College during the 1930s, a route that led him to the Degree course in Philosophy, at the Higher School of Hungarian Jesuits, and Degree in Theology, training completed in 1948, at the Pontificia Università Gregoriana, in Rome. After priestly ordination, in the second half of the 1940s, he invested the next years of his life in the completion of the undergraduate courses in psychology (studies that continue with the doctoral course in applied psychology) and Philosophy, both at Université Catholique Louvain (Lima, 2009; Paiva, 2017).

In the mid-1950s, Fr. Benkő goes on to live in Brazil and teach at the Faculdade de Filosofia Nossa Senhora Medianeira [Faculty of Philosophy of Our Lady Medianeira], in Nova Friburgo, until 1959. These first years in national territory are of great importance for his training and professional practice. Starting in 1957, he takes over the direction of the Instituto de Psicologia Aplicada [Institute of Applied Psychology] (IPA), after the invitation of Fr. Alonso (1901–1990), Dean of the Pontificia Universidade Católica do Rio de Janeiro [Pontifical Catholic University] (PUC-Rio) (Paiva, 2017). It was an occasion in which the psychology course, created by Hanns Lippmann, is transferred from Santa

Casa to the newly opened campus in Gávea, as well as being taught during the day (Lima, 2009; Féres-Carneiro, 2013).

A little less than 3 years later, he creates the Centro de Orientação Psicopedagógica [Psychopedagogical Guidance Center] (COPP), which gives rise to the current service of applied psychology (Cerezzo & Silva, 2001). It is believed that, during the 1950s and 1960s, the involvement of students with internships aimed at the first counseling of young people, from the perspective of the Person-Centered Approach, portrays a direct influence of Fr. Benkő. This reading is attributed to the Jesuit's own professional trajectory in the field of vocational guidance, as well as the fact that the Youth Orientation Center (COJ) is one of the spaces of great demand for students for internship, the first public clinic for guidance of young people in Latin America and one of the few fields available for learning professional performance (Jacó-Vilela & Degani-Carneiro, 2015; Féres-Carneiro, 2013).

It should be worth noting that, throughout these first actions of the Jesuit, he continues his studies by doing his postdoctoral studies, between 1958 and 1959, at Loyola University Chicago and Fordham University (Cerezzo & Silva, 2001). His relationship with the field of psychology begins to have new chapters when, in 1962, based on ordinance 227, of the Ministry of Education, he integrates, together with psychologists Arrigo Angelini, Pedro Parafita Bessa (1923–2020), and Carolina Bori, the Committee of Registration of Psychologists. The present committee, aimed at evaluating the applications for professional registration of psychology and chaired by Lourenço Filho (Féres-Carneiro, 2013), only in the first year of operation, receives 1511 applications for professional registration (Filho, 1971).

Around the recognition of the profession and training of the professional, Fr. Benkő defends a religious conception of psychology from which man is taken in his completeness and endorsed on the basis of spiritual values. With this idea, also shared by Mother Cristina (1916–1997) and Enzo Azzi (1921–1986), although it did not have a more effective impact on the debates and definitions around the legislation regulating the

profession, Fr. Benkő nourishes the desire that such a conception results in the emergence of a spiritualistic scientific psychology – a kind of fourth power (Baptista, 2009). Among the articles of his authorship that illustrate this position, there is a highlight by “Psychology of Religion” (1975), an integral publication of a broad empirical research under the title of “Psycho-social aspects of religiosity in the State of Guanabara” (Paiva, 2017).

Together with the Associação Brasileira de Psicologia Aplicada [Brazilian Association of Applied Psychology] (ABPA), between 1964 and 1967, he assumed the vice presidency and presidency, as well as the advisory board, functions held by illustrious professors of psychology, such as Antônio Gomes Pena, Lourenço Filho, and Aroldo Rodrigues (ABPA, 1969). His participation in the construction of Brazilian psychology revealed new moments throughout the 1960s. Between March and October 1966, he taught at the University of Brasília, while in the following year, after about 10 years as the head of the psychology department, he left the direction of IPA. These actions precede his participation as effective councillor of the 1st Plenary of the CRP/05 – Regional Council of Psychology of 5th Region – between 1974 and 1975 (Lima, 2009; Féres-Carneiro, 2017).

It is worth mentioning that his teaching practice and participation in positions at different institutions occur concomitantly with his expressive investment in theoretical production in the field of psychology. Psychological tests and examinations, religious and priestly vocation, mental health and childhood, educational guidance, and training of clinical psychologists, among others, stand out among the topics addressed by Fr. Benkő between the 1950s and 1980s through published articles and books. This contribution was added, in 1967, to his participation in the reform that introduces the departmental structure and the credit system at PUC-RJ, and which creates the Master's degree in psychology (Cerezzo & Silva, 2001).

These facts are limited to the assumption of certain positions assumed by Fr. Benkő, such as technical consultant of the Federal Council of

Education and Advisor to the National Council of Education in MEC. These professional performances seem to have been of significant value for their participation in the officialization of new undergraduate and graduate courses, for example, as was the Postgraduate Course in Education of the Pontifical Catholic University of Rio de Janeiro (PPGE/PUC-Rio). The charismatic figure with which many identify him added to his availability and ability in the construction of dialogues with different institutions, professors, and researchers of the time – Zaia Brandão (1939), among others – and contributes to Pe. Benko to be seen as an important intellectual in the field of human sciences (Dauster, 2015).

In the last years of Fr. Benkő in Brazil, in the first half of the 1970s, before his trip to Austria, he took over the direction of the newly created Department of Theology, as well as, between 1972 and 1975, the academic vice-rectory of PUC-RJ. After becoming an Austrian citizen in 1981, he started teaching at the Pázmány Péter Catholic University in Budapest from 1996 (Cerezzo & Silva, 2001). On November 11, 2013, 13 days before his death, Fr. Benkő gives an interview to Ricardo Torre de Araújo, associate professor in the Department of Psychology at PUC-RJ. After the request of the interviewer to leave a message to everyone by celebrating the 50th anniversary of the psychology course, Pe. Benkő diz: “The message that I would give, God also gave us the psychic homeland. But also the psychic homeland is not the last. This psychic homeland shows us the overcoming of the material homeland [...] of the material field of man. Overcome and find here also an appropriate position to help the other so that he himself can more freely, more fully love God and, consequently, . . . love others” (Benkő, 2013).

Cross-References

- ▶ Azzi, Enzo
- ▶ Angelini, Arrigo Leonardo
- ▶ Bori, Carolina Martuscelli
- ▶ Lourenço Filho, Manuel Bergstrom
- ▶ Penna, Antonio Gomes
- ▶ Rodrigues, Aroldo Soares de Souza

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Bermann, Gregorio

Born *Buenos Aires, (Argentina), 1 September 1894*

Died *Córdoba, (Argentina), 5 May 1972*

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Keywords

Argentina · Psychiatry · Psychology ·
Psicoterapia · Marxism

Bermann received part of his high school education at the Sarmiento National School and part of it at the National School of Buenos Aires (Fitó, 1998). He attended at the Facultad de Medicina de la Universidad de Buenos Aires (Faculty of Medicine at the University of Buenos Aires, UBA) (1913–1919), where he met Alicia Moreau (1885–1986), Juan B. Justo (1865–1928), and other important socialists, such as Enrique Mouchet (1886–1977). Meanwhile, he carried out numerous activities within the university and obtained his diploma as a professor in high school education in hygiene and physiology from the UBA (1917) and his medicine doctoral degree in 1919. He also pursued doctoral studies in philosophy, which he did not complete (1913–1918).

Bermann began his intellectual training within the perspective of the so-called generation of 1880.

In 1916, Bermann was within the group that founded the first *Universidad Libre Argentina* (Argentine Free University). He took part in an intense political activity within the university environment, being a founding member of both the University Extension Commission of the Argentine Medical Circle and the Students Center of Medicine of Buenos Aires, also serving as president of the Students Center for Medicine and the Federation of Cultural Associations (FAC). In this period, Bermann relativized positivism and adopted a matrix of thought from which he will not distance himself during his career. He initially adopted the positivist ideas of José Ingenieros (1877–1925) but later criticized him in his commitment to somatic determinism (Argañaraz et al. 2004). He took the influence of French clinic and opposed the Spanish vitalism that came to induce a strong criticism of hegemonic positivism (Ferrari 2010, 2014). Bermann was one of the first progressive psychiatrists to adhere to psychoanalysis. Two great influences deeply marked him: on the one hand, the positivism embodied in the figures of José Ingenieros, Horacio Piñero (1869–1919), Christofredo Jakob (1866–1956), Aníbal Ponce (1898–1938), and Nerio Rojas (1890–1971) (Klappenbach 2006); on the other hand, an antipositivist perspective outlined in the figure of Alejandro Korn (1860–1936) and in

particular the contact, in 1916, with the lectures dictated by Ortega y Gasset (1883–1955), whom he criticized anyway (Ferrari 2010). In this framework, he had a first approach with the city of Córdoba, participating in the university reform, a movement for the democratization of university education with a Latin American scope.

In Bermann's eventual psychiatric practice, a reeducational and social pragmatic tinge later took shape. Something that can be observed in his initial publications on *Determinismo en la ciencia y en la vida* (Determinism in science and life) (Bermann, 1920), and mainly in the two volumes on *Menores Desamparados y delincuentes en Córdoba* (Abandoned minors and delinquents in Córdoba) (Bermann, 1933). Bermann participated as a Member of the International Institute of Anthropologie in Paris, Fourth Section: Psychology, Sociology, and Criminology (1924); Bermann's interest in tackling the problem of criminality, as a result of the effects of the habits that a society infringed on the morality of individuals, became an axis of his entire trajectory (Celentano 2006). In 1925, he began to work as a physician at the Hospital de Niños de Córdoba (Children's Hospital of Córdoba), with Prof. Juan Orrico, for child neuropsychiatry. A year later, he published his work *Toxicomanías* (1926) while writing about his teacher José Ingenieros (Bermann, 1926). In 1930, he made a study trip to the main European psychiatric centers and became one of the few Latin American physicians to visit Sigmund Freud. Meanwhile, he assumed as Full Professor the chair of Legal Medicine and Toxicology at the Universidad Nacional de Córdoba (National University of Córdoba), which he held from 1928 to 1936 (Fitó 1998). In 1936, he traveled as an international brigadist to participate in the Spanish Civil War, where he had a prominent role in the organization of war psychiatry. That same year, he created and directed the journal *Psicoterapia* (Psychotherapy), a fundamental scientific organ of progressive Spanish-speaking psychiatry. In 1941, Bermann published *Las Neurosis en la Guerra* (The neurosis at war) (Bermann, 1941), devoted to his experiences in the Civil War, where a disenchantment with psychoanalysis can be appreciated, although he maintains his interest in the theory (Scholten and Ferrari 2018). Psychoanalysis became part of other

interventions that were not psychoanalytic in what can be considered Bermann's eclecticism. After the Second World War, he participated in the teams of the World Health Organization to establish the conceptual bases of the new movement of mental health.

In 1951, Bermann founded the *Revista Latinoamericana de Psiquiatría* (*Latin American Journal of Psychiatry*), in which were published several papers related to psychotherapy and comparative psychiatry and socio-psychiatry (Vezzetti, 2006a, b). The journal was a highly politicized medium; this led to the resignation of one of the editorial secretaries, the Peruvian Honorio Delgado, who did not agree with the journal's political objectives. In the 1960s, Bermann published a compilation of his works in the book *Nuestra Psiquiatría* (Our Psychiatry) (Bermann, 1960). In 1962, the Neuropathic Institute, directed by Bermann, held the first *Jornadas de Psicoterapia* (Psychotherapy Conferences), which became an important event of scientific meeting where a great variety of theoretical approaches were exhibited (Bermann, 1964). Toward the end of his life, he published another compilation of his most outstanding works (Bermann, 1966) and a memoir of his visit to Mao's revolution in his *La salud mental en china* (Mental Health in China) (Bermann, 1970). This last work was translated into Italian and gives an account of the political itineraries throughout his career. Although initially he placed himself in socialism, he later showed sympathy for Stalin's Communist Party, finally joining the *new left* of the 1960s (García 2012).

Gregorio Bermann has been a prominent actor in progressive Latin American psychiatry, establishing professional and political links with a large part of Latin American countries. He had important participation in various Latin American institutions congregating psychiatrists, and being an active member of the *Sociedad de Psiquiatría y Neurología* (Society of Psychiatry and Neurology) from Chile, the American Psychiatric Association, the *Sociedad de Higiene Mental del Brasil* (Society of Mental Hygiene of Brazil), the *Sociedad Cubana de Neurología y Psiquiatría* (Cuban Society of Neurology and Psychiatry),

the Academia Nacional de Medicina de Colombia (National Academy of Medicine of Colombia), and Member of Honor of the Liga Venezolana de Higiene Mental de Venezuela (Society of Mental Hygiene of Venezuela). He was also a member of the Société Médico-Psychologique (Medico-Psychological Society) from France and of the progressive movement of *L'Evolution Psychiatrique* (The Psychiatric Evolution) also from France.

Cross-References

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- ▶ [Ingenieros, José](#)
- ▶ [Kom, Alejandro](#)
- ▶ [Piñero, Horacio Gregorio](#)

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Bernal del Riesgo, Alfonso

Born *Havana, (Cuba), 24 January 1902*

Died *Santa Clara, (Cuba), 4 January 1975*

Elizabeth Salgado Cabeza
Universidad de La Habana, Havana, Cuba

Keywords

Cuba · Psychology · Research · Education

He attended high school at the Colegio de Belén in Havana and graduated from the Instituto de Segunda Enseñanza (High School Institute) in 1919 with a high school degree in Science and Literature. In that year, he enrolled at the Universidad de la Habana (University of Havana) to study two undergraduate programs: Civil Law and Philosophy and Letters. He had outstanding results in both programs, and at the same time, he obtained numerous ordinary prizes in courses such as History of Spanish Literature and Psychology. He obtained his doctoral degree in Civil Law in 1923 and his doctoral degree in Philosophy and Letters in 1928 (Universidad de La Habana, [n.d.](#)).

His undergraduate thesis in Philosophy and Letters was entitled *La Psicología de José Ingenieros (The psychology of José Ingenieros)* (Universidad de La Habana, [n.d.](#)). José Ingenieros (1877–1925) was a renowned Argentine psychologist and sociologist who influenced the University Reform of 1918 in his country.

Bernal, together with Julio Antonio Mella (1903–1929), played a leading role in the revolutionary struggle of the 1920s in the student context. He led the Renovación (Renovation) group that promoted the university reform of 1922, which was named after a similar movement in Argentina (Louro-Bernal & Bernal, 2013). He actively participated in the organization of the Congreso Nacional Revolucionario de Estudiantes (National Revolutionary Congress of Students) of 1923, in which he presented the conference “Los principios, la táctica y los fines

de la revolución universitaria” (The principles, tactics and ends of the university revolution) (Bernal del Riesgo, 1923). Together with Mella, he was an architect of the founding of the Universidad Popular “José Martí” (José Martí Popular University), the Liga Anticlerical (Anticlerical League), the Instituto Politécnico Ariel (Ariel Polytechnic Institute), and the Partido Comunista de Cuba (Communist Party of Cuba) (Louro-Bernal & Bernal, 2013). As a result of the revolutionary work deployed in these years, he had to leave the country in 1930. His stay in Vienna, Austria, as a political exile, was an ideal context for his professional training as a psychologist.

After his return to Cuba, he worked as a professor of General and Civic Psychology at the University of Havana, which earned him recognition in teaching and scientific circles, endorsed by his publications in both branches of knowledge (Louro-Bernal & Bernal, 2013).

Between 1949 and 1962, he developed an important foundational work. In 1949, he participated together with Pedro Cañas Abril (1902–1992) and Gustavo Torroella (1918–2006) in the creation of the Oficina de Psicometría y Orientación Vocacional del Ministerio de Educación (Psychometry and Vocational Guidance Office of the Ministry of Education) (Bernal del Riesgo, 1951; Oliva, 2013). He created the Sociedad Cubana de Psicología (Cuban Society of Psychology), of which he was the first president in 1954. Bernal was included within the Professional Directory of the society as clinical psychologist (Gallegos, 2017). Likewise, the *Revista Cubana de Psicología* (Cuban Journal of Psychology) appeared during this period, publishing its first issue in 1955.

In 1962, the Faculty of Psychology was created at the University of Havana, under the University Reform of the same year. Bernal actively participated in the design of the Reform and was part of the commission in charge of the elaboration of the first study plan implemented in the faculty (Corral, 2011, 2012). In 1964, he moved to the Central University of Las Villas, in Santa Clara, where he continued teaching until his death (Louro-Bernal & Bernal, 2013).

He participated in the founding of the Sociedad de Hipnosis (Society of Hypnosis), the Sociedad de Psicología Aplicada (Society of Applied Psychology), and the Sección de Psicología de la Sociedad de Anunciantes (Psychology Section of the Society of Advertisers). In addition, he was vice-president of the Interamerican Society of Psychology and was a member of the Executive Committee of the Sociedad Latinoamericana de Psicología Profesional (Latin American Society of Professional Psychology) (Louro-Bernal & Bernal, 2013).

His research work was prolific, with around 52 titles dedicated to Psychology, among them, *Iniciación a la Psicología* (Introduction to Psychology) (Bernal del Riesgo, 1936) “Psicoterapia y Desarrollo” (Psychotherapy and Development) (Bernal del Riesgo, 1974), throughout his professional life, from his graduation until his death.

A transcendental contribution of his work was the sagacious *Cubanosofía* (Cubanosophy), included in his book *Cuestiones futuras de la enseñanza en Cuba* (Futures issues of teaching in Cuba) (Bernal del Riesgo, 1944), in which, he considered the identity of the Cuban as a historical, psychological, and social construct. He formulated textbooks of an extraordinary comprehensive character, as is the case of *Psicología Humana* (Human Psychology) (Bernal del Riesgo, 1946), which covered topics related to all areas of psychology, in an orderly and dynamic discourse. One of his most important works was *Errores en la crianza de los niños* (Errors in the Upbringing of Children) (Bernal del Riesgo, 1970), in which, from a colloquial approach to the reader, he exposes the results of years of clinical practice and scientific activity.

He is considered one of the most important Cuban psychologists, for his educational and research work. His contributions were oriented to the search for a national psychology, which overcomes the vision of restrictive schools and theories, and allows one to understand the national idiosyncrasies. In addition, he was one of the psychologists who initiated the transition of psychology towards the revolutionary proposals of the time.

Cross-References

► [Ingenieros, José](#)

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Bernstein, Jaime

Born *Buenos Aires, Argentina, 25 August 1917*

Died *Buenos Aires, Argentina, 1 August 1988*

Alejandro Dagfal

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Keywords

Argentina · Mental testing · Projective techniques · Clinical psychology · Psychology programs

Jaime Bernstein was the son of Ukrainian Jew immigrants who arrived to Argentina in the early years of the twentieth century. In 1937, he began a major in pedagogy at the Facultad de Filosofía y Letras (School of Philosophy and Literature) of the Universidad de Buenos Aires (University of Buenos Aires, UBA) where he graduated in 1942 (honors diploma) with a dissertation on “Adlerian Psychology and Education.” Before graduation, between 1941 and 1942, he had been a member of the Sigmund Freud Institute, founded by Bela Székely (1882–1955), a Hungarian psychologist specialized in the ideas of Alfred Adler and in the

theory and the application of mental tests. While he was doing his training with Székely, in that institution, Bernstein became deputy head of the pedagogic section, where he gave courses on the Rorschach test and on child intelligence. He also started a clinical activity with pedagogic orientation. In 1952, he took a study trip to England, France, Italy, and Spain (Bernstein, 1959; Castillo, 2014).

Concerning his professional and academic career, very early, from 1943 to 1945, he was assistant professor in the seminar of *Psicología Aplicada a la Educación* (Psychology Applied to Education), at the Philosophy Department of UBA. He would become director of that seminar between 1945 and 1947. From 1948 to 1951, Bernstein headed the *Departamento de Psicología Educativa de la Dirección de Psicología Educativa y Orientación Profesional* (Educational Psychology Department of the Educational Psychology and Professional Guidance Direction) of the province of Buenos Aires. In that institution, schoolteachers were trained as “educational assistants.” They helped in the organization of homogeneous classes, creating special groups for “gifted” children and for those who had learning difficulties. In the schools, they also carried out “psycho-pedagogical guidance,” including diagnosis, treatment, and even the referral of students with behavioral problems. In this manner, during Peron’s first mandate (1946–1952), Bernstein contributed to the diffusion of psychological theories and practices in the educational realm (Bernstein, 1959; Rodríguez Sturla, 2001).

In parallel, from 1945, he played an important role as editor, after founding the publishing house Paidós, with his partner Enrique Butelman (1917–1990). At first, they exploited the field of child psychology, not very developed in the Spanish language. However, very rapidly, their catalogue included other domains, such as mental testing, projective techniques, dynamic psychiatry, new psychological theories, and psychoanalysis. Paidós would also consider sociology, economics, and politics, not to forget history and philosophy. By 1965, this informal business was no longer a small one. Paidós had already published 485 titles and it had sold over three million copies in Latin

America and Spain. Not only Bernstein co-directed this process but he was also responsible for different series – “Psychotherapy and Education,” “Psychometrics,” “Contemporary Educator,” “Medical Psychology,” “Psychopathology and Psychosomatics,” “Parapsychology,” among others. He edited, wrote prefaces and notes, and had translated – many times with the help of his wife, Analore Steintal de Bernstein – nearly 230 books, including the first Spanish version of tests such as those of Gesell, Rorschach, Goodenough, Raven, Murray, Bellak, and Rapaport (Klappenbach, 2001; Steintal de Bernstein, 2007; Dagfal, 2009).

In 1955, after president Perón was overthrown, Bernstein began an active academic career as professor and executive staff. At the end of that year, in the city of Rosario, he was appointed as chair of “Educational Psychology,” in the Facultad de Filosofía (School of Philosophy) of the Universidad Nacional del Litoral (National University of the Littoral). At that moment, he also joined an advisory commission in charge of the elaboration of a new curriculum to “reorganize” the first psychology program that had been created in Argentina, in 1955, right before the *coup d'état*. In 1956 he became the head of the Instituto de Psicología (Institute of Psychology), as well as professor in charge of the chair “Psychometrics and Psycho-diagnosis.” In 1957, when a psychology program was also founded at UBA, he was appointed as chair of “Psychology II.” In 1959, he obtained two more chairs: “Educational Psychology” and “Projective Techniques,” while his partner and friend, Enrique Butelman, became head of the Psychology Department. In 1959, Bernstein was appointed head of the Vocational Guidance Department of UBA, the first one of its kind. After the *coup d'état* of 1966 (when the military took direct control of the universities and many professors and researchers had to emigrate), Bernstein resigned to all his academic posts. In 1984, four years before his death, he was appointed as numerary member of the National Academy of Education (Ascolani, 1988; Gentile, 2003; Steintal de Bernstein, 2004).

As for his main contributions, Jaime Bernstein represents one of the rare cases of continuity between the psycho-techniques developed in Argentina during the Peronist period – linking the world of work with the educational field – and the clinical psychology with psychoanalytic orientation that extended itself very rapidly during the 1960s, right after the creation of the first psychology programs. Through his multiple activities as professor, executive staff, and editor, he played a decisive role in the construction of a large public for a “new psychology.” Although he never wrote a book of his own, it can be said that his works (hundreds of pages) are scattered in his long prefaces, his detailed comments, and his erudite notes in the books published by Paidós under his supervision. Likewise, not only did he play a key role at the beginnings of two of the first psychology programs in the country, but he also backed the first students in the defense of the right to practice psychotherapies for nonphysicians. He was an atypical pedagogue, as interested in the psychological aspects of education as in the possibilities of a new professional role for psychologists, in which the evaluation and treatment of personality were of an utmost importance (Dagfal, 2009).

Cross-References

- ▶ Butelman, Enrique
- ▶ Szekely, Béla

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Berríos Pagán, Zayda Ruth

Born on December 15, 1935 at Santa Isabel, Puerto Rico (PR)

Died on March 7, 2017 at San Juan, Puerto Rico (PR)

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Keywords

Puerto Rico · Functional diversity evaluations · Neuropsychology

Zayda Ruth Berríos Pagán was the oldest and only girl of five children, whose parents were Hortensia Pagán Luna and Brígido Berríos Rodríguez. She was born in Santa Isabel, a small town in southern Puerto Rico (PR), where she went to elementary school. She was a very bright student, but extremely uneasy and difficult to control. Her teachers, wise and compassionate, allowed her to develop her talents and helped control her constant activity. They suggested advancing her to a higher-grade level in school, in order to provide more challenging academic material, as a way of keeping her more focused.

As she grew older, she developed a great sense of responsibility with which she was able to create a record of academic excellence that brought her to the University of Puerto Rico, at Río Piedras (UPR-RP) and UPR-Medical Sciences Campus. In the 1950s, after 5 years of studies, she completed a Bachelor's Degree in Science in Physical and Occupational Therapy.

As soon as she graduated, Zayda Berríos started working as an occupational therapist at the Cerebral Paralysis Clinic of Puerto Rico's Health Department. Later, she transferred to the Medical Sciences Campus of the University of Puerto Rico, where she did outstanding work at the Day Care Center for Children with Emotional Disturbances. It was there where she began offering clinical services to autistic children within a

neurological conceptual framework that challenged the psychoanalytical theoretical perspective of the time in Puerto Rico.

Zayda Berríos was not satisfied with only working the physical development of the children she served. She knew she needed more knowledge, especially about learning processes in children with functional diversity and was accepted by New York University (NYU), where she obtained a Master's of Arts specialized in Special Education in the early 1960s.

She returned to Puerto Rico, and in the mid-1960s, Zayda Berríos, joined Dr. Carlos Albizu Miranda, Dr. Norman Matlin, and a small group of colleagues in the development of the Puerto Rican Institute of Psychology, a private academic institution that offered master's degrees in psychology, centered on the development of psychological science for Puerto Ricans. This institution is now known as Carlos Albizu University (UCA). At this institution, in 1969, she obtained another master's degree, in sciences, majoring in clinical psychology.

In 1973, one of the authors of this biographical profile, Haydeé de Jesús, remembers that at Dr. Berríos' working center, psychologists were trained in an interdisciplinary approach, considering the human being as a whole entity, taking into consideration medical, neuropsychological, and even physical and occupational therapy aspects (de Jesús, 2010). She is thankful to Dr. Zayda Berríos for providing this comprehensive perspective to psychological services because it allowed her to analyze the results of the Wechsler Scales with a more detailed lens and to interpret children's behavior more profoundly. According to Dr. de Jesús, Dr. Berríos stressed the importance of integrating a child's performance in verbal and nonverbal tasks with walking patterns, use of the nondominant hand, facial characteristics, movement in general, and even a "child's look." As Dr. de Jesús remembers, she learned "that there were no children that could not be evaluated, but instead there were professionals who lacked the skills to evaluate these children. With this perspective in mind, the psychometrics spectrum was broadened in spectacular ways, turning itself into a challenge to any psychologist responsible of obtaining an adequate evaluation of each referred child. These integrated, wholistic evaluations led

to more appropriate diagnosis and conclusions, and the development of clear and specific recommendations. For this perspective in evaluation, we are very grateful" (de Jesús, 2017, p. 44).

In 1975, Zayda Berríos became interested in children diagnosed with autism spectrum disorder and coordinated the first training about autism for parents and professionals. This workshop was offered by parents of children with autism and professionals from the USA. In 1976, Zayda Berríos received funds from the *Junta Puertorriqueña de Deficiencias en el Desarrollo* (Puerto Rico Board of Developmental Deficiencies) to develop the first summer camp for children with autistic spectrum disorders with a focus on individual attention, within a psycho-neurological framework.

In the 1980s, challenged by the need to amplify opportunities to Puerto Rican children with functional diversity, Zayda Berríos enrolled in a PhD graduate program in clinical psychology at UCA in San Juan, PR. She successfully finished this program of studies in 1985 and graduated upon defending the dissertation: *Children with acute illness and associated stress effects*. In the year 2000, as a culmination of her academic training, she obtained a Certification in Neuropsychology. This represented a closure in the *gestalt* about the human being that she had started exploring as a young professional in the field.

Dr. Zayda Berríos was a member of many professional organizations: American Association of Pediatric Neuropsychology, Diplomate of the American Board of Pediatric Neuropsychology, National Academy of Neuropsychology, Puerto Rico Psychological Association, Association of Pediatric Psychology, and Puerto Rico Board of Developmental Deficiencies. The International Biographical Center at Cambridge, England, bestowed on her the twentieth Century Award for Achievement Illuminated Diploma of Honor in 1992. In 2006, she was honored by the Association of Pediatric Psychology for services to functionally diverse children in PR.

After her "retirement," Dr. Berríos continued working as a psychologist in the Neuro-Developmental Program of the Medical Center in San Juan, PR. She maintained her private practice as a clinical psychologist and pediatric neuropsychologist and continued active until the end of her productive life.

In synthesis, Dr. Zayda Berríos' personal and professional life are proof of the dedication and hard work of a woman that was committed to the continuous development of her profession and her pledge to share her knowledge with zeal and veracity. As the world-known Spanish philosopher and writer, José Ortega y Gasset once stated: "A teacher grows when his disciple excels him." That was precisely her goal with us, and it is our mission to continue her legacy in the field of psychology in Puerto Rico.

Cross-References

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- ▶ Matlin, Norman

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Berta, Mario

Born *in Montevideo, Uruguay, August 30, 1920*

Died *in Montevideo, Uruguay, May 30, 2009*

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Universidad de la República, Montevideo,
Uruguay

Keywords

Uruguay · Experimental psychology · Creation of psychology course

Mario Berta was born in Montevideo where he trained as a psychiatrist in the Medicine Faculty in the Universidad de la República (University of the Republic). He focused on research, the practice, and the teaching of psychology, psychiatry, and psychotherapy. In his training, his passage through the Clinical Guard of the Vilardebó Hospital stands out in 1946, back then the only psychiatric hospital in Uruguay, managed at that time by Dr. Alfredo Cáceres (1900–1970) who made it possible for the encounter with psychology to occur early rather than late.

In 1948, he took on a job as an assistant of the Psychology Laboratory in the Psychiatric Clinic of the Medicine Faculty, a position he held until 1949. Subsequently, he presented various courses about psychology training in the Humanities and Science Faculty at the Universidad de la República. In 1950, he presented a course about Experimental Psychology, in 1951 a course about Psychological Cornerstones of Psychoanalysis, and a year later a course about Psychology of Personality. Over that same period (1951–1953), el Dr. Horacio Rimoldi (1913–2006) was also in the Humanities and Science Faculty, summoned by the Dean Justino Jiménez de Aréchaga (1910–1980) with the purpose of creating the Psychology Degree. Dr. Rimoldi never could nail down his proposal because of resistance he found in the university space, specially by a certain sector of medicine linked with the development of psychology.

In 1953, Dr. Mario Berta was a founding partner of the Sociedad de Psicología del Uruguay (Uruguay's Psychology Society), an institution that set out to "pursue the development of Psychology as both a science and a profession" (Sociedad de Psicología del Uruguay, 1993, p. 3). In 1956, he actively participated in the creation of the Psychology Degree and of the Psychology Institute, taking on the job as its first director. Berta elaborated the first curriculum in psychology, including the Freudian psychoanalysis and the Jungian analytical psychology in higher education, despite his considering that the basis and structure of the psychology field "responds more to scientific-natural interests and less to the scientific-spiritual tradition" (Berta & Silvera, 1958, p. 10).

In 1958, amid a controversy between Uruguay's Psychiatric Society and professionals of psychology concerning psychotherapeutic practice, he published *Limits and field of action of Psychology in relation to Psychiatry*, a report directed toward the Psychiatry Society. There, he proposed that psychology and psychiatry presented "many aspects in common and points in common" (Berta & Silvera, 1958, p. 3), but he acknowledged that both disciplines possessed a doctrinaire, technical, and formative separation. He added that in the practice "the psychologist has specific, well delimited zones of action that corresponded to what we can call the psychological toll of mental health (professional orientation and vocational guidance, psychology applied to the worker, the child, the social group, etc.)," and in the intermediary cases, "the intimate and group collaboration, of psychiatrists and psychologists," was suggested (p. 7).

In the 1970s, Mario Berta was awarded a Scholarship from United Nations and an Artigas Scholarship from the "Universidad de la República" to perform studies about European Psychology Education (1959–1960). During his stay in Paris, Ginebra, and Zurich, he participated in various specialty conferences and personally met multiple significant prominent people at the time: Gaston Bachelard (1884–1962), Charles Baudouin (1893–1963), Jean Piaget (1896–1980), and Leopold Szondi (1893–1986), among others. He also contacted Robert Desoille (1890–1966) who trained him in the "directed daydream" technique ("Rêve Eveillé Dirigé") during 1959 and 1960, through personal interviews, didactics, and assistance to his seminars.

On his return from Europe, in 1960, he kept an epistolary personal relation with Desoille, and in that same year he founded the Uruguayan Group of "Rêve Eveillé Dirigé," which presented the first work about directed daydream in Uruguay and in Uruguay's National Medical Congress. Subsequently, the Uruguayan Group researched on the relation between "Directed Daydream" and the action of certain hallucinogens, especially LSD 25, resulting in the publication of the paper "Directed psycholysis" (1964), presented in the Sociedad de Psiquiatría de Uruguay (Uruguay's

Psychiatric Society) and edited by the Psychology Institute (1965). Berta was founding s and integrated the Uruguay's Directed Daydream Society (1999), where he was distinguished in recognition of his contribution to the development and dissemination of such technique.

In 1966, Berta resigned the position of Director in the Psychology Institute while in a climate of dispute related to the direction of the Institute, where political and academic views opposed, especially in regard to the autonomy of psychology in relation to medicine, specially psychiatry.

In 1967, he was elected President of Uruguay's Psychiatry Society, where he organized Uruguay's First Psychiatry and Mental Hygiene Workshops.

During the military-civic dictatorship between 1973 and 1984, the Psychology Degree of the Humanities and Science Faculty of the "Universidad de la República" closed its doors (in 1973) not to open again. Its closure decreed by the University auditors was accompanied by a consult to different actors about the necessary level of a future space for psychologists university education, and finally in 1975 the Psychology University School was created in the "Universidad de la República," of which Berta was its first director. Berta highlighted in a report (Berta, 1981) that the creation of the Escuela Universitaria de Psicología (Psychology University School) "meant an acknowledgement of the importance of Psychology as an autonomous discipline and a real progress in its teaching and training inside of the University" (p. 1), opposed to what various psychology collectives upheld, the weakening of the professional training, and the repositioning of the psychologist's work under the medical influence.

Mario Berta published various books and works in French; alone or in collaboration, his performance in a European level led him to be designated as an Official Rapporteur in the International Psychotherapy Congress held in Paris (1976) about the subject "¿Existential values or symptom reduction?" He was Honorary Academic of Medicine's National Academy (2003) and Honorary Partner of Uruguay's Logotherapy Society (2004). His scientific

production in addition to being relevant for its time stands out because of its amplitude and theme variety.

Cross-References

- ▶ Cáceres, Alfredo
- ▶ Rimoldi, Horacio José Ambrosio

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Bertoni, Moisés Santiago

Born in *Lottigna (Canton Ticino), Switzerland, on June 15, 1857*

Died in *Foz do Iguaçu (Brazil), on September 19, 1929*

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Keywords

Paraguay · Paraguayan ethnography · Psychology of the Guarani · Paraguayan agriculture · Meteorology and botany

Mosè Giacomo Bertoni, also known as Moisés Santiago Bertoni or as “the wise Bertoni” (in recognition of the work carried out by him in so many different fields), would become one of the greatest naturalist scientists, anthropologist, botanist, and writer in Paraguay.

His interest in the natural and social sciences manifested itself early in his life so much so that, in 1874, at just 17 years old, he founded with his mother the first meteorological observatory in his hometown, Lottigna, which revealed an important area of knowledge, which accompanied him throughout his life.

After studying two semesters of law, in 1875, at Geneva University, he resumed his original interest and, in 1876, entered the Faculty of Natural Sciences of the University of Zurich, where he met the student of biochemist Eugenia Rosseti, with whom he married and had “a profuse offspring” (Del Carmen Quevedo, 2001), and with whom he moved to South America in 1884 (Ramella & Ramella-Miquel, 1985), with six children (one daughter died previously in Switzerland).

He first settled in Argentina, where he stayed until 1887, while waiting for deciding to move that year to Paraguay, where he had his six other children, totaling 13 sons.

His work was as prolific as his descendants, on the most different subjects that make up the various possible views in the natural and social sciences. As Zubizarreta (2011) comments: “His scientific activity scary. He investigates, builds collections, writes his Physical and Economic Description of Paraguay, a monumental work of whose 17 voluminous volumes only four have been published to date.” In total, there are more than 400 articles and essays (Ramella & Ramella-Miquel, 1985).

In 1896, he founded the *Escuela Nacional de Agricultura* (National School of Agriculture) of Trinidad (near Asunción) and also the *Estación Agronómica* (Agronomic Station) of the now called Puerto Bertoni. Without official help and without sponsorship, he acquired a small printing press in that city (idem) and goes on to publish his own materials and fascicles of the *Anales Científicos* (Scientific Annals), highly valued both in Asunción and in North American and European cities, through his publishing house called *Ex Sylvis* (which, translated from Latin, means “From the forest”).

Later recognized by one of the presidents of Paraguay (provisional from 1923–1924 and constitutional from 1924–1928), José Eligio Ayala (1879–1930), who had also studied at the University of Zurich, went on to finance his publications, with which Bertoni could finally have official support for the publishing of their works and scientific knowledge on Paraguay, such as courses on meteorology, astronomy, medicine, agriculture, botany, archeology, and ethnology, especially on the Guaraní indigenous (Del Carmen Quevedo, 2001; Zubizarreta, 2011).

These meteorological studies (recording, in the 42 years in which he lived in Paraguay, data related to wind, air temperature, frequency of rainfall, and humidity) inspired the creation of the Registro Nacional Paraguayo (Paraguayan National Registry) (República de Paraguay, 2020).

His extremely exact rainfall calendar became so popular that it was incorporated into Paraguayan culture in general, to the point that common calendars included annually, with different colors, those careful records known as the

“*Calendario Bertoni*” (Bertoni Calendar), which was used to plan various events (such as parties, barbecues, camping, etc.) on days without rain; it increases its precision. Only deforestation and global warming caused the *Calendario Bertoni* to lose its validity and, as a consequence, to cease to be incorporated into the common calendars in recent years, after more than 50 years of use.

Now, in that profusion of works that make up the historical record of his experience in Paraguay, the absence of a specific mention to psychology as a science is striking, although psychological descriptions permeate several of Bertoni’s works, among them, specifically, the formidable anthropological study included in his *Descripción Física, Económica y Social del Paraguay* (Physical, Economic, and Social Description of Paraguay) (Bertoni, 1927a), which he called the *La civilización Guaraní* (The Guaraní Civilization), and in which he consciously faced all prejudice related to it, since it was the study of an indigenous partiality that he elevated to the degree of “civilization,” as he titled his work, that prejudice that he describes as: “Malice, ignorance, incomprehension (. . .)” (Bertoni, 1927b, p. 12).

According to García (2014), the omission of psychology as such in his works was absolutely intentional, due to its disagreement with the then modern definition, which he describes, at the beginning of Volume II, as “the modern disaster of the concept of psychology,” which treats the “science of the soul” as something to be measured in the laboratory “by means of weights and measures, and various dynamometers” (Bertoni, 1956, p.161).

However, psychological issues occupied a special portion in the Part II of his work on the Guaraní people, when Bertoni (1956) associates them with morals. Bertoni recognized the high sense of morality in Guaraní people, together with a high moral and mental sensitivity, lived in a paradisiacal daily life, free of tensions and violent emotions (García, 2014, pp. 61).

Finally, there are also many criticisms of Bertoni’s anthropological descriptions, “contaminated” by a personalist ideology, which,

according to some, makes him a controversial author.

But, as García (2014) emphasizes very well: "(...) we have the certain fact that, without psychology being his main orientation, he was the first in this country to deal with understanding the mentality of the Guaraní, even with the limitations recognized by himself (...). *This fact alone already makes him a character worthy of a detailed historical analysis*" (García, 2014, pp. 63–64, emphasis added). Such, then, is the singular importance of Bertoni for psychology in Paraguay.

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Besserman Vianna, Helena

Born in Rio de Janeiro (Brazil) on March 12, 1932

Died in Rio de Janeiro (Brazil) on April 7, 2002

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Keywords

Brazil · Psychoanalysis · Torture

Helena Besserman Vianna, daughter of Jewish-Polish immigrants, was a Brazilian psychiatrist, graduated in 1955 from the University of Brazil (later called the Federal University of Rio de Janeiro). She worked at the Home and Emergency Medical Assistance Service (SAMDU). She was

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withdrawn from public service by the corporate military coup shortly after the 1964. She joined the Brazilian Psychoanalytic Society of Rio de Janeiro (SBPRJ) in 1965 (S. B. Vianna, personal communication, April 22, 2020). In 1970, she became an Associate Member of SBPRJ, where she coordinated the course “Study of the work of Karl Abraham.” In 1976, she became a full member of the SBPRJ.

Her life was marked by the articulation between psychoanalysis and politics. She participated in the campaign *O Petróleo é Nosso* (The Oil Is Ours), for the nationalization of oil supplies, in the late 1940s. Although a biographer claims that she joined the Brazilian Communist Party (PCB) in 1964 and left in 1968 after the Prague Spring incidents, her son claimed that she joined the PCB in 1950, leaving her ranks in 1981 (S. B. Vianna, personal communication, April 22, 2020). Her house was used for communist meetings, of which several were persecuted politicians and murdered during the dictatorship (Konder, 2000), as well as hiding in the underground Giocondo Dias (1913–1987), PCB general secretary, and Marco Antonio Coelho (1926–2015) (S. B. Vianna, personal communication, April 22, 2020). She attended to former political prisoners and still participated in the Amnesty movement.

Since 1973, intense controversies have happened within the SBPRJ. Vianna became well known for having been one of the main responsible for the circulation of complaints about the participation in torture by the lieutenant-physician Amílcar Lobo (1939–1997), candidate for Psychoanalytic Society of Rio de Janeiro (SPRJ) member. At the time, he was in a didactic analysis with Leão Cabernite. Still, in the same year, the Argentine psychoanalytical magazine *Cuestionamos 2: Psicoanálisis Institucional y Psicoanálisis sin Institución* (We Question 2: Institutional Psychoanalysis and Psychoanalysis without Institution), organized by Marie Langer and Armando Bauleo (1932–2008), published a note reproduced from the newspaper *Voz Operária* (Worker’s Voice) n° 102, from the PCB. In this newspaper, in a report entitled “We identified some torturers in Guanabara,” Amílcar

Lobo is held responsible as one of the members of the torture group. The newspaper’s editor was hidden underground in Helena Besserman’s house (Vianna, 1995). The complaint has spread, and figures in psychoanalysis exchange letters about it. In 1973, the president of the International Psychoanalytical Association (IPA), Serge Lebovici (1915–2000), wrote to the president of SBPRJ, Walderedo I. de Oliveira, to find out about what happened. The president of SBPRJ responded saying that it was a misunderstanding. In 1974, at a conference of Wilfred Bion (1897–1979) at the Institute of Psychiatry of the Federal University of Rio de Janeiro, Helena Besserman Vianna asked “what would you do if you were wanted by a client who wanted to be a psychoanalyst and had been involved with torture?” (Vianna, 1995). In the same year, after her car parked in front of the SBPRJ, its engine was manipulated so that it could explode. A bomb was found in it (Araújo, 2020). About these episodes, one of the psychoanalysts involved stated: “Dr. Helena Viana had been to hell and back” (Pellegrino, 1988). Amílcar Lobo (1989), in his book, reported that one of the solutions proposed to him by his military superiors was to place a bomb in the office of Helena Besserman Vianna. In the same year, a graphotechnical exam was ordered by a judicial expert. In 1975, the SBPRJ Council accused her of her handwriting being the one at the end of the newspaper *Voz Operária* (Workers Voice) (Vianna, 1995). They took advantage and accused her of having plagiarized articles and ideas from different psychoanalysts. She denied it. At the meeting, she was forced to enter without her purse and noted that one of those present held a folder with the initials of the Department of Political and Social Order (DOPS). Under allegations of ethical and moral reasons, her request to enter the category of full member was rejected, and the Council decided to keep the matter confidential. A Council helper asked her to burn all letters and minutes involving the case. In 1975, she went to London at the International Psychoanalysis Congress. She requested a meeting with the IPA Executive Council, where she presented her defense, and showed the letters exchanged and read the charges

against her. While waiting for the meeting, she received several calls with threats directed at her family: “Find out what happened to your children in Brazil” (Jornal do Brasil, 1986b).

Finally, in 1976, she became a full member of the SBPRJ. In 1980, the theme of torture was rekindled within the SBPRJ, and a series of meetings, which were known as “Assemblies of Crisis,” were instituted. She was accused of failing to keep her oath of not referring to what happened. Walderedo I. de Oliveira accused her of wanting to set up a police investigation to harm a colleague. The crisis was spread into the Rio de Janeiro Psychoanalytic Society (SPRJ), another psychoanalytical society linked to IPA. In 1981, in Paris, she delivered documentary evidence on the participation of Amílcar Lobo to the ex-president of IPA, Serge Lebovici. A letter from the psychoanalyst Hélio Pellegrino reporting the cases of torture to former political prisoners was included. In 1986, Helena Besserman and Hélio Pellegrino gave statements to *Jornal do Brasil* (Journal of Brazil) (1986a), which were published alongside an interview with Amílcar Lobo in an article entitled: *Psychoanalysis of Torture* (1986b). Only in 1993, the IPA Executive Committee required SPRJ to exclude Leão Cabernite from membership, and to cancel his membership. In 1987, she published an article in the newspaper of *Grupo Tortura Nunca Mais* (Torture Never Again Group) (GTNM / RJ) in Rio de Janeiro.

Concerning her writings, two stand out. Her publication of 1991 brought the lecture of Margarete Hilferding (1871–1942), a doctor who attended the circles of the “Psychological Society of Wednesdays” at Freud’s house and who, in 1911, was the first woman to participate in the Psychoanalytic Society of Vienna. In the 1995 book, she reported the story involving Amílcar Lobo’s case at SBPRJ. In a country that did not recognize its practices, Helena Besserman Vianna contributed to the public denunciation of a known participant in torture, and that was inserted within the Brazilian psychoanalysis. She never negotiated principles to ascend within the profession. Not by chance, in 2000, she received the Chico Mendes’s Medal from GTNM/RJ, and in an

interview with Coimbra (2005), she declared: “I never abandoned my Marxist ideals.”

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Biaggio, Angela Maria Brasil

Born *Rio de Janeiro, (Brazil), 29 July 1940*

Died *Porto Alegre, (Brazil), 19 May 2003*

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Keywords

Brazil · Developmental psychology ·
Psychological assessment · Moral
development · Moral education

Angela Maria Brasil Biaggio was born in Rio de Janeiro in 1940. During her high-school years, she received teacher training to become a primary school teacher. One of those years was spent as an international exchange student via American Field Service (AFS), in a regular high-school in the United States (USA) (1958–1959). Back in Brazil, she finished her teacher training with an internship in a favela in Rio de Janeiro. From 1960 to 1964, she studied Psychology and got her bachelor's degree at Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) (Pontifical Catholic University of Rio de Janeiro).

In April 1964, Professor Angela Biaggio moved to the USA to pursue her postgraduate degrees at the University of Wisconsin-Madison. She obtained her Master's degree in Educational Psychology (1964–1965) under the supervision of Julian C. Stanley (1918–2005). Afterward, she did her Ph.D. in Developmental Psychology (1965–1967), with Robert E. Grinder (1929–2012) as her advisor (Nelsen et al. 1969). Returning to Brazil in September of 1967, Angela was one of the few psychologists in the country with both degrees. From another perspective, that shows Brazil was at an incipient state in training and research in Psychology when Angela Biaggio returned with what is contemporarily considered a standard career for a Professor in the area.

In 1968, Professor Biaggio started to teach Psychology at her *alma mater* PUC-Rio. Between 1970 and 1971, she went back to the USA, becoming Associate Professor in the Department of Psychology at Minnesota State University-Moorhead. In January 1972, she was back in Brazil to work at Universidade de Brasília (UnB) (University of Brasília). In December of that same year, she moved to Porto Alegre (state of Rio Grande do Sul) to become a faculty member of the Master's program in Psychology at Pontifícia Universidade Católica do Rio Grande do Sul (PUC-RS) (Pontifical Catholic University of Rio Grande do Sul). In February of 1974, she moved to Rio de Janeiro to work alongside Professor Aroldo Rodrigues (► "[Rodrigues, Aroldo Soares de Souza](#)") at PUC-Rio until December 1980 (Biaggio and Rodrigues, 1971).

In 1981, Angela returned to Porto Alegre. There she was admitted as Professor at Universidade Federal do Rio Grande do Sul (UFRGS) (Federal University of Rio Grande do Sul), assigned to the university's School of Education (FACED). She taught Educational Psychology courses at the graduate and postgraduate levels and was in the Postgraduate Program in Education faculty. She became Full Professor (highest rank in the federal higher education career) in the 1980s. Around 1986, a group of psychology professors with Ph.D. from USA universities invited Angela to help in planning a new postgraduate program in Psychology at UFRGS. By 1987, she was among that program's permanent faculty and officially transferred from FACED to the Psychology Department. The Postgraduate Program in Psychology (PPGPSICO) quickly ascended to be the top program in the country. That was certainly due in great measure to Professor Biaggio's national and international relevance and scientific production (Denmark, 1998).

In 1994, Angela spent a sabbatical period (postdoctorate) at the University of Notre Dame (Indiana, USA) (Biaggio, 1997). She retired from the Psychology Department in 1995 but kept active international partnerships in research (USA, Chile, Portugal, Germany, and Norway), as well as supervising theses and dissertations at PPGPSICO until her passing in 2003.

As a scientific researcher in Psychology, Angela's career led to a recognized contribution to developmental psychology, personality, and psychological assessment. In Brazil after her Ph.D. in 1968, she proceeded to investigate the applicability of Lawrence Kohlberg's (1927–1987) model of stages in moral judgment to the Brazilian culture (Biaggio, 1975; Biaggio et al., 1998). In addition, from that perspective, she looked into relationships between moral judgment and constructs such as cognitive dissonance, locus of control, anxiety, religious participation and affiliation, Law students, the complexity of language structure, guilt, parental attitudes, attitudes toward ecology and peace, and other personality variables (e.g., Biaggio, 1984, 1992, 2013). Of relevance was her work on the Brazilian-Portuguese versions of the Moral Judgment Interview (MJI) (Biaggio, 1975) and the Sociomoral Reflective Objective Measure (SROM) (Biaggio & Barreto, 1991).

Professor Biaggio employed the moral dilemmas debating technique proposed by L. Kohlberg and his colleague Moshe M. Blatt (1941–) when she taught moral development at FACED. She translated and adapted into Brazilian-Portuguese a series of moral dilemmas based on the dilemma manual developed by Kohlberg's research team. With her collaborators and students, she created new dilemmas related to themes closer to Brazilian society (Biaggio et al., 1999). During her sabbatical time at the University of Notre Dame, she learned about applying the “just community” approach, designed by Kohlberg, observing the YES Program (Biaggio, 1997). She sought to apply that concept on her return to Brazil in Porto Alegre schools. During that same period, she rekindled her interest in universal themes, which she started to address intensively, until her passing: ecological issues and peace promotion. With those themes in mind, she sought to design an intervention program in schools to improve moral reasoning by discussing moral dilemmas with ecological and pacifist content (Biaggio et al., 1998, 1999). In 2002, she created the Peace Attitudes Scale (PAS), which she developed together with her adaptation of the Defining Issues Test-2 (DIT-2) for the Brazilian-Portuguese (Biaggio, 2013).

Alongside her interest in moral development and moral education (Biaggio, 1999), Professor Biaggio made important contributions to personality psychology and psychological assessment throughout her career. Her studies and research were also published through the books *Psicologia do Desenvolvimento* (Developmental Psychology) (first edition in 1975, a bestseller in Brazil, currently in its 24th edition) (Biaggio, 1988) and *Pesquisas em Psicologia do Desenvolvimento e da Personalidade* (Research on Developmental and Personality Psychology) (Biaggio, 1984). The translation and adaptation into Brazilian-Portuguese of several scales stand out, among them psychological instruments from her partnership with Professor Charles D. Spielberger (1927–2013): the IDATE – State-Trait Anxiety Inventory (Biaggio & Spielberger, 1980) and the STAXI – State-Trait Anger Expression Inventory (Biaggio & Spielberger, 1994).

Two of her books are remarkable in the psychological bibliography in Brazilian-Portuguese: *Psicologia do Desenvolvimento* (Developmental Psychology) (Biaggio, 1988) and *Lawrence Kohlberg: Ética e Educação Moral* (Lawrence Kohlberg: Ethics and Moral Education) (Biaggio, 2002). In this later work, she presented Kohlberg's theory and legacy, described some of her studies based on his theory, and included the unprecedented publication, in Brazilian-Portuguese, of two texts written by Kohlberg himself.

On May 22nd, 1998, in the Foundation Act of the Brazilian Society of Developmental Psychology (SBPD, currently Associação Brasileira de Psicologia do Desenvolvimento – ABPD), in the city of Gramado (Rio Grande do Sul), she received an homage and was acclaimed Honorary President. She took compromise in spreading the creation and achievement of the society to the international scientific community. In 2003, during the fourth meeting, and just a few days after her passing, a posthumous tribute took place in the city of João Pessoa (state of Paraíba). She planned to go to the meeting and present a research paper (the abstract was published in the conference proceedings).

Professor Biaggio brought researchers together for collaboration from different parts of a continental country such as Brazil. Her research study

on ecology and peace, for example, presented data from the Amazon region (Amazonas), the north-east (Paraíba), the south (Rio Grande do Sul), and the southeast (Minas Gerais and coastal Rio de Janeiro). In addition, Angela encouraged the Brazilian Association of Research and Postgraduate Studies in Psychology (*ANPEPP*) to organize symposia. Indeed, she actively participated in nearly all ANPEPP's meetings and was the founder of the ANPEPP's research group called "moral development," currently known as "psychology and morality."

Throughout her career in Brazil, she was a consultant to the government funding agencies Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Coordination for the Improvement of Higher Education) (CAPES), Conselho Nacional de Desenvolvimento Científico e Tecnológico (Brazilian National Council for Scientific and Technological Development) (CNPq), and Fundação de Amparo à Pesquisa do Estado do Rio Grande do Sul (FAPERGS). When CNPq organized the first committee for the area of Psychology between 1976 and 1978, Biaggio was one of the area's representatives. She was also senior researcher of CNPq from 1977 until the end of her career. At CAPES, she represented Psychology on the CAPES evaluation committee from 1990 to 1993.

It would not be an exaggeration to say that in the 1980s and 1990s, Professor Biaggio was one of the Brazilian researchers in Psychology with greater recognition abroad. Her involvement with scientific associations was very active and productive. Angela was Member (1964–2003) of the Sociedad Interamericana de Psicología (SIP) (Interamerican Society of Psychology) and Member (1969–2003) of the American Psychological Association (APA), becoming a Fellow of Division 15 – Educational Psychology in 1995. She joined the Association for Moral Education (AME) in 1990 as Member and intensively participated in many conferences, coordinating symposia and presenting her research studies (1990–2003). In November 2002, she went to Chicago (USA) for the 28th Annual Meeting of AME. She chaired a symposium she had proposed, during which she presented her latest paper about the assessment of moral issues and

peace attitudes. She was also a Member of the American Educational Research Association (AERA), the Society for Research in Child Development (SRCD), and the International Society for the Study of Behavioural Development (ISSBD). In addition, she was a disseminator to other countries in the history of Psychology in Brazil and research trends (Biaggio, 1987, 1993, 2000; Biaggio & Benko, 1975).

Angela Biaggio was an active Member of Sociedad Interamericana de Psicología from the moment she joined the society in 1964 and attended her first SIP meeting and presented a paper. She was Executive Secretary for South America from 1974 to 1976, joined the Editorial Board of the *Interamerican Journal of Psychology* in 1975, and was Vice-President for South America from 1976 to 1981, again Executive Secretary for South America from 1981 to 1983, President of the International Scientific Committee for the XXII Interamerican Congress of Psychology held in Buenos Aires in 1989, and President of SIP from 1991 to 1993. Angela's dedication and contributions to SIP were outstanding and helped foster psychology integration in the American continent.

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- [Rodrigues, Aroldo Soares de Souza](#)

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Bianchi, Jorge Milton Ausonio

Born *Nogoyá, Entre Ríos, Argentina,*
25 January 1930

Died *San Miguel de Tucumán, Tucumán,*
Argentina, 2 August 2021

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Keywords

Psychology · Tucumán · Psychotechnology ·
Methodology · Health

Jorge Milton Ausonio Bianchi was born on January 25, 1930, in the city of Nogoyá, in the southwest of the province of Entre Ríos, Argentina. However, by his childhood he was already

living in the city of San Miguel de Tucumán, capital of the province of Tucumán, Argentina, where he would carry out his first studies at the Escuela Obispo José Agustín Molina (Obispo José Agustín Molina School) (Anonymous, 2017; Terán, 2011).

In the early 1950s, he began his higher education at the Universidad Nacional de Tucumán (National University of Tucumán) (UNT). Initially, he enrolled in two programs: the Licenciatura en Psicotecnia y Orientación Profesional (Undergraduate Program in Psychotechnics and Professional Guidance and the Licenciatura en Ciencias de la Educación (Undergraduate Program in Educational Sciences). In 1952, while studying the course Introduction to Psychology taught by “Ricardo Moreno”, he received important impressions regarding the psychological science that would determine his choice for the first program for his future (Anonymous, 2012). This program was the precursor of the Psychology Program and had a multidisciplinary and generalist education, which was divided in three disciplinary fields. The first one specific in psychology, through courses on experimental psychology and social psychology, among others; a second field oriented to social knowledge in general, supported by courses on sociography and political economy, among others; and the third one, a group of courses in the field of biological science, where students received education in anatomy and physiology, industrial and mental hygiene, among others (Rossi, 1997).

Bianchi rescued this broad education in a cultural context of expansion of the UNT, where he participated in academic activities with highly regarded professors such as Benjamín Aybar (1896–1970), director of the Program, “Oscar Oñativia” (1919–1995), Diego Pró (1915–2000), Manuel Gonzalo Casas (1911–1981), Carlos Rodríguez Zelada, Konstantin Gavrilov (1908–1982), “Juan Dalma” (1895–1977), among others. As a student, he attended the First Argentine Congress of Psychology, where he met national psychology personalities, such as “Plácido Horas” (1916–1990) and “Horacio

Rimoldi” (1913–2006), and international ones, such as Gordon Allport (1897–1967) and Mariano Yela (1921–1994) (Bianchi, 2014; Rossi, 1997). All this motivated him, after obtaining his university degree in 1956, to direct his interests to the field of university teaching and research.

His teaching activity began in the field of psycho-statistics and measurement theory, experimental psychology, and scientific research methodology in the Psychology Program at the UNT. Later, he taught Medical Anthropology in the Faculty of Medicine at the same university, specializing in the field of epidemiology in the 1990s. He was also a Graduate Professor in the field of research methodology, in different universities along the whole country. Already in the early 1960s, he collaborated with Juan Dalma in many scientific researches on the *theory of the psychological density of the population* and *dyspsychobiosis*, which were oriented with an original proposal toward interdisciplinary studies in the intersection of statistics, demography, sociology, and psychology (Dalma, 1957; Dalma & Bianchi, 1963, 1964; Pró, 1979; Terán and Bianchi, 2016). Later, between 1969 and 1972, he made an important contribution with “Horacio Rimoldi” at the Psychometric Laboratory of Loyola University, Chicago, United States. There he attended conferences of important psychologists, such as Jean Piaget (1896–1980); and participated in research oriented to psychological measurement and problem-solving (Terán, 2011).

Due to his type of training, his interests extended to a wide range of topics, and he has published in different fields. Among the most relevant, we find those articles aimed at interdisciplinary discussion, taking up again theoretical elements of Dalma and discussions of ancient philosophy relate to psychology (Bianchi, 1999, 2007). On the other hand, we find contributions on the discussion of the teaching of research methodology (Bianchi & Casado, 2000); finally, in the biomedical field, he participated in written productions related to the cardiovascular system (Bianchi et al., 1986) and the pathology of Chagas (Herrera et al., 2003), the latter receiving several awards (Bianchi, 2004).

Another relevant aspect of his academic life was his great performance in the university political administration. He was in charge of the Psychology Department, in 1971 and between 1977 and 1979, and director and coordinator of the Psychometric Research Laboratory of the Faculty of Philosophy and Humanities of the UNT between 1970 and 1981. He directed the Academic Department of Human Sciences of the Universidad Nacional de Santiago del Estero (National University of Santiago del Estero), between 1981 and 1983, and finally he was the director of the University Education Program at UNT, between 1995 and 2001.

Bianchi also took part of a wide variety of associations and societies such as the Society of Criminal Sciences and Legal Medicine of Tucumán, the Academy of Political and Legal Sciences of Tucumán, the Argentine Association of Behavioral Sciences, which he presided between 1994 and 1995, among others. Finally, we must point out that he received several recognitions, such as his appointment as Member of the Academic Council of the Juan Dalma Study Center, of the Miguel Lillo Foundation; his appointments as Professor Emeritus; and as Member of the Honorary Committee of the Centennial of the UNT; among others.

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- ▶ Horas, Plácido
- ▶ Oñativia, Oscar Venancio

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Bicudo, Virginia Leone

Born *in São Paulo (Brazil)*, on November 21, 1910

Died *in São Paulo (Brazil)*, on September 29, 2003

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Keywords

Brazil · Psychoanalysis · Mental hygiene · Brazilian Society of Psychoanalysis of São Paulo

Virginia Leone Bicudo – sociologist and the first nondoctor psychoanalyst in Brazil – was the daughter of Theóphilo Júlio (who adopted the family name Bicudo according to the costumes of the postabolitionist era when the sons of former slaves adopted the names of their former masters

since they did not possess a family name) and Giovanna Leone (a white Italian immigrant). Coming from a humble origin, her path as a black woman can be pointed out by the fact her grandmother, on her father's side, Virginia Júlio, was born as a slave since she descended from Africans who were brought to Brazil. This process went from the beginning of the sixteenth century until 1888, year of the abolition.

Virginia Bicudo had access to education thanks to her father's encouragement. He was supported by the Bicudo family when he was still a child and could study, which was rare for black people at the time. He encouraged his daughter to study because he himself, years before, had been successively failed by a particular professor who did not accept the entrance of a black person into the medical school. Thus, she knew that her father was not accepted in the medical course because he was black (Teperman & Knopf, 2011). She finished the normal course in 1930 at the Escola Normal Caetano de Campos (Normal School), obtaining a certificate that allowed her to teach primary education. She worked as teacher at the Grupo Escolar Carandiru e Consolação (Primary School) until 1931, when she started the course of Health Educators of the Escola de Higiene e Saúde Pública of São Paulo (School of Hygiene and Public Health of São Paulo). This course was founded on the context of the hygienist movement, and its goal was to graduate professionals in the hygiene area with focus on prevention (Maio, 2010). Virginia concluded the course in 1932, made internship in the area in 1933, and after that, gave classes of hygiene at educational establishments in São Paulo.

Virginia enrolled at the Escola Livre de Sociologia e Política (ESLP – College of Sociology and Politics) in 1935 and started her undergraduation in 1936. In 1937, she had her first contact with social psychology and with the studies of Freud thanks to professor Noemy da Silveira Rudolfer (1902–1988), expressing her interest in psychoanalysis. Then she got in contact with the psychoanalyst Durval Marcondes, who recommended her the German and Jewish psychoanalyst Adelheid Lucy Koch, who had arrived in Brazil the year before (1936), running away from

Nazism. At that time, members of the Associação Brasileira de Psicanálise (Brazilian Association of Psychoanalysis) were looking for qualified psychoanalysts for the International Psychoanalytical Association (IPA) to train Brazilian analysts. In this context, Virgínia was considered as one of the first women to make analysis in Latin America (Abrão, 2014), and one of the pioneers on the dissemination of the psychoanalytical knowledge in Brazil.

She concluded her undergraduation and obtained the title of bacharel in political and social sciences in 1938, being the only woman among the undergraduates. The need for psychological protection for the problem of the rejection of racism and the search for explanations concerning social issues were the key elements that led her to sociology and psychoanalysis, as Virgínia herself admitted years later (Bicudo, 1994).

The mental hygiene field covered the studies of mental health with the education and psychiatry area, and Virgínia was very active in this circle. In 1940, she took the position of “visitadora psiquiátrica” (psychiatry home visitor, function also performed by Lygia Alcântara Amaral, who referred to herself as a health visitor) of the Serviço de Higiene Mental Escolar (SHME, Mental Hygiene Service for Students), a type of home care attendance program created by doctor Durval Marcondes in this same year (Maio, 2010). The SHME was linked to the Secretaria de Educação of São Paulo (Secretary of Education of São Paulo, an education office of the city), and its role was to assist children with psychiatric problems. The role of the psychiatry visitor consisted in making a background of the children’s lives (through the contact with the parents and teachers) and directly observing the family and school daily routine of these children. This way, she would be able to advise parents, teachers, and even perform psychotherapeutic activities.

Virgínia Bicudo became part of the teaching staff of the College of Sociology and Politics (ELSP) on March 13, 1940, as a professor of mental hygiene and psychoanalysis. Virgínia herself proposed the inclusion of the studies of mental hygiene at the ELSP, contributing with the propagation of psy-knowledge and its academic

institutionalization in subsequent decades (Maio, 2010). A significant data of this period was the fact that Virgínia, in her record as employee at ELSP, was classified as “white.” This fact is a vivid illustration of the question that has crossed her research path throughout her life, since it highlights, among the many strategies for whitening the Brazilian population, the erasing of the blackness of those who eventually gain prominence and protagonism.

She obtained approval to begin the Master’s degree course at the Department of Sociology and Anthropology of ELSP on August 21, 1942, with the project: “Study of awareness of race between blacks and mestizos of São Paulo,” having professor Donald Pierson (1900–1995) as her supervisor. He was the representative of the Chicago School of Sociology. Her dissertation concerning the attitudes of blacks and mestizos was defended in 1945. This paper, the first master’s dissertation about the racial issue in Brazil (Teperman & Knopf, 2011), was born from the studies and interviews with about 30 people, and its goal was to know the racial attitudes of blacks and mulattos of São Paulo. Her analysis used the variables of color and social status in the interviews with individuals of middle and lower class.

From a psychosocial point of view, Virgínia Bicudo understood race as a sociologic factor, breaking with predominant idea at that time, that saw race as a biological factor. This way, the social racial attitudes were an expression of culture understood as a dialogical relation among different groups. Bicudo believed that in order to know the racial attitudes of a specific ethnic group, it was necessary to observe the reactions of the other group with which they interacted. Following this perspective, she drew a panorama demonstrating the different aspects of the awareness of color between blacks and mulattos from the different classes (middle and lower), pointing out that the discriminatory attitude of whites in relation to people of color influenced the attitude of blacks and mulattos themselves. As a result, the attitudes of black people varied between: denial of their color through strategies of whitening their skin, escape of the racial conflict and subservience to the white, and finally, the awareness of the

prejudice of color (resulting from the conflict between a necessity of self-affirmation of personal values, on the one hand, and the search for acceptance from the group of the whites, on the other).

The conclusion of her research showed that the prejudice of color continued to be practiced even in relation to blacks and mulattos of the highest social status (Bicudo, 1945). This vision represented a counterpoint to the theories that indicated the prejudice of social class as a main structural factor of uneven relations. Her contribution was to show that the prejudice of color – expression used by Virgínia in her research – was more preponderant than the prejudice of class.

In 1944, Virginia Bicudo participated in the foundation of the Grupo Psicanalítico de São Paulo (Psychoanalytic Group of São Paulo), headed by Adelheid Koch, together with Durval Marcondes and other psychoanalysts. In the same year, the group was acknowledged by the International Psychoanalytical Association (IPA), and in 1951, it was changed to the Sociedade Brasileira de Psicanálise de São Paulo (SBPSP – Brazilian Society of Psychoanalysis of São Paulo), an organization in which she worked assuming many important roles.

In 1950, Virginia took part in the UNESCO Project, aimed at investigating racial relations in Brazil. Her research in the project resulted in a report concerning the racist attitudes of students of scholar groups, published in 1955 (Gomes, 2013). While she was still a part of UNESCO Project, she participated in the Commission for the Study of Black Women in São Paulo.

During the Latin American Mental Health congress in 1954, Virgínia and Lygia Alcântara do Amaral, also a psychoanalyst and educator, were accused of charlatanism by doctors who participated in the congress. They claimed Virgínia and Lygia were not doctors and therefore were illegally exercising medicine by practicing psychoanalysis. At that time, Virgínia's work already had national repercussion, because since 1950 there was a weekly program on Excelsior radio, which, in 1954, expanded to a column for the *Folha da Manhã*, a morning newspaper. Both initiatives in these medias with a huge audience, the radio

program and the newspaper column, received the same name – “Nosso Mundo Mental” (Our Mental World) – and they sought to share information about the principles of mental health, having the psychoanalytics studies as reference. Subsequently, she published this material in a book.

Bicudo traveled to England in 1955 to improve her studies in psychoanalysis on the courses of the British Society. During this period, she kept discussing psychoanalysis. She even broadcasted to Brazil (thanks the stations of short waves of BBC) some of the lectures, with special attention to the interview she did with John Bowlby (1907–1990), director of the Tavistock Centre Child and Family. She returned in 1959 and introduced the “Teaching Child Psychoanalysis” specialty at SBPSP, assuming the role of director of the Psychoanalysis Institute in 1961.

She became professor at the Universidade de Brasília (University of Brasília) in 1970 and founded the Grupo Psicanalítico de Brasília (Psychoanalytic Group of Brasília), and next the Instituto de Psicanálise de Brasília (Institute of Psychoanalysis of Brasília), keeping, at the same time, her work at SBPSP (Musatti-Braga, 2018). She contributed to the creation of the *Jornal de Psicanálise* and the *Revista Brasileira de Psicanálise* (both *Brazilian journals of psychoanalysis*), being part of this last one between 1967 and 1979.

She joined the board of the first Conselho Federal de Psicologia (Federal Council of Psychology). She took office as vice president in December 20, 1973. In the early 1990s, Bicudo left the University of Brasília, and from that point on she only worked in São Paulo, in the clinic and supervision activity. She passed away in 2003, after she stopped attending clinically.

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Bijou, Sidney William

Born *Arlington, Maryland, United States of America, 12 November 1908*

Died *Santa Barbara, California, United States of America, 11 June 2009*

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Keywords

United States · Mexico · Child behavioral therapy · Behavioral analysis in children with disabilities

Sidney W. Bijou, son of French immigrants, studied electrical engineering at Lehigh University in 1928. Dissatisfied, he gave up his sports scholarship in the same career in the first year. After this, he requested his transfer to the University of Florida in Gainesville, to study business administration, where he graduated in 1933; however, it was during those years that he began to be interested in psychology.

Between 1934 and 1937, he studied a master's degree in psychology at Columbia University, in New York, where he began his studies in behaviorism by Robert S. Woodworth (1869–1962). Between 1939 and 1941, he pursued his doctoral studies at the University of Iowa where he was strongly influenced by Kenneth W. Spence (1907–1967), who followed the motivational and hypothetical-deductive theories of Clark L. Hull (1884–1952). In 1961 he made a stay with Burrhus F. Skinner (1904–1990) at Harvard University, which helped him consolidate his studies and experimental programs in children with and without disabilities (Giraldo, 2009).

Throughout his life, Bijou obtained numerous distinctions and recognitions, among them, some research awards by the American Association on Mental Retardation (AAMR), three recognitions from the American Psychological Association (APA) for his contributions in different areas of

psychology, and the maximum award from the Association for Behavior Analysis International (ABAI) for their involvement in the international development of behavioral analysis (Morris, 2009). He was also given the Behavioral Analysis Distinguished Work award by the Society for the Advancement of Behavior Analysis (SABA). His professional career began after completing the master's degree in State Hospital and Mental Hygiene Clinic in Farmhurst, Delaware, where he worked until 1939, developing along with Joseph Jastak (1901–1979) the wide-range achievement test (Jastak & Bijou, 1941), which today is in its fourth version. He worked in the Wayne County Training School in Northville, Michigan, from 1941 to 1945 where he applied behavioral analysis for the development of adaptive behaviors to children with disabilities. He took a break from his work with Michigan when he enlisted in the Air Force Psychological Service during World War II. He worked as an assistant professor at Indiana University during 1946 and 1948. He was an associate professor and director of the Institute of Child Development from the University of Washington since 1948, where he developed for around 18 years, a program for the behavioral development for children with and without disabilities. He was the director of the Child Behavior Laboratory in the University of Illinois between 1964 and 1975, where he retired as an emeritus professor. He collaborated with the doctoral programs on special education in the University of Arizona (1975) and in the behavioral analysis in the University of Nevada between 1993 and 2001, as well as in other postgraduate programs in America (Giraldo, 2009).

Some of Bijou's main contributions to psychology include nearly 100 scientific articles in specialized journals on child development, special education, behavioral analysis, and clinical psychology. Likewise, "Child development" (Bijou & Baer, 1961, 1965, 1967) was his main work, in which, in three volumes that were developed with Donald M. Baer (1931–2002), they presented their main postulates, largely assuming the theories and methods of operant conditioning and interbehaviorism applied in child development.

He was the first editor of *Journal of Experimental Child Psychology*; he was a part of the

American Psychological Association (APA), of the organizing committee of what is now the Association for Behavior Analysis International (ABAI), where he was elected the third president. Next to his wife, Janet Rose Tobias (dead in 2000), they created the scholarships that carry their names to support the new researchers in child development and behavior analysis. He was a consultant of the Behavioral Modification Commission, as well as to multiple universities in South America, Europe, and Japan in the training of postgraduate courses, the creation and development of specialized conferences, and the formation of groups of experts in behavioral analysis (Giraldo, 2009).

Bijou is considered as one of the main founders of behavior analysis in Mexico, largely influenced by Starke R. Hathaway (1903–1984) and Orval H. Mowrer (1907–1982) who had collaborated in Mexico promoting a collection of books and a series of conferences. In 1967 he decided to spend his vacations in Veracruz and share a few days with the Xalapa Psychology Group, with whom a few months before he had met in Illinois (Ribes, 2009).

In his first stay in Mexico, Bijou gave two seminars: one on rehabilitation through behavioral analysis and the other on the role of behavioral analysis in special education, where the idea of training students skilled in behavioral analysis and research in applied psychology was implanted. It was in 1969 when Universidad Veracruzana (University of Veracruz) (UV) offered the first master's degree in Spanish in behavior modification, which had a fundamental support from Bijou, who was a key piece in the development of the program and the participation of analysts such as Charles Bohris Ferster (1922–1981), Todd Robert Risley (1937–2007), Jay Spencer Birnbrauer (1934–2017), among others, including Bijou himself as a graduate instructor.

He was one of the main drivers of the dissemination of behavioral analysis through conferences and congresses. In 1971, the first International Symposium on Behavior Modification was held in Xalapa, where Bijou and Emilio Ribes Iñesta organized the program, which at the time, had the remote presidency of Burrhus

Skinner, largely due to the intervention of Bijou himself. In that first edition of the symposium, there were representative figures of behaviorism such as Teodoro Ayllon (born in 1929), Charles Ferster (1922–1981), and Montrose Madison Wolf (1935–2004), who could also be seen in some of the 11 editions of the symposium that were carried out in different Latin American countries and in which Bijou was an active part of the organizing committee.

In 1974 the first Mexican Congress of Behavior Analysis was held in Xalapa, Veracruz, where the three Mexican universities offering behavior analysis programs at the time, the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), the Universidad Autónoma de San Luis Potosí (Autonomous University of San Luis Potosí) (UASLP), and the UV, sponsored the event. Bijou and Jacob R. Kantor (1888–1984) received a tribute prepared by the three universities that awarded them a gold medal for their contributions to behavioral analysis.

Bijou also contributed along with Kantor and William N. Schoenfeld (1915–1996) as expert advisers in the development of the new study program of the then Escuela Nacional de Estudios Profesionales – Iztacala (National School of Professional Studies) (ENEP-Iztacala) (UNAM) in 1975. This collaboration was essential for the implementation of a behavioral module in the first six semesters of training in clinical psychology and research. Seven years later, he had a participation in the First Biennial Symposium on the Science of Behavior at the ENEP-Iztacala, where he gave his lecture on language and behavior, a subject that became his line of research since then until the day of his death (Ribes, 2009).

In 1992 Bijou participated as an invited lecturer in the Second Biennial Symposium on the Science of Behavior, in the First Colloquium on Interbehavioral Psychology, and in the First International Congress on Behaviorism and Behavioral Sciences, all held by the Universidad de Guadalajara (University of Guadalajara), being one of the last times he set foot in Mexico. However, in 2000 he was awarded the *Honoris Causa* Doctorate by the UV and the International Congress Committee on Behaviorism and Behavioral

Sciences for his contributions to the study of behavior in Mexico (Ribes, 2009).

Bijou clearly influenced Mexican behaviorists who today lead the methodological and technological development in the country, such as Florente López who created the Centro de Entrenamiento y Educación Especial (Center for Training and Special Education) based on the Bijou model in Washington, Ely Rayek (born 1945) with child-rearing practices and the formation of the International Symposium on Behavior Modification, Victor Manuel Alcaraz who was by his side throughout the process of shaping the postgraduate degree in the UV, and of course Emilio Ribes Iñesta, who was in close contact with Bijou from the first contacts with the Xalapa Psychology Group, until the delivery of the award for the *Honoris Causa* Doctorate at his home in Reno in 2000.

Bijou became one of the pioneers in behavioral analysis in Mexico, especially in the development of children programs, as a trainer of the main behaviorist figures in the country through his seminars, conferences, and the development of postgraduate programs. He died at the age of 100 on June 11, 2009 in Santa Barbara California in the company of his children Robert and Janet, with whom he lived since late 2000, following the death of his wife in Reno (Giraldo, 2009).

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Bleger, José

Born *in Ceres, Santa Fe, Argentina, November 12, 1922*

Died *Buenos Aires, Argentina, June 20, 1972*

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Keywords

Argentina · Psychology · Psychoanalysis · Behavior · Psychological interview

Argentine Psychiatrist and Psychoanalyst. He studied medicine in the city of Rosario, province of Santa Fe (Argentina). Later on, he did his psychiatric internship in the province of Santiago del Estero (Argentina). He worked with Gregorio Bermann (1894–1972) and collaborated as a

psychiatrist in the *Revista Latinoamericana de Psiquiatría* (Latin American Journal of Psychiatry), from where he took the ideas of Emilio Mira y López (1896–1964) and Enrique Pichon-Rivière (1907–1977) (Falcone, 2001). Finally he settled in Buenos Aires where he was a full and didactic member of the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association) (APA). He was also a founding member of the Asociación Argentina de Psicología y Psicoterapia de Grupo (Argentine Association of Psychology and Group Psychotherapy), and in 1956, he joined the American Group Psychotherapy Association.

The psychology program was created at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) (UBA) in 1957, and Bleger began to teach in 1959 the second course of *Introducción a la Psicología* (Introduction to Psychology). He introduced psychology as a human science (neither philosophical nor natural science). In this course, Bleger developed the concepts of behavior, personality, and professional field (Rossi, 1995). That same year he inaugurated the first chair on Psychoanalysis in the Facultad de Filosofía y Letras y Ciencias de la Educación (Faculty of Philosophy and Humanities and Educational Sciences) at the Universidad del Litoral (Litoral University) in the city of Rosario, Argentina. At the Buenos Aires University, from 1960 to 1967, he taught the courses of *Psicología Institucional* (Institutional Psychology) and *Psicología de la Personalidad* (Personality Psychology).

He was member of the Communist Party although his membership ceased after he published his book *Psicoanálisis y dialéctica materialista* (*Psychoanalysis and Materialistic Dialectics*) (Bleger, 1958). Still, he remained a communist militant, acknowledged for his Marxist critique of psychoanalysis and his discussions of Freud's instinctive theories and narcissism.

He published six books which were highly influential in his time, some of them remain being a reference nowadays: *Teoría y práctica del narcoanálisis* (Theory and Practice of Narcoanalysis) (Bleger, 1952); *Psicoanálisis y dialéctica materialista* (Psychoanalysis and Materialist Dialectics) (Bleger, 1958); *Simbiosis y*

Ambigüedad (Symbiosis and Ambiguity) (Bleger, 1962); *Psicología de la conducta* (Psychology of Behavior) (Bleger, 1963); *Temas de Psicología (Entrevista y grupos)* [Psychological Issues (Interview and Groups)] (Bleger, 1964); and *Psicohigiene y Psicología Institucional* (Psychohygiene and Institutional Psychology) (Bleger, 1966).

His most representative work was *Simbiosis y ambigüedad* (Symbiosis and Ambiguity), where he dealt with ambiguous personalities. He contributed the concept of ambiguity, from which he explained the dynamics of primary narcissism, autism, and identification. It played a key role within the Latin American psychoanalytic movement of the twentieth century. In the field of mental health, he incorporated a new perspective by transforming the individual-centered approach to a social-centered approach. He took psychoanalysis as a field of research that enables its true social possibilities. He contributed to a different reading of psychoanalysis in which he understood the individual as part of a social group.

On the other hand, in *Psicología de la conducta* (Psychology of Behavioral), he dedicated his work to his former professor Enrique Pichón Riviére (1907–1977) and it is addressed to students, professors, specialists, and readers interested in the problems of the psychology of his time. He focused on the idea of critically rethink and rework in psychology.

His very well-known *La Entrevista Psicológica, su uso en el diagnóstico y la investigación* (Psychological Interview, Its Use in Diagnosis in Research), published in 1964 as a chapter within *Temas de psicología (entrevista y grupos)* [Psychological Issues (Interview and Groups)], became a classical work for any kind of interview for psychologists and psychoanalysts.

Between 1957 and 1961, he was a member of the editorial committee of *Acta Neuropsiquiátrica Argentina* (Argentine Neuropsychiatric Act). And in 1962, when the journal's name was changed to *Acta Psiquiátrica y Psicológica Argentina* (Argentine Neuropsychiatric and Psychological Act), he continued being part of the editorial committee (Kirsch & Rodríguez Sturla, 2006). Among

his publications in this journal his renowned article about the *Psicólogo clínico y la higiene mental* (The Clinical Psychologist and the Mental Hygiene) (Bleger, 1962). In this paper, he distinguished the fields of action of the clinical psychologist and indicated the need to go out and meet people in the course of their daily work, outlining the profile of the psychologist dedicated to prevention. He has also published many other papers including: *Enseñanza de la psicología* (Teaching of Psychology) (Bleger, 1961) and *Formación de Psicoterapeutas de Grupo* (Training of Group Psychotherapists) (Bleger et al., 1963), both in the *Revista de Psicología y Psicoterapia de Grupo* (Journal of Psychology and Group Psychotherapy); *Simbiosis. Estudio de la parte psicótica de la personalidad* (Symbiosis. Study of the Psychotic Part of Personality) (Bleger, 1964) and *Teoría y práctica en psicoanálisis. La praxis psicoanalítica* (Theory and Practice in Psychoanalysis. Psychoanalytic Praxis) (Bleger, 1969), both in the *Revista Uruguaya de Psicoanálisis* (Uruguayan Journal of Psychoanalysis); and *Psicología de la alienación* (Psychology of Alienation) in *Cuadernos de Psicología Concreta* (Concrete Psychology Journal) (Bleger, 1972).

He was one of the important figures of the second psychoanalytic generation in Argentina. He stood out for his intense interest in political and social problems. Despite his premature demise, he left an extensive legacy that made it impossible to separate theory from practice. He was a pioneer in the interpretation and adaptation of psychoanalysis to Spanish.

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- ▶ Mira y López, Emilio
- ▶ Pichon-Riviére, Enrique José

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Bleichmar, Silvia

Born in *Bahía Blanca, Argentina, September 13, 1944*

Died in *Buenos Aires, Argentina, August 15, 2007*

Ariel Viguera
Universidad Nacional de La Plata, La Plata,
Argentina

Keywords

Argentina · México · Psychoanalysis and subjectivity · Post-lacaniam

Silvia Bleichmar studied at the Universidad de Buenos Aires (National University of Buenos Aires), graduating as a sociologist in 1971 and as a psychologist in 1972. As a result of the last civil-military dictatorship, she moved to Mexico in 1976. During her exile, she completed her PhD in Psychoanalysis at the University of Paris VII, under the direction of Jean Laplanche (1924–2012). His topic was the justification of the primal repression as real and not mythical, therefore enclosable in the effective history of the subject, in particular in the times of childhood. She defended her thesis in 1983 and returned to Argentina definitively in 1986, after directing UNICEF projects to assist child victims of the 1985 earthquake in Mexico. In Argentina in 1994, she directed the project of psychological help to those affected by the bomb that destroyed the Jewish Mutual, Asociación Mutual Israelita Argentina, AMIA.

She received the Platinum Konex Award in Psychology (2006) and the Diploma of Merit in Psychology (2006). She was declared Illustrious Citizen of the Legislature of the Autonomous City of Buenos Aires in 2007, the year of her death.

Invited professor at several national and foreign universities, during her exile in Mexico, she founded the journal *Trabajo del Psicoanálisis* (The Work of Psychoanalysis) of which she was the director for 12 issues. She also taught in

different cities in Argentina, at university post-graduate courses in Córdoba and Rosario, as well as in the Universidad Nacional de La Plata (National University of La Plata, UNLP). In 2013, the “Cátedra Libre Silvia Bleichmar” (Silvia Bleichmar Open Course) was created in the Faculty of Psychology at the Universidad Nacional de Rosario (National University of Rosario). She left a large amount of unpublished work that is still being published, in particular manuscripts from her seminars that are being edited and compiled by her former partner, Carlos Schenquerman and her daughter, Marina Calvo, both psychoanalysts.

Although the greatest public recognition is linked to the clinic with children, it should be clarified that her proposal is strictly a valid model for the practice of a psychoanalytic clinic in general, not exclusively focused on a certain type of patients or ages. From 1996 to 2007, the year of his death, he taught an annual and systematic open seminars, the first years at the Hospital de Niños Dr. Ricardo Gutiérrez (Ricardo Gutiérrez Children’s Hospital) and later at the Armenian Society, both in the city of Buenos Aires, with an average attendance of 200 students each year. The publications that are still in edition and press correspond to the abstracts of the classes taught in that environment, published so far by the publishing houses Amorrortu and Paidós (Bleichmar, 2000, 2009, 2011, 2014, 2016 and 2020).

Her production can be systematized in two main categories of texts: on the one hand, the *metapsychological* ones, in which there is production and development of psychoanalytic ideas and concepts linked to what constitutes her theoretical-clinical model. On the other hand, another set of texts, the *essays* where the author critically reflects on Argentine society, from the phenomena linked to educational institutions, through the training of psychologists and psychoanalysts to macroeconomic crises such as the one that occurred in 2001 in Argentina (Plotkin & Visacovsky, 2007).

She regularly published articles and essays in newspapers and cultural magazines of mass circulation, production that positioned her as an outstanding intellectual in the public sphere. Her seminars on “The construction of the ethical

subject” and “Shame, guilt and modesty” may be considered a real contribution to a project of reconstruction of subjectivity and ethics in Argentina today (Viguera, 2019).

Her best known books are: *En los orígenes del sujeto psíquico* (On the origins of the psychic subject) (Bleichmar, 1986) – the result of her doctoral dissertation – *La fundación de lo inconciente* (The foundation of the unconscious) (Bleichmar, 1993), *Clínica psicoanalítica y neogénesis* (Psychoanalytic clinic and neogenesis) (Bleichmar, 2000), *No me hubiera gustado morir en los 90* (I would not have liked to die in the 90s) (Bleichmar, 2006), and *Dolor País* (Country pain) (Bleichmar, 2002), several of them translated into other languages and published in France and Brazil.

Bleichmar’s main contribution lies in the elaboration of her theoretical-clinical psychoanalytic model, which studies and distinguishes both the production of subjectivity and the constitution, organization, and functioning of the mind, which allows the research of the contact points between both dimensions. This perspective constitutes a problematizing reading within current psychoanalysis that operates as a positive heuristic (Lakatos, 1978).

The distinctive marks of her work were: the historical-experiential perspective that regains the value of what is eventual, traumatic, and singular of the subject from its origins; and a psychic model open to the real that implies that the past can be recomposed from new inscriptions and events linked both to randomness and to the effects of the psychoanalytic work.

Her work based on the reception of Jean Laplanche’s developments placed her as part of an intellectual movement known as post-lacanismo (Urribarri, 2009), popularized in Argentina by the journal *Zona Erógena* (The Erogenous Zone), created by a group of psychology students at the University of Buenos Aires.

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Blumenfeld, Walter

Born on *Neuruppin (Germany), June 12, 1882*

Died in *Lima (Peru), June 23, 1967*

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Germany · Peru · Experimental psychology

Walter Blumenfeld was a German psychologist, who in 1935 was forced to emigrate to Peru, a country in which he established the foundations of psychology as a science and as a profession.

Born into a Jewish home, he first studied engineering at the Technical University of Berlin, graduating as an electrical engineer in 1906. After some years of practicing his profession, he returned to the classrooms, this time at the University of Berlin, to study psychology and philosophy. In 1913, he completed his studies with a doctorate under the direction of Carl Stumpf (1848–1936) with a work in the field of psychophysics of vision (Blumenfeld 1913), which is considered a classic study of the area.

After participating in the First World War, at the beginning of the 1920s, he served as a teacher at the Technical University of Dresden, where he carried out research in the field of psychophysics of vision and psychotechnics, but also theoretical studies on epistemology of psychology, judgment, and logical sense. However, he was forced to leave his teaching position after the racist laws enacted by the Hitler regime.

After an unsuccessful search for a professional position in Europe at the time, Blumenfeld accepted an offer from the Universidad Nacional Mayor de San Marcos (UNMSM), in Lima (Peru), to direct an Institute of Psychology and Psychotechnics and teach courses in experimental psychology at the Faculty of Letters. In August 1935, he arrived in Peru, without knowing the

language and without having any previous life experience in the Latin American world. Until the end of the 1930s, he worked in the functions assigned to him and progressively learned the language, but over time, he faced underground anti-Semitism, the misunderstanding of the students of the Faculty of Letters who did not value his conception of psychology as an experimental science and the enmities of professors who, because of their sympathy toward national socialism, their anti-Semitism, or their envy, intrigued to separate him from the University. Amid the uncertainty, Blumenfeld explored possibilities of relocating to another country. Peruvian colleagues and friends get the Faculty of Sciences of the UNMSM to welcome him as a teacher.

In 1941, he assumed directive functions in the recently created National Psychopedagogical Institute (*Instituto Psicopedagógico Nacional*), whose director was Luis Aquiles Guerra, a Peruvian psychiatrist trained in Germany. He also continued at the UNMSM (Faculties of Science and Education), and already in possession of a good knowledge of Spanish, he actively published until the end of his days. Toward the end of the 1940s, he proposed a *vergleichende Ethnopsychologie* (what today could be a form of cross-cultural psychology, Blumenfeld 1952) as a result of his psychological studies of the Peruvian population.

Concentrated while living in Germany in the field of psychophysics of vision and psychotechnics, in Peru (in the absence of experimental psychology laboratories), Blumenfeld worked with inventories and psychological tests and wrote on subjects of general psychology (Blumenfeld 1946). In his last years of life, he intensified his philosophical reflections on the philosophical anthropology of Martin Buber (1878–1965) and ethics.

Blumenfeld laid the foundations for the objective psychology approach in Peru (Alarcón 1994, 2000) and, through his long teaching work, formed the cadres that would later play an important role in the establishment of psychology as a profession in the Andean country (Reynaldo Alarcón, Violeta Tapia, among the most important).

His book *Introduction to Experimental Psychology* (Blumenfeld 1946), which reached

several editions, is the first work which presents in Peru the experimental aspect of psychology in a systematic way (León 1983).

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Ethnopsychologie [Experiences with Intelligence and Characterological Tests in Peru and their relations to the problem of comparative Ethnopsychology]. In F. Baumgarten (ed.), *La psychotechnique dans le monde moderne*, Presses Universitaires de France, 517–527.

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Boder, David Pablo

Born *in Liban, Latvia, Russia, on November 9, 1886*

Died *in Los Angeles, California, on December 18, 1961*

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Keywords

Mexico · Psychometrics · Applied psychology · Psychological museum

According to Russian historian and Boder's nephew Vadim Chernykh (Chernykh, 2009), Boder's birth name was Pavel A. Michelson, but he adopted the name David Pablo Boder when he arrived in Mexico in 1919. It is not known why he changed his name. Still as Michelson, Boder studied psychology with Wundt (1832–1920) at Leipzig University for one semester in 1905–1906, and he later studied at the Medical Faculty of PsychoNeurological Institute at St. Petersburg with Russian neurophysiologist Vladimir Bekhterev (1867–1927), who had founded the Institute in 1907. Chernykh informs that Boder studied with Bekhterev from 1908 to 1913, failing to receive a diploma because of long-term non-payment of fees. Chernykh adds that Boder was 31 at the time of his second marriage to Nadejda Chernykh (he had been married at age 21 but divorced keeping custody of their daughter). Michelson and Chernykh were teaching in the Division for Public Education in Omsk, Siberia,

teaching courses at the railroad station. In the early summer of 1918, the Soviet power in Siberia was overthrown, and Michelson was arrested and imprisoned in the Omsk prison. However, in December a group of rebels seized the prison and released many political prisoners. In the list of released prisoners was Pavel Michelson (Chernykh, 2009).

Upon his release from prison, Michelson and his wife decided to immigrate to America, with his daughter Elena. Unfortunately, Nadejda died soon after they arrived in Mexico. Boder and his daughter resided in Mexico City for the following 6 years. At some point after his arrival in Mexico and for unknown reasons, Michelson changed his name to Boder, and beginning in 1920, he enrolled at the Escuela de Altos Estudios de la Universidad Nacional de México (School of Higher Studies of the National University of Mexico). The following year he began taking psychology courses with Enrique O. Aragón (1880–1942). As requirement for Aragón's courses, Boder had to prepare written papers, or "theses," one of which consisted of the translation from the German original into the Spanish language, of Sigmund Freud's work on psychoanalysis, when Freud's work was still largely unknown in America. His second thesis was a study on emotions, where he "measured surfaces of light and shadow in the faces of sad and happy subjects, as a contribution to the study of the plastic of emotions." His work remains unpublished, and the little information available is found in a description of the findings from Aragón's laboratory (Aragón, 1939/1943).

Shortly after he took Aragón's psychology courses, Boder became an assistant in Aragón's Laboratory of Experimental Psychology (see Colotla & Jurado, 1983). 1 or 2 years later, he was teaching psychology courses at the same university, and during this period, he worked actively in the translation and adaptation of diverse psychological tests to the Mexican population, when he was in charge of the Sección de Psicotecnia y Probación del gobierno del Distrito Federal (Section of Psychotechnics and Probation of the Government of the Federal District, currently, Mexico City). This "psychotechnical" department

was established on February 1, 1923, and some of its main accomplishments were the adaptation of the Stanford version of the Binet-Simon intelligence test (Boder, 1925) and Haggerty's Delta 1 test (Boder, 1928). During this time Boder was also Director de Investigación Psicológica del Colegio de Agricultura en Chapingo (Director of Psychological Research at the Agricultural College at Chapingo) and worked at the Academia de Policía (Academic School of Policemen), administering psychological tests to aspirants for positions in the police force (Valderrama et al., 1997). It should be noted that Boder not only translated and adapted several psychological instruments into the Spanish language, but he also founded the first but short-lived Mexican psychology journal, *Boletín Psicotécnico* [Psychotechnical Bulletin], in 1925.

Boder left Mexico in 1926, likely for several reasons: (a) in 1925 he married Dora Neveloff, an American citizen with extensive family in the United States; (b) his petition for admission to the National University of Mexico medical school was twice rejected by the university council because of lack of academic documents attesting his preliminary education; (c) the psychotechnical department he helped establish was closed down by the government in that year; (d) the Facultad de Altos Estudios de la Universidad Nacional (Faculty of Higher Studies of the National University)—where Boder was teaching at least one course—ran out of funds in 1926, and the professors agreed to continue working without pay; and (e) in July 1926 a civil war erupted in Mexico when religious authorities called the people to protest reforms undertaken by President Plutarco Elías Calles (1924–1928) (Valderrama et al., 1994).

Boder's greatest impact on Mexican psychology was to promote interest in psychological testing and applied work, but he also played an indirect role in the establishment of the trial system for minors *Tribunal para Menores* (Tribunal for Underage Offenders) since he influenced his student Guadalupe Zúñiga to convince the authorities to establish such Tribunal, with a psychologist as one of its members (Zúñiga, 1984). Boder's sojourn in Mexico was relatively short-lived, and

his work was largely ignored by many Mexican psychologists until more recent work has underlined his achievements (e.g., Colorado Luna, 2008; Jurado et al., 1989).

After Boder left Mexico, he decided to settle in Chicago, Illinois. He initially worked at the Hospital Michael Reese, completed his master's degree at the University of Chicago in 1927, and started a teaching career at the Lewis Institute (now Illinois Institute of Technology, IIT). He received his PhD in psychology from Northwestern University in 1934 and was Head of the Department of Psychology and Philosophy at the Lewis Institute from 1935 to 1940. He was named Emeritus Professor at the same Institute in 1952, and that year he moved to California as associate researcher at the University of California at Los Angeles. He remained at this post until his death.

In addition to his pioneering work in applied psychology in Mexico, Boder had at least two other major accomplishments during his career in psychology. The first was the development of the Psychological Museum in Chicago that he ran between 1937 and 1957 when it was closed down because of lack of funds. Many of the instruments collected by Boder in the Psychological Museum are now part of the David P. Boder Museum Collection of the Archives of the History of American Psychology at the University of Akron (see Popplestone & McPherson, 1994). Benjamin (1979) summarized Boder's efforts to establish and run the Museum and his role in other activities to show psychological events and phenomena to laypeople in general in national exhibitions and fairs.

His second major accomplishment was the recording of the experiences of individuals displaced during the Second World War, in their own language (Boder, 1949). He took advantage of the magnetic wire recorder that had recently been developed by Marvin Camras at the Armour Research Foundation that was the research institute of IIT. After 1 year of preparation, Boder traveled in the summer of 1946 carrying "a Model 50 wire recorder, 200 spools of carbon steel wire, and an assortment of converters and transformers" (Boder, 1949, p. xii). As Popplestone and McPherson (1994) indicate,

Boder “is probably the first person to take oral histories, but this priority is generally unknown” (p. 95). Further details of Boder’s influence in this area are provided by Colotla and Jurado (2014).

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- ▶ Zúñiga Lira, Guadalupe

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Bohoslavsky, Rodolfo Hugo

Born in *Bahía Blanca, Province of Buenos Aires, Argentina, on March 25, 1942*

Died in *Rio de Janeiro, Brazil, on April 14, 1977*

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Keywords

Argentina · Brazil · Vocational guidance ·
Group dynamics · Psychoanalysis ·
Adolescence

Rodolfo Hugo Bohoslavsky graduated with the degree of “*Bachiller*” (a secondary school degree) from the Colegio Nacional de Bahía Blanca (National High School of Bahía Blanca) in 1959. Then, he moved to the City of Buenos Aires to study the undergraduate program in psychology at the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities from the University of Buenos Aires, UBA).

His career as a teacher began in 1962, when he started to work being still a student as a teaching assistant *ad honorem* in the course of Psychology Introduction. In 1963, he held the degree of *Licenciado* (a 5-year university degree) in psychology, and he was appointed as an associate professor, also *ad honorem*, together with another graduate *Licenciada* Marta Berlín, in the course of Fundamental Psychology depending on the Psychology Department of the abovementioned faculty. While he was studying for his degree, he worked also *ad honorem* in the Departamento de

Orientación Vocacional (Vocational Guidance Department) dependent on the Rectorate of Buenos Aires University. And, moreover, he achieved a paid appointment when he obtained his undergraduate degree (Universidad de Buenos Aires. Facultad de Filosofía y Letras, 1962-1966). In this area, he became a disciple of Nicolás Tavella (1918–1994), Nuria Cortada de Kohan (1921–2013), and Irene Orlando (1913–1977 missing), among others, and, thus, he could count on colleagues like Sara Slapak (1942-), Diana Aisenon, Marta Brea, and Nora Stum, among others (Cortada de Kohan, 2014). Subsequently, he applied for a position and was appointed as Section Chief with part-time dedication.

After the *coup d'état* that deposed the government in 1966, public universities were intervened and numerous professors were expelled. In the Universidad de Buenos Aires (University of Buenos Aires), the police violently dislodged many university buildings, an event which was known as “*The Night of the Long Sticks*.” So, this situation led to Professor Bohoslavsky stepping down from all his university positions (Lucía Rossi, personal communication, September 27, 2019).

Between the years 1965 and 1967, he studied group psychology under the guidance of the PhD José Itzigsohn (1924–2018), and as guiding psychologist, he developed studies about the operating group or groups in vocational guidance (Universidad de Buenos Aires. Facultad de Filosofía y Letras, 1962-1966).

From 1968, with the intervention of the Asociación de Psicólogos de Buenos Aires (APBA) (Buenos Aires Psychologists Association), selection processes were carried out to fill the vacant positions in the psychology undergraduate program at Universidad de Buenos Aires (Buenos Aires University) (Sara Slapak, personal communication, October 12 and 29, 2019). Bohoslavsky was selected as a full professor (temporary) for two courses, Psychology of the Personality and Introduction to Psychology in the same program. One year later, he was also appointed for the same courses, but on that occasion in the Universidad Provincial de Mar del Plata (Provincial University of Mar del Plata), nowadays Universidad Nacional de Mar del Plata (National

University of Mar del Plata) (Jorge Colapinto, personal communication, October 16, 2019).

The publishing house Nueva Visión released in 1971 his book entitled *La orientación Vocacional: La estrategia clínica* (Vocational Guidance: The clinical strategy), the starting point of his outstanding work in Argentina and Brazil. This work proposes a key twist in the study of the vocational guidance, with a special focus on the personality of the consultant and not so much on the results of measuring instruments. This approach considers the personal interview as the main tool of the guidance psychologist. Bohoslavsky discussed the guidance with the so-called *actuarial modality* and his own approach, which he called the *clinical modality*. In short, he proposes to move from *how much* score he or she obtains and *what* he or she chooses, to *who* he or she is and *how* he or she chooses (Bohoslavsky, 1971). From this perspective, the interview is a key link for the psychologist in order to carry the guiding process forward. As well as, it is important to mention the assigned value, during the whole process, to the guiding psychologist's ethics and the guided individual's active role as the author of his or her own election (Gavilán, 2017).

This new perspective of guidance from a psychoanalytic approach promoted that psychologists and professionals of other disciplines embraced this proposal and, at the same time, resulted in more interest in the guidance field (Gavilán, 2001). In the second edition of the book, published in 1974, “*Lo vocacional. Teoría, técnica e ideología*” (The vocational. Theory, technique and ideology), the author modified some of the aspects above. However, the text that achieved a wider dissemination and reading was the first edition, with 26 editions in Argentina up to 2019 and other 13 editions translated into Portuguese. In this first proposal, the social context becomes more and more important. The subjectivity construction is crossed by the imaginaries of those days, and the subject, through his or her interaction, search, and communication with the guiding psychologist, can lead to a vocational election.

In the context of the democratic aperture in 1973, he restarted his teaching and professional activities in the Universidad de Buenos Aires,

with an appointment as associated professor at the initial cycle of vocational guidance in the Departamento de Psicología de la Facultad de Filosofía y Letras (Psychology Department of the Faculty of Philosophy and Humanities). At the same time, he went back at the Departamento de Orientación Vocacional (Vocational Guidance Department), where, under the guidance of the references abovementioned, his interest in such professional practice had been increased (Universidad de Buenos Aires. Facultad de Filosofía y Letras, 1962-1966). Among the numerous authors who have referred to Bohoslavsky's work, we may mention Rascován (2004, 2013), Müller (2005), Ardila (1986), Ribeiro (2013), Ilvento (2000), and de Almeida and Melo Silva (2011), among others.

In 1973, he was invited by the State University of São Paulo to prepare various meetings devoted to teacher training. It is there when his research, academic activity that developed throughout his career, began to focus in the group activity, both in vocational guidance as in institutional relationships.

Due to a new *coup d'état* which took place in Argentina on March 26, 1976, he definitely settled down in Brazil, and he continued his activity in that country, where he was already a well-known professional. Because he had a previous heart condition, he could not formally enter as a stable professor at the State University of São Paulo. But he carried his work forward with the professors of such university, as well as through private activities in his areas of competence: the vocational guidance and the group dynamics in the institutional interactions (Ivette Phía Lehman, personal communication, October 18, 2019).

Likewise, the scholar Bohoslavsky declared his interest in the theater. In 1967, he worked as an assistant director in the play *La mar estaba serena* (The sea was calm), a play interpreted by the Argentine actors Norman Briski (1938-), Eduardo Pavlovsky (1933-2015), and Víctor Laplace (1943-). He was also a professor in charge of the Psychology and Theatre Seminar from the Institute of the UBA (Abel Bohoslavsky, personal communication, September 30, 2019).

In spite of his early death at the age of 35, his works and publications are still part of the

recommended bibliography in the courses of Vocational Guidance and Educational Psychology in Latin America, especially in Argentina and Brazil.

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Bomfim, Manoel José do

Born *Aracaju, State of Sergipe, (Brazil), 8 August 1868*

Died *Rio de Janeiro, Distrito Federal, (Brazil), 21 April 1932*

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Keywords

Brazil · Educational psychology · Laboratory creation

Manoel Bomfim began his medical training in Bahia but transferred to the Faculty of Medicine of Rio de Janeiro, where he graduated in 1890. He worked as a doctor for a few years, assuming, in 1896, the position of deputy director and, soon after, director-general of the Pedagogium, an institution created in 1890, with the purpose of “promoting reforms and improvements in national education, through professional training and the improvement of public and private teachers” (Gabler, 2018). Then, in 1906, he created and directed the first Experimental Psychology laboratory in Brazil, in addition to teaching courses. He also founded the journals *Education and Teaching*, an official magazine of the Directorate of Public Instruction, created in 1897 (Gontijo, 2010), and *Pedagogical Magazine*, published by the Pedagogium, between 1890 and 1896 (Fernandes, 2004; Gontijo, 2010). He was professor of pedagogy and psychology at the Normal School of Rio de Janeiro; to deepen in psychology, he went to Paris in 1902, where he developed his studies with Georges Dumas (1866–1946) and Alfred Binet (1857–1911), with whom he planned the creation of the Pedagogium laboratory. He was director of the Public Instruction of Rio de Janeiro, then capital of the Republic.

Bomfim’s work is extensive, covering multiple areas of knowledge and different means of publication. He has written about the History of Brazil and Latin America, Sociology, Geography, Medicine, Zoology, and Botany, in addition to having written, in coauthorship with Olavo Bilac (1865–1918), renowned Brazilian poet, textbooks on Portuguese Language; the analysis of these works shows mastery of content and a critical view of what was produced at the time in various areas of knowledge. Among his various writings, articles written for the press, historical and sociological works, and textbooks on education and psychology stand out. In newspapers, he was a vehement defender of the dissemination of education for all, based on scientific knowledge, as a way to obtain freedom, without which the construction of a democratic society would not be possible. His dedication to psychology studies is due not only to the fact of teaching the discipline called pedagogy and psychology, but to the

intrinsic connection he recognizes between them, which is expressed in his written work in these areas. For Manoel Bomfim, education is a condition for the humanization process; he says: “Man, as a product of nature, does not exist: it is education that forms him, (...) it is education that socializes man” (Bomfim, 1897/1932, p. 15), and to make it concrete, it considers psychology as one of its most important foundations.

For psychology to fulfill its function of supporting the educational process, it is necessary to know how child development takes place, the basis for pedagogical action, which should aim at the integral formation of the personality, especially its adaptive potential. In the wake of officialdom, he considered that the ability to adapt is what gives human beings power over nature. However, consciousness, mediated by language, is what makes possible the intervention on nature, performed by intelligence, a superior psychological function, which is eminently psychosocial. He affirms: “All superiority of the human species is, therefore, in this socialized psyche, which allows to condense in each individuality, in each conscience, the experience of all the others; and education becomes the form of psychic transmission of adaptive processes and capacities” (Bomfim, 1915, p. 13). Personality, in turn, depends on educational action, and this is dependent on it, as it is understood as a synthesis of conscious activity, in a constant process of change and fundamentally social.

It is possible to affirm a historical-social conception of psychism in Bomfim, based on materialism, whose substrate is neurophysiological, but which is constituted in the process of socialization, that is, in the relationships established between humans, a conception that goes against to what was hegemonic in psychology and in neurology itself at the time, because, for him, the functioning of the brain is complex, integrated, and plastic. In short, Bomfim understood psyche as a totality, multidetermined, as a process and changeable, based on historical, social, and neurophysiological determinations.

The knowledge of the psyche required the extrapolation of the strict knowledge of psychology and required the contribution of different methods, knowledge of the various manifestations

of social reality and other areas of knowledge. He states that the study of complex phenomena, such as the psyche, must make use of multiple resources, such as “personal observation, laboratory experimentation, philosophical criticism, linguistic research, historical investigation (...). Artistic production, literary work [...], historical institutions, religion, language [...]” (Bomfim, 1923, p. 42); thus, “the study of the psychic nature, in man, must be carried out in a perfect convergence of sociology, archeology, linguistics, history, morals [...]” (Bomfim, 1923, p. 42). The originality of Bomfim’s psychological conceptions is not an isolated fact in the set of his work and his political positions. Aguiar (2000) considers him a rebellious and radical thinker, an intellectual who, in the various areas of knowledge he wrote about, showed that he followed contemporary European intellectual production, with a deep and critical reading. This domain of knowledge, however, expands in the interpretation it gives to the process of historical constitution of the Latin American reality in general and in Brazil in particular, covering itself with significant originality, inaugurating the called Brazilian “radical thinker” (Ribeiro, 1993). One cannot fail to highlight his vehement defense of abolitionist and republican ideals and in particular his uncompromising combat against racist thought and practices, hegemonic in his time. It is noteworthy, however, that his ideas about psychology and education, in addition to being coherent with his conceptions of human beings and society, explained in other works, show an original and advanced conception, especially with regard to the constitution historical, social, and cultural aspects of the human psyche.

About Manoel Bomfim, says Darcy Ribeiro (1993, p. 11): “Reading it, I found myself facing an entire original thinker, the greatest we Latin Americans have generated. A fully mature thinker.” His work in general and particularly his contributions to psychology and educational psychology have been, albeit belatedly, recognized for their originality, especially for their conception of psychism as a multidetermined phenomenon, whose constitution is a product of the relationships that are established between the subject and society, culture, history, and art, among

other determinations, which materialize the totality of the human being.

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► [Dumas, Georges](#)

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Borges, Abilio Cesar, Baron of Macahubas

Born *Vila de Rio de Contas, (Bahia), 9 September 1824*

Died *Rio de Janeiro, 17 January 1891*

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Keywords

Brazil · Teaching technology

He did his early studies, which included Latin, French, and Philosophy in his birthplace, the current town of Rio de Contas. In Salvador, he was enrolled in the Colégio Conceição (Conceição School) and there he attended the Humanities course. He then enrolled in the Faculdade de Medicina da Bahia (Bahia’s School of Medicine), which he attended until the fifth year, later transferring to the Faculdade de Medicina (Medical School) in Rio de Janeiro, where he received his doctoral degree in 1847, with the thesis “Propositions on medical sciences” (Blake, 1883; Alves, 1936). Then, returning to Bahia, he practiced medicine for a short time as a clinician and surgeon in Salvador and later in the Vila da Barra do Rio Grande, current city of Barra. There he founded the Colégio Ateneu Barrense (Ateneu Barrense School).

In 1856, he took over as General Director of Public Instruction of the Province of Bahia, equivalent today to the position of State Secretary of Education. During his administration, he discouraged the use of corporal punishment in schools, trying to get teachers to replace it with moral punishment, without making explicit what he was referring to. In this way, he obeyed the provisions of the General Law on Elementary Education, granted by Dom Pedro I in 1827. It is noteworthy that in the nineteenth century, the most frequent punishment was the use of the palmer.

Retiring from his position as General Director of Instruction, on February 3, 1858, he founded the *Gymnasio Bahiano* in a colonial house in Barbalho, neighborhood of Salvador, which soon had to be transferred to a small farm in the suburb of Barris, where the Central Library of the State of Bahia currently operates (founded on May 13, 1811). In this school was enrolled the elite of Bahia's society, especially the poet Antônio de Castro Alves (1847–1871) and the jurist Ruy Barbosa (1849–1923), characters of national renown.

It is worth mentioning that the article XXIII of the *Gymnasio Bahiano's* Program stated that: the director of the *Gymnasio* intended that the students be served exclusively by free servants. That is, 30 years before the abolition of slavery in Brazil (Alves, 2000). The Internal Rules of Procedure of the establishment deal with "Punishments" which will consist of standing or kneeling, deprivation of recreations, with obligation to write text to be defined, suspension of scheduled exits, fasting of bread and water, imprisonment, and, as a last resort, expulsion. The last three could only be defined by the school principal.

In 1870, Borges moved to Rio de Janeiro, seat of the Imperial Court. There, in 1871, founded the *Colégio Abílio* (Abílio School) in the Laranjeiras neighborhood; in 1881, he founded one in Barbacena, Minas Gerais; and in 1883, again in Rio de Janeiro, in Botafogo neighborhood.

A clear sign of his concern with the quality of teaching was the "Multiple School Apparatus" or "Fractional Arithmometer," invented by him,

considered by some authors as the forerunner of teaching technology in Brazil. Borges presented the Arithmometer at the Pedagogical Exhibition of Rio de Janeiro, held on September 28, 1883, under the presidency of Count D'Eu (1842–1922), justifying the creation by his concern with the learning specifically of fractions and that was expanded to include other learning (BORGES, 1884).

The Baron of Macahubas was the first Brazilian educator of international renown. He left a vast production: 10 books, 13 didactic texts, a set of material against physical punishment in schools and another for the improvement of the quality of education in Brazil. He was one of the first to call the government's attention to the education of the intellectually handicapped as well as to the creation of an "articulate language" chair for the deaf-mute.

His insertion as a pioneer of Brazilian Psychology is due to his concern with the teaching-learning process, evidenced both in the production of didactic material suitable to Brazilian students and in the elaboration of teaching equipment, with instructions for its use, at a time when Psychology was not yet dedicated to the analysis of these issues. This performance seems to be supported a posteriori by the Swiss epistemologist Jean Piaget (1896–1980).

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Bori, Carolina Martuscelli

Born *São Paulo (Brazil), January 4, 1924*

Died *São Paulo (Brazil), October 4, 2004*

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Ribeirão Preto, Brazil

Keywords

Brazil · Experimental psychology ·
Programmed teaching

Carolina Martuscelli Bori was a Brazilian psychologist and educator known for her contributions to the development of the psychological science in Brazil. Her contributions are mainly allocated in two different moments in the country's history of the science: first in the 1930s with the introduction of psychology in Brazilian universities subordinated to other areas of knowledge such as philosophy, education, medicine, and engineering. In this context, those who sought to further their studies in psychology looked for training overseas. Later, in 1962, the occupation was officialized in Brazil, allowing for the creation of undergraduate courses – a landmark of a second moment in the Brazilian history of psychology. Carolina Bori's participation was admittedly essential both in regulating the occupation and training of psychologists, as well as in creating conditions for course offers (Cândido & Massimi, 2012, 2016; Matos, 1998).

She graduated in pedagogy in 1947 at Universidade de São Paulo (USP). Due to her interest in psychology during her undergrad studies, she became assistant professor at the Departamento de Filosofia (Department of Philosophy) at the same university. To further her training, she carried out her master's studies at the New School for Social Research in New York between 1950 and 1951 where she studied experimental psychology, Kurt Lewin's Field Theory (1890–1947) and, mainly, experimental social psychology. In her thesis, she conducted a systematic review of experimental research studies

on the “Zeigarnik Effect” (Martuscelli, 1951). In 1954, she obtained her PhD in Brazil with a theoretical-methodological analysis of research on the “Zeigarnik Effect” under the advisement of Professor Annita de Castilho e Marcondes Cabral (Martuscelli, 1959).

Her contributions in the 1950s are marked by theoretical and methodological studies on experimental psychology and empirical research with a sociological basis (Cândido, 2020). Her political engagement is also an important aspect of her story. Her participation in the process of regulating the occupation and training of psychologists granted her the first psychologist registration number in 1965. She helped to draft the law and was a member of the Comitê de Avaliação de Diplomas (Committee for the Evaluation of Diplomas), which would later grant students the first titles of psychologists in the country.

In the 1960s, she became one of the main people responsible for the dissemination of behavior analysis and experimental analysis of behavior in Brazil. Her participation was essential to form a group of researchers in the field. It was in the concepts of experimental analysis of behavior that she based her proposal in the field of education, known as programmed teaching (Nale, 1998). It is defined as a framework for planning contingencies involved in the acquisition of new behaviors across the teaching-learning process. Therefore, the teacher's role consists in (1) identifying local demands for the acquisition of behaviors; (2) defining behaviors that comprise the learning outcomes; and (3) planning as well as implementing conditions for behaviors to be learned and generalized to everyday situations.

Two landmarks of Carolina Bori's work are (a) developing the scientific bases of psychology and (b) social developing by scientific development. She believed that science is a way to promote social development. This was one of the bases that supported her proposal for education. Thus, she defended the need to apply scientific principles to plan teaching conditions that can promote critical behaviors for students to face everyday situations (Guedes, 2004, 2005).

Carolina Bori was a woman who dedicated herself to the Brazilian scientific scenario throughout the second half of the twentieth

century. Psychology was a relatively small area in number of practitioners, researchers, and institutions. One of her main concerns was to create conditions for psychology to develop in the country as a science. This concern led her to train researchers who would take up training positions for other psychologists. In view of this, Carolina Bori admittedly contributed to the establishment of conditions for psychology to develop separately from other areas and for the need to seek training overseas, both in the experimental, theoretical, and practical fields.

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► Cabral, Annita de Castilho e Marcondes

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Bossio-Herrera, Victoria

Born *in the Caribbean region of Colombia, July 28, 1916*

Died *in Bogotá (Colombia), October 7, 2010*

Benjamín Giraldo

Educando con Amor, Houston, TX, USA

Keywords

Colombia · Educational psychology · Applied psychology · Pedagogy · Child deprivation

Victoria Bossio-Herrera has the distinction of being the first Colombian to obtain a master's and doctoral degrees in psychology. As many other women psychologists from the first and middle part of the twentieth century, the focus of her work was in applied psychology, specifically educational psychology.

According to Bossio-Herrera, she experienced difficulties with reading when she was a child which motivated her to learn how to overcome her own deficits and later to help children with learning disabilities (Giraldo, 1998). After obtaining her high school diploma, Bossio-Herrera traveled to the country's capital, Bogotá, seeking training in the educational area. She studied for 6 years at the Instituto Pedagógico Nacional (IPN) (National Pedagogical Institute), the most advanced center in education in the country. Under the guidance of Esther Aranda and other teachers, she graduated in 1939. While at the IPN, Victoria Bossio-Herrera realized that love and patience were not enough to help children with disabilities, but scientific training was required. She consulted with Agustín Nieto Caballero, the great Colombian educator, about her interests and the possibility of studying abroad. Nieto Caballero recommended seeking further training at Columbia University in New York, and she did so in 1943. After arriving in New York, Bossio-Herrera established contact with Father López-Grajales, a catholic priest, who was studying psychology. Bossio-Herrera studied with E. L. Thorndike (1874–1949) and applied to the master's program at Teachers College but was rejected as her title at the IPN was not considered a bachelor's degree in psychology or education. Determined to overcome this new barrier, she moved to Illinois (the USA) in 1943.

Victoria Bossio-Herrera was admitted at Northwestern University, a private research university based in Evanston, Illinois, with other campuses located in Chicago. She completed her bachelor's degree in preschool education with an emphasis in child psychology in only 3 years and returned to New York where she was finally admitted to Teachers College in 1946. She received a master's degree in educational

psychology in 1948 and returned to Bogotá as the new director of the IPN.

According to her, the days as a director of the IPN were very conflictive as most teachers were followers of Freud's psychoanalysis and were opposed to the research-based approach to child psychology and education she was trying to implement. After she lost the support of the central government of the institute, she resigned her post and funded a kindergarten where she was able to put in practice all the knowledge acquired while at Teachers College. In addition, Bossio-Herrera was invited by Hernan Vergara (1910–1999) in 1950 to be a professor at the Instituto de Psicología Aplicada (IPA) (Institute of Applied Psychology) of the Universidad Nacional de Colombia (National University of Colombia), founded by Mercedes Rodrigo in 1947 which was the first training center for psychologists in Colombia. At the IPA, she directed the specialization in psychopedagogy, the first in the country (Giraldo, 1989). Years later, her students at the IPA became pioneers and prominent psychologists in Colombia after graduating in 1952 as the first group of 11 licentiates in psychology: Fabiola Aguirre de Jaramillo, Beatriz Carrizosa-Umaña, Paulina Esguerra de Iriarte, Beatriz De la Vega, Magdalena Fetty de Holguín, Cecilia Rodríguez, Diva Montealegre-Rodríguez, Bertha Restrepo-Flórez, Julia Roncancio-Mora, Bernardo Tirado-Plata, and Gabriel Ulloa.

In 1953, she initiated the next stage of her life, pursuing doctoral studies; she traveled to England as a UNESCO student, being one of the few Latin American women who received this distinction during those years. In 1953, she started doctoral studies at the University of Birmingham, the United Kingdom. Those years were a time of study and research on problems related to affective deprivation, separation, attachment, and loss, in the line of John Bowlby's work (1907–1990), and psychopedagogy following Jean Piaget (1896–1980). Cyril L. Burt (1883–1971) was the external evaluator of her PhD dissertation. She received her doctoral degree in 1957.

Just as Mary Ainsworth (1913–1999) introduced the work of John Bowlby in the USA and expanded his work by conducting systematic

studies of attachment between mothers and infants, Bossio-Herrera conducted some studies about child abandonment in Colombia. Unlike Ainsworth, however, the international impact of her work was limited as the material was published in Spanish in the *Revista de Psicología* (Journal of Psychology), published by the National University of Colombia, in the late 1950s. At the time, the distribution of journals published in Spanish was mostly local and did not reach a large readership. During that time, Victoria Bossio was a professor at National University of Colombia. She taught a number of courses, including child psychotherapy and knowledge tests (Universidad Nacional de Colombia, 1958) and coordinated the specialization on psychopedagogy (Roncancio, 1956).

Victoria Bossio-Herrera occupies a prominent place in the history of Colombian and Latin American psychology. Although she is not widely recognized in the world of psychology, her impact in the development of psychology and education in Colombia is extraordinary. According to Ardila (2011), many colleagues, students, and collaborators remember her as a very supportive person, committed to her work, eager to learn, and very well informed about the new developments of psychology worldwide.

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- ▶ Nieto Caballero, Agustín
- ▶ Rodrigo Bellido, Mercedes
- ▶ Roncancio Mora, Julia

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Bouzas Riaño, Arturo

Born in Jalapa, Veracruz, México, on July 27, 1945

Germán Palafox Palafox and Rogelio Escobar Hernández

Universidad Nacional Autónoma de México, Mexico DF, Mexico

Keywords

México · Experimental analysis of behavior

As a researcher, a mentor of psychologists, and a university administrator at the Universidad Nacional Autónoma de México (UNAM) (National Autonomous University of Mexico), he has been an ardent spokesperson for psychology as a natural science and scientifically based psychological interventions. While in high school, he discovered his true passion when he read Werner Wolff's *Introduction to Psychology* (Wolff, 1959). In 1963 he entered the Colegio de Psicología (College of Psychology) at the Facultad de Filosofía y Letras (FFyL; Faculty of Philosophy and Literature) de la UNAM and obtained his Licentiate in Psychology degree in 1967, with the first thesis on behavior modification in Mexico.

His teacher Hector Capello García introduced him to experimental studies in cognitive dissonance and opened his eyes to neo-behaviorism. Along with classmates Ely Rayek Zaga (born in 1945); Francisco Montes Ahumada (born in 1946); Gustavo Fernández Pardo, one generation above; and Gabriel Vázquez Fernández, Jorge Molina Avilés, Jesús Figueroa Nazuno, and Héctor Ayala Velázquez, one generation below, he made an effort to improve “the impoverished professional training of psychologists” (Bouzas, 2020). In 1963, he and Gustavo Fernández convinced their teacher Luis Lara Tapia to adopt Ernest Ropiequet Hilgard’s book *Theories of Learning* as the textbook for the course on Experimental Psychology (Hilgard, 1966). This group of friends pushed successfully to open a teaching laboratory in the basement of the Tower of Humanities at UNAM, for which they built Thorndike’s problem boxes, shuttle boxes, and an operant conditioning chamber made of wood, with a manual food delivery mechanism, and caught stray cats in the campus surroundings for their experiments.

At the end of 1964, with the support of Hector Capello and Gustavo Fernández, the best students in the course on experimental psychology – Arturo Bouzas among them – visited the University of South Illinois in Carbondale and the State Hospital of Anna in Illinois, where they observed firsthand the application of the principles of learning in behavioral modification; however, getting acquainted with a research-oriented Doctoral Program had the greatest impact on Arturo Bouzas. In 1965, he met Kenneth Wartinbee Spence (1907–1967) and Elliot Aronson (born in 1932), strengthening his conviction that psychology was a scientific endeavor and professional psychology should be built on that foundation.

Before graduating, he was invited by a group of young psychologists, the “Grupo Jalapa,” to start up a Behavior Clinic at the Universidad de Veracruz (Veracruz University) (1966–1968), to treat patients with anxiety disorders and phobias. In those years, Harry Frederick Harlow (1905–1981), Daniel Ellis Berlyne (1924–1976), Orval Hobart Mowrer (1907–1982), Montrose Madison Wolf (1935–2004), and Sidney William

Bijou, among other psychologists, visited the Universidad Veracruzana at Jalapa.

In late 1968, Gerald Davison visited the Behavior Clinic and extended Arturo Bouzas an invitation to pursue a Doctorate in Clinical Psychology at Stony Brook University of New York. There he met Howard Rachlin and, after 6 months of his arrival, he switched to the Experimental Psychology Program. In 1971, with Rachlin’s advice and support, he decided to go to Harvard University.

He became part of the “Pigeon Lab” at Harvard, founded in 1948 by Burrhus Frederic Skinner (1904–1990) and run by Richard Julius Herrnstein at the time. He developed a close personal relationship with Herrnstein – his advisor – and served as his teaching assistant in the Action and Motivation course. Stanley Smith Stevens also had a significant influence in his scientific training, being his role model of what it meant to be a scientist. He got the highest grade for the whole class of first year doctoral students in Stevens’ obligatory proseminar.

Harvard’s intellectual atmosphere and the activity in the “Pigeon Lab” – where six generations of students gathered – instilled in him the importance of ideas, academic collaboration, and intellectual rigor in scientific research (Baum, 2002; Heyman, 2002). On top of his intense experimental work, he became interested in the evolution of behavior, influenced by Edward Osborne Wilson (born in 1929), Richard Charles Lewontin (born in 1929), Robert Ludlow Trivers (born in 1943), Ernst Walter Mayr (1904–2005), and Stephen Jay Gould (1941–2002), among others. Also, the presence of Willard Van Orman Quine (1908–2000), Hilary Whitehall Putnam (1926–2016), and Robert Nozick (1938–2002) in the Department of Philosophy fired up his interest in the philosophy of science. In 1976 he obtained his Doctorate in Psychology and returned to Mexico.

In 1977, after just a few months in Mexico, the stale and dogmatic academic atmosphere he found at the Psychology Department at UNAM, the total opposite of what he left at the “Pigeon Lab,” made him leave for the University of Toronto, Canada. He established himself at the “Chicken House,” a

truly international hub for researchers interested in behavioral ecology, next to the laboratories of Jerry Hogan (born in 1936) and Sara Shettleworth (born in 1943). As a post-doc and Research Associate, he became interested in economics and optimization models to explain behavior and took time to teach at the Psychology Department at the University of Toronto. A talk with an old friend from the “Grupo Jalapa,” Florente López Rodríguez, brought him back to Mexico in 1980.

At the Facultad de Psicología (Department of Psychology) at UNAM, he headed the departmental units of Experimental Analysis of Behavior (1980–1984) and of Experimental Psychology (1991–1993); he headed the Doctoral Program in Psychology (1993); he was the Secretary General (1993–1997); and he was Chair of the Department (1997–2001). As Chair of the Department, he fought for a Curriculum Reform for the teaching of psychology more congruent with his vision of psychology as a science of behavior and promoted professional training as an applied science in professional settings or applied scenarios – rejecting a division of psychology into subdisciplines – with an ambitious pilot program of professional training as part of the core psychology curriculum.

He is recognized as one of the pioneers in the application of the principles of learning in clinical settings and a critical voice against orthodoxy and dogmatism in the experimental analysis of behavior in Mexico. Thru his teaching and research on the study of mechanisms for adaptive behavior, behavioral ecology, and behavioral economics, the use of hierarchical and latent class models in educational assessment, and Bayesian modelling of psychological processes, he helped to advance psychology in Mexico as a science of behavior.

Cross-References

- ▶ Ayala Velázquez, Héctor Enrique
- ▶ Bijou, Sidney William
- ▶ Cappello García, Héctor Manuel
- ▶ Fernández Pardo, Gustavo
- ▶ Figueroa-Nazuno, Jesús Guillermo
- ▶ Lara Tapia, Luis
- ▶ López Rodríguez, Florente

- ▶ Molina Avilés, Jorge Orlando
- ▶ Vázquez Fernández, Hugo Gabriel

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Brachfeld, Ferenc Olivér

Born *Budapest, (Hungary), 18 February 1908*

Died *Quito, (Ecuador), 02 September 1967*

Virgilio Ibarz

Universidad Ramon Lull, Barcelona, Spain

Keywords

Spain · Venezuela · Colombia · Ecuador ·
Psychosynthesis

Ferenc Olivér Brachfeld, a Hungarian psychologist, was born in Budapest into a family with people from the art world. He had an early sympathy for the psychology of Alfred Adler (1870–1936). He could not access the University of Budapest since the far-right regime that governed Hungary prohibited him from studying at that University. For this reason, he moved to Vienna to enroll in that University. In this city, he met Adler and became part of his closest circle of followers.

In 1931, Brachfeld arrived in Barcelona, and in 1936, the Civil War broke out in Spain. During the first years of the war, he collaborated with the cultural media of the Republic. However, as a result of the advance of the Francoist forces on Barcelona, he left to leave Spain and went to Paris. In 1942, he returned to Barcelona and resumed the same activities he had been doing before the Civil War.

In 1950, when 8 years had passed since his return from Paris, he had to surrender to the evidence that while the regime of General Franco was in force, he would not be given the opportunity to be a university professor. He finally decided to move to Venezuela. The Venezuelan Ministry of Culture and Science offered him a contract as a professor of psychology at the Universidad de los Andes (Mérida). While he remained in Venezuela, he participated in conferences in various European countries, the United States, and Canada. In 1955, he was elected president of the International Society of Psychology, a position he held for 2 years.

In 1954, his chair at the Universidad de Los Andes was abolished. In 1959, Brachfeld accepted the invitation of the Federal Republic of Germany. For the next 6 years, he had a teaching contract at the University of Münster, in Westphalia. The Ministry of Culture and Education of the Federal Republic of Germany offered him to join the program for cultural and academic exchange of German scientists abroad, specifically with Latin America. Within the framework of this program, he went to Bogotá, where he stayed for 2 years (1965 and 1966) teaching psychology and giving lectures, and later to Quito, during the academic year 1966–1967.

In Quito, in full activity, he unexpectedly died due to a cerebral infarction, when he lacked a few months to turn 60.

During his stay in Barcelona, Brachfeld maintained an intense collaboration with the publisher Luis Miracle and with the Apolo publishing house, which published works on psychology: *The theory of psychoanalysis*, by Jung, with translation and preface by him (Jung, 1935); *The problem of homosexuality and other sexual studies*, by Adler, with his translation and preface (Adler, 1936); and *The meaning of life. New perspectives of individual psychology*, also by Adler, with translation by Brachfeld (Adler, 1941). Brachfeld was closely following the European publications of German, Austrian, and Swiss psychologists.

In addition to this activity as a lecturer, translator, and editor, Brachfeld authored several books on psychology. Among these books, the most outstanding is *The feelings of inferiority*

(Brachfeld, 1936a), his *magnum opus*. This work, expanded and reformed, had four editions in Spain and three unauthorized in Latin America (Mexico, Chile, and Argentina). It has been translated into English, German, French, Danish, and Swedish. The last two editions have been made in Germany and Hungary in 2002.

In 1936, a new book by Brachfeld was published, *The examination of the intelligence of children*. The book is dedicated to Emilio Mira y López. In Venezuela, in 1953, Brachfeld published three works that show us the nucleus of his psychological thought: “Brief history of psychosynthesis” (Brachfeld, 1953a), “From psychoanalysis to psychosynthesis” (Brachfeld, 1953b), and “Medicine and psychosynthesis” (Brachfeld, 1953c).

In conclusion, psychosynthesis seeks to overcome psychoanalysis, without denying it, and to continue it, improving it in various aspects. For Brachfeld, a new turn of a spiral is the best image to explain psychosynthesis.

Ramón León (1977, 2000) has analyzed Brachfeld’s life and work, which give an impression of uninterrupted activity, embodied in an immense number of publications. However, he points out that Brachfeld’s publications are rather bibliographic studies devoted to Adlerian history, literature, sexology, and psychology, with a clear demonstration of scholarship. León concludes that Brachfeld was more gifted for detailed bibliographic work and historical, literary, and psychohistorical research than for experimental work and for psychometric study.

Brachfeld had little influence on the development of psychology as a science and as a profession in South America, but he actively participated in the early years of what is today the most important psychological association in Latin America, the Inter-American Psychological Society. The project that he tried to promote in Venezuela, psychosynthesis, did not have resonance, and, at the time, it must have seemed something exotic.

Brachfeld was a brilliant intellectual. He was a prominent figure as a lecturer, popularizer, translator, writer, editor, etc. However, he aspired to create a working group in psychology and leave behind a school. In Barcelona, it was not possible

due to the Spanish Civil War. The exile forced him to do an informative work, and he could not do a work in psychology. In Mérida, it was not possible either due to the closure of the Institute of Psychosynthesis and Human Relations of the Universidad de los Andes.

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Brainsky Lerer, Simón

Born *in Bogotá (Colombia) June 21, 1939*

Died *in Bogotá, January 8, 2005*

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Keywords

Colombia · Psychoanalysis · Psychology ·
Psychoanalytic technique · Creativity ·
Sublimation · Teaching of psychoanalysis

Simón Brainsky Lerer was a psychiatrist and psychoanalyst, a psychoanalysis teacher at the Colombian Institute of Psychoanalysis, a university professor of Psychology and Psychiatry, a writer, and essayist. He had a profound and rigorous knowledge of Sigmund Freud's work and contemporary thinkers who went ahead with different interpretations of his work.

In addition to his clinical practice as a psychoanalyst, he dedicated his studies to training

psychoanalysts, psychologists, and psychiatrists in psychoanalytic theory and technique, with a particular interest in Freudian metapsychology and the dialogues of psychoanalysis with art, music, cinema, and literature. During three decades, he was a professor of Psychology and Psychiatry in several universities of Colombia, including the Pontificia Universidad Javeriana [Pontifical Javeriana University], Bogotá, the Universidad del Norte [The University of the North] in Barranquilla, and the Universidad El Bosque [El Bosque University], in Bogotá. In 1977, he received an award for his contributions to the Faculty of Psychology of the Pontifical Javeriana University. On two occasions, he was president of the Colombian Society of Psychoanalysis; he was also president of the Colombian Association of Psychiatry. From the latter, he received the Life and Work Award in 2003. He was a part of the Education Committee of the International Association of Psychoanalysis (API), and a member of the same association's International Ethics Committee (Brainsky, 2005). His conceptual and clinical thinking, and dialogues between psychoanalysis and the arts, cinema, and literature, was reflected in his books, articles, essays, and lectures. A separate chapter deserves his participations in the magazine *Ensayo & Error: Revista de Pensamiento Crítico Contemporáneo [Trial and Error: Magazine of Contemporary Critical Thought]*, in which, in addition to being part of the council of editors, he published psychoanalytic essays in each of its issues (Brainsky, 1998).

Simón's father, Salomón Brainsky, came to Colombia in the 1920s. He hailed from Chzelekhov, Poland, and was both a writer and a carpenter. He published a book of stories: *Gentes en la Noria* (Brainsky, 1945), translated from Yiddish into Spanish by the poet Luis Vidales, in which he portrays the environment of Jewish families in Bogotá at that time. His mother, Ana Lerer de Brainsky, was dedicated to making coats. Simón, in turn, always had the support and accompaniment of his wife, Sulamita Reines, and their four children. Of these, some are physicians, and one of his daughters is a psychoanalyst.

Simón Brainsky studied Medicine at the Universidad Nacional de Colombia [National University of Colombia] and obtained his degree in 1966. He was active in the left Zionist youth groups and the Liberal Revolutionary Movement (Kalmanovitz, 2005). He was a man capable of listening to different points of view, interested in the freedom of the human being, and the importance of understanding men's points of view that lead them to conflict, up to the maximum expressions of violence and destruction. At the end of the sixties, he specialized as a psychiatrist at the Santo Tomás Clinic in Bogotá (Gómez-Escallón, 1984). In this context, he had the opportunity to learn about different approaches and views on human suffering. Later he received his training as a psychoanalyst at the Institute of the Colombian Society of Psychoanalysis – he began his studies in 1973 – with teachers such as Guillermo Arcila, Tufik Meluk, Carlos Plata, Guillermo Sánchez-Medina, Alfonso Sánchez-Medina, and Inga Villarreal. He began his analysis with Luis Yamín. Brainsky was trained in the first psychoanalytic society founded in Bogotá (1956). He actively participated in the consolidation of the psychoanalytic movement in Colombia and in psychologists' and psychiatrists' training (Sánchez-Medina, 1990).

Since then, he began his career as a University professor and psychoanalyst in private practice. As a didactic psychoanalyst – he obtained the degree in 1983 – he trained several psychoanalysts dedicated to clinical practice and gave the seminar on Freud's works at the Colombian Institute of Psychoanalysis. He organized the Colombian Congress of Psychiatry in 1981 and was president of the Colombian Society of Psychiatry during 1981–1982. Between 1980 and 1981, he was editor of the *Journal of the Colombian Society of Psychoanalysis*. In addition to the articles published in different scientific journals on psychoanalysis and psychiatry, his works on the clinical supervision of psychiatric residents in the university service of the San Ignacio University Hospital stand out, as well as the “Medical-psychological study of an associated vital pattern to the appearance and installation of breast cancer,” which was recognized with the second prize

in the scientific contest: “100 years of the Mental Hospital of Antioquia” in October of 1978.

In 1984 and thanks to the encouragement of Graciela Aldana de Conde, head of the Faculty of Psychology and Horacio Taborda, head of the Department of Psychiatry of the Pontifical Javeriana University, and his students and colleagues, Brainsky published the *Manual of Dynamic Psychology and Psychopathology. Foundations of Psychoanalysis* (1984). This book, dedicated to his father, became an essential contribution to the training in psychoanalytic theory and technique of students from different generations of psychology and psychiatry programs in the country. In this text, Brainsky exposes in a didactic and critical way the foundations of psychoanalysis as conceived by Sigmund Freud; he addresses the meta-psychological foundations, the theories of the drive, the Oedipal conflict, psychosexuality, the bases of object relations, the formation of the self and defense mechanisms, and the principles of psychoanalytic technique. Although his starting point is the Freudian contributions, Brainsky delves into the most contemporary developments and contributions to the psychoanalytic bases from authors such as Klein, Bion, Winnicott, Kohut, Kernberg, Grinberg, Bleger, Baranger, and Chasseguet-Smirgel. He argues that psychoanalysis gradually decenters from the patient's place as the subject who suffers, to explore the interrelation between analyst and analyzed as members of the “field” in psychoanalysis.

One of the most relevant and evident characteristics in his contributions is the concern for psychiatrists and psychologists' training, with a broad vision of the human being, which allows them to produce knowledge about the human being and their forms of suffering. The clinician's conception that Brainsky transmitted to his students consisted of a person interested in human productions, capable of conceiving creative alternative ways in the face of the conflicts that living brings.

His next book, *Psychoanalysis and Suffering* (1988) – dedicated to his mother – focuses on the technical and psychotherapeutic approach to depression, psychotic disorders, anxiety, panic,

agoraphobia, and therapy of somatic and terminal patients. His contributions to understanding the subject as a “Global Functional Structure” are reflected and with theoretical and clinical reflections, which cannot be understood – and neither his suffering – from uni-causal logics, but from complex notions such as syndrome. “The human being is much broader and more complex than the disease he suffers,” Simón Brainsky would repeat.

In 1997 Brainsky published his following book: *Psychoanalysis and Creativity. Beyond the Death Instinct* – dedicated to his wife – explores the relationships of the creation processes in the human being and their interplay with the world of drives’ vicissitudes. Brainsky relies on authors such as Freud, Klein, Kohut, Green, Chasseguet-Smirgel, Buber, and Noy to refer to the possibilities of the individual to go beyond the last of the theory of the drives, of the destruction itself; it seems that the meeting of creativity and the Other are precisely the results of these searches.

Regarding Noy (1979) and his contributions from the Psychology of the Ego to creativity, Brainsky takes up his concepts of “good form” in art and the “perfect form” in which the artist, in his creative act, manages to reconcile opposing and contradictory elements. The psychoanalyst asks himself precisely about the possibility of conciliating contrary tendencies in an individual, through the practice of psychoanalysis.

In this book, Brainsky (1997) contributes to the theory of Freudian narcissism. He postulates two specific types of narcissism: a) a “Narcissism at the service of the Self,” or “Inclusive Narcissism,” in which the subject recognizes that, in order to exist, it is necessary to accept the presence of the Other as an autonomous being; the different does not threaten one’s existence, rather it ratifies it, b) an “Excluding Narcissism,” in which the Other is denied to affirm itself as me. The Other only exists insofar as he is an identical mirror of myself, and his asymmetry, his difference, awakens the need to destroy him.

In 2000, Simón Brainsky published his fourth book: *Psychoanalysis and Cinema. Screen of Illusions* – dedicated to his children. He establishes dialogues between the spectator subject of the

films, the film itself, and psychoanalysis. The Kieslowski’s color trilogy, Bergman, and Truffaut are his interlocutors to think about the functions of thought, the dream world, the processes of mourning, sublimation, and creation.

Simón Brainsky’s next book, *Psychoanalysis and Narration*, dealt with the place of narrative at the hands of authors such as J. M. Coetzee, but remains unpublished.

Brainsky was a dedicated teacher. His seminars were spaces for dialogue about psychoanalytic thought, articulations between psychoanalysis and creativity, a conception of the complex human being, and understanding the human problems in our societies. This conception is why he quoted *Hamlet* in the introductory chapter of one of his books: “It is, Horace, that between Heaven and Earth there is more than your philosophy can dream ...”

In any case, he remembered that psychoanalysis is more like the labor of the craftsman, who works in detail and calmly in his workshop on each piece that he carves.

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► [Bleger, José](#)

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Bravo Valdivieso, Luis

Born *in Santiago de Chile, December 10, 1931*

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Keywords

Chile · Educational psychology · Learning disabilities · Dyslexia · Phonological awareness · History of psychology

Luis Bravo obtained in 1953 his *Bachillerato en Filosofía* (BA in Philosophy) and in April 1961 his *Título Profesional de Psicólogo* (Licensed

psychologist) both at *Universidad Católica de Chile* (henceforth: UC) (Catholic University of Chile). He belongs to UC's first generation of psychologists (Camus & Muñoz, 2017). Until 1962, he was a faculty member both at UC's *Escuela de Pedagogía* (School of Pedagogy) and at the *Escuela de Psicología* (School of Psychology). That year, he started his postgraduate studies at Louvain University, where he obtained in 1964 his *Licencié en Psychologie Appliquée* (MA in Applied Psychology) and his PhD in Psychology in 1968 (Cohl & Cornejo, 2018). From 1964 to 1974, Luis Bravo worked as a clinician at *Servicio de Psiquiatría Intantil* (Child Psychiatry Service) at the *Hospital Luis Calvo Mackenna* in Santiago. In the context of growing social distress, he devotes himself to marginalized children's learning and reading issues (Bravo & Salas, 1972). A faculty member at UC's *Facultad de Educación* (School of Education), Luis Bravo founded UC's *Programa de Educación Especial* (Special Education Program) in 1969 and remained acting as its head until 1989. This position was key as it allowed him to define the professional profile for educational psychologists in Chile, and also ratified him in neuropsychology and didactics. The Special Education Program opened up the way for research on learning disorders and contributed to educating several generations of psychologists, teachers, and psycho-pedagogues. At UC's School of Education, Luis Bravo served as vice-dean from 1989 to 1993 and as dean in 1994; he was a member of UC's Higher Council during the latter year. In 2000, UC granted him the Emeritus Professor title. He was president of the *Asociación Chilena de Psicólogos* (Psychologists' Chilean Association) and one of the founding members of both the *Colegio de Psicólogos de Chile A.G.* (Chilean Psychologist's Society) in 1969 and the International Academy for Research on Learning Disabilities (IARLD). Luis Bravo published nine books, some of which have been reedited, among them, *Trastornos del aprendizaje y de la conducta escolar: Psicopatología de la disfunción cerebral mínima* (1972) (Learning and school behavior disorders: Psychopathology of minimal brain dysfunction), *Lenguaje y dislexias* (2020, sixth edition) [Language and dyslexia], and *Psicología de*

la dificultades de aprendizaje (2018a, ninth edition) [Psychology of learning disabilities].

He contributed to several international edited volumes. He has published in both Chilean and international journals, receiving wide recognition in Chile and Latin America (Velarde-Consoli, 2004). Luis Bravo is a key author in dyslexia and Hispanic children reading disabilities (Gonzales & Tejero-Hughes, 2018; Martínez & Goikoetxea, 2020; Sellés et al., 2018; Strasser & Lissi, 2009). Among his main research findings is having effectively supported the hypothesis stating that first grade reading education predicts future school performance. His research also supports the hypothesis that the most determining literacy variable is phonological awareness, which under optimal conditions can lead to reaching the “reading threshold” (Bravo, 2004). Luis Bravo advocated for research in Latin America and Chile stating that learning difficulties can not only be solely attributed to poverty conditions, but also to shortcomings in psycho-pedagogical strategies. Further along in his career, he underscores the relevance of neuroimaging to survey literacy cognition and its relationship with activity in various brain regions (Bravo, 2014, 2018b).

Being aware of his contributions to early research in Chilean educational psychology, Luis Bravo also offered his input to Chilean history of psychology (Bravo & Tschorne, 1969), an interest he maintained throughout his career (Bravo, 2004). His book *Jesús de Nazareth en la percepción de un psicólogo* (Jesus of Nazareth as seen by a psychologist) was published in 2015. Bravo was given a series of acknowledgments and awards: Honorary Professor of *Universidad Nacional Mayor de San Marcos*, Lima (2005); the Chilean National Psychology Award (1977) granted by *Colegio de Psicólogos de Chile A.G.* (Chilean Psychologists Society); The Sergio Yulis Award (1977), from the Sociedad Chilena de Psicología Clínica (Chilean Society for Clinical Psychology); UC’s Escuela de Psicología 50th Anniversary Founding Member Acknowledgement (2008); distinctions by the Chilean Psychologists’ Society as Founder and Former Head (2010); in 2014 the National Lifetime Award by the *Sociedad Científica de*

Psicología de Chile (Chilean Psychological Science Society; and in 2020 the National Award by the Sociedad Chilena de Historia de la Psicología (Chilean Society for History of Psychology).

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Briquet, Raul Carlos

Born *Limeira, (São Paulo), 8 February 1887*

Died *São Paulo, (São Paulo), 5 September 1953*

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Keywords

Brazil · Social psychology · Psychoanalysis

Raul Briquet was a physician who graduated from the Faculdade de Medicina do Rio de Janeiro (School of Medicine of Federal University of Rio de Janeiro), where he defended his doctoral thesis on the subject of psychophysiology and pathology musical on January 25, 1911. After completing the course, he specialized in gynecology and obstetrics.

He began his professional career at the Maternidade de São Paulo (São Paulo Maternity Hospital) between 1913 and 1914. In this institution, he had contact with modern techniques for the diagnosis of pregnancy, which resulted in the

publication of his first article on the subject in 1914. He was approved in a civil service examination for the chair of Clínica Obstétrica da Faculdade de Medicina e Cirurgia de São Paulo (Obstetrics Clinic of the School of Medicine and Surgery of São Paulo) in 1925, and, years later, in 1934, he assumed the chair in the department of Clínica de Obstetrícia e Puericultura da Faculdade de Medicina da Universidade de São Paulo (Obstetrics and Childcare Clinic at the School of Medicine of the University of São Paulo).

A member of the circle of São Paulo's intellectual elite in the first half of the twentieth century, Raul Briquet dedicated himself to the study and development of several areas of philosophical and scientific knowledge in the country, among them psychology, social psychology, and psychoanalysis. In this sense, he was a member of the creation of the Sociedade Brasileira de Psicoanálise (Brazilian Psychoanalytic Society) in 1927, alongside characters such as Franco da Rocha, Durval Marcondes, and Lourenço Filho, when he also assumed its vice-presidency. At the institution, he collaborated with the publication of the *Revista Brasileira de Psicanálise* (Brazilian Journal of Psychoanalysis) in 1928 and in the translation of Ernest Jones' work *Da psico-análise: breve introdução ao seu estudo* (What is Psychoanalysis?) in 1930. In 1930, Briquet participated in the foundation of the Sociedade de Filosofia e Lettas de São Paulo (Society of Philosophy and Letters of São Paulo), taking over the Comissão de Estudos (Study Commission). He was a signatory of the Manifesto dos Pioneiros da Educação Nova (Manifesto of the Pioneers of Educação Nova), published in 1932, together with other intellectuals such as Fernando de Azevedo, Afrânio Peixoto (1876–1947), Anísio Teixeira, Júlio de Mesquita Filho (1892–1969), and Cecília Meirelles (1901–1964), among others. On May 27, 1933, he was part of the founding committee of the Escola Livre de Sociologia e Política de São Paulo (Foundation School of Sociology and Political Science of São Paulo), an institution where he inaugurated the first professorship and the first course in social psychology in Brazil, which Briquet taught in the second half of 1933. This course resulted in his book *Psicologia Social* (Social Psychology) in 1935,

considered one of the first works on this discipline published in the country (Araújo, 2021). In 1934, Briquet was an active member of the creation of the Universidade de São Paulo (University of São Paulo), in which he became a professor and member of the University Council. In 1942, he was sworn into professorship 38 at the Academia Paulista de Letras (Brazilian Academy of Letters) based on his publications so far in the areas of nursing, obstetrics, and social psychology. In 1944, a compilation of texts was published that he presented at events between the 1920s and 1940s, on various topics, such as art, literature, music, psychology, sociology, and epistemology. This compilation, named *Palestras e Conferências* (Lectures and Conferences) (1944), received the Carlos de Laet Prize from the Academia Brasileira de Letras (Brazilian Academy of Letters) on June 13, 1946. Later that year, he published a book on the history of education, the result of the course on National Education he taught at the Escola Livre de Sociologia e Política de São Paulo (Foundation School of Sociology and Political Science of São Paulo). At the end of his life, devoting his writings with more emphasis to the medical field, he coordinated the publication of a medical anthology.

Raul Briquet's name is among the other intellectuals responsible for introducing scientific social psychology in Brazil (Araújo, 2021), above all, for having assumed the first chair of this discipline in the country. Despite not having been a social psychologist, dedicating himself professionally to medicine and academically to human sciences (psychology, education, and sociology) and medical (medicine and nursing) disciplines, Briquet played a fundamental role in the birth of social psychology in Brazil when he started the institutionalization process of this field and popularization of texts and researches that were developed in that period (Araújo, 2021). His book *Psicologia Social* (Social Psychology) (1935) presents a textbook format with a structure similar to those published in the United States in the 1930s and 1940s – the first copy of which was *Carl Murchinson's Handbook of Social Psychology* (1935) – addressing topics such as “motivation,” “instinct,” “habit,” “suggestion,” “imitation,” “social self,” “personality,” “ethnic

prejudice,” “leadership,” “public opinion,” “crowd,” and “revolution.” Briquet's handbook presents an extensive bibliography, drawing on classical authors and contemporary researchers such as William James (1842–1910), Pierre Janet (1859–1947), Kurt Koffka (1886–1941), Wolfgang Köhler (1887–1967), Augusto Comte (1798–1857), Wilhelm Wundt (1832–1920), Émile Durkheim (1858–1917), Gabriel Tarde (1843–1904), Sigmund Freud (1856–1939), Ernest Jones (1879–1958), Karl Marx (1818–1883), Gustave Le Bon (1841–1931), Kurt Lewin (1890–1947), Scipio Sighele (1868–1913), Pasquale Rossi (1867–1905), Walter Bagehot (1826–1877), William McDougall (1871–1938), Wilfred Trotter (1872–1939), Ivan Petrovich Pavlov (1849–1936), Kimball Young (1893–1972), Charles Ellwood (1873–1946), Raymond Holder Wheeler (1892–1961), Carl Murchison (1887–1961), Gardner Murphy (1895–1979), and Emory Stephen Bogardus (1882–1973), as well as the Brazilians Oliveira Vianna, Nina Rodrigues, Porto-Carrero, and Arthur Ramos, among others. Despite the diversity of authors and schools of thought, Briquet basically starts from three theoretical-methodological roots to think about the science of subjectivity: Comtian positivism, gestalt, and psychoanalysis. His conception of social psychology presents contradictions in the course of his manual, a fact common to the authors of the period (Araújo, 2021). In general, for Briquet (1935, p. 75) the objective of social psychology would be to understand “the mental genesis of social facts.” However, it would not constitute an autonomous science, as it is methodologically situated between sociology and biology. On the other hand, social psychology would have an important role in the process of social investigation carried out by the social sciences, by pointing out the universal laws resulting from the encounter between social influences and hereditary aspects of the action of individuals.

The influence of positivism in his conception of social psychology was not only due to the search for universal laws of society and the individual but also in the defense of men of science in public life. In this sense, Briquet forged a social

psychology project in line with the interests of the São Paulo intellectual elite representing the Escola Livre de Sociologia Política de São Paulo (Foundation School of Sociology and Political Science of São Paulo), which defended the use of modern science in the training of public managers, as an attempt to solve the obstacles that prevented the modernization of the country in the 1930s (Kantor et al., 2009). Among these obstacles would be the need – strongly defended by the positivist spirit of the period – to develop the race and the Brazilian people through hygienist, educational interventions and by selecting individuals in occupations that were in accordance with their natural aptitudes, that is, the “right man in the right place.”

In addition to the social psychology manual, Briquet published some texts on psychological themes in his book *Palestras e Conferências* (Lectures and Conferences) from 1944, which reflect, among other themes, on the importance of studying the development of adolescents for their effective education, the distinction of psychological types according to the clothing, a reflection on the interpretation of Freud’s dreams, the psychic determinations and the treatment of shyness, and the pioneering spirit of Franco da Rocha in the introduction of psychoanalysis in Brazil. This book also includes the inaugural class he taught at the Escola Livre de Sociologia e Política (Foundation School of Sociology and Political Science of São Paulo), in which he situates the spirit of the São Paulo elite that guided the birth of social psychology as a discipline in Brazil. In his speech, he highlights São Paulo as the favorable state for the emergence of leaders who would lead Brazil toward social justice in accordance with the “supreme destinies of humanity” (Briquet, 1944, p. 212).

Raul Briquet was a polyglot physician and intellectual who dedicated himself to several fields of knowledge in his lifetime, including social psychology. Although he did not pursue his studies on psychology and society, as Arthur Ramos has done, Briquet is among the main names responsible for introducing social psychology in Brazil as a field of research and extension.

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- ▶ Lourenço Filho, Manuel Bergstrom
- ▶ Marcondes, Durval Bellegarde
- ▶ Nina Rodrigues, Raimundo
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- ▶ Porto-Carrero, Julio Pires
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Brožek, Josef Maria

Born *Melnik, Bohemia, (Current Czech Republic), 14 August 1913*

Died *Saint Paul, Minnesota, (United States), 18 January 2004*

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Keywords

Czech Republic · Siberia · United States · Brazil · History of psychology · Organization of associations and scientific journals

Josef Brožek was born in the current Czech Republic. In 1915, when he was 2 years old, his family was deported to Siberia, where they remained until 1920. In the mid-1930s, during his studies at the University of Prague, Brožek became interested in the history of psychology based on the text *Psychologie der Gegenwart* (Contemporary Psychology) by Hans Henning (1885–1946), which held an extensive introductory chapter approaching the development of modern psychology (Brožek and Guerra, 1996a). Excited by the reading, Brožek presented and discussed, in a philosophical seminar at his University, the model presented by Henning on experimental psychology and applied psychology. In 1937, he became a PhD in psychology, presenting the thesis *Memory: Its Measures and Its Structure*. He committed himself to applied psychology, working in the areas of vocational guidance and industrial psychology.

In 1939, he emigrated to the United States of America, due to the problems Czech citizens faced in World War II and the Nazi occupation. In the United States, Brožek worked as a professor and researcher at the Universities of Pennsylvania

and Minnesota. At the latter institution, in 1941, he became a researcher in psychobiology at the Physiological Hygiene Laboratory of the School of Public Hygiene, where he worked with experimental research on visual performance and fatigue, factors involved in coronary heart diseases, and the effects of malnutrition on human behavior (Brožek and Guerra, 1996a; Massimi and Campos, 2004). Due to his work in the field of malnutrition, Brožek was president of the International Conference on Behavioral Effects of Energy and Protein Deficits, held in Washington, USA, between November 30 and December 2, 1977.

In 1959, he moved to Lehigh University, Pennsylvania, as a researcher and professor of history of psychology (Hoskovec, 2004). He became director of the Department of Psychology and Teaching, a position he held until 1963. Between 1979 and 1980, he was Senior Fulbright Research Fellow at Julius-Maximilian-Universität in Würzburg, Germany. Furthermore, concerning Germany, Brožek was a visiting professor at the Universität Passau, where he worked with Werner Traxel (1924–2009) and Horst Gundlach (1944–) as reported by Ramon Leon (2021).

His historical works encompass numerous researches in archives and libraries in the United States and Europe (Massimi and Campos, 2004). One of his best-known investigations approaches the history of the term psychology from the sixteenth century onward, analyzing the spelling of this word in manuscripts from the work of the Croatian humanist Marcus Marulus (1450–1524). The researcher also participated, for 30 years, in a project on the historiography of psychology in which the trends of the study of the history of psychology are analyzed in several countries around the world, such as Canada, United States, Germany, Italy, Switzerland, Soviet Union, and others. The results of this project have been published in several articles and in the book *Historiography of modern psychology* (1980), published together with Ludwig J. Pongratz (1915–1995). Later, in 1998, Brožek published, in coauthorship with Marina Massimi, a Brazilian version entitled “Historiography of modern psychology – Brazilian version,” which includes

chapters by Brazilian and Argentinian researchers (Brožek and Massimi, 1998).

Among the historical studies developed by Brožek, there are some on the life and work of Jan Purjinke (1787–1869), a physiologist of Czech origin, and the studies on applied psychology in Czechoslovakia between the two world wars. Even residing in the United States, the researcher had always kept the focus on the political processes in the Czech Republic and did not neglect the studies on the history of psychology in his country. The Velvet Revolution, which took place in 1989, deposed the communist regime and instituted the parliamentary republic. This movement brought impacts to the Czech Society of Psychologists, which became independent from the Soviet Union guidance, and had to build its own initiatives (Brožek and Guerra, 1996a). During this period of openness, Brožek and his wife Eunice sent books and periodicals to university libraries across the country. Referring to his collaboration with his native country, he kept an exchange relationship with the Institute of Psychology of the Czechoslovak Academy of Sciences for several periods between 1973 and 1992. In 1996, the University of Prague, where the researcher had done his university studies, awarded him a medal for his contribution to Czech Psychology and Anthropology (Hoskovec, 2004).

In 1965, the researcher became engaged in the creation and organization of Division 26 of the American Psychological Association. At the same time, he organized the *Journal of the History of the Behavioral Sciences*, one of the main international journals focused on historical research in psychology (Massimi and Campos, 2004). He also participated in the organization of the International Society for the History of Behavioral and Social Sciences, the current Cheiron. In 1969, this Society organized its first Congress, at Princeton University, in partnership with Josef Brožek and Mary Henle (1913–2007) (Massimi and Campos, 2004).

Brožek, with great capacity for collaborative work and the development of human relations in addition to his ability to understand and speak

several languages, made the historiography of psychology an international topic (Massimi and Campos, 2004). The experience as a member of an exiled family in Siberia, as well as his experience on wars, enabled Brožek to understand that it was necessary to develop common projects between different nations (Woodward, 2004). As reported by Massimi and Campos (2004), Brožek used to take hold of relationship as his work method and, therefore, formed partnerships with several international groups in the field of psychology, building a network of friends and interlocutors with whom he assiduously exchanged correspondence.

In his openness to internationalization, Brožek established dialogues with Brazilian researchers. In 1988, accepting an invitation from Antônio Gomes Penna (1917–2010), he participated – as honorary president – in the first Latin American Seminar on the History of Psychology, in Rio de Janeiro. At that time, he visited the Pontifical Catholic University of São Paulo, where he met Professor Maria do Carmo Guedes (1934–), who coordinated the Center for the History of Psychology, which she had founded. He visited Brazil for the second time in 1996, at the invitation of Professor Marina Massimi.

He was at the Faculty of Psychology of the University of São Paulo, in the Ribeirão Preto campus, where he participated in the Symposium on Research and Scientific Exchange of the National Association for Research and Postgraduate Studies in Psychology (ANPEPP), held in Teresópolis, in the State of Rio de Janeiro.

In this event, he gave a lecture and participated in the organization and performance of the first meeting of the Work Group on the History of Psychology linked to the Association. At USP, Brožek taught an intensive course on the historiography of psychology, presenting various aspects of his historiographical approach that took hold of definitions and concepts developed in the field of psychology, such as the concept that "historical events represent manners of conduct" (Brožek & Guerra, 1996). Adopting the term "conduct" as central to the work of psychology historians, the researcher discussed three

fundamental principles of historical investigation: attention to evidence articulated with theoretical interpretation; the consideration of the *Zeitgeist*, understood as the “spirit of time” from which “an elegant way of interpreting the conduct of individuals and groups of individuals” is produced (Brožek & Guerra, 1996, p. 18); and the adoption of a multifactorial view of historical events and psychological science, considering the complex relationships between actor and context (Brožek & Guerra, 1996). In 1997, he returned to Brazil once more and participated in the Inter-American Psychology Congress and visited the Federal University of Minas Gerais, where he visited the Helena Antipoff Research and Documentation Center, chaired by psychologists Daniel Antipoff (1919–2005) and Regina Helena de Freitas Campos. In 1999, the researcher donated part of his personal collection to the Helena Antipoff Room, established in the Central Library of the Federal University of Minas Gerais, containing a collection of books, periodicals, and unpublished manuscripts related to the history of psychology.

Brožek actively disseminated the history and historiography of Brazilian psychology in the international context. In 1988, he reported, at the University of Bologna, Italy, the studies carried out by Antônio Gomes Penna between the years 1980 and 1987. He published, in the *History of Psychology Newsletter* (1991), a retrospective of the Brazilian historiographical literature of the 1980s, whose center point was the research presented by Marina Massimi in her book *History of Brazilian Psychology: from the colonial era to 1934* (1980). And, in 2003, he published in the *Journal of the History of the Behavioral Sciences* a review on the *Biographical Dictionary of Psychology in Brazil*, organized by Regina Helena Campos and a group of historians of Brazilian psychology linked to the Group of History of Psychology at ANPEPP, the invitation from the Federal Council of Psychology (Campos, 2001).

Working until the age of 89, Brožek decided to cease his professional activities after the death of his wife in 2002. He passed away in 2004 in the city of Saint Paul, Minnesota, in the United States.

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Bustos Romero, Olga Livier

Born *in Tuxpan (Nayarit, Mexico) on March 19, 1948*

Died *in Mexico City on April 6, 2015*

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Keywords

Mexico · Gender perspective · Stereotypes and influence of the media · Master in psychology with a gender approach

Born in Tuxpan (Nayarit, Mexico) on March 19, 1948

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She originally graduated from a religious school and with an initial technical career to have financial independence. She completed her high school requirements in Tepic, the capital city of the State of Nayarit, and later, she moved to Mexico City (CDMX), where she obtained her bachelor's degree at the Facultad de Psicología (Faculty of Psychology) (FP) at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) in September 1976. She studied her master's degree in Educational Psychology at the University of Pittsburgh, Pennsylvania, on April 22, 1975, and finally, she concluded her doctoral studies in Social Psychology also at UNAM during 2013.

From 1992 to 1993, she was co-founder of the master's degree in Gender-Oriented Psychology at the Universidad de las Américas – Ciudad de México (University of the Americas, Mexico City) (UDLAP – CDMX). And finally, she shared the responsibility in the PAPIIT Project of the UNAM Programa de Apoyo a Proyectos Institucionales de Investigación Temprana (Support Program for Institutional Early Research Projects) on “Testimonios de las Académicas de la UNAM: Trayectorias y Contribuciones” (Testimonies of the Academics from the UNAM: Trajectories and Contributions) in 2007, of the Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades (Center for Interdisciplinary Research in Sciences and Humanities) (CEIICH) with Dra. Norma Blázquez Graf (born in 1956).

In the words of Bustos (quoted in Trujillo: Video-Posthumous Tribute to Dra. Olga Livier Bustos Romero, 2013): “Try to create awareness, reflection and criticism of a society, which has transcended a significant evolution for equity. Achieve a representative impact to build conscious minds.”

As an expert in the analysis of mass media and gender perspective, in different states of the country, she gave courses to journalists, editors, and columnists, on the importance of a culture free of gender stereotypes in the news media.

From 1984 to 1990, she served as coordinator of the Center for Women's Studies belonging to the FP at UNAM; and from July 1997 to

September 1999, she was also coordinator of the Social Psychology Area of this same institution.

As an activist and leader, her life was committed to education, teaching, and the gender perspective. She presided over the Federación Mexicana de Universitarias (Mexican Federation of University Women) (FEMU) from 1999 to 2000 and, later until 2001, the Colegio de Académicas Universitarias de la UNAM (College of University Academics of UNAM). She was a founding member of the Sociedad Mexicana de Psicología Social (Mexican Society of Social Psychology) (SOMEPSO) and, since its creation, part of its board of directors.

She was member of the Movimiento de Acción Popular (Popular Action Movement) (MAP), and later she joined the Partido Socialista Unificado de México (Unified Socialist Party of Mexico) (PSUM). Her involvement in the organization of networks was permanent as she was a member of the Red de Mujeres y Hombres invirtiendo en Mujeres (Network of Women and Men investing in Women) (Red MIM). She was part of the Network of Researchers for the Life and Freedom of Women, of the Coalición Ciudadana Democracia y Medios [Citizen Democracy and Media Coalition], as well as other initiatives in which she contributed by providing the consistency of her courage and her vision of the future.

She founded and coordinated the Centro de Estudios de la Mujer (Center for Women's Studies) at the FP (1984 to 1990), which years later led to the current Programa Universitario de Estudios de Género (University Program for Gender Studies) (PUEG) at the UNAM. Her main contribution consisted in achieving a space for reflection on the role of the media in teaching and socializing traditional gender roles.

Her academic production published in various books and national and foreign scientific research journals mainly address the situation of women. With her own words, she concludes (Bustos quoted in Trujillo, Video-Posthumous Tribute to Dr. Olga Livier Bustos Romero, 2013): "Being a woman means being full of strengths and aspirations to insert myself in a society and be able to make changes."

Its importance also derives from the curricular inclusion of the psychological vision of gender in

higher education, as well as in the Mexican tradition of Collective Psychology and in the democratization of federal laws on telecommunications.

She was very close to Clemente Ruíz Duran (he was born in 1948), her husband, and to her family. She enjoyed traveling and always sharing with her children Lucía and Daniel Ruíz Bustos, with the joy of being together. She was always kind to deal with – because her laugh was very sharp and she had the quality of being very agile at telling jokes. She always liked to work, learn, and grow with her friends and students and, of course, dance, laugh, sing, and enjoy the Trios, Trova, and Boleros.

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Butelman, Enrique

Born *Buenos Aires, Argentina, July 18, 1917*

Died *Buenos Aires, Argentina, May 15, 1990*

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Keywords

Argentina · Spain · Psychology programs · Specialized publishing house

Enrique Butelman did not have any college degree; however, he played an important role in the organization of psychology programs in Argentina, particularly in Rosario and Buenos Aires. He was a Professor of History of Psychology and Social Psychology at both universities, and he was also a lecturer at the Department of Social Psychology at Columbia University. In 1962, he got a Ford Foundation scholarship to take part in Social Psychology research at New York University. Together with Jaime Berstein, he founded Editorial Paidós.

As a reader and passionate traveller, he did not tolerate the routine of the academic courses, that is why he pursued his training by following different teachers whose courses he arrived at moved by his curiosity and desire for the accuracy of ideas. He studied neurobiology with Christofredo Jakob (1866–1956), in his Laboratory of Pathological Anatomy at the Hospital de Alienados (Alienate Hospital) in Buenos Aires. He attended the courses of psychology of Coriolano Alberini (1886–1960) and Luis Juan Guerrero (1897–1958). He was a student at the courses Ricardo Rojas (1882–1957) lectured on Spanish Literature of the Nineteenth Century. Butelman also attended courses by Francisco Romero (1891–1962) on Political History and Clemente Ricci (1873–1946) on History of Religions. He also studied Psychology, Philosophy, Sociology, and Jungian Analytical Psychology, with growing deep interest in the latter. He met Carl G. Jung (1875–1961) during his one-year stay at the C. G. Jung Institute in Zurich. As Butelman attended elementary school and high school in Germany and in Switzerland, he spoke fluent German, English, and French since his early youth (Gentile, 2003).

In 1945, with his friend Jaime Berstein (1917–1988), he founded Paidós Publishing House, which was specialized in children's books, education, psychology, and sociology (Klappenbach, 2001). In other words, it was devoted to a new interdisciplinary field which developed growing interest and it was consequently demanded for Spanish spoken literature, which was almost nonexistent by that time. The first book they published was *Conflictos del alma infantil* (Conflicts of the Child Soul) by C. G.

Jung, translated by Ida Germán de Butelman. Paidós became the most important producer of books in the psychological, psychiatric, and psychoanalytical field in the Spanish-speaking world. In 1979, due to the restrictions imposed on culture and the persecution and censorship as a consequence of the military coup d'état in Argentina, Butelman moved to Spain. There he founded Paidós-Ibérica, in Barcelona, and obtained the rights for the publication of the Seminars by Jacques Lacan (1901–1981), which is still a work in progress.

During the decade 1956–1966, a period of brief democracy between the two military coups, Butelman worked intensely with Jaime Berstein on the organization and implementation of the first program of psychology at Argentine university in 1956, in the city of Rosario, and nearly simultaneously, also in Buenos Aires (Dagfal, 2009; Vezzetti, 2008).

Butelman was, what is known today as, a cultural manager, a mixture of pragmatic intellectual, democratic politician (close to the Socialist Party of those years) and a creator of projects aimed, in this case, at the development of psychology as a science and as a profession, that is to say, as a practice attached to the social network and, not only, to the academic field.

From his university practice during that decade, there remains the syllabi of the several courses he offered, such as those on History of Modern and Contemporary Psychology, which he lectured in Rosario between 1957 and 1958. Those documents also reveal that his Introduction to Social Psychology taught in Buenos Aires in 1958 was highly influenced by the theories of Gino Germani (1911–1979) and Kurt Lewin (1890–1947).

He also participated in the Board of Directors of the programs in Rosario and Buenos Aires and had a decisive influence on the preparation of the curricula of both programs, and during the administration of Risieri Frondizi (1910–1985) at the University of Buenos Aires, he was the director of the psychology program between 1958 and 1960.

As an editor, he worked until the end of his days in several areas of Paidós-Argentina and

Paidós-Ibérica. Many of the books on Depth Psychology collections were edited with notes and remarks in which Butelman was erudite and masterful. In 1963 he supervised the Spanish translation of George Brett's *History of Psychology* and enriched that edition with an important body of notes and comments (Brett, 1963). In fact, it was the translation and comments of the Peters' abridged version, in one volume (Peters, 1953), of Brett's famous *History of Psychology*, originally published in three volumes (Brett, 1912, 1921a, 1921b, 1963).

Butelman thought that psychology was a social science and that the psychologist education should be humanistic because of the wide variety of the knowledge that the discipline, involved with the mind and human behavior, should necessarily synthesize and display. This social and humanistic psychology should also be scientific, in a broad sense overcoming experimental and behavioral reductionism.

Cross-References

- ▶ Alberini, Coriolano
- ▶ Bernstein, Jaime
- ▶ Guerrero, Luis Juan

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C

Cabral, Annita de Castilho e Marcondes

Born *in Novo Horizonte (São Paulo, Brazil) on July 11, 1911*

Died *in São Paulo (Brazil) on September 7, 1991*

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Keywords

Brazil · Psychology of Gestalt · Social psychology · Creation of scientific associations

Annita de Castilho e Marcondes Cabral played an important role in the process of institutionalizing psychology and turning it to an undergraduate major in São Paulo. Her training in psychology began during her teacher-training course at the São Paulo Normal School [*Escola Normal de São Paulo*] (1923–1927), where she had classes with Lourenço Filho. After graduating, Cabral attended a Pedagogical Improvement Course (1928), where she took lessons with Jean Mangué and Noemy da Silveira Rudolfer. Later on, she became a collaborator of Rudolfer at the *Diretoria Geral de Ensino do Estado de São Paulo* (Applied Psychology Service of the General Board of Education of the State of São Paulo) (1931) and at the

Psychology Laboratory of the Normal School, which became the Caetano de Campos Education Institute [Instituto de Educação Caetano de Campos] in 1932. She remained in the laboratory until 1935, working as a coordinator for internship activities in psychological exams at the Mental Measures Section.

After the creation of the *Universidade de São Paulo* (University of São Paulo (USP)) in 1934, Cabral joined the *Faculdade de Filosofia, Ciências e Letras* (College of Philosophy, Sciences and Languages) (FFCL), graduating in the first philosophy class (1938). At FFCL/USP, she had the opportunity to be a student of Claude Lévi-Strauss (1908–2009). In the same period, the Education Institute was absorbed by the university, and Cabral became part of the Faculty of the Philosophy major, working as assistant professor in the sociology and psychology assignments, whose Chairs were, respectively, Roger Bastide (1898–1974) and Jean Mangué (Ghiringhella, 2001).

In 1941, Cabral received the Latin American Fellowship from Smith College (Northampton, Massachusetts), where she studied experimental psychology with James J. Gibson (1904–1979) and Gestalt psychology with Kurt Koffka (1886–1941) and Fritz Heider (1896–1988). In 1942–1943, she complemented her studies with an M.A. at the New School for Social Research. Supervised by Max Wertheimer (1880–1943), her

thesis was entitled “Memory of Forms Back in Brazil”; she defended her doctoral dissertation “The Conflict of Results of Experiments on the Memory of Forms” (Cabral, 1946) in 1945 at FFCL/USP, under Roger Bastide’s supervision.

Cabral worked as the assistant of the Canadian psychologist Otto Klineberg during his stay as a visiting professor in the psychology *signature* at USP (1945–1947). Under his incentive and assistance, Cabral took the initiative to create the *Sociedade de Psicologia de São Paulo* (São Paulo Psychological Society) (SPSP) in 1945, with the objective of gathering professors and researchers of psychology and stimulating the development of this science in São Paulo. Cabral was part of the founding board and presided SPSP in 1948, 1949, and 1953. In 1949, SPSP created the Psychology Bulletin [*Boletim de Psicologia*], one of the first journals specialized in psychology in Brazil (Angelini, 2011).

After Klineberg’s departure, Cabral became the Chair of Psychology at FFCL/USP (1947–1968), expanding the presence of psychology in the philosophy major and emphasizing the Gestalt and social psychology of Kurt Lewin (1890–1947), Fritz Heider, and Solomon Asch (1907–1996). In 1953, she submitted to the Congregation of the FFCL the project for the creation of the Major in Psychology, which occurred in 1957 (first class in 1958). The course was under the responsibility of two professors of psychology at the FFCL: Cabral and Arrigo Angelini (Chair of Educational Psychology). In 1958, Cabral created a Specialization Course in Clinical Psychology together with Durval Marcondes, Cícero Cristiano de Souza (1914–1980), and Aníbal Silveira dos Santos (1902–1979), opening space for the insertion of clinical psychology in the University. Experimental psychology was greatly promoted by the arrival of Fred Keller in 1961, an important disseminator of experimental behavior analysis in Brazil.

Another institutional contribution made by Cabral was the foundation of the *Associação Brasileira de Psicólogos* [Brazilian Association of Psychologists] (1954), an entity that lobbied politically for the regulation of the psychological

profession. Together with SPSP, they drafted a substitute project to the previous regulation project that had been elaborated by the *Associação Brasileira de Psicotécnica* [Brazilian Psychotechnical Association], which was led by Emilio Mira y López and based in Rio de Janeiro. The new project was approved by the House of Representatives, resulting in Law 4119/1962 (Castro & Ghiringhelo, 2011).

With the University Reform, carried out by the Brazilian military regime (1968), the Chairs were extinguished and departments were established. In 1969, The Psychology Institute [*Instituto de Psicologia*] of USP was created, already under university reform. As Cabral had not taken a free-doctoral exam to become a Full Professor, several members of faculty and students requested her to be removed from her position as Chair (Ramoschi-Chiarottino, 2001).

Even though Cabral renounced the position, she remained at the university (by Arrigo Angelini’s invitation) as an assistant professor of the Educational Psychology Department until 1970, when she retired. The eclecticism present in her education (combining gestaltist, experimentalist, and psychosocial influences), as well as the academic and administrative leadership positions she occupied in the 1940s–1960s in mostly male environments, is noteworthy in her academic and professional trajectory.

Cross-References

- ▶ [Angelini, Arrigo Leonardo](#)
- ▶ [Klineberg, Otto](#)
- ▶ [Marcondes, Durval Bellegarde](#)
- ▶ [Mira y López, Emilio](#)
- ▶ [Rudolfer, Noemy Marques da Silveira](#)
- ▶ [Walters, Fred C.](#)

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Cabrera Campos, Eduardo Erick

Born *in San Miguel (El Salvador)*, January 9, 1941

Died *in San Salvador (El Salvador)*, December 4, 2004

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Keywords

El Salvador · Organizational Psychology · Human Resources · Ergonomics

Eduardo Erick Cabrera Campos was a pioneer in the field of Industrial Psychology and

Ergonomics in El Salvador. Trained originally as an elementary school teacher, he went on to become a college professor, a high-ranking administrator, and an independent consultant in a career that spanned more than 30 years. With studies in England, he produced the first works on Industrial Psychology in the country and participated actively as an author and as an editorial board member in the most important Psychology journals published in El Salvador. He also helped to shape the professional organization of the field of Psychology and contributed to creating the first ethics code used by Salvadoran psychologists.

Eduardo Erick Cabrera Campos was the son of Virgilio A. Cabrera and Adela Vargas Campos (Margarita de Cabrera, personal communication, October 2, 2020). His father owned a print and worked as a typographer, and his mother worked as a teacher. He completed his elementary, middle, and junior high school studies at Pablo J. Aguirre School (1948–1954) and Isidro Menéndez National Institute (1955–1957), both in the city of San Miguel. Between 1959 and 1961, he received pedagogic training at Alberto Masferrer Normal School in San Salvador and received a degree in elementary school instruction. While teaching during the day, he completed his high school degree at night at Francisco Menéndez National Institute in 1961.

Immediately after finishing his high school degree, Cabrera began his studies in Psychology in 1962 at the University of El Salvador. By then, the Department of Psychology had changed its original 2-year psychometrics professional program to a 5-year undergraduate program (Calderón de Orellana, 2006). Cabrera received his degree in Psychology in April of 1969. Some of his instructors included Francisco Armando Torres and Rodolfo Semsch, who were two of the most advanced students of the program at the time, as well as a number of international professors such as Luis Blanco Pérez (?-?) and Pío Rodríguez (1935–) from Spain, Salvadora Tijerino Rizo (1912–1991) from Nicaragua, and Oscar Cristi Celis (?-?) from Chile.

Cabrera began his academic career at the Department of Psychology as a teaching assistant in 1966 and as professor in 1969. He initially taught courses on Differential Psychology, Experimental Psychology, and Statistics Applied to Psychology. His early interest in Scientific and Experimental Psychology motivated him to continue his graduate-level studies. Like his colleagues Rodolfo Semsch and Francisco Armando Torres, he was awarded a scholarship to study abroad in 1971 at the University of Aston in Birmingham, England. He chose to study at Aston because of its close relationship with companies and industries which would allow him to gain valuable theoretical and practical experience during his training. Between 1971 and 1973, he completed a Master of Science in Applied Psychology with an emphasis in Ergonomics. The Department of Applied Psychology at the University of Aston was fairly new when Cabrera arrived, but it was a thriving academic and applied research place to be back then (see Whitfield, 1972). Cabrera became the second Salvadoran psychologist to complete studies in Work Psychology, after José Santos Ramírez Peña (?-?).

Upon completing his studies in England, Cabrera returned to El Salvador in 1973 and rejoined the Department of Psychology at the University of El Salvador. As a professor during this period, he taught Psychology of Work, Ergonomics, Research Methodology, and Psychology of Learning. Shortly after his arrival, he became chair of the Department of Psychology (1974–1975) and director of the Institute of Humanities and Social Sciences of the Faculty of Sciences and Humanities (1975–1977). In addition to his academic duties at the University of El Salvador, he was an active member of the Board of Directors of the Faculty of Sciences and Humanities (1975–1977), the Superior University Council (1975–1976), and the General University Assembly (1974–1977) (Margarita de Cabrera, personal communication, October 2, 2020).

During the 1970s, El Salvador was experiencing a socially tumultuous period and the University of El Salvador had become an important center of activity for leftist and revolutionary groups. Due to its public nature, military forces

took control of the university in 1972 to disrupt such groups and target influential scholars and activists. As a result, the government closed the main campus for a year between 1972 and 1973. Working under such conditions was difficult, and Cabrera decided to leave the University of El Salvador in 1977 and joined the Department of Psychology and Education at the University of Central America (UCA), a Jesuit academic center that had much less political activity. Rodolfo Semsch had already left the University of El Salvador for similar reasons a few years prior, and Francisco Armando Torres would eventually do the same in 1986. Both of them worked at the UCA as well.

Cabrera taught at the UCA between 1977 and 2004. In the Department of Psychology, his courses included Work Psychology, Psychology Applied to Business, Experimental Psychology, and Research Methodology. In the Master program in Business Administration, he taught Organizational Psychology (1986), and in the Departments of Engineering and Business Administration, he taught other General Psychology courses. Administratively, he became chair of the Department of Psychology (1994–1997), director of the graduation seminary for undergraduate students (1991–2004), and member of the Superior University Council (1994–1995). While at UCA, he also collaborated with José Matías Delgado University's Department of Psychology and designed its Master's degree in Organizational Psychology. He was known by his colleagues not only for his methodic teaching approach but also for his sense of humor.

Cabrera combined his academic and administrative duties with consulting and independent work. As a consultant, he worked on description and analysis of positions, development of salary scales and incentive plans, design of personnel selection systems, and analysis of optimal staffing for organizations like the Central American Institute of Business Administration (INCAE), Inter-American Institute for Agricultural Cooperation (IICA), Inter-American Development Bank, World Bank, Cooper & Lybrand, and Spanish Agency for International Development (AECID), among many others. In addition, he was the head

of Personnel of the National Coffee Institute (INCAFE) (1978–1990) and the director of Human Resources of the Supreme Court of Justice (1998–2002).

The writing output produced by Salvadoran psychologists is generally very low, but Cabrera was fairly active both as an author and as an editorial board member in a number of publications and journals published in El Salvador. In 1971, he was an editorial board member of the *Department of Psychology's Newsletter* at the University of El Salvador, which was published biannually. In its first issue, Cabrera (1971a, 1971b) prepared two articles about the development and organization of the Department of Psychology. His first scientific articles appeared in 1976 and in 1977. He also compiled the first book on Work Psychology and Ergonomics published in the country. At UCA, he participated as an editorial member of the *Bulletin of Psychology* and the *Journal of Psychology of El Salvador*, both produced by the Department of Psychology, as well as the university's flagship publication, *Central American Studies* (known as ECA for its acronym in Spanish). In total, he published nine articles in the *Bulletin of Psychology* between 1981 and 1987 and six in the *Journal of Psychology of El Salvador* between 1988 and 1992. His work focused primarily on human factors and work design (Cabrera, 1983), war and unemployment (Cabrera, 1982, 1985), and Experimental Psychology (Cabrera, 1981), among others topics.

He was a close collaborator of Ignacio Martín-Baró in the editorial board of the *Bulletin of Psychology* and the *Journal of Psychology of El Salvador* and a close colleague of his in the Department of Psychology. He prepared a fictional interview and a eulogy of him (Cabrera, 1990; Cabrera et al., 1990), both published in the *Journal of Psychology of El Salvador*, after an elite battalion killed Martín-Baró with his housemates in November of 1989 at the UCA.

Like his friend and colleague Francisco Armando Torres, Cabrera played an important role in shaping the professionalization of the field of Psychology in the country. He published on this topic as well (Cabrera, 1975, Cabrera, 1984). His advice and leadership were sought

after often, and toward the end of the 1970s, he was elected president of the Salvadoran Society of Psychology for two consecutive periods (1977–1979). Between 1984 and 1986, he was a member of the Tribunal of Ethics of the Salvadoran Society of Psychology. In addition, he lobbied and presented the project of the Psychology Licensure Board to the Salvadoran Legislature, which was approved in 1987. This provided a legal framework to the field as a health profession and created a governing body that authorized and ensured the professional and ethical practice of Psychology in the country. He also contributed to creating the first ethics code used by Salvadoran psychologists. Cabrera was a member of the Salvadoran Society of Psychology, the Interamerican Society of Psychology, and the British Psychological Society.

In July of 2004, in the context of the first regional congress of Psychology organized by the Interamerican Society of Psychology in Guatemala, Cabrera received along with Francisco Armando Torres and Leticia Calderón de Orellana a diploma of recognition for their professional career and commitment to the field in Psychology in El Salvador (Calderón de Orellana, 2006). He died a few months later in San Salvador.

Cross-References

- ▶ Calderón de Orellana, Leticia
- ▶ Martín-Baró, José Ignacio
- ▶ Semsch Aguilar, Rodolfo José
- ▶ Torres Benites, Francisco Armando

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Cáceres, Alfredo

Born *Montevideo, 1 June 1900*

Died *Montevideo, 10 March 1970*

Marcelo Gambini

Facultad de Psicología, Universidad de la República, Montevideo, Uruguay

Keywords

Uruguay · Psychological examination · Psychiatry

Dr. Alfredo Cáceres was a prominent intellectual from Uruguay that was trained in medicine and specialized in psychiatry in the Universidad de la República (University of the Republic). He performed as an assistant in the Laboratorio de Psiquiatría (Psychiatry Laboratory), auxiliary physician and ward physician in the Hospital Vilardebó (Vilardebó Hospital) (Pérez Gambini, 1999; *Revista de Psiquiatría del Uruguay*, 1970). During his medicine studies he met the poet and teacher Esther Correch (1903–1971), with whom he got married and together they promoted the careers of various artists and writers. The marriage organized in their home, gatherings with prominent cultural figures, such as Torres García (1874–1949), Paco Espínola (1901–1973), Felisberto Hernández (1902–1964), and Carlos Vaz Ferreira (1872–1958), among others (Bardesio, 2006; Cabrera Maurí, 2020).

The perspective and therapeutic work developed by Cáceres was characterized by including contributions from the psychology and art fields, distancing itself from the preponderant perspectives of psychiatry at the time. It is so that in the decade of the 1930 he promoted the hiring of Waclaw Radecki (1887–1953) to work in the Facultad de Medicina (Medicine Faculty) in the

University of the Republic. The Polish psychiatrist taught courses and conferences about psychology, created the Centro de Estudios Psicológicos (Psychological Studies Center) in Montevideo in 1936. Cáceres along with the physicians Camilo Payssé (1879–1955) and Julio Marcos (1904–1963) contributed to the reception of the Polish psychologists work, while also promoting the development of the theoretical, clinical, and social aspects of functional psychology.

Alfredo Cáceres studied the artistic manifestations of the asylees and the work of Torres García (Cáceres, 1936, 1938, and 1941), highlighting the psychological tests in which functional psychology and psychoanalysis are articulated, despite not being a practitioner of psychoanalysis (Cáceres, 1938, 1939; Gutiérrez Venturini et al., 2017). In these works he introduces observations about hospital patients and he includes pictures, poems, and other literary productions by the asylees. Cáceres considered that this “doesn’t have any other objective than to highlight and establish the artistic productions that we have observed in the asylees” (1936, p. 58). This unusual interest in the expressive qualities of the asylees was an aspect not equally ranked by other psychiatrists at the time.

His contributions were around labotherapy, the prophylaxis of childhood mental illness and mental hygiene. In labotherapy he looks into the iatrogenic effects of work highlighting the way in which a good work organization can have therapeutic effects. In that field he highlights the role of psychotechnics as “experience, measurement, application and determination of the biological value of the individual in their professional activity; thus, like the effort towards a physiological organization of work” (Toulouse, cited in Cáceres, 1940b, p. 13). Cáceres emphasizes the value of the possibility to guide the patients with childhood mental illness toward social and pedagogic adaptation, posing that the teachers can early discriminate the symptoms of future mental illness in order to adopt children’s behavior in an efficient sense (Cáceres, 1943) and from that action be able to develop a mental hygiene action. The interest for the promotion of mental hygiene was also directed to the workplace. He was concerned

that the inadequate work organization would provoke in the worker morbid tendencies because of fatigue excess or poor dosage of work activity or because of the effect of the bad conditions and circumstances at work, and so he understood that the work had to be addressed “in a scientifically efficient way, in order to correct by the work itself, the tendencies and predispositions that the psychologist had confirmed in the subject” (Cáceres, 1940a, p. 8).

The approach to art, work, and different expressions of psychology with the interest of including them in his therapeutic work in the hospice made him interested with special emphasis in the realization of psychological tests. For the realization of these tests Cáceres applied attention tests (Bourdon, Radecki), intelligence tests (Radecki), and aptitude tests (Radecki); he was dedicated to the study of memory, imagination, tactile sensibility, the conservation, and weakening of judgement. These studies not only did allow Cáceres to get closer to understanding the mental functioning, but they also gave him tools for the personality study, in which it shows the articulation of contributions from William James (1842–1910), Pierre Janet (1859–1947), and Sigmund Freud (1856–1939). This shows that Cáceres, sharing the clinical criteria of his time, used of an eclectic and pragmatic perspective, centered in studying and resolving mental problems and phenomena, without worrying about the possible epistemic coherence problems at the time of articulating contributions from different approaches or theoretical positions (Cáceres, 1936, 1938, 1939).

Cáceres contributed to the development of local psychology providing new contributions in the clinical study of art, the realization of psychological tests and mental hygiene, sowing with Waclaw Radecki and others of his disciples the seed for the development of psychological practice. Cáceres’ contributions manifested over the 1940s, as the Psychological Medical Clinic in the Pedro Visca Hospital shows, directed by the pediatrician Dr. Julio Marcos (1904–1963). In turn, two disciples who were formed around his experiences at the Vilardebó Hospital stand out, Dr. Mario Berta (1920–2009) and Prof. Juan

Carlos Carrasco (1923–2010), who actively participated in the professionalization and institution-ization of psychology in Uruguay.

Cross-References

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- ▶ [Carrasco Giordano, Juan Carlos](#)
- ▶ [Radecki, Waclaw](#)

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Cairo Valcárcel, Eduardo

Born *Havana, 12 January 1941*

Died *Havana, 23 March 2018*

Dionisio Zaldívar Pérez
University of Havana, Habana, Cuba

Keywords

Cuba · Neuropsychology · Clinical psychology · Psych diagnosis

Cairo attended his first studies in Havana. At the end of the secondary education, he enrolled in Accounting at the Escuela de Comercio (School of Commerce). In 1964, he entered the Facultad de Economía (Faculty of Economics) at the Universidad de la Habana (University of Havana), and in 1966, he transferred to the Escuela de Psicología (School of Psychology) at the same University.

He obtained a degree in Psychology in 1971. He directed the Department of Clinical Psychology, the Direction of Scholarships, and the Education Vice-Deanship of the Facultad de Psicología (Faculty of Psychology) of the University of Havana.

In the early 1970s, he traveled to the Union of Soviet Socialist Republics (USSR), where he

obtained the Scientific Degree of doctor in Psychological Sciences in 1979. His research made him the first Spanish-speaking psychologist who developed as a neuropsychologist and to assimilate the contributions of Soviet psychology, as one of the most advanced disciples of Alexander Romanovich Luria (1902–1977), the father of clinical neuropsychology (Arias, 2020).

As a Clinical Psychologist and Neuropsychologist with an extensive academic, research, and assistance experience, he specialized basically in the area of Neuropsychological Diagnosis and Intervention where he developed novel evaluation procedures with a wide practice in the diagnosis of neurocognitive difficulties. He achieved a consistent application of the sociohistorical approach to the knowledge of brain functioning and brain disorders. He is considered the founder of Neuropsychology in Cuba. For his work in this field, he was appointed vice-president of the Sociedad Latinoamericana de Neuropsicología (Latin American Society of Neuropsychology).

In 1984, he assumed the direction of the *Revista Cubana de Psicología* (Cuban Journal of Psychology), and managed to maintain its publication in a stable manner (Arias, 2020).

He was the main Professor of the course on Psychological Diagnosis in the Faculty of Psychology and also the Discipline of Research Methodology. He created the course of Neuropsychology, which today is taught at the Faculty. He was President of the Scientific Council of the Faculty of Psychology.

The vast knowledge achieved in this branch of knowledge, not only spread it nationally. Along with other leading specialists, Cairo was a precursor and promoter of neuropsychology in different Latin American countries such as Mexico, Peru, Bolivia, Colombia, Nicaragua, Paraguay, Brazil, Uruguay, and Ecuador. He maintained professional exchanges with researchers from Spain and the United States and published some articles together (Arias, 2020).

He carried out an extensive work of university extension of Psychology, basically through radio's programs and in the press in which he published more than 100 articles of popular dissemination of Psychology.

He developed several researches on the subject of Psychological and Social Factors, and Human Health, which were the basis for most of his numerous publications and presentations in national and international events and congresses.

In addition to his unquestionable merits as a teacher and researcher, he was always considered a capable professional and an excellent professor.

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Calcagno, Alfredo Domingo

Born *in Mercedes, Argentina, October 26, 1891*

Died *in La Plata, Argentina, March 9, 1962*

Ana María Talak
 Universidad Nacional de La Plata, La Plata,
 Argentina

Keywords

Argentina · Psychopedagogy · Experimental psychology · Calcagno Osmisthesiometer and Hafiesthesiometer

In 1905, he obtained his degree of Teacher at the Escuela Normal de Mercedes [Normal School of Mercedes], Province of Buenos Aires, Argentina. In 1910, he obtained the degree of Professor of Middle and High School in Pedagogy and related sciences, in the Pedagogical Section directed by Victor Mercante at the Facultad de Ciencias Jurídicas y Sociales de la Universidad Nacional de La Plata (UNLP) [Faculty of Legal and Social Sciences of National University of La Plata]. In 1911, he obtained a scholarship to study at the Free University of Brussels, Belgium. He obtained the degree of Doctor in Paidological Sciences and returned to Argentina in 1914.

His teaching and research career was mainly concentrated at the National University of La Plata. In 1911, he had been Assistant Secretary of the Pedagogical Section. Between 1914 and 1918, he was the Head of the Laboratorio de Psicología Exeperimental y Psicopedagogía (Experimental Psychology and Psychopedagogy Laboratory) at the Faculty of Educational Sciences created in 1914. In 1916, he was interim professor of teaching practice and other subjects: psychology, anthropology, and general didactics. In 1918, he was Associate Professor of psychology and anthropology. In 1920, he was Academic Advisor. Between 1920 and 1922, he was Professor of the complementary course of Psychology.

In 1922, he was appointed Full Professor of the Chair of Psychopedagogy and Director of the Sección de Ciencias de la Educación en la Facultad de Humanidades y Ciencias de la Educación (Educational Sciences Section at the Faculty of Humanities and Educational Sciences). In 1922, he also was Vice Dean and interim Dean of the Faculty and Dean in the period of 1936–1940. Between 1940 and 1944, he was a Professor Delegate and Vice President in the Superior Council of the University. In 1944, he was elected President of the National University of La Plata, the function of which was interrupted on October 8, 1946, due to the political intervention of the universities during the Peronist government. He returned to academic duties in 1955 until 1959, the year in which he was an Argentine delegate to UNESCO.

Many years before, in 1916, he had been cofounder and president of the University Federation of La Plata, which promoted the University Reform of 1918–1920. He had also been Director of the Departamento de Extensión Universitaria (Department of University Extension) and Consejero General de Educación (General Counselor of Education) in the Province of Buenos Aires. He also founded the first university radio station LR11. His pedagogical activity at other pedagogical levels focused on the annexed primary school of the Instituto de Profesorado Joaquín V. González (Joaquin V. González Institute) in 1909 as an assistant, in the direction of the annexed elementary school of UNLP in 1925 and in the direction of the Colegio Nacional de La Plata (National High School of La Plata) between 1934 and 1937. He founded the *Revista Americana de Educación* (American Journal of Education) in 1946 and organized and directed the Argentine edition of the *Tratado de Psicología* (Treatise on Psychology) by Georges Dumas (published between 1948 and 1958) and the Biblioteca de Ciencias de la Educación (Educational Sciences Collection) (since 1947), all of them edited by the publishing house Kapelusz. He wrote the prologues to the books of that collection, among which the prologue to

the Emilio Mira y López book *Manual de Orientación Profesional* (Handbook of Professional Orientation) (1947) stands out.

His first two publications in the *Archivos de Pedagogía y Ciencias Afines* (Archives of Pedagogy and Related Sciences) were *La imaginación creadora en el niño* (The creative imagination in the child) (Calcagno, 1910) and *Psicología del examinado* (Psychology of the examinee) (Calcagno, 1911a) included in his book *Contribución al estudio de la psicología del niño* (Contribution to the study of child psychology) (Calcagno, 1911b). Other works with which he contributed to general and pedagogical psychology were the following: *Laboratorios de Paidología* (Paidology Laboratories) (1916), *Descripción y técnica de nuevos aparatos de antropología* (Description and technique of new anthropology devices) (1918), *Estudio anamnéstico del educando* (Anamnesis of the Student) (Calcagno, 1921), *La precocidad infantil* (Childhood precocity) (1922), *Los primeros recuerdos* (The first memories] (Calcagno, 1922), *Notas sobre exégesis del lenguaje musical* (Notes on the exegesis of musical language) (1924), *Osmiestesiometría. Su investigación psicopedagógica* (Osmisiesometry. Its psychopedagogical research) (Calcagno, 1924), and *Contribución al estudio de la Hafiestesiometría* (Contribution to the study of the Hafiesthesiometry) (Calcagno, 1925), besides other pedagogical works and proposals for educational laws.

Since 1915, he created more than 30 original devices for research in psychology and anthropology, among which the following 2 stand out: the hafiesthesiometric compass (1926), which solves and overcomes the difficulties of other previous similar instruments of Weber (1795–1878), Spearman (1863–1945), Toulouse (1865–1947), and Vaschide (1874–1907), due to its greater precision, easier reading, and the always equal pressure of the stimulus on the skin; and the osmiesthesiometer (1924) that was applied to the study of the excitation thresholds and olfactory recognition, testing the Weber-Fechner Law and showing that smell deviated from the postulates of the law. Both devices were included in the Zimmermann house catalog of the time.

Alfredo D. Calcagno has contributed to the field of pedagogical psychology or psychopedagogy in Argentina through an empirical and quantitative approach of the issues, with the creation of new measuring devices and the discovery of previously unverified psychophysical relationships in relation to olfactory discrimination and tactile fingertip discrimination. He contributed to the diffusion in the country of relevant foreign works in this field, such as the handbooks by George Dumas (1866–1946), Emilio Mira y López (1896–1964), and Henri Piéron (1861–1964).

Cross-References

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- ▶ [Mercante, Víctor](#)
- ▶ [Mira y López, Emilio](#)

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Caldas, Francisco José

Born *Popayán, Viceroyalty of New Granada (Virreinato de Nueva Granada)*, 4 October 1768

Died *Santafé, Viceroyalty of New Granada (Virreinato de Nueva Granada)*, 29 October 1816

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Keywords

Colombia · New Granada · Colonial science · Climate and behavior

Francisco José de Caldas y Tenorio was the fifth child of a large family of 15 children of José Caldas Rodríguez de Camba, a Spaniard born in Galicia, and Vicenta Thenorio y Arboleda, who belonged to a noble family of Spanish origin, born in America. His father reached the rank of captain in the Militia Company of Popayán and was named Subdelegate Judge of Lands of the same province. He was a strong authority figure to Francisco José. He imposed a career on his son, but he was also supportive of his endeavors. He was instrumental in presenting some of his son's writings to Alexander von Humboldt (1789–1859), contributing to creating a connection between the two naturalists before they met personally (Díaz Piedrahita, 2012).

Francisco José de Caldas studied Latinity and philosophy at the Real Colegio Seminario San Francisco de Asís (Royal College Seminary San Francisco de Asís) in Popayán. There, he was influenced by José Félix de Restrepo (1760–1832), a young teacher who arrived in Popayán to teach philosophy. Restrepo taught his classes in a practical way and introduced the curriculum's positive sciences, including geometry, trigonometry, algebra, and experimental

physics. This was a significant discovery for Caldas and directed his interests toward science and away from the scholastic studies common to early education in his time.

In 1788, Caldas moved to Santafé to pursue law studies at the Colegio Mayor de Nuestra Señora del Rosario. Only those of Spanish origin were provided education at the time, so Caldas' family had to demonstrate their genealogy to prove the “purity of their blood.” Francisco José was admitted to “El Rosario” and received a scholarship. He received the degree of *Bachiller en Derecho* in 1792, the first step for the titles of Licentiate and Doctor of Law, which he did not attain.

After returning to Popayán, he taught Civil Law supporting the project to transform the San Francisco College into a university. This project was to fail, and he resigned his cathedra (Amaya & Suárez Lozano, 2018). He was also appointed Padre General de Menores (Father General of Minors) by the city's Cabildo, Junta y Regimiento (Council, Board, and Regiment). This was a public position aimed to protect minors from what were considered social vices at the time. He obtained support from artisans and wealthy families in the city, where he located over 60 children (boys and girls) as apprentices of jobs and trades. This unusual approach reflected an acquired social vision, more in line with his former teacher Restrepo and others seeking a new vision for their society (Díaz Piedrahita, 2012). He was also an assistant at a law firm during this period (Rueda, 1993).

By 1795, with his family's support, he became a merchant and traveled through the territories of Timaná, Neiva, Gigante, and La Plata. He failed in this enterprise, but traversing the Andes Mountains during this vocational attempt offered him a renewed interest in nature and science (Pohl-Valero, 2009).

For Caldas, it was clear that a full-time dedication to the observation and measurement of nature required, in addition to knowledge and the use of a specialized language, the possession of a set of standardized instruments, financing and belonging to a scientific community in which he could share and discuss his findings. Francisco José

surrounded himself with some fellow “criollos” (Spanish-Americans) who shared his academic interests to solve this lack. Caldas managed to organize astronomical and meteorological expeditions with other illustrated criollos and discussed his scientific ideas through a letter exchange. He also requested financial support to acquire texts and instruments that facilitated his scientific work. During this time, he made numerous thermometric, geographic, climatological, astronomical, and barometric observations. He developed a method to measure altitude using the temperature of boiling water as a reference. Although other researchers in Europe had developed similar methods, his isolation and lack of scientific information elsewhere proved his capabilities as an independent and creative scientist, as Humboldt was willing to acknowledge during his visit to the New Granada (Appel, 1994; Pohl-Valero, 2009).

In 1801, Caldas received a copy of the local newspaper *Correo Curioso, Erudito, Economico y Mercantil* of Santafé de Bogotá, recently founded by Jorge Tadeo Lozano (1771–1816). He realized that Guadalupe and Monserrate’s hills’ measurement was wrong and set out to correct this error. He then sent a letter to the editors of the *Correo Curioso* entitled “Observaciones sobre la verdadera altura del cerro de Guadalupe que domina esta ciudad” (Observations on the correct height of the Guadalupe mountain that dominates this city). The diffusion of this communication in a local newspaper had significant implications for the growth and recognition of Caldas as an integral and rigorous intellectual (Appel, 1994). He established contact with José Celestino Mutis (1732–1808), the Spanish naturalist and priest. The latter was the leader of one of the most important botanical companies of the nineteenth century in the territory of New Granada, the Real Expedición Botánica del Nuevo Reino de Granada (Royal Botanical Expedition of the Kingdom of New Granada). Additionally, he captured the attention of two European naturalists who read this text and who happened to be on one of their scientific journeys in the New World. They were Alexander von Humboldt and his fellow traveler, Aimé Bonpland (1773–1858).

On December 31, 1801, after exchanging a couple of letters for some months, Caldas, Humboldt, and Bonpland finally met in Ibarra (current Ecuador). From that moment on, they began a collaboration marked by mutual admiration and exchange of ideas in fields of interest such as meteorology, astronomy, and botany.

Caldas was impressed by Humboldt and delighted to learn as much as possible from these naturalists and made plans to become their travel companion in America. Unbeknown to Humboldt, Caldas began a series of actions to support his aspiration, including seeking financial help and recommendations from Mutis that he was sure would add to the excellent impression Humboldt had of him. Unexpectedly, Humboldt rejected Caldas’ plan and chose instead Carlos Montúfar (1780–1816), the son of the Marquis of Selva Alegre, who had been his host in Quito, to accompany the Europeans in their journey. This decision was a blow to Caldas and his aspirations to become a world-level scientist (Appel, 1994; Pohl-Valero, 2009). The possible causes of Humboldt’s choice have inspired much speculation among historians. The episode shows how much science is susceptible to the different aspects of the human experience and exemplifies the unequal interactions between local and European naturalists (see Amaya & Suárez Lozano, 2018; Nieto et al., 2005).

Humboldt, Bonpland, and Montúfar continued their journey through America, leaving Caldas behind. He remained an associate to the Royal Botanical Expedition, and under the commission of Mutis, he would make significant contributions to this scientific enterprise.

Three years later, still under the tutelage of Mutis, Caldas was appointed by the viceroy as director of the Real Observatorio Astronómico de San Carlos (Royal Astronomical Observatory of San Carlos) based in the city of Santafé. The observatory building would be vital for astronomical science development and later played a role in the independence movement as a place for political action.

As a result of the multiple meetings in which the New Granada society’s relevant characters took part, the *Semanario del Nuevo Reyno de*

Granada (New Kingdom of Granada Weekly) was born, under the direction of Francisco José de Caldas. This cultural magazine aimed to disseminate knowledge and advances related to multiple scientific disciplines such as geography, natural history, economics, and education, among illustrious criollos (Nieto et al., 2005; Pohl-Valero, 2009).

Although Caldas' interests centered on mathematics, astronomy, geography, and botany, scientific disciplines were not as highly defined and separate at the time as they became later in the nineteenth century and especially during the twentieth century. Thus, it is not surprising that his interests were broad and included physical characteristics of the various regions, distribution of plants and animals based on those characteristics related to the climate, and human behavior (i.e., customs, social interactions and organization, virtues, and vices). Such broad interests were common to naturalists, including Humboldt himself, and resulted from an understanding of nature as a unity. Thus, Humboldt's *Cosmos* attempted to integrate all that knowledge into a single opus (Wulf, 2015). Caldas had made plans for an integrated compilation of descriptions of the land, flora, fauna, and human populations for the New Granada, but could not complete such work (Díaz Piedrahita, 2012).

Thus, it should not be surprising that in 1808, Caldas published a work in which he set forth his ideas on how various natural forces altered the physical and moral characteristics of the native beings of the New Granada. This text was titled *Del Influxo del Clima en los Seres Organizados* (*The Influx of Climate on Organized Beings*).

The essay resulted from controversy on climate and its effect on behavior among various authors (i.e., Francisco José de Caldas, Diego Martín Tanco, and Francisco Antonio Ulloa) who published their arguments in the *Semanario*. Current historians have widely interpreted the controversy as an attempt by Spanish-Americans (criollos) to differentiate themselves from other Americas' inhabitants, namely, natives and blacks (slaves). This is thought of as an instrumental

strategy to justify how Spanish-American colonies should be socially and politically organized (Múnera, 1998). Caldas' essay's central argument was that climate has important effects on different aspects of anatomy, physiology, and behavior of humans, including their moral values, work ethics, social interactions, and their sexuality, among other characteristics.

By climate, I mean not only the degree of heat or cold of each region but also the electric charge, the amount of oxygen, the atmospheric pressure, the abundance of rivers and lakes, the arrangement of mountains, forests, and pastures, the degree of population or deserts, winds, rains, thunder, fogs, humidity, etc. The force of all these powerful agents on living beings, combined in every way and in different proportions, is what I call the influence of climate (Caldas, 1808).

He acknowledged that in geography, the climate had a narrower meaning at the time but insisted it was essential to include all these factors in an understanding of the subject. In this sense, this essay is considered as a crucial colonial precursor of literature on the behavioral sciences (Ardila, 2019) and climatology (Pabón-Caicedo, 2019).

Caldas tried to establish patterns but was not clumsy in doing so in a simplistic way. For example, in a note on the relationship between latitude and skin color, he pointed out: "when you only attend to latitude, when you look at nature in parts and in small, when you do not count on all the resources and all its agents, then the law escapes, you see nothing but contradictions, you slander yourself, and you draw monstrous conclusions" (1808, note 16). Thus, defining Caldas as a determinist is, at the very least, to err in the accusation.

Beyond the inferred purpose of the essay, there is a vital role of the arguments he used, in terms of the nature of explanation of behavior, based on scientific arguments and not in terms of religious or popular ones. The text combines observations on distribution and characteristics of plants and some animals, with characteristics of human populations, especially of the New Granada. Caldas' observations are not exempt from prejudices, based mainly on his social and religious

origins. Beyond that, he always sought an order that allowed him to understand the nature surrounding him, including the social nature.

As a naturalist, Caldas recognized that the same factors that affect plants and animals could influence humans. His arguments corroborated anatomical, physiological, and behavioral observations, assuming or inferring connections between these levels of observation.

Caldas addressed problems of human behavior in other writings dedicated to education and also published in the *Semanario*. Consistent with his actions as a juvenile judge many years earlier, he highlighted the need to use pedagogies that interest students, to avoid punishment and violence, and in general to use a reasoned strategy to modify their behavior (Ardila, 2019).

At a personal level, Caldas married María Manuela Barahona on May 13, 1810, before knowing her personally, by proxy. She later joined him in Santafé. They had five children, two of whom died at a tender age (Pohl-Valero, 2009).

During his time as director of the Astronomical Observatory (since 1806), Caldas became involved in the independence movement and was instrumental in the declaration of independence in 1810, both facilitating meetings of the leaders of the movement at the Observatory and as a co-director of the *Diario Político de Santafé de Bogotá* (Political Daily of Santafé de Bogotá).

After the new government was established, Caldas used his knowledge to support the new nation's defense and shaping as a military engineer. By 1812, he grew disenchanted with the government of Antonio Nariño (1765–1823), president of Cundinamarca, who defended a centralist view of government. Caldas supported a federalist view, serving Antonio Baraya (1776–1816). Nariño's government ordered a seizure of his assets, and he was presented as a traitor to the centralist government. He then fled and worked as an engineer in Antioquia until 1814, when Simón Bolívar (1783–1830) took Santafé de Bogotá and called him to organize a military academy in the capital (Díaz Piedrahita, 2012).

In 1816, Pablo Morillo (1775–1837) succeeded in his campaign to reconquer America. Caldas was captured and executed on October 29, 1816, for his participation in the independence movement (Groot, 1889).

Francisco José de Caldas played a significant role as a scientist and citizen in the years leading to the New Granada's independence. As a scientist, Caldas had an integrated view of nature. This may have resulted from his experience traveling the Andes as a merchant and the dynamics of developing a career as a scientist in a context not well suited for intellectual work. His interests were broad, and as such, he made contributions to many areas of knowledge. The literature dedicated to analyzing Caldas' scientific work has centered on some contributions and has mostly ignored others, including his contributions to what today is known as the behavioral sciences, that is, the functional interaction between organisms and their environment. However, this bias is slowly changing and providing new information to understand the ample contributions to knowledge by Francisco José de Caldas, known as "El sabio Caldas" ("The wise Caldas").

Cross-References

► [Mutis, José Celestino](#)

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Calderón de Orellana, Leticia

Born in San Vicente (El Salvador), December 14th, de 1938

Nelson Portillo

Boston College, Chestnut Hill, MA, USA

Keywords

El Salvador · History of psychology · Disability

Leticia Calderón Alférez de Orellana is recognized as the first woman to obtain the degree of psychologist in El Salvador and as one of the pillars of the field's professional organization in the country. She was one of the founding members of the Salvadoran Society of Psychology and one of the main promoters of the Psychology Licensure Board that gave this profession its independent status from other disciplines and a place in the country's Higher Council of Public Health. As one of the female pioneers in the field, she was the first in several endeavors, including being the first psychologist to work almost exclusively with people with disabilities and the first author to publish a book dedicated to the historical development of psychology in El Salvador, during its institutional period.

Calderón de Orellana was born in the central department of San Vicente. Both of her parents, German Calderón and Sara Alférez de Calderón, worked the land in a rural farm. She completed her elementary and secondary education at the Victoriano Rodríguez and Eucharistic Schools in San Vicente. Then, she moved to the capital of San Salvador to complete her high school degree and receive pedagogic training at Spain Normal School between 1956 and 1958. Here, she obtained the title of urban elementary school teacher. She married Renán Alcides Orellana, a poet, writer, and journalist in 1968. They had five children and two of them are psychologists as well.

Calderón de Orellana's teacher training covered subjects such as general psychology,

pedagogy, and child and adolescent development, which allowed her to learn more about the mental, physical, and environmental aspects of human beings as well as her humanistic vocation. The formal studies in psychology had just begun in 1956 at the University of El Salvador with a 2-year degree in psychometrics. The program was later reformed in 1959 and extended to 5 years to obtain a bachelor's degree in psychology. Calderón de Orellana applied for admission that same year and was a student of psychology while still teaching at an elementary school in the mornings. On May 6, 1966, Calderón de Orellana and six male students obtained their psychology degree. She became the first woman to accomplish such a feat, and this event marked just the beginning of many first times in her professional career.

Although some students decided to further their studies abroad in the early years of the psychology program, Calderón de Orellana opted to stay in the country during her long professional career. By the time she was in the third year of the program, she had begun her clinical practice under the supervision of Ofelia Rivera de Bernal (1923–1912), a professor who had studied in Switzerland with Jean Piaget. Calderón de Orellana administered psychological tests to children at the clinic of the Hogar del Niño, a nursery and orphanage in San Salvador. During her last year of studies, in 1965, she started collaborating with a psychiatrist working at the Hearing and Language Center from the Salvadoran Institute for the Rehabilitation of Disabled Persons (Instituto Salvadoreño de Rehabilitación de Inválidos or ISRI). That same year, she was appointed psychologist at the Musculoskeletal Center and the following one, she began her career as a psychologist at the Hearing and Language Center. In 1990, she was named the coordinator of psychological services at ISRI. In total, she worked in this institution for 27 years. She also opened her private psychological practice and worked primarily with children and adults with disabilities.

Calderón de Orellana dedicated many years of her career to teaching as well. She was an

elementary school teacher from 1959 to 1963, and a part-time professor in the Department of Psychology at the University of El Salvador between 1973 and 1986. At her alma mater, she taught the following subjects: Methods of Psychological Exploration, Projective Methods of Personality, and Psychological Practices. She also taught subjects such as Psychology Applied to the Rehabilitation of People with Disabilities to teachers at the Hearing and Language Center and to physical therapists at the Musculoskeletal System Center. Toward the end of her career, she taught Personality Psychology at the National Academy of Public Security (ANSP) to aspiring police officers.

Since high school, Calderón de Orellana had played leadership roles in different student-run organizations. Her vocation to serve and lead was critical when she became one of the 16 members who founded the Salvadoran Society of Psychology on October 10, 1964. She was designated as Secretary of Public Relations in the First Board of Directors and helped to elaborate the Society's bylaws and to apply for legal status, which were approved and renewed in 1967, 1977, and 2001. She reprised this same position in 1979 for two additional years and was elected president in two non-consecutive periods, 1966–1968 and 1973–1975.

The Society advanced the promotion and development of psychology in the country. It helped the field to generate social relevance and achieve professional autonomy, thus paving the way to form the Psychology Licensure Board in 1987. The Board's main objectives were to authorize and ensure the professional and ethical practice of psychology in the country. Calderón de Orellana was elected as a member of the Board for two nonconsecutive periods, 1987–1989 and 1993–1995, and as its president between 2001 and 2003.

Calderón de Orellana wore many professional hats and participated actively in national and international psychology meetings. In 1967, she traveled to Mexico to participate in the XI Inter-American Congress of Psychology and presented the paper "Current Situation of Psychology in El

Salvador (Calderón Alférez, 1967).” At the request of Carlos M. Malgrat (1918–2016), executive secretary of the Inter-American Society of Psychology (SIP) for Central America and the Caribbean (1967–1969), she completed a comprehensive research paper “On Psychological Tests in El Salvador.” This early contact with SIP was key for her as she became the country delegate for El Salvador in three periods: 1968–1970, 1979–1981, and 1981–1983. In 2004, during the First Regional Congress of Psychology held in Guatemala, Calderón de Orellana received a distinction from SIP for her professional career and commitment with the field of psychology in El Salvador.

In 2006, Calderón de Orellana made one of the most significant contributions to the field with her book *History of Psychology in El Salvador (1928–2005)*. This is the first comprehensive historiographic study of the development of psychology, particularly during its formal and institutional period at the University of El Salvador. The book has been printed four times (2006, 2009, 2018, and 2021). The original content has been revised and the book title in the latest edition was slightly changed to *History of Psychology in El Salvador during the 20th Century* to reflect the changes made.

Calderón de Orellana retired from private practice in 1998 and from professional positions held in various institutions in 2003. Her long trajectory spans for over 40 years and much of her legacy is chronicled with her own words in her book.

Cross-References

► [Malgrat García, Carlos Manuel](#)

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Calderón Soria, René

Born *La Paz, (Bolivia), 17 September 1923*

Died *La Paz, (Bolivia), 28 October 2002*

Ninoska Ocampo-Barba

Sociedad Boliviana de Neuropsicología, La Paz, Bolivia

Keywords

Bolivia · Teaching of psychology · Neuropsychology

Dr. Rene Calderón Soria was a Bolivian psychiatrist. After studying at the Escuela San Calixto (San Calixto School, La Paz, Bolivia), run by Jesuit priests, he began medical studies at the Universidad de Chile (University of Chile, Santiago, Chile) in 1941, and continued them at the Universidad Mayor de San Andrés (University of San Andrés, UMSA, La Paz), obtaining the MD in 1948, with the gold medal for his brilliant performance as a student. He specialized in psychiatry at the Universidad de Buenos Aires (University of Buenos Aires, Argentina, 1950), with an internship at the Clínica Psiquiátrica “La Chapelle” (“La Chapelle” Psychiatric Clinic) (Ocampo-Barba, 2017).

In 1951 he returned to Bolivia and won the position of head of the Psychiatric Clinic of the Faculty of Psychiatry at UMSA by a merit contest. In 1951 he founded the first private psychiatric clinic in La Paz, directing it for 10 years.

In 1953 he was professor of general psychology at the Escuela de Servicio Social (School of Social Service) of UMSA. A year later, he was invited to also be a professor of general

psychology at the Escuela de Enfermería de la Clínica Americana de La Paz (School of Nursing at the American Clinic of La Paz).

In 1954 he was a founding member of the Sociedad Boliviana de Psiquiatría (Bolivian Society of Psychiatry), but his interest in psychology was admirable for the time as well as his tireless work for the dissemination of psychological knowledge and the training of human resources health sciences. As psychology was included as a course in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) of UMSA, Calderón Soria was appointed the first full professor of general psychology (1959–1980).

In 1957 he did a post-specialty in clinical psychiatry through applied practice as a visiting psychiatrist at the “Saint Elizabeth Hospital” in Washington, USA. He returned to Bolivia and assumed the chair of neuropsychiatry at UMSA (1959–1980).

In 1961 he was a founding member and director for 4 years of the Clínica Psiquiátrica “Miraflor” (“Miraflor” Psychiatric Clinic) and 2 years later he was a founding member and president of the Liga Boliviana de Higiene Mental (Bolivian League of Mental Hygiene). In 1964 he made arrangements for the foundation of the Hospital Psiquiátrico “Díaz Romero” de la Seguridad Social (“Díaz Romero” Psychiatric Hospital of the National Social Security Fund) in the city of La Paz. In 1965, he was appointed head of the Department of Psychiatry of the Policlínico “9 de abril” (“9 de Abril” Polyclinic) of the National Security Fund. In 1965 he was cofounder of the *Gaceta Boliviana de Neuropsiquiatría* (Bolivian Gazette of Neuropsychiatry). A year later he founded the Instituto Nacional de Adaptación Infantil (National Institute for Child Adaptation, INAI), an institution dedicated to the care of children with developmental disorders and different needs, which he directed from 1970 to 1976.

In 1968 he was the creator and founder of the Instituto Boliviano de Psiquiatría y Psicología (Bolivian Institute of Psychiatry and Psychology) and the following year he was part of the Commission that developed the project for the creation of the Psychology undergraduate program of the Universidad Católica Boliviana (Bolivian

Catholic University), together with Alberto Conessa and Alberto Seleme Antelo (1935–1977). That same year he obtained a scholarship to Canada for a master’s degree, choosing at that time the area of Psychology and Neuropsychology, completing a postgraduate degree in physiological psychology and biopsychology at McGill University (1970), and at the same time studied experimental psychology at New York University. His research was related to the measurement of cognitive processes (Ocampo-Barba, 2009).

Between the years 1972 and 1975 he was creator and head of the Department of Psychology of the Facultad de Humanidades (Faculty of Humanities) of the UMSA, with the aim of offering the entire faculty and the entire university subjects in service psychology, work that finally led him to found the career of psychology at this university, in 1983.

In 1976 he was dean of the Faculty of Humanities and in 1978 vice chancellor of the UMSA, a university where he reached the degree of emeritus professor in 1995.

He was a founding member of the Colegio de Psicólogos de Bolivia (Board of Psychologists of Bolivia) in 1974.

Rene Calderón Soria was undoubtedly the Bolivian pioneer of neuropsychology and the main promoter of psychology, being professor of the first generations of psychologists in Bolivia (Aguilar, 1983).

Cross-References

► [Seleme Antelo, Alberto](#)

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Calvo, Isabel

Born *Buenos Aires, Argentina*

Died *Buenos Aires, Argentina, 23 August 1977*

Marcela Borinsky

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Argentina · Psychology professionalization · Buenos Aires Psychologist's Association (APBA) · Center for Research and Counseling in Psychology (CIAP) · Psychotherapist body image

Isabel Calvo was part of the first graduate's group of the undergraduate Psychology Program at the Universidad de Buenos Aires (University of Buenos Aires). She actively participated in the search for the Argentine psychologist professional profile and took part in the creation of the Asociación de Psicólogos de Buenos Aires (Buenos Aires Psychologists Association) founded in November 1962 to defend the rights of the new professional psychologists (Borinsky, 1999; Klappenbach, 2000). She was its first President from 1962 to 1964.

She committed herself to clinical training and teaching in the Universidad de Buenos Aires (University of Buenos Aires). She was professor assistant in a childhood and adolescent psychology course, and from 1964 to 1966 she was Profesora Adjunta (Associate Professor) of the second course on developmental psychology (Psicología Evolutiva II) (Calvo & Calvo de Spolansky, 1970).

In 1967, after the military government of General Onganía took away the autonomy of the University of Buenos Aires, Isabel Calvo, together

with her sister María Teresa Calvo (1929–2012) and a group of psychologists who moved away from the intervened classrooms, created the Centro de Investigación y Asesoramiento en Psicología (Center for Research and Counseling in Psychology, CIAP), which was the first private institution organized for psychologist to teach, train, and improve the skills of the new psychologists (Carpintero & Vainer, 2004). Showing the same drive as she had demonstrated with the organization of the Buenos Aires Psychologists Association, Isabel Calvo took the leadership of this institution, and she was the General Director during its first years. She was also member of the Asociación de Psicología y Psicoterapia de Grupo (Association for Group Psychology and Psychotherapy).

She wrote several articles and two books in collaboration with her colleagues. She was described by her friends, students, and patients as an open-minded, collaborative, and always ready for team work. She insisted on the importance of dialogue and making the “kitchen” of clinical work visible. Her latest book focused on the body from different approaches both from the perspective of the patient as well as the role of the psychotherapist body image along the psychological treatment process. Isabel died before finishing the postface of the book (Calvo & Riterman, 1979).

Isabel Calvo, as well as her sister Maria Teresa Calvo, is recognized for being one of the pioneers in the creation of professional organizations of psychologists in Argentina. Her participation in the collective book edited in 1973, *El rol del Psicólogo* (The Role of the Psychologist), evidences the central place she occupied in the debates on the definition of the psychologist's profile (Bricht, Calvo, Dimant, Palacios, Pravaz, Calvo de Spolansky, & Troya, 1973). On the other hand, after his death, the homage he received, in the *Revista Argentina de Psicología* (Argentine Journal of Psychology) (Ferrara, 1978), also highlighted his leadership position in the institution, the Buenos Aires Psychologists Association, which edited that journal (Klappenbach & Arrigoni, 2011).

Cross-References

► [Calvo, María Teresa](#)

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Calvo, María Teresa

Born *Buenos Aires, (Argentina), 29 May 1929*

Died *Buenos Aires, (Argentina), 8 November 2012*

Marcela Borinsky

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Argentina · Psychology professionalization · Buenos Aires Psychologist's Association (APBA) · Center for Research and Counseling in Psychology (CIAP)

María Teresa Calvo, also known as María Teresa Calvo de Spolansky, was one of the first graduates of the undergraduate Psychology Program at the Universidad de Buenos Aires (University of Buenos Aires). She actively participated in the search for the Argentine psychologist professional profile and took part in the creation of the Asociación de Psicólogos de Buenos Aires (Buenos Aires Psychologists Association, APBA) founded in November 1962. This organization supported the professional and union organization of the first graduated in psychology, and its main objective was to defend the interests of new professional psychologists (Borinsky, 1999; Klappenbach, 2000). She was part of the first directive board.

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She committed herself to clinical training and started teaching with José Bleger (1922–1972) with whom she took over his work project for psychologists and defended it on different fronts. “Bleger was our passion” said Tessi Calvo, as she was known by his relatives and colleagues, in an interview carried out in 1995. She was an Assistant Professor teaching a personality course under his direction and collaborated with him in an experimental experience at a shanty town in the Buenos Aires’s city. It was a heavy populated place with serious problems where they worked on prevention in primary care with mothers and children in psychosocial issues (Cremonte & Sincofsky, 1995). She was also supervisor of brief treatments in the Departamento de Psiquiatría infant-juvenil (Department of Child and Adolescent Psychiatry) at the Hospital Penna (Penna Hospital) in Buenos Aires. In 1963, she was also in charge of the Child Psychology course at the Universidad Nacional de Córdoba (National University of Cordoba) (Calvo & Calvo de Spolansky, 1970).

In 1967, after the military government of General Onganía took away the autonomy of the University of Buenos Aires, María Teresa Calvo, together with her sister, Isabel Calvo and a group of psychologist who moved away from the intervened university, created the Centro de Investigación y Asesoramiento en Psicología (Center for Research and Counseling in Psychology, CIAP), which was the first private institution organized for psychologist to teach, train, and improve the skills of the new psychologists (Carpintero & Vainer, 2004). At CIAP, she was Co-Director of the Departamento de Orientación Psicológica (Counseling Department). In 1978, the systematic training began at CIAP with a Graduate School in Clinical Practice, created and directed by María Teresa Calvo. In it, several generations of psychologists and physicians were trained.

In 1975, the result of the work carried out at CIAP was reflected in a book written in collaboration with Isabel Calvo and Frida Riterman de Dimant: *Parejas y familias. Vínculo, diálogo, ideología* (Couples and families. Bond, dialogue, ideology). In this book, they integrated different

perspectives (psychoanalysis, gestalt, existential psychotherapy) through the implementation of different devices: social laboratories, psychodrama, and therapeutic groups.

María Teresa Calvo, as well as her sister Isabel Calvo, is recognized for being one of the pioneers in the creation of professional organizations of psychologists in Argentina. Her participation in the collective book edited in 1973, *El rol del Psicólogo* (The Role of the Psychologist), evidences the central place she occupied in the debates on the definition of the psychologist’s profile (Bricht, Calvo, Dimant, Palacios, Pravaz, Calvo de Spolansky & Troya, 1973).

Cross-References

- ▶ [Bleger, José](#)
- ▶ [Calvo, Isabel](#)

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Campos, Nilton

Born *in Rio de Janeiro, Brazil, Aug 23, 1898*

Died *in Rio de Janeiro, Brazil, Sep 9, 1963*

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Keywords

Brazil · Phenomenology · Chair professor

Son of Luiz Antônio da Silva Campos and Carmelinda Quadros da Silva, Nilton Quadros Campos was born in Rio de Janeiro (RJ), Brazil, on August 23, 1898. He graduated in medicine in 1923 at the then called Universidade do Brasil (UB) (University of Brazil), nowadays Universidade Federal do Rio de Janeiro (Federal University of Rio de Janeiro). After graduating in 1924, he joined the team of psychiatrists as an assistant at the Laboratório de Psicologia da Colônia de Psicopatas do Engenho de Dentro (RJ) (Psychology Laboratory of the Colony of Psychopaths of Engenho de Dentro), under the direction of Gustavo Riedel, where he remained

until 1930. In this institution, which constituted a space for education and scientific production of psychological knowledge in Rio de Janeiro, Nilton Campos became assistant to Waclaw Radecki (Penna, 2001), with whom he published in 1928 a work on experimental psychology (Campos & Radecki, 1928). At the end of this period, he published a text on affective life (Campos, 1930).

Between 1931 and 1933, on a study mission in the city of São Paulo, SP, Brazil, he collaborated with Joaquim Penino in the organization and foundation of the Instituto Médico-Pedagógico Paulista (São Paulo Medical-Pedagogical Institute) and participated in the foundation of the Sociedade de Neuropsiquiatria de São Paulo (Neuropsychiatry Society of São Paulo). Back in Rio de Janeiro, in 1934, he assumed the direction of the Serviço Neuropsicológico da Secretaria de Saúde e Assistência a Psicopatas do Distrito Federal (Neuropsychological Service of the Department of Health and Assistance to Psychopaths of the Federal District), where he worked until 1938 (Motta, 2004; Holanda, 2012). In 1937, he taught psychology and logic at Colégio Pedro II (Pedro II School) in Rio de Janeiro and was a professor of psychology at Escola de Enfermeiras Alfredo Pinto (Alfredo Pinto Nurses School) of the Serviço Nacional de Doenças Mentais (National Service for Mental Illness), as well as taught psychology on the Complementary Course of the Faculdade Nacional de Medicina (National College of Medicine). In 1938 and 1939, he was Full Professor of Educational Psychology at the former Universidade do Distrito Federal (University of Federal District), and between 1939 and 1944, he was Full Professor of Educational Psychology at the Faculdade Nacional de Filosofia (National College of Philosophy) (Mancebo, 2004). During this period, he published some works on personality examination and analysis of affective life (ANM, www.anm.org.br).

From 1944, he held, in replacement of André Ombredane (1898–1958), the chair of General Psychology at the Faculdade Nacional de Filosofia (National College of Philosophy), and in 1945, he took on this chair through a competition (Holanda & Mendonça, 2019), presenting

a thesis on phenomenology (Campos, 1945) (Holanda & Mendonça, 2019). In 1948, Nilton Campos assumed the direction of the Institute of Psychology, since he was already chair of psychology at the National College of Philosophy, having as assistant Antonio Gomes Penna (Centofanti, 1982). His management is praised for its support to the formation of the faculty and expansion of the Institute's bibliographic collection (Schneider, 1999). At that time, his thinking presented important changes, and it is possible to observe the author's leaving from the experimental tradition in psychology that marked his formation and the approximation with the philosophical reflections of the phenomenological school of Franz Brentano (1838–1917) and Edmund Husserl (1859–1938) (Centofanti, 1982; Holanda, 2012). The epistemological debate with Gestaltpsychologie would also be part of this movement, having the author criticize the gestaltist “naturalism” present in the thesis of isomorphism (Holanda, 2012).

In 1951, he published an article (Campos, 1951) in the directory of the Instituto de Psicologia (Psychology Institute) of the Universidade do Brasil (University of Brazil) (Holanda, 2012). That year, he created, in partnership with Antônio Gomes Penna and Eliezer Schneider, the *Boletim do Instituto de Psicologia* (Institute of Psychology Bulletin), a journal that would remain in operation until 1974 (Penna, 2004). In the following years (1953, 1954, and 1958), he published in the Institute of Psychology Bulletin three articles. He influenced, because of his emphasis on a strong theoretical basis, Hanns Ludwig Lippmann in preparing the first psychology degree course in Brazil at the Pontifícia Universidade Católica do Rio de Janeiro, in 1953 (Pontifical Catholic University of Rio de Janeiro) (Baptista, 2010).

In the direction of the Psychology Institute (from 1948 to 1963) at the University of Brazil, Nilton Campos was against the development of applied psychology, an action that at that time was represented by the work of the Instituto de Seleção e Orientação Profissional (ISOP) (Institute of Selection and Professional Guidance) founded and directed by Mira y López (Mancebo, 2004). Campos also took a stand against the autonomy of

psychology in the practice of psychotherapy, considering that psychology should be subordinated to medicine (Castro & Ghiringhello, 2011). In a position contrary to that defended by Mira y Lopez, Nilton Campos was afraid that the creation of the undergraduate course in psychology – which was created at the University of Brazil only in 1965, that is, after his death – could attract the interest of unprepared people. “He was afraid of charlatans, and that is why he resisted this initiative” (Schneider, 1999, p. 356).

In 1960, Nilton Campos published a book (Campos, 1960a) and presented a thesis (1960b) in his candidacy to the Academia Nacional de Medicina (National Academy of Medicine). In 1961, he became Full Member of Chair No. 59 (ANM – Academia Nacional de Medicina, n.d.).

Throughout his career, he joined several Brazilian and international academic societies, including Sociedade de Neurologia, Psiquiatria e Medicina Legal (Neurology, Psychiatry and Forensic Medicine Society), Sociedade Brasileira de Criminologia (Brazilian Society of Criminology), Associação Brasileira de Medicina (Brazilian Association of Medicine), Sociedade de Psicologia de São Paulo (Psychology Society of São Paulo), Sociedade Brasileira de Antropologia e Etnologia (Brazilian Society of Anthropology and Ethnology), International Phenomenological Society, American Psychological Association, Internacional Rorschach Society, and Société Française de Psychologie (French Society of Psychology). He was a founding member of Sindicato Médico (Medical Union) and president of the Sociedade Brasileira de Psicologia (Brazilian Society of Psychology).

There were some psychology societies in Brazil, but this one was founded on June 16, 1942, in Rio de Janeiro and chaired by Cunha Lopes (1891–1973), a physician also associated with the Society of Psychiatry and Forensic Medicine. At the time of its foundation, the society consisted of three sections: psychopedagogy, psychotechnics, and psychopathology (Correio da Manhã, Edition # A14607, 06/17/1942). On August 29 of the same year, Nilton Campos took office as president of the Society, giving a conference at the Associação Brasileira de Imprensa (Brazilian Press Association) (Correio da Manhã, Edition # 14668, 08/27/1942).

In 1957, still under the presidency of Nilton Campos, a Society joined the International Union of Scientific Psychology (Jornal do Brasil, Edition No. 251, 10/27/1957).

On November 3, 1963, after his death, the University Council of the University of Brazil unanimously approved the appointment of the Central Pavilion of the Psychology Institute in his honor (Correio da Manhã, Edition #21952, 03/11/1963). The career of Professor Nilton Campos has recognized importance for Brazilian psychology, with a special impact on the development of phenomenological studies. The production of conceptual foundations of phenomenological and existential psychology in Brazil is attributed to the Nilton Campos's phenomenology, due to its unprecedented dissemination of Husserl in the country. Among the limitations of his thought, the focus his work gave to scientism is highlighted, compared to the modest emphasis given to other important issues for psychology, such as pure or transcendental consciousness, distinction between the natural attitude and the phenomenological attitude, and the problem of phenomenological reductions (Holanda, 2012).

Cross-References

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- ▶ Mira y López, Emilio
- ▶ Penna, Antonio Gomes
- ▶ Radecki, Waclaw
- ▶ Riedel, Gustavo Kohler
- ▶ Schneider, Eliezer

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Cangiano Rivera, José Enrique

Born *Ponce, Puerto Rico (PR)*, 4 September 1942

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University of Puerto Rico, Río Piedras, San Juan,
PR, USA

Keywords

Puerto Rico · Clinical psychology ·
Community mental health · Creator of
academic programs

José Enrique Cangiano-Rivera is the son of José Luis Cangiano Lugo, a businessman, and Leonor Rivera Meléndez. His family is well-known in his native city of Ponce, and his siblings are two brothers: José Luis, a physician; José Ángel, a lawyer (RIP); and a sister, Millie, a journalist. He attended the Universidad de Puerto Rico, Río Piedras (UPR-RP) [University of Puerto Rico], where he obtained a Bachelor's degree in 1965 and a master's degree in Psychology in 1967. He wrote a master's thesis about disciplinary practices of parents of adolescents. José Enrique Cangiano completed the doctoral degree in

Clinical Psychology in 1976 at the *Centro Caribeño de Estudios Postgraduados* [Caribbean Center for Graduate Studies], currently known as Carlos Albizu University. His dissertation focused on perceptions of Puerto Rican mothers and their children about discipline, in two socioeconomic groups.

Dr. Cangiano began his career as a psychologist in public service in 1967 at the Ponce Mental Health Center. There he developed a program for hospitalization of patients with drug abuse behaviors. Later he was appointed Director of this center and of mental health services for the southern region of Puerto Rico.

His academic career began in 1967 at Interamerican University of Puerto Rico, Ponce Campus, as a lecturer in basic psychology. In 1969 he began teaching Experimental Psychology at *Pontificia Universidad Católica de Puerto Rico* (PUCPR) [Pontifical Catholic University of Puerto Rico], also in Ponce. In 1970 he was asked to organize and chair the Psychology Department at PUCPR. He was a professor of Psychology at PUCPR during 26 years; he taught courses in psychopathology, human sexuality, and hypnosis and organized the graduate program in Psychology.

In 1995 he was asked to chair the Psychiatry Department at Ponce School of Medicine and became the first psychologist in Puerto Rico to direct such a department at an accredited medical school. This appointment was a confirmation of the collaboration between psychology and psychiatry that Dr. Cangiano strived to achieve for many years. In his initial experiences in psychological practice, he observed the general perception that psychologists should be assistants of psychiatrists, not equals. Dr. Cangiano persisted in educating other professionals about the role of psychologists and achieved productive working relationships in medical settings. At the medical school, he also identified the need for psychological services in the Southwestern region of Puerto Rico and collaborated in the creation of a new doctoral program in Psychology (PsyD).

In 2009, Dr. Cangiano was appointed Associate Dean of Behavioral Health at Ponce Medical School. At the time, public mental health services were undergoing changes which afforded

opportunities for new programs. He developed Centers for Behavioral Health in six municipalities, to provide services for low-income citizens, with government subsidized medical insurance. He also established the *Centro de Investigación, Prevención y Tratamiento contra la Violencia* [Center for Research, Prevention and Treatment against Violence] which included eight programs to serve the community.

During his career he wrote numerous grant proposals to offer services to various populations in need, among them abused children, children with developmental disabilities, pregnant teens, adolescent victims of crime, and adolescents at risk of violence and alcohol and drug abuse. These proposals were granted by different governmental agencies, including Departments of Health, Justice, Family Services, and Education; Administration of Mental Health and Addiction Services; Women's Advocacy Office; and Industrial Development Corporation. These proposals also created opportunities for practice and employment of psychologists and other mental health professionals.

Dr. Cangiano presided the Puerto Rico Psychological Association in 1977–1978 and was very active in promoting the licensure of psychologists, since at the time the profession did not have legal guidelines to ensure quality of training and practice for the protection of the public. This organization awarded him the two most outstanding honors for colleagues: Psychologist of the Year in 1988 and Lifetime Achievement in 2007.

In 1983 the licensing law for psychologists in Puerto Rico was approved, and Dr. Cangiano was appointed president of the Board of Psychologist Examiners in 1986. He served on the Board until 1992, and, during his tenure, the Code of Ethics for Psychologists was developed.

During 40 years he maintained a private practice providing psychological services for children and adults with a variety of mental health conditions. His main focus is on diagnosing and treating mental, emotional, and behavioral disorders. Some of the common disorders that he has treated are learning disabilities, substance abuse, depression, anxiety, and eating disorders. He performed psychological evaluations for candidates applying to serve as municipal guards, provided

psychological services to incarcerated youth, and served as expert witness in trials at the Judicial Centers of Ponce and Mayagüez (Cangiano, 2018).

José Enrique Cangiano Rivera has performed enduring leadership roles in academic programs, community mental health services, and professional and civic organizations. He has combined these endeavors with a musical career as an organist, clarinet player, and director of musical groups that do presentations for charitable purposes. His unique sense of humor and style of communication is greatly appreciated by the community where he shares his knowledge of psychology for the public good, including assistance during disasters like hurricanes and earthquakes that have affected his native city of Ponce and surrounding areas.

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Cano Jáuregui, Arnaldo

Born *Lima (Peru), December 13, 1919*

Died *Lima (Peru), August 24, 1987*

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Keywords

Peru · Psychiatry · Teaching of psychology

Arnaldo Cano was a Peruvian psychiatrist, who studied medicine at the Universidad Nacional Mayor de San Marcos (UNMSM, 1936–1945), graduating in 1946. Disciple of Honorio Delgado, between 1947 and 1969, he worked at Hospital Víctor Larco Herrera, becoming head of service. Also between 1955 and 1962, he directed the psychiatry service of the Daniel Alcides Carrión Hospital (El Callao). In 1951, he joined the Peruvian Army as head of the Psychotechnical Section of the Peruvian Military Instruction Center (*Centro de Instrucción Militar del Perú* (CIMP), currently *Centros Académicos del Ejército*, Army Academic Centers), in charge of the selection exams and counseling of officers and noncommissioned officers. In that position, he remained until 1971.

In 1954, he joined the Pontifical Catholic University of Peru (*Pontificia Universidad Católica del Perú*, PUCP) as a professor, where he became director of studies in the specialty of psychology (teaching, among other courses, general psychology and experimental psychology). After retiring

in 1968 from the PUCP, in 1969, he founded and directed until 1971 the specialty of psychology at the Inca Garcilaso de la Vega University (*Universidad Inca Garcilaso de la Vega*), teaching the courses of psychological methods and general and special psychopathology and also being in charge of the supervision of the sociology specialty. He was also a professor of research methodology at the University of Lima. In 1972, he was appointed executive director of the Center for Population and Development Studies (*Centro de Estudios de Población y Desarrollo*, CEPD), a position in which he remained until 1980, when he became a director of the Peruvian Institute of Social Security (*Instituto Peruano de Seguridad Social*).

From a very young age, he showed great interest in psychology, which by his own declaration he could not study since the specialty of psychology as an autonomous branch in the universities did not exist. That led him to approach Walter Blumenfeld, who taught psychology at the UNMSM. His interest was manifested in the dissemination of psychological tests and in the constant renewal of the psychotechnical tests with which applicants to the Military School of Peru were evaluated, as well as to the School of the Navy of Peru, of which he was an *ad honorem* advisor. Along with his interest in psychology, Cano was also a reader of literary works, especially the novels of Spanish writer Azorín (1873–1967), constantly mentioned in his writings and in his lectures.

Although Cano was not a very productive author, his book *Notes for a Sketch of the Psychology of Aging* (Cano, 1988), published posthumously, is one of the first Peruvian works in the area of psychogerontology. In this book, he deals with the old age from the angle of medicine and psychology but incorporates and integrates reflections of a philosophical nature and sociological approaches.

During his years at the CEPD, he dealt with issues related to the population problems of Peru in several publications. Likewise, he was a pioneer in the emergence of professional psychology in Peru, not only through his long teaching work at two important universities in Lima but

also through articles referring to academic and curricular aspects of training for students, with a perspective oriented to clinical psychology (León, 1998).

Cross-References

- ▶ Blumenfeld, Walter
- ▶ Delgado, Honorio

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Cano Rodríguez, Floralba

Born *Bogotá, (Colombia), 22 February 1932*

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Keywords

Colombia · Psychometrics · Subjectivity · Research methodology

Professor Floralba Cano graduated as a psychologist from the Universidad Nacional de Colombia [National University of Colombia] in 1968. Her high school diploma as a certified teacher influenced her teaching style recognized for her methodological rigor, theoretical depth, discipline, demanding requirements, and critical perspective, which makes her one of the pioneers and most respected teachers of psychology in Colombia. The importance of her work as a teacher-researcher is endorsed by the many distinctions granted to her, among which we may cite the National Psychology Award by the Federación Colombiana de Psicología [Colombian Federation of Psychology] (1984); Distinguished Professor (1994) and Distinction to Teaching Work granted by the Universidad del Valle [University of Valle] (2007); Contribution to the Teaching in Psychology by the National University of Colombia (2007); and the National Psychology Lifetime Achievement Award by the Colegio Colombiano de Psicólogos [Colombian Board of Psychologists] (2015). The latter, in particular, endorses the value and significance of her contribution to the discipline.

The teaching career of Professor Cano began in 1969 in the Department of Psychology at the National University of Colombia, the first university to train psychologists in the country and teacher seedbed for Colombia. At first, she was appointed director of the Admissions and Student Management Service; simultaneously she was an assistant professor in the courses of statistics and psychometrics in the program of psychology. At the same time, Cano was head of the technical staff and special services division and in the academic evaluation section of the Instituto Colombiano para el Fomento de la Educación Superior (ICFES) [Colombian Institute for the Promotion of Higher Education], between 1971 and 1978, which made her part of the history of psychological measurement in Colombia. She was also professor, chair of the department, and director of the undergraduate program of psychology at the University of Valle from 1980 to 1997, when she retired.

At the University of Valle, she was also a professor of statistics, psychometrics, research

methodology, educational psychology, organizational psychology, written and observation work methodology, and psychological interview; she was also director and advisor of theses and professional practice in different areas of psychology, which evidences her broad vision and mastery of the discipline. Her teaching career led her to teach at other universities in Colombia such as the Universidad de los Andes [University of Los Andes], psychometrics (1977–1978); Pontificia Universidad Javeriana [Pontifical Javeriana University], epistemology and research methodology (1977); and at Universidad de San Buenaventura [University of San Buenaventura], qualitative research methodology and psychometrics (2009). Thus, Floralba Cano became a national reference in teaching and research, being especially recognized for the quality of her teaching in the areas of psychometrics and research methodology, her overall vision of psychology to which she always referred to as a “multi-paradigmatic discipline,” overcoming in that way the typical rivalry between different psychological approaches. The imprint that she gave to psychometrics teaching was the development of skills on the construction of psychological tests; she emphasized following the logic of the project aiming to understand the fundamental scientific-technical principles of the construction of psychological tests, a basic tool for professional practice and research in psychology.

After retirement, Cano continued contributing to the discipline as an advisor for the Ministry of National Education in the Program for Quality Assessment of Higher Education (1997–1999); she was also consultant of the same Ministry for the Program of Evaluation of Teaching Performance (1999–2000), adviser of ICFES regarding the Examination of State by Competences for Professionals (ECAES; called today Saber-Pro) (1999–2000), and adviser for the Asociación Colombiana de Facultades de Psicología (Ascofapsi) [Colombian Association of Psychology Faculties] in the development of the first exam for the evaluation of competencies in psychology (2003 and 2004). Cano participated in the foundation of Ascofapsi (1984); she was also

co-founder and president of the Latin American Center for Studies in Psychology, co-founder of the International Center for Clinical-Psychological Research, and president of the Federación Colombiana de Psicología [Colombian Federation of Psychology] (1978–1980).

Research projects developed at the University of Valle, National University of Colombia, and mainly at ICFES, resulted in multiple publications in different specialized journals, whose rigor and impact are recognized by the national academic community.

Beyond her legacy as a teacher, the written legacy of Floralba Cano demonstrates the breadth and plurality of her thinking, which allowed her to speak on various topics, among them, the use of statistics in performance evaluation (Cano, 1971) and the controversial issue of the object of study for psychology to which she proposed, somewhat ahead of her time, subjectivity as the answer to that question (Cano, 1988). In relation to psychometrics, she wrote a manual of knowledge tests (Cano, 1996), a manual on the construction of competency tests for psychology, and contributed to the discussion on the concept of competencies (Cano, 2005); she also published an interesting and well-known essay on the value of psychological tests in the legal context, which she wrote attending a request to participate in a congress on psychiatry (Cano, 1983). In the field of education, she wrote about the development and understanding of stimulation in childhood (Cano, 1987) and on cognitive achievement in primary school (Cano, 2006; see Murillo, 2006). In her turn from psychometrics to Jungian psychology, during this latest stage of her life, she has written about consciousness, the symbolic reality of the self, and the constitution of the subject (Cano, 1999). Her importance as a teacher and researcher made her to be repeatedly invited to participate in interviews that were published in several books and journals (Mondragón, 2010; Orejuela, 2008, 2019). Most of her writings were dispersed in multiple national journals, and other valuable writings were left unpublished. Recently, however, a compilation of her most important writings was published in the book *Floralba Cano, Escritos [Flor Alba Cano, Writings]* (Orejuela,

2013), which organized her work for a wider and younger audience.

Professor Cano leaves an indelible mark on the training in psychometrics, statistics, and research methodology among generations of psychologists in the country; many of them are academicians themselves who continue to use her texts as a class reference, transmitting her legacy of clarity, systematicity, and rigor in the field of research methodology. She occupies a unique place and of special affection among her students dispersed throughout the country, which she always referred to under the nickname “chatico” (an affectionate nickname used frequently in the Bogotá region of Colombia) with which she apologized for not remembering their names; in the end, she began to be recognized herself as “the chatica.” Floralba Cano leaves a legacy as a teacher of teachers and is a reference for the discipline in the country; she is one of the few women of her generation who, being already a mother and a certified teacher, was trained in psychology and contributed to the construction of the discipline with quality and rigor, in teaching, research, and trade.

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Caparrós, Antonio

Born *Madrid, Spain, 6 April 1928*

Died *Madrid, Spain, 10 August 1986*

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Keywords

Argentina · Spain · Psychiatry · Psychology ·
Liberation psychology · Political activism

Antonio Caparrós was born in Spain. His father was a republican physician who, after some years of Franco's imprisonment, was able to escape to Argentina in 1947, when his son was 18 years old. Antonio also studied medicine at the Universidad de Buenos Aires (University of Buenos Aires), coinciding his years of study with those of Ernesto "Che" Guevara (1928–1967), whom he met for that reason (Anguita & Caparrós, 1997). He was President of the Centro de Estudiantes de la Facultad de Medicina (Student Center of the School of Medicine) and, after graduating as a doctor, he specialized in psychiatry (Kesselman, 1987). He was married to Martha Rosenberg, one of the pioneers of the national campaign for legal abortion in Argentina, from whose marriage two sons were born, Martín Caparrós (1957), a prominent writer and journalist, and Gonzalo Caparrós (Martha Rosenberg, personal communication, July 13, 2021). He divorced in 1967 and was subsequently in a relationship with Ada Korn, a well-known publisher.

He started his psychiatric practice at the Hospital Neuropsiquiátrico de Hombres (Neuropsychiatric Hospital for Men, nowadays Borda Hospital) and almost immediately became part of the team led by Mauricio Goldenberg (1916–2006), who in 1956 organized the Servicio de Psicopatología y Neurología del Policlínico Aráoz Alfaro (Psychopathology and Neurology Service of the Araoz Alfaro Polyclinic) in Lanús, a suburb 30 min away from the city of Buenos Aires. That service, simply known as "the Lanús" made possible the passage from the neuropsychiatric hospital to the general hospital, as researched by Sergio Visacovsky (2002). As part of this group, he used various therapeutic resources, from psychoanalysis to shock therapies or psychopharmacology, especially from the application of chlorpromazine. Nevertheless, Goldenberg, Caparrós, and their team recommended caution in the use of psychodrugs. Specifically, they recommended that the drugs be associated with occupational therapy or other biological treatments. And, fundamentally, they recommended that any drug treatment should be that drugs should be at the service of individual or group psychotherapy (Goldenberg et al., 1961). In

1958, together with a group of psychiatrists belonging to the Partido Comunista Argentino (Argentine Communist Party, PCA) led by Jorge Thenon, he founded a private clinic, the Clínica Bulnes (Bulnes Clinic), where he also applied from psychotherapies to deep sleep therapy.

In the early 1960s, he was part of the teaching teams for Psychology I and Psychology II courses in the newly created undergraduate Psychology Program in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the University of Buenos Aires, whose full professor was José Itzigsohn (1924–2018). Itzigsohn joined as a professor in 1962 and Antonio Caparrós in 1964 (Vezzetti, 2016). Although both belonged to the Argentine Communist Party (PCA), both Itzigsohn and Caparrós had distanced themselves from the Pavlovian officialist position of the PCA, held by Adolfo Lértora (1903–1980), Jorge Thénon (1902–1985) and César Cabral (1917–2011). Itzigsohn and Caparrós were also advisors to two of the organic or PCA-linked publishing houses, Lautaro and Proteo (García, 2014). Both publishing houses published Spanish translations of works by Henri Wallon (1879–1962), among them, *Del acto al pensamiento* (From act to thought) with a prologue by Antonio Caparrós (Caparrós, 1964). In 1964, Itzigsohn was elected director of the Departamento de Psicología (Department of Psychology), replacing Enrique Butelman (1917–1990). In 1966, he proposed a new course, General Psychology III, focused on topics of thought and language proposing Antonio Caparrós as professor in charge (Rossi, 2016). In that course, Caparrós introduced central concepts of Vygotsky's *Thought and Language* and Luria's text, "Speech development and the formation of mental processes," which only was introduced into English by Michel Cole in 1969.

Around 1965, Caparrós founded and directed the Instituto de Psicología Concreta (Institute of Concrete Psychology) (Martín Caparrós, personal communication, July 13, 2021). For his part, in 1973 he achieved a tenure position in the General Psychology I course. The program was divided into three initial parts and three "special" parts. The first part was devoted to psychology and the

understanding of man and society. The second one related to economic structure and psychology, ideology and power and psychology; in that part, it included as a required reading Wallon's text, "Sur la spécificité de la psychologie" (On the specificity of psychology). The original French version of that article had been published in 1953 in *La Raison* (The Reason), which Wallon himself had directed since 1951, and was republished 10 years later in an issue of homage to the French psychologist by the journal *Enfance* (Childhood), which Wallon had founded. Translated into Spanish, it was included in the book *Fundamentos dialécticos de la Psicología* (Dialectical Foundations of Psychology), published by Proteo, which compiles most of the articles included in that homage issue of *Enfance* and a couple of papers from a 1959 issue of *Enfance*, dedicated to *Psychologie et Éducation de l'Enfance* (Child Psychology and Education) among them, "Science de la nature et science de l'homme: la psychologie" (Psychology: Science of nature and science of man). The translation of this essay was the first one in the volume edited by Proteo, after the prologue by Antonio Caparrós (Wallon, 1965).

Toward the end of the paper "On the specificity of psychology," Wallon clearly stated both the continuity and the discontinuity between the animal world and the human world insofar as "language and society intervene in man, that is to say, the perceptual world is superimposed on the world of representations and ideas" (Wallon, 1965, p. 41). Caparrós understood that Wallon's ideas made it possible to establish different *levels of integration* between the biological and social levels. In those days, in a collective work presented at the *Segundo Congreso Argentino de Psicología* (Second Argentine Congress of Psychology) held in San Luis in 1965, he took up Wallon's proposals with contributions from Vygotsky and Piaget to argue that mental operations were internalized actions since "the fully developed human psychological level is a higher stage of ontogeny that develops on the basis of and from bodily dynamics" (Korol et al., 1965/1971, p. 183).

In the syllabus of the course Psychology I at the UBA, Caparrós also included as required readings two Round Tables on "Ideology and Concrete Psychology." The first one, which took place in 1965 at the Faculty of Philosophy and Humanities at the University of Buenos Aires and was published in the first issue of *Cuadernos de psicología concreta* (Journal on concrete psychology). José Bleger (1922–1972), Antonio Caparrós, Enrique Pichon Rivière (1907–1977), and León Rozitchner (1924–2011) participated in the debate, which was coordinated by the psychoanalyst Guillermo Ferschtut (1930–2007). The second one took place a few months after the first one and was published in the second issue of *Cuadernos de psicología concreta* (Papers on concrete psychology). Neither Bleger nor Pichon Rivière participated in the second debate. In addition to Caparrós and Rozitchner, Armando Bauleo (1932–2008) joined the activity; on that occasion, the coordinator was Jaime Schust. Both activities have been analyzed on several occasions. Caparrós' interventions reflected the growing importance of political activism in his project of concrete psychology. And it is worth mentioning the questioning, but at the same time the vindications towards Freud, whom he considered the *first concrete psychologist* in spite of his ideological limitations (Avila-Espada, 1987).

That is to say, Caparrós, who in those years had already distanced himself from the Communist Party, coincided partially with the consideration of psychoanalysis that circulated widely in the Communist Parties, whether Soviet, French, or Argentinean. Caparrós considered psychoanalysis as a bourgeois practice and, for this reason, recognized in psychoanalysis "some partial successes," although based on "false ideological premises" (Caparrós, 1971b, p. 10). He also stressed that psychoanalytic theory was the product of the relations of capitalism at a given historical moment. For this reason, he questioned his friend Hernán Kesselman (1933–2019) for promoting the integration of psychoanalysts into the most exploited sectors of society. In any case, he pointed out that if they did so, it would no longer be in their condition as psychoanalysts, but as

political activists. And he did not hide his questioning of the group of psychoanalysts gathered in Plataforma, among them Marie Langer (1910–1987) and Hernán Kesselamn. In his opinion, a national perspective was necessary instead of the support of “scientific internationals” (Caparrós, 1971b, p. 10).

In the mid-1960s, he also pioneered studies related to group psychology from a gender perspective. One of his studies, which deserved international attention, focused on the attitudes and conflicts of married professional women when they assume roles in industrial society far distant from traditional roles (Tumin & Greenblat, 1967).

Antonio Caparrós also formed part of the editorial teams of numerous cultural magazines related to the so-called *new left*. Among them, *La Rosa Blindada* (The Armored Rose), from number five of the magazine. In issue number six, corresponding to September–October 1965, he published a work on moral and material incentives at work, which had also been published in the August issue of *Nuestra Industria* (Our Industry), a magazine from La Habana. Caparrós raised the need to overcome individualism and the need to configure a new type of morality and, of course, a new type of man, in the light of the central opposition between capitalism and socialism (Caparrós, 1965a, b). He also participated in the magazine *Nuevo Hombre* (New Man) in which he deepened on the role of conscience to achieve a socialist society. Along with this, Antonio Caparrós participated with members of the chair of General Psychology II of the UBA in neighborhood activities close to a “psychotherapy in the street” and in which he emphasized that psychology should not be limited to modifying the individual, but above all the society as a whole (Anguita & Caparrós, 1997, volume 2, p. 210).

Antonio Caparrós went into exile in Spain in April 1976 immediately after the beginning of the dictatorship in Argentina. There he received, together with his cousin Nicolás Caparrós (1941–2021), the also exiled Hernán Kesselman (Kesselman, 1987). In Spanish exile, the echoes of Henri Wallon in Antonio Caparrós would not be completely lost, but would undergo a gradual process of hybridization. This gave rise to what is possibly the main work of Antonio Caparrós, the

book he wrote jointly with his cousin Nicolás, *Psicología de la Liberación* (Liberation Psychology) (Caparrós & Caparrós, 1976). The theoretical postulates, from which Caparrós & Caparrós started, had a perspective close to left-wing psychoanalytic theories, from Marxist, Sartrean, and Althusserian concepts. Also, a perspective close to the work of Juan José Hernández Arregui (1913–1974), especially his book *La formación de la conciencia nacional* (Hernandez-Arregui, 1973). From that perspective, they proposed a *psychology of liberation*, conceiving the subject as a free man, but from the dimension of “class struggles,” that is, from the perspective of his class consciousness, his organization, and his struggle for equality. Thus, the objective they proposed was the achievement of an organized society, within the framework of a popular and national consciousness, capable of overcoming dependence and colonization (Caparrós & Caparrós, 1976).

It is important to emphasize that in those years *liberation* was an important topic in diverse areas from philosophy and theology up to social sciences. In such a context, Antonio and Nicolás Caparrós were the first to postulate a *psychology of liberation* in a disciplinary key, as pointed out in the Anglo-Saxon context by Burton and Kagan in their paper “Liberation Psychology: Learning from Latin America,” published in 2005 in the *Journal of Community and Applied Social Psychology*. Subsequently, the postulates of *psychology of liberation* elaborated by the Spanish-Salvadoran psychologist and priest, Ignacio Martín-Baró, had greater preponderance and dissemination, especially after his assassination in 1989.

From the perspective of both Caparrós, an antecedent of *Liberation Psychology* was the creation of the Instituto de Psicología Nacional (Institute of National Psychology), which was organized at the beginning of the 1970s. Within this framework, Antonio and Nicolás Caparrós proposed in 1973 the need to review the roles of therapist and patient on the basis of what they considered the “historically conditioned social totality” (Caparrós & Caparrós, 1973, p. 127). There they emphasized collective *counter-violence-participation* and the conviction that

the “mental health worker should be, above all, a member of the National Liberation Movement” (Caparrós & Caparrós, 1973, p. 131).

Four aspects deserve to be synthesized in Antonio Caparrós. First, the way in which he actively participated in the crossroads between psychiatry, psychology, and mental health that was characteristic of the Argentine *psy culture* since the late 1950s and during the following two decades. Secondly, in that space, Caparrós tried, as few did in those years, to advance in the theoretical foundation of psychology. Thirdly, this allowed him a development that was reflected in the academic universe of psychology. And finally, his unconditional commitment to the searches and struggles of his time and his place.

Cross-References

- ▶ [Bleger, José](#)
- ▶ [Butelman, Enrique](#)
- ▶ [Goldenberg, Mauricio](#)
- ▶ [Itzigsohn, José Alberto](#)
- ▶ [Kesselman, Hernán](#)
- ▶ [Pichon-Rivière, Enrique José](#)

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Cappello García, Héctor Manuel

Born *Mexico City, 30 October 1935*

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Autonomous Metropolitan University, Mexico
City, Mexico

Keywords

Mexico · Social psychology · Political psychology · Mexican Society of Social Psychology · Latin American Association of Social Psychology

Capello García is the son of immigrants, a Catalan mother and an Italian father who were harassed for their social democratic political orientations. Both arrived in Mexico in 1934 from Barcelona, during the government of Lázaro Cárdenas (1934–1940). This influenced his perspective on social problems and the importance of framing them in the broadest way. He studied law at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) from 1954 to 1959. He did his master's in Psychology from 1959 to 1961 at UNAM and did other studies at the University of Texas at Austin and doctorate in Social Psychology at the UNAM (1973) with studies at Columbia University from 1974 to 1976. He has participated in various seminars and international congresses and has published many books and articles.

His training as a lawyer allowed him to start studying Criminology. Hence his interest in Psychology, which let him to seek a broader explanation of criminal acts, social deviance, and the subjective elements that converge in the criminal act. He approached Sociology and Anthropology with the same purpose but decided to move towards Social Psychology when it was assumed to be an area of Psychology and not an independent discipline. In the master's program, he received guidance from psychoanalysis, industrial psychology, psychometry, and research methodologies. It is from the latter that he met Dr. Rogelio Díaz Guerrero. Under his guidance, he began to

study the Psychology of the Mexican People from a sociocultural perspective. In this context, he assumes Social Psychology as an independent discipline since 1970.

On a trip to the University of Texas, as a part of the master's program, he established a friendship with Elliot Aronson (b. 1932) and Morton Deutsch (1920–2017), with whom he began a training in experimental social psychology to which Philip George Zimbardo (b. 1933) and Leonard Berkowitz (1926–2016), among others, would also contribute. Through seminars and talks, he broadened his perspective of a research plan in social psychology for Mexico. With other academicians such as Luis Lara Tapia, Ranulfo Moreno, and Rogelio Díaz Guerrero, they elaborated the project to create the Facultad de Psicología (Faculty of Psychology) at UNAM, which was founded in 1973.

During his doctoral studies, he rejoins Deutsch and meets Leon Festinger (1919–1989). He also met Serge Moscovici (Srul Herş Moscovici, 1925–2014) who was a guest professor at Columbia University. There, he had access to an academic debate based on conferences and courses that were given. His critique of American social psychology allows him to agree with Moscovici, who recognizes his approach as an alternative to the individualistic, experimental, and behavioral approach.

In the 1960s León Festinger created and directed the Transnational Committee on Social Psychology of the Social Sciences Research Council accompanied by John T. Lanzetta (1926–1989), Deutsch, and Moscovici (Moscovici, 1989). To this end, meetings were organized in various European cities that resulted in the creation of the European Association of Experimental Social Psychology (1966) and later the *European Journal of Social Psychology* (1971), a similar activity he sought to develop in Latin America, where he found Cappello as well as Aroldo Rodrigues and others (Rodrigues, 2008). In this way and with the same purposes of promoting the production and development of Social Psychology at an international level, meetings were implemented in Montevideo (1969) and other cities in Colombia, Venezuela, and Mexico. The central idea of the Latin Americans was to organize a congress of contemporary social

psychology in different countries and to offer courses and conferences, for which a meeting was implemented in Bogotá, Colombia (1973) (Montero, 1989).

In the dynamics of its diffusion and to the bewilderment of North Americans, the *Asociación Latinoamericana de Psicología Social* (Latin American Association of Social Psychology) (ALAPSO) was formed (1973) with Aroldo Rodrigues as its first president. This would cause psychologists from Colombia, Venezuela, and Mexico to join a series of activities over several years. In 1979–1983 and 1983–1987, Cappello served as president. There he encouraged several students to pursue graduate studies in the United States, Venezuela, Colombia, Mexico, and France. The option was very wide, but many students did not return to their countries of origin, since there were no academic vacancies or the socio-political and economic conditions were not adequate due to the presence of authoritarian regimes in a large part of the Latin American countries. Also, he has incurred in educational research. This has allowed him to publish with other authors and work with research groups from different institutions.

During his life, Cappello has founded various academic organizations and institutional bodies. As a fervent believer in the collectives, he founded the *Departamento de Psicología social* (Social Psychology Department) at the UNAM (1970) at the then Facultad de Filosofía y Letras (Faculty of Philosophy and Literature); in 1982 he founded the *Centro Regional de Investigaciones Multidisciplinarias* (Regional Center for Multidisciplinary Research) (CRIM-UNAM) with Dr. Raúl Béjar Navarro (1937–2010) which led to the creation of other stations in Chiapas, Sonora, and Tamaulipas, where he established his place of residence. There he founded the *Centro Multidisciplinario de Investigaciones Regionales* (Multidisciplinary Center of Regional Investigations) (UAT/UNAM) in 1990. He also coordinated and founded the *Sociedad Mexicana de Psicología Social* (Mexican Society of Social Psychology) (SOMEPSO) in 1986, being its first president, and later founded the *Revista Internacional de Ciencias Sociales y Humanidades* (International Journal of Social Sciences and Humanities) (SOCIOTAM) in 1990.

Cappello is a member of the Sistema Nacional de Investigadores (National System of Researchers) (SNI) of Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACyT). He is a professor at the Unidad Académica Multidisciplinaria de Ciencias, Educación y Humanidades (Multidisciplinary Academic Unit of Science, Education and Humanities) (UAMCEH) of the Universidad Autónoma de Tamaulipas (Autonomous University of Tamaulipas) (UAT). There he leads the Doctorate in Education. In his long career, he has received several awards. He stands out as a member of the Consejo Editorial (Editorial Council) of the *Revista Española de Psicología Social* (Spanish Journal of Social Psychology). He is also a member of Editorial Trillas and Editorial Limusa (both are publishers), a director and editor of the SOCIOTAM journal, and a miembro honorario (honorary member) of SOMEPSO. He also received the Diploma y Medalla al Mérito Académico (Diploma and Medal of Academic Merit) for 60 years of Research and Teaching at the UNAM in 2017. He has been awarded as a Miembro Excepcionalidad Académica (Exceptional Academic Member) of the SNI. He received the Mérito Docente 1ª. Clase del Doctorado de Defensa y Seguridad Nacional de la Universidad Naval (Teaching Merit Decoration. Defense and National Security Doctorate First Class of the Naval University) at Secretaria de Marina (Navy Secretary) in 2018. In 2014 he was granted acknowledgments by the Sociedad Científica Española de Psicología Social (Spanish Scientific Society of Social Psychology) (SCEPS) for his participation in the foundation of Social Psychology in Spain. He was also granted an acknowledgment in 2017 by the SOMEPSO for his contribution to the development of Social Psychology in Mexico.

In his perspective of the development of social psychology, Cappello considers that it must be the product of collective work and of a long-term formation and with enormous discipline. Much of this should be centered on the social and systemic change that all societies are undergoing at the beginning of the twenty-first century, especially Latin American ones. He considers that this has not been studied in depth in a multidisciplinary sense. Therefore, it is necessary to

address one self's problems and offer explanations to them in a broad and comprehensive manner in order to help solve them.

He emphasizes that research has an enormous dependence on Europe and the United States. Therefore, we must try to build our own visions of problems and ways of intervention. He points out that the decline of the social paradigm of neoliberalism leads to a social crisis and a socio-political and economic regression. Definitely, he affirms that the creation of more investigation centers with multi- and interdisciplinary qualities would fortify social sciences. This would allow an interaction between theoretical and practical dimensions and likewise between researchers from different regions or cultures. Social psychology can study, along with other disciplines, disciplinary correspondences. He affirms that it is time to develop a trend for applied social psychology. This implies the professionalization of the psychosocial discipline.

For Cappello "Contemporary social psychology has been characterized by a greater differentiation and international pluralism in its theoretical approaches, as well as increasingly transversal perspectives and methodologies" (Sabucedo, 2019: 17). To this is incorporated the vision of different generations and the sociocultural perspectives of the regions.

Concerned about the dynamics of societies, in his personal hobbies, he likes Mexican songs, the typical food of the different regions. He is passionate about travel and stories of the provinces and interested in international political life and the world economy. Among his many facets is his special love for Spanish cuisine.

Cross-References

- ▶ [Díaz-Guerrero, Rogelio](#)
- ▶ [Lara Tapia, Luis](#)

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Caravedo Carranza, Baltazar

Born *Lima, (Peru)*, 5 March 1915

Died *Lima, (Peru)*, 6 February 1990

Mauricio Borja-Mostacero

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Psychiatry · Mental health

Peruvian psychiatrist, son of the psychiatrist Baltazar Caravedo Prado (who was director of the Hospital Víctor Larco Herrera (Víctor Larco Herrera Hospital), a position previously held by Hermilio Valdizán).

After his secondary studies in Lima, he traveled to France where he studied at the Sorbonne (1932–1934), obtaining a Bachelor of Science. Upon his return to Peru, he entered the Faculty of Medicine of the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, Lima), graduating in 1941. Shortly after, he began working at the Víctor Larco Herrera Hospital and later as a professor of social psychology at the Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru, Lima), where he was in charge of the Department of Psychology since 1950. He was also a professor at UNMSM, Universidad Nacional Federico Villarreal (Federico Villarreal National University, Lima), and Universidad Peruana Cayetano Heredia (Peruvian University Cayetano Heredia, Lima).

He held the position of head of the Department of Mental Hygiene of the Ministerio de Salud (Ministry of Health) and founded (1952) the Division of Mental Health in that ministry, promoting the interest of doctors in this area. He was also Vice Minister of Health between 1971 and 1972 and part of the Committee of Experts on Mental Health of the World Health Organization.

His scientific output focused on two topics: mental hygiene (as it was called at that time), of which he was a great promoter in Peru, and social psychiatry, being co-author of one of the first Peruvian books in this area that it contained information resulting from field investigations (Caravedo et al., 1963).

Baltazar Caravedo Carranza played a very important role both in the promotion of mental health and in the professional training of psychologists in Peru (Valdivia Ponce, 1964).

Cross-References

- ▶ Caravedo Prado, Baltazar
- ▶ Valdizán, Hermilio

Selected Works

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Caravedo Prado, Baltazar

Born *Lima (Peru), August 5, 1884*

Died *Lima (Peru), January 14, 1953*

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Psychiatry · Mental hygiene

Peruvian psychiatrist, **Caravedo Prado** studied medicine at the *Universidad Nacional Mayor de San Marcos* (UNMSM, Lima) between 1902 and 1910, the year in which he obtained his M.D. After serving for a time in the Peruvian army, between 1914 and 1915 he was technical advisor to the *Asilo Nacional de Alienados* (today Víctor Larco Herrera Hospital). Hired since 1912 as a doctor by the Larco family, owner of the Roma estate in the department of La Libertad, in northern Peru, he accompanied Víctor Larco Herrera (1870–1939, an important political figure of

his time, owner of said estate and philanthropist); during an extensive trip to Europe (from July 1912 to February 1914), both visited important psychiatric hospitals in France, England, Germany, and Spain, among other countries. Upon his return, he managed to get Larco Herrera to make important donations to modernize the Colonia de la Magdalena Asylum, which he entered to work as head of the service in 1918.

On the death of the first director of the Asylum, Hermilio Valdizán, Caravedo Prado acted as director on an interim basis, and in 1932 he was appointed medical director of that hospital, remaining in office until his death in 1953.

During his years as director, he promoted the use of modern techniques in the treatment of psychiatric patients. Likewise, influenced by the ideas of Clifford W. Beers (1876–1943), he promoted the mental hygiene movement, being one of the founders in 1933 of the Peruvian League for Mental Hygiene (*Liga Peruana de Higiene Mental*) in 1933, of which he was president from its foundation until his death. Likewise, in 1932 he founded the *Boletín de Salud Mental*, later Peruvian *Archives of Mental Hygiene* (*Archivos de Higiene Mental*), which appeared until the early 1940s. He also set up the National Council for Mental Hygiene.

Caravedo Prado is a very important figure in the history of Peruvian psychiatry as he contributed significantly to the establishment of the specialty and to the dissemination of advances in psychiatry knowledge in his country (Valdivia Ponce, 1964; Mariátegui, 1982).

Cross-References

► [Valdizán, Hermilio](#)

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Carbo Bravo, Segundo Edmundo

Born *Jipijapa, (Ecuador), 16 January 1907*

Died *Quito, (Ecuador), 12 July 2004*

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Pontificia Universidad Católica del Ecuador,
Quito, Ecuador

Keywords

Ecuador · Educational psychology ·
Educational evaluation

Palabras clave:

Son of Francisco Carbo and Rosario Bravo. He studied in Jipijapa, at the Daniel López School. Later he studied at the Olmedo School (Portoviejo). He finished his secondary education in Quito, at the *Colegio Normal Juan Montalvo* (Juan Montalvo Normal School), where his interest in education emerged, which would become a passion for the rest of his life. Teaching for adolescents and teacher training for young adults was at the center of his work.

In 1930 he graduated as a primary school teacher. He worked as a first grade teacher at the Vicente Rocafuerte School and later was director of the Mexico School. In 1931 he married Leonor Salgado Serrano, a teacher at the *Colegio Normal Manuela Cañizares* (Manuela Cañizares Normal School), with whom he had five children.

In 1932 he entered the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Letters and Education Sciences) of the *Universidad Central de Ecuador* (UCE, Central University of Ecuador) and was part of a small group of teachers who took charge of the first correctional facility for minors, which functioned as a boarding school, attached to the National Police. There they used the Dalton Plan with the students (Pérez-Pimentel, 2019). The method was proposed in 1922 by Helen Parkhurst (1886–1973), and it consists of granting the student freedom of organization and responsibility in following an educational program. They also implemented the work of Learning Workshops. Both methods were novel in the country.

By 1933 he was already a researcher in teaching methods. He obtained a scholarship from the Ministry of Education to study in Brussels (1936), Belgium. However, due to political and economic difficulties in Ecuador, he returned before the year. In Belgium he received training in the use of the method of Johann Friedrich Herbart (1776–1841), (Fuentes, 2019), known as the Formal Steps (*Pasos Formales*), a pedagogical method that promulgated a secular, practical, and humanistic morality. He returned with several contacts and with the foundations for his professional performance.

In 1937 he graduated as a secondary school teacher and entered the Juan Montalvo Normal School as a teacher of Psychology. Later, in 1940, he began to work at the *Instituto Superior de Pedagogía* (Higher Institute of Pedagogy) of the UCE. In this period his interest in psychology arose.

He wrote a book on psychology to be a reference source on psychology for teachers and high school students. A report of the book, prepared by a Special Commission formed by the Ministry of Education (1940) was favorable, and it was recommended as a base material for all the normal schools and institutes of the country in the subject of General Psychology. The book included the comments of different personalities from the Ecuadorian psychological milieu (Emilio Uzcátegui, Miguel Albornoz (1873–1964), José Medina, Juan Pablo Muñoz) and from Argentina

(Gregorio Fingermann, one of the founders of the Argentine Psychological Society).

He collaborated with journals of frequent circulation such as *Educación (Education)* and *Cuadernos Pedagógicos (Pedagogical Notebooks)*. In 1939 he edited, together with Ernel Velasco, a text on evaluation of the mind, and, in 1940, another on performance evaluation. These works show his interest in Educational Psychology or, what we now call, Educational Psychology. An even more specific topic worked on by Carbo was the Educational Evaluation or, as he called it, Instruction Evaluation (Sinnardet, 2000).

Studies on the evaluation of learning objectively constitute perhaps his main contribution to the development of psychology in the country. In those days, objective evaluations were necessary because of the preponderance of quantitative and experimental methods.

In 1944 he was Subsecretary of Education of Ecuador. From 1945 to 1961 he was a Technician of the Inter-American Cooperative Service linked to UNESCO. Probably because of this position and because of his interest in psychology, he was invited to the First Inter-American Congress of Psychology (*Primer Congreso Interamericano de Psicología*), which took place in Santo Domingo (Dominican Republic) in 1953; he was the only Ecuadorian present (Gallegos, 2012).

From approximately 1941 he was Professor of General Psychology, Psychology Applied to Education and Experimental Psychology at the Higher *Instituto Superior de Pedagogía* (Institute of Pedagogy) of Quito. Later, between 1961 and 1963, he was Director of the *Instituto Nacional de Capacitación del Magisterio* (National Institute for Teacher Training). Until 1968 he was in charge of what became known as the *Dirección Nacional de Planificación* (National Planning Directorate). For his passion in pursuing advancements in education, he was awarded the First Class Educational Merit Medal in 1966.

Edmundo Carbo was part of the group of educators who promoted Active Pedagogy in Ecuador. This pedagogy drew on psychology, especially developmental psychology. This pedagogy was the basis of the National Education Plan of that time and promoted socio-psychological research

on childhood. Vast was Carbo's production in this field, both individually and collectively.

Cross-References

- ▶ [Fingermann, Gregorio](#)
- ▶ [Uzcátegui García, Emilio](#)

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Carbonell de Grompone, María Angélica

Born *Montevideo, (Uruguay), 3 September 1907*

Died *Montevideo, (Uruguay), 14 March 1995*

Jorge Chavez Bidart
Universidad de la República, Montevideo,
Uruguay

Keywords

Uruguay · Experimental psychology ·
Psychometry · Dyslexia

María Angélica Carbonell was the daughter of Arturo Carbonell y Migal (1875–1934) and of María Angélica Mas (n/d). Her father was the Director of the Instituto Normal de Varones (Male Teaching Institute) and her mother was a teacher. After completing elementary education, María Carbonell entered the Universidad de Mujeres (Women's University) and then the Instituto Normal de Señoritas “María Stagnero de Munar” (Ladies Teaching Institute “María Stagnero de Munar”) where she graduated as a teacher (Pivel-Devoto, 1990).

Her interest for psychology started to manifest itself early on. Being a sixth-year student at the Ladies Teaching Institute in 1928, she carried out a study about adolescence focusing on the affectivity of the adolescent (Carbonell Mas, 1930). The work corresponded to a monograph presented in the Experimental Psychology course in taught by Sebastián Morey Otero (1894–1939), and by virtue of its amplitude and the observations that he integrated, it was published in 1930 in the *Anales de Instrucción Primaria* (Primary Instruction

Annals) and in the same year in a book's version, *La afectividad del adolescente* (The affectivity of the adolescent) (Pivel-Devoto, 1990).

The Experimental Psychology courses in the teacher training promoted the approach of a group of students to the developments of psychology, and under the influence of Sebastián Morey Otero in 1929, the Asociación Alfredo Binet (Alfredo Binet Association) was created. This association was linked to the Société Alfred Binet-Psychologie de l'Enfant et Pédagogie expérimentale (Alfred Binet Society – Child Psychology and Experimental Pedagogy), created by Alfred Binet (1857–1911) in 1898 with the objective of developing the psychological investigation for educational purposes and disseminate psychology and its applications was raised. The association stopped working for some time and resumed its activities in 1938. In 3rd of September of 1938, the new Board of Directors was elected, with María Carbonell de Grompone as the new president (Louzán, 1939; Sociedad de Psicología del Uruguay, 1993).

Her interest in psychology was combined with his vocation for teaching, and he held various teaching positions in different areas of public education. She was a Philosophy Professor in High School Education, a Child Psychology and Learning Psychology Professor in the Teaching Institutes, a Psychopedagogy of Special Child Professor, and a Psychopedagogy of the Deaf Child Professor in the Instituto Magisterial Superior (Higher Magisterial Institute and Psychology) of the Adolescent Professor in Instituto de Profesores Artigas (Artigas's Teaching Institute), high school education teacher training institution.

In 1939, she published the *Curso de Psicopedagogía* (Psychopedagogy Course) along with Magda Louzán (1908–1982), with whom she shared the teaching of Psychopedagogy in the Teaching Institutes. The work highlights a novel relationship between psychology and pedagogy for Uruguay at that time, stating that: “psychopedagogy is a utilitarian field in psychology that studies the mental processes of the child, the young man, the adult and the human being in a word, regarding education” (Carbonell & Louzán, 1939, p. 7).

In 19th of May of 1942, she took over as director of the Laboratorio de Psicopedagogía Sebastián Morey Otero (Sebastián Morey Otero Psychopedagogy Laboratory), created in 1933. The professor Maria Carbonell de Grompone (1943c) got the position through a competition in which she presented a work titled: *Organización y Plan de trabajo de un Laboratorio de Psicopedagogía al Servicio de los Institutos Normales* (Organization and Work Plan of a Psychopedagogy Laboratory at the service of the Teaching Institutes). Even though she respected the guidelines of its founder, Sebastián Morey Otero, the new Director modernized and departmentalized the Laboratory, organizing it in sections: Section of Teaching Education Psychometry and Psychotechnic, Profesiography Section, Investigation Section, and Psychopedagogy Clinic Section, which had as its main role: “to take care of the students in particular, provided that due to their special conditions, they need an intervention of this kind” (Carbonell de Grompone, 1943, p. 178). The publishing of the *Boletín del Laboratorio* (Laboratory’s Bulletin) started the year after she took over the director’s position. The first edition featured a transcription of Dr. Emilio Mira y López (1896–1964) courses, presented in 1942 in Montevideo and a series of original works that gave an account of the laboratory activities (Carbonell de Grompone, 1943a).

In 1944 and 1945, the laboratory staff participated in the investigation about *El normotipo del niño y el adolescente uruguayo* (The normotype of the Uruguayan child and adolescent), promoted by the Uruguayan state and directed by Dr. Emilio Mira y López. The professor Carbonell de Grompone was a principal collaborator of the investigation, both in her role as the laboratory director and as a professor of the Artigas Professors Institute. The investigation without precedents in the country mobilized an unequalled number of technicians between teachers, physicians, social visitors, and psychopedagogy laboratory technicians, with the purpose of studying the Uruguayan normotype. The investigation consisted in the application of a set of tests and the study of the results and of the characterization

of the measured aspects. 8893 tests were applied and 2243 student files of primary and secondary school were made. The technical team met every week with the objective of organizing the work and analyzing the particular cases that were presented by Mira y López and by Carbonell de Grompone.

In 1953, Jorge Galeano Muñoz (1919–1987), Washington Risso (n/d), and Juan Carlos Carrasco (1923–2010) promoted the creation of the Sociedad de Psicología del Uruguay (Uruguayan Psychology Society, SPU), and Carbonell de Grompone participated in its foundation in 7th of December of 1953 and took part in the first Board of Directors.

In 1962 she founded the Centro Psicopedagógico “Arturo Carbonell y Migal” (Psychopedagogy Center “Arturo Carbonell y Migal”) for the study and orientation of children and adolescents with specific difficulties in learning. That same year, professor Carbonell promoted the creation of a group for the study of dyslexia and organized a course with Suzanne Borel-Maisonny (1900–1995). At the end of that year, she promoted the creation of the Sociedad de Dislexia del Uruguay (Uruguayan Dyslexia Society) and in 1963 they organized an international seminar about Dyslexia in Montevideo. Maria Carbonell specialized in the lecture and along with Elida Tuana (1913–2015) and other professionals they carried out several studies on reading and language.

Her expertise in the psychopedagogy field led her into integrating different international organizations and participating in many missions abroad. She was a delegate of the Instituto Interamericano del Niño (Inter-American Children’s Institute) advising and participating in various Conferences. She was a consultant in Differentiated Psychopedagogy for the Organización Panamericana de la Salud (Pan-American Organization of Health) (1973) and professor of various courses about learning difficulties for the Organización de Estados Americanos (Organization of American States). She was a member of the American Psychological Association, Groupement Francais du Rorschach (French Rorschach Group), Societé

Rorschach Internationale (International Rorschach Society), Interamerican Society of Psychology, International Reading Association, Latin American Rorschach Association, and honorary member of the Sociedad de Psicología del Uruguay (Uruguayan Psychological Society).

Her pedagogic work, original and first in the country and America, allowed progress in the study and treatment of children with specific learning difficulties and her activity stood out for a constant interest for studying, disseminating, and applying knowledge that will benefit the development of children and adolescents.

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- ▶ Morey Otero, Sebastián

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Cardozo, Ramón Indalecio

Born in Villarrica (Paraguay) on May 16, 1876.

Died in Buenos Aires (Argentina) on April 20, 1943.

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Keywords

Paraguay · Active school · Education · Stanford-Binet test

Ramón Indalecio Cardozo completed his elementary studies at the Escuela Municipal de Villarrica (Municipal School of Villarrica), and his secondary studies, both at the Colegio Nacional de Segunda Enseñanza (National School of Second

Education), located in the same city, and at the Colegio Nacional de Asunción (National High School of Asunción). This is because, at the time that Cardozo lived, the last three years of secondary school could only be completed at the capital of the country. When in 1896 the Escuela Normal de Maestros (Normal School of Teachers) was opened in Asunción, Cardozo was one of the first to enroll in its classes, thus initiating high education studies as a school teacher. In reality, the title of Normal Teacher that he obtained upon completion was the only diploma he ever received in his entire life. Later, he returned to his native Villarrica to dedicate himself to teaching children and taking over the direction of the Escuela Graduada de Varones (Graduate School for Men). Cardozo recalls in his memoirs that these were years of many readings and intensive learning of the pedagogy, philosophy, and psychology of his time. The result of those studies was the publication in 1905 of his first book, dedicated to the pedagogy of Johann Pestalozzi (1746–1827).

In February 1921 he was appointed Director General de Escuelas (General Director of Schools), which led him to move to Asunción again to establish his residence. He remained in this position until 1931. During his management period, he was able to promote a broad reform of Paraguayan education, which began in 1922. This was the most relevant and far-reaching institutional action carried out by Cardozo in the pedagogical field. In addition, the reform is remembered as one of the most important that has been carried out in the context of national education (Álvarez-Cáceres, 1989; Quintana de Horak, 1995; Soto-Vera & Velázquez Seiferheld, 2019; Uzcátegui, 1984). The orientation given was identified with the guidelines of the *active school*, a pedagogical line closely linked to psychological knowledge, and which gave essential support to educational practice. The authors of the *active school* were very attentive to the needs of the children and considered them as the center of learning, in contrast to the previous models, which were centered on the teacher. This connection to the active school was the main link with psychology that Cardozo had, and that way he sought to articulate the principles elaborated in Europe with the singularities of Paraguayan children. The main

theoretical influences on his thinking were those of Adolphe Ferrière (1879–1960), Édouard Claparède (1873–1911), Ovide Decroly (1871–1932), Georg Kerschensteiner (1854–1932), John Dewey (1859–1952), and William James (1842–1910), who contributed with knowledge to both psychology and pedagogy.

During this period there were some of Cardozo's most important contributions to psychology, such as a 1923 article on Dewey's pedagogical and psychological ideas. In 1927 he started the edition of *La Nueva Enseñanza (The New Teaching)*, a journal where he wrote frequently and in which some articles of psychological content were also disseminated by various Paraguayan teachers. In its pages, Cardozo published in 1927 a writing on the psychoanalysis of Sigmund Freud and its importance for the education of children, which was reprinted in 1928 as part of a book that also included an essay on William James (García, 2016a). During his time as General Director of Schools, Cardozo adapted the Stanford-Binet test, supported by data from local samples. He introduced several modifications to the original test items in order to adapt it to local conditions, typical of Paraguayan children. This work makes Cardozo worthy of being considered as the founder of psychological testing in this country (García, 2016b).

In October 1930 he received a visit from Adolphe Ferrière, who arrived to the country in order to learn about the innovations that were being carried out within the framework of the active school. Cardozo later wrote a book on the religious and philosophical ideas of the Swiss educator. At the beginning of that same decade, he maintained epistolary contacts with Jean Piaget (1896–1980), who also became attracted for Cardozo's work. However, some disagreements with the Minister of Education due to the scant support for his educational administration led Cardozo to abandon his duties in 1931. Shortly after, he resigned from all his chairs in national institutions, keeping only a few in private schools in Asunción. After this departure, he never again held a public office. During these years of forced retirement, Cardozo dedicated himself to writing his largest treatise: the work in three volumes

entitled *La Pedagogía de la Escuela Activa* (*Pedagogy of the Active School*), the first one of which was published in 1938, while the other two went on sale in 1939. The first of these books was entirely dedicated to the psychological foundations of the active school, and they constitute an authentic treatise on educational psychology, the first to have been published in the country (García, 2006). In this work, Cardozo exposed the adaptations he had made to the Stanford-Binet test a decade earlier. The organization of the book reveals the idea that pedagogy should be based on psychology. In the last years of his life, Cardozo stayed away from public activities, concentrating on writing and working on a small farm that he had acquired in the city of San Lorenzo, near Asunción. His death occurred in the Argentine capital in 1943. Cardozo is, without much discussion, one of the most prominent and productive representatives of psychology in Paraguay, during the period prior to the emergence of psychology as an independent university program and as a profession.

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Carrasco Giordano, Juan Carlos

Born *Montevideo, (Uruguay), 26 May 1923*

Died *Montevideo, (Uruguay), 20 April 2010*

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Keywords

Uruguay · Chile · Critical psychology

Juan Carlos Carrasco Giordano was born at his paternal grandfather's house, located in Millán 2480, in front of the Vilardebó Hospital, a benchmark psychiatric hospital in Uruguay. His whole childhood and adolescence were influenced by daily coexistence with madness. He played in the Hospital park, interacting with the patients admitted there, he talked to them, he watched them rave, he asked them about it, and he wondered about it (Picos 2005; Pupko 2011).

These first experiences led him to enroll in the Facultad de Medicina (Medicine Faculty) of the Universidad de la República in 1943, a career that allowed him to insert himself into university academic life, although he never graduated from it. Only 2 years after registering, he took advantage of his condition as a medical student to go to the Vilardebó Hospital and request the first on-call doctor he found to let him get to know the dynamics of the Hospital, for he was interested in madness as a problem and wanted to study psychiatry. That doctor was Dr. Alfredo Cáceres who took him under his wing in his early studies and practices at the Hospital, in addition to linking him with part of the academic and intellectual world of that time: Carlos Vaz Ferreira, Felisberto Hernández (1902–1964), Paco Espínola (1901–1973), and Carmelo Arzadún (1888–1968), for example. Cáceres served also as a bridge toward his connection with painting, something that influenced him to create his first proposals of work with psychology techniques, and also connected him to Agustín Ferreiro (1893–1960) and Jesualdo Sosa (1905–1982), benchmarks of teacher education in the mid-twentieth century. Especially in Jesualdo Sosa, we find a strong imprint in the work toward child psychology, the expression as an analyzer and engine of educational work, and social transformation.

In 1948, he entered the Laboratorio de Psicología de la Clínica de Psiquiatría (Psychology Laboratory of the Psychiatry Clinic) of the Medicine Faculty, beginning his teaching career and which would later take him to the Child Psychology Course of the Medicine Faculty (1952), and the Licenciatura en Psicología (Undergraduate Psychology Program) at the Facultad de Humanidades y Ciencias (Humanities and Sciences Faculty) (1956). In

those years, he also carried out tasks at the Clínica Médico Psicológico (Psychological Medical Clinic) of the Pedro Visca Hospital and in the División Segunda Infancia del Consejo del Niño (Second Childhood Division of the Children's Council). In 1962, he was appointed Director of the Sección Psicología de la Clínica Psiquiátrica (Psychology Section of the Psychiatric Clinic), former Laboratory, and in 1968 he was appointed Director of the Undergraduate Psychology Program. These last charges held him responsible, until his departure from the country in July 1972 to Santiago de Chile.

Based on his clinical work, and seeing the number of children who were cared for without having early detection of their problems, he founded in 1956 along with Mauricio Fernández the Primer Instituto de Formación Pre-escolar (First Institute of Pre-school Education, today Latinamerican School and Highschool). A mixture of clinical research and formal education space allowed him to display some experiences of creation of clinical tools for diagnosis and treatment, while a group of teachers that were linked to the New School movement led new proposals on the pedagogical level. The intention was to try to know which factors affected the development of boys and girls, in the understanding that they were the origin of the psychic conflicts that affected them, and that they were later seen in clinical care. The intention was to eliminate these factors, or in any case, lessen their effects or control them. After ten years of work experience within the framework of this new institution, they allowed him to affirm that the causes of character conduct disorders or disintegration of the child's personality clearly had an origin of a social and educational nature.

From these spaces, he created, together with his work teams, the Test de Integración Audiomotriz (Audiomotor Integration Test), and a scale of evolutionary development of boys and girls in the preschool stage through painting, a scale that later on would be nominated as the Montevideo Scale. These works were the basis for the creation along with Yolanda Martínez (s/d) of the Dynamic Expressive Technician (diagnostic technique of expression with paintings), which would later lead to dynamic-

expressive psychotherapy workshops. Carrasco also specialized in the use of the Rorschach technique, creating an original and local proposal for its dynamic analysis, which even transcends borders in relation to the phenomenon known as “Carrasco’s sexual shock” (Weile 1991, p. 159). In November 1963, he participated in the foundation of the Asociación Uruguaya de Psicología y Psicopatología de la Expresión, AUPPE (Uruguayan Association of Psychology and Psychopathology of Expression), an association from which Carrasco and collaborators implemented proposals in order to expand their work from training and new practice spaces linked to expression and paintings (for example, the Vilardebó Hospital in 1968). In 1966, he participated in the foundation of the Asociación de Psicopatología y Psiquiatría de la Infancia y la Adolescencia, APPIA (Association of Psychopathology and Psychiatry of Childhood and Adolescence).

Being the pioneers of teaching psychology to various professions (mainly physicians and teachers) in Uruguay, Carrasco’s defense for psychology as a profession was very outstanding. Along with Washington Risso and Jorge Galeano Muñoz (1919–1987), they promoted in 1953 the foundation of the Sociedad de Psicología del Uruguay (Psychological Society of Uruguay), as well as he later was summoned to participate in the foundation of the Coordinadora de Psicólogos del Uruguay (Coordinator of Psychologists of Uruguay) in 1984. In the late 1950s, he became one of the main spokesmen for the responses to psychiatric doctors who watched in psychology, a phenomenon of intrusion in the medical profession. In this sense, his participation in an academic meeting organized by the Psychological Society of Uruguay on November 5, 1960, focused on the discussion about the profession of the psychologist, was highlighted. At such activity, Carrasco requested the updating of the concepts of health and disease that existed at the time, taking in recommendations from the World Health Organization, and broadening the view of concepts restricted to definitions from medical principles.

In the Universidad de la República (University of the Republic), apart from being a reference in the training of Evolutionary Psychology, he is also recognized as a reference of the institutionalization

of the University Extension in the education. He participated in several activities of the Departamento de Extensión Universitaria (University Extension Department) and built training spaces from this university function, coordinating consultation and psychological diagnosis spaces throughout Uruguay in the 1960s.

Carrasco’s point of view was that the University Extension, more than being a relationship function between the University and Society, is the main didactic instrument for university training. The extension is part of an educational and political process, where students, rather than transferring the knowledge produced in the University to Society, learn what the social reality is, in which they will later have to be inserted as future professionals, mainly in the realities of those subjects who live in deprivation and social needs conditions. In this way, university knowledge is confronted with popular knowledge and reality itself. Carrasco stated that: “On the contrary, the university student to which we aspire is far from belonging to the group that uses and speculates with the supposed power of knowledge, and should instead be the custodian of an ethic of knowledge and a rigorous selector of what knowledge contains as a source to build the common good and so that this world could be increasingly a possible and shareable world” (Carrasco 2010, p. 52).

But also at the time, the University Extension was proposed as an action platform for the revolutionary insurrection. From 1969 to 1972, he coordinated a polyclinic of psychological attention from the Undergraduate Psychology Programa of the Humanities and Sciences Faculty in the Barrio La Teja (La Teja Neighborhood) at Montevideo. This Polyclinic also functioned as a Tupamaro Support Committee, a neighborhood action space for the guerrilla organization Movimiento de Liberación Nacional Tupamaros (MLN-T) [National Liberation Movement Tupamaros]. He publicly joined the March 26 Independent Movement (founded among others by Mario Benedetti (1920–2009) and Mauricio Rosencoff (1933–)) as the legal party of the MLN-T, and in those years he participated along with students from the University of the Republic in the construction of the Polyclinic of

the Unión de Trabajadores Azucareros de Artigas, UTAA (Union of Artigas Sugar Workers) in Bella Unión. We know from personal interviews with others involved, as Hugo Cores (1937–2006), that Carrasco and Mauricio Fernández (n/d-2016) provided psychological assistance to the organization Resistencia Obrero Estudiantil, ROE (Workers and Students Resistance), in which Mauricio Fernández was part. Its members were concerned “about the influence of the use and bearing of firearms of their militants and wanted to work on disarmament after an expected victory” (Picos 2005, p. 93). Although Carrasco never admitted this psychological assistance, in July 1972 he was requested by the Fuerzas Conjuntas (Joint Forces) (military and police), within the framework of an offensive against the MLN-T health apparatus. This could be taken as a confirmation that his involvement went a little beyond support for March 26, along with it his silent smile when asked about this “coincidence.”

After being informed of his request, he “is admitted” to the Vilardebó Hospital until he manages to leave for Chile, a country that at that time was living the socialist experience of Salvador Allende (1908–1973). Thus begins a political exile that will last until the end of the Civic-Military Dictatorship that was installed the following year in Uruguay (June 1973–February 1985).

He settles in the capital, Santiago de Chile, and there he serves as Professor of Evolutionary Psychology at the Psychology Institute at the University of Chile. Later on, after the Pinochet Coup (September 1973), he settled in Utrecht (Netherlands), where he joined the Latin American Demographic Center of the United Nations and worked in the area of Comparative Pedagogy at the Utrecht University. It is within this framework that, forced to pause his political actions, he made a synthesis of his experiences of almost 30 years, and takes his proposal for *Psicología Crítica Alternativa*, PCA (Alternative Critical Psychology), to paper. The PCA arises in response to what Carrasco called “available psychology.” Understanding that this (official, current) psychology did not have as its objective the liberation of the human being within the framework of social structures of domination, Carrasco calls for a reformulation of psychology from a

Latin American perspective, politically committed to social transformation, and trying to articulate concepts such as those of “being in a situation,” daily life, and ideology as part of a psychic structure built from social relations and education. In his own words: “Faced with this, an Alternative Critical Psychology proposes: to reformulate the theoretical conceptions (based on a constant practice of confrontation with reality) of the existing relations between the human being and the society in which he lives in; to analyze deeply what is the degree and nature of the influence that the social context exerts on the psychic functioning and determination of behavior; unveil what are the mechanisms of human dependence on social and economic models, the how and why of such dependence, etc., and what are its consequences” (Carrasco 1983/2009, p. 255).

After the fall of the intervention of the Universidad de la República by the Civic-Military Dictatorship, Carrasco was consolidated as a figure of construction of university psychology in Uruguay. He was appointed Director of the Instituto de Psicología de la Universidad de la República, IPUR (Psychology Institute of the Universidad de la República) created in 1985. From there on, he laid the foundations for the creation of the Facultad de Psicología (Faculty of Psychology) in 1994. Retired from university teaching in 1992, he was a member of the Consejo Consultivo de Enseñanza Terciaria Privada (Advisory Council for Private Tertiary Education) at the Ministerio de Educación y Cultura (Ministry of Education and Culture), and Director of the undergraduate Program in Communication of the University of the Republic.

In 1994, he was appointed Professor Emeritus of the Faculty of Psychology, and in November 2006, Doctor Honoris Causa of the University of the Republic. In 2009, the Servicio Central de Extensión y Actividades en el Medio (Central Service of Extension and Activities in the Environment) awarded him a recognition for his career and contributions to the University Extension.

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► Cáceres, Alfredo

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Carrasquilla, Rafael María

Born *Bogotá, (Colombia), 18 December 1858*

Died *Bogotá, (Colombia), 18 March 1930*

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Keywords

Colombia · Neo-Thomistic psychology ·
Twentieth century

Monsignor Carrasquilla, ordained as a priest in 1883, was a promoter of neo-Thomist psychology development in Colombia. He was a professor at the Conciliar Seminary of Bogotá (1884–1926) in the chairs of moral theology, metaphysics and history of philosophy, and law history. He assumed the Rectory of the Colegio Mayor de la Universidad del Rosario (1891–1930), where he founded a magazine (1905), which became the official organ of neo-Thomist philosophy in Colombia. He was Minister of Public Instruction (1896–1897), where he fostered a theocratic educational model. In 1889, he became a member of the Academia Colombiana de la Lengua [Colombian Academy of Language] and a corresponding individual of the Real Academia Española [Royal Spanish Academy]. In 1904, Pope Pius X granted him by pontifical decree the title of sacred theology doctor. In 1915, he was appointed by Pope Benedict XV as domestic prelate (Saldarriaga, 2007).

The historical time of Carrasquilla offered the scenario of a country polarized by the liberal-conservative political bipartisanship. Throughout the nineteenth century, the country debated its spiritual formation amid bloody civil wars (Oviedo, 2014). The anticlerical ideas of political liberalism, which ruled in the period called Radical Olympus (1860–1878), with those of the Regeneration Period (1878–1903) of strong religious influence, entered into controversy.

The Radical Olympus time was characterized by its secular orientation, state management, and public assistance, based on the presence of sciences such as modern experimental psychology. Liberalism consulted psychological science to form autonomous and democratic subjects oriented toward material progress, industrialism, and economic growth, based on the development of their intellect and adaptability (Oviedo, 2019).

Monsignor Carrasquilla was a defender of Church-State unity. This activity contributed to the promulgation of the theocratic Constitution of 1886, in the period of Regeneration. The prominence of Catholicism made possible the celebration of a Concordat with the Holy See (1887), which gave a leading role to Catholic Church in the nation's spiritual formation. The Colombian

State delegated public assistance functions to religious communities, emphasizing education, health, care for the homeless, and other social functions. Priestly pronouncements influenced governments and the masses.

The Regeneration regime affirmed the historical personality of the Colombian people and Catholic morality. The development of the population's intellectual faculties should be based on a psychology that nurtures the spiritual life, together with survival skills (Carrasquilla, 1905).

Catholic Colombia should review the contribution of modern sciences to the development of the nation's spirituality. Modern experimental psychology was a particularly worrisome science due to its materialistic nature since it considered the human being part of the physical world, without soul or will. Physical causes and natural laws were used by experimental psychology to compare human beings with animals and other material entities without considering the free will that finds its remote cause in the existence of the soul. Following one of the points made toward experimental psychology:

I do not know science more incomprehensible than psychology or anthropology taught by authors inaccurate in the way of explaining themselves, and forgetting the principles that follow Saint Tomas Aquino:

The actions are of the person.

The soul is the remote principle of all operations.

Potency is the next beginning.

The stomach and intestines do not digest, the lung does not breathe, the eyes do not see, nor the ears hear ... When I see, the person, the self, is the one who sees, and same eats, imagines, thinks, and loves. And all these operations were carried out by the soul, which is, according to Saint Tomas, vegetative, sensitive, rational. And through the soul, I see, I eat, I imagine, I think, and I want. (Carrasquilla, 1905, p. 108)

Carrasquilla was in favor of a neo-Thomist psychology that assumed the soul as an object of study. He considered necessary a dialogue between the psychology of the soul and the experimental psychology of consciousness to advance a process of adaptation of the discipline to theocratic Colombia's interests. The respect for

spiritual dignity of soul, together with Catholicism's moral values, would promote the formation of the Colombian people's historical personality, citizenship characterized by the sweetness of character, and a tendency toward brotherhood and social equality amongst Christian love and charity. During the nineteenth century, plagued by civil wars, the country required pacifists and believers; in his view, the experimental sciences could bring greater conflicts by feeding the individualistic and materialistic interests promoted by political liberalism.

Carrasquilla followed the example of Cardinal Mercier (1851–1926), who founded the Special Institute of Thomist Philosophy at the University of Louvain (1889), dedicated to the study of sciences such as experimental psychology. The Colegio Mayor del Rosario became the academic headquarters of Colombian neo-Thomism. Students and professors were invited to research and present dissertations on the contrast between the Catholic version of the soul and the developments associated with modern psychological ideas.

In 1891, Carrasquilla's administration made a call for students to present comparative academic works between the monogenic doctrine of sacred writing and Darwinian evolutionism ideas. Defenders and detractors of the evolution doctrine appeared amid arguments brought to the editorial field and into the public domain (Restrepo & Becerra, 1975). Religious and scientific convictions were shown in conflict and extreme forms.

Julián Restrepo Hernández (1917) was one of Carrasquilla's junior professors, delegated to advance the dialogue between the Christian soul and experimentalism's psychological consciousness. Restrepo (1917) took up the study of experimental psychology with a temperate and tolerant spirit; he revised the concept of conscience based on the rigorous reading of the *theological Summa* of Saint Thomas.

Restrepo (1917) viewed with surprise the consideration of human consciousness by experimental psychology as a simple cognitive apparatus oriented to receive stimuli from the external world through the processes of sensation and perception. In the neo-Thomist version, consciousness had other dimensions, such as the spiritual

sensitivity that the human soul has to appreciate its acts and mental states.

Restrepo's neo-Thomist discourse (1917) and Carrasquilla (1905) considered that human consciousness was directed to material knowledge of the universe and the understanding of one's inner life. Consciousness was meant for the knowledge of the soul. One of the properties of the soul was the fact that it was understandable to the conscious self.

In each act of thinking, the subject could intuitively witness the development of his thoughts and memories, emotions, etc. Man was far from other natural beings because he could direct his attention to the operations carried out in the soul:

The knowledge of our personality is an act of conscience, memory, and reflection. Through consciousness, we perceive the evident fact of our existence and our present affections; and by memory, we perceive our past affections; reflection analyzes one and the other, and we come to know the nature of our operations. . . . The operation of consciousness is the self whose perceptible operations comprise our corporeal life and our rational life. (Restrepo, 1917, p. 170)

Colombian neo-Thomism participated in the late nineteenth and early twentieth centuries in the definition of psychology as a science and how to be appropriate in the nation's historical and political conditions. Carrasquilla's biography revealed a Latin American intellectual figure who is setting up a debate on the object of study of psychology in the context of a Catholic country. The idea of integrating psychology and religion was one of the ideas most cherished by Catholic-inspired authors when the reception of science had to do with people's faith.

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Carrilho, Heitor Pereira

Born in Natal (Brazil), on March 21, 1890

Died in Rio de Janeiro (Brazil), on May 20, 1951

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National Library Foundation, Rio de Janeiro, Brazil

Keywords

Brazil · Forensic psychiatry · Psychiatric asylum

Considered one of the pioneers of forensic psychiatry in Brazil, Heitor Carrilho graduated from *Faculdade de Medicina do Rio de Janeiro* (Rio de Janeiro Medical School) in 1911. His undergraduate dissertation *Contribuição Clínica ao Estudo das Formas Depressivas da Psicose Pré-Senil* (Clinical Contribution to the Study of Depressive Forms of Pre-Senile Psychosis) was based on Carrilho's experiences as an intern student at *Hospício Nacional de Alienados* (National Asylum for the Insane), the main Brazilian psychiatric institution of that period. Heitor Carrilho started working as a psychiatrist at the former asylum in 1913, and in 1917 was officially appointed as “permanent alienist” in the institution.

In September 1918, Carrilho became chief of *Serviço de Alienados Delinquentes* (Service for the Delinquent Insane) of *Assistência à Alienados do Distrito Federal* (Rio de Janeiro Assistance for the Insane), known as “Seção Lombroso” (Lombroso Section). He also became lecturer of Psychiatry at *Faculdade Fluminense de Medicina* (Fluminense Medical School), presenting the dissertation *Estudo clínico das parafrenias* (Clinical study of paraphrenias). During most part of the 1910s, Heitor Carrilho dedicated himself to studying the “delinquent lunatics” (individuals considered to be mad during their criminal proceedings), and the “lunatic delinquents” (individuals considered to be mad during serving their sentence). The doctor also investigated the forensic implications of certain diagnostic categories held by mental patients. During the same period, Carrilho conducted theoretical and practical studies performing exams and writing psychological reports of patients diagnosed as “epileptics,” “paraphrenics,” “schizophrenics,” and “moral deviants.” Differently from some renowned psychiatrists of his time, Carrilho never studied abroad or wrote books. But, thanks to his close relationships with prominent Brazilian psychiatrists such as Juliano Moreira (1873–1933), Antônio Austregésilo (1876–1960), and Ulysses Vianna (1913–2000), Carrilho was well acquainted with the latest theories of psychiatric science, especially the ones headed by German psychiatrists like Emil Kraepelin (1856–1926) and Ernest Kretschmer (1888–1964).

In 1921, Heitor Carrilho was appointed director of *Manicômio Judiciário do Rio de Janeiro* (Rio de Janeiro Psychiatric Prison) – the first Brazilian institution of this nature – by Juliano Moreira. Carrilho held the position until his death, in 1954. During his years working at the institution, he produced a great number of psychiatric reports. In 1930, he funded the journal named *Arquivos do Manicômio Judiciário do Rio de Janeiro* (Archives of Rio de Janeiro Psychiatric Prison), which had been published for more than 30 years. Since Carrilho wrote no books, he publicized his studies mainly through the former journal. He produced varied publications like articles, research results, speeches, psychiatric reports,

jurisprudence, and reports from the *Conselho Penitenciário do Distrito Federal* (Rio de Janeiro Penitentiary Council), of which he had been a member from 1933 until the end of the 1940s. Carrilho was also an active member of the *Sociedade Brasileira de Psiquiatria, Neurologia e Medicina Legal* (Brazilian Society of Psychiatry, Neurology and Forensic Medicine), and in 1941 became president of the entity. During the second half of the 1940s, Carrilho became director of *Serviço Nacional de Doenças Mentais* (Mental Illnesses National Service), which was the most prestigious post of psychiatry during that time. The period he held the position is uncertain though, historiographic research suggests it was between 1946 and 1947. In 1929, he presented the research entitled “*Estudo Clínico das epilepsias emotivas*” (Clinical Study of emotional epilepsies) and became a full member of *Academia Nacional de Medicina* (National Academy of Medicine).

But what indeed defined Carrilho’s intellectual trajectory was forensic research. His expertise in the subject assured him legitimacy and prestige within the legal and criminal fields in Rio de Janeiro. His life had been absolutely attached to *Manicômio Judiciário do Rio de Janeiro* (Rio de Janeiro Psychiatric Prison), which was named under Carrilho after his death.

Heitor Carrilho had also been a member of *Conselho Consultivo e Deliberativo* (Consultive and Deliberative Council) of *Liga Brasileira de Higiene Mental* (Brazilian League for Mental Hygiene) and contributed to journals like *Brazil Médico* (Brazil Medical), *Arquivos Brasileiros de Medicina* (Brazilian Medical Archives), and *Revista de Neurología, Psiquiatria y Medicina Legal* (Neurology, Psychiatry, and Forensic Medicine Review) from Uruguai. Carrilho also had a private practice, where he assisted mentally ill patients. At that time, private medical service was an incipient market in Rio de Janeiro. The advertisements of *Sanatório do Rio de Janeiro* (Rio de Janeiro Sanatorium) announced Carrilho as one of its directors. The private institution was inaugurated in August 1938 and remained open until the 1940s. After Brazil entered WWII, he took part in a project by *Diretoria de Saúde do*

Exército (Army Health Board) to teach psychiatry. The initiative's main objective was to train doctors for the Expeditionary Medical Group.

Throughout his career, Heitor Carrilho became a prominent professional within the penal and criminology fields in Rio de Janeiro. He was broadly respected by important judges and magistrates in personal, intellectual, and scientific spheres. During this period, he engaged systematically with *Sociedade Brasileira de Criminologia* (Brazilian Criminology Society), from which he became one of the fund members in 1933. Carrilho played an important role in developing the Penitentiary Code Project in 1931 and had been the only doctor to participate in law sub-commissions during that period. Heitor Carrilho also engaged with the 1^a Conferência Brasileira de Criminologia (First Brazilian Criminology Conference) (Rio de Janeiro, 1936) and the 1^o Congresso Latino-Americano de Criminologia (First Latin-American Criminology Congress) (Buenos Aires, 1938). He had also been one of *Arquivos Brasileiros de Neuropsiquiatria e Psiquiatria* (*Brazilian Archives of Neuropsychiatry and Psychiatry*) editors. During the 1940s, Carrilho supported the restructuring of the Manicômio Judiciário (Rio de Janeiro Psychiatric Prison) and claimed for the building of *Casas de Custódia e Tratamento Psiquiátrico* (*Houses for Custody and Psychiatric Treatment*), which were envisaged by the penal rules implemented in the period.

Regarding his opinions and ideas, Carrilho backed collaborative work between psychiatrists and jurists as a fundamental aspect for the penitentiary system and penal laws improvement. He also advocated a “biopsychological” perception over crime and endorsed the medicalization of penal justice and penitentiary institutions, mostly inspired by Belgian and German experiences in this field. Besides, Heitor Carrilho aimed to identify the specificities of crimes committed by individuals diagnosed as schizophrenics, epileptics, and neurosyphilitics. He drove special attention to themes such as risk levels and penal responsibility associated to these psychopathological personalities. Finally, Carrilho aimed to study cases known as “passionate crimes” using the forensic psychopathology theories and methodology.

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Carroll Morrissey, Joseph Francis

Born *Chicago, (Illinois, USA)*, 31 December 1940

Died *San Juan, (Puerto Rico)*, 20 February 2020

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Keywords

Puerto Rico · United States · Physiological Psychology · Cyberpsychology · Assistive technology

Joseph F. Carroll was born to Mary Morrissey and Lt. Gen. Joseph F. Carroll, originally from Chicago, Illinois. He married Dolores Miranda Gierbolini and had two children and two granddaughters. His children, Joseph Carroll Miranda and Moira Carroll Miranda, both followed their father's interests in technology and education. His granddaughters Sophia Torres Carroll and Kailani Lolita Torres Carroll at an early age have worked and advocated for the autism spectrum disorder population.

Joseph F. Carroll Morrissey studied at the University of Maryland where he received his Bachelor of Arts in 1964 with a major in Natural Sciences. He continued his studies at the Catholic University of America at Washington, DC, where in 1969 he received his MA in Physiological Psychology and in 1970 his Doctor in Philosophy degree with a specialty also in Physiological Psychology. During his doctoral studies, he worked with Dr. William Horsley Gantt (1892–1980), student of Pavlov (1849–1936), and Joseph W. Cullen (1936–1990) in the Psychological Research Laboratory at the Veterans Administration Hospital in Perry Point, Maryland. His dissertation addressed the instrumental conditioning of heart rate using avoidance technique.

Joseph F. Carroll Morrissey initiated his academic and research career interested in instrumental conditioning of the autonomous nervous system. In 1971, he became part of the Faculty of the Department of Psychology of the University of Puerto Rico in Río Piedras (UPR-PR). As such, he contributed to the development of Advanced Physiological Psychology and Statistics courses for the graduate program. He contributed to many student and faculty research and collaborated with the translation to Spanish and adaptation and standardization of the Wechsler Adult Intelligence Scale for a Puerto Rican population.

Dr. Carroll integrated technology in higher education. He created courses under the Programmed Learning format. He applied technologies to the teaching of psychology in the 1970s and cyber technology in the early 1980s at the University of Puerto Rico. He advocated for the use of technology for higher education teaching,

particularly for persons with functional diversity. He emphasized the social responsibility of higher education institutions with diverse populations beyond their walls.

He developed computer applications for persons with vision, speech, and motor impediments. His work was developed at a time where personal computers barely made an entrance to higher education scenarios. As a result of his efforts, various computer centers for faculty and students were created at the UPR in general. His advocacy regarding access to technology for education and research won him recognition among colleagues at the University of Puerto Rico. For many years, he was director of the Academics Computer Center at the UPR-RP. He was also designated as part of the Steering Committee for the Implementation of the Student Information System, which was fundamental for the digitalization of the students' data and registration process. His research developing technology to assist students and professors in academia rendered key accomplishments as a series of projects were developed with his students. In that effort, technology was developed to assist persons with visual, speech, and motor dysfunction.

In 1982, he founded the No Me Joe project geared to help young adults with functional diversity to succeed at high school, university, and work settings, through the use of assistive technology, devices, and services. Throughout these years, he was instrumental in making assistive technology available to many people with functional diversity. He created the first assistive technology course in Puerto Rico with the purpose of developing an individual Psychology of the person with functional diversity and the integration of psychological, physical, and cultural aspects of Assistive Technology (AT) to the person's characteristics. As a service provider, researcher, mentor, or consultant, he was present in just about every AT development that has taken place in Puerto Rico. He was founder of the *Proyecto de Asistencia Tecnológica de Puerto Rico* (Puerto Rico Assistive Technology Project) which has continued his research, service, and creation under the direction of former students.

He was very humble and modest, believing his best legacy was the work of his students who continue creating and applying assistive technology in diverse everyday life spaces. He was committed to the possibilities. His students cite him saying “if it exists, we apply it; if it doesn’t work, we modify it” and if it does not exist, we create it” (M. Lizama, personal communication, March 6, 2020).

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Carvalhaes, João

Born *Santa Rita do Passa Quatro (Brazil)*, August 15, 1917

Died *São Paulo (Brazil)*, March 31, 1976

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Keywords

Brazil · Sports psychology · Football

João Carvalhaes studied at the Normal School in his hometown and was trained on teaching in 1935. In 1944, he obtained his bachelor’s degree in political sciences at *Escola Livre de Sociologia e Política* (Free School of Sociology and Politics) in São Paulo (Waeny & Azevedo, 2003; Costa, 2006; Hernandez, 2011).

Between 1942 and 1946, he worked at the Canadian company The São Paulo Tramway Light and Power Company Limited, which operated the transportation of passengers in electrical trams in São Paulo. From 1946 to 1970, he filled several positions at the recently created *Companhia Municipal de Transportes Coletivos* (Municipal Company of Collective Transports) (CMTC), starting his practice in the use of psychological tests for personnel selection, still as an experimentation. Between 1947 and 1957, he filled the positions of Technical Assistant of the Psychology and Professional Training Division and Head of the Hygiene and Occupational Safety Division of the Medical Department. In 1957, he became the psychotechnical supervisor in the areas of teaching, selection, and professional training (Waeny & Azevedo, 2003; Costa, 2006; Hernandez, 2011).

At the *Instituto Brasileiro de Segurança* (Brazilian Institute of Security), he was a consultant for psychotechnical aspects between 1959 and 1962. He also worked in other public and private institutions, such as *Phebo*, *Fundação Getúlio Vargas*, *Estrada de Ferro Sorocabana*, *Credicard*, *Banco de Crédito Nacional*, *Instituto de Organização Racional do Trabalho* (IDORT), *Serbank*, and *Viação Aérea São Paulo* (VASP) (Waeny & Azevedo, 2003).

In 1958, he received two tributes from the Ministry of Labor in honor of his work as a psychotechnician: a Diploma of Merit from the Division of Hygiene and Occupational Safety and a Medal for Merit of Occupational Safety (Costa, 2006).

He attended several improvement courses in the field of psychology, among them courses about the Emilio Mira y López’s myokinetic psychodiagnosis test (PMK) – often used in his work with football; the improvement course from *Centro de Estudos Franco da Rocha* (Center of Studies Franco da Rocha), in 1951; courses offered by the *Sociedade de Psicologia de São Paulo* (Society of Psychology of São Paulo), among them the one taught by Hernani Borges Carneiro, in 1952; and a course about Modern Theories on Personality, taught by Carolina Martuscelli Bori, in 1953 (Waeny & Azevedo, 2003; Costa, 2006).

Registered as a professional journalist and licensed in psychology, he published chronicles about boxing – under the pseudonym *João do Ringue* – and about psychology in several journals, especially on “Equipe,” between 1952 and 1957 (Waeny & Azevedo, 2003; Costa, 2006; Hernandez, 2011). This experience in sports, combined with his experience as a psychotechnician, seems to have directly influenced his later work as a sport psychologist.

From 1954 to 1959, he worked at the *Federação Paulista de Futebol* (São Paulo Federation of Football), on the selection and psychological preparation of the candidates for the School of Referees. Until 1961, he carried out the selection of candidates for the Course of Referees and Jury of the *Federação Paulista de Pugilismo* (São Paulo Boxing Federation) (Waeny & Azevedo, 2003; Costa, 2006; Hernandez, 2011).

In 1957, he was hired by *São Paulo Futebol Clube* (São Paulo Football Club), where he spent 17 years working, concluded in 1974, 2 years before his death. Carvalhaes himself considered his work at São Paulo Futebol Clube (SPFC) as the most important work of his career (Carvalhaes, 1974).

In 1958, after negative experiences with the Brazil national football team, and with efforts of the national government to build a national identity using football as one of its main sports, Carvalhaes was invited to work on the multidisciplinary team that ended up being the champion of the 1958 FIFA World Cup, in Sweden. This participation awarded him a Special Medal given by the President of the Republic for the services he provided. However, the presence of Carvalhaes in the delegation was not unanimously accepted, having generated controversies especially due to the lack of knowledge about the work that would be developed. Initially, there had been a lot of bad press about it, but after the team showed positive results on the pitch, media became positive (Ciampa, Azevedo & Waeny, 2001; Waeny & Azevedo, 2003; Costa, 2006). Even after his successful work, however, Carvalhaes had not worked with the Brazil national football team again.

According to Hernandez (2011), after this experience, his last undertaking was in 1963, when he was requested by the São Paulo Boxing Federation to prepare the boxers for the Pan American Games. Also, he supposedly collaborated with the preparation of the players from the São Paulo Basketball Federation who participated in the II Biddy Basketball World Tournament (basketball adapted for children) in Puerto Rico (Waeny & Azevedo, 2003).

His performance in the sports field reflected the Brazilian applied and experimental psychology at the time, with great influence of psychology in the field of labor. At SPFC, he created a laboratory for experimentation and research in psychology, with psychophysiological devices, used mainly to study the football player. In addition to PMK, he used the Human Figure Drawing Test and Army Alpha and Beta Intelligence Tests. His personal collection also included the following: Specific Skills Test, Cultural Fair Intelligence Tests, Thematic Apperception Test, Collective Intelligence Test for Adults, AC Test, Dominoes Test, VIG, UNIT, G36, 16PF, D 48, Pfister’s Colored Pyramids, *IVOTA*, Ribakow Test, Synonyms Test, Illustrated Interest Inventory, Progressive Matrices, and Zulliger test (Waeny & Azevedo, 2003).

He created a psychological test, the JC, whose legitimacy was confirmed by a letter dated June 13, 1955, stating that the material was in the process of analysis by CILEME (*Campanha de Inquéritos e Levantamento do Ensino Médio e Elementar*, i.e., Primary, Middle, and Secondary School Survey and Review) (Waeny & Azevedo, 2003). According to Costa (2006), this same institution had already asked him to send the tests used in CMTC in order to organize a test archive. According to Waeny and Azevedo (2003) and Costa (2006), in 1970 he had another of his tests published: The Test of Digital Dexterity.

He had a vast literary production, with articles published in major newspapers and magazines, as well as in psychology journals, such as *Arquivos Brasileiros de Psicologia Aplicada* (the Brazilian Archives of Applied Psychology). Sixty-four of his articles are unpublished, of which twenty-one are specifically related to sport psychology. He also wrote 19 documents for lectures and

participations in scientific events, of which 12 are clearly focused on sports. Under the alias *João do Ringue*, he wrote 16 papers. Thirty-nine of his articles were published in journals, scientific or not, of which twenty-one can be considered, only observing their titles, as related to sports themes (Waeny & Azevedo, 2003).

He gave many lectures on sport psychology, such as at the *Escola de Educação Física do Estado de São Paulo* (School of Physical Education of the State of São Paulo), and participated in several psychology congresses, presenting works on psychotechnics and sports, such as the 2nd and 3rd International Congresses on Sport Psychology, in 1968 and 1973, respectively (Waeny & Azevedo, 2003; Costa, 2006; Hernandez, 2011).

His participation in psychology institutions and entities was also significant. He was a member of the International Society of Sports Psychology; an effective member and second secretary of the Society of Psychology of São Paulo (1951–1952) (Waeny & Azevedo, 2003; Costa, 2006; Hernandez, 2011); patron of the chair no 22 of the *Academia Paulista de Psicologia* (São Paulo Academy of Psychology), a position occupied by those who have committed themselves to expanding psychology into unexplored horizons (Custódio, 2008). His professional performance in the field of sports was remarkable, bearing fruits, due to its originality and visibility, and his constant concern with publishing materials describing his work, mindful of future generations.

In 1974, 12 years following the regulation of the profession of psychologist in Brazil (Law 4,119/62), after gathering all the supporting documentation that attested to his activities as a psychologist, he obtained his registration number (79) from the *Conselho Regional de Psicologia de São Paulo* (São Paulo Regional Council of Psychology) (Waeny & Azevedo, 2003; Costa, 2006).

In May 2000, João Carvalhaes was honored by the São Paulo Regional Council of Psychology (CRP-SP), the council of his home state, with a comprehensive literary research, data and document compilation, and the elaboration of a commemorative video. CRP-SP also attributed to

Carvalhaes, posthumously, the “Centennial of Scientific Psychology” medal, during the celebration of the 1st Centennial of Psychology as Science (1979), for his contribution to the development of psychology (Waeny & Azevedo, 2003; Costa, 2006).

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- ▶ Mira y López, Emilio

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Casalta Contasti, Henry

Born *in Ciudad Bolívar (Venezuela), November 8, 1938*

Died *in Caracas (Venezuela), December 01, 2004*

Purificación Prieto Rodríguez
Universidad Central de Venezuela, Caracas,
Venezuela

Keywords

Venezuela · Experimental behavior analysis · Literacy

Henry Casalta Contasti was dedicated to the construction of psychology as a scientific discipline. He graduated in Psychology in 1961, and in 1979, he obtained the degree of Doctor of Science (mentioned in Psychology), both degrees conferred by the Universidad Central de Venezuela (Central University of Venezuela) (UCV).

In 1962, he received a scholarship from the Consejo del Desarrollo Científico y Humanístico (Council for Scientific and Humanistic Development) (CDCH-UCV) at the Free University of Brussels. In the 1970s and 1980s, he developed teaching activities at universities in Colombia, Peru, Brazil, and the United States. In 1979, he was a member of the Comisión para el Estudio del “Plan de Trabajo de colaboración Científica y Cultural entre la Universidad de la Habana y la Universidad Central de Venezuela” (Commission for the Study of the “Work Plan for Scientific and Cultural Collaboration between the University of Havana and the Central University of Venezuela”).

He worked as a professor at the Escuela de Psicología (School of Psychology) of the UCV and took several training courses for graduates until his retirement (1961–1990). He was the founder of the Chair of Introduction to Psychology and was responsible for it both in the School of Psychology and in the Escuela de Sociología (School of Sociology), the latter from 1961 to 1962. He was a member of the Chairs of General Psychology and Experimental Psychology and was responsible for the Seminar on Personality Theory of H.J. Eysenck at the undergraduate level.

He was visiting professor at the Instituto Venezolano de Investigaciones Científicas (IVIC) (Venezuelan Institute of Scientific Research), professor in charge of the Postgraduate Courses of Behavior Modification at the Universidad Simón Bolívar (USB), of the Course Literacy: A Behavioral Problem, of the Master’s Degree in Education of the Universidad de los Andes (University of the Andes) (ULA, 1983), of the Course of Behavioral Analysis Applied to the Clinic and Behavioral Therapy of the

Postgraduate Course of Psychiatry, of the Facultad de Medicina of the UCV (Faculty of Medicine) (1983–1984); professor and researcher of the Master's Degree in Experimental Analysis of Behavior, of the Postgraduate Course of the Facultad de Humanidades y Educación (Faculty of Humanities and Education) of the same University.

In the academic-administrative field, he was Director of the Escuela de Psicología (School of Psychology) of the UCV (1981–1983), served as Head of the Methodological Department, Head of the Department of Experimental Psychology, and Head of the Department of Fundamental Research of the Instituto de Psicología (Institute of Psychology) of the UCV. He was Professor Representative before the Council of the Faculty of Humanities and Education (1979–1981) and a member of the Consejo Nacional de Investigaciones Científica y Tecnológicas (CONICIT) (National Council of Scientific and Technological Research), specifically of the Comisión Técnica en Ciencias Sociales y Humanísticas (Technical Commission in Social and Humanistic Sciences) (1983), of the Board of Directors of the Asociación Venezolana para el Avance de la Ciencia (Venezuelan Association for the Advancement of Science) (ASOVAC), of the Asociación para el Progreso de la Investigación Universitaria (Association for the Advancement of University Research) (APIU), and the Asociación Venezolana para el Análisis Experimental de la Conducta (Venezuelan Association of Experimental Behavior Analysis).

En el ámbito académico – administrativo, fue Director de la Escuela de Psicología de la UCV (1981–1983), se desempeñó como Jefe del Departamento Metodológico, Jefe de la Cátedra de Psicología Experimental y Jefe del Departamento de Investigación Fundamental del Instituto de Psicología de la UCV. Fue Representante Profesor ante el Consejo de la Facultad de Humanidades y Educación (1979–1981) y miembro del Consejo Nacional de Investigaciones Científicas, específicamente de la Comisión Técnica en Ciencias Sociales y Humanísticas (1983), del Consejo Directivo de la Asociación Venezolana para el Avance de la

Ciencia (ASOVAC), de la Asociación para el Progreso de la Investigación Universitaria (APIU) y de la Asociación Venezolana de Análisis Experimental de la Conducta.

In the 1980s, he participated in the Colloquium to evaluate the scope of the Project of the Organic Law of Higher Education; he was always concerned about student performance and the infrastructure of the UCV.

One of his lines of research was the study of illiteracy; he developed several projects within the framework of the same, among them the Literacy Method L.A.-I (1976), the Instituto Nacional de Capacitación Técnica (National Institute of Educational Training) (INCE) regarding the Literacy Work aimed at the rural population (peasants), and in 1983, he designed the LUCES System (Labor Ucevista for Social Education).

He was distinguished with the Research Award of the Asociación de Profesores (Association of Professors) of the UCV.

He stood out both for his publications in behavioral analysis and his facet as a writer. As a writer, he published a lot of books, among which stand out: *La saga del futuro* (The Saga of the Future) (Casalta, 1989a), *Demonios Cosidos y Aguardando* (Sewn and Waiting Demons) (Casalta 1989b), *Redes de sílice* (Silica Nets) (Casalta, 1990a), *El espejo de Adán* (Adam's Mirror) (Casalta, 1990b), *Y una nube descendió sobre el santuario* (And a Cloud Descended on the Sanctuary) (Casalta, 1997), *El vaso del tiempo* (The Glass of Time) (Casalta 2000a), *El Arca de Urganda* (The Ark of Urganda) (Casalta, 2000b), *La gran quimera* (The Great Chimera) (Casalta, 2001), *Ilusiones y vigilia de Adán* (Adam's Illusions and Vigil) (Casalta, 2002), and *Pais de las hadas* (Fairyland). (Casalta, 2003). His novel *Un Espejo en la mano de Fedra* (A Mirror in Phaedra's Hand) was distinguished with the 6th Miguel Otero Silva Novel Prize in 1999 (Casalta, 1999).

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Casanova, Teobaldo

Born on October 1, 1894, in Mayagüez, Puerto Rico

Died on November 21, 1977, in Bayamon, Puerto Rico

Irma Roca de Torres

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · Educational psychology · Research and statistics

Teobaldo Casanova was one of the five children born to the marriage of Miguel Casanova Affigne, a farmer and owner of rental properties, and Esperanza Prats Padilla, who had been educated in Spain and wrote poems. He was reared in a very stimulating cultural environment, where school was emphasized and the study of art and music was of prime importance. As Graciela Candelas, one of his daughters, told me, he played the piano regularly throughout his life (Personal communication, July 5, 2005). Teobaldo Casanova attended the elementary and secondary public schools of Mayagüez, Puerto Rico, and entered the College of Agriculture and Mechanical Works (today the University of PR, Mayagüez Campus) where he obtained a Bachelor of Science with a concentration in surveying in 1920 (Roca de Torres, 2006). During this time, he was drafted by the US Army and served as a private during World War I.

Teobaldo Casanova initiated his professional life as a physics teacher in Lares High School where he met his first wife Carmen Luisa Vives Vilella with whom he had three daughters: Graciela, Carmen, and Ileana; all three daughters became renowned professionals and university professors, like their father. Later on, he taught at Caguas High School and worked as an engineer in San Juan municipal government. While undergoing graduate studies in psychology at Columbia and New York University, he worked as an engineer for New York City.

Teobaldo Casanova undertook graduate studies in educational psychology at New York University and obtained an MA in 1929 and a PhD in 1933 (Roca de Torres, 2006). He also graduated from Columbia University with a master's degree in mathematics. An APPR's membership directory from 1955 states that Dr. Teobaldo Casanova studied both educational and clinical psychology. I have not been able to verify this information. His doctoral dissertation studied the relationship between educational psychology and some aspects of education in Latin America and was published in 1934 (Casanova, 1934).

He began teaching at the University of Puerto Rico, Río Piedras Campus (UPR-RP) in 1933, first in the program of extension courses for teachers and for the academic year 1933–1934 in the College of Pedagogy. He used to teach statistics, research, evaluation, and experimental psychology. He used to work in research at the Psychology Lab with his colleague Dr. Néstor Vincenty (1901–1992). He collaborated in research at the Council on Superior Education, where with Antonio Rodríguez he studied the Spanish vocabulary of Puerto Rican students between third and fifth grade of elementary school (Personnel Record, 1933–1950).

My father, Fernando Roca de León (1914–2005), was his student in a statistics course and described him as “an excellent teacher, who taught well and had good relationships with his students” (Personal communication, July 5, 2005). He mentioned that Dr. Teobaldo Casanova had a very good relationship with my uncle Pablo Roca de León and that they worked together in an important research to develop bilingual tests in Texas, and to travel there, they went together by ship. Another person who also remembered Dr. Casanova was Dr. José Cáceres, ex-dean of UPR-RP's College of Pedagogy; he described him as “a scholar, and expert in Psychology, especially in evaluations. He was an authority in his field, he gave many advance courses, but I never took a course with him” (Personal communication, July 16, 2005).

From 1937 to 1939, he had a license from UPR-RP to organize the Office of Pedagogical Research at the Department of Public Instruction

of the government of Puerto Rico and later to work at a similar office at New York City. When he returned in 1939 to his academic work at UPR-RP, he was invited to collaborate with Hershell T. Manuel, from the University of Texas, in a project to develop bilingual tests to evaluate cognitive abilities of children. Several Puerto Ricans collaborated in this project: Pablo Roca de León, Ismael Rodríguez Bou, and Abigail Díaz de Concepción (Roca de Torres, 2006).

Dr. Casanova was a very prolific writer especially in the area of statistics, which was his main subject. His daughter Graciela said that her father was very dedicated to his academic work and that every day “he used to sit at his desk for many hours to write his articles” (G. Candelas, personal communication, July 5, 2005). His curriculum vitae stated that from 1939 to 1944, he had seven statistical articles published in professional journals like, *Journal of Educational Psychology* and *Journal of Experimental Education*. He also published five books and some monographs and articles about crime (Roca de Torres, 2006).

During the mid-1940s, the themes of his research and publications changed from statistics to social sciences and criminology. Maybe this change was due to a transfer of his teaching position at the College of Pedagogy to researcher at the Judicial Studies Institute. This change came as a result of a restructuring of UPR-RP in 1943, change that moved the studies of psychology and the Institute of Judicial Studies from the College of Pedagogy to the newly created College of Social Sciences (Roca de Torres et al., 2003). This institute was then moved to the College of Law. Dr. Teobaldo Casanova directed this institute until 1947 when he was granted several licenses without pay to write a book on delinquency in Puerto Rico. In 1949, he resigned from his tenured position as researcher and director of the Institute of Judicial Studies (Personnel Record, 1933–1950).

After his retirement from UPR-RP, Dr. Casanova opened a private professional office to practice child clinical psychology. According to his daughter Carmen, his office was in Santurce and had many modern developments, including a one-way vision mirror to observe children's behavior (C. Casanova de Roig, Personal

communication, July 11, 2005). Carmen added that her father evaluated children at this office for about 5 years, and then, he finally retired, remarried, and dedicated his time to travel around the world.

During his professional life, Dr. Teobaldo Casanova belonged to several professional associations, among them the American Psychological Association, where he was fellow of Division 5 (Evaluations, Measurements, and Statistics); the American Statistical Association; Institute of Mathematical Statistics; Puerto Rico Psychological Association (APPR, in Spanish); Psychometric Society; and Association of University Professors. He was well respected by his colleagues both in Puerto Rico and the United States. According to psychologist Esther Clavell, “we respected him very much because he was one of the psychologists who published profusely in USA journals” (Personal communication, July 12, 2005).

Dr. Teobaldo Casanova became sick with brucellosis, a rare infection he got in Africa, and was even paralyzed due to this illness, but he recuperated his ability to walk. Nevertheless, his old heart started debilitating, and he had a heart attack in 1976 and died at the age of 82 (I. Casanova de Bras, personal communication, August 10, 2005). He excelled in all aspects of psychological work of his era: teaching, research, publication, clinical work, and collaboration with governmental agencies. His life was an example for those who knew him and a model to follow for future generations of psychologists.

Cross-References

- ▶ [Díaz Alfaro de Concepción, Abigail](#)
- ▶ [Roca de León, Pablo](#)
- ▶ [Rodríguez Bou, Ismael](#)
- ▶ [Vincenty, Néstor Isaac](#)

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Castañeda Figueiras, Sandra Nicolasa Guadalupe

Born *in Mexico City, on September 10, 1942*

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Coahuila, Mexico

Keywords

Mexico · Cognitive development · Academic agency · Technological developments

Castañeda Figueiras is an expert in cognition in educational contexts to which she has dedicated a good part of her professional life, and this reflects in her tasks as a researcher and a university professor.

She completed a bachelor's degree in general psychology (1969), a master's degree in general experimental psychology (1982), and a doctorate in experimental psychology (1993) obtaining all three degrees at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), in which she became a full-time, definitive "C" professor in 1975. This institution has served as her professional platform and framework for innovation in cognitive sciences. She belongs to the Sistema Nacional de Investigadores (National System of Researchers) (SNI) of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACyT) since 1994, which has recognized her high productivity as a researcher, granting her a level II recognition. Between 1999 and 2000, she did postdoctoral studies at the Centro Nacional para la Evaluación de la Educación Superior (National Center for the Evaluation of Higher Education).

During her tenure, she has strengthened her Line of Generation and Application of Knowledge (LGAK), "evaluation and promotion of cognitive development and academic learning in higher education" (UNAM 2013), which deals with human cognition. From this aforementioned line of knowledge, she has derived specific

sub-lines that include both the self-regulatory mechanisms such as the attributional, volitional, emotional, and motivational components, as well as the behavioral elements in complex learning, involving creative methodologies that ensure the ecological validity of the data. In this sense, the following stand out: (a) the evaluation and promotion of cognitive development and complex academic learning; (b) the measurement of cognitive, self-regulatory, epistemological, volitional, and emotional regulation components of self-regulated academic learning in university students; (c) research in the comprehension and production of academic texts; (d) research in the phenomenology of academic agency; (e) technological innovation (app development in academic agency); (f) evaluation and promotion of expertise; (g) evaluation and measurement of learning outcomes; (h) generation of training programs in learning and instructional strategies; (i) the identification of cognitive, affective-motivational, and social predictors of university learning; and (j) research, evaluation, and promotion of cognitive development in the teaching and learning of the sciences, arts, and techniques.

This is how her work with human cognition has led her to innovate in the field, from the use of traditional psychometric techniques to the creation of simulators and virtual environments that facilitate the construction of knowledge and complex learning. This has allowed her to question the efficiency of the curricula at the secondary and higher educational levels; on the other hand, this has also led her to provide elements for the generation of learning environments and cognitive strategies in favor of the optimization of teaching-learning processes (EE) in the binomial of the complex systems that imply students and the contexts in which learning occurs.

Her experience as a researcher has allowed her to delve into the implications of cognition in the teaching-learning processes, analyzing how self-regulated cognitive activity becomes a substantive element to consider for the development of skills, the generation of complex learning, and the construction of psychopedagogical and didactic strategies and educational evaluation.

As a teacher in higher education, both in undergraduate and graduate levels, she has trained students in various academic entities of the UNAM, among which are the Instituto de Investigaciones en Matemáticas Aplicadas y en Sistemas (Institute for Research in Applied Mathematics and Systems) (IIMAS), the Instituto de Investigaciones Biomédicas (Institute of Biomedical Research) (IIBO), the Facultad de Psicología (Faculty of Psychology), and the Facultad de Medicina (Faculty of Medicine). Likewise, she has been part of academic exchanges and taught at the postgraduate level at various universities in Mexico, Latin America, and Spain. These spaces have become the ideal platform for Castañeda Figueiras to interest students in theorizing, in research and in the development of predictive mechanisms of autonomous learning, and in the development of expertise in different areas. Her courses, focused on student autonomy and academic agency, have allowed her to apply her pedagogical model called strategic teaching. On the other hand, her work as a high-quality human resources trainer has led her to direct many doctoral theses to this day. In 2004, together with a group of psychologists specialized in cognition, they created the professional training area: “professional training in Cognitive and Behavioral Sciences” for the undergraduate degree and another for the Specialization in “Evaluation and promotion of Cognitive Development and Complex Learning,” both proposals, within the UNAM programs.

Her renowned work has allowed her to be a founding member and president of the Sociedad Iberoamericana de Pensamiento y Lenguaje (Ibero-American Society of Thought and Language) (SIPL), an evaluating member of different accrediting, evaluating, and certifying bodies at the national and international level and also be part of several editorial boards. In this area, she has directed 14 publications that deal with subjects related to cognition, instruction, and the development of technology applied to evaluation.

In this sense, Castañeda Figueiras acknowledges how incipient the work of psychologists has been in the development of technology applied to the discipline’s own problems, particularly among Spanish-speaking psychologists; on

the other hand, she recognizes the need to generate economic technological resources, accessible to the educational field, at the service of psychological evaluation, research, and intervention.

She has received multiple awards and recognitions, both for her outstanding professional development and for her contributions to the scientific knowledge of her object of study. Among them are three honorable mentions in her training as a psychologist; the “Gabino Barreda” Medal at the end of the master’s degree; the “José Gómez Robleda” Special University Chair, for her work in the development of derivations and technological innovations applied to the educational field; the Premio Nacional a la Enseñanza de la Psicología (National Award for Teaching of Psychology) (2004), granted by the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP), for the “Profile of the Graduate of the degree in Psychology at the national level” and for the design and implementation of the General Exit Exam for psychologists. Likewise, she was awarded the Premio Nacional en Investigación (National Research Award) (2011) by the Sociedad Mexicana de Psicología (Mexican Society of Psychology) for her work on the nature, structure, and phenomenology of the academic agency (Castañeda-Figueiras & Peñalosa-Castro 2016) and for the production of original technological developments, which include intervention programs and standardized, validated, and reliable measurement instruments, both face to face and virtual.

Her academic production is extensive, and it is made up of collective and individual works: books, book chapters, and articles from specialized, refereed, and indexed magazines. It incorporates various technological products and evaluation instruments as well.

In 2012, CONACyT recognized as a “success case” one of her investigations on academic agency in university students (Castañeda-Figueiras et al. 2014). In 2016 she was distinguished with the appointment of Counselor of the Educational Evaluation Council by the UNAM itself.

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Castaño Asmitia, Darvelio Alberto

Born in Mexico City on April 8, 1939

Died in Mexico City on February 16, 2011

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Keywords

México · Organizational Psychology

Darvelio Alberto Castaño Asmitia pursued a bachelor's degree in industrial psychology at the Universidad de Monterrey (University of Monterrey) (1960–1964), completed specialization studies in social psychology at the University of Columbus Ohio (1970), and earned a master's degree in philosophy from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico)

(UNAM) in 1973. At the UNAM he obtained the degree of Doctor of Psychology (1982) and the Gabino Barrera Medal for the highest average (1984).

His professional experience began in the 1960s. He was human resources personnel manager of the International Bank and later director of human resources at the Moctezuma Brewery. In 1970 he founded the Castaño-Jusidman Consulting Office and in 1974 the Consultoría en Desarrollo Organizacional y Social (Organizational and Social Development Consulting) (CODESO). Subsequently from 1978 to 1981 he served as deputy director of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACYT). He was an appointed director of the Facultad de Psicología (Faculty of Psychology) in University City (1981–1985) in the UNAM. At the end of his period, he served as director of the Centro Universitario de Investigación Exámenes y Certificación (University Center for Research Exams and Certification (CUIEC)) of the UNAM and a personal advisor to Dr. Jorge Carpizo McGregor (Rector of the UNAM, 1985–1989). He served as general coordinator of the Colegio de Ciencias y Humanidades (College of Sciences and Humanities) (CCH) of the UNAM (1986–1988). He was a human resources consultant of the United Nations (UN) and also the president of the Asociación Mexicana de Capacitación (Mexican Training Association) (AMECAP). In 1991 he fulfilled his dream and founded the Instituto de Posgrado en Ciencias y Humanidades (Postgraduate Institute in Science and Humanities) (INESPO) which became the first academic institution where organizational development at the master level was taught in Mexico City.

His valuable experience gained by working as executive supported him in teaching for 46 years. He was an outstanding teacher over different periods of his life: at bachelor and postgraduate level in Universidad La Salle (La Salle University) (ULSA), the Instituto Tecnológico Autónomo de México (Autonomous Technological

Institute of Mexico) (ITAM), the Instituto Tecnológico y de Estudios Superiores de Monterrey (Institute of Technology and Higher Studies of Monterrey) (ITESM), at the University of Columbus, and of course at the UNAM.

Castaño strongly believed that without sharing there can be no possible change, and that is why his contributions to psychology were always oriented to open spaces for research and dissemination of knowledge. He is recognized as the pioneer in the field of organizational development and assessment centers in Mexico, promulgating values of self-development, participation, honesty, and commitment for teachers and students in their practice.

Together with some great professors of the UNAM he participated in the creation of the Department of Work Psychology for the bachelor's degree. Among them should be mentioned Jesús Gómez Robleda, Oscar Méndez Cervantes, Samuel Romero Betancourt, Germán Herrera, Gabriel Santoscoy, and Lucy Reidl Martínez. As principal of the Faculty of Psychology of the UNAM, he created the Women's Occupational Psychology Area and promoted the creation of different academic programs such as Sexuality, Disability, and Psychological Development.

The work scenarios were the natural setting for the coincidence of practice and teaching. This provided the opportunity to see the importance of his humanistic vision in a context dominated by instrumentalism and rationality. Thus, he was a great promoter of psychological perspective in organizations, for example, he gave a definition of a managerial profile of professional training in bachelor's degree, he initiated the participation of psychologists in the AMECAP, and he developed consulting programs such as Organizational Climate, Leadership, and Group Dynamics in the CODESO. He explained how important it is to pay attention to the issue of emotions in organizations, and how to avoid health and social interaction problems. Today these problems are known as professional attrition, stress, and workplace harassment.

As a representative of humanism, he is remembered as a versatile, tireless reader, a lover of art cinema, a fatherly figure, and an accomplished athlete in his youth as a National Bullet Launch Champion.

Dr. Darvelio Alberto Castaño Asmitia was a promoter of psychology in organizations, a pioneer of techniques and knowledge that are used today on a daily basis.

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Casullo, María Martina

Born *on January 27, 1940, in the City of Buenos Aires, Argentina*

Died *on July 14, 2008, in the City of Buenos Aires, Argentina*

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Keywords

Argentina · Psychiatric epidemiology ·
 Psychological assessment · Psychological
 well-being · Positive psychology

As was the tradition for women of the time, María Martina Casullo graduated as a *maestra normal nacional* (national normal teacher) at the age of seventeen (Rodríguez, 2019; Yannoulas, 1996). She then began to study psychology at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the Universidad de Buenos Aires (University of Buenos Aires), graduating with a degree in psychology in 1963 as part of the first graduating class of this degree course, which had begun in March 1957.

After graduating, she was admitted to Ohio State University (USA) to study for a PhD in psychology, where she completed all the courses between 1963 and 1964. The following year, she returned to Argentina and married Alberto Zubieta, a surgeon, and moved to Junín, a city in the inner part of the Province of Buenos Aires. The couple had two children, Martín and Elena Zubieta. In July 1974, they divorced, even though there was no divorce law in the country, by virtue of the scope of article 67 bis of Law 2.393. Finally, María Martina Casullo returned to the city of Buenos Aires in 1977 (Elena Zubieta, personal communication, April, 2, 2021).

Already in 1964 and 1965, María Martina Casullo had carried out her first research in the

field of psychiatric epidemiology as a psychologist in the Sección de Epidemiología Psiquiátrica del Instituto Nacional de Salud Mental (Psychiatric Epidemiology Section of the National Institute of Mental Health, INSM) organized in 1957 within the framework of the Argentine and Latin American psychiatric renovation (Chiarvetti, 2008; Visavosky, 2002). Then in 1980, she joined the *Programa de Investigaciones en Epidemiología Psiquiátrica* (Psychiatric Epidemiology Research Programme, PEPSI) at the *Consejo Nacional de Investigaciones Científicas y Técnicas* (National Council for Scientific and Technical Research, CONICET), a program directed by the well-known psychiatrist Fernando Pagés Larraya (1923–2007). His epidemiological work brought together the perspectives of cross-cultural psychiatry, epidemiology, anthropology, and ethnography. Through the PEPSI, Pagés Larraya made an epidemiological map of the mental pathologies existing in our country, which he divided into 25 *cultural isoidias* as named by him (Pagés-Larraya, 1982). In this context, mental illness was understood as a social phenomenon. For this reason, his epidemiological perspective has been defined as a *mental health epidemiology* (Ferrero, 2000).

In 1984 María Martina Casullo became an *investigadora adjunta* (associate researcher) in the Scientific and Technological Researcher Career at CONICET. Her first project focused on the “Development and validation of psychological assessment techniques for application in epidemiological research.” In this respect, she herself emphasized how her studies on depression, suicidal risk, and psychological distress in adolescents had allowed her to observe both the risk factors that favored the development of psychological disorders and the protective or *salugenic* factors that led to healthy development. Thus, by means of psychological assessment techniques, it was possible to differentiate those adolescents who presented symptoms indicating the presence of psychopathological disorders from those who had reached a certain level of psychological well-being. It should be noted here that this preventive epidemiological perspective adopted by Casullo focused her interest on what the World Health

Organization (WHO) has understood as *primary health care* (Casullo, 1998, 2002).

In the mid-1980s, María Martina Casullo became a leading personality in the field of psychological assessment. In 1987, she obtained the position of Full Professor of the required course *Teoría y Técnica de Exploración y Diagnóstico Psicológico, Módulo I, Cátedra 2* (Theory and Technique of Psychological Exploration and Diagnosis, Module I, Chair 2) within the undergraduate program in psychology at the Facultad de Psicología (Faculty of Psychology) of the University of Buenos Aires (Mariñelarena-Dondena, 2014).

As already mentioned, her research on risk factors in adolescents led her to analyze the protective or health-generating factors that prevent people from falling ill even in the face of adverse environmental situations (Casullo, 1998). Within this framework of ideas, at the beginning of this century, Casullo proposed the existence of “a new paradigm of theoretical and methodological reflection” (Casullo, 2000, p. 341) which she denominated *salugenic or positive psychology*. This was the propitious context for the early reception in Argentina of the *positive psychology movement* initiated by Martin Seligman (1942–) in the United States of America (Mariñelarena-Dondena, 2012; Seligman & Csikszentmihalyi, 2000).

Casullo was one of those in charge of organizing the curriculum of the undergraduate Program in Psychology at the Universidad de Palermo (University of Palermo) in the city of Buenos Aires, which turned this institution into the main channel for the reception of *positive psychology* in Argentina. Both the undergraduate and doctoral programs, the latter of which was directed by María Martina Casullo from the very beginning, included contents linked to *salugenic* or *positive psychology*. Also at the University of Palermo, Casullo began to organize the *Encuentros Iberoamericanos de Psicología Positiva* (Ibero-American Meetings of Positive Psychology), the first of them in 2006, a scientific meeting that brought together the region’s leading researchers in this field (Mariñelarena-Dondena & Klappenbach, 2016).

In her later works, Casullo took up the notion of *capital psíquico* (mental resources), defining it as the “set of factors and processes that allow one to learn to protect oneself and survive, to generate personal strengths” (Casullo, 2005, p. 61). In any case, she highlighted the need to integrate this view with the old medical model focused on the study of mental pathologies. Likewise, as in her epidemiological research, she emphasized the relevance of the social and cultural context in order to understand individual capacities and strengths.

Casullo continued her research until she reached the position of investigadora principal (Principal Researcher) at CONICET in 2005. At the same time, she always continued with her teaching work, and in 2006 she was appointed Professor Emeritus in the Faculty of Psychology at the University of Buenos Aires (Mariñelarena-Dondena, 2014).

Casullo belonged to numerous scientific and professional associations. In 1995, she was one of the founders and first President of the *Asociación Iberoamericana de Diagnóstico y Evaluación Psicológica* (Ibero-American Association of Psychological Diagnosis and Evaluation, AIDEP). She was also a member of the *Asociación de Estudio e Investigación en Psicodiagnóstico* (Association for the Study and Research in Psychodiagnosics, ADEIP), the *Sociedad Interamericana de Psicología* (Interamerican Society of Psychology, SIP), the *American Psychological Association* (APA), the *International Association of Cross-Cultural Psychology* (IACCP), and the *International Positive Psychology Association* (IPPA).

María Martina Casullo contributed enormously to the development of *psychological diagnostic techniques* as well as to the development of *salutogenic or positive psychology* in Argentina. As a corollary to her work, shortly before her untimely departure, she finished editing her book *Practices in Positive Psychology* (Casullo, 2008).

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Centofanti, Rogério

Born *in São Paulo (São Paulo, Brazil) on October 5, 1948*

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Keywords

Brazil · History of Psychology · Psychology training · Experimental psychology

Rogério Centofanti was a character with a unique trajectory and original contributions in the field of

historiographical research on psychology in Brazil. From an Italian family background, he lived his childhood and youth in the cities of Santo André and Pedra Bela, in the state of São Paulo. As an adolescent, he demonstrated a lot of intellectual curiosity, even taking courses with a group of friends at the Universidade de São Paulo [University of Sao Paulo] (USP) and at the *Pontificia Universidade Católica de Sao Paulo* [Pontifical Catholic University of Sao Paulo] (PUC-SP), in the context of the political and cultural effervescence of the 1960s. Access to such circles led him to become disinterested in the high school: at the age of 17, he was legally emancipated, leaving his studies at the *Instituto de Educação de Santo André* [Institute of Education of Santo André] and traveling through the interior of Brazil, even crossing the border with Bolivia.

In 1969, after returning to São Paulo, he started the psychology course at the *Universidade de Mogi das Cruzes* [University of Mogi das Cruzes] (UMC). Also during his graduation, Centofanti had another moment of boredom with formal schooling, abandoning the course in the third year (1972), when he left on a trip to “see the world.” He spent time in the Netherlands, Portugal, and Angola, among other places. At the end of that year, he returned to Brazil and, after a period of dedicating himself to other professional activities, he resumed his studies, graduating with a bachelor’s degree in psychology (1978), without attending the so-called “5th year,” corresponding, at the time, to the formation of a psychologist.

Since his student’s times, Centofanti became interested in experimental psychology and its history. In fact, the experimental laboratories of psychology would be his main focus, and the experimental attitude (in the sense of empirical rigor and profound obstinacy in the search for sources) would be one of the main marks of his work.

In the early 1980s, he was instigated by reading Annita Marcondes Cabral’s seminal text “*A Psicologia no Brasil*” [“Psychology in Brazil”] (Cabral, 2004/1950), especially for the mention of the (then) unknown Polish psychologist Waclaw Radecki, creator of the experimental psychology laboratory at the *Colônia de Psicopatas de Engenho*

de Dentro [Colony of Psychopaths of Engenho de Dentro] in 1923, transformed into a *Institutede Psicologia* [Institute of Psychology] in 1932, where the first project for a training course for professional psychologists in Brazil was planned.

Centofanti then left for Rio de Janeiro, during his vacation, and started a real hunt for clues about Radecki. From Radecki's "*Tratado de Psicologia*" ["Treatise on Psychology"], found in a second-hand bookshop, through other sources consulted at the *Biblioteca Nacional* [National Library], he reached Jayme Grabois – one of Radecki's youngest assistants at the Laboratory – and Antonio Gomes Penna, who had heard a lot about Radecki from his master, Nilton Campos, also a member of the team.

The interviews with Grabois and Penna were crucial for the writing of "Radecki e a Psicologia no Brasil" ["Radecki and Psychology in Brazil"] (Centofanti, 1982), published in one of the first issues of *Psicologia: Ciência & Profissão* ["Psychology: Science & Profession"], journal of the *Conselho Federal de Psicologia* [Federal Council of Psychology] (CFP) that would become in the following years one of the most solid and relevant in the field. In addition to this essay, which founded the historiography of Radecki and the Engenho de Dentro laboratory, Centofanti would come back to Radecki in other works, seeking to understand his theoretical system of "affective discrimination."

In the 1980s, Centofanti made a historiography of Psychology, without realizing or claiming it (Centofanti, 2018), in a period in which such field of investigation was not consolidated in the country. Such work can be qualified as one of the "first essays" in History of Psychology in Brazil: here there is a direct and clear reference to the book organized by Mitsuko Antunes (2004). That book was proposed by the Working Group on History of Psychology of the *Associação Nacional de Pesquisa e Pós-Graduação em Psicologia* [National Association for Research and Post-Graduation in Psychology] (ANPEPP) and endorsed by the CFP, in its project "Memória da Psicologia" [Memory of Psychology]. It gathered eight papers published between 1944 and 1988. It is a heterogeneous set of texts, among which the research conducted by Centofanti

preserves "old-fashioned" characteristics (self-taught, voluntarism, essayistic style, basically individual and erudition-centered work) with other "more professional" ones, such as the empirical historiographic production and centered in the work with sources, which would later be developed and consolidated in Brazil by the research community gathered specially around the ANPEPP's Working Groups in History of Psychology and in Social History of Psychology.

His own academic trajectory is quite *sui generis*. In terms of degrees, Centofanti did not pursue a formal academic career: he began an MA in Philosophy of Education (1979) at PUC-SP, which he did not complete. Professionally, Centofanti devoted himself fundamentally to the teaching of Psychology in private institutions in the state of São Paulo: the University of Mogi das Cruzes, his *alma mater* (1979–1993), the *Universidade Brás Cubas* [Brás Cubas University] (1979–1986), and the *Universidade do Grande ABC* [University of the Great ABC] (1979–1984). His teaching mainly covered the areas of Experimental Psychology, History of Psychology, and Psychological Theories and Systems.

Centofanti also dedicated himself intensely to political militancy – notably in the *Partido dos Trabalhadores* [Workers' Party] – and to trade union activism (which earned him dismissals from private education in the 1980s). In the 1980s, he also devoted himself to business consultancy in human resources, in the area of training, as well as (in the 1990s) to management and mobilization work in the *Sindicato de Ferrovários de São Paulo* [São Paulo Union of Railway Workers].

In recent years, Centofanti has delved into other research on the beginnings of experimental psychology: notably the experimental psychology laboratory of the *Escola Normal Secundária de São Paulo* [São Paulo's Normal Secondary School], run by Italian psychologist Ugo Pizzoli (1863–1934). Centofanti never stopped researching, writing, and, above all, investing in the communication of his writings. He moved well between libraries, archives and rare works, as well as through new technologies: in recent years, he created a blog (<https://nadamaisdoqueideias.blogspot.com>) and a podcast, in which

he mixed accounts of lived experiences with reflections on the contemporary. He died at the age of 71 as a result of COVID-19.

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César, Osório Thaumaturgo

Born *João Pessoa, (Paraíba, Brazil), 17 November 1894*

Died *Franco da Rocha, (São Paulo, Brazil), 3 December 1979*

Neusa Regiane Mendes
Faculdade de Educação da Universidade Estadual de Campinas, Campinas, Brazil

Keywords

Brazil · Art · Madness · Psychoanalysis · Experimental psychology · Psychiatry

Guitarist, dentist, pathologist, art critic, and writer, César arrived in São Paulo in 1912, joined the Personal da Lira musical group alongside conductor João de Souza Lima (1898–1982) in artistic-literary meetings promoted by senator José de Freitas Valle (1870–1958) at Villa Kyriall (Kyriall Village), a well-known redoubt of intellectuals, artists, and politicians from the Belle Epoque of Sao Paulo. During this same period, he entered the Dentistry course at the Universidade Livre de São Paulo (Free University of Sao Paulo). He graduated in Dentistry (1916) and entered the Medicine course (1917), divided between the medicine course and violin classes as a professor at the Salão do

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Conservatório Dramático Musical de São Paulo (São Paulo Dramatic and Musical Conservatory Hall).

With the closure of the activities of the Universidade Livre de São Paulo (Free University of Sao Paulo), César moves to medicine course at the Faculdade de Medicina do Rio de Janeiro (Rio de Janeiro Medical School), current Faculdade de Medicina da Universidade Federal do Rio de Janeiro (Medical School of the Federal University of Rio de Janeiro) in 1918. In the early 1920s, still as a medical student of this faculty, he was appointed as the first resident physician of the Laboratório de Análises Clínicas do Hospital do Juquery (Clinical Analysis Laboratory of Juquery's Hospital).

Motivated by the study of the graphic, plastic, and sound production of psychiatric patients and influenced by the books *Expressions of Madness* by the German psychiatrist and art historian Hans Prinzhorn (1886–1933) and *Art and Madness* by the French psychiatrist and archaeologist Jean Vinchon (1884–1964), he began to observe the artistic manifestations of Juquery's inmates, created the Laboratório de Pesquisas Plásticas (Laboratory of Plastic Research), in which he defended the free work of the interns in the choice of themes, techniques, materials, and with the minimum interference of the advisor. For four decades, the Laboratory had been on the participation of artists like as Maria Leontina (1917–1984), Flávio de Carvalho (1899–1973), Aldo Bonadei (1906–1974), Moacyr de Vicentis Rocha (1929–2000), Niobe Xandó (1915–2010), Alice Brill (1920–2013), and Lasar Segall (1889–1957). Osório César and Durval Bellegarde Marcondes, doctors of the Juquery Hospital, are recognized as two of the main Brazilian interlocutors of Sigmund Freud (1856–1939). The duo, mobilized by Freudian theories, participated in the foundation of the Sociedade Brasileira de Psicanálise (Brazilian Society of Psychoanalysis) in Sao Paulo (1927) and the Rio de Janeiro section founded by Juliano Moreira in 1928 (Mendes et al., 2018, p. 26). He published the work *The artistic expression in the alienated: contribution to the study of symbols in art* (1929) which is also considered in

contemporaneity a vital theoretical reference for understanding about the first dialogues about the connections between art and madness, especially in the fields of art-education, pedagogy, psychiatry, psychology, psychoanalysis, and synesthesia.

In the 1930s has undertaken studies in the Europe of which his participation in the experiment of the study of psychic functions (conditioned, unconditioned or natural reflexes) in the Institute of Experimental Medicine and in the 15th International Congress of Physiology in Leningrad, Soviet Union (now St. Petersburg), chaired by Ivan Petrovich Pavlov (1849–1936), deserves to be highlighted. During this period, César approached thinkers such as David Isaakovich Vygódski (1893–1943), Henri Barbusse (1873–1935), Romain Rolland (1866–1944), and Roy Franklin Barton (1883–1947). Osório César and the artist Flávio de Carvalho (1899–1973) organized the “Mês dos Loucos e das Crianças” (Month of the Children and the Insane): exhibitions with drawings by children from public and public schools in Sao Paulo and productions by Juquery's Hospital inmates (1933) at the Clube dos Artistas Modernos (Modern Artists' Club). The exhibition was considered an affront to the conventions on aesthetics, defended by the National School of Fine Arts and one of the milestones in the discussion of concepts about aesthetics and ruptures in the history of art in Brazil, after the *Semana de Arte Moderna* (Week of Modern Art), also known as Week 22. In the genesis of the concept of aesthetics and ruptures in the creative processes in art, he published the book *A arte nos loucos e vanguardistas* (Art in the avant-garde and insane) in 1934, with a preface by Inaldo de Lira Neves-Manta (1903–2000), in which he presented the structure of the teaching and learning process in art education developed in the art workshops at the Hospital do Juquery (Juquery's Hospital) with the insane, based on the free work of the inmates in the choice of themes, techniques, materials, and with minimal interference from the instructor. The work contains a transcript of the Conference given by the writer at the opening of the “Month of the Children and the Insane.” César also published the book *Mysticism and Madness: contribution to*

the study of religious madness in Brazil (1939), which was awarded a prize by the Academia Nacional de Medicina (Brazilian National Academy of Medicine) in 1948 (Jornal do Comércio, 2/7/1948, p. 4).

In the 1940s there were partnerships with doctors and artists, and in this period the residences, coffee shop, studios, galleries, and art saloons were consolidated as important nuclei for cultural integration, especially for modern art, in which artists, intellectuals, and art critics gathered to discuss, debate, and study. Osório César figures among the personalities who stood out as one of the central figures of these groups. César proposed and analyzed artistic productions triggered by the principles of sound plasticity; he fostered the teaching and learning processes in the Escola Livre de Artes Plásticas (Free School of Plastic Arts) at the Hospital do Juquery (Juquery's Hospital) in Sao Paulo; he articulated and disseminated the productions of the insane patients from the Hospital do Juquery (Juquery's Hospital) in Brazil and in Europe. He also published the book *Mystical symbolism in the alienated: a case of graphic mysticism in a paranoid schizophrenic* (1949).

In the 1950s, he concentrated on his studies and research on creative processes, especially in social art criticism, and organized exhibitions and conferences on the art of the insane. The results of his studies and the works produced at the Juquery Hospital were presented at the First International Congress of Psychiatry and at the First Exhibition of Psychopathological Art in Paris (1950). That same year, Vinchon (1950) reissued *Art and Madness*, two musical compositions by the insane at the Hospital do Juquery (Juquery's Hospital), analyzed in the work *The artistic expression in the alienated: contribution to the study of symbols in art* (1929), are inserted as the object of Vinchon's analysis, which legitimizes César's production as an international bibliographic reference. Works by artists from the Hospital do Juquery (Juquery's Hospital) are part of the collections of the Sainte-Anne Hospital Museum of Art and History (MAHNSA), Art Brut Collection ABCD/Bruno Decharme, Art Brut Collection by Jean Dubuffet, Prinzhorn Collection of the Heidelberg University

Hospital. In Brazil, works by Juquery artists are part of the collections of the Museu de Arte de São Paulo (Sao Paulo Museum of Art), Museu de Arte Moderna (Modern Art Museum), the Museu de Imagens do Inconsciente (Unconscious's Images Museum), and the Museu de Arte Osório César (Art's Osório César Museum).

The studies undertaken by Osório César in the fields of art, experimental psychology, and psychiatry contributed greatly to the structuring of the founding concepts of the fields of art therapy, art-education, pedagogy, psychoanalysis, psychology, psychiatry, and occupational therapy.

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Chávez Lavista, Ezequiel Adeodato

Born *Aguascalientes, Aguascalientes, Mexico, 19 September 1868*

Died *Mexico City, Mexico, 2 December 1946*

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Keywords

Mexico · Social psychology · Psychology of the Mexican

Ezequiel Adeodato Chávez Lavista was the son of Doctor Ignacio T. Chávez, who was the principal of the Colegio Preparatorio de Aguascalientes (Aguascalientes High School), and also governor of the State, and Mrs. Guadalupe Lavista de Chávez. His elementary school studies were carried out in his own home. He then continued his studies in Mexico City at the Colegio Anglo-Franco-Mexicano (Anglo-Franco-Mexican School) and the Escuela Nacional Preparatoria (National High School) (founded in 1868, by the decree of President Benito Pablo Juárez García, 1858–1872). He enrolled at the Escuela Nacional de Jurisprudencia (National School of Jurisprudence), obtaining his Juris Doctor Degree in 1891. He started his teaching career while being a student at the law school, teaching Geography, Philosophy, and Psychology (Rovira, 2019).

Ezequiel Chávez distinguished himself by his intense political and academic activity, following his father's example. In 1895, he submitted to the Minister of Justice and Public Education, an

initiative to reorganize elementary schools and another to reorganize the Escuela Nacional Preparatoria (National High School); both initiatives were accepted. He also contributed to reorganize the National Education System. Ezequiel Chávez and Justo Sierra Méndez founded the Escuela Nacional de Maestros (National School of Teachers) (in 1881, Justo Sierra had presented the legislative bill of the “Escuela Normal y de Altos Estudios” [“College of Training and High Studies”], which later became the Escuela Nacional de Maestros [National School of Teachers], in 1925), founded the Escuela de Altos Estudios (School of Higher Studies) (which started operations in 1910 and in 1924, became the Facultad de Filosofía y Letras [Faculty of Philosophy and Literature] of the Universidad Nacional de México [National University of Mexico]), and participated in the refoundation of the Universidad Nacional de México (National University of Mexico) in 1910. In that year, and as recognition for his career, he received the Honoris Causa Doctorate from that University. He later founded the Escuela Internacional de Arqueología y Etnología Americanas (International School of American Archeology and Ethnology), with the collaboration of Franz Boas. He was a member of the Academia Mexicana de la Lengua (Mexican Academy of Language) and of the Academia Mexicana de la Historia (Mexican Academy of History), as well as a founding member of El Colegio Nacional (The National College). In 1915, he presented two legislative bills: one to federalize education and another to grant autonomy to the Universidad Nacional de México (National University of Mexico).

As a politician, Chávez became a deputy of the Congreso de la Unión (Federal Congress) (1911) and Subsecretario de Instrucción Pública y Bellas Artes (Undersecretary of Public Education and Fine Arts) (1905–1911). In the academic world, he was the director of the Escuela Nacional Preparatoria (National High School) (1920) and rector of the Universidad Nacional (National University) on two occasions (1913–1914 and 1923–1924). He distinguished himself by his broad culture and by the diversity of disciplines that he cultivated, ranging from journalism and

poetry to studies on History, Geography, Psychology, and Philosophy. He was also internationally recognized, having taught at the universities of Cincinnati, California, and Madrid. Ezequiel A. Chávez received numerous awards abroad, both from private institutions and governments; among the latter, he was recognized as an Oficial de Instrucción Pública de la República Francesa (Public Instruction Officer of the French Republic), as a Caballero de la Legión de Honor (Knight of the Legion of Honor), and as a Comendador de la Orden del Rey Leopoldo II (Commander of the Order of King Leopold II) of Belgium and was distinguished with the Medalla de Oro (Gold Medal) of the Universität Wien (University of Vienna) (El Colegio Nacional, 2019).

Regarding the introduction of the study of our discipline in Mexico, when he submitted his bill to reform the curriculum of the Escuela Nacional Preparatoria (National High School) in the Cámara de Diputados (Chamber of Deputies) (1895), Chávez defended the incorporation of a Psychology class, stressing that:

[...] Psychology serves every individual, because everyone has to carry out intellectual, emotional and volitional operations; it helps lawyers to understand the criminal conducts, and all those referring to Sociology; it is necessary for doctors to understand mental illnesses; and that it serves engineers, since they are entrepreneurs who are in charge of combining work, forces of nature and capital, to produce: all of the above could not be done properly if the way how the human mind works is ignored [...]. (Ruiz, 1896; as cited in Rodríguez Preciado, 2003, pp. 98–99)

After obtaining the authorization to modify the high school curriculum, the psychology class became part of the academic program of the Universidad Nacional (National University). The subject was taught for the first time in 1897; the first textbook used was *Primer of Psychology* by Edward B. Titchener, which Chávez translated for this purpose. This fact not only impacted one institution, it had national implications, since an educational unification was sought at that time. The study of psychology was introduced to 33 state high schools, and gradually to other educational institutions including training colleges (Álvarez Díaz de León, 2011, p. 33).

According to Álvarez Díaz de León (2011, p. 34), psychology classes had the purpose of raising awareness of the fundamental psychic phenomena and their importance to achieve progress, as well as to develop higher psychic phenomena, by substituting impulses for volitional acts oriented toward social good. The objective sought by Chávez in the psychology course was the training of progressive students, with a scientific attitude to learn mental processes, with the ability to observe, investigate, reflect, develop critical thinking, and foster self-confidence (Hernández, 1981).

The contents of the class underwent several modifications and updates. One of the most important modifications was triggered by the visit and class given by James M. Baldwin (1861–1934) at the Universidad Nacional (National University). Chávez changed the contents of the subject, bringing it closer to social psychology, as he himself points out:

[...] the definition was continuously refined, and at this point the role of Social Psychology was fundamental, because after the course of Psychosociology taught by James Mark Baldwin from 1910 to 1913, the subject matter underwent substantial changes [...]. (Chávez, 1914; as cited in Rodríguez Preciado, 2003, p. 100)

Chávez was convinced of the importance of studying the character of the people and considered this as the “result of all the psychic conditions of individuals, which vary with the peoples” (Chávez Lavista, 1901, p. 81). He is credited (Rovira, 2019) with being the first in contemporary Mexico, to work on the subject of Mexican psychology, focusing on the distinctive features of sensitivity as a constitutive element of the character: “it is not ideas but emotions, that move individuals” (Chávez Lavista, 1901, p. 85). It should be noted that to date, he has been the only one to develop a pedagogical proposal in which he seeks to achieve a harmony between educational institutions, peoples, and their character (cf. Rovira, 2019, pp. 12–13): “It matters, to elaborate the study that does not exist in its particularity; its result will be the scientific institution for the appropriate treatment of the education of the various components of the social entity” (Chávez

Lavista, 1901, p. 83). He regarded education as the only means to solve the problems of Mexico, as a unifier of thoughts and wills and as a producer of future cadres for the life of society based on the principle of the right to justice. In this project, psychology was an indispensable resource (López Ramos, 1997).

At the end of his career, Chávez was recognized as Profesor Emérito por la Universidad Nacional Autónoma de México (Professor Emeritus by the National Autonomous University of Mexico), in 1945. In 1966, on the occasion of the centenary of the Escuela Nacional Preparatoria (National High School), each of its campi was named after an illustrious university student. Campus number 7 was named after him.

The legacy of Ezequiel A. Chávez is still perceived today, especially in the current curriculum of the Facultad de Psicología de la Universidad Nacional de México (Faculty of Psychology of the National Autonomous University of Mexico), which poses the challenge to respond to the various problems and demands for solutions that arise from society through the free discussion of psychological knowledge and professional practice, linked to the social reality where it is inserted (Facultad de Psicología, 2008).

Cross-References

► [Baldwin, James Mark](#)

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Chiappo Galli, Leopoldo

Born *on Chosica (Lima, Peru), December 17, 1924*

Died *in Peru, March 7, 2010*

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Humanistic psychology · Dante Alighieri

Leopoldo Chiappo was a Peruvian psychologist and educator. Formed at the Universidad Nacional Mayor de San Marcos (UNMSM, B. A. 1949, Ph. D. 1951), he continued his training in philosophy and psychology at American and Italian universities for years. The breadth of his interests ranged from neuropsychology to the literature of Dante Alighieri (1265–1321) and from the mystique of San Juan de la Cruz (1542–1591) to Peruvian education, including of course psychology, being one of the founding professors of the specialty of psychology in his alma mater.

He began his research in the field of psychology with neuropsychological research, developing his noetic-perceptual test (Chiappo 1957, 1959). He followed Honorio Delgado when he retired from the University of San Marcos in 1961 and accompanied him in the founding of the Peruvian University of Medical and Biological Sciences (today *Universidad Peruana Cayetano Heredia*, UPCH) in which he fulfilled directive functions. During the years of the military dictatorship in Peru (1968–1975), he worked

in various commissions of the educational reform promoted by the government.

A prolific author, his areas of interest were neuropsychology in his youth and later psychology and its relations with literature and philosophy. In the last 30 years of his life, he concentrated on the study of Alighieri's work and its links with psychology.

A student of the work of Honorio Delgado, Chiappo also taught until his retirement at the UPCH, where he represented the approach to humanistic psychology.

Creator of one of the neuropsychological tests developed in Peru (noetic-perceptual test), Chiappo evolved toward a conception of psychology in which he emphasized the normal and healthy aspects of the personality, integrating in this conception approaches from philosophy, literature, and those of his teacher, Honorio Delgado.

Cross-References

► [Delgado, Honorio](#)

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Chiqués de Walsh, María Mercedes

Born *on September 23, 1893, in Yabucoa, Puerto Rico*

Died *in August 1976 in Illinois, USA*

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Keywords

Puerto Rico · Educational psychology · Psychological testing

Mercedes Chiqués Torres (María de las Mercedes Inocencia) is the daughter of Miguel Chiqués, a school director, and Rita Torres, a housewife. In 1916, Mercedes married Dr. Clarence J. Walsh and added his last name to hers, as was the tradition in Puerto Rico, becoming Mercedes Chiqués de Walsh. Her marriage was short, as her husband died in 1924. They had three children: Margarita, Alberto, and Rita Walsh Chiqués.

In 1912, Mercedes finished high school in San-turce, Puerto Rico and then studied 2 years at the University of Puerto Rico and Columbia University, but did not finish her bachelor's degree. From 1914 to 1916, she worked as a rural teacher in the public schools of Puerto Rico. From 1916 to 1920, she stayed at home with her husband and small children. In 1920 she worked as a substitute teacher and then moved to the United States where she worked as a substitute Spanish teacher at a high school in Philadelphia from 1922 to 1924, when she returned to Puerto Rico, because her husband died. From 1924 to 1927, she worked as a statistician at the Caguas Sugar Company (Personnel Record, 1927-1963).

In 1927 she started working at the University of Puerto Rico in Río Piedras (UPR-RP), as a researcher in different offices, and in 1929 she was hired by Dr. Fred C. Walters, as a research assistant at the Department of Psychology at the College of Education. In this position, she excelled not only as an assistant researcher/statistician but also as an assistant professor, offering several classes on psychological measurement when Dr. Fred C. Walters and Professor Malvina L. Monefeldt were out of Puerto Rico.

Mercedes Chiqués de Walsh worked with these two researchers and also with Prof. Alfredo Silva Cofresí on the translation of Stanford Binet in 1933 and in the development of the *Prueba Hispanoamericana de Destrezas y Logros, para grados 3-12* (Spanish-American Test of Skills and Achievements) (Álvarez, 2006; Roca de Torres, 2008). Their translation of the Binet was the one used in Puerto Rico to evaluate our children until Pablo Roca de León (1951, 1953) published his translations and adaptations of the Wechsler Intelligence Scale for Children (1949) and the Stanford Binet Intelligence Scale for Children (1937).

Mercedes Chiqués de Walsh name has been included in all the publications about the development of psychology in Puerto Rico. She was an important contributor to the development of the first psychological measurements used in Puerto Rico. She retired from her work at the University of Puerto Rico in 1963 and moved in with her daughter, Rita, to the United States.

Cross-References

- ▶ [Monefeldt Müller, Malvina Louise](#)
- ▶ [Roca de León, Pablo](#)
- ▶ [Silva Cofresí, Alfredo](#)
- ▶ [Walters, Fred C.](#)

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Ciampi, Lanfranco

Born *in San Vito, Italy, February 21st, 1885*

Died *in Buenos Aires, Argentina, 1963*

José Ignacio Allevi

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Keywords

Argentine · Italy · Child psychiatry · Experimental psychology · Mental hygiene

Lanfranco Ciampi obtained his medical degree at the University of Rome in 1909, just before he travelled to Barcelona to gain some practice at

their Clinical Hospital. When he returned to Rome, he got his major in psychiatry, in 1913. After he graduated, he had already started his path in child psychology under the direction of the prestigious psychiatrist Sante de Sanctis (1862–1935). As a matter of fact, from 1905, he participated in the Model Institute of Abnormal Children in Rome, where he became deputy director after graduation. He remained there until 1919, while working as a professor in the chair of Psychiatry and the Laboratory of Experimental Psychology led by his mentor at that University. He also became a medical inspector of asylums-schools in that city.

In 1920, Ciampi migrated to Argentina, for unknown reasons. His training with De Sanctis provided him a network of opportunities when he arrived in Buenos Aires. Prior to his arrival, he contacted Domingo Cabred (1859–1929), being subsequently hired by the Consejo Nacional de Educación (National Board of Education) as an advisor on projects on detection and treatment of deficient children in schools (Ciampi, 11/5/1920, Archivo Sante de Sanctis, Correspondencia). He also participated as a member in the Instituto de Criminología de la Penitenciaría Nacional (Criminology Institute of the National Penitentiary), and in the same year he founded his own Instituto Psico Pedagógico (Psycho Pedagogical Institute), quickly incorporated into the National Council of Education. Together with this Institute, he established the children's colony named "Villa Matilde," in the town of Ramos Mejía, on the periphery of Buenos Aires. The name honored his wife, Matilde Teresa Flairoto, formed in Italy in the Montessori method in 1915, and close to socialist women's circles at Buenos Aires, where she became principal of the N°2 National Lyceum of Ladies.

The creation of the Universidad Nacional del Litoral (Litoral National University) in 1919, and a year later its Faculty of Medical Sciences in the city of Rosario (province of Santa Fe), was a first and successful attempt to institutionalize academically his training and production in Argentina. The faculty organizer, Antonio Agudo Ávila (1874–1931), summoned Ciampi and Gonzalo Bosch (1885–1967) to structure the psychiatric

area in the medical curriculum, with whom he also joined the medical board of a local sanatorium. Once there, they proposed an innovative project where Ciampi combined the psychopathological method of De Sanctis that he had mastered, with his active participation in the Mental Hygiene movement that was beginning to settle in the Argentine academic debate. They included three mandatory psychological or psychiatric chairs for medical instruction: Adult Psychiatry, Experimental Psychology, and Children's Neuro-Psychiatry. Actually, the latter is considered one of the world's first experiences that provided academic status to childhood issues within the subject. Combined with it, he proposed the Escuela de Niños Retardados (School for mentally handicapped Children) which served as a clinical observation field. In addition to this, they created the first Hospital de Alienados (Mental Hospital) in the province, which included three laboratories – Biochemistry, Histopathology of the Nervous System, and Experimental Psychology. All these institutions were then gathered under the Instituto de Psiquiatría (Institute of Psychiatry) of the university, created in 1929. This scientific institute also began to publish its own Bulletin, both directed by Ciampi throughout its active years. Through the exchange of this Bulletin, the child psychiatrist activated a wide academic network with European (mainly Italian and French) and Latin American (especially Brazil) magazines and institutions. These interconnections were fundamental to internationalize the Institute and its productions (Allevi, 2018).

Once created the Institute and appointed director, Ciampi actively joined in different academic initiatives of national and international scope: he integrated the Sociedad de Neurología y Psiquiatría de Buenos Aires (Society of Neurology and Psychiatry of Buenos Aires), which gave rise to the Liga Argentina de Higiene Mental (Argentine League of Mental Hygiene). Being its founders together with Gonzalo Bosch, they also paired the Brazilian League as well as. He encouraged the creation of a Comité Femenino Rosarino de la Liga Argentina de Higiene Mental (Women's Mental Hygiene Committee in

Rosario), which collaborated with the Mental Hospital. Ciampi also participated in the Sociedad de Psicología (Society of Psychology of Buenos Aires) and, in 1934, in the Sociedad de Criminología (Society of Criminology), created in that year.

At the beginning of 1935, the weight of his institutional responsibilities in two cities (Rosario and Buenos Aires) impacted on Ciampi's health, and he decided to present his resignation as director of the University Mental Hospital, which was accepted only a year after. However, he continued with academic assignments, conducting the Institute and its Bulletin. From that moment on, he was exclusively dedicated to his private clinics in Buenos Aires and his participation in the Mental Hygiene League. In 1937, and along with Raimundo Bosch, he created in Rosario the Sociedad de Psiquiatría, Psicopatología y Medicina Legal (Society of Psychiatry, Psychopathology and Legal Medicine), and just a few years later, the University appointed him honorary professor.

In 1938, the Mental Hygiene Women's Committee that he had created in 1930 in Rosario promoted the Sante De Sanctis Special School, incorporated into the Provincial Council of Education of Santa Fe in 1942, through Cimapi's intervention. This local institution, unique in its kind, was rapidly complemented with an "Orthopsychopedia" School. In this academic institute, psychiatrists offered special formation for teachers in the detection and approach of mental deficiency and language problems, also sponsored by the provincial State.

Ciampi regularly published papers in medical and pedagogical journals of great relevance and circulation, where we could highlight *Semana Médica* (Medical Week Journal), the *Revista de Criminología, Psiquiatría y Medicina Legal* (Journal of Criminology, Psychiatry and Legal Medicine), *El Monitor de la Educación Común* (The Monitor of the Elementary Education), and, of course, the *Boletín del Instituto Psiquiátrico* (Bulletin of the Psychiatric Institute). In his published research, he sought to install a new approach on childhood as a field for Psychiatry's intervention (1920b; 1931). Anchored in De

Sanctis' category of *demencia precocísima*, he pointed out the specificity of child psyche, differentiating it from the adult one, and even taking some elements of the Freudian theory into account (Ciampi, 1920a, 1922, 1923; Ciampi & Valdizán, 1921). In a context of global discussions on the problem of intelligence, Ciampi's approach to the topic focused on the constitutional foundations of childhood deficiency and speech difficulties (Ciampi, 1922b, 1932; Ciampi & Ameghino, 1924). For this, he proposed not only institutions but also classifications, where he combined his training in consonance with his reading of Kretschmer and the Kraepelin's proposal. Along with Gonzalo Bosch, they undertook a similar initiative in the field of general psychiatry where they intended to unify some Latin American criteria for the classification of mental disease (Ciampi & Bosch, 1930).

To sum up briefly, the arrival and performance of Lanfranco Ciampi in Argentina had considerable consequences on the professionalization of psi studies in several ways. On one hand, he contributed to the development of a childhood disciplinary area, where he was a privileged expert for his training and bond with Sante De Sanctis. Some researchers have also acknowledged his influence in the development of child psychoanalysis (Bloj, 2013), as well as his influence on the growing field of intelligence research (Molinari, 2019). Secondly, due to his institutional position in the promotion of psychiatric studies in the city of Rosario. Finally, for its active participation in the dissemination and establishment of the Mental Hygiene movement (Klappenbach, 1999; Talak, 2005) which was central to constitute a disciplinary field that after 1948 would be renewed towards the one of Mental Health.

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Cintrón de Crespo, Patria

Born *on August 23, 1924 in Vieques, Puerto Rico, PR*

Died *on June 7, 2011 in San Juan Metropolitan Area, PR*

Irma Roca de Torres
University of Puerto Rico, Río Piedras, San Juan,
Puerto Rico

Keywords

Puerto Rico · Educational psychology ·
Teacher formation

Patria Cintrón was the second of five children born to Antonio Cintrón, a barber, and Juana, a homemaker with no schooling experience. Vieques is a very small island municipality of Puerto Rico. For her parents, education was of prime importance, and both stimulated their children to develop fully their academic potential (Cintrón de Crespo, 2010). Patria Cintrón studied at the elementary and secondary public schools of Vieques, and when she graduated from Vieques High School in 1933, she matriculated at the University of Puerto Rico, Río Piedras Campus (UPR-RP), to study to become a teacher. She believed teaching was an excellent profession that would enable her to help students in their emotional and academic development (Roca de Torres, 2012). She married Agapito Crespo in the late 1930s and added her husband's last name to hers as was typical in countries of Spanish tradition, becoming Patria Cintrón de Crespo.

Patria Cintrón earned a normal school diploma in 1935, the equivalent of an associate degree in education. She was certified as a teacher after two years of university studies, and later, she completed a Bachelor of Arts in Education in the late

1930s. Fernando Roca de León, a fellow student at UPR-RP during her studies, commented about her great capacity for critical thinking, her well-developed intellectual and cognitive abilities, and her commitment to the people of Puerto Rico (F. Roca, personal communication, July, 10, 2005). In 1935, she started teaching in the public schools of Puerto Rico and taught all matters, including being volleyball coach for the school's team.

Motivated by her desire to contribute to fully develop the talents of Puerto Rican children, Patria left for New York in 1946, to pursue graduate studies in education at Teachers College of Columbia University. She obtained her master's degree in 1947 and almost 10 years later, in 1966, her EdD, both in educational psychology. Her doctoral dissertation was a study of female teachers: *Puerto Rican women teachers in New York: Self-Perception and adjustment as perceived by themselves*.

In 1948, Patria Cintrón de Crespo initiated her long career as a college professor at the College of Education of UPR-RP. At this university, she taught a variety of courses: educational psychology, psychometry, psychology of children, psychology of young adult, group counseling, learning theories, and theories of personality, among others. Many of these courses were offered both at undergraduate and graduate level (Roca de Torres, 2012). She was promoted from instructor; to assistant professor; to associate professor; to, finally, full professor. During her academic career, she had the opportunity to direct the Department of Graduate Studies of the Faculty of Education.

Dr. Patria Cintrón de Crespo was a very busy professor, doing research and presenting her research at professional conferences, both in PR and the USA and other countries. She also published professional articles and books. She mentored students and supervised their graduate work and also offered trainings in interpersonal relationships to different organizations. During her long career, Dr. Cintrón de Crespo was very interested in learning about different aspects of psychology and took trainings in individual psychotherapy, family therapy, group counseling,

evaluations, learning theories, orientation, transactional analysis, and T-groups, among others.

In research, Dr. Patria Cintrón de Crespo studied areas related to the emotional development, the concept of self (*yo, ego*), educational theories, and their applications to school. She also focused on members of the teaching profession and examined their attitudes, worries, and problems, both at the personal and at the professional level. Dr. Cintrón de Crespo edited a publication, for Puerto Rico Psychological Association (APPR, in Spanish), about Puerto Rican psychologists and their contributions to scientific research. She published in several professional journals and authored at least four books. One of her more successful books, *Teachers of Public Instruction of Puerto Rico: Sociological and professional profiles*, had two editions in Spanish, which were reprinted ten times, and a translated edition in English. This book was used as textbook in several education courses.

Dr. Patria Cintrón de Crespo taught at UPR-RP for 37 years, until 1985. Upon her retirement, she had been teaching for 50 years, including her period as a school teacher. Her commitment to education was so intense that she was named member of Carlos Albizu University's Board of Trustees, where she served as president for almost 20 years. She retired from this board of trustees in 1999, at age 85.

During her professional life, Dr. Patria Cintrón de Crespo participated actively in many professional associations like Puerto Rico Teachers Association, National Federation of Dominican Teachers, National Education Association, Counseling and Guidance Association, Puerto Rico Psychological Association (APPR), Humanistic Psychological Association, Transactional Analysis Association. It is important to note that these groups include organizations in Puerto Rico and abroad. She was both one of the founders of APPR and presided this organization in 1967–1968 (Roca de Torres, 2006, 2012).

Patria Cintrón de Crespo received many awards for her contributions to education, and

she was named honorary member of a teacher's association at the Dominican Republic; she was invited as visiting professor to the University of

Milwaukee, Michigan. She received a certificate of recognition for her work as president of APPR and a merit award by the Faculty of Education and by the Department of Graduate Studies. Since she was a member of Carlos Albizu University's Board of Trustees for 21 years, she was named emeritus member of this board until her death. Finally, she received a lifetime achievement award by the Miami Campus of the Carlos Albizu University.

Patria Cintrón de Crespo died surrounded by her family and friends. She is survived by her son Rafael Crespo, three grandchildren, and a great grandchild.

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Cirino-Gerena, Gabriel

Born on September 29, 1935, in San Juan, Puerto Rico (PR)

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Keywords

Puerto Rico · Work Psychology · Tests and Measurements

Gabriel Cirino-Gerena is one of five children born to the marriage of Gabriel Cirino González and Ramona Gerena Laurido. His father, who had a High School Degree, was a carpenter and worked most of his life at Fort Buchanan, a US military fort in San Juan. He also had a workshop in his house, where he made dining and living room furniture and repaired television sets and locks. He spent his time inventing, and his favorite phrase was: “Better skill than strength” (G. Cirino-Gerena, personal communication, 2020). In his later years he became a lay leader of the San Juan Methodist Church until his death. His mother Ramona, with an eight grade education, devoted herself entirely to the home, her five children, and to a niece whose mother had died at birth who lived at the home and to her siblings who came from time to time.

Gabriel Cirino-Gerena says that he never thought of becoming a psychologist; he wanted to be a journalist and write in one of the newspapers of the time: *El Imparcial (The Impartial)* or *El Mundo (The World)*. In a summer experience with a commercial firm, he visited various towns in Puerto Rico and was able to see extreme poverty, which motivated him to study something that would help people (Cirino Gerena, 2018). This is how he studied Economics at the University of Puerto Rico, Río Piedras Campus (UPR-RP). He did not like the Psychology courses he had taken because they had a clinical flavor, and presented human behavior from a pathological perspective. Moreover, from his limited vision of Psychology, this discipline dealt with people on an individual basis and he wanted to efficiently impact many people in the least amount of time possible (Moreno-Velázquez et al., 2006). At that time, he did not know about Industrial, Social, or Community Psychology.

Upon completion of his baccalaureate studies in 1954, Gabriel Cirino-Gerena began his career in public service in the Central Office of Personnel Administration (OCAP) as an Administration Technician in Recruitment, Evaluation, and Selection, but was soon called to serve in the US military corps (Cirino-Gerena, 2018). Upon his return from the military service and to his job at OCAP, he was offered a position in the Test Development and Analysis Section, with Mrs. Milagros Guzmán. He did not believe in tests in general, especially in projective tests, which he considered were subjective, and decided not to accept the position, but was told that if he did not accept, they would have to fire the person who now held his previous position, an argument which persuaded him to accept (Cirino-Gerena, 2018; Moreno-Velázquez et al., 2006). Mrs. Guzmán put an Anastasi book in his hands which introduced him to the field of Psychological and Educational Measurements and convinced him that he could work in that area. From his readings and the experiences that followed, he began to see the importance of this area in developing merit-based systems for recruiting and evaluating personnel and dedicated his research

mostly to developing reliable and valid tests to measure different aptitudes and achievements.

Gabriel Cirino-Gerena received a leave of absence and a scholarship from the OCAP to pursue graduate studies in Tests and Measurements at Teacher's College of Columbia University in New York City. Upon completion of his master's degree in 1961, he returned to OCAP as director of the Test Development and Analysis Section. He spent several years in that position and was later named Deputy Director of the Agency. These work and study opportunities led him to experience Industrial/Organizational Psychology and learn about its capacity to impact society, which led him to obtain his doctorate in Industrial Psychology in 1970 at Purdue University in Indiana. His dissertation was the development of a vocational interest scale.

Upon completion of his doctoral degree, Dr. Gabriel Cirino-Gerena continued his public service, this time, from the UPR-RP, where he accepted a position as professor at the Department of Psychology in 1970. At UPR-RP, he taught test development courses, supervised theses and dissertations, and mentored graduate students, especially in Industrial/Organizational Psychology. He retired from UPR-RP as a Full Professor in 1991, but is still working in his private enterprise, in a field in which he has had more than 50 years of experience.

Dr. Cirino Gerena has also been a consultant in Ecuador, Guatemala, Venezuela, and Honduras on projects related to the Human Resources Administration sponsored by the United Nations and the US Agency for International Development. In those countries he helped develop systems of recruitment and evaluation of personnel. He is especially recognized for the development of the Puerto Rican Inventory of Vocational Interests and licensing exams for graduates of different professions, including Psychology. He has published extensively in professional journals and has written three books on topics of psychometrics and personnel evaluation and two books of short stories (*The Absence of Samuel*, 1997, and *The Last of the Black Shirts and Other Stories*, 2009).

During his career, he has organized three private enterprises for Industrial Organizational Consultation and the development of tests and measuring instruments: Gabriel Cirino Gerena and Associates, the Psychometric Corporation, and Test Innovations. The latter was founded in 1991 to fill the need for tests and assessment instruments developed in the Hispanic cultural context. He has developed aptitude, achievement, interest, personality tests, and a number of instruments for the selection of personnel in specific jobs. His firms have recruited industrial organizational psychologists with doctorates and master's degrees. He has examined more than 180,000 students of the public education system per year and thousands of applicants for revalidation exams to practice various professions (including Psychology) in Puerto Rico (Moreno-Velázquez et al., 2006). For more than 30 years, he has developed educational, psychological, and recruiting tests to discover Hispanic talent in Puerto Rico, the Caribbean, Latin America, and the United States.

Dr. Cirino-Gerena was appointed to the first Board of Examiners of Psychologists in which he was selected as President, which led him to be granted the first license of Psychologist (license # 001) in Puerto Rico. He is a member of the Puerto Rico Psychological Association, an organization that recognized his merits and valuable contributions by awarding him the *Psychologist of the Year Award* in 1982, the first year in which that important distinction was awarded. In addition, in 1997 the Industrial/Organizational Society of Psychology of Puerto Rico recognized his contributions along with Milagros Guzmán, Lucy López Roig, and Héctor Puig Arvelo. Also, he was recognized by the Puerto Rico Psychology Association by dedicating him the conventions of 1983 and 2000, the Second Symposium on Psychological Measurement in 1990 and by awarding him the Lifetime Achievement Award in 2016. He has also been awarded Life Status Member of the American Psychological Association and Sterling Circle Member of the Society for Industrial Organizational Psychology. His *Inventario Cirino de Intereses Vocacionales* (Cirino Vocational Interest

Inventory) has been used in Puerto Rico for more than 40 years and has also been used in Latin America. The Carlos Albizu University awarded him the degree of Doctor in Behavioral Sciences, *Honoris Causa*, in 2019.

Dr. Gabriel Cirino-Gerena has been married for many years to his wife Lydia González Aldarondo and has two adult sons: Luis Gabriel and Iván Edgardo. He keeps working at his private corporations, mentoring students, and enjoys writing short stories, playing tennis, and watching baseball games.

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- ▶ López-Roig, Lucy Enid
- ▶ Puig Arvelo, Héctor

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Cisneros González, Jorge Isaías

Born in Panama City, Republic of Panama, on May 25, 1942

Died in Panama City on April 10, 2017

Ericka del Carmen Matus García
Universidad Especializada de las Américas,
Panamá, Republic of Panama

Keywords

Panamá · Clinical psychology

Jorge Cisneros completed his secondary studies at the National Institute of Panama and his bachelor's degree in psychology (1971), a doctorate in clinical psychology (1973), and a postdoctoral degree in drug dependence, violence, and sexuality at the National University of Rosario, Argentina. He obtained professional suitability number

264, through the Technical Council of Psychology of Panama.

He worked at the University of Panama since 1973 as a research professor, where he held various positions: academic planner, director of Technical Assistance of the Vice-Rector for Research and Postgraduate, director of Student Affairs, director of the Department of Psychology, secretary general, academic vice chancellor, and rector advisor. He was advisor to the minister of Education, executive secretary of the Council of Rectors, researcher of the Institute of Criminology, as well as director of research of the Central American Institute for Administration and Supervision of Education.

He also represented Panamanian psychologists in national and international organizations as a member of the Board of Directors of the Latin American Faculty of Social Sciences (FLACSO); the Advisory Council of the National Secretariat of Science and Technology of Panama (SENACYT); the Advisory Council of the Organization of United Nations Educational, Scientific and Cultural Organization (UNESCO) in Panama; the Technical Council of Psychology in Panama (CTP); the Panamanian Academy of Psychology (APP); the American Psychological Association (APA); the Association of Psychologist of Argentines (APA); the Panamanian Association of Psychologists (APP); and the Presidential Commission of Writers of Panama (CPEP).

Specialized in the investigation of personality disorders, behavior, and its modification, in addition, he studied the evolution of female psychology in response to new ways of life and national identity.

He excelled in the narrative and the short story, and his work was being recognized with national awards. He was author of more than 200 articles in national newspapers on sexuality, violence, personality problems, and behavioral disorders associated with drug dependence.

He published 15 articles in specialized journals and 2 books on research methodology; however, his most recognized contribution is the book *Psychology in Panama: Past, Present and Future* of 2004.

He also stood out as a poet, narrator, and essayist in the short story genre, where he was awarded nationally.

The main recognitions to the work of Dr. Cisneros were the First National Prize of literature to Ricardo Miro, Section Novel Year 1989, with the work entitled "The Legacy"; First National Prize for Rodrigo Miro essay in 1999, with the essay "Role of the Panama University in the Reversion of the Canal"; First Prize National Contest of monographic essay in 2010, with the essay "University of Panama, Background and Perspectives," in the framework of the Commemoration of the 75th Anniversary of the Foundation of the University of Panama; and in 2016 recognition for its responsibility, delivery, and extraordinary professional work for 45 years at the service of university education as a professor at the University of Panama.

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- University of Campinas (Unicamp), in 1971, with a thesis entitled Psychological Study in Epileptics: Rorschach Test, Interviews and Heredological Anamnesis in 102 subjects. She holds a master's degree in Philosophy of Science with a dissertation completed in 1976 at the Université Paul Cézanne Aix Marseille III, in France, with the title *L'epistemologie d'Auguste Comte comme Fondament d'une Science Concrète: Psychologie Positive* (Auguste Comte's epistemology as a Foundation of a Concrete Science: Positive Psychology), with a postdoctorate in the same university, completed in 1983. She made 17 specializations, 10 of which were within USP. She is currently president of São Paulos Rorschach Society, which uses the “theoretical model of psychic dynamics developed by Aníbal Silveira” (Sociedade Rorschach de São Paulo, 2014), with the theme with which she worked for decades, and has a significant number of publications in books with it. Still, as a psychology student and later as a psychologist, she was part of leftist organizations against the corporate-military dictatorship, which ruled Brazil from 1964 to 1985. Her situation was recognized by USP's Truth Commission as “the longest case of persecution (1973–1980) within that university.”

Her militancy began in the Revolutionary Marxist Organization – Working Politics (POLOP). Her home was the meeting place of the organization and where the newspaper Working Politics went mimeographed. In one of the organizations' internal cracks, she joined the fraction that formed the Communist Labor Party (POC) in 1968. She was arrested for political reasons in 1971. She was handed over to the political police by a fellow professor. Due to her imprisonment, USP asked for her political references for Department of Political and Social Order (DOPS) and did not renew her contract (Coelho, 2019). She was arrested at dawn between 14 and 15 July 1971 and was taken to Operation Bandeirante (OBAN), where she was tortured by Carlos Alberto Brilhante Ustra (1932–2015) (L. M. S. Coelho, personal communication, November 12, 2019). She was transferred to

Coelho, Lúcia Maria Salvia

Born *in São Vicente (Brazil) on May 4, 1937*

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Keywords

Brazil · Rorschach · Torture

Lúcia Maria Salvia Coelho obtained a bachelor's degree in psychology in the first class at the University of São Paulo (USP) in 1961 and, in the following year, obtained a licentiate degree. She did a doctorate in Medical Sciences at the State

DOPS on August 23, 1971, where she was tortured again. From her cell, she saw the body of journalist Luiz Eduardo da Rocha Merlino (1948–1971), militant from POC, being placed in the trunk of the car after his torture and murder. The official version would have been that he threw himself in front of a car, but Lucia Coelho was a witness that he entered the prison alive and left dead (L. M. S. Coelho, personal communication, November 12, 2019). She was transferred to Tiradentes Prison on August 26, 1971, where she was imprisoned with other political prisoners in a place known as Maiden's Tower. Tortured again, the torturers asked her: "Come on, teacher, come on, talk about some of your students" (Coelho, 2019). During her incarceration at DOPS, she initiated psychological assistance to other prisoners in a small space inside her cell, which she shared with other inmates; among them was Dilma Vana Rousseff (who years later became the first woman president of Brazil, between 2011 and 2016). Some of them just had been tortured, including the whistleblower who reported her, who, after a torture session, entered the cell during a psychotic outbreak. At that moment, as a psychologist, she was able to ponder the outbreak of her whistleblower and the importance of psychological assistance to her under those conditions. Still, in Tiradentes prison, she continued her attendings to serve political prisoners. Her work was extended to ordinary prisoners when those responsible for the penitentiary system provided a room, where she created a network of psychological assistance in it. After being released from prison and while awaiting her trial, she received telephone threats from someone who presented himself as a colonel, terrifying her with hints about the physical integrity of her children (L. M. S. Coelho, personal communication, November 12, 2019). After this, she worked at Hospital das Clínicas (HC) at USP in the epilepsy sector, where she collected data for her doctoral thesis. She was almost arrested again for attending to a prisoner at HC. After her trial and absolution of the charges, in October 1972, she found herself unemployed again. With the constant threats, the

systematic elimination of leftist militants, and the impossibility of continuing at USP, she went to France. In this period, she completed her master's degree in 1976. When she returned in 1977, she became a professor at the Faculty of Medicine of Jundiaí, teaching neuropsychology. However, her hiring process continued at USP. In 1974, an internal commission in USP expressed itself in favor of hiring her, since there was money available for it, even with the University's contrary claim. In the following years, the USP Truth Commission recognized that, against Lucia Maria Salvia Coelho, "Financial Law was used in the service of political persecution" (Comissão da Verdade da Universidade de São Paulo, 2018), since, even with available funds, she was prevented from being hired at that institution. It was only in 1977 that funds were passed on for the USP's Psychology Institute. The Department of Social and Labor Psychology proposed hiring her as an "assistant professor" (Comissão da Verdade da Universidade de São Paulo, 2018). In 1979, she started to teach at the postgraduate level in social psychology at USP. Her classes were monitored and accompanied by a major to investigate what was said. Her initial contract was approved by the Department and the Institute of Psychology. However, when it was time to present the documentation, her police record was consulted, and her contract was not fulfilled for ideological reasons. While teaching Personality and Culture, she was interrupted by Ecléa Bosi (1936–2017), who stated that she could not continue because the University had vetoed her contract (Comissão da Verdade da Universidade de São Paulo, 2018). The students revolted against it. Lucia Maria looked for the Director of the Psychology Department at the time, Arrigo Angelini, who became the first President of the Federal Council of Psychology, and who held her responsible for being arrested and organizing with leftist groups: "you were a liar, in teaching your classes. [...] And now we cannot be responsible" (Coelho, 2019). He even pressures her to return the salary received (Coelho, 2019). Among the psychology professors, none of them spoke about it (Comissão da

Verdade da Universidade de São Paulo, 2018). Even with money to hire her, the vice-rector in 1980 said that the rectory did not have budgetary resources. Only in 2018, it was proven that “the budget of the Institute of Psychology had the necessary amount to cover the expense of hiring Lucia. After all, the job was not being created at that time; rather, on the contrary, Lucia came to replace a professional who was regularly paid by the University” (Comissão da Verdade da Universidade de São Paulo, 2018). It was also proved that the Security and Information Advisory Office of the Rector’s Office (AESI-USP) was a fundamental instrument of persecution within the USP. In this specific case, it “dispatched a letter addressed to the 2nd Section of the Army’s General Staff, to Military Police, to Federal Police and DEOPS, among other ones, requesting the background of Lucia Maria Coelho” (Comissão da Verdade da Universidade de São Paulo, 2018). Lucia spent some years living between France and Brazil, working in France as a psychologist, but unable to work in Brazil. She completed her post-doctoral studies in France in 1983 and worked in that country between 1984 and 1986. She participated in epileptology clinical meetings at Hospital Saint Paul and as a psychologist in the Pathological Neuropsychology team at the Psychophysiology Laboratory of the Center de Saint and Center de Saint Jérôme. Only in 2018, the USP Truth Commission formally recognized her persecution, which case was considered one of those of “white cassations,” since “there was an impossibility to hire as a way to remove professionals from the University environment, affecting their academic and professional trajectory” (Comissão da Verdade da Universidade de São Paulo, 2018).

Seeking theoretical and methodological explanations and elaborations on the consequences of torture, she looked for Françoise Sironi (1958–) in France, a specialist in Psychology of Torture, who encouraged her to create a group therapy to understand the marks of torture and imprisonment left in the course of these people’s lives. After more than four decades, she brought together women former political prisoners who were incarcerated at the Tiradentes Prison for group therapy about the political persecution and torture that they were subjected to. She still helps in the translation of

Sironi’s book *Bourreaux et victimes. Psychologie de la torture* (Torturers and victims: the psychology of torture), carried out by her son, Sérgio Salvia Coelho (1964–), still doing the note of the edition (Sironi, 2011). Maria Lucia Salvia Coelho’s biography is a microcosm of Brazilian psychology’s history. It is quite significant that the longest case of institutional persecution at USP is from a psychologist, even as the decade-long silence on the subject is a hallmark of psychology in the country.

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Colotla Espinosa, Victor Adolfo

Born *Mexico City, 8 May 1944*

Died *in Vancouver, Canada, 5 April 2021*

Samuel Jurado Cárdenas
Facultad de Psicología, National Autonomous
University of Mexico, Mexico City, Mexico

Keywords

México · Canada · Experimental psychology ·
Behavioral pharmacology

Victor A. Colotla was the second of nine children of Adolfo and Josefina and completed elementary and secondary studies in his native city. At the end of junior high school, he completed 2 years at the Preparatory School Number 5, in Coapa, just before this school cycle was changed to 3 years. During his preparatory studies, he participated in a cycle of conferences on the philosopher Samuel Ramos (1897–1959), with a topic related to the psychology of the Mexican. In great measure, this was the beginning of his interest for psychology. In 1962 he started studies for a career in psychology within the Faculty of Philosophy and Letters of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) and completed these studies in 1965. The following year he received the title of licentiate in psychology after defending a thesis entitled “Comparative psychological investigation of concept formation in a group of schizophrenics and a group of normals,” (Colotla 1966). Toward the end of his university studies, he started working as vocational counselor in a preparatory school of the same UNAM and continued working in that job until September of 1967.

In that date, Colotla traveled to Toronto, Canada, for master’s degree studies. He was recently married and with serious deficiencies in the English language. Nevertheless, he was able to complete the required courses (Colotla 1969), worked one summer with cognitive psychologist Endel Tulving (born in 1927), and completed a

thesis on discrimination learning in pigeons – experience that later would be useful to him – and graduated in 1969 at the University of Toronto with the thesis “A test of the role of the negative stimulus in errorless learning.” During the summer of 1969, he applied for a job as research assistant working in the psychology laboratory of Jack D. (Peter) Keehn (1925–1995) in the Addiction Research Foundation of Ontario (now Centre for Addiction and Mental Health). Keehn was interested in studying reinforcement schedule-induced polydipsia in rats, and Colotla was hired immediately because of his experience with operant conditioning. Keehn held a joint appointment as professor in the Department of Psychology of the recently founded York University, in the north of Toronto, and convinced Colotla to enroll in the doctoral program in clinical psychology, which he did in 1970. He completed his studies and defended his dissertation, “Analysis of schedule-induced drinking with ratio schedules of reinforcement,” in 1973 (Colotla 1973).

On invitation from Emilio Ribes Iñesta (born in 1944), Colotla moved in 1973 to Mexico City and started working as professor and researcher in the master’s degree program in experimental analysis of behavior at the Coyoacan laboratory of the Faculty of Psychology of UNAM. The following year he went back and worked at the Toronto Western Hospital where he received training in neuropsychology, and at the beginning of 1976, he accepted a new invitation from Ribes to work with him, but in the Escuela Nacional de Estudios Profesionales – Iztacala (National School of Professional Studies) (ENEP) of UNAM, with the purpose of creating a master’s program on behavioral pharmacology.

During his working period at Iztacala, he was able to start such master’s program on behavioral pharmacology (which was fused in 2003 with the master’s and doctoral program in Psychology, at UNAM), carried out several studies of international impact, and was invited to the editorial board of the journal *Neurobehavioral Toxicology*. His stay at ENEP Iztacala was relatively short, since in 1980 he accepted a position in another UNAM unit, the Faculty of Psychology. During the time he was at UNAM, in addition to being in charge of the master’s program on behavioral

pharmacology in ENEP Iztacala, he was Chair of the Department of Psychophysiology, both undergraduate and graduate levels, and later Head of the Graduate Division, these last posts in the Faculty of Psychology. In addition to his academic activity at UNAM, Colotla was President of the Mexican Society of Behavior Analysis (1977–1978), member of a World Health Organization Expert Committee on Neurotoxicology that was held in Moscow in May 1983 and Secretary of Scientific Events of the Sociedad Mexicana de Psicología (Mexican Society of Psychology) (SMP). During the decade of the 1980s, his activities within the SMP included helping in the foundation of *Revista Mexicana de Psicología* (*Mexican Journal of Psychology*), the beginning of the SMP awards, participation in the elaboration of the first Ethical Code for Psychologists (published by Editorial Trillas), and organization of meetings and other scientific and professional events. He was also General Editor of the *Mexican Journal of Behavior Analysis* (1979–1983) and President of SMP (1987–1991).

It should be noted that in March 1987 Colotla attended a meeting of the International Biosciences Networks Steering Committee in Cochabamba, Bolivia, representing world psychology. The Steering Committee asked the International Union of Psychological Science (IUPsyS), which includes the main world psychological organizations, to name a psychologist in the biosciences to attend their meeting, and Colotla was the invited psychologist, IUPsyS.

Because of personal reasons, Colotla traveled to Vancouver, Canada, in August 1990, where he taught at the Fraser Valley College (now University of the Fraser Valley) and worked as psychologist with WorkSafeBC (1991–2018). Furthermore, he has been active in committees within the College of Psychologists of British Columbia and the British Columbia Psychological Association. As of 2018 his main occupations have been private practice and classes at the University of British Columbia. He is the author of about a 100 review and research articles; and also he has been invited reviewer for several psychology journals, including *Journal of Clinical Psychology*, *Assessment*, and *Psychological Injury and Law*.

Cross-References

► [Ribes Iñesta, Emilio](#)

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Constain Mosquera, César

Born *Popayán (Colombia)*, 25 July 1931

Died *Bogotá (Colombia)*, 21 June 2001

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Universidad Nacional de Colombia, Bogotá,
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Keywords

Colombia · Psychopathology · Psychotherapy training

César Constaín Mosquera's father was Adolfo Constaín Delgado, a Mason and Harvard graduate in Business Administration, who had more books than money. His mother was Adelaida Mosquera Caicedo, a lady of Popayán's society, the granddaughter of General Tomás Cipriano de Mosquera, four times President of Colombia, not always by democratic means.

Constaín finished high school at the Colegio San Bartolomé de la Merced in 1949. Then, he began studying medicine at the Universidad Nacional de Colombia (National University of Colombia). Before finishing, however, he realized that his passion was to cure souls rather than bodies, so he moved to Madrid, Spain, and started studying medicine and psychiatry, receiving his training under the supervision of Antonio Vallejo Nájera and Juan José López Ibor (1954).

Upon returning to Colombia, when mental illness was stigmatized, he made his way as a young professional in private practice (1956). In 1962, he became a professor at the National University of Colombia, at a time when mental health was framed between psychology and psychiatry as an object of study and relied on multiple schools, dogmas, and prejudices.

In Bogotá, he worked as a psychiatrist at the Secretaría de Salud del Distrito de Bogotá (Department of Health of the District of Bogotá), as well as in public hospitals and several specialized clinics. He was director of the Department of Psychiatry of the Instituto Neurológico de Colombia (Neurological Institute of Colombia) (1974–1978) and professor of other universities.

Professor Constaín integrated his personal world with that of the academy. In both his house and country villa, he hosted seminars, conversations, readings, and exchange of life experiences. Michele Van Reck, Miloú, his wife and "reason for living," and his children, César, Juan, and Catalina, "his best masterpieces," as he used to call them (personal communication, June 1997), gave time and space to guests, friends, colleagues, and apprentices.

His library, comprised of more than 6,000 titles, included books on history, philosophy, medicine, psychology, psychiatry, mythology, magic, witchcraft, much literature, and historical

artifacts, each with a story. All of them were available to his students, under the penalty of losing the benefit if they did not return the items at the expected time.

For more than three decades, the seminar extended beyond 7:00 pm, every Tuesday, at Constaín's home. He spent countless hours reflecting on and exchanging diverse ideas with the selected members of the seminar. He harmonized these meetings' contents with broad knowledge in many areas, positive feelings, good actions, drinks, and exquisite cuisine. At home, César offered a tender gaze and sharpened his sense of humor and respectful irreverence.

His psychoanalysis with Rosa Tanco Duque and later with Igor Caruso (1914–1981) and Mauro Torres (1928–), combined with his ongoing interest in listening, analyzing, and permanently re-signifying the human experience, transformed his vision of psychopathology towards a dynamic and interdisciplinary orientation. However, in his own words, he "learned more about human nature with a thrombosis (he) survived than with all the processes undertaken" (personal communication, June 1997).

César Constaín spent his time listening to his patients and students. He took notes every day and then collated and enriched with others, with groups, with authors and theories. He asked questions aloud about death, love, the sense of being male or female, communication, and grief. With words and in practice, he taught that the honesty of therapeutic processes is sustained by advances in personal work, especially in the case of the therapist.

The fundamental contribution of Professor Constaín is synthesized, in the words of his disciple Moisés Alfonso Aguirre Torres:

Throughout his career, he broke down barriers and walls that created private territories. Ghosts were diluted. White coats stopped frightening us. We found our way as life-sustaining systems, among the crowd of the corridors that we traveled with doctors, patients, technicians, society, symbols, meaning, action, faith in ourselves, a conviction in our profession.

His contribution is highlighted by opening the clinics' doors by integrating psychology students to medical case meetings. By avoiding the

authoritarian pitfalls of the professions, of segregation among therapists, among mental health workers, by delving into psychological issues that are interspersed with chemical and biological issues in the domain of doctors, chemists, and biologists, to embed them in the social, through the authors of the case, their work, the interdisciplinary commitment. (Aguirre Torres 2001, p. 115)

Constain's presence in the Faculty of Human Sciences of the National University of Colombia was dynamic. Around the 1970s, hard questions and strong divisions reflected on psychological schools and in the academy. Above it all, Constain managed to establish new ways to attend mental health and promote particular experiences to psychologists in clinical training. The creation of initial discomfort characterized them, then understanding and resolution. By the 1980s and 1990s, especially in the Psychological Attention Service of the National University, he strengthened his own experience with individual consultation and research in therapeutic groups, contributing to case study sessions, and mainly writing. In the end, he became a prematurely aged man who had incorporated in his philosophy that "the human being is the object of wisdom, not science" (personal communication, June 1997).

His latest research addressed the importance of the relationship between the pregnant mother and her child in a preverbal setting. All pathologies were nursed there. Thanks to all the handwritten paper, connecting his mind and hand, and no doubt, his heart, three books sneaked their way into the public: *Lines of Thought*, *Dictionary of Psychopathology*, and *Notes of Psychotherapy*.

Lines of Thought, a Process of Constainization (1997) is a jewel illustrated by the artist Dióscórides Pérez, which became the symbol of that particular way of teaching psychopathology. His low voice sharpened the students' ears, mostly to hunt down and write down aphorisms such as:

"Don't stir the family tree too often; otherwise, the great-great-grand black, great-great-grand crazy, or great-great-grand whore will begin to fall."

"The weaker I feel, the rougher I show myself."

"You grow up, and you are given birth to, you start eating salt, and the breast is taken away from you . . . as if living was a sequence of griefs."

"It's not crazy who wants, but who can."

"When everything is over in love and psychotherapy, the technique remains."

"When a woman wants something, God does too."

The aphorisms challenged the listener; they are phrases that still rumble.

Dictionary of Psychotherapy (1997) is a book that invites dialogue with the author because writing it in the first person impels the reader to present their own arguments. It is like a journey that goes through the head of a human being with academic background and professional experience, narrations, and personal reflections on psychotherapy's exercise against 118 concepts that concern mental health.

Psychotherapy Notes (2001) was a posthumous book. In Constain's words, "the book may have been called *Treaty on the Relationships between Men and Women of the Galaxy*, but more modestly, it was called *Psychotherapy Notes*." Consistent with his teachings, the notes expressed without presumption, everything that confronted him with his greatest passion: life, which by necessity it is full of encounters (agreements) and disagreements. It is also that marvelous thing that at the same time has an unpleasant implication: it ends.

César Constain was first and foremost a teacher. He trained several generations of psychotherapists and psychotherapy teachers in Colombia. He showed them that technique is only a small part of a complex process, that the psychotherapist must be well-grounded, beyond the discipline's limits. His actions as a teacher and academician were consistent with that philosophy. When psychology in Colombia was partly a tug of war among psychological theories, often seen as territorial confrontations, César Constain remained a realist. He emphasized the role of psychologists and other mental health professionals in the lives of people who did not care about those conceptual territories but who lived real problems and real lives.

Cross-References

- ▶ [Tanco-Duque, Rosa](#)

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Cordero, Juan Nepomuceno

Born *Mexico City, 20 August 1852*

Died *City of Jalapa, Veracruz, Mexico*

Iris Rubi Monroy Velasco

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Keywords

Mexico · Social Psychology · Organic soul · Psychic life

Juan N. Cordero (José Juan Nepomuceno de Jesús María Joaquín Bernardo Maximiliano Inocencio Lugardo Federico Cordero Altamirano) is the son of José María Marcos del Corazón de Jesús Cordero Hoyos (1824–?) and María de Jesús Altamirano Farfán de los Godos (Sanchiz, s.f.); frequently confused with his uncle, the painter Juan Cordero (Juan Nepomuceno María Bernabé del Corazón de Jesús Cordero Hoyos, 1822–1884). He studied at the Colegio de San Ildefonso (San Ildefonso College), in Mexico City, thanks to an academic scholarship he awarded for his good academic performance. After completing his Baccalaureate studies, he entered the Escuela Nacional de Jurisprudencia (National School of Jurisprudence) where he

graduated in 1872. At the end of his studies, he devoted a short period of time to various political positions. Then, he started to practice as an applicant lawyer and additionally performed some sculpture and painting work. In addition, he wrote some works of a scientific, philosophical, and literary nature and collaborated with the national press (Muñoz Fernández, 2017; Rodríguez-Preciado, 2014). He published in the literary field using the pseudonyms “Campanone,” “Escobilla,” and “Marcial” (Manrique de Lara & Monroy, 1946, pp. 47–48).

Subsequently, at the end of the nineteenth century, he published a trilogy in which he made an attempt to establish a relationship between organism, individual, and environment as influencing factors in “normal” behavior (seen as the common/habitual “behavior” form) by that historical moment. The first volume of this trilogy is entitled *Ensayo de vulgarización de psicología fisiológica* [*Essay on Vulgarization of physiological psychology*] (1907), comprising the different organic manifestations of the spirit and the implication of the psychic resource as a consequence of the “Sensory Sensitivity.” The second publication of the trilogy is *La vida psíquica. Ensayo de vulgarización de sociología y política* [*Psychic Life. Essay on Vulgarization of sociology and politics*] (1909), where the “spirit” is studied in interaction with the sensitive subject and the environment in a habitual and unusual way as well as the physical and social factors involved in this relationship. Subsequently the last part of the “Trilogy” in 1910, *Anomalías y sus tratamientos: ensayo de psiquiatría y un sistema efectivo para la defensa social* [*Anomalies and their treatments: Essay on Psychiatry and an effective system for social defense*], rather “abnormalities” (irregularities in the norm/usual/regular/healthy) its forms and treatment in order to return to “normalcy” which cover a full study from the perspective of the individual, to the organic, social, and political (Valderrama, 1985 and Rodriguez, 2005, cited in Navalles-Gómez, 2010).

Of the main contributions to psychology in Mexico, Cordero made a combination between positivism and the mental part of people as components that permeate the social exchanges of

daily life, linking health sciences with social sciences (Rodríguez-Preciado, 2014). Therefore, his scientific, psychological, and social texts mean an important contribution at the time in which he worked, since for his time and possibly the current one, these elements are separated. With his works, the relationship of the organism, the psychological processes linked to it, and the same to society are highlighted: interactions and abnormalities in them. All this was a fertile field for the following authors and their proposals to make sense in relation to what they raised about the link between the health sciences and the social sciences.

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Cornejo Cabrera, Ezequiel

Born in Mexico City, on April 10, 1913

Died in Mexico City, on September 2, 2002

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Keywords

Mexico · Rural studies · Social analysis · Statistics · Indigenism

Ezequiel Cornejo Cabrera, son of José Pilar Cornejo and Carmen Cabrera, was the youngest of seven brothers and sisters. He studied at the Escuela Nacional Preparatoria 1 “San Ildefonso” (National High School) of the Universidad

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Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM). He obtained a Master's Degree in Spanish Letters and a Master's Degree in Educational Sciences, at the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) (FFyL) (UNAM), in 1945. Subsequently, he obtained his doctorate in Spanish Letters at the FFyL (UNAM). He taught in various educational institutions: in basic education at the Secondary School 21, San Ángel, Mexico City, from 1940 to 1970; at the high school level at the Centro de Estudios Científicos y Tecnológicos No. 5 "Benito Juárez" (Centre for Scientific and Technological Studies) (CECyT 5), commonly known as "Vocational 5"; and at a higher level in the Escuela Nacional de Ciencias Políticas y Sociales (National School of Political and Social Sciences) of the UNAM (in 1968 this School became the Facultad de Ciencias Políticas y Sociales [Faculty of Political and Social Sciences, FCPyS]), in which he taught the course of Social Anthropology and in the Instituto de Investigaciones Sociales (Institute of Social Research) (IIS – UNAM) from 1954 to 1970.

He worked as a teacher, researcher, writer, and eloquent speaker, with a scientific production developed primarily at the IIS in which he worked under the direction of sociologists such as Lucio Mendieta y Núñez (1895–1988) and Pablo González Casanova (born in 1922).

His academic career was marked by interest in the study of original social groups that were in vulnerable situations due to the prejudices of the time. As part of his work as a sociologist and researcher for indigenous groups, he learned Nahuatl, so he was able to conduct firsthand interviews with peasants who were discriminated for not speaking Spanish. His scientific production began with the publication of the book *Estudio de Psicología Experimental en algunos grupos indígenas de México, UNAM, 1954*. In this work, Cornejo Cabrera proposed "to be a starting point or an axis of reference ... that shines light on the autochthonous groups of Mexico, so slandered, both by those who demagogically praise them, and by those who ignorantly disrupt them" (Cornejo, 1953: 6). As part of the research that supports this book, Cornejo applied psychometric

tests to girls, boys, and adolescents of indigenous origin in order to scientifically demonstrate that the differences in development trajectories between the rural and urban population were primarily due to sociocultural context rather than conditions attributable to organic or psychological deficiencies.

It was precisely this book that opened him the doors to the IIS-UNAM where he consolidated his line of research, which was distinguished for having a clear sociographic tradition, measuring and collecting quantitative data in groups of different ethnic origin. His subsequent publications maintained the interest in the study of native peoples and inhabitants of rural areas from a sociological-synthetic perspective (Cornejo, 1965).

As part of his work as a researcher, he carried out an extensive study that included 60 agricultural production communes, known in Mexico as "ejidos" (common land), of the State of Veracruz, Mexico. In order to describe the material and spiritual levels of life of the "ejidatarios" (communal land owners) and through the application of individual and group interviews, Cornejo Cabrera generated a large amount of descriptive data that supported the demographic analyses of the social life of the Mexican ejido zones during the 1960s of the twentieth century.

According to Colmenero (2003), at that time, there is a transition from orthodox sociological analysis towards trends in social analysis with quantitative research methodologies, with an emphasis on sampling and statistics to analyze aspects of stratification and social mobility. Cornejo Cabrera was one of the Mexican researchers with the most articles published in the *Revista de Ciencias Políticas y Sociales* (Journal of Political and Social Sciences) of the FCPyS at UNAM.

In most of his publications, Cornejo Cabrera sought to describe the diverse realities experienced by the inhabitants of rural Mexican areas. His texts included sociodemographic data that give his readers the possibility of having a statistical description of the resources, spaces, and habits that very clearly marked the border between traditional rural life and lifestyles guided

by modernist ideals of the time, primarily those who were encouraged by government efforts for universal access to basic education and health. As a constant in Cornejo Cabrera's work, there is an effort to vindicate the figure of the ejidatarios as workers of the land or the sea whose health and development conditions were primarily linked to nutritional and cultural deficiencies associated with their rural condition, rather than to an innate or class disability.

It should be noted that in his studies he shows himself as a pioneer in explaining the “adolescent uprooting” that left communities without young people. Those who emigrated were particularly adolescents and young people who were interested in continuing their academic careers beyond basic education. It was clear that Professor Cornejo's interest went beyond mere description, but was involved in the explanation of germinal social phenomena that would lead to distinctive demographic processes of the time and resulted from public policies after the Mexican Revolution (1910–1917). It is worth mentioning from what can be seen through his prolific scientific production that Cornejo Cabrera was a forerunner in the study of nonurban social groups in Mexico. This is achieved by the integration of psychometric and sociocultural traditions, in contrast to the rise of the psychoanalytic movement that monopolized the attention in the country since the decade of the 1950s of the twentieth century.

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Coronado Castro, Mariano Luis

Born *San José, Costa Rica, August, 7, 1895*

Died *San José, Costa Rica, January, 21, 1970*

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Keywords

Costa Rica · Mental hygiene · Humanism ·
Psychotherapy

Mariano Coronado Castro was part of the first and important cohort of intellectuals, scholars of psychology (José Basileo Acuña, Lilia Ramos, Isaac Felipe Azofeifa, among others) who, coming from different disciplines, laid the academic, educational, and institutional foundations that originated the scientific and professional psychology in Costa Rica from the 1950s. Mentor of the first professional psychologists in the country, Gonzalo Adis Castro (1927–2004) and Margarita Dobles (1905–2010).

His complete name was José Mariano Luis Silverio Mercedes Socorro Dolores de Jesús Coronado Castro. He was the eldest son of the 11 children of Mariano Coronado Jiménez (1862–1934) and Victoria Castro González (1874–1916), a well-to-do family from San José. At an early age his mother died and due to his condition as the oldest son, he was involved in the care of his ten siblings and the support of his father, with an early insertion in the labor market. At an early age he started working in a bank; later, with his brother Roberto, he founded the “Almacén Philco” (Philco Store), then “Coronado y Co” (Coronado and Co). His restless personality led him to study on his own initiative, motivated by a humanistic spirit and great culture. Together with José Basileo Acuña (1897–1992) he founded the Grupo Estudios Krishnamurtianos de Costa Rica (Krishnamurtian Studies Group from Costa Rica), in which Tomás Ortuño, María Eugenia Dengo (1926–2014), Hugh de Pass, Jessie Montejo de Orlich, among others, participated.

Between 1934 and 1936, he achieved financial stability. Already married and with a family, he traveled to develop his intellectual interests. He studied at the Sorbonne, training as a mental hygienist. He took advantage of the academic environment of the old continent to train and attend conferences and international congresses. At this time he befriended the philosopher and thinker Jiddu Krishnamurti, who influenced him in his interest for the person and humanism. At the time of World War II he moved to England, and later emigrated to the United States, where he also frequented intellectual circles. Before returning to his country, he lived briefly in Mexico (Kriebel Coronado, personal communication, 2020).

He returned to his native country in 1943. Even before the beginning of the 1950s, Costa Rica had already laid the foundations of its institutional framework, with a solid social rule of law based on a national pact of social guarantees and with a recently abolished army. Higher education received a boost with the founding of the Universidad de Costa Rica (University of Costa Rica), which implied supporting education as a promoter of the social good.

Mariano Coronado is known as the first mental hygienist in the country and founder of educational psychology in the country (Margarita Dobles, personal communication, 1994). He began practicing psychotherapy as a service to the community, since he never charged for it. Adis Castro first professional psychologist in Costa Rica, recognized in the figure of Mariano Coronado, who preceded him as one of the first psychotherapists (Adis Castro, cited by López-Core, 2015), characterized by a humanistic, supportive, and re-educational approach.

Another early area of Coronado’s insertion was education. His proposals for courses on physical and mental health, both to the general population and to teachers, inaugurated what today we would call preventive work in the area of mental health. In this area he developed an intense work for many years: teaching literacy about health, personal well-being, and, above all, childhood and adolescence. Adis-Castro (1991), one of his disciples, identifies him together with Lilia Ramos (1903–1988), as the precursors of initiatives of courses, seminars for teachers and parental figures on topics such as childhood development, upbringing, and parent-child relationships.

Within the framework of the creation of the Comisión Nacional de Salud Mental (National Mental Health Commission), Coronado formally promoted, from state institutions, courses and seminars on child development and parent-child relationships. He founded in 1950 and chaired until 1964 the National Mental Health Committee in the Ministerio de Salud (Ministry of Health) (Adis-Castro, 2016; Thomas, 1975). From there, a national strategy of “psycho-pedagogical training” oriented to the formation and dissemination of psychology was implemented. These programs were intended to guide both teachers and the lay public. Through this strategy, a 4-year training curriculum was developed and validated in a training process for primary and secondary school teachers.

During the first half of the twentieth century, psychology was seen as a complementary instrument to pedagogy. Although the development promoted by the founders of psychology in

Costa Rica, such as Coronado, was not systematized in an academic degree program, they laid the historical foundations for the development of the psychological discipline (Adis-Castro, 2016), and were fundamental for interdisciplinary work in education. In that direction, the contributions of the first wave of intellectuals, who introduced psychology by different means, were the basis of a theoretical-academic and educational platform, even though they did not generate a new professional profile (Campos et al., 1990).

Mariano Coronado was one of the precursors of academic psychology as a university professor in the Departamento de Letras (Department of Humanities) and in the incipient Facultad de Pedagogía (Faculty of Pedagogy) both at the University of Costa Rica. There he taught the first courses in psychology as a scientific discipline at the university. In the afternoons, together with Edgar Gonzalez (1920–2001), he gave lectures to elementary school teachers. In 1950 he was Vice Dean of the Faculty of Pedagogy and was a member of the University Council of the University of Costa Rica. Together with Margarita Dobles, they promoted the bases for the diffusion of psychology among teachers, opening settings for future professionals in guidance. As Dobles' mentor, he encouraged her to specialize at Stanford University, USA. As an active academic, he participated in the great university reform of 1957. Encouraged by that reform, he proposed the organization of the Departamento de Bienestar y Orientación (Department of Welfare and Guidance) at the University of Costa Rica. Years later, together with Margarita Dobles and later Gonzalo Adis Castro, they shared the Department of Welfare and Guidance of the University of Costa Rica. He offered Dr. Gonzalo Adis Castro, who was returning from Berkeley University, to organize the psychological care service for university students in the Welfare and Guidance Department. A few years later, in 1960, Adis Castro founded the Centro de Investigaciones Psicológicas (Center for Psychological Research) at the same University of Costa Rica, the first psychological research center in the country. Adis Castro himself notes that Mariano Coronado “had the concern that a Escuela de Psicología

(School of Psychology) should be created; a concern that he often shared with us in the meetings of the Welfare and Guidance Department” (Adis-Castro, 2016, p. 39).

Since his return to the country, and with the resources of the time, he articulated a line of work oriented to dissemination and prevention that oscillated between his lessons at the University of Costa Rica and the Escuela Superior de Administración Pública para América Central (ESAPAC, Higher School of Public Administration for Central America) financed by UNESCO. There he was prolific in the writing and elaboration of pamphlets and didactic material for educators and parents (Coronado, 1951). This virtue for the communication and dissemination of psychological science was also manifested in his well-known lectures on psychological topics, on which he lectured in Costa Rica, Central America, and the United States. The national conferences were transmitted live by Radio Universidad de Costa Rica. An audio record of these lectures is kept (Coronado, n.d.).

As an author and theoretician, some of his books were published by Editorial Orion in Mexico: *Introducción a la Higiene Mental* (Introduction to Mental Hygiene) (Coronado, 1955), *Psicología y Salud Mental* (Psychology and Mental Health) (Coronado, 1956), and the first edition of *El conocimiento propio y la salud mental* (Self-awareness and mental health) (Coronado, 1966). In his country, on the other hand, the second edition of *Conocimiento propio y Salud Mental* (Self-awareness and mental health) (Coronado, 1986) was published; also, among others, *El Maestro y la Salud Mental* (The teacher and the Mental Health) (Coronado, 1979), *Aspectos Psicológicos de la Comunicación* (Psychological Aspects in Communication) (Coronado, 1960), *Huellas* (Traces) (Coronado, 1971). He built a theoretical corpus based on the concepts of mental hygiene and mental health, from a humanistic but solidly scientific perspective. Together with Isaac Felipe Azofeifa (1909–1977), José Basileo Acuña (1897–1992), and Juan Trejos Quirós (1884–1970), they wrote and published the first academic and university texts on psychology used at the University of Costa Rica.

The welfare of the human being was the center and axis of his ideas, based on the conviction that science should be at the service of humanity. To this end, he promoted every possible initiative that favored well-being, whether through training, prevention, clinical care, or even public policy. Born at the end of the nineteenth century, having experienced two world wars, and therefore the dizzying first half of the twentieth century, he promoted in his ontological and axiological thoughts, the concern of the effects of modernization on the development of the person and society.

The range of application of his production took him out of the exclusivity of the academy and the university, allowing him to socialize in educational institutions, with parents, as well as with professionals in psychiatry, pedagogy, special education, and social work, inserted in the social network of Costa Rica in the first half of the twentieth century. Both in his vital and academic work, he managed to establish and materialize that mental hygiene and mental health were a matter of social good, of competence of the whole society. He gave a central place to prevention based on training and dissemination, in an innovative and revolutionary way, articulating initiatives that linked the academy and the State with the citizens in an operative way.

His vocation of service positioned him in the public sphere, based on the humanism, sensitivity, empathy, and solidarity that always characterized him. Those who knew him remember him for his honesty, humility, and great human sense. Despite having positioned himself among the top elite of the academic and scientific world of his country, he was always characterized by his generosity in sharing his knowledge and his attachment to the ideals of a better world for people, avoiding academic snobbery and prominence. His last years were dedicated to deepen his personal and spiritual philosophical search in the shelter of his family, whom he loved so much. The coherence between his academic and professional proposal and his personal life was reflected in the memories of his descendants. They remember that although he achieved much visibility and always had a lot of work, he never ceased to be a son, brother,

uncle, father, husband, and grandfather present in the lives of those who accompanied him.

In conclusion, I would like to close this brief biography of my great uncle, with an excerpt from his memorial: “An indefatigable walker along the paths of life, he always marched with his face to the wind, resolute, firm, but wrapped in the silence of sincere modesty. If he were still alive, he would have stopped our hand or muffled our voice so that we would not pay him this homage. That is why we do so in a low voice, so as not to disturb him. . .” (Madrignal Nieto, n/d, n/p).

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- ▶ González-Campos, Edgar

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Cortada de Kohan, Nuria

Born *Mendoza (Argentina)*, 5 November 1921

Died *Buenos Aires (Argentina)*, 31 March 2013

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Keywords

Argentina · Vocational guidance ·
Psychometry · Pioneer

Nuria Emporia Griselda Cortada was born in Argentina; she completed her education in Spain, where she moved with her parents at the age of 4 years old. In her autobiography, she related that her primary education was anarchic but rich in reading, open to various areas of human life (arts, health, science, history, among others), and included five languages (Cortada, 2012).

The Cortada family returned from Barcelona to Buenos Aires when the Spanish Civil War began; they arrived in the Argentine capital when Nuria was 15 years old. They returned to live in Mendoza, where she finished high school.

On a trip to Buenos Aires, her father took her to talk with Dr. Emilio Mira y López (1896–1964) to obtain vocational guidance. Her interests were varied and included the psychological problems discovered in the texts of Dostoyevsky and Tolstoi; at the end of the interview, Mira points out that if she was interested in psychology, she should study abroad and suggests that she contact Dr. Horacio Rimoldi (1913–2006), who was then beginning his work as a professor and researcher at the Universidad Nacional de Cuyo (National University of Cuyo), in the city of Mendoza.

At the same university, Cortada obtained a degree as Professor of Higher, Normal, and Special Education in Philosophy. At the Institute of Experimental Psychology, created by Rimoldi, Cortada learned statistical techniques; within this framework, she participated in the first standardization of the Raven test in Argentina (Rimoldi et al., 1945) and published her first five scientific articles.

In 1945, she began her work as a Child Psychology professor at the Escuela Normal Pringles (Pringles Normal School) in San Luis (Argentina), 3 h away from Mendoza. The Normal School also depended on the National University of Cuyo. There, she established a deep and lasting friendship with Dr. Plácido Horas (1916–1990).

A year later, she obtained a scholarship to train in clinical psychology at the Institute of International Education of the Ohio State University in the United States. Her adviser was Dr. Victor Raimy (1913–1987) and she had professors such as the statistical specialist Dr. Herbert Toops

(1895–1972). In the United States, he also visited his previous mentor Horacio Rimoldi, who was in Chicago, and there he met Louis Thurstone (1887–1955) and established a friendship that would remain in time with the Spanish psychologist Mariano Yela (1921–1994) (Cortada, 2012).

After 3 years, she returned to Argentina with the degree of Master of Arts in Clinical Psychology, which made her one of the first persons with a specific degree in Psychology within the country (Ardila, 2013), and the person who, in those years, many people asked her what a psychologist was.

Since 1950, she has worked in a vocational and educational orientation center, within the scope of the Ministerio de Educación de la Provincia de Buenos Aires (Ministry of Education at the Province of Buenos Aires). She also taught seminars on applied statistics and test theory in the Philosophy Program at the Universidad de Buenos Aires (University of Buenos Aires), invited by Professor Luis Felipe García de Onrubia (1914–1986) and she standardized the Raven test for the city of Buenos Aires.

In 1952, she obtained a scholarship “estudiante patronée” to study in Paris (France). She worked for 9 months at the Saint Anne Hospital under Dr. Pierre Pichot (1918–2020).

Being one of the first persons with a specific degree, Cortada participated very actively in the First Argentine Congress of Psychology, in Tucumán, in 1954, and the development of the first undergraduate Psychology Program at the University of Buenos Aires (Bersi & Levantini, 2007).

In 1957, she began to teach the course of Statistical Methodology in the new Psychology Program. She became a tenured professor in 1959, maintaining her position until her retirement in 1984. Also, by 1958, she was appointed head of the Department of Vocational Guidance at the same university; all her experience in this field would be condensed in the book *El Profesor y la Orientación Vocacional* (The Professor and the Vocational Guidance) (Cortada de Kohan, 1977).

Between 1961 and 1962, she traveled to New York, United States. She worked at Saint Lawrence State Hospital as a senior clinical

psychologist, conducting psychodiagnostic and organizing operative groups with patients.

In 1964, she specialized in the Educational Testing Service of Princeton, for 2 months; this experience was reflected in her book *Manual para la construcción de pruebas objetivas de rendimiento escolar* (Handbook for the construction of objective tests to measure school performance) (Cortada de Kohan, 1968). The previous year her first book had been published: *Estadística Aplicada* (Applied Statistics), co-authored with José Manuel Carro (Cortada de Kohan & Carro, 1967).

Since 1968, she obtained a position as Full Professor, ad honorem, of the course Methodology of Psychological Research, at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the University of Buenos Aires.

In 1970, Horacio Rimoldi returned to Argentina and founded the Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental (Interdisciplinary Center for Research in Mathematical and Experimental Psychology, CIIPME), within the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research, CONICET). Professor Cortada de Kohan became the Center’s Vice-Director. Like other university professors, she suffered the political circumstances that Argentina lived through in the 1960s and 1970s; in those years, she worked as a statistics teacher in the Geography Program at the Faculty of Philosophy and Letters of the University of Buenos Aires. She remained there for approximately 10 years. She taught courses and conferences and continued with the translations of books such as *Experimental Psychology* by Woodworth y Schlosberg (1964), *Statistics* by Yamane (1972), and *Principles of Orientation and Student Assistance* by A. Jones (1977).

After her retirement in 1984, she stayed away from the profession for several years. In 1992, she returned to CIIPME, where she was hired as Principal Investigator. She studied the relationship between intelligence, solving new problems, and educational achievement (Castro Solano, 2001). Thanks to these investigations, she updated her first statistics manual. She published her book

Diseño Estadístico (Statistical Design) (Cortada de Kohan, 1994) and numerous articles in national and international scientific journals.

In 1996, she was appointed Honorary Professor at the University of Buenos Aires and hired as an Advisor in Methodology and Statistics at the Research Institute of the Faculty of Psychology at the same University. Since 1997, she has worked as a contracted professor at the Institute of Psychological Research of the Faculty of Psychology and Psychopedagogy at the Universidad del Salvador (Buenos Aires). Likewise, in 2006 she was also hired as a research advisor at the Dirección de Orientación al Estudiante (Student Orientation Department) at the University of Buenos Aires.

At that time, Professor Cortada de Kohan published her books: *Teorías psicométricas y construcción de tests* (Psychometric theories and test construction) (1999), *Técnicas psicológicas de evaluación y exploración* (Psychological assessment and exploration techniques) (2000), *Test de Aptitud Verbal BAIRES* (BAIRES Verbal Aptitude Test) (2004), and *Teoría y Métodos para la construcción de escalas de actitudes* (Theory and Methods for the construction of attitude scales) (2004). In 2008, she coauthored the book *Técnicas de investigación científica* (Cortada de Kohan et al., 2008).

Her career was recognized by the Asociación Argentina de Ciencias del Comportamiento (Argentine Association of Behavioral Sciences) in 2001, the Aiglé Foundation in 2002, the Cuenca del Plata's University (Corrientes) in 2006, and Foundation of the University of Buenos Aires, in 2011. In 2006, she was also named Honorary Member of the Sociedad Argentina del Estudio e Investigación en Psicodiagnóstico (Argentine Society for Study and Research in Psychodiagnosis) and, in 2007, Honorary President of the Sociedad Argentina de Psicología (Argentine Society of Psychology). She received the title of Emeritus Professor from the Universidad Abierta Interamericana -Sede Buenos Aires (Inter-American Open University, Buenos Aires Headquarters) and the Universidad del Salvador (Salvador's University) Buenos Aires in 2011.

She passed away in Buenos Aires at the age of 91. Until a few months before, she prepared her tenth book in collaboration with other notables of psychology.

Nuria Cortada will be remembered for having been a pioneer of psychology in Argentina and Latin America, as well as a tireless researcher, generous Professor, and outstanding figure in Argentine psychometrics.

Cross-References

- ▶ [García de Onrubia, Luis Felipe](#)
- ▶ [Horas, Plácido](#)
- ▶ [Mira y López, Emilio](#)

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Crespo Fernández, Leila

Born on March 19, 1944, in Arecibo, Puerto Rico (PR).

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Keywords

Puerto Rico · Neuropsychology · Tests and measurements · Health psychology · Quality of life

Leila Crespo-Fernández is the youngest daughter of Isaias Crespo Rentas, a lawyer, and Mercedes Fernández García, a Spanish teacher, who were residents of Arecibo, Puerto Rico, during Leila's infancy. Later the family moved to the capital city

of San Juan, where Leila initiated her academic studies at a parochial school near her home. She had two older two sisters: Ligia and Mercedes. Her late husband was Prof. Gilberto Lugo, and her children are María del Rocío García, Javier García, and Coral Gandiaga. She has two grandchildren, Carlos Javier and Francisco Javier Gandiaga.

Leila Crespo-Fernández entered the University of Puerto Rico, Río Piedras Campus (UPR-RP), in 1961 to study Biology and graduated with a BS in Biology in 1965. She began her professional career as a researcher in 1966 at the Nuclear Research Center of the Medical Sciences Campus (UPR-Medicine) where she worked until 1971. In the 1970s she returned to UPR-RP to further her Biology education and earned a Master's Degree in Science Education in 1973 at UPR-RP. In the early 1980s, she reentered UPR-RP, this time to study Psychology. She saw Psychology as a way to help her children who were showing signs of learning disabilities. She completed her MA in 1984 specializing in Academic Research Psychology. For her thesis she developed a training program on relaxation and meditation to manage essential hypertension.

Leila Crespo-Fernández entered the UPR-RP's PhD program in Academic Research Psychology and graduated in 1995. Her dissertation studied the cognitive development, psychological well-being, and health perception of a group of adults, aged 60 and over. The participants attended a municipal health facility. During 2015, she approved specialized graduate courses in School Psychology, at InterAmerican University, Metropolitan Campus (Inter-Metro). She has taken hundreds of continuing education courses, many in the areas of psychological testing. One notable example is a workshop on neuropsychological testing designed in Argentina, which has led to developing several studies in Puerto Rico with neurological tests developed in South America.

While studying for her MS in Science Education, Leila Crespo-Fernández stopped working as a researcher and started teaching Biology at UPR-Bayamón where she worked until 1976 when she decided to take some time to take care of her young children. In 1982, she returned to her

academic career, this time at the Biology Department of Interamerican University, Metropolitan Campus (Inter-Metro). In 2000 she transferred to the Department of Psychology where she continues teaching in 2020. She earned the rank of Full Professor in 1996 and is a member of the Academic Senate since 2008.

Dr. Crespo-Fernández has been recognized as a professor and mentor of hundreds of undergraduate and graduate students. She has received the *Excellence in Teaching Award* by Interamerican University seven times. She was also named *Distinguished Professor* in 1995.

Her research interests include neuropsychology, health psychology, quality of life, and psychological testing, areas she has examined with a variety of populations from preschool children to older adults. Pursuing these themes and others, she has chaired over 100 dissertations and has been a Committee Member in dozens more.

The research projects Dr. Crespo-Fernández has supervised follow two significant tracks: standardization of cognitive tests in populations of different age groups throughout the lifespan and cognitive development of persons diagnosed with neurological conditions, including attention deficit hyperactivity disorder, diabetes, cancer, epilepsy, and other health challenges. She has also written and presented about quality of life measures and a variety of health conditions. These projects have been published in scientific journals sponsored by psychological and medical associations and universities.

Dr. Crespo-Fernández has presented over 50 papers at professional meetings in Puerto Rico, Bolivia, Cuba, Guatemala, México, and Perú. The topics of her presentations include a wide variety of developmental, health psychology, and psychological testing issues. The research she has produced has contributed to enhancing options for psychoneurological assessment in Puerto Rico, by adapting measures created in other countries and suggesting appropriate interventions for various populations – from infants to older adults, patients of common and rare diseases, and chronic conditions.

Leila Crespo-Fernández is a member of the Puerto Rico Psychology Association (APPR),

the Interamerican Society of Psychology (SIP), and the National Association of School Psychologists (NASP). In APPR she has presided the Convention Committee. She also participates in the Garden Club of Puerto Rico, the Horticultural Society, and the Women's Civic Club.

Dr. Crespo-Fernández constantly encourages students and graduates to present their research in local and international conventions, sharing calls for papers and revising their submissions. She has thus promoted the dissemination in South and Central America, of the results of psychological science produced in Puerto Rico and continues to reinforce research, writing, and presentation skills in recent graduates and early career colleagues.

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Cronick, Karen Anne

Born in *Indianapolis (United States)*, on June 12, 1941

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Keywords

Venezuela · Community-environmental
 psychology · Hermeneutics

Karen Cronick, daughter of Dr. Anne Bosma Cronick and Charles Herbert Cronick, both professionals in psychiatry. So, the subject of mental health was familiar to her since childhood and oriented her intellectual concerns towards the understanding of “what the mind is,” initially influenced by psychoanalysis. She began her undergraduate studies at Case-Western Reserve

University, Cleveland, Ohio, in 1959 and graduated in 1963.

Despite her interest in clinical psychology, the social upheaval resulting from the Vietnam War led her to become a political activist and to reorient her studies towards social issues. In 1960, she worked for the first time in the State Agency in the city of Cleveland in the State of Ohio, carrying out social assistance activities with neglected and psychosocially vulnerable children.

In her last years of study, she married Eduardo Ludeña (January 17, 1940), a theoretical chemist of Ecuadorian origin, with whom she visited several European countries, to evaluate their permanence in some of them. Finally, they decided to look towards the American continent selecting Venezuela as a country of residence, because the Universidad Central de Venezuela (UCV) (Central University of Venezuela) had the necessary equipment to continue processing the data results of the research carried out by her husband.

She attended postgraduate studies at the Universidad Simón Bolívar, from where she graduated with a master’s degree in Psychology (1982). During these studies, she approached behaviorism. She then became interested in the Theory of Causal Attribution developed by Julian B. Rotter (1916–2014). She developed his thesis using a quantitative methodology to study Locus of Control among a group of juvenile delinquents, interned in a state institution.

During her studies, she became friends with professors Euclides Sanchez (1940–) and Esther Wiesenfeld (1949–), both from the Instituto de Psicología (Institute of Psychology) of the UCV. They invited her in 1980 to join the psychosocial intervention project, developed in a popular sector in the northeast of Caracas, whose purpose was the approach of a group of 69 affected families resettled in the “Fe y Alegría” (Faith and Joy) School, an institution that was part of the Integral Popular Education and Social Promotion Movement “Faith and Joy.” The team of psychologists was assisted by specialists from the School of Architecture of the UCV, which provided the affected population the tools that enabled them to build their own houses. The project culminated after six years with 69 houses built by this

population and with the experience of having applied psychosocial tools that contribute to laying the foundations of community psychology in Venezuela.

After completing her master's degree, she worked as a contract professor at the UCV until 1993, when she participated in and won a competitive examination that made her a full professor at the university. Since then, she has been teaching and researching, obtaining tenure as a full-time professor at the Institute of Psychology of the Facultad de Humanidades y Educación (Faculty of Humanities and Education) at the UCV. He taught at undergraduate and graduate levels in various subjects, such as Environmental Psychology, Community Psychology, and Group Dynamics.

She entered the Doctoral Program in Psychology at the UCV (1995). Her dissertation entitled "Los borrachos de costumbre: Un análisis retórico y hermenéutico de la intención" (The usual drunkards: A rhetorical and hermeneutical analysis of intention), defended in 2000, delved into the study of intentionality and developed the theme of alcoholism as a manifestation of self-destructive intentionality, where the choice of Thanatos prevails over Eros (Cronick, 2000). She applied as a methodological strategy the analysis of rhetoric, a method he learned from the British social researcher Michael Billig (1947–).

She wrote and published several books: *Participatory Evaluation: A Constructionist Approach* (2009). *The Hero's Grip* (2018a) where she explored several notions related to the concept of the hero from a comparative and critical perspective, studying the heroic idealizations that inhabit the collective imaginary, as well as their darker meanings. *Intention and Rationality Can we act rationally?* (2018b); *Power and Aesthetics: hermeneutic reflection on some murals of Caracas and Merida in Venezuela* (2018), among other publications.

In 2011, she developed, in the popular community Maitana in Miranda State, a study in which she applied the theoretical principles of environmental psychology and participatory evaluation strategies. The residents of the community conducted an environmental diagnosis for the

control of the leishmaniasis vector, concluding that the vulnerability was in the construction of their homes.

Over 40 years, she has taught courses on psychosocial intervention and assessment, data analysis and interpretation, text analysis and hermeneutics, psychosocial intervention strategies, violence as a social phenomenon, community psychology, and environmental psychology. She has directed numerous undergraduate, graduate, and master's theses. She has presented more than 60 papers in national and international conferences and published more than 30 articles in prestigious national and international journals.

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Cruz, José Reynaldo

Born *Habana (Cuba), April 20th 1940*

Josefina Záiter

Universidad Autónoma de Santo Domingo, Santo Domingo, Dominican Republic

Keywords

Dominican Republic · Psychology Training · Community Psychology Programs

José R. Cruz has a degree in psychology from the Andrés Bello Catholic University, Caracas, Venezuela. He completed his Master of Education

studies at Loyola University of Chicago and his doctoral studies at Florida International University.

Among his contributions to the advancement of psychology in the Dominican Republic, the academic training of psychology professionals and professional counselors stands out, having been the director of one of the first psychology departments established in the country. He was the first director of the Orientation and Psychology career at the Pedro Henríquez Ureña National University, Santo Domingo in 1967.

His work in Dominican Psychology acquires significance with the founding in 1974 of “Casa Abierta” (Open House), an institution dedicated to the prevention and treatment of drug addiction in the adolescent population of the Dominican Republic. Casa Abierta also develops care programs in Clinical Psychology; being a pioneer in Community Mental Health programs carried out in neighborhoods and popular sectors of the Dominican Republic.

In 1978, José R. Cruz was appointed as Director of the General Directorate of the Department of Mental Health of the State Secretary of Public Health and Social Assistance of the Dominican Republic, today the Ministry of Health. Under his direction, the integration of psychology to mental health services in hospitals was expanded. The Department of Clinical Psychology led by psychologist Jaime Rijo Campos, the Research Department led by Dr. Enmanuel Silvestre (psychologist) and the Department of Community Mental Health, by Josefina Zaiter (psychologist) was created. Community Mental Health Centers are created, installed in various regions of the country. Which lay the foundations for the development of community psychology in Dominican psychology.

One of the relevant contributions of José R. Cruz to Dominican psychology is represented by the establishment of the first Master's program in Community Psychology, at the Faculty of Humanities of the Autonomous University of Santo Domingo (UASD) in 1979. Being the first coordinator of said master's degree. Regarding the relevance of this master's degree, the following is weighed: “The first study plan of the

master's degree in community psychology revealed the following: theoretical-methodological foundation oriented towards social criticism, integration of subjects and knowledge of the social sciences to deepen in the analysis of social reality and its problems. . .

The content and development of the master's studies in community psychology marked possibilities of ruptures with traditional approaches in psychology and social psychology" (Zaiter, 2011, pp. 383–395). In this way, he made contributions to the advancement of an exercise in psychology, committed to the social problems of the Dominican reality. . .

José R. Cruz's contributions to Dominican psychology are recognized by academic and professional institutions in the Dominican Republic. In 1997 he was recognized as Honorary President of the 30 Years Congress of Dominican Psychology, held in Santo Domingo, and organized by the Dominican Psychology Association, the Autonomous University of Santo Domingo and the Pedro Henríquez Ureña National University. In this event he was in charge of one of the keynote conferences. He received in 2011 recognition by the Universidad Instituto Tecnológico de Santo Domingo, for his career in psychology and professional guidance in Dominican society.

The release of his latest book, "The Phenomenon of Mission and Camaraderie. Roger-Freire for social justice" (Cruz, 2015) was held, in Santo Domingo, at the Pedro Henríquez Ureña National University –UNPHU; in this event, his contributions to education and psychology in the Dominican Republic were recognized.

Currently José R. Cruz, lives in Miami, United States, and works as School Counselor, in Miami-Dade County Public School System, Florida.

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Cuatrecas-Arumí, Juan

Born *Camprodón, Gerona, (Spain), 29 August 1899*

Died (*Argentina*), *3 July 1990*

Sebastián Vázquez Ferrero

Universidad Nacional de San Luis, San Luis, Argentina

Keywords

Argentina · Spain · Neuropsychology · Language

Juan Cuatrecasas was the son of José Cuatrecasas y Genis and Carmen Aromir, and the eldest of eight brothers, born to a Christian family (Carpintero et al., 1997; Rodríguez-Arias, 1980). He grew up in Camprodón (Gerona), in the usual climate of the small towns in the Pyrenees.

His father was a pharmacist, mayor, municipal judge, and maximum authority of his town.

He belonged to a family of professional successful men. Among those, José was acknowledged as a prestigious botanist.

It can be stated that not only his formal education trained him to get his degree as a bachelor, but also his whole family environment encouraged him (González-Bueno, 1983; Lardies-González, 1991; Rocamora 1980). All the region of Calatufña was a fertile ground for scientific development in those times, with the previous creation of many psychiatric centers and the medical college of Barcelona in the nineteenth century.

He got his first medical degree in 1922 with an extraordinary acknowledgment, and his pharmacist's degree in 1923, in the *Universidad de*

Barcelona (University of Barcelona). He took both careers simultaneously, with excellent scores as a student.

He got his MD in the *Universidad de Madrid* (University of Madrid) which awarded him the highest honors: *summa cum laude* in 1923. There he was a classmate of Emilio Mira y López (1896–1964). His doctoral thesis on “the metabolic unit” integrated a positivist view and a humanist tradition.

That same year, he applied, contested, and won the position as physician on duty in the Hospital Clínico (Clinical Hospital) of Barcelona.

He founded and led the *Revista Médica de Barcelona* (Medical Journal of Barcelona) in 1924 (Rodríguez-Arias, 1980). He started winning a position as an assistant professor teaching Medical Pathology in the Facultad de Medicina de la Universidad de Barcelona (Faculty of Medicine of the University of Barcelona), in 1925, and eventually became the man in charge for it. Toward 1930, he won a teaching position in Sevilla, and in 1934 he moved again to the Universidad de Barcelona. Since 1933, he was president of the Sociedad de Médicos Hidrólogos de Barcelona (Society of Medical Hydrologists of Barcelona). In 1936, he was a founding member of the scientific journal *Biotécnica. Revista General de Ciencias Biológicas* (Biotechniques. General Journal of Biological Sciences), in Barcelona (Kurowski, 2004).

Due to the civil war (1936–1939), an important amount of artists and intellectuals fled Spain, especially after the victory of Francisco Franco (1892–1975) (Giral, 1994; Tortosa, 1999). But before leaving for Naples, Cuatrecasas himself noticed many of his fellow professors were murdered in Sevilla. In Naples already, the Argentinian consul recommended him to exile in Buenos Aires. So, he moved to Argentina, an important milestone in his scientific production (Peiró & Carpintero, 1981).

Most of his publications were in Spanish (some in *catalán*), while those in English and French are a smaller number. A huge part of his first publications belong to the field of clinic and physiopathology (especially rheumatology and hydrology), almost purely medical. However,

since his exile in Argentina, his interests broaden as he focuses on psychobiology, mainly influenced by humanism and evolutionism from a phenomenological point of view. He was a self-defined psychobiologist (Oñativia, 1991).

In 1937, he worked as professor researcher in the *Instituto de la Psiquiatría de la Universidad del Litoral* (Institute of Psychiatry of the University of the Litoral), in Rosario, after having been received and helped in his exile by the physician from Rosario, Juan Lazarte (1891–1963), also interested in sociology. Thus, he got the chance to insert a positivist, clinical, and experimental developing psychology within the framework of the national university system after the reform of 1918. However, he was not able to get a position of professor in a medical program in Argentina.

His greatest development, the optical brain theory, was achieved after his exile. Inspired by the theories of German neurologist Christofredo Jakob (1866–1956), this theory was summarized by Cuatrecasas himself as a draft of evolutive dynamic integration, stating that visual activity is the main cause for evolutionary development in any other mental process. Toward 1940, he published *Psicobiología del lenguaje* (*Psychobiology of the Language*), one of his main works, about the origin and symbolism of language from an evolutionist point of view, supported by animal psychology and anthropology.

He was also interested in social psychology, a field where he contributed from his medical background. He stated that language is a complex communication system between social and individual aspects.

Cuatrecasas was a full professor in physiology and general pathology in the Universidad de Cochabamba, Bolivia, in 1941. His former mentor Santiago Pi Suñer also known as Santiago Pi Sunyer (1893–1981), brother from August Pi Sunyer (1869–1975) was exiled there, too.

Toward 1956, he was appointed professor in the Universidad Nacional de La Plata, where he taught a course on cultural anthropology. This course had previously been taught by Christofredo Jakob himself, the academic who had such a great impact on Cuatrecasas. In 1969,

he started teaching in Universidad Argentina John F. Kennedy, which made him professor emeritus in 1972 and put him in charge of graduate school in 1980.

In 1972, he published *Lenguaje, semántica y campo simbólico* (*Language, semantics, and symbolic field*), and in his last books; he clearly had a much more philosophical interest, always from a humanist point of view. After the return to democracy in Spain in 1975, he briefly lived back in his homeland and returned to Buenos Aires 3 years later. The Real Academia de Medicina de Barcelona (Royal Academy of Medicine of Barcelona) named him numerary member in 1980. The Instituto de Investigaciones Leprológicas de Rosario (Institute of Leprological Research of Rosario), the Sociedad Argentina de Humanismo Médico (Argentine Society of Medical Humanism), and the Sociedad Argentina de Escritores (Argentine Society of Writers) all gave him awards and recognitions (Kurowski, 2004). After being made emeritus in the graduate school where he taught, he died in Argentina, in 1990.

Cross-References

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- ▶ [Pi Sunyer, August](#)

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Cueva Tamariz, Agustín

Born *in Cuenca, Ecuador, September 18, 1903*

Died *in Cuenca, April 23, 1979*

Katerine Daniela Prado Cabrera
Universidad de Cuenca, Cuenca, Ecuador

Keywords

Ecuador · Psychiatry · Psychoanalysis ·
Forensic psychology

Agustín Cueva Tamariz was the son of Domitila Tamariz Larrea and Agustín Cueva Muñoz, who met in Quito. His father was a public accountant for Ingenio Valdez, a journalist for *El Grito del Pueblo* (*The Voice of the People*) de Guayaquil, and *Secretario de Gobernación del Azuay* (Secretary of the Government of Azuay) and the *Municipalidad de Cuenca* (Municipality of Cuenca) (Pérez Esquivel, 1987). From his father, he inherited the legacy as a collaborator in Ecuadorian newspapers, particularly in *El Comercio* (*The Commerce*), and from his brief political career: he presided over the *Consejo Cantonal de Cuenca* (Cuenca Cantonal Council) for a year (Cordero, 2018). Agustín Cueva Tamariz was orphaned at a very early age, and his older brother, Carlos Cueva Tamariz (1898–1991) – who would be rector of the *Universidad de Cuenca* (University of Cuenca) – assumed the paternal role, taking care of the younger siblings together with his mother, Domitila, Eugenio, and Agustín (Fabián Cueva, personal communication, November 9, 2019).

He met his distant cousin, Marieta Cueva Olea in Quito with whom he married in 1934, and they formed a family with four children: Agustín (pediatrician and poet), María Eugenia, Marcia (architect), and Fabián (lawyer and administrator

of companies) (Fabián Cueva, personal communication, November 9, 2019).

He studied at the *Hermanos Cristianos* (Christian Brothers) school and completed his baccalaureate at the *Colegio Benigno Malo* (Benigno Malo National High School). In 1928, he received the M.D. at the University of Cuenca. During his studies, when he was in the third year of his medical degree, there was an epidemiological outbreak of typhoid fever; he volunteered in Paute. He contracted the disease and overcame it, but his mother, who took care of him, was infected and died (Fabián Cueva, personal communication, November 9, 2019).

In 1933, under the influence of the work written by the Spanish doctor, Gregorio Marañón (*Ideas biológicas del Padre Feijóo*, Biological Ideas of Father Feijóo), he opted for studies in psychiatry, forensic medicine, depth psychology, and sexology in Argentina, a country that marked the psychoanalytic influence of his work (Cordero, 2018; Pérez Esquivel, 1987).

He was a Natural Sciences and Psychology professor at the Benigno Malo National High School from 1926 to 1935. In 1935, he migrated to Quito; at the *Facultad de Filosofía y Letras* (Faculty of Philosophy and Humanities) of the current Central University of Ecuador, he taught literature until 1941. He returned to Cuenca and worked as physician in the Ecuadorian Social Security until 1965. Since 1943, he was part of the *Facultad de Jurisprudencia y Ciencias Sociales* (Faculty of Jurisprudence and Social Sciences) teaching staff of the University of Cuenca (legal medicine, forensic psychiatry) (Cordero, 2018; Galiana, 1974).

He was a member of the *Academia de la Lengua* (Language Academy), of the Board of Directors of the *Casa de la Cultura Ecuatoriana* (House of Ecuadorian Culture), of the *Sociedad de Medicina Legal de Sao Paulo* (Society of Legal Medicine of São Paulo), Brazil. Also, from the *Sociedad de Psicología, Neurología, Psicopatología y Medicina Legal de Colombia* (Society of Psychology, Neurology, Psychopathology and Legal Medicine of Colombia); the *Instituto Panamericano de Geografía e Historia* (Pan American Institute of Geography and

History); the *Asociación Psicoanalítica Argentina* (Argentine Psychoanalytic Association); and the *Asociación Médico Quirúrgica de Quito* (Medical-Surgical Association of Quito). He was an advisor to the *Comisión de Historia de la Sección Nacional del Instituto de Geografía e Historia* (History Commission of the National Section of the Institute of Geography and History) and Director of Publications of the journal *Anales de la Universidad de Cuenca* (Annals of the University of Cuenca).

He received many honorary distinctions. From the Municipality of Cuenca, he received two awards: in 1945, an Agreement and Parchment for a book on biotypology, and, in 1949, the Gold Medal “Fray Vicente Solano” as the best writer of the year. In the same year, the University of Cuenca also awarded him a Gold Medal, recognizing the value of his academic contribution for the work *Introducción a la psiquiatría forense* (Introduction to Forensic Psychiatry, 1968). In 1963, he received the First Class Award for Educational Merit from the National Government Decoration. In 1969, he received the *Pluma de Oro* from the Guayaquil newspaper, *El Telégrafo*, and the Gold Button from the University of Cuenca for his 25 years as chair (Galiana, 1974).

In his academic career, his contributions placed him as a prominent personality in health and, more specifically, in mental health, in addition to the legal sciences and the humanities. His writings and conferences stand out in psychiatry, psychology, jurisprudence, literature, and humanities.

Agustín Cueva Tamariz’s contribution is based on his interest in reconciling different fields of knowledge, such as psychopathology with legal sciences (specifically from criminal and labor law) (Cueva, 1968), literature, anthropology, psychiatry, and psychoanalysis (1965b, a).

In his works, he reflects his conviction for a multi- and interdisciplinary perspective in academia (Galiana, 1974). He took great pains to organize chairs related to the offender’s personality; he fought to discard the conception of the human being as a solely biological entity in criminal studies, thus defending the existence of a close

relationship between morphological and mental characters (Cueva, 1968). He approached the proposals of Hermann Rorschach (1884–1922), Louis Leon Thurstone (1887–1955), Carl Gustav Jung (1875–1961), and Sigmund Freud (1856–1939); with them, he was able to explain, from a psychoanalytic perspective, the role of instinct in the genesis of crime (Cueva, 1968).

On the other hand, it is worth highlighting his interest in analyzing the mental health of the aborigines and the effects of the use of coca in the Andean population (Cueva, 1965a). Also, his contributions on the analysis of the local culture, specifically of the influence of spirituality in Cuencanos as well as the psychobiological reality (constitution and temperament) of the Ecuadorian indigenous (Cueva, 1965b).

Within his contributions to legal medicine, in the workplace, Agustín Cueva addresses mental health according to the middle of the last century’s working conditions. He discusses theoretical aspects about trauma, mental alienation, claim delusion (sinistrosis), and how the worker’s mental states should be considered when practicing law (Cueva, 1946).

Concerning his contributions to psychology and literature, he presents a series of psychoanalytic essays on Ecuadorian personalities who have excelled in the field of science and literature. From the literary and psychoanalytic aspects, Cueva Tamariz analyzes illustrious Ecuadorian figures: Father Fray Vicente Solano (1781–1865), Alfonso Moreno Mora (1890–1940), Medardo Ángel Silva (1898–1919), Manuel J. Calle (1866–1918), Luis Cordero Dávila (1876–1932), Octavio Cordero Palacios (1870–1930), among others.

He does the same in another of his works, but with international literary characters and their texts, hence his contribution to Cervantes’ work and psychopathology, which is compiled through his analyzes on: “La locura del Quijote,” “El sentido psicológico del Werther de Goethe,” “La psicopatología de Nietzsche,” “La psicología de Oscar Wilde,” and “El boceto psicológico de Don Simón Rodríguez.”

His academic production was abundant, becoming a relevant author for various fields, mainly psychology in Ecuador. Agustín Cueva Tamariz, along with his wife, his children Agustín and Marcia, his son-in-law, and his grandson, died in a plane crash on the Quito-Cuenca route, a fact that was confirmed 4 years later when the plane was found in the city of Tena (Fabián Cueva, personal communication, November 9, 2019).

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Curiel Benfield, José Luis

Born *in Mexico City, Mexico, March 19, 1916*

Died *in Mexico City, Mexico, August 8, 1994*

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Keywords

Mexico · Creation of journals · Creation of professional organizations · Management of institutions

He received his elementary and secondary education with the Marist Brothers (Ibargüengoitia, 1995) and at the end of his high school years, having proved his “extraordinary academic background” (González, 1997), Curiel Benfield would be completing his bachelor’s degree in Law and would be titled in 1943 with *El dinero: Fenómeno económico-jurídico* (The Money: Economic-Legal Phenomenon), which he would later publish as a book. Sometime later, he obtained the title of Master in Philosophy, specializing in Psychology in 1944 with the thesis *Meditación sobre la esencia y la existencia de la cultura* (Meditation on Essence and the Existence of Culture), and the degree of Doctor in Philosophy the following year with the thesis *La realización de los valores estéticos* (The Realization of Aesthetic Values) (Robles, 1946; Beuchot, 2004).

As a university student, he participated in several student organizations with various purposes and as a student of the master’s degree in philosophy, he was part of associations within which stand out, mainly, his role as president of the philosophy section of the Asociación Fray Alonso de la Veracruz (Fray Alonso de la Veracruz Association), founded in 1950 by José Vasconcelos and which assumed as its task “the promotion of the sciences of the spirit in Mexico” (La Nación, 1950: 5) and the Mexican Society of Philosophy which was founded in 1953 at the behest of José

Vasconcelos (1882–1959), Eusebio Castro Barrera (1914–2000), and Curiel, himself, who would preside over it from the death of Vasconcelos in 1959 until his own death in 1994. He also participated actively in the publications and academic events organized by both associations. He was an active member of the Interamerican Society of Psychology and the Interamerican Society of Philosophy. He was also the Secretary General of the thirteenth International Congress of Philosophy, held in Mexico in 1963 (González, 1997).

Professor Curiel's merits can be seen in two academic careers, the first as a professor for more than 30 years, mainly in the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), where he started as a teacher in 1944, but also in the Universidad Iberoamericana (Iberoamerican University) (IBERO), where he would begin 10 years later, in 1954, teaching subjects such as Medieval Philosophy, General Psychology, Psychology of Art, History of Philosophy, Currents of Contemporary Psychology, Applied Psychology and Philosophy of Psychological Science, and Professional Ethics (Beuchot, 2004; Curiel, 1962).

Curiel's second and most fundamental academic career would be as a service employee at the UNAM, in favor of the development of Psychology studies in the university environment. His drive would begin in 1938 when, as a recent graduate of the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters) of the UNAM, he was secretary of acts of the commission that determined the six sections into which it would be divided from that year. The second section of those six would correspond precisely to Psychology and would enrich the subjects that were held until then with the following ones: General Psychology, Genetic Psychology, Psychological Laboratory Technique, Psychological Statistics and Nomography, Social and Ethnological Psychology, Comparative Psychology, History of Psychology, Technique for training and estimation of mental tests, Abnormal and Pathological Psychology, Characterology, Contemporary Schools of Psychology, Psychobiography, Mental Hygiene, and a synthetic course of

Psychotechnique (partly related to the experimental and partly to the application to the psychology of work), to offer even the option for the degree of Master of Psychological Sciences (Curiel, 1962).

By 1945, the Department of Psychology (which would be the second, after that of Philosophy) was created at the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters). The Bachelor of Arts in Psychology, which was completed in 3 years, included the subjects of Biology and Human Philosophy, General Psychology, Laboratory Technique, Psychological Statistics, Genetic Psychology, Evolutionary Psychology, Social Psychology, Comparative Psychology, Rational (Philosophical) Psychology, History of Psychology, Characterology, Psychobiography, Pathological Psychology and Mental Hygiene (which integrated a single subject), Educational Psychology, and Adolescent Psychology, in addition to the elective subjects and the chair of Training and Estimation of mental tests. By 1956 a new regulation would be approved for the faculties, and the previous Departments would become Colleges, which would no longer be presided over by directors but by technical secretaries. The following year, the College of Teachers of Psychology elects Curiel Benfield as its technical secretary (Curiel, 1962).

That same year, Curiel would present a project for the renewal and reorganization of studies in Psychology in order to propose the changes that would shape current studies: in principle, he distinguished three levels of training in the discipline: Bachelor's, Master's, and Doctorate. He also pointed out the need to give the degree the professional and scientific character that, in his opinion, already corresponded to it. By means of his project, he also managed to install a Psychological Laboratory in Ciudad Universitaria (University City) (UNAM) that fulfilled the indispensable requirements for the practices, with a view to also opening the paths of research. The document pointed out the need to consider that pedagogical subjects were not compulsory for the Bachelor's level, but for the Master's. It considered the doctorate as the means to achieve the training of researchers and specialists and finally

proposed to convert each doctorate into a Collective Research Seminar (Curiel, 1962).

On April 9, 1960, the Consejo Universitario (University Council) accepted the proposals and recognized the professional level of studies in Psychology. With this, the studies ceased to be a specialization of philosophy, and the profession of psychologist was founded in formal terms. In addition to numerous essays that appeared in *Filosofía y Letras: Revista de la Facultad de Filosofía y Letras* (Philosophy and Letters: Journal of the Faculty of Philosophy and Letters) and more than 150 conferences, he published numerous books.

Dr. Curiel's trajectory is a testimony to the professionalization of psychology in Mexico, but it also shows a generational transition. He was a disciple of Professor Oswaldo Robles Ochoa (1905–1969), an outstanding pioneer of Mexican psychology, who recognized Curiel among his lay Thomist university disciples (although Sanabria, in 1952, points out him as a Catholic). Later, among the students who were trained with Curiel, we should mention Eduardo Almeida (born 1937) to whom he directed his thesis and who would later become a very prominent Mexican psychologist, who later dedicated himself to the study of communitarian social psychology and dedicated part of his career to teaching.

Cross-References

- ▶ Almeida Acosta, Francisco Humberto Eduardo
- ▶ Robles Ochoa, Oswaldo

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D

Dahlquist Caballero, Juan Ramón

Born *in San Isidro, Province of Buenos Aires, Argentina, January 2, 1884*

Died *in Paraná, Province of Entre Ríos, Argentina, in 1952*

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Keywords

Paraguay · Argentina · Education · Psychology and teaching · Experimental psychology

Although Juan Ramón Dahlquist Caballero was born in Argentina, very soon, his family moved to Paraguay, where he studied elementary school. He graduated from the Escuela Normal de maestros (Normal School of Teachers) in 1901 and then studied for become a teacher at the Escuela Normal de Paraná (Normal School of Paraná), in Argentina, with a grant from the Paraguayan government.

He was Inspector General de Escuelas (General Inspector of Schools) in Paraguay from 1906 to 1910. In 1911, he assumed the direction of the Escuela Normal Mixta (Mixed Normal School), a position in which he would remain until 1920. In 1919, the Asociación Nacional de

Maestros (National Association of Teachers) proposed to the Consejo Nacional de Educación (National Council of Education) the creation of a Normal School for teacher training. The idea was accepted, and the institution was founded privately, dependent on the proposing Association. In February 1921, its opening took place, and for 3 months it was directed by Manuel Riquelme (1885–1961).

In May of the same year, the Normal School merged with the Escuela Normal Mixta, under the name of Escuela Normal del Paraguay (Normal School of Paraguay). The unified institution was assigned to the direction of the normal teacher María Felicidad González (1884–1980), who had replaced Dahlquist in the direction of the Mixed Normal School after he retired. Dahlquist was appointed Professor of Pedagogy at the new teacher training center. Dahlquist returned to Argentina in the mid-1920s, where he continued to write articles and carried out activities related to education.

References to psychology appear in his book *Páginas de un maestro* (Pages by a teacher), published in 1912, in which he alluded to the reception in the field of psychology of Jules Bernard Luys (1828–1897) and Santiago Ramón y Cajal (1852–1934) research on brain physiology; and then, of pedagogical advances related to psychological research (Dahlquist, 1912). The book also contained references on the subject of the education of "abnormal" children; an important text on the history of Paraguayan education, with

an emphasis on the history of teaching; and concepts that guided his performance as Inspector General of Schools. Dahlquist linked psychology to moral education and to the teaching of history, since didactics, in both disciplines, presupposes knowledge of the intellectual evolution of the child.

As García (2014, 2016) points out, Dahlquist proposed in this book the establishment of experimental psychology laboratories for the psychological study of the Paraguayan child, avoiding limiting itself to the simple application of psychological knowledge developed abroad and that were not adapted or validated for the local population. Dahlquist was inspired by the work that, at that time, was being carried out by the Cuban pedagogue Alfredo M. Aguayo (1866–1942) with populations of children in Cuba (García, 2006).

Likewise, the journal *La enseñanza* (The teaching), which he founded together with the teacher Julio Frontanilla (1881–1975) in 1917, included in several issues articles on psychology by Paraguayan educators. Dahlquist also was the editor of *Kavure'i*, a magazine for children, which appeared between 1917 and 1921.

Cross-References

► [González, María Felicidad](#)

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Dalma, Juan

Born in *Fiume, present-day Croatia, on June 18, 1895*

Died in *San Miguel de Tucumán, Argentina on October 20, 1977*

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Keywords

Argentina · Italy · Institutions · Psychiatry · Psychology

Juan Dalma was born in Fiume, in the multiethnic Austro-Hungarian Empire during the rising of nationalism at the end of the nineteenth century. The political vicissitudes of his hometown as well as contemporary Italian history influenced and are interrelated in Dalma's academic, political, and professional development. In that sociocultural environment, his family of Jewish origin decided to baptize him into Catholicism. In this regard, Perilli (2016) reports that Dalma's letters showed that the option for baptism can be explained by the ideological-cultural climate that Europe was going through rather than by a true religious conviction (Perilli de Colombres Garmendia, 2017).

His secondary education took place in the Fiume State Gymnasium where the teaching,

oriented toward a solid humanistic education, was given in Hungarian, Italian, and German. In 1913, he began his medical studies in Vienna and continued them in Budapest. He served as a medical assistant in the trenches of the First World War. For this mission, in line with his humanist ideals, he was awarded the silver medal for courage. After the war, he resumed his studies at the University of Padua where he received a PhD in medicine and surgery with full vows and honors in 1920 (Dalma, 2008).

The rise of fascism in Italy darkened the future of Fiume as a Free State. Therefore, Dalma went into exile in Reggio Emilia, Italy. There he worked as an assistant doctor at the Institute of Psychiatry and specialized in clinical and physiology medicine, and then in psychiatry. During his stay at Reggio Emilia, he conducted studies in epileptic seizures and wrote an essay on the correlations between experimental psychology and depth psychology (Pró, 2009). He also discovered the naso-facial reflex and worked on hemato-encephalic permeability. He later took courses in Paris with leading researchers including Georges Guillain (1876–1961), Georges Bourguignon (1876–1963), and Henri Claude (1869–1945). Until 1948, he held different roles in scientific institutions, participating in the foundation of some of them. The Fiume Medical Association and its participation in the Italian societies of psychiatry, neurology, and psychoanalysis, among others, may be mentioned. After fighting a new battle against fascism in Fiume, he obtained by national contest the position of Director of the Psychiatric Service, which he organized completely, becoming a pioneer even internationally. He worked as a legal expert in various criminal and civil proceedings. He made valuable contributions to neurology and came into contact with scientists such as Pavlov (1849–1936) and Goldstein (1878–1965).

Europe and humanity experienced dark pre-sages between 1938 and 1939. The shadow of totalitarianism was growing as Italy was coming into racism and established racial laws. Dalma, affected by these decisions, was separated from his positions at Fiume. In 1943, before the German advanced, he fled to Italy. In those

circumstances, he conceived his book *La Verità sugli Ebrei* (The truth about the hebrews) (Dalma, 1945). These pages were impregnated with this extreme life experience. After his arrival at Brindisi, he served as an intern physician at the Civil Hospital. In the immediate postwar period, he began his journalistic, literary, and political-diplomatic activities. As a result of these issues, Dalma arrived in Argentina in July 1948 on a mission to manage aid for refugees through the Red Cross.

In Argentina, he was linked to university referents and was offered a position at the Universidad Nacional de Tucumán, UTN (National University of Tucumán), as organizer of the future School of Medicine. In 1949, he assumed the offered position and married María Paola Urso. In the same year, he organized the School of Medicine and assumed the chair of psychiatry. Tucumán allowed him to start his academic career that had been frustrated in Europe for political reasons. Later, he also worked in the Departments of Neurological Clinic and Psychiatric Clinic. He served as a medical legist teaching courses in psychology and forensic psychiatry for the program of Legist Physician and also remained in charge of the Department of Medical Psychology.

His scientific training and professional experience were manifested in numerous courses on medical psychology, history of medicine, mental hygiene, and neurosis, among others. He was a member of the Editorial Committee and Honor Committee of several prestigious journals and scientific institutions, including the *Revista de Psicología Médica y Psiquiatría* de Barcelona (Journal of Medical Psychology and Psychiatry of Barcelona), *Acta Psiquiátrica y Psicológica de América Latina* (Psychiatric and Psychological Journal of Latin America), the *Revista de la Facultad de Medicina de Tucumán* (Journal of Tucumán School of Medicine), and the *Socium Conditorum of the Collegium Internationale Medicinae Psychosomaticae*, and Honorary President of the Asociación Iberoamericana de Psiquiatría, area latinoamericana (Ibero-American Association of Psychiatry, Latin American area). Dalma participated in innumerable scientific

meetings, presenting the results of his studies and research on psychiatry, neurology, psychology, criminology, and history of science. He also lectured in universities and cultural and scientific centers in Argentina and abroad, such as the universities of Zurich, Rome, Genoa, and Paris. In addition to his own studies, Dalma translated fundamental works such as the *Trattato di Psichiatria* by Binswanger and Siemerling (1927) and *Psiquiatria Social* by Disertori and Piazza (1974).

His solid contributions to psychology were based on his extensive training and knowledge of the different schools of thought of this discipline, on methodological approaches, and on interdisciplinary nature of his analysis. He worked in the lines of dynamic and psychoanalytic psychology. According to Diego Pró (2009), he carried out studies of demogenetics and psychoanalysis, contributing to the theory of the *psychological density of the population*.

His stay in Argentina, from 1948, coincided with the peak of scientific production around the studies of psychoanalytic psychiatry. Among his writings, those referring to Freud and psychoanalysis, the basic concepts of his doctrines, his projections, and his psychoanalytic methods and techniques were of special significance. In his other works, Dalma studied the concept of catharsis in Aristotle (384 a.C.-322a.C.) and Freud (1856–1939), providing an update on this topic. He also analyzed the Oedipus Complex and the problem of incest. In Notes on the Layo Complex (1953), Dalma introduced the problem of the father-son conflict with respect to the mother-wife. This study allowed space for interpretations of paternal behavior and pioneered psychoanalytic literature.

He developed a technique called *electro-galvanic chromatophoresis*, within the field of neuropsychiatry, discovering new reflexes in the sacral-gluteal region, and studied alterations of the spinal cord in epileptics and changes in the voice of schizophrenics. These studies are added to his research on schizophrenia, dementia, neurosis, psychosis, behavioral deviations, and inheritance in mental illnesses.

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Dalmau Gavilanes, Francisco

Born *Ambato (Ecuador)*, 14 May 1924

Died *Guayaquil (Ecuador)*, 27 July 2014

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Keywords

Ecuador · Medical psychology · Cultural psychology · Teaching of psychology

Francisco Dalmau was born in Ambato, in the Ecuadorian highlands. His father was an industrial businessman from Catalunya, and his mother came from an *Ambateño* family of farmers. His extended family was large, raising him with discipline, but also allowing his participation in diverse cultural and playful activities. His upbringing was in charge of his mother and aunt; he also shared living spaces with working children of indigenous ethnicity. He faced economic limitations, and his mother worked hard in order to afford his education. Dalmau was enrolled at *Pensionado Juan León Mera* – a Catholic boarding school –, and then, *Escuela México*, completing his elementary education in 1938. He then attended *Bolívar High School*, where he enjoyed reading and playing sports. There, he was a founding member of the *Macará Sport Club*. He grew up surrounded by catholic and syncretic cultural influences, political tensions between liberals and conservatives, and syndicalist struggles. These early experiences, as well as episodes lived in further stages of his life, illustrate Dalmau's particular character and contributions (Pérez Pimentel, 2004).

During the 1940s, he enlisted for military service, moved to Quito with aspirations of enrolling in the university, and started a politicised student activism influenced by diverse liberal, Marxist

and psychoanalyst readings (Osborn, 1937). In 1947, he permanently moved to the city of Guayaquil, in the Ecuadorian coast, looking to achieve his academic and professional goals, while continuing his activism (Pérez Pimentel, 2004). There, he studied medicine (circa 1947–1959), obtaining the degree of *psychiatrist* from the *Universidad de Guayaquil* (University of Guayaquil). His undergraduate thesis focused on teenage criminal behaviour (Dalmau, 1983), and, after receiving an award from the institution in 1959, it was published. Albeit Dalmau aspired to obtain a postgraduate degree in child psychiatry, this was not possible, due to an apparent scarcity of such type of programmes at a local level.

Dalmau developed a professional career in Guayaquil that expanded for over six decades, in both institutional contexts and private practice (Pérez Pimentel, 2004). He was an intern during the 1950s, at the *Hospital de Niños Alejandro Mann* (Alejandro Mann Children's Hospital). There, he developed an interest in cultural dimensions of health and illness, and observed inequalities across children from urban and rural contexts, and across those from upper and lower socioeconomic status. After his graduation as a psychiatrist - and throughout the rest of his life - he worked at a renowned institution funded by the *Junta de Beneficencia de Guayaquil* (Guayaquil's Charity Board): the *Hospital Psiquiátrico Lorenzo Ponce* (Lorenzo Ponce Psychiatric Hospital). He started as resident, being latter appointed director of reclusive and therapeutic spaces for women and children at the hospital. In 1965, he was elected as a representative at *Federación Nacional de Médicos del Ecuador* (Ecuador's National Medical Federation), where he presided a commission to discuss “*escalafón médico*” (physician's ranks and potential salaries). He also was a founding member of the *Sociedad Ecuatoriana de Psiquiatría* (Ecuadorian Society of Psychiatry), where he was elected vice-president in 1973, and president in more than one occasion throughout the 1980s.

Dalmau was particularly interested in the diverse ways through which political, economic and cultural contexts influence mental health. Alongside his interest in social deviation

(Dalmau, 1983), he specially explored subjects associated with “folkloric” and “popular” psychiatry (Dalmau, 1988), among others. He contributed to local publications at the University of Guayaquil, and also participated in international congresses of psychiatry held in Latin America, discussing, for example, subjects linked to violence, migration and anxiety (Pérez Pimentel, 2004). At the turn of the twenty-first century, he published a book on *Medical Psychology* (Dalmau, 2001) and a study on children and adolescents living in the streets (Dalmau, 2004). In *Medical Psychology*, Dalmau (2001) presented psychological knowledge useful for a professional practice that he called “comprehensive medicine” (Dalmau, 2001, p. 58). Thus, his work included hegemonic psychological theories, while he also – citing Virchow (1938) – considered that “medicine is a social science” (Dalmau, 2001, p. 49). Coherent with his interests, he discussed content associated to social class, gender, ethnicity, religion and folk illnesses such as “espanto” (fright) and “mal aire” (bad air), among others (Dalmau, 2001, pp. 53–55). Dalmau (2001) stressed the importance of professionals’ own morality, emotions and competences when they consider the influence of social context and the way subjects make “sense” of their suffering (p. 291). In this and other texts, he usually used emic records and cross-disciplinary analysis that articulated academic and colloquial discourses.

Dalmau’s main contribution to psychology may consist in the integration of conventional psychiatric and psychological ideas, with a less orthodox, cross-disciplinary and contextualised approach to suffering and wellbeing. Such contribution was particularly palpable in the context of the University of Guayaquil.

In 1962, a *Escuela de Psicología* (School of Psychology) was created at the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Literature and Educational Sciences), emphasising a psychology training which was focused on high-school-level teaching and school counselling (Asociación Escuela de Psicología, 1967; Facultad de Ciencias Psicológicas, 1984). Fortunato Safadi (1925–1972) – a prominent local psychiatrist

who shared some of Dalmau’s concerns – held the position of School Director. What followed was a period of government coercion by a military dictatorship backed by the USA (1963–1966), which interfered with such project. In 1966, the School was restructured, and Dalmau was appointed Director from 1966 to 1972, while he taught courses such as social psychology, criminal psychology and child psychology. He joined Safadi and others in order to make important contributions, including the design of a psychology training programme which – despite still emphasising the educational dimension – considered social and psychiatric perspectives. Dalmau collaborated with students in their achievement of several goals (Asociación Escuela de Psicología, 1967, p.148). Among them, the 1967 students’ organisation of the *I Congreso Nacional de Estudiantes de Sicología* (1st National Congress of Psychology Students), where a proposal for a “unified” training programme with different specialisations was elaborated (Asociación Escuela de Psicología, 1967, p. 86). Students and teachers struggled in order to implement such proposal, which became a reality over one decade later. In 1981, the School was transformed into the *Facultad de Ciencias Psicológicas* (Faculty of Psychological Sciences).

In addition to his specific contribution to the School of Psychology, Dalmau integrated a psychological and sociocultural discourse in several health training programmes at the University of Guayaquil (Pérez Pimentel, 2004). He conducted “group therapy” with students of *medical technology* and young patients; not only through talking – for example, about addiction – but occasionally including the use of a guitar. In 1974, he conducted a course on “psychosocial sciences” for *nursing* students. In 1976, he approached the subject of “group dynamics” at a continuing education programme for university teachers. Since 1979, he supervised field work conducted by students of *medicine*, based on what was then called “ethnomedicine” – or “folk” and “popular” medicine – remembered by them as “Dalmau’s walks” (Dalmau, 1983, p. 19). He taught courses in diverse spaces within the institution, from the 1960s onwards, which included: Child

Neuropsychiatry; child psychology; general psychology; cultural anthropology; social psychology; therapeutic psychopedagogy; and sociology.

Francisco Dalmau argued for a posture which attempted to comprehensively integrate subjective and contextual aspects associated with health - including mental health. From such perspective, he contributed to the institutionalisation of psychology training at the University of Guayaquil, both through his support of key initiatives within the School of Psychology, and through his integration of psychological and sociocultural knowledge in other programmes in the field of human health. He proposed a cross-disciplinary practice, in which professionals speak “the same language” as the subjects they aspire to understand, based on a genuine “human contact” (Dalmau, 1988, p. 225). His work does not seem to have been widely disseminated at an international scale.

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Danis, Juana

(Johanna Jucci Sonnenfeld)

Born *Bratislava, Slovakia, 16 March 1922*

Died *Munich, Germany, 8 2014*

Marcela Borinsky

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Argentina · Psychology professionalization · Buenos Aires Psychologist's Association · Psychosymbology · Germany

Juana Danis was one of the first graduates of the undergraduate Psychology Program at the Universidad de Buenos Aires (University of Buenos Aires). She actively participated in the search for the Argentine psychologist professional profile by working, teaching, and writing on the subject. She took part in the organization and later in the governance of the Asociación de Psicólogos de Buenos Aires (Buenos Aires Psychologists Association) founded in November 1962 to defend the rights of the new profession (Klappenbach, 2000a).

The life of Juana Danis illustrates an incessant movement through the trials and tribulations of the postwar family exile from Europe to South America to finally return to Germany, without forgetting her links with Argentina. She landed with her family in Argentina in 1948, speaking German, Slovak, Hungarian, and English. She traveled with her parents, her husband, and her 2-year-old daughter, and in Buenos Aires, she learned to speak Spanish. Soon after, they emigrated to Chile where she completed her high school studies and began studying biology and

psychology (Tau, 2019). Later, her family moved back again to Buenos Aires, and Juana got into the newly created Carrera de Psicología de la Universidad de Buenos Aires (Undergraduate Psychology Program at the Buenos Aires University). She committed herself to clinical training and started teaching with José Bleger (1922–1972) with whom she took over his work project for psychologists and defended it on different fronts. She carried out her personal analysis with Horacio Amigorena (b. 1935) and studied group dynamics with Fernando Ulloa (1925–2009). She was an assistant professor teaching a personality course under Jose Bleger's direction. In 1969, she published an article on the relationships between psychology and psychoanalysis, in which she attempted to define the specificity of the psychologist's work, for the first issue at the *Revista Argentina de Psicología* (*Argentine Psychology Journal*) (Danis, 1969). This article, which generated a critical response from another contemporary psychologist, Roberto Harari (1943–2009), was referenced by different historiographic works on the professionalization of psychology in Argentina (Borinsky, 1998; Carpintero & Vainer, 2005; Klappenbach, 2000b). Especially, her definition of psychologist's work, as "a midwife of changes in the community where she or he lives," worked as a hallmark of this first group of Argentine psychologists (Danis, 1969, p. 81).

During this period, Juana Danis had a professional exchange with Germany, and at the beginning of the 1970s, motivated by personal reasons and because of the country's political instability, she traveled first to Zurich and then to Munich, invited previously by Binswanger (1881–1966), where she decided to settle down temporarily. She continued aware to the reality of psychology in Argentina by writing and publishing on the subject. Her position in those years became more critical of the power relations in the language of the *psi* disciplines emphasizing the lack of understanding of the body potentiality, action, and life:

Every psychological relationship is sterile if it is confined to couches, armchairs, fixed frames, which allow us to talk 'about' the body, 'about' ideas, instead of letting the body, the idea, speak

in its natural and spontaneous expression. (Danis, 1973, p. 23)

In Zurich, she assisted to a conference by the controversial thinker Friedrich Weinreb on the Bible and the signs, discovering a new world to dedicate with passion in a new journey of her professional life. In Munich, she founded the Institut für Psychosymbolik (Institute of Psychosymbolic) oriented to the study of religion and psychoanalysis, developing a semiotic based on the structures found in the Bible. She organized study and research groups, published more than 30 books in German, and gave hundreds of lectures.

While her strength allowed her, she traveled frequently to Buenos Aires, and in the last 2 years of her life Juana Danis regretted not being able to return. She was always a very studious woman. Her daughter remembers her reading all her life, and even at the end, when her eyes no longer allowed her to read well, she kept going with the help of a magnifying glass (Tau, 2019).

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Dávila García, Guillermo

Born *in México City, México, March 12, 1903*

Died *in México City, México, August 3, 1968*

Aimée Argüero-Fonseca
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Keywords

México · Psychoanalysis · Interamerican Society of Psychology

Guillermo Dávila García was one of the early researchers of clinical psychology in México. He is a doctor, psychiatrist, psychotherapist, and neurologist.

He is the son of Guillermo Dávila Domínguez (1880–1962) and Victoria García Besné (María de la Concepción Victoria García Besné) and the grandson of Guillermo Dávila, Isabel Domínguez, Benigno García Benitez, and Victoria Besné, natives of Puebla (Civil registry archives Federal District). He studied medicine at Universidad Nacional Autónoma de México (UNAM) (National Autonomous University of Mexico), graduating in 1925 with a dissertation called “Study of schizophrenia and its different forms.”

After completing his medical studies, he taught psychiatric clinic within the course of medical and surgical pathology in the career of medicine at psychology at the Universidad Nacional Autónoma de México (UNAM) (National Autonomous University of Mexico), an experience that influenced his interest in this discipline, which in 1934 became a specialty (Iturbe 1976).

Interested in mental health, especially in psychopathology, in 1938, he promoted a mental health service in what was then called “Department of Psychopedagogy and Hygiene” of the Secretaría de Educación Pública (SEP) (Ministry of Public Education). Dávila García was a pioneer of the Sociedad Mexicana de Psicología (Mexican Society of Psychology) in 1939 and also among the founders of the Asociación Latinoamericana de Psiquiatría (Latin American Psychiatric Association) in 1950.

He was working at the “La Castañeda” state asylum since he graduated from the UNAM until 1951, during which time he was in charge of the men's observation ward. He also worked at the penitentiary and was one of the pioneers of the Instituto Mexicano del Seguro Social (IMSS) (Mexican Social Security System) where he founded a clinic specializing in psychiatry in 1946. He worked at the children's court and was a psychiatrist in the Lavista Sanatorium (a private mental hospital), in the Department of Social Prevention, at the Instituto de Psicopedagogía (Institute of Psychopedagogy), besides working in his own

private practice (Valderrama Iturbe 1985; Colotla and Urra 2006; Rodríguez de Romo et al. 2008).

At that time, Mexican psychiatrists had to train abroad as there was no institution that offered that possibility within the country. It was then that Guillermo Dávila managed to offer a course supported by the UNAM. In 1951 he was one of the founders, with Werner Wolff (1904–1957), Manuel Falcón, Oswaldo Robles, Eduardo Krapf, and Rogelio Díaz-Guerrero, of the Sociedad Interamericana de Psicología (SIP) (Interamerican Society of Psychology). It was then that they contacted Erich Fromm (1900–1980) (Leon and Rosselli 1975), to train them in the psychoanalytic approach that was in vogue, for which they invited him to Mexico.

He was a professor at UNAM since 1925; and in 1951 he was Director of the Department of Psychology (within the Facultad de Filosofía y Letras [Faculty of Philosophy and Literature], FFyL) at UNAM (1951–1956). By 1956, and due to the initiative of Guillermo Dávila, the specialized doctorate in psychology was established at the Colegio de Psicología (College of Psychology), which was a dependency of the FFyL. He was the founding member and representative of the national council of the Asociación Psiquiátrica Mexicana (Mexican Psychiatric Association) in its beginnings in 1966 (Del Villar 2009).

Dr. Guillermo Dávila García was a promoter of the science of the mind from the beginning of his professional work until his last days.

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De la Fuente Muñiz, Ramón

Born *in Mexico City, August 29, 1921*

Died *in Mexico City, March 31, 2006*

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Keywords

Mexico · Psychiatry and mental health · Changing care paradigms · Psychiatric associations

He studied Medicine at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) (1939–1944), showing an early interest in psychiatry. During his third year of training, he visited La Castañeda, a mental asylum founded in 1910, and, according to his autobiographical texts, he set out to change the conditions of people with mental illness abandoned in this emblematic hospital (De la Fuente, 2006). It was for this reason that, when he secured a fellowship (1944) to complete his residency in neuropsychiatry (1944–1946), he sought admission to the team of Dr. Abram Elting Bennett (1898–1985) of Nebraska University, leader of a radical change in patient care recognized for his fight against isolationism and the enhancement of psychiatric care services within general hospitals. De la Fuente took graduate courses in psychiatry at New York University (1946) and Columbia University (1946) in New York. On his return (1947), he served as assistant to Dr. Samuel Ramírez Moreno (1898–1951) in his clinical practice and in his Chair at the Facultad de Medicina (Medicine Faculty) (UNAM). He was assistant professor (1947–1957), associate professor (1958–1965), and full professor (1965–2006) of psychiatry at the Facultad de Medicina (Medicine Faculty) (UNAM). He contributed to the creation of the Departamento de Psicología Médica,

Psiquiatría y Salud Mental (Department of Medical Psychology, Psychiatry and Mental Health) of the Facultad de Medicina (Medicine Faculty) (UNAM) and, in 1969, was appointed Head of Department, a post he held until 1991 (Pérez Rincón, 1992). He gave medicine teaching a psychological and humanistic dimension and proposed a training program for psychiatric nurses and psychologists working at institutions and psychiatric social workers (Soberón, 2007).

De la Fuente founded the Asociación Psiquiátrica Mexicana (Mexican Psychiatric Association) (APM) in 1966, serving as its first president. In 1971, he organized and chaired the V World Congress of Psychiatry, held in Mexico City. In his keynote address, he denounced the abusive practices of psychiatry by certain totalitarian regimes. The following year, the World Health Organization (WHO) invited him to join the Expert Committee that interviewed several interned dissidents in the former Soviet Union. From 1971 to 1976, he was Vice President of the World Psychiatry Association (WPA). In 1972, he founded the Consejo Mexicano de Psiquiatría (Mexican Council of Psychiatry) for the certification of specialists. In 1972, he was admitted to El Colegio Nacional (The National College), and in 1973 he chaired the Academia Nacional de Medicina (National Academy of Medicine) (Heinze and Pérez Rincón, 2006; De la Fuente and Heinze, 2012).

He was Director of Salud Mental de la Secretaría de Salubridad y Asistencia (Mental Health of the Ministry of Health and Human Services) (1977–1980), created psychiatry services at general hospitals and health centers, and restored psychiatric hospitals in the public sector (Soberón, 2007).

De la Fuente edited the *Revista Mexicana de Psicología, Psiquiatría y Psicoanálisis* (Mexican Journal of Psychology, Psychiatry and Psychoanalysis) and directed the Psychology, Psychiatry and Psychoanalysis Collection of Fondo de Cultura Económica (Economic Culture Fund). He also founded *Psiquiatría* (Psychiatry), the journal of the Asociación Psiquiátrica Mexicana (Mexican Psychiatric Association) (APM), and *Salud Mental* (Mental Health), published by the Instituto Nacional de Psiquiatría (National

Institute of Psychiatry) (Heinze and Pérez Rincón, 2006).

He was head of the Psychiatry Unit of the Hospital Español (Spanish Hospital) (1963–1977) and a member of the World Health Organization Expert Committee on Mental Health (1973–1982 and 1991–2000) and the UN International Narcotics Control Board (1972–1979 and 1982–1986) (Heinze and Pérez Rincón, 2006).

In 1979, he founded the Instituto Nacional de Psiquiatría (National Institute of Psychiatry) that today bears his name, “as an institution capable of transforming the way of understanding mental illness through research, the translation of scientific findings into programs, best practices for disease prevention and the care of people who fall ill, and public policy recommendations” (Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz, 2017).

In its first stage of “gestation,” it enhanced biological psychiatry, maintaining its humanistic vocation without losing its social perspective. The words of Doctor de la Fuente, at the first Research and Teaching meeting in 1982, illustrate how he conceived the Institute “I will begin by mentioning two general ideas that guided our work. One is that mental disorders and mental health can only be addressed, both in their study and in their management and prevention, within a conceptual framework enabling one to take into account their biological and psychological components, as well as their roots and social consequences” [De la Fuente, 1982, p. 2]. “I wish to highlight the characteristics of our Institute which are, in my opinion, its capacity to produce while building itself, to have been conceived as an institution with effective interaction with other institutions and to be oriented so that its technical resources are at the service of psychiatry and mental health at all levels of health care” (De la Fuente, 1982, p. 5).

It is because of this multidisciplinary conception that the Institute has research areas (neurosciences, clinical research, epidemiology, and social sciences) and teaching and clinical services supported by an administrative unit.

From 1970 to 1980, he was a member of the UNAM Board of Governors. In 1983 he was appointed Profesor Emérito (Professor Emeritus), and in 1985 he was awarded an honorary

doctorate. De la Fuente’s awards include the “Eduardo Liceaga” prize presented by the Consejo de Salubridad General de México (General Health Board of Mexico) (1988) and the “Dr. Gustavo Baz Prada” Award conferred by the Sociedad Médica de México (Medical Society of Mexico). In 1990, he won the Premio Universidad Nacional en el área de la Docencia en Ciencias Naturales (National University Prize for Natural Science Teaching) (Pérez Rincón, 1992). In 1994, the American Psychiatric Association presented him with the “Simón Bolívar” Prize. He received the Elías Sourasky Award for Medical Merit 2000 from the Fundación Mexicana para la Salud (Mexican Foundation for Health) in 2003 and the “Dr. Ignacio Chávez 2004” prize from the Facultad de Medicina (Medicine Faculty). In 2006, the Consejo de Salubridad General (General Health Board of Mexico) bestowed the “Dr. Guillermo Soberón Acevedo” award on him for the Development of Health Institutions.

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De la Luz y Caballero, José

Born *Havana, (Cuba), 11 July 1800*

Died *Havana, (Cuba), 22 June 1862*

Asel Viguera Moreno

Universidad de Oriente, Santiago de Cuba, Cuba

Keywords

Cuba · Philosophy · Psychological ideas · Teaching

To understand the historical meaning of the development of psychological ideas in the ideology and

the Philosophy in Cuba, one must refer to the national formation and political liberation processes in the island, happened during the nineteenth century. It began to arise in that moment a national conscience and the need of psychological ideas to understand the local problems (Segura-Suárez, 2003). Besides, the originate populations had elaborated ideas related with the psyche, allowing that the European thought was not deposited as an absolute truth in the Cuban intellectuals' thoughts (De la Torre Molina, 1998).

In this context, the psychological ideas of José of Luz y Caballero, philosopher and educator in the Salvador School and in San Carlos' Seminar School, where he substituted José Antonio Saco in the course of Philosophy that Félix Varela (1788–1853) occupied previously. In his work, a tendency to the materialism is appreciated. He had entered in contact with diverse tendencies, studying authors like Descartes (1596–1650), Newton (1643–1727), Locke (1632–1704), Condillac (1714–1780), and Bacon (1561–1626). As for the German philosophers, Kant (1724–1804), Fichte (1762–1814), Schelling (1775–1854), and Hegel (1770–1831) maintained a position of rejection. He approached concepts like sensation, perception, reasoning, imagination, among others that cooperated to break up with the theology in the science, without making any division between soul and body. Also, he was precursory of a creative teaching of autonomy in the students.

Luz's psychological ideas are in most of his works. Must be mentioned *Impugnación a las doctrinas filosóficas de Victor Cousin* (Impugnation to the philosophical doctrines of Victor Cousin, 1840); *Filosofía y Pedagogía* (Philosophy and Pedagogy, 1935); *Doctrinas de Psicología, Lógica y Moral* (Doctrines of Psychology, Logic and Morals, 1935); *La Polémica Filosófica* (The Philosophical Controversy, 1946); *Elencos and discursos académicos* (Casts and Academic Speeches, 1950); *Aforismos* (Aphorisms, 1962); and *Escritos Educativos* (Educational Writings, 1991).

A significant fact that involves Luz y Caballero with a historical outstanding meaning in the psychological Cuban thought was the philosophical Polemic of 1838–1840. In such a debate, he proposed his psychological ideas in the understanding

and the human being's definition, entwined in an ethics of liberation ideals. The same ideas were maintained among Félix Varela's followers against Victor Cousin's proposals (Guevara-Valdés, 1984; Ibarra-Cuesta, 2008; Segura-Suárez, 2003; Pruna-Goodgall, 2006). The Cousinians wanted to institute the eclecticism in Cuba, while the Varelians wanted to break up with the scholastic one. The axis of the debate was constituted in a significant way by the Psychology.

The eclecticism exposed a philosophical school, in particular, reborn in the nineteenth century with Victor Cousin, and the elective method, like the Cuban peculiarity attitude and method, was focused on questions linked to the praxis of a social system in development. The elective method found application in pedagogy and in ideology, and was about to reject the scholastic one: it implied all the methods and none method, all the schools and none school. A movement to critical and selective choose in search of practical solutions (Boleda-Gordillo & Rodríguez-Maden, 1992).

Manuel González del Valle (1802–1884) and his brother José Zacarías González del Valle (1820–1851) were competitors of Luz y Caballero. They taught Philosophy at university, following the doctrine of the eclecticism. The first one had published in pamphlet form his text *La Psicología* (The Psychology), according to the doctrine of Cousin. José de la Luz y Caballero, on the other hand, dedicated his courses in the convent in San Francisco to oppose the eclecticism. He defended the work of Félix Varela against the scholastic tradition. It was so much the transcendency of the polemic, for the fact of influencing the way of conceiving education in Cuba, that the newspapers of Havana, Matanzas, Trinidad, and Puerto Principe made an echo of the debate.

In one of the papers against the Psychology according to the doctrine of Cousin, Luz introduced the topic of the conscience, medullary topic in the whole debate. Filolezes, the alias that he used, argued that the conscience had its own characteristics, because it allowed not alone the knowledge of the world but for the possibilities that it opened up to act on him.

For Luz y Caballero, it was clear the relationship between the biological and the social systems in the human being: society was man's natural state; nevertheless, it did not exclude what is due to nature. He also denied the possibility that innate ideas existed, although it has been observed in childhood that certain operations were not learned (Luz y Caballero, 1950). It is also evident in his idea about the unit between knowledge and affection, because all the operations emanated from both desire and thought.

Luz y Caballero put in evidence, also, his empiric and sensualist position as to the process of thought and knowledge. In this approach, the science of conscience needed external experience, otherwise, it was a work in vain for the one who built it (Luz y Caballero, 1946). His position was demonstrated opposite to scholastic and spiritualist approaches. Without studying the external world, without previous data of observation and experience, it was impossible to find psychology and to legitimate it as science (Luz y Caballero, 1946).

As for the theory of knowledge, Luz y Caballero was about articulating arguments from empiricists and rationalists, considering the role that the practice played. He declared that it was necessary to begin with the concrete object and rise to the abstract object, before the theory was the praxis, and in this way, with the progress of the science, it would be fecundated by the theory: an eternal circle of the human knowledge (Luz y Caballero, 1946). Such a position was articulated in the critical elective method that has marked the tradition of psychological Cuban thought until the present time (Viguera-Moreno et al., 2012; Viguera-Moreno, 2018).

Cross-References

- [Varela y Morales, Félix](#)

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De la Vega, Beatriz

Born *in Caracas (Venezuela), on 1934*

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Universidad del Rosario, Bogotá, Colombia

Keywords

Colombia · Training of psychologists · Early childhood education · Psychological measurement

“Measurement [in psychology] is not an end, but a means. And it is a means that must always be in favor of whom one measures. It can never be against them. The measurement cannot be so that we limit people's possibilities, but to guide them within their possibilities.”

Beatriz de la Vega
(Giraldo, 2018a)

Beatriz de la Vega Vargas Vila was part of the first group of professional psychologists in Latin America and graduated from the Universidad Nacional de Colombia (National University of Colombia) on November 28, 1952 (Ardila, 2019). In addition to obtaining a bachelor's degree in psychology, de la Vega carried out postgraduate studies in education in Paris (Pérez-Acosta, 1999) and a master's degree in public health (Giraldo, 2018b).

Her father, José de la Vega Vélez (1889–1945), was a senator for the Colombian Conservative Party and co-founder of the newspaper *El Siglo* (The Century), currently known as *El Nuevo Siglo* (The New Century) (Pérez-Acosta, 1999). This political ancestry was reflected in the fact that Beatriz de la Vega was deputy minister of health during the conservative government of Colombian President Belisario Betancur (1982–1986; see Giraldo, 2018b). However, she was also related to the liberal-anarchist writer José María Vargas Vila (1860–1933), on her mother's side.

Beatriz de la Vega's professional fields were educational psychology, with emphasis on the preschool stage, and psychological measurement (Giraldo, 2018a; Robles Sáenz, 2019). Together with Beatriz Carrizosa Umaña, Cecilia Gómez de Herrera, Diva Montealegre de Rincón, Julia

Roncancio, Magdalena Fety de Holguín, and Paulina Esguerra de Iriarte, in 1953, de la Vega founded the *Centro de Psicología* (the Psychology Center) (de la Vega et al., 1994).

In her professional career, she continued to stand out as a pioneer and leader in various institutions. A few years after graduating as a licentiate in psychology, Beatriz de la Vega succeeded her teachers Mercedes Rodrigo Bellido, Hernán Vergara, and Luis Jaime Sánchez, as director of the Institute of Applied Psychology at Universidad Nacional de Colombia (National University of Colombia), her alma mater. In 1957, she founded the Faculty of Psychology at National University and was its first dean (Pérez-Acosta, 1999). During her term, which lasted until 1958, she had the task of institutionalizing psychology practices and a thesis project as partial requirements for obtaining the title of psychologist (Giraldo, 1993).

In 1962, she joined the Special District of Bogotá, and for six years, she was the director of Observation House No. 2 for homeless children. Her most important leadership role, however, was to have taken part in 2002 in the Board of Directors of the World Organization for Early Childhood Education, OMEP, an entity attached to UNESCO. In this regard, de la Vega founded the Colombian branch of the OMEP: the Asociación Colombiana de Educación Pre-escolar (ACDEP) (Colombian Association of Early Childhood Education) (see Pérez-Acosta, 1999).

The impact of the *Psychology Center* deserves special attention; it operated for more than four decades under the academic leadership of Beatriz de la Vega but also with the daily support of an important group of psychologists who offered preschool education with advanced approaches for its time, such as constructivism and game-based learning, mainly to children belonging to wealthy families from Bogotá (Pérez-Acosta, 1999; Robles Sáenz, 2019), at a historical moment in which mothers began to massively become part of the labor force (Muñoz and Pachón, 1994).

With the support of OMEP and the advice of the influential French-Canadian researcher Madeleine Goutard (author of the classic *Mathematics and Children, a Reappraisal of Our Attitude*;

Goutard, 1964), the *Psychology Center* had the initiative to project its work to the rural area, with the foundation of the *Pelaya* kindergarten (Department of Cesar, northeast of Colombia) in 1970. Goutard visited this project and described it later in the magazine *L'École Maternelle Française* (description translated by Esguerra de Iriarte, 1994).

Another project influenced by the *Psychology Center* was *La Cabaña* (The Cabin) kindergarten, located in a working-class neighborhood of the same name in Bogotá (de la Vega, 1994). It was founded in 1970 with the support of the Dutch colony and the *Instituto Colombiano de Bienestar Familiar* (ICBF) (Colombian Institute of Family Welfare) and was later, in 1980, under the direction of Maty de Restrepo, a preschool pedagogue trained at the *Psychology Center*. Under her administration, children of the Bogotá working class enjoyed a visionary pedagogical model, which was not based on rigid activities under the approval or censorship of the teacher on duty, but on projects that would capture the interests and needs of children such as “the circus” or “the hospital.”

Taking advantage of all this decade-long accumulated experience from the *Psychology Center*, the *Pelaya*, and *The Cabin*, Beatriz de la Vega published a series of notebooks at the end of the 1990s in the Educational Series of *Editorial Norma* to facilitate the learning of reading and writing in preschool, based on drawing as an incentive stimulus for writing lines (de la Vega, 1997).

The constant and pioneering work of Beatriz de la Vega has been a good example for the new generations of psychologists in Colombia and other Latin American countries, who currently enjoy a respected profession, still with challenges (Giraldo, 2018c; Pérez-Acosta, 1999).

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De León Porras, Marcos Fernando

Born *Guatemala City, 7 October 1921*

Died *Guatemala City, 15 June 2005*

Aymara de León

Independent Psychologist, Guatemala, Guatemala

Keywords

Guatemala · Psychotherapist · Humanistic psychologist · Professional orientation

Fernando de León Porras was a Guatemalan psychotherapist, educator, musician, and poet. De León Porras was born in Guatemala City in a working class family. The oldest of three children, he was son of Daniel, a rural farmer who had emigrated to Guatemala City to work at the German Embassy, and Ana Maria Porras, a housewife. As a teenager he ran into some psychoanalysis booklets in a public library and organized lectures for his classmates and friends, starting a passion for teaching and psychological issues.

In 1940, at age 19, after graduating as an elementary school teacher from Escuela Normal Central para Varones (Normal Central Male School), he was sent to a remote community, in San Marcos Department near Tacaná Volcano, to teach children and adults read and write. Later he was relocated to La Antigua Guatemala, working as a primary education teacher and as a group leader of the Boy Scout Movement.

In 1946 he married Maria Cristina López Paniagua (1923–1991), his teenage sweetheart, a physical education teacher. They had five children, Marycielo, Fernando, Aymara, Iris, and Sergio. In 2005, at the time of his death, he

counted 11 grandchildren and 12 great-grandchildren.

In 1946 Psychology was not available as a field of study in Guatemala, so he decided to attend Medical School instead. The next year he won a scholarship at Instituto de Seleção e Orientação Profissional (Institute of Selection and Professional Guidance – ISOP), at the city of Rio de Janeiro, Brazil.

After graduating as a psychotechnician in Brazil, he discovered that he could not work legally in Guatemala, because this degree does not exist locally. Then started studies in the recently created Departamento de Psicologia, Facultad de Humanidades Universidad de San Carlos (Psychology Department, Humanities Faculty at San Carlos University – USAC) where in November 15, 1952, he became the first person ever to graduate with a B.S. in Psychology in Guatemala's history.

That same year (1952) he co-founded the first professional psychology practice in the country, with Antonio Román Durán, a psychiatrist from Spain exiled in Guatemala. He also headed the Clínica Psicotécnica (Psychotechnic Clinic) at Departamento de Rehabilitación del Instituto Guatemalteco de Seguridad Social (Rehabilitation Department of Guatemalan Social Security Institute) and cofounded the Liga Guatemalteca de Higiene Mental (Guatemalan Mental Hygiene League) with psychologist Jaime Barrios Peña, medical doctor Cesar Meza and another professionals.

In 1951 he was elected for Guatemalan Congress where he worked to improve education and mental health until July 1954. In 1954, when a military coup overthrew the government, he was forced to exile and choose to go to Brazil.

After a week in Rio de Janeiro, as a result of changing political tides, instead of the asylum they had been promised, he and his fellow Guatemalan exiles were arrested and sent to a clandestine detention camp in the amazon jungle in the State of Amapá.

They remained there for 5 months without contact with the outside world, living under one rule: If anyone tried to escape, everyone will be killed. When it became apparent, the detention was not only illegal, but indefinite, de León

Porras, who was the only one that spoke Portuguese, volunteered to venture through the jungle in an attempt to make contact with the crew of the monthly resupply plane. He managed to reach the landing strip on time and persuade the pilot to take letters from prisoners to their families and drop them at the post office.

One of the letters from de León Porras reached Dr. Emilio Mira y López, his mentor, an eminent psychiatrist from Spain who lived in Brazil as an exile from Franco. Mira y López staged a political and legal campaign that finally set the prisoners free.

Back in Rio de Janeiro, de León Porras continued studies in clinical psychology and psychoanalysis as a preferred disciple of Mira y López. Together they worked at Instituto de Psicologia Medica (Medical Psychology Institute). In 1955–1958, he was appointed Director of Instituto de Seleção e Orientação Profissional from the Serviço Nacional de Aprendizagem Comercial (SENAC) (Institute of Professional Selection and Guidance of the National Service of Commercial Learning) in Porto Alegre, Rio Grande do Sul, Brazil.

In 1958 de León Porras was finally able to return to Guatemala, where he resumed his private practice, created the first Experimental Psychology Laboratory in the country, organized the first Vocational Guidance Service, advised the Ministry of Education for 4 years, and was appointed dean (1952–1954) of the Departamento de Psicologia, Facultad de Humanidades – USAC (Psychology Department at Humanities Faculty – USAC), a position he held again in 1965–1970.

In 1976 de León Porras obtained a M.A. degree in Clinical and Medical Psychology from Universidad Francisco Marroquín (Francisco Marroquin University) and in 1978 he was awarded his doctorate degree.

An “eternal student” as he defined himself, he continued his education (1978–1980), in the fields of Gestalt Therapy, clinical hypnosis, and as a member of Asociación Latinoamericana de Análisis Transaccional (Latin American Transactional Analysis Association).

From 1981 to 1986, he directed the staff of Oficina Técnica de Evaluación y Promoción del Personal Docente of – USAC (Technical Office

for Teacher Evaluation and Promotion at – USAC). In 1986 he was appointed as scientific researcher at Instituto de Investigación y Mejoramiento Educativo – USAC (Research and Educational Improvement Institute – USAC).

In 1995, he cofounded Instituto de Psicología Contemporánea (Contemporary Psychology Institute), a private institution offering different psychotherapy approaches where he serves as Scientific Director until 2004.

In 1998 he started a multiyear collaboration with Universidad Autónoma Metropolitana de México (Metropolitan Autonomous University of Mexico) to bring to Guatemala the first professional training in the field of Transpersonal Analytic Psychotherapy.

De León Porras had a life-long romance with classical guitar, which he started to play since his younger years. A nonprofit he helped create, the Regino Sainz de la Maza Society, presented in Guatemala notorious guitar players such as Andres Segovia and Manuel Lopez Ramos.

Through his teaching career, he inspired generations of psychologists and psychiatrists at different universities from Brazil, Guatemala, and El Salvador.

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- ▶ [Barrios Peña, Jaime Arturo](#)
- ▶ [Mira y López, Emilio](#)

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De Moya, Antonio

Born *Santo Domingo, (Dominican Republic), 1949*

Died *Santo Domingo, (Dominican Republic), 2015*

Josefina Záiter

Universidad Autónoma de Santo Domingo, Santo Domingo, Dominican Republic

Keywords

Dominican Republic · Social psychology · Community work · Psychosocial problems

Antonio De Moya carried out his psychology studies at the University of Puerto Rico, Rio Piedras. He had a master's in psychology from the School of Social Sciences, New School for Social Research, New York, and a master's in Public Health at Hadassah School of Medicine, Hebrew University of Jerusalem, Israel.

He represents one of the Dominican psychologists who promote social psychology, through teaching, research, and the implementation of

social intervention programs. Professor at the School of Psychology at Universidad Autónoma Santo Domingo (UASD), teaching the subjects social psychology, psychology of communication. Professor in the Master of Community Social Psychology, he stood out as a professor of research methodology in social sciences.

He developed important programs for the fight against HIV and AIDS in the Dominican Republic. He was an advisor to national and international organizations, from the Ministry of Health, the United Nations Joint AIDS Program (UNAIDS), and the Pan American Health Organization (PAHO).

He devoted himself to studying Dominican social behavior, the problems of sexuality, and carried out interesting studies on psychosocial anthropology, as well as studies on violence in the young population of popular sectors (see De Moya, 2015).

Through his research work in social psychology, Antonio De Moya (1949–2015) "... gives importance to the creation of the necessary popular and ideological spaces that enable independent or emancipatory development" (Brea, 2015).

The realization of his teaching and professional work, in social psychology, contributes to the exercise of a critical psychology in Dominican society, opening new perspectives to psychology in the Dominican Republic.

From a psychohistorical approach, he carried out important research in social psychology; his studies about the racial problem in Dominican society make it possible to analyze the complexity of racial and anti-Haitian prejudice in the Dominican population.

One of the areas in which his contributions are recognized is represented by the programs he designed to fight HIV and AIDS in the Dominican Republic. He was an advisor to national and international organizations, from the Ministry of Health, the United Nations Joint AIDS Program (UNAIDS), and the Pan American Health Organization (PAHO).

His work as an organizer and advisor to community organizations and social networks has had significance in the application of the psychosocial perspective to social problems; he founded the

"epistemic networks" in the Dominican Republic, from which he encouraged criticism and reflection on the situations of Dominican society.

In 2015, the journal *Perspectivas Psicológicas* [Psychologic Perspectives] of the Institute of Psychology of the Universidad Autónoma de Santo Domingo (UASD) dedicated a special edition to Antonio De Moya, in which he compiled a set of 27 articles of his authorship. This publication represents a recognition of the fruitful work, in social psychology, carried out by E. Antonio De Moya. Edward Martínez, Director of the Institute of Psychology of the Autonomous University of Santo Domingo, referring to the academic work of Antonio de Moya, recognizes the following: "His extensive scientific work is a successful synergy of knowledge derived from Social Epidemiology, Social Psychology and Sociocultural Anthropology" (Martínez, 2015).

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De Pilla Ferrari, Giuseppe

Born *Ruffino, La Spezia, (Italy), 25 December 1943*

Nelson Portillo
Boston College, Chestnut Hill, MA, USA

Keywords

El Salvador · Behaviorism · Advertising · Marketing · Substance use

Giuseppe De Pilla Ferrari was a pioneer in the fields of experimental analysis of behavior, animal research, advertising, and marketing in El Salvador. Initially trained as an electronic engineer, he switched to psychology and worked as a full-time college professor and as a researcher during the first years of his professional career. Later on, he combined his academic responsibilities with several positions in the private sector, particularly in the areas of advertising, marketing, and applied research. He was instrumental in designing the first psychology program at a private university and opening the first experimental psychology laboratory that used animals in the country. As the only psychologist teaching behavioral psychology in El Salvador for over 20 years, he produced two extensive manuals that introduced students to key concepts and applications of behavioral analysis.

Giuseppe De Pilla Ferrari was born in the height of World War II in the small village of

Ruffino, La Spezia, in the northern Italian region of Liguria. He was the only child of Faliero De Pilla, an administrative employee at a shipyard in Muggiano, and Mimma Ferrari, a housewife. The area where the family lived was heavily bombarded because the German Kriegsmarine used the city's port as one of its main bases in the Mediterranean Sea. Ravished by the war, the economy was bleak and Mr. Faliero De Pilla made the decision to migrate to Venezuela in 1948. His wife followed him in 1950. As a small child, Giuseppe was left under the care of his paternal grandmother in the neighboring village of Pitelli. He studied elementary school in Pitelli and later on he entered a boarding school administered by the Salesian Order. As a 14-year-old teenager, he migrated to Venezuela along with his grandmother in 1957. The 10-day journey had been very grueling for him due to a viral illness. When he arrived at his destination, he was 10 kilos lighter.

As a newcomer, he could only speak Italian and to avoid interrupting his studies, his parents sent him to the Agustin Codazzi School, a non-accredited school where all classes were taught in Italian. He completed his secondary studies in 1962, the same year that he obtained his Venezuelan citizenship. Inadvertently, his naturalization put an end to his Italian citizenship and he was forced to return to Italy to remedy this issue. Once in Italy, De Pilla went to Genova to study electronic engineering, but he decided to quit after 2 years.

De Pilla came back to Venezuela without a clear career plan. He helped in the Italian restaurant that his parents had opened in Caracas and also worked in a car factory. When many of his friends came to him for advice and emotional support, he considered studying psychology to help people. Because the Central University of Venezuela was experiencing strikes and political conflicts, De Pilla opted to study at the Pontifical Javeriana University in Bogotá, Colombia. He began his studies in 1967 and obtained his degree in 1971. During his fourth year, he worked as an instructor of statistics, and in his last year, he worked as a psychologist in training in the School

of Police. During his studies, he met his future wife, Gloria Bodnar, from Colombia.

Upon receiving their degree in 1971, the couple was invited to come to El Salvador by a former instructor, Jesús Arroyo Lasa SJ (1925–?), a Jesuit priest working at the fairly new University of Central America (UCA) in San Salvador. Arroyo Lasa had taught psychodynamic psychology in the same program in Colombia. The couple had to get married as a precondition to move to El Salvador and both decided to spend their honeymoon in what would become their country for the rest of their lives. They arrived on February 17, 1972. Giuseppe and Gloria had two daughters in El Salvador: Caterina (1974) and Silvana (1978). Giuseppe had his son Giancarlo (2000) with his second wife.

The main task of the De Pilla team was to design and implement the academic program of the new psychology program at UCA. In the process, Giuseppe was appointed chair of the Psychology Department, but in 1975, he returned to Colombia for 2 years to pursue a Master's Degree in Curriculum Evaluation and Research at the National Pedagogical University in Bogotá. His thesis was completed with two other colleagues (one of them was his sister-in-law) under the direction of renowned Colombian psychologist, Rubén Ardila.

Representing El Salvador, psychologists Ángela de Sol and Giuseppe De Pilla attended the First Latin American Conference on Training in Psychology celebrated in Bogotá in December of 1974 (see Gallegos, 2010). This was an opportunity to establish many of the academic standards that were later introduced in several countries following what became known as “The Bogotá Model” or “The Latin American Model” (Gallegos, 2010). The psychology program designed by the De Pillas at UCA was in place for over 20 years, a testament of its quality and soundness.

Ignacio Martín-Baró had been an early De Pilla's student in the 1970s while he completed the same program that they had developed. The student-professor relationship morphed quickly into a relationship of colleagues and friends. Although Martín-Baró was very critical of

behaviorism, they both had great respect for each other as scholars. Nacho, as he was known, was very fond of Caterina and Silvana and one of them had a December birthday. On November 10, 1989, Giuseppe and Gloria hosted an early birthday party to invite friends and colleagues from the Psychology Department at UCA, before breaking for the end of the academic year. This would be the last time that friends and colleagues would see Nacho alive as a major offensive was launched by the guerrilla forces the very next day, followed by his brutal assassination along with other Jesuit brothers and their collaborators on the early hours of November 16, 1989.

When it comes to contributions made to psychology in El Salvador, De Pilla made one of the most significant one by opening in 1978, the first experimental psychology laboratory that used animals for research in the country. Equipped with its own bioterium, the laboratory had computerized Skinner Boxes from Coulbourn Instruments and other tests and devices used to study psychological variables, psychophysiological processes, and the brain. In addition, the laboratory had a large Gesell Chamber and several rooms for meetings and offices. The Skinner Boxes had been donated by the Department of Psychology from Yale University. American psychologist Claire K. Morse (1943–2021), who was a Yale graduate and had lived in El Salvador with her husband, trained De Pilla and helped to set up the equipment. Toward the end of the 1970s and most of the 1980s, the psych lab at UCA was on par with programs that offered a strong research training component.

As the lone leading behavioral psychologist in the country, De Pilla produced two voluminous manuals, *Psychology of Learning Laboratory Manual* (1977) and *Experimental Analysis Applied to Education* (1978), to teach his two signature courses: Learning Theories and Experimental Behavior Analysis Applied to Education. His courses were designed based on behavioral principles and the first one required all students to work with albino rats for a whole semester. Philosophically, De Pilla considered himself a radical behaviorist in order to make a strong impression on his students and colleagues. This marked a departure from his previous training in

psychoanalysis when he studied his bachelor's degree at the Pontifical Javeriana University. Although he was often criticized for this stubborn posture, he was one of the most respected psychologists in the Psychology Department and the field in the country.

As the sociopolitical situation in El Salvador deteriorated 1970s and gave way to a bloody civil war in the 1980s, De Pilla decided to leave UCA as a full-time professor in 1981. He continued as a part-time instructor until 1998, while working in the private sector primarily as a market researcher. When he ventured into marketing, most companies did not have a strong research component, but thanks to his behavioral and research training he became one of the most sought-after experts in the country. He went on to manage marketing research departments in some of the largest advertising firms and companies of his time from 1981 until 2015.

Between 1992 and 1996, he was offered the position of Director of Research and Communication at El Salvador Anti-Drug Foundation known as FUNDASALVA for its acronym in Spanish. He directed research, evaluation, and training, all computer and information systems as well as the documentation and volunteering components. He also worked in the conception, formulation, presentation, and promotion of projects in the antidrug area (i.e., awareness, training, prevention, and rehabilitation). His tenure coincided with the end of the Salvadoran civil war (1981–1992) and programming was offered to victims of it too.

De Pilla was an active member of the Latin American Association of Analysis and Behavior Modification (ALAMOC), and during that period, he was the representative for El Salvador. In 2015, after many years of absence from ALAMOC, El Salvador celebrated the First National Conference on Behavior Analysis, Behavior Modification and Cognitive Behavioral Therapy. During the event, De Pilla received a Recognition Award for his “pioneering, educational, and dissemination work in behavior analysis in the country.”

Although De Pilla penned several academic and nonacademic articles, the majority of his works remain unpublished. His love for

electronics never waned and his knowledge was very helpful when any of the Skinner Boxes broke down or needed to be reconfigured. He also wrote on psychology and electronics, pieces such as Computer ergonomics (1995) and Human behavior and computer learning (n/d). He also produced psychoeducational videos such as “Cyber o no cyber, that’s the question” in the 1990s.

De Pilla formally retired in 2015 when Parkinson’s disease made it difficult to work. Although incurable, his condition improved and he continued working as a consultant for FUNDASALVA and other institutions. As of 2020, De Pilla was asked to design a new psychology program for a private university. Altogether, De Pilla’s professional career spanned more than 50 years.

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- ▶ [Martín-Baró, José Ignacio](#)

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Delgado, Honorio

Born *Arequipa (Peru)*, September 26, 1892

Died *Lima (Peru)*, November 26, 1969

Ramón León

Universidad Ricardo Palma, Lima, Perú

Keywords

Peru · Psychiatry · Psychoanalysis · Phenomenology

Honorio Delgado was a Peruvian psychiatrist, considered the most relevant figure in Spanish-speaking psychiatry in the twentieth century.

Born in Arequipa, in southern Peru, he studied primary and secondary school there, as well as Premédicas (at the University of San Agustín), moving to Lima where he completed his medical studies in 1918 at the Universidad Nacional Mayor de San Marcos (San Marcos Major National University, UNMSM), specializing in the field of psychiatry, under the direction of Hermilio Valdizán (1885–1929) whom he always considered his teacher (Mariátegui, 1989, 1993).

Still a medical student, on January 1, 1915, he published an article in the newspaper *El Comercio* with the title “El psicoanálisis” (Delgado, 1915), the first publication on Freud’s doctrine in Peru. From then on, he undertook a very active work to disseminate this doctrine, of which Sigmund Freud (1856–1939) himself (whom he visited for the first time in 1922) becomes aware of it, who mentions it in the second edition of *History of the psychoanalytic movement* (Freud 1914/1957). This dissemination work was accomplished through many of his articles in the *Revista de Psiquiatría y Disciplinas Conexas* (Journal of Psychiatry and Related Disciplines), which he founded in 1918 together with Valdizán, and also through books (one of them, a biography of the father of psychoanalysis, Delgado, 1926). In addition, Delgado made contact with some of the most prominent personalities of the psychoanalytic movement of that time: Karl Abraham (1877–1925), Otto Rank (1884–1939), and William H. White (1870–1937), among others.

During his visits to Europe he also met Alfred Adler (1870–1937), Freud’s dissident and creator of the *Individualpsychologie*, a trend that also arouses his sympathies. Adler, on the other hand, included him as a member of the editorial committee of the *Internationale Zeitschrift für Individualpsychologie* (International Journal of Individualpsychology), the official journal of his movement. With the passage of time, Delgado distanced himself from the Adlerian doctrine, most likely observing that among Adler’s followers there are those who seek to link this doctrine with Marxism.

Toward the end of the 1920s, there was a progressive departure from Delgado with respect to psychoanalysis, showing an increasing interest in the phenomenological approach. This distancing will lead the Peruvian psychiatrist to an increasingly critical attitude toward what he considered to be the excesses of psychoanalysis. Honorio Delgado was influenced by Karl Jaspers’ (1882–1969), Nicolai Hartmann’s (1882–1950), and Ernst Kretschmer’s (1888–1964) ideas.

Upon the premature death of his teacher, Valdizán, Delgado took the chair of psychiatry at the UNMSM, which he maintained for more than

30 years. Since 1922 he has also been a doctor at the Víctor Larco Herrera Hospital, the most important psychiatric institution in Peru. In the practice of psychiatry in that institution, Delgado carried out important research works that are expressed in his numerous articles and books.

Along with all this professional activity, which was complemented by a private practice of psychiatry, Delgado edited two journals: the aforementioned *Revista de Psiquiatría y Disciplinas Conexas* (Journal of Psychiatry and Related Disciplines) and the *Revista de Neuro-psiquiatría* (Journal of Neuropsychiatry), founded in 1938 with J. Óscar Trelles (1994–1990), which continues to be published to nowadays.

A man with a very broad cultural horizon, which extended to philosophy, literature, and history, Delgado published actively until the end of his days.

From his chair of psychiatry and away from psychoanalysis, Delgado proposed a psychiatry with strong biological components but also with elements of a philosophical nature, considering the phenomenological approach (especially) of Jaspers as the most useful. His critics consider that his influence was decisive so that psychoanalysis in Peru did not undergo further development until the 1970s more or less (Silva Tuesta, 1979), but they recognize his important role in the introduction and diffusion of European therapeutic theories and techniques in the Peru (Valdivia Ponce, 1964).

In 1961, on the occasion of a new university law, Delgado (shortly before elected Dean of the Faculty of Medicine of the UNMSM) manifested himself opposed to it, and, when the law came into force, he submitted his resignation to the rector and to UNMSN. He was accompanied by a very large number of professors from the Faculty of Medicine. Shortly after, the Peruvian University of Medical and Biological Sciences (today the Peruvian University Cayetano Heredia) was created, whose first rector would be Delgado.

Although generally not interested in politics, but with conservative positions (his most severe critics accuse him of a pro-Nazi mentality), Honorio Delgado served as Minister of Education

in the government of José Luis Bustamante y Rivero (1945–1948).

The most important Peruvian psychiatric institution, founded in 1982, has him as an eponymous: the Instituto Nacional de Salud Mental “Honorio Delgado – Hideyo Noguchi” (National Institute of Mental Health “Honorio Delgado – Hideyo Noguchi”).

In Peruvian psychology Honorio Delgado represents the philosophical orientation, highlighting the role of intuition and with a limited assessment of the experimental approach. His work *Psicología* (Delgado & Iberico, 1933), written with Mariano Iberico (1892–1974), which has had numerous editions, is a presentation of psychological knowledge from the philosophical perspective, giving little importance to the experienced and underlining the fundamental role of intuition. On the other hand, his *Textbook of psychiatry Course* (*Curso de psiquiatría*, Delgado, 1953), also with several reissues, has been the most important text in the specialty written by a Peruvian.

Cross-References

► [Valdizán, Hermilio](#)

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Denegri, Marco Aurelio

Born *on Lima (Peru), May 16, 1938*

Died *in Lima (Peru), July 27, 2018*

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Sexology · Literature · Psychology

Marco Aurelio Denegri studied law at the Universidad Nacional Mayor de San Marcos (Lima) in the 1960s, but did not practice his profession, yet from a very young age, he displayed intense activity in the study and dissemination of sexuality issues in Peru, whose conservative society did not always welcome their work in a positive way.

Denegri was a contributor to several Peruvian newspapers: in his last years, he had a weekly column in *El Comercio*, the oldest newspaper in Peru, and on the (state) television channel 7, he

directed a program of cultural interviews (*La función de la palabra*, The Function of the Word) that was maintained for many years and in which he interviewed psychologists, doctors, poets, and novelists. Already in his youthful years, he used to be invited to academic meetings to present a topic of interest to him. Thus, for example, he lectured on sexual issues at the former *Hospital Obrero* (now *Hospital Guillermo Almenara*) within the framework of the cultural meetings sponsored by Dr. Carlos Alberto Seguin, head of the psychiatry service of that hospital.

His written work (in the form of newspaper articles and in some magazines, as well as in books) is dedicated to philology, literature, and lexicography, but also to little explored areas of Peruvian culture (such as cockfighting, frequent in Peru, and the use of the wooden box as a musical instrument, also very widespread in the music of the Peruvian coast). However, his interest in sexuality was predominant.

In his publications on sexuality, Denegri dealt in a very open way (and with a style that defies the usual norms in Peruvian society) topics almost never discussed in Peru (e.g., pornography, masturbation), which was worth it, especially in the beginnings of his activity as a writer, problems with the government authorities in the years of the dictatorship (1968–1975) of Juan Velasco Alvarado (1910–1977).

Solitary and eccentric personality, Denegri enjoyed in his last years great respect in public opinion, especially for his erudition and for the freedom with which he expressed his opinions about people and events. But among psychologists and psychiatrists, he is also seen as a promoter of the sexological culture in the Peruvian environment, although his contribution was mainly theoretical, since he did not carry out any research of an empirical nature on the matter.

Cross-References

- ▶ [Seguin, Carlos Alberto](#)

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Díaz Alfaro de Concepción, Abigail

Born *on June 16, 1910, in Toa Alta, Puerto Rico*

Died *on January 4, 2007, in San Juan, Puerto Rico*

Irma Roca de Torres
University of Puerto Rico, Río Piedras, San Juan,
Puerto Rico

Keywords

Puerto Rico · Graduate program development ·
Social psychology

Abigail Díaz Alfaro was born in the rural areas of Puerto Rico surrounded by the lush greenery of our tropical vegetation. Both her parents (Abelardo Díaz Morales and Asunción Alfaro Prats) were school teachers, and her mother was her first teacher in a tiny rural school of one classroom that was typical at the beginning of the twentieth century. She came from a family where women were expected to develop their maximum potential—her grandmother was a farmer and cattle rancher, and her home was the site of many discussions about the importance of women's right to vote (right that was acquired in Puerto Rico in 1935). She had two brothers, one of which was a renowned Puerto Rican writer,

and five sisters, all educated professionals. She was married twice, first to José Buitrago with whom she had one daughter, Cordelia, and then to Gilberto Concepción de Gracia, whose last name, Concepción, she used in her professional life.

Abigail Díaz de Concepción was educated at the public schools of Cidra, Caguas, and Ponce, where she distinguished herself by her cognitive abilities and her skills for writing, oratory, and acting. She was the first honor of her class in several occasions, and after her high school graduation, she received a full scholarship to study her bachelor's degree at Keuka College, a small college in New York. She graduated in 1931 with a Bachelor of Science and a major in biology and chemistry.

For economic reasons, she could not enter medical school, as were her wishes; instead, she returned to Puerto Rico and started working as a high school teacher. She taught many courses—English, physics, chemistry, and mathematics—and using all her histrionic abilities, she produced every day in her classroom a live show where she invited prestigious Puerto Rican persons to speak with her students. During these years, Abigail Díaz de Concepción participated in an educational radio program, *School on the Air Waves*, that offered academic and cultural programs for people who were not attending school. In these programs, she used her multiple skills and was writer, teacher, and actress.

In 1944, she decided to enter Brown University, in Rhode Island, to undertake studies in psychology because she realized the importance of this discipline in the process of learning and teaching. She graduated in 1945 with a master's degree (MA) in experimental psychology. In Brown, she learned about the rigors of research, the quest for truth in the most precise way, and in general a great respect for scientific research as a way of increasing knowledge. For her master's thesis, she did a study with rats about the reaction time on a visual discrimination task, *Reaction time in a visual choice discrimination*.

With her master's diploma on hand, Abigail Díaz de Concepción returned to Puerto Rico convinced that one can be an excellent teacher in

many different ways. She continued her teaching career but moved herself to the Department of Psychology at the College of Pedagogy of the University of Puerto Rico (UPR-RP). She was there for just 1 year, after which she was recruited to go to the University of Texas to work in the development of the *Interamerican Tests Series*, with parallel forms in Spanish and English to measure general ability, language, and other aptitudes. She worked in this project for a year along with Pablo Roca de León, Teobaldo Casanova, and Ismael Rodríguez Bou, Puerto Rican psychologists who had been recruited for this project (Roca de Torres, 1993–1994).

When she returned to UPR-RP, in 1947, she was transferred to the College of Social Sciences, where the psychology courses had been moved due to a restructuring of the university. She was the first professor in this newly formed Program of Psychology in the College of Social Sciences and maintained herself in this program until her retirement, and later on, when a department was organized, she was its first director (Roca de Torres, et al., 2003).

During the early 1950s, she went to Columbia University, in New York City, to initiate her doctoral studies. She obtained her doctoral degree (EdD) in social psychology in 1958. Columbia emphasized her personal perspective that psychology is a discipline that must be at the service of the community and that there are many ways to do research and qualitative methods are adequate ways of doing research. Her doctoral dissertation study is *Resources in the lives and culture of Puerto Rican students which will aid in the understanding and use of basic concepts in Social Psychology*.

After finishing her doctoral degree, she returned to her position as professor at UPR-RP and devoted her time to organizing a psychology program both at an undergraduate and a graduate level. She was the director of the Department of Psychology in 1966, when it became the first program in Puerto Rico to offer graduate studies in psychology. She developed a creative course, *Psychology of Puerto Rican Stories*, that stimulated its students to collect the rich tradition of storytelling from their grandparents and analyze

their *cuentos* (stories) to obtain the popular vision of our society (Roca de Torres, 2006).

Dr. Abigail Díaz de Concepción considered the creation of the Faculty of Social Sciences as one of the factors most important in the development of psychology in Puerto Rico. She firmly believed that teaching of the discipline in relationship with the social sciences permitted psychology to use its knowledge for the good of society. For her, it was important to train psychologists who believe “that all acquired knowledge, must be used for the betterment of our Society” (A. Díaz de Concepción, personal communication, June 10, 1993; translation by author).

Abigail Díaz de Concepción was very active at UPR-RP—teaching, doing research, mentoring students, going to congresses, and presenting papers, among other activities—until 1974 when she retired. During her life, she received many recognitions and awards from different organizations: Department of Psychology, Puerto Rican Psychological Association, Caribbean Center for Graduate Studies, and Keuka College, among others. In 1974, she was named *emeritus professor*, the maximum academic distinction offered at UPR-RP. She enjoyed her retirement for a long time and appreciated attending family and cultural activities and conversing about current issues with her colleagues, friends, and alumni. She died on January 4, 2007, at 96 years of age.

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- ▶ [Roca de León, Pablo](#)
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Díaz Insunza, Eloísa Raquel

Born *Santiago, Chile, 25 June 1866*

Died *Santiago, Chile, 1 November 1950*

Hernán Scholten

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Chile · Education · Moral hygiene · Habits · Passions

Eloísa Díaz Insunza was born into a wealthy family and graduated in Humanities at the Instituto Nacional (National Institute) at the age of 15. She studied at the Escuela de Medicina de la Universidad de Chile (Medical School of the University of Chile) and achieved her PhD in Medicine and Surgery on January 3, 1887. Thus, she became the first Chilean and Latin American female physician (Sepúlveda-Carvajal, 2018).

Although she initially worked at the Hospital San Borja-Arriarán (San Borja-Arriarán Hospital), Díaz Insunza focused her professional activity on the scholar environment, adding psychological and pedagogical concepts to medical practice. In 1889, the Minister of Public Instruction, the prestigious hygienist Federico Puga Borne, requested her appointment as Medical Inspector of Hygiene of the Escuela Normal de Preceptoras del Sur (Southern Normal School of Preceptors). In that same institution, destined to train the elite of Chilean teachers, she was in charge of the course on Hygiene. Ten years later, she assumed the position of Medical Inspector of the Public Schools of Santiago. In 1911, the School Medical Service and Medical Inspection of Chile was created and Díaz Insunza was its first director, position she held until her retirement in 1925 (Egaña-Baraona & Monsalve-Bórquez, 2011).

She also participated in the Liga Nacional de Higiene Social (National League of Social Hygiene), the Sociedad Científica de Chile (Scientific Society of Chile), the Consejo Nacional de la Mujer (National Council of Women), the Sociedad Médica (Medical Society), the Consejo de Nutrición Primaria (Primary Nutrition Council), and the Cruz Roja (Red Cross) (Ponce de León et al., 2013).

From a hygienist perspective, Díaz Insunza proposed a medical approach that, rather than targeting each person, was projected towards the family, the school, and society as a whole. In this sense, her conception of health gave a remarkable relevance to the psychological and sociological aspects in order to avoid the decadence of the Chilean race in the face of the threat of degeneration and inheritance (Salas et al., 2019).

As early as 1887, in her graduate dissertation, she characterized her study of Chilean women (based on local statistics of 4600 subjects) as a social concern, while considering the impact of menstruation on both the body and the “moral being” of women (Díaz-Insunza, 1887). In her subsequent publications, which dealt mainly with the school child of the working class in Santiago, her hygienist proposal can be seen with greater breadth and precision.

Among other issues, she especially emphasized the link between education and morality by

pointing out the impact of school on “the way of being” of children, since “in it they learn good manners and sociability” (Díaz Insunza, 1905, p. 56). For this reason, she highlighted the role of hygiene in the mastery of passions and habits, the benefits of which would extend to the home environment and allow for a life of complete harmony and health.

At the First Latin American Congress of Medicine, she dealt more extensively with this issue and argued that, in elementary schools, children should be provided with the necessary instruments for the care of their health, since there “good and bad habits are acquired, (. . .) noble or perverse inclinations, exact or false ideas are shaped” (Díaz Insunza, 1901, p. 119). In this way, she linked again the medical and pedagogical issues with the psychological aspects, with the character and intellectual development of children.

Finally, her project for organizing school medicine in Chile, in addition to the classic considerations regarding cleanliness and physical well-being, includes various references to the nervous pathologies of the students (Díaz Insunza, 1910). For example, she characterized hysteria and epilepsy as contagious diseases and established, as a measure of “school prophylaxis,” that students with these conditions should not be accepted in public schools. In addition, she also stated that individual school inspections should deal meanly with abnormal or retarded students, and pointed out the need to compile detailed statistics on existing cases in each school. In this way, Díaz Insunza, the first Chilean and Latin American female physician, introduced the psychological dimension in medical intervention within the Chilean school organization.

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Díaz-Guerrero, Rogelio

Born *in Guadalajara, Jalisco, on August 3, 1918*

Died *in Mexico City, on December 8, 2014*

Ana Patricia González Rodríguez
University of the Cloister of Sor Juana, Mexico
DF, Mexico

Keywords

Mexico · Ethnopsychology · Mexican
psychology

In his youth, Rogelio Díaz-Guerrero traveled to Mexico City to study the career of Surgeon at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) between 1937 and 1943 (Díaz-Loving, 2006). At that time, interest in Psychology was awakened, a career that he will study simultaneously at the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters) (UNAM) at the same university between 1939 and 1943. Later, he entered Iowa State University where he obtained a Master's degree in Psychology (1944) and Doctorate in Neurophysiology and Psychology (1947).

Among his professors, the influence he received from Dr. Samuel Ramos (1897–1959) and Dr. Ezequiel Chávez (1868–1946) who motivated him to study the Mexican personality stands out. Based on these influences, Díaz-Guerrero assesses the historical-socio-cultural premises and will write the historical-bio-psychosocial theory, antecedent of the ethnopsychology of the Mexican.

He was rigorous in his scientific studies; he reflected his passion for psychology in his 84 works that appeared in specialized magazines and wrote 65 book chapters. He was the author or co-author of more than 30 books, including “Estudios de psicología del mexicano” (“Mexican Psychology Studies”) (1961) and “Hacia una teoría histórico-bio-psico-socio-cultural del comportamiento humano” [“Towards a historical-bio-psycho-socio-cultural theory of human behavior”] (1972).

At UNAM, Díaz Guerrero held academic positions from where he promoted psychology, promoting Mexico as a leader in Latin American psychology. He was a professor for many years at UNAM, a professor of many generations of psychologists who have influenced the innovation of Latin American Psychology. He received the Premio Universidad Nacional Autónoma de México [National Autonomous University of Mexico Award] for Research in the Area of Social Sciences (1987) and Investigador Emérito de la Facultad de Psicología de la Universidad Nacional Autónoma de México [Emeritus Researcher of the Faculty of Psychology of the National Autonomous University of Mexico] (UNAM), as well as was the first psychologist Investigador Emérito en el Sistema Nacional de Investigadores del Consejo Nacional de Ciencia y Tecnología [Emeritus Research in the System National Research Council of the National Council of Science and Technology] (CONACYT).

He received academic recognition throughout his professional career, including the el Premio Interamericano de Psicología [Inter-American Psychology Award] (1975), the first prize awarded by the Sociedad Interamericana de Psicología [Inter-American Psychology Society] (SIP) (the Sociedad Interamericana de Psicología [Inter-American Psychology Society] (SIP) has also established that the Premio Interamericano de Psicología [Inter-American Psychology Award] for professionals who speak Spanish or Portuguese bear the name of “Rogelio Díaz Guerrero”); Doctorate Honoris Causa by the Universidad Nacional Mayor de San Marcos [The National University of San Marcos] (UNMSM, Peru); and, in 2003, the Premio Nacional del Consejo Nacional para la Enseñanza e Investigación en Psicología [National Award from the National Council for Teaching and Research in Psychology] (CNEIP), among many others. He was president of the Sociedad Mexicana de Psicología [Mexican Society of Psychology] (SMP); president and founder of the Sociedad Interamericana de Psicología [Interamerican Society of Psychology] (SIP); honorary member of the International Association for Cross Cultural Psychology (IACCP); and honorary life member of the Executive Committee of

the International Union of Psychological Science (IUPsyS).

As Reynaldo Alarcón (2010) points out, Díaz Guerrero's work can be studied according to four categories: Mexican psychology, cross-cultural psychology, the culturalist orientation of his thought, and the foundation of an ethnopsychology. His most important work was a project in which he invested many years of his life: the psychology of the Mexican. In this work, he defined the cultural factor as a determining factor in understanding Mexican psychology. He questions the universality of personality traits. Personality values are determined in each culture, which is why there must be a sociocultural psychology of personality. Transpersonal psychology has pointed out the difficulty in approaching human generalizations from scientificity.

He visited Peru on several occasions: in 2003, the 29th SIP Congress was organized, presided over by Cecilia Thorne; in this event a symposium was organized in his honor.

His facet as a poet is less known, but no less important. In 1997, he published his book of poetry entitled "Ausencias" ["Absences"], dedicated to his brother, his mother, and his first wife, Ethel.

His second wife, María Lucy Rodríguez, now deceased, published two books of poetry posthumously in 2005: "Andanzas, sueños, viajar y existir" ["Wanderings, dreams, traveling and existing"] and "Poesía de un psicólogo" ["poetry of a psychologist"]. His poetic work is written from 1940 to 2003.

Cross-References

- ▶ Alarcón Napurí, Reynaldo
- ▶ Chávez Lavista, Ezequiel Adeodato
- ▶ Thorne-León, Cecilia

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Domínguez, Manuel

Born *Pilar*, (Paraguay), 5 June 1868

Died *Asunción*, (Paraguay), 29 October 1935

José E. García

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Keywords

Paraguay · National character · Race · Internal cause · Psychology

Paraguayan historians did not reach a consensus regarding the precise date and place of birth of Manuel Domínguez, so these data remain subject to a certain degree of uncertainty. According to Centurión (1950), Domínguez was born in the city of Itauguá on June 17, 1869. However, authors such as González (1946), González de Bosio (2000), and Zubizarreta (1961) established that his birth take place in Pilar, a city located on the southern border with Argentina. According to González (1946), it would have occurred on June 5, 1868 (González, 1946), although Zubizarreta (1961) says it was in 1866. The historian Justo Pastor Benítez, who also accepts that the birth happened in Itauguá, points out that the correct year is 1867 (Benítez, 1959). Amaral (2006), who wrote more recently, accepts Pilar as his birthplace, although without providing conclusive data. We know that the family moved to various parts of the country coinciding with Domínguez's early childhood years, before settling in the city of Itauguá, where he spent his childhood years and attended elementary school (González, 1946, González de Bosio, 2000).

However, in subsequent years, he again undertook a trip to move to Asunción, with the aim of continuing his secondary studies at the Colegio Nacional (National High School) (González, 1946, Rodríguez-Alcalá & Pardo Carugati, 1999). In 1891, he began his training as a lawyer at the Facultad de Derecho y Ciencias Sociales (Faculty of Law and Social Sciences) of the Universidad Nacional de Asunción (National University of Asunción) (Centurión, 1950), where he received his doctoral degree in Law. The corresponding dissertation was called *La traición a la patria* (Treason against the homeland), which years later was published as a book (Domínguez, 1959). He taught at the National High School between 1889 and 1904, taking care of many of the subject areas that made up the study plan (Centurión, 1950). Likewise, he held the direction of the school (González, 1946). At the university, he had as his main teaching area the Derecho Constitucional (Constitutional Law), which he taught at the Faculty of Law and Social Sciences. There, he always enjoyed a broad and solid reputation as an

academic. His career at the National University allowed him to reach the position of Rector, which he held between July 1901 and December 1903 (Velilla-Laconich, 1990). But due to unwanted discords, his resignation from his work as a professor was accepted on February 25, 1915, and on March 1, 1916, he ended up leaving the university activity definitively (Amaral, 2006). The reasons had nothing to do with his work as a professor or the commitment shown to both study and research (García, 2012).

As a sign of intellectual versatility, Domínguez ventured into fields such as literature, journalism, literary criticism, and historical research. His talent as a writer led Rodríguez-Alcalá and Pardo Carugati (1999) to qualify him as the first great prose writer of Paraguayan literature. He is also remembered for the great quality of his oratory. In 1900, he took charge of the collections of the Archivo Nacional de Asunción (National Archive of Asunción), the oldest in the region, and became its director. This institutional link strengthened Domínguez's activity as a historian and led him to publish several articles and monographs, most of them in the *Revista del Instituto Paraguayo* (Journal of the Paraguayan Institute), a cultural publication that also had great relevance for psychology (García, 2014), and it was edited between 1896 and 1907. Domínguez was its editor between 1901 and 1903.

The political career of Domínguez was very relevant. Between 1894 and 1904, he was Asesor Jurídico (Legal Advisor) at the Ministerio de Relaciones Exteriores (Ministry of Foreign Affairs) (Monte-Domecq, 1944); he held a seat as a national deputy, held ministerial and diplomatic positions, and served as Vice President of the Republic in 1904 (González, 1946, Zubizarreta, 1961), supporting President Juan Antonio Escurra (1859–1919). During the years prior to the war with Bolivia, he was in charge of preparing the legal arguments for the defense of Paraguayan rights over the Chaco, which is why he has been known as *the lawyer for the homeland* (Centurión, 1950).

Domínguez's connection with psychology is related to his writings referring to the national character of the Paraguayan (García, 2012,

2018). These works constituted a reply by Domínguez to the expressions made in an Argentine newspaper by Charles Ames Washburn (1822–1889), a former North American ambassador in Asunción, who questioned, with apparent malice, the bravery of the Paraguayan troops during the Guerra contra la Triple Alianza (War against the Triple Alliance). Such assertions strongly enervated Domínguez’s thinking, which embodied an exultant nationalism (García, 2021). His response was an essay entitled *Causas del heroísmo paraguayo* (Causes of Paraguayan heroism) (Domínguez, 1903), which was later included in a larger book called *El alma de la raza* (The soul of the race) (Domínguez, 1918). He was very explicit in identifying his approach as an essay in historical psychology. In the paper, Domínguez explained the unique characteristics of Paraguayans, whom he considered very different and even superior, in many respects, to the inhabitants of neighboring countries. This presumed superiority manifested itself mainly in their resilience to adversity and in their ability to cope with extreme suffering and sacrifice, all of which had been verified during the war. Domínguez believed that other peoples of the world would not have withstood the hardships that Paraguayans faced in such circumstances. Likewise, he emphasized numerous characteristics that the Paraguayans would have inherited thanks to the mixture of the Spanish with the Guarani. This perspective of considering the Paraguayan as a superior race must be properly understood within the local context of the time, which sought to raise the national spirit in the face of the defeat suffered in the war (García, 2021).

The contrast of Domínguez’s vision of Paraguayans with the more pessimistic characterizations of many authors from neighboring countries is remarkable, some of whom resorted to concepts such as *racial degeneration* to explain the backwardness suffered by their peoples. In his clarification of the distinctive characteristics of Paraguayans, Domínguez relied on European authors such as Théodule Ribot (1839–1916), especially with regard to race (Ribot, 1873), as well as the works of numerous travelers and explorers who crossed the country and made

descriptions of the fauna, flora and customs of the people. Domínguez called the race “the internal cause,” a fruit of the biological mixture between the Spanish and the Guarani. Likewise, he pointed out three groups of elements that can successfully explain the differences between individuals belonging to different nations: (a) natural causes, (b) ethnic causes, and (c) psychological causes (Domínguez, 1908; García, 2015). Domínguez’s ideas were influenced by the work of naturalists such as the German anthropologist and anatomist Hermann Schaaffhausen (1816–1893), a pre-Darwinian evolutionist who postulated the influence of climate and civilization on the differentiation of human types, in a very similar vein to that Domínguez had defended (García, 2016). Among the psychological contributions made by the author, an article on the relationship between height and intelligence can also be mentioned (Domínguez, 1903b).

The relevance of Manuel Domínguez for psychology is based on his contributions to the study of the national character of Paraguayans, developing the first consistent psychological theorization in this area. However, the subject has not experienced continuity in the investigation of later times. For this reason, Domínguez’s work must always be studied, understood, and valued within its correct historical coordinates.

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Dorantes Rodríguez, Carlos Héctor

Born *Mexico City, on November 4, 1957*

Died *Mexico City, on July 6, 2016*

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Keywords

México · Education · Statistics · Epistemology

Carlos Héctor Dorantes Rodríguez studied at the Benemérita Escuela Nacional de Maestros (BENM) (Meritorious National School of Teachers, 1973–1977) and obtained the title of professor of primary education, and then he studied for a degree in Sociology with the subsystem in Social Psychology at the Universidad Iberoamericana (IBERO) (Iberoamerican University, 1984–1987). He completed a master's degree in Sociology (1988–1990) and a PhD in Psychological Research (2007–2009) at the same institution, in Mexico City. At the Sociedad de Psicoterapia Psicoanalítica del Centro, A.C. (SOPPAC) (Center's Psychoanalytic Psychotherapy Society) from the city of León in Guanajuato, he trained as a psychoanalytic psychotherapist (1995–1998).

He was a professor of primary education in Mexico City (1977–1988), later at the bachelor, master, and doctorate levels in different national educational institutions such as the Instituto de Investigaciones en Educación de la Universidad de Guanajuato (IIEDUG) (Institute for Research in Education of University of Guanajuato) (1996–1998) (Dorantes & Matus 1997; Dorantes, 1998), the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) (Monterrey Institute of Technology and Higher Education) (1995–2007), (Dorantes & Matus, 2002), Universidad Marista (UMA) (Marist University) (1999–2009), Universidad Autónoma Metropolitana-Iztapalapa (UAM-I) (Metropolitan Autonomous University-Iztapalapa, 2005–2008), Universidad del Valle de México (UVM) (Valley of Mexico University, 2007–2011), Universidad Iberoamericana (IBERO) (Iberoamerican University, 1990–2016) (Luengo & Dorantes, 1990; Vírseda, Servín, & Dorantes, 1995; Dorantes & Matus, 2007; Dorantes & Matus, 2011), and Universidad Intercontinental (UIC) (Intercontinental University, 2015–2016). In Panama, he held the chair of international guest professor at the Universidad Latina de Panamá (Latin University of Panama) from 2011 until the date of his death.

He was a national advisor for Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO (United Nations Educational, Scientific and Cultural Organization)) (2002–2005), and advisor to the Secretaría de Educación Pública (SEP) (Ministry of Public Education, 1985–1988), the Centro de Investigación y Seguridad Nacional (CISEN) (Center for Research and National Security) (2000–2005), the Secretaría del Trabajo y Previsión Social (STyPS) (Ministry of Labor and Social Security, 1999), Instituto de Seguridad y Servicios Sociales de los Trabajadores del Estado (ISSSTE) (Institute of Social Security and Services for State Workers, 2000–2002), Auditoría Superior de la Federación (ASF) (Superior Audit of the Federation, 2002), and Instituto de Estudios Educativos y Sindicales de América (IEESA) (Institute for Educational and Union Studies of America, 1994–1995). He collaborated in the development of the project to create the Índice Mexicano de

Satisfacción del Usuario (IMSU) (Mexican User Satisfaction Index) (IMSU) in 2012. In 2015, he developed a project on the evaluation of the quality of education at the Colegio Tomás Moro (Tomás Moro Institute, 2013–2015) in Mexico City. He was a member of the Technical Council of the International Doctorate in Social Welfare at Boston College and the Department of Health of the IBERO (2011–2016). He also participated as director of research in the Reinserta A.C. foundation (2015–2016), as well as the thesis jury of the contest of the Consejo Nacional para la Enseñanza e Investigación en Psicología (CNEIP) (National Council for Teaching and Research in Psychology, 2000–2016).

He was a participant in the program *Elementary Education on Television* on TV channel 11 of the Instituto Politécnico Nacional (IPN) (National Polytechnic Institute) for 2 years, teaching courses around social sciences for preadolescents, and hosted the radio program *Las Puertas del Paraíso* for Radio Ibero on multiple occasions, with topics on such as proxemia (proximity and distance), addiction management, coping with stress, and gender violence, among others. He was also invited numerous times to the radio program *A fuego cruzado* and the television program *Escuela Para Padres* on TV channel 11 of the IPN, addressing various topics in the family field, in all of them being a diffuser of psychological science.

His main contributions to psychology were made in social psychology, developing materials, strategies, research, measurement instruments with psychometric characteristics, and documents that integrate psychosocial research and statistical analysis in each of the spaces in which he worked (Dorantes & Matus, 2007; Dorantes, 2010; Dorantes & Matus, 2011).

He was associate editor of various scientific publications, among which are *Acta Universitaria*, *Regiones*, *Psicología Iberoamericana*, *Dimensión Educativa*, and *Sociología y Política*. He was member of different scientific societies and associations both nationally and internationally: from the American Psychological Association, from the Asociación Mexicana de Psicología Social (Mexican Association of Social Psychology)

(AMEPSO), from the National Geographic Society, from the Center's Psychoanalytic Psychotherapy Society, from the Sociedad Matemática Mexicana (Mexican Mathematical Society), from the Asociación de Profesores e Investigadores (Association of Professors and Researchers) from the IBERO, and from the Academia de Investigación de Posgrado (Graduate Research Academy) of the UVM.

He was awarded the Medalla al Mérito Académico (Medal of Academic Merit) at the UMA in 2003. He also received a recognition of the quality of teaching work at ITESM-CEM in 2003 as well as recognition for his academic performance and transmission of knowledge in the 2004 Generation of Students of the Degree in International Relations of the IBERO. Moreover, he received the Diploma of University Merit at the IBERO in 2009 and the recognition for his contribution in the didactic pedagogical strengthening of the study programs of the IBERO in the development of teaching texts 2009 (Dorantes, 2010). He obtained the Reconocimiento por el desempeño de la enseñanza (Recognition for Teaching Performance) in the Division of Science, Art, and Technology of the IBERO between 2005 and 2016, 22 consecutive times. He was recognized with the Premio al desempeño docente (Teaching Performance Award) in 2005 and 2013 at the IBERO. In October 2015, he received the Medalla al mérito universitario "Ernesto Meneses Morales" (University Merit Medal) from the IBERO.

He directed countless theses at all levels and areas of higher education. He was a speaker at multiple national and international academic events that took him to various parts of the world: Chile, Argentina, Cuba, Uruguay, Panama, Russia, Ukraine, Brazil, Spain, France, Greece, Egypt, and Italy, among others.

He was a trainer of teachers and professionals in psychology and a tireless teacher with almost 40 years of service for the benefit of many generations in Mexico with unmatched quality as a human being. He is intelligent and respectful feminist, with a sense of humour that he shared with

everyone his kind treatment. He is also passionate about epistemology, statistics, and research (Matus, 2019).

Although the training of human resources is evident as a strong contribution, their training obtained from the Jesuit institution notably influenced their philosophical stance, which, together with sociological and mathematical knowledge, nurtured their contribution to the advancement of psychology. The result of this is perceived in the strengthening of the study plans, in which it managed to establish, even in settings where the clinical perspective was the dominant one, a solid integration, promoting scientific research, and the epistemology of psychology.

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Dória, Madre Cristina Sodré

Born *Jaboticabal, (São Paulo, Brazil), 7 October 1916*

Died *São Paulo, (São Paulo, Brazil), 26 November 1997*

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Keywords

Brazil · Clinical psychology · Human rights · Regulations of the psychologists profession

Célia Cristina Sodré Dória was the daughter of Pedro Dória and Guimar Sodré Dória. She was the eldest of her six sisters, and niece to Antônio de Sampaio Dória (1883–1964). Her interest toward politics began at an early age, especially for matters of social injustice and the needs of the working classes. Growing up in a family environment gave rise to her restlessness, which only increased with time.

She began her studies in Jaboticabal, at the Escola Normal Santo André (Santo André Normal School), of the Catholic confessional order, afterward being enrolled during middle school as a boarding student at the traditional Colégio Des Oiseaux (Des Oiseaux School), in São Paulo, which was directed by the congregation of Nossa Senhora das Cónegas de Santo Agostinho (Our Lady of the Canonesses of Saint Augustine) (Bandeira, 2019). She obtained her qualification for the Public Magisterium of the State of São Paulo in 1935.

In 1937 she obtained her licentiate in pedagogy and philosophy at the Instituto Superior de Pedagogia, Ciências e Letras *Sedes Sapientiae* (Superior Institute of Pedagogy, Science and Language), in São Paulo, an institution which was associated to Colégio Des Oiseaux, where she graduated in 1940. This institution became the Instituto Superior de Filosofia, Ciências e Letras *Sedes Sapientiae* in 1939, and in 1943 later

becoming the Faculdade de Filosofia, Ciências e Letras do Instituto *Sedes Sapientiae* (College of Philosophy, Science, and Literature of the *Sedes Sapientiae* Institute). Also in 1940, the psychological clinic was founded, and in the following year Célia Cristina became professor of psychology for the Pedagogy Course at the aforementioned institution (Baptista, 2001; Schmidt, 1990).

At the same time, she also entered the convent at the congregation of Our Lady of the Canonesses of Saint Augustine, where she swore her vows in 1942, becoming Mother Cristina Sodré Dória. Afterward she completed a postgraduate course in religious studies. Believing that working with religion would allow her to dedicate herself to social matters, she thought the church should not take care of an individual's soul, but of life on earth. She supposed that any church labeling itself Christian would always be revolutionary (Kehl & Vanucci, 1990). In this congregation she contributed toward structural changes, such as the end of the division of classes, a separation which occurred among sisters of rich and poor families, demonstrated by the different vows they took and their distinct garments.

Working as a teacher and invited to coordinate the Pedagogy Course at the *Sedes Sapientiae* Institute, Mother Cristina began to add to the curriculum subjects such as evolutionary psychology, psychology of personality, differential psychology, and psychopathology, aside from clinical activities in the field of psychopedagogy, vocational diagnosis and orientation, and orientation for parents and teachers (Baptista, 2001; Maldos & da Ciampa, 2002). Her contact with the work of Sigmund Freud (1856–1939) and Karl Marx (1818–1883) was seminal in broadening her thoughts, but she also made her own observations of other related works, as well as about the precepts of Catholicism (Kehl & Vanucci, 1990; Bandeira, 2019).

She obtained her doctorate degree in pedagogy at the College of Philosophy, Sciences, and Languages *Sedes Sapientiae*, with the thesis: *Psychodynamics of Personality Adjustment*, published in 1951. So, she became dean of educational psychology (Bandeira, 2019). In her thesis she

addressed the dynamic organization of the individual's totality, understood as personality, and its adjustment throughout the process of adaptation to an environment (Bandeira, 2019).

In 1953 at the same institution she established Brazil's first theoretical and practical Specialization Course in Clinical Psychology (Sass, 1997), for graduate students of philosophy or pedagogy, and students from the College of Medicine who were interested in psychotherapy. The 3-year course was composed of clinical care sessions by students, supervised by professionals who graduated abroad and autodidacts who taught different subjects, based on different perspectives in psychology (Baptista, 2001; Sass, 1997; Dória, 1984).

The institute developed projects in the field of psychoanalysis, psychodynamics, psychodrama, Gestalt therapy, brief psychotherapy, psychosomatics, Reichian therapy, psychomotricity, the Jungian approach, kinesiology, and ludotherapy. The clinic expanded its infrastructure to attend to those who did not have financial means to pay, as well as opening new spaces for discussions to better attend to those with deficiencies (Baptista, 2001). As a teacher and psychologist she also sought to supply new views on education and work, beyond the clinical. Her work at individual demands and the microsphere, as well as the familial, worried Mother Cristina, who wished to contribute to matters of social justice through a psychology which would be in service of social transformation (Dória, 1984).

Toward the end of the 1950s and beginning of the 1960s, she actively contributed with the regulation of the profession of psychologist in Brazil, highlighting that their operation should go beyond clinical exercise (considering how this was not a practice exclusive to medicine), and the political engagement that psychology should have (Dória, 1984). She considered that psychology and politics should walk hand in hand, and that psychologists should also be concerned with social matters (Schmidt, 1990). After the regulation, she participated in the opening of the Psychology Course at the *Sedes Sapientiae* College, in 1964.

During her academic formation, she taught and participated in courses in Brazil and abroad. In

1959 she began an internship at the “Camp” Hospital in France, and at the “River Pringers” Hospital in Switzerland; in 1962 she went to Belgium to study and offered the course “Psychology and Psychopathology for College Students”; she had internships in clinics in the USA and went to Sorbonne, Paris, where she specialized in psychoanalysis (Bandeira, 2019; Schmidt, 1990). Her studies resulted in several publications.

Her fight alongside students, in the defense of social movements and human rights are essential milestones in Mother Cristina’s history. She believed that the church should also participate in political movements and academic politics. At the end of the 1950s, together with the Juventude Universitária Católica (JUC) (Catholic University Students Youth) and other groups, she had a greater insertion in debates and political actions, which would result in the formation of the movement called Ação Popular, or AP (Popular Action) (Kehl & Vanucci, 1990).

Landmark events such as the Second Vatican Council, the Council of Puebla, and the presence of the Theology of Liberation in Latin American strengthened the work in view of a more just and egalitarian society and the option of the church by the poor (Dória, 1984).

With Brazil’s corporate-military coup in 1964, Mother Cristina’s struggle and resistance intensified. Even under the threat of imprisonment and death, she positioned herself in defense of human rights and social justice. She sheltered political prisoners, torture victims, and exiles; she organized psychological sessions for militants, survivors, and the relatives of those who were imprisoned or murdered, aside from making spaces available at the *Sedes Sapientiae* Institute for the organization of different Leftist groups, turning the space into a political center (Kehl & Vanucci, 1990; Schmidt, 1990; Sass, 1997).

After the university reform in 1968, the *Sedes Sapientiae* College of Philosophy, Sciences, and Literature was formally integrated into Pontifícia Universidade Católica de São Paulo (PUC-SP) (Pontific Catholic University of São Paulo). In 1977 the *Sedes Sapientiae* Institute occupied a new space, and Mother Cristina became the

director, intending on changing society by building a political space for reflection (Sass, 1997; Sousa, 2015). She believed the activities should be guided “by the fundamental lines which consecrate man as the foundation, the reality of Brazilian society as a field for work, and the defense of human rights as a method of liberation towards an end” (Dória, 1984, p. 41). There, courses were developed in the fields of psychology, philosophy, and pedagogy, such as a Course in Psychoanalysis, a popular education sector working with people from low-income neighborhoods; projects in partnership with Movimento Sem Terra, MST (Landless Workers’ Movement), and PróÍndio (pro-indigenous), a commission created to defend indigenous people’s rights; and the Comissão Pastoral da Terra (Pastoral Land Commission) (Sass, 1997). These projects’ importance was recognized by several Latin American institutions, and accomplished with the help of Brazilian popular movements and syndicates.

In 1975, in a partnership with Therezinha Zerbini (1928–2015), Mother Cristina founded the Movimento Feminino pela Anistia (MFPA – Popular Women’s Movement for Amnesty), followed by the creation of the Comitê Brasileiro pela Anistia (Brazilian Amnesty Committee) in 1978 (Greenhalgh, 1997–1998).

As well as being directly involved, she also welcomed the professionals who worked on producing research for “Brazil, Never More,” an important document in the denunciation of human rights violations which occurred during the military-corporate dictatorship. In 1984, she actively participated in the fight for democratization in the country. In 1996 the lower house of representatives of São Paulo created the “Mother Cristina Award for Civil Rights.”

Mother Cristina’s contribution toward psychology as a science and profession and her political engagement in social struggles and the working classes was significant, as well as her developments in the formation and performance of the professional in psychology. Her fight for a just society and her revolutionary perspective are meaningful in the field of Brazilian psychology.

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Doyle, Iracy

Born in Rio de Janeiro (Brazil) on January 25, 1911

Died in Rio de Janeiro (Brazil) on August 18, 1956

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State University of Rio de Janeiro (UERJ),
Rio de Janeiro, Brazil

Keywords

Brazil · Psychoanalysis · Female
homosexuality

Iracy Doyle Ferreira was a Brazilian psychoanalyst and graduated in medicine from the University of Brazil (UB) in 1935. In the 1940s, she worked at the Child Psychiatry Service of Leo Kanner (1894–1981), and she interned at the service created by Adolph Meyer (1866–1950) at Chestnut Lodge Sanitarium, having received the fellow title in psychiatry (Piccinini, 2010). She completed her postgraduate studies in child psychiatry at Johns Hopkins University in the USA (Coelho & Ernesto, 2001, p. 146). Back in Brazil, in 1943, she founded the Tijuca Nursing Home in Rio de Janeiro (Freitas, 2011, p. 119). Her concern with child psychiatry appeared in those years since she considered at that time that it was “still

in an experimental phase. Its fruits can't be weighed, for the time being, in the balance of statistics, with due rigor" (Doyle, 1946a). Three years later, she returned to the USA and did her psychoanalytic training at the William Alanson White Institute in New York (WAWI) (Rudge, 2011). The didactic analysis was made "with Meyer Maskin, where she was supervised by Clara Thompson" (1893–1958) (Piccinini, 2010). Her practice and theorizing transition, from organicist psychiatry to unorthodox psychoanalysis, was reflected in her publications. Organicist psychiatry appeared in her initial writings in the first half of the 1940s (Piccinini, 2010). After Clara Thompson's supervision, there was a change in her theoretical direction and her intellectual development. She incorporated psychoanalysis and stated: "Psychoanalytic studies allow us to understand, with clarity, the mode of action of emotional conflicts, in different cases of asthma" (Doyle, 1946b). Still in this period, she said: "There is no doubt that the dynamic mentality dominates all the current work of American psychiatry. Certainly, Freud would have reasons to be proud, and could feel rewarded by a long life of work and studies" (Doyle, 1947). In 1949, with her return to Brazil, she became a psychiatry professor at UB. When she made her registration for an exam in a contest at the National Faculty of Medicine (FNM) at UB, she presented a doctoral thesis about female homosexuality. In Brazil, she was the "only intellectual of the first half of the 20th century to study the theme - the origin and cure for female homosexuality" (Silva, 2016).

In December 1952, she founded the Institute of Psychological Medicine (IMP), which was not affiliated with the International Association of Psychoanalysis (IPA), unlike the other psychoanalytic associations that existed in Brazil. The IMP was characterized by the contestation "of a "orthodox" and the "rigidity" of psychiatrist's group of who, in Rio de Janeiro, attempt to an analytical training" (Coimbra, 1995, p. 107). From a theoretical point of view, Iracy Doyle was "dissatisfied with the treatments offered by classical psychiatry, with an organic basis, [and] intended, with the foundation of her clinic, to offer a new type of treatment in the area of mental health" (Freitas,

2011, p. 119). For this, she used dynamic psychiatry and psychoanalysis. The foundation of IMP was made "in the name of pluralism, with an emphasis on sociocultural determination on the psyche and with an enthusiasm for Psychoanalysis as an important practice to alleviate human suffering" (Rudge, 2011, p. 428–429). In its inaugural conference in 1953, she considered the existence of three types of analysts: conservatives, Freudians, or orthodox ones; the moderates; and the liberal ones. She recognized herself as a liberal psychoanalyst, incorporating contributions from Wilhelm Reich (1897–1957), Karen Horney (1885–1952), and Harry Stack Sullivan (1892–1949). She considered the last one "who, after Freud, most contributed to the development of psychoanalysis" (Piccinini, 2010). In her liberal psychoanalysis, she had previously incorporated Erich Fromm (1900–1980) in the discussion of the flexible character of normality, alongside the statements of Freudian psychoanalysis (Doyle, 1950a, 1950b).

She died at the age of 45 without seeing the first IMP class formation, which included Hélio Pellegrino, among others (Rudge, 2011, p. 428–429). With her death, the IMP became a "diaspora: to finish the training, some of them traveled to the United States, other ones joined the two "official" recognized [psychoanalysis] Societies or in its process of recognition by IPA" (Coimbra, 1995, p. 108). The IMP worked until 1984, when its name was changed to the Psychoanalysis Society's Iracy Doyle (SPID), in honor of its founder. During her life, she wrote four books, one of them prefaced by Emilio Mira y Lopez, and approximately 36 articles (Silva, 2016).

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- ▶ [Pellegrino, Hélio](#)

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Doz de Plaza, Olga Aurelia

Born *Tucumán, (Argentina), 16 June 1919*

Died *Tucumán, (Argentina), 1 May 1998*

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Keywords

Argentina · Childhood and adolescent psychology · Psychology Program · Psychology Professional Association

She obtained the National Teacher's Diploma and studied Literature. Interested in psychology, she enrolled in the Instituto de Psicotecnia y Orientación Profesional (Institute of Psychotechnique and Professional Guidance), founded in 1948 in the city of Tucumán, and directed by Benjamin Aybar (1896–1970), within the framework of work sciences. She obtained a degree in psychotechnique and professional orientation. Later on, she carried out an instruction at the Hospicio de Las Mercedes (Hospice of Las Mercedes), linking herself to Enrique Pichon Rivière (1907–1977). Then she studied with Telma Reca (1904–1979) in Buenos Aires. She studied psychoanalysis in Mendoza, where she traveled regularly to take her analysis, but she had no practice as a psychoanalyst.

Her interest in psychology emerged from her literature teaching work at Santa Rosa School, since 1945. In 1956, she started working as a Professor in the Licenciatura en Psicotecnia y Orientación profesional (Degree in Psychotechnique and Professional Guidance) (Universidad Nacional de Tucumán, 1956–1987). Then, in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities), she obtained the position of Assistant Professor of child psychology, in 1958. When the undergraduate program in psychology was organized in 1959, she began teaching in evolutionary psychology in 1965. Later, she taught the course of professional guidance and obtained a position as Associate Professor of general psychology, and

she became Director of the Department of Psychology. In her own family home, she created the Psychological Guidance and Counselling Centre for the clinical care of children's and adult's consultations at the beginning of the 1960s. As she became an Associate Professor, she did not carry on with this institution because she fully dedicated herself to university teaching. In 1969, she organized the Colegio de Psicólogos de Tucumán (Professional Association of Psychologists of Tucumán), a landmark for the consolidation of the psychology profession.

The 1976 coup d'état in Argentina interrupted a steady growth of the Psychology Program closing the admissions of new students, expelling professors for political reasons, and persecuting of advanced students, leading to the disappearance of several of them. Olga Doz carried out arduous negotiations for the reopening of the program with the University's Rector, Dr. Carlos Raúl Landa (1919–1993). The administrative request was registered under her last name, a fact that evidences her personal commitment to the cause. Having demanded the removal of psychoanalysis from the curriculum, the new name dynamic psychology was – in the words of Olga Doz – “a successful ploy” (Vallejo, 1995). The reopening for the admission of new students established a quota for 20 students. From 1981, the new curriculum for the undergraduate Psychology Program was implemented. The actions to promote the post-graduate program were fostered by the enactment of Provincial Law 5467 on the legal practice of psychology. In 1983, the Institute for Research in Psychology was created. It was based on previous experience which was called Program 75 that Olga Doz had conducted since 1979 (Consejo de Investigaciones de la Universidad Nacional de Tucumán, 1979). It included a complementary research project under the name of *The Prestige of University Professions*. It fostered several publications about different programs, such as engineering and music (Consejo de Investigaciones de la Universidad Nacional de Tucumán, 1979). Another research project directed by Olga Doz since 1987 was *Las Canciones de Cuna: Significación y Trascendencia (Lullabies: Significance and Transcendence)* which succeeded in the publication *Sobre Canciones de Cuna (About*

lullabies) (Doz de Plaza, 1993). In 1984, the Psychology Program had an increase of 400 students (de Babot, 2006). Olga Doz began her work to transform the Department of Psychology into the Escuela Superior de Psicología (Higher School of Psychology), which was opened in 1988 under her direction. This new step meant a strengthening of the psychologist's professional identity, the autonomy of their competences, and higher hierarchy for the program. It was a process of transition from academicism to a consolidation of the professional profile of the undergraduate program (Doz de Plaza, 1995). The next institutional step promoted by Olga Doz was the organization of the Faculty of Psychology. In the Argentine university system, the faculties represent the highest level of university autonomy. She was interim Dean between 1995 and 1996. In this year, the elections of the definitive authorities took place. She was a candidate and lost, beginning her definitive distancing from the Faculty.

Olga Doz's contribution to psychology in Tucumán lies mainly in her career as a founder and director of the Psychology Program at the university, and as the organizer of the Colegio de Psicólogos de Tucumán (Professional Association of Psychologists of Tucumán), both of them were contributions which brought development and consolidation to the profession of psychologist.

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Drucker-Colín, René Raúl

Born *in Mexico City on May 15, 1937.*

Died *in Mexico City on September 17, 2017.*

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Keywords

Mexico · Psychophysiology · Sleep
neurobiology

He developed his initial training in Psychology at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), from which he graduated in 1962. Subsequently, he completed his Master’s degree in Psychophysiology at the University of Northern Illinois in the USA, where he graduated in 1964. He continued his Ph.D. studies in Physiology at the Saskatchewan School of Medicine, in Canada, degree he would obtain in 1971. He served as a research assistant in the Department of Physiology Research of the latter.

He returned to Mexico to work as an associate researcher at the Instituto Miles de Terapéutica Experimental (Miles Institute of Experimental Therapeutics) and as a professor at the Facultad de Psicología (Faculty of Psychology) (UNAM). From 1972 to 1973, he stepped into the role of Head of the Psychology Department at UNAM. In 1973 he obtained a scholarship from the Foundation’s Fund for Research in Psychiatry to make an internship as a visiting professor in the Psychobiology Department at the University of Irvine, California, but he declines because he was invited to become part of the Departamento de Biología Experimental (Experimental Biology Department) at the Instituto de Biología (Institute of Biology) at UNAM. In 1974 he was appointed as Head of Department, which in 1979 opened the Centro de Investigación de Fisiología Celular (Research Center of Cellular Physiology) and the Instituto de Fisiología (Institute of Physiology) wherein he was part of the administrative staff (1979–1981) and of the teaching staff as a researcher category “C” until 2005, in which he would be appointed as “Emeritus Researcher.” Later, he serves as the head of Neurosciences Department (1985–1990). He promoted the creation of the Clínica de Trastornos de Sueño (Sleep Disorders Clinic) located in the Hospital General de México (General Hospital of Mexico) and the study of the “Positron Emission Tomograph” (PET) currently located in the research building of the Facultad de Medicina (Faculty of Medicine) in Ciudad Universitaria (University City). Additionally, he conceived and implemented the IMPULSA Program “Multidisciplinary Research: University Program for Leadership and Academic Improvement” (Roblero, 2007).

Drucker-Colín became the first to study the neuroactive peptides involved in the regulation of sleep, proposing the participation of molecules of a polypeptide nature in the regulation of a superior nervous function in the different stages of the sleep-wake cycle. In 1980 he developed the technique of recording unitary activity simultaneous to intracerebral perfusion in animals in free movement in the Department of Anatomy of the Brain Research Institute of the University of California and which he would subsequently implement in Mexico.

Along the same lines, he proposed the excitostatic theory to explain the mechanism of initiation and termination of REM (Rapid Eye Movements) sleep and its function. He proposes that REM sleep occurs when brain excitability increases to reach a “critical” range, which maintains neuronal excitability at an optimal level; depriving it would be the cause of an increase in said excitability to the degree of facilitating discharges known as paroxysmal and even convulsions. When they are above the range, the subject wakes up, and when below, the subject presents the so-called slow wave sleep; in turn the modulation of excitability in the ponto-mesencephalic reticular formation, through direct micro-stimulation or sensory stimuli, is able to modulate the duration and frequency of REM sleep episodes (Roblero, 2007).

In Mexico he began his studies related to the functionality of fetal nerve tissue transplants, thanks to the support of the Ricardo Zevada Foundation. In 1982 he became a pioneer in the experimentation for the evaluation of such transplants to discover if they would promote the recovery of functions lost due to lesions in the adult brain. A couple of years after this work, it is published, and the relationship between the biological clock and the brain state is known, recognizing that it is possible to reconstruct it through this same process (Roblero, 2007). He was also the first to observe that stimulation with magnetic fields induces the neurogenization of chromaffin cells maintained in culture, which had a high functional capacity when transplanted to animals with experimental lesions.

In the early 1990s, he was one of the first to apply the immunohistochemistry of the c-fos proto-oncogene protein as a tool to study brain

activity during sleep, whose purpose was to identify and map the regions of the brain involved in specific physiological regulations, c-fos being an immediate early gene that is expressed in neurons in response to various stimuli (Perrin Terrin, and others, 2016). With these studies Dr. René Drucker Colín positions Mexico for the first time in the field of research on sleep neurobiology worldwide. In the late 1990s, he took the position of Comisionado (Commissioner) of the Facultad de Medicina (Faculty of Medicine) to serve as Jefe del Departamento de Fisiología (Head of the Department of Physiology) (1991–2000). In 1992 he was Coordinador de Investigación y del Posgrado de Ciencias Biomédicas (Coordinator of Research and Graduate Biomedical Sciences) at the Faculty of Medicine. In 2000 he was appointed Coordinator of Scientific Research at UNAM.

Throughout the years Drucker-Colín was recognized as a Miembro Emérito e Investigador Nacional de Excelencia (Member Emeritus and National Researcher of Excellence) of the Sistema Nacional de Investigadores (National System of Researchers), was president of the Academia Mexicana de Ciencias (Mexican Academy of Sciences), and advisor of Science, Technology, and Higher Education in Mexico City. He obtained numerous awards, of which the following can be highlighted: Premio Nacional de Ciencias y Artes (National Award for Sciences and Arts), the Premio Universidad Nacional (National University Award) in the area of research in natural sciences, the Premio Fundación Mexicana para la Salud (Mexican Foundation for Health Award), the Premio Miguel Otero al Mérito en Investigación Científica (Miguel Otero Award for Merit in Scientific Research), and the Premio a la Excelencia Médica (Award for Medical Excellence), both from the Secretaría de Salud (Ministry of Health). He received the insignia of the order of Andrés Bello “First Class,” awarded by the Gobierno de la República de Venezuela (Government of the Republic of Venezuela). Special recognition for his scientific career from the International Behavioral Neuroscience Society, the award from the Academia Nacional de Medicina Doctor Ruiz Castañeda (National Academy of Medicine Doctor Ruiz Castañeda), and even the José Pages Llergo National Journalism Award.

The Universidad Autónoma Metropolitana (Autonomous Metropolitan University) (UAM) recognized him with the *Honoris Causa* Doctorate in 2004, and the Meritorious Autonomous University of Puebla (Benemérita Universidad Autónoma de Puebla) recognized him as Emeritus Researcher in 2006 (Roblero, 2007).

Among the recently published works is *Ciencia y Sátira* (Science and Satire) (2005), which is a compilation of different journalistic articles from two decades of constant struggle defending Mexican scientific research under the thesis that reducing budgets for science, technology, and higher education is to cancel the future of the country as a whole. There is also *México País: Éxito o Fracaso* (Mexico Country: Success or Failure) (2011) where it is reported that the country faces a reality that prevents it from achieving development and democracy. In 2013, in his quest to bring science to society, he moved the Interactive Mobile Museum to diverse neighborhoods in the city, showing scientific experiences through daily life. A year later in 2014, he worked with studies on transcranial magnetic stimulation as a form of therapy for neurodegenerative diseases and prompts the Movement and Sleep Disorders Unit (Rivera, 2017). Finally, three books of the *Pequeñas Dosis de Ciencia* (Small Doses of Science) (2014) are published, which were originally brief radio capsules produced since 2002 by the Coordinación de la Investigación Científica (Coordination of Scientific Research) at UNAM.

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- ▶ Drucker-Colín, René Raúl
- ▶ Ramos Magaña, Samuel

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Duarte, Dionisio Anibal

Born *Concordia, Entre Ríos, Argentina, 5 December 1934*

Died *Buenos Aires, Argentina, 10 October 2009*

Débora Inés Burin

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Buenos Aires, Argentina

Keywords

Argentina · Cognitive psychology · Cognitive science · Philosophy of mind · Faculty of Psychology · Cognitive Studies Program · Universidad de Buenos Aires

Aníbal Duarte obtained his degree in Psychology [licenciatura en Psicología] at the Departamento de Psicología de la Facultad de Filosofía y Letras, Universidad de Buenos Aires (Psychology Department. Faculty of Philosophy and Humanities, University of Buenos Aires) in 1958, and a

Master of Arts degree at the Graduate School of Arts and Sciences, New York University in 1972. He was married to Adela Leibovich, herself also a well-known psychologist, and they had a daughter, Laura Duarte.

Anibal Duarte was part of the generation that left the university after the repressive incident at the University of Buenos Aires promoted the military government, known as the “Noche de los Bastones Largos” (the “*Night of the Long Sticks*”) in 1966 (Facultad de Psicología, 2012). He went on to study experimental psychology under the supervision of Dr. Murray Glanzer (1922–) at the Graduate School of Arts and Sciences, New York University, USA. Upon his return to Argentina in 1973, he participated in the movement to found the Facultad de Psicología (Faculty of Psychology) at the University of Buenos Aires, writing the rationale for why psychology was a science and deserved its own institutional framework (Facultad de Psicología, 2012). After the Facultad de Psicología (Faculty of Psychology) was created, in 1985, he was one of the first tenured professors and the first Director de Investigaciones (Research Director) (Facultad de Psicología, 2012). He remained a tenured professor at the Faculty of Psychology for many years and was recognized as an Emeritus professor in 2009, shortly before his death. He also taught at the graduate level at the Facultad de Psicología (Faculty of Psychology) and at the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) de la Universidad de Buenos Aires (University of Buenos Aires) and was a member of research evaluation committees at the University and the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council of Scientific and Technical Research). He was the inspiration and founder of the current Maestría en Psicología Cognitiva de la Universidad de Buenos Aires (Master’s Degree in Cognitive Psychology, University of Buenos Aires).

As for his main theoretical legacy, he introduced to Argentina’s psychological community the view of the mind as an information processing device, cognitive psychology, and its philosophical and methodological consequences (Fischer Luna, 2018). He presented cognitive psychology

as the third big meta-theoretical change in the academic, for example, experimental, study of the mind, after structuralism and behaviorism (Duarte, 1996). Under this view, the mind could be studied as a complex set of structures and processes that perform computations upon representations (Duarte, 1985, 1994, 1996). He defended psychology as an empirical science and directed studies on language comprehension, emotion comprehension, and memory processing. In the philosophical domain, he adopted methodological dualism against (brain) reductionism: The mind emerges from the brain, but consists of a level of explanation on its own. As the computer analogy states this position: The relationship between the mind and the brain is similar to the relationship between software and hardware (Duarte, 1994, 1996).

Professor Duarte had a recognized career in the field of research in basic processes, as principal investigator or director in numerous research projects doctoral theses and scholarships, and the author of papers and book chapters on the subjects of cognitive psychology and philosophy of mind. He linked his cátedra de Psicología General (General Psychology Chair) to the Programa de Estudios Cognitivos (Cognitive Studies Program), a research program where teaching and research assistants gathered to discuss books, papers, and develop research skills. Mainstream Argentine Psychology, both in professional and university settings, was dominated by psychoanalysis and other perspectives that had low regard, and ignored, the type of evidence-based knowledge that international academic psychology adopted since the last part of the twentieth century; in such a context, the Programa de Estudios Cognitivos was an oasis (Burin, 2010). Professor Duarte created and maintained a space for regular meetings and suggested readings, topics, scholarships to apply for. Duarte was a *mentor*, in the full sense of the word, to subsequent generations of researchers in basic processes with an interest in cognitive experimental psychology and philosophy of mind. Successive generations of psychological researchers in Argentina and abroad (in USA, France, or Spain)

owe their career to his initial support, encouragement, and guidance (Burin, 2010).

As a less-known facet, he was also a great connoisseur of literature, and a fiction writer, publishing a short stories book, *Juego de manos y otros relatos* (Hand games and other stories).

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Dulcey-Ruiz, Elisa

Born in Bogotá (Colombia), September 1, 1944

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Keywords

Colombia · Aging · Lifespan · Developmental psychology · Social psychology

As if by virtue of a serendipity, Elisa began her professional career as a psychologist after becoming enrolled as a teacher in the education program at the Universidad de Pamplona [University of Pamplona], Colombia. Her first job assignment was to prepare a conference concerning the “psychological characteristics of adults and older adults.” Its purpose was to share knowledge with high school graduate soldiers who were preparing themselves to teach literacy to this population group all around the region of Pamplona.

During her time studying psychology at the Pontificia Universidad Javeriana [Pontifical Javeriana University] in Bogotá (1963–1967), she took developmental psychology as well as adolescent psychology. However, at the time, adulthood and old age were barely addressed in classes and texts regarding human development.

For that reason, she secluded herself in the library of University of Pamplona for a few days, where she consulted three books that initiated her on the subject: *Literacy in Adults* (UNESCO, 1963); *The Psychology of Ages: From Birth to Death* (Katz et al., 1964), where, for the first time, she found a short chapter, written

by psychologist David Katz, on the psychology of old age. Simone de Beauvoir authored the third book, which Elisa remembers related to adult life, maybe *The Prime Life* (1966). After compiling her notes and reflections, Elisa fulfilled her commitment to share her knowledge on the psychology of adulthood and old age with an entire division of high school graduate soldiers. This is how the topic of old age, and teaching activity, became in a kind of “primacy effect,” which has marked Elisa’s intellectual and professional activity ever since.

Elisa was born in 1944 in Bogotá, where she attended the Colegio de La Enseñanza [La Enseñanza School] for a large portion of her school years (primary and secondary). At La Enseñanza, as at home, Elisa found reading books and writing daily interesting and enjoyable practices. During the presentation of one of her books, *Aging and Old Age. Conceptual Categories (Envejecimiento y vejez. Categorías conceptuales, 2013)*, one of her schoolmates declared that she would not be surprised at all if, someday, Elisa wrote an entire encyclopedia: She was always writing and reading, so it would happen sooner or later. This disciplined and permanent dynamism is perhaps one of her most characteristic traits.

Like she always says when introducing herself, “Elisa Dulcey-Ruiz is a lifelong psychology student,” despite having obtained her degree as a psychologist in 1968. Later on, she got a master’s degree in education (in university teaching and research) at the Universidad Santo Tomás [Saint Thomas University] in Bogotá. She has dedicated more than 50 years to her prolific professional career, focusing on the study of aging and old age, and having achieved national and regional acknowledgment. She has received various awards and distinctions including the *Third Age Award by Advances in Behavioral and Social Sciences – XIV International Congress of Gerontology – Mexico* (1990); *Distinguished Member of the Latin American Committee in the International Association of Gerontology* (1996); the *Colombian Psychology Award – Life and Work* by the Sociedad Colombiana de Psicología [Colombian Society of Psychology] (2004); the

Recognition of Contribution in the Area of Research in Psychology, awarded by the Department of Psychology of the Universidad Nacional de Colombia [National University of Colombia] (2007); and *Honorary Community Member of the Pontifical Javeriana University* (2013), among others.

Elisa completed her basic and professional studies in a predominantly conservative and traditional environment, amid the second half of the twentieth century in Bogotá. However, she ended up pursuing her psychology career during the challenging 1960s, characterized by a significant sociocultural transformation, especially for women. As she would recall later, in the course of those years, the President of the American Psychological Association at the time (1969), George Miller, gave a speech titled “Psychology as a means of promoting human welfare,” which has since inspired her ethical and social commitment.

Elisa’s work experience began as a university teacher and researcher at the University of Pamplona (1968–1971), then continued in Bogotá, at the Universidad Católica de Colombia [Catholic University of Colombia], the Universidad Nacional de Colombia [National University of Colombia], Universidad de los Andes [Los Andes University], Universidad de la Sabana [La Sabana University], and, for a quarter of a century, at the Pontifical Javeriana University. During the 1980’s, she was assigned as visiting professor at the Universidad Francisco Gavidia [Francisco Gavidia University] in San Salvador, as well as at the Universidad Central de Venezuela [Central University of Venezuela], in Caracas. Later, she was also invited to the Universidad Católica de Uruguay [Catholic University of Uruguay], and to the Master’s and Doctoral Program in Gerontology at the Universidade Estadual de Campinas [State University of Campinas], Brazil. Her main fields of interest in education and research have been the developmental psychology of adulthood and old age, as well as social psychology.

Her investigations and publications have focused on the study of attitudes, perceptions, and beliefs concerning old age, as well as on the

transitioning periods and turning points during adulthood and old age. Her extensive publication record in academic journals, official documents, and magazines reflect her interest to reach relevant audiences to move forward her ideas in society about adulthood and old age.

Elisa has organized, participated in, and maintained contact with different study groups involving professionals of psychology and other disciplines: In those, she has emphasized the inevitably interdisciplinary nature of the study of aging regarded as a lifelong process, with the condition of old age as its final stage. She has contributed to the founding of spaces of discussion such as the Center for Gerontological Psychology – (Centro de Psicología Gerontológica, CEPsIGER) – in 1976; the Interdisciplinary Gerontology Association (Asociación Interdisciplinaria de Gerontología) in 1994; and the Work group on Aging, Old Age, and the Course of Life (Mesa de Trabajo sobre Envejecimiento, vejez y transcurso de la vida), in 2010.

She participates as a correspondent for Colombia in the Latin American Gerontology Network (Red Latinoamericana de Gerontología - RLG): a virtual network created in Uruguay (1999) and currently coordinated from Chile, which focuses on updating gerontological and social knowledge, along with improving the quality of life and recognizing the human rights of the elderly in various countries of Latin America and the Caribbean.

In addition to her academic and professional interests, she has recognized social communication as an opportunity to reach broader audiences (Cepsiger, 1985; Dulcey-Ruiz et al., 2002/2004; Dulcey-Ruiz et al., 2004). While being a professor of social psychology and the psychology of communication at Pontifical Javeriana University's Faculty of Communication in the 1980s, she decided to simultaneously course professional studies on social communication and journalism. Although she could not finish them on account of her various academic activities, her interests in the field were broadened. Her earlier appeal and enjoyment of photography also increased while at the Faculty of Communication, where she took

some courses on the subject. Incidentally, in 1982 – which is a year internationally dedicated to old age – Elisa obtained a recognition from UNESCO for two photographs of her authorship: one evoking the female aging process and the other one portraying intergenerational relationships (UNESCO, 1982).

Elisa's work draws attention to the construction of a contextualized and interdisciplinary perspective on aging and old age, considering the whole of life's course, the heterogeneity of aging, and the even greater diversity in old age. In Elisa's words, "aging is the only way to live, and, unless we die before, we will all reach old age" (Dulcey-Ruiz et al., 2018).

Her work contributes with a fundamental comprehension and a critical stance on what is to be considered "an older person"; it challenges the negative imagery that we have condoned in an absolutely passive way and at a very high loss for humanity (Dulcey-Ruiz, 1987; Parales & Dulcey-Ruiz, 2002). This is why Elisa Dulcey has also questioned certain premises of social psychology, stressing its sociological nature rather than an individual one, as well as its relation with developmental aging psychology. Therefore, she brings to light the quest for understanding life and the different ways to live it, bearing in mind the relationship between biography, context, and history (Dulcey-Ruiz, 2010). This comprises a large portion of the legacy that she passes on to present and future generations in Colombia and in Latin America: the need to contribute, individually and collectively, to the construction of inclusive societies for people of all ages and conditions.

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Dumas, Georges

Born *Lédignan, (France), 6 March 1866*

Died *Lédignan, (France), 12 February 1946*

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Keywords

France · Brazil · Peru · Argentina · Venezuela ·
Chile · Colombia · Pathological psychology ·
Physiological psychology

A student of the *Ecole Normale Supérieure* (Normal Higher School) of Paris, Georges Dumas obtained the title of *agrégé* (associate) professor of philosophy (1889), which authorized him to teach the subject. In 1895, he became a doctor of medicine at the School of Medicine of the *Université de Paris* (University of Paris), presenting a thesis on the intellectual states in melancholia. Finally, in 1900 he did a degree in Languages, also at the *Université de Paris* (University of Paris). As usual for this course, he presented a main thesis in French on sadness and joy, and a complementary thesis, in Latin, which was also published in French. This degree course was advised by Théodule Ribot (1839–1916), to whom Dumas dedicated all his works.

His interest and dedication to psychology granted to Dumas in 1897 the position of head of the Psychology Laboratory at the *Clinique des maladies mentales* (Mental Disorders Clinic) of the *Faculté de Médecine de Paris* (Medicine College of Paris). In 1902 he replaced Pierre Janet (1859–1947) at the Sorbonne, where he became full professor of experimental psychology in 1912. In 1904 he founded with Pierre Janet the *Journal de psychologie normale et pathologique* (1903–1986) (Journal of normal and pathological psychology), as the official organ of the *Société française de psychologie* (French society of psychology), also created by them both in 1901. Dumas was a member of the *Académie de*

Médecine de France (Medicine Academy of France) and the *Académie des Sciences Morales et Politiques* (Moral Sciences and Policies Academy), and president of scientific societies such as the *Société médicale-psychologique de France* (Medical-psychological Society of France) in 1933 (Carroy et al., 2006).

According to Reuchlin (1999), the most original part of Dumas' work lies in his studies devoted to emotions, assisted by resources from psychophysiology. He relied on research on the sympathetic nerve centers and endocrine glands compared to psychological and psychopathological manifestations. His work was based on the postulate of fundamental identity between normal and pathological mechanisms, which became a model of doing psychology in France, known as pathological psychology (Dumas, 1915). The First World War (1914–1918) allowed him to apply the method to other psychopathological conditions, which resulted in publications on mental disorders and nervous disorders caused by emotional traumas. A summary of this work can be found in the book *Mental Disorders and Neural Disorders of the War* (Dumas, 1919). For his work with combatants Georges Dumas was awarded the title of *Chevalier de la Légion d'Honneur* in 1917.

Because of his academic and institutional positions, Dumas used to host Latin American students interested in studying psychology. Thus, he got to know the pioneers of psychology from several Latin American countries. He was on mission in Brazil, Peru, Argentina, Venezuela, Chile, and Colombia. Some of the Brazilians he met, such as Ulisses Pernambucano de Melo Sobrinho, Juliano Moreira, and Mauricio Campos de Medeiros were inspired by his experiences in France, to create experimental psychology laboratories in Brazil. Invited by Mauricio Campos de Medeiros, a Brazilian physician, Georges Dumas lectured at the *Sociedade Brasileira de Neurologia, Psiquiatria e Medicina Legal* (*Brazilian Society of Neurology, Psychiatry and Forensic Medicine*), in 1908. This trip of Dumas to Brazil is considered an important milestone in the career of the French psychologist and psychiatrist, since that was when he became the main

reference in the academic and intellectual exchange between France and the Latin America in the first half of the twentieth century, acting as a cultural ambassador.

Among his missions in Latin America, Georges Dumas' relations with Brazil have been the most studied (Bandeira de Melo & Campos, 2014; Bandeira de Melo, 2016; Consolim, 2014; Consolim, 2017). In all, he is believed to have been to Brazil 18 times, being considered by the French diplomatic circles as a core player in the expansion of the French intellectual influence in Brazil since the 1920s (Suppo, 1999). Dumas became an important reference for Brazilians, assisting the reforms of secondary and higher education. As France competed for scientific hegemony with other European countries in the interwar period, the travels of the French psychiatrist and psychologist were supported by institutions created to strengthen the relations of academic and scientific cooperation and exchange, such as the *Institut Franco-Brésilien de Haute Culture* (French-Brazil Institute of Advanced Culture), the *Groupement des Universités et des Grandes Écoles de France pour les relations avec l'Amérique latine* (Group of Universities of the Great Schools of France for the relationships with Latin America), and the *Service des Œuvres françaises à l'étranger* (Services of French Production to Overseas) (SOFE). Georges Dumas was at the head of the selection of French professors who came to Brazil to deliver lectures in several fields of knowledge, and to make up the French missions demanded by the first universities established in Brazil, such as the University of Rio de Janeiro, University of São Paulo, and University of Rio Grande do Sul.

In 1937, the French psychiatrist was granted the title of *Doctor Honoris Causa* from the University of the Federal District and the University of Rio de Janeiro, and was honored with the title of honorary citizen of Rio de Janeiro. On these occasions, Georges Dumas was described as a great friend of Brazil and, despite his contributions in the area of physiological psychology and pathological psychology, Dumas' relevance is

mainly attributed to his role in organizing numerous scientific missions between France and Brazil in several areas of knowledge. Above all, he was acknowledged for attracting French professors to the Brazilian educational institutions, and persuading leaders of the importance of investing in the creation of those institutions.

According to Falcone (2012), Georges Dumas was an honorary professor at the Faculty of Philosophy and Humanities of the University of Buenos Aires in Argentina. He visited Argentina several times, including the opportunities when he lectured at the Faculty in 1908, 1920, 1921, and 1925 (Falcone, 2012; La Nación, 1925) and his physiological psychology was widely circulated in the country as well as his work. The French author also was acknowledged by the academia, including for his contribution to the founding of the University of Paris Institute in Buenos Aires. Dumas was also an honorary member of the Society of Psychology of Buenos Aires (Klappenbach, 2002). In 1928 he was in Venezuela to the Ministry of Foreign Affairs of Venezuela to minister lectures at the university and to participate in the Foundation of the Franco-Venezuelan Institute of High Culture. The academic relations established by Dumas went beyond the scientific sphere and became part of France's diplomatic effort aimed at expanding its cultural, scientific, diplomatic, and economic influence in Latin America. On the other hand, these missions gave visibility to Latin America in France, contributing to disseminate the image of Latin America on the international scene. As a consequence of these exchanges, one could mention the creation of the *Institut des hautes études de l'Amérique latine* (Institute of advanced studies on Latin America) (IHEAL) in Paris in 1954.

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E

Echegaray Morales, Ilsa

Born *on July 27, 1944 in Lares, Puerto Rico (PR)*

Died *on November 21, 2006 in Trujillo Alto, Puerto Rico (PR)*

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Keywords

Physiological Psychology · Dance · Ethics

Ilsa Echegaray Morales was the first child of Luis Francisco Echegaray, a school teacher, and Ilsa Morales, a social worker. She had a brother, Luis, a year younger. Her father died when she was around 4 years, leaving her mother with two young children to take care of. Her father's burial was a memory event that impacted her forever, indirectly evident in her academic work. Since Ilsa's mother needed to work in order to provide for her children, the family became separated. Her mother moved to Río Piedras, Puerto Rico, to be near her work, and Ilsa moved to Sabana Grande to live with her maternal grandmother, a strong, educated, and nonconventional woman who encouraged Ilsa's love for reading, dancing, and the exploration of nature, particularly human nature. Her brother Luis moved with the paternal

grandmother. They reunited as a family again when her mother remarried in 1953 to Ernesto Otero. With this new marriage, her mother gave birth to two additional siblings – Elisa and Ernesto Otero. Ilsa's stepfather, an accountant, was a significant father figure, supporting and encouraging her to pursue both her artistic and academic plans.

Ilsa Echegaray Morales originally went to the public school of Sabana Grande but when she moved with her mother, she enrolled at University of Puerto Rico Elementary School. As she grew up, she attended simultaneously both University High School (UHS), a laboratory school of University of Puerto Rico's Faculty of Education, and ballet classes. At the UHS, she not only was exposed to Puerto Rico's intellectual milieu, her friends included children of intellectual figures of the University of Puerto Rico. Some stayed within her circle of friends throughout all his life. Ballet and dancing became a central metaphor in Ilsa's approach to human nature through her study of Physiological Psychology.

After completing her high school in 1960, Ilsa Echegaray Morales entered the University of Puerto Rico, Río Piedras Campus (UPR-RP) to study Psychology. Among her mentors at the Department of Psychology, Ilsa Echegaray Morales always recognized the academic work and approach to college education of Dr. Juan Nicolás Martínez, Dr. Leonardo Rodríguez, Dr. Carlos Albizu, and Dr. Abigail Díaz de Concepción. Another important professor during Ilsa Echegaray Morales' under graduate years was

Dr. Ursula von Eckardt (1925–1973) whose work on ethics and its relationship to politics were of major significance on Ilsa Echegaray Morales' exploration of human nature, neurosciences, and social responsibility.

Once Ilsa Echegaray Morales completed her BA in Psychology in 1963, she moved to University of California-Berkeley to pursue a Master's Degree in *Experimental and Comparative Psychology*. Mark R. Rosenzweig (1922–2009) and Arnold L. Leiman (born 1932), researchers, professors, and authors of important books and studies on Physiological Psychology, were among her professors and friends at Berkeley. While studying towards her masters, she met Ian Kennedy (born 1941), a British student studying for a Master's Degree in Jurisprudence, and they fell in love. Ilsa and Ian married and decided to move to London to continue doctoral studies.

From 1964 to 1984, Ilsa traveled frequently between San Juan and London, where she enrolled at University College-London to pursue a doctoral degree in Physiological Psychology. She initiated her studies in 1964, but returned to Puerto Rico in 1965 to teach undergraduate courses in Psychology at UPR-RP, especially Physiological and Experimental Psychology, and History of Psychology. She was able to continue her doctoral studies part time thanks to study grants and leaves without pay granted by the University of Puerto Rico where she had a tenured position. She graduated in 1984 with a doctoral degree in Physiological Psychology and a license to operate animals.

While at UPR-RP, Ilsa Echegaray Morales conducted research on Puerto Rican psychologists who had pioneered the evolution of Psychology in Puerto Rico. She accumulated dossiers of biographical data on these pioneers and lectured frequently on the Island about their contributions. Although she was probably one of the best lecturers the profession had at that time and talked about a wide variety of subjects, she did not like to write. Her style of writing was literature oriented and she had been corrected so many times by her London professors to stop her poetic language and write in a more direct, precise, and scientific language that she preferred not to write at all. As a result, much of the data she accumulated through

her almost 42 years of teaching and researching at the UPR-RP was lost after her premature death.

From 1965 on, Ilsa Echegaray became active in Puerto Rico's Psychology Association, where she occupied positions in their Board of Directors, including President (1976–1977) and gave presentations in their Conventions and activities.

At the University College-London, Ilsa Echegaray Morales studied *Physiological Psychology* supervised by Dr. Ian Steele-Russell (1934–2016), her doctoral dissertation mentor. Her work, titled *Cortical and Subcortical Relationships in Learning*, explored the works of *John Hughlings Jackson (1835–1911)* and his proposed hierarchical model of ascending control of functions in nervous system organization. The scope of her work was aimed at assessing the implications of Hughlings Jackson's ideas for a better understanding of the biological basis of human learning processes. After completing her doctoral degree in 1984, Steele-Russell offered Ilsa Echegaray, a position as faculty member of University College-London, and the task of translating the work of Santiago Ramón y Cajal (1852–1934) on neuroanatomy to English. As attractive as this proposal seemed, since she was fascinated with Ramón y Cajal's work, she declined it and decided to return to Puerto Rico and continue her work as a college professor at UPR-RP's Department of Psychology. Her decision was based on her determination to educate others and help pave their ways, if they, her students, decided to explore the fascinating world of human brain organization and functioning, and its implications for the understanding of human nature. Not even her co-students and friends at University College-London, David A. Oakley (born 1943?) and Henry C. Plotkin, (born 1940?) editors of a seminal book exploring the impact of Evolutionary Theory on the understanding of the human brain (*Brain, Behaviour, and Evolution*) were able to convince her. After divorcing Ian Kennedy, she moved back to Puerto Rico and returned to her tenured position as Associate Professor of Psychology at UPR-RP.

From 1984 to 2006, when she died unexpectedly of a heart attack at age 62, she devoted herself entirely to the academia. She supervised theses and dissertations and worked on personnel and

curricula committees. During the mid-1980s, she devoted a lot of her time to the revision of the Psychology Graduate Program, revision that added a doctoral degree and four specialties. From 1993 to 1996, she was Director of the Psychology Department. During the 1990s, she contributed to the organization of the Center Santa Catalina de Sienna for the Puerto Rican Health Department in Coamo, PR, to provide psychological services to families with members with cognitive impairment.

Ilsa Echegaray's research interests included the neural implications of facial asymmetry (both expressive and receptive); right hemisphere participation in the regulation of affective components of language, particularly as a result of *Parietal Neglect Syndrome*; music as a model for nervous system organization and functioning; identification and assessment of alternative ways of regulating biological components of psychological processes for recovery, among others. She advocated for an ethical approach to neuroscientific research. At the time of her death, she was developing the *Behavioral Research Approaches to Interdisciplinary Neurosciences (BRAIN)* Project, an interuniversity and international network to help students gain access to resources to do neuroscientific research. This organization included various universities from Puerto Rico and the Institute of Neurosciences of San Juan, a research center.

All her Physiological Psychology courses started with the reading of Mary Shelley's *Frankenstein or the Modern Prometheus*, and the question of the meaning of life and death (probably related to the experience of her father's burial), and a historical contextualization of Psychology as an academic and scientific discipline. A proficient and histrionic lecturer, she worked on a collection of her lectures, but refused to publish it because she was not fully satisfied with any version. She stated openly that she hated to write, although her written work showed an interdisciplinary integration of psychology, physiological psychology, history, education, and ethics. However, her ideas can be traced through her students' writings and the impact she had upon them. For her students, Ilsa Echegaray Morales was an enthusiastic dancer on the knowledge production stage.

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Eguiluz Romo, Luz de Lourdes

Born *Mexico City, February 27, 1944*

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Keywords

Mexico · Systemic therapy · Positive psychology · Suicidology

She studied a Bachelor of Psychology at the Universidad Nacional Autónoma de México (UNAM) (National Autonomous University of Mexico) (1976–1980) at the then Escuela Nacional de Estudios Profesionales (ENEP) (National School of Professional Studies) Iztacala, today the so-called Facultad de Estudios Superiores (FES) Iztacala (Iztacala Faculty of Higher Studies).

After completing her bachelor studies, she continued with a Master's Degree in Family Therapy at the Universidad de las Américas (UDLA-CDMX) (University of the Americas) (Mexico City Campus) (1987–1989). Later, she continued with her doctoral studies in Psychological Research, at the Universidad Iberoamericana (IBERO) (Iberoamerican University) (Mexico City Campus) (1996–1999), carrying out postdoctoral studies at the Hospital de la Santa Cruz y San Pablo in Barcelona, Spain in 2003.

She also has various trainings and specialties: Specialty in Brief Therapy at the Instituto Mexicano de Terapias Breves (Mexican Institute of Brief Therapies) (1986–1988); Specialty in Ericksonian Hypnosis at the Instituto de Programación Neurolingüística de la Ciudad de Guadalajara, México (Institute of Neurolinguistic Programming of the City of Guadalajara, Mexico) (1988); Intensive Course in Systemic Therapy in Palo Alto, California, the United States of America (1988), which was organized by Dr. Carlos Sluski (Psychiatrist and Family Psychotherapist, born in Buenos Aires, Argentina, in 1933) together with the participation of systemic teachers; and Specialty in Gender Studies, in the Programa Universitario de Estudios de Género (PUEG) (UNAM) (University Program for Gender Studies) currently known as the Centro de Investigaciones y Estudios de Género (CIEG) (Center for Gender Research and Studies) (2005).

Regarding her professional area, she was head of the Psychology Career at the FES-Iztacala (UNAM) in the period from 1995 to 1999 and Coordinator of the research project “Salud y Familia” (“Health and Family”), participating from 2006 to 2010, training therapists to deal with cases of psychological emergencies and suicidal ideation, which is currently as a student

support program, titled “CREAS” (by its acronym in Spanish, named Crisis, Emergencies and Attention to Suicide). She was also the founder of the Service “Guardianes de Emergencia Psicológica” (“Guardians of Psychological Emergency”), which are owned and carried out at UNAM.

She has been a founder and member of numerous associations and programs of psychology in Mexico: Diplomado en Psicología Positiva en la FES-Iztacala (UNAM) (Diploma in Positive Psychology at FES-Iztacala) serving as founder and current academic head (since 2010), said diploma is a degree option for the bachelor's in psychology; founding professor of the Maestría en Terapia Familiar de la Universidad Autónoma de Tlaxcala (UAT) (Master in Family Therapy at the Autonomous University of Tlaxcala) (since 1995); founding member of the Colegio Mexicano de Terapeutas Familiares (Mexican College of Family Therapists), which is an organism in charge of evaluating curricula of Masters in Systemic Therapy; Member of the Asociación Mexicana de Terapia Familiar (AMTF) (Mexican Association of Family Therapy); Member of the Asociación Mexicana de Suicidología (AMS) (Mexican Association of Suicidology); and founding member and first president of the Sociedad Mexicana de Psicología Positiva (SMPP) (Mexican Society of Positive Psychology).

She has been invited to be part of various Technical Councils, among which the following stand out: Technical Council of the Universidad Iberoamericana (IBERO) (Iberoamerican University) (Mexico City Campus) (2007–2011); Academic Council of the School of Psychology of the Universidad Autónoma del Estado de Puebla (Autonomous University of the State of Puebla) (since 2015); and Technical Council of the Universidad de las Américas de Puebla (UDLAP) (Americas University of Puebla) (since 2016).

She is also an active member of the Consejo Nacional para la Enseñanza e Investigación en Psicología (CNEIP) (National Council for Teaching and Research in Psychology) in which she has contributed as an expert to CENEVAL, in the area

of Methodology and Clinical Psychology for the construction of the EGEL-PSI.

Regarding the awards and recognitions granted, in 2002, she was recognized by the Consejo Nacional de Ciencia y Tecnología (CONACYT) (National Council of Science and Technology) (CONACYT) within the Sistema Nacional de Investigadores (SNI) (National System of Researchers) with Level I, being the first person who, working with qualitative methodology and systemic theory, obtained that recognition.

In 2007, she received the Premio Mexicano de Psicología (Mexican Prize for Psychology) in the Teaching category, by the Federación Nacional de Colegios, Sociedades y Asociaciones de Psicólogos de México, A.C. (FENAPSIME) (National Federation of Colleges, Societies and Associations of Psychologists of Mexico), a body created in 1995 by various professional psychology organizations and institutions from different states of Mexico.

For her part, in 2010, the Colegio de Psicólogos del Perú (College of Psychologists of Peru) awarded her a medal and a diploma as an honorary member for her contributions to systemic therapy.

Contiguously in 2011, she received a medal and diploma as a distinguished professor for her contributions to systemic therapy by the Asociación de Terapeutas Familiares de Colombia (Association of Family Therapists of Colombia).

Likewise, she was recognized by the Colegio de Psicólogos del Estado de Jalisco, México (College of Psychologists of the State of Jalisco in Mexico) for her career as a teacher and researcher, an award awarded in 2020.

She is the author of 10 books, especially on topics related to systemic family therapy and suicidal behavior, among which are: “The Systemic Theory: Alternatives to Investigate the Family System” (UNAM-UAT) (2001); “Family Dynamics: A Systemic Psychological Approach (2003); “Family Therapy: Its Use Today” (2007); “The Dance of the Couple: Therapeutic Work with Couples” (2008); “Faced with Suicide: Its Understanding and Treatment” (2011); and “What Can We Do to Avoid Suicide” (2013).

Regarding the publication of scientific articles, she has written 86 articles for national and international indexed journals, on topics related to systemic family psychotherapy, positive psychology, and suicidal behaviors in young people.

She was an academic at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico), for 38 years, teaching classes both in the bachelor’s degree in psychology and in various diplomas and post-graduate programs: Diplomado en Psicología Positiva (Diploma in Positive Psychology), Maestría en Psicología con Residencia en Terapia Familiar Sistémica (Master’s Degree in Psychology with Residency in Systemic Family Therapy), and in the Doctorado en Psicología (Doctorate in Psychology), serving as a supervisor, professor, and tutor in these programs. He retired from teaching in 2018; however, she continues to train Diploma in Positive Psychology.

Eguiluz Romo has participated in the development of the field of psychology in Mexico, especially on issues about Systemic Family Therapy and Suicidal Behavior, in which she has become a great reference, and therefore which has been invited to participate as a professor and speaker in national and international institutions of high recognition: Universidad de Santo Tomás en Bogotá, Colombia (University of Santo Tomás in Bogotá, Colombia), the Universidad de la Sapienza en Roma, en Italia (University of Sapienza in Rome, in Italy), and in the Escuela de Terapia Familiar del Hospital San Pablo de Barcelona, en España (School of Family Therapy of the Hospital San Pablo de Barcelona, in Spain), among others.

She has also had a constant collaboration in the training of therapists, in numerous associations and academic programs over the years, giving conferences and nonprofit advice to public and private institutions, for which her altruistic work is notorious.

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Endara Moreano, Julio César

Born *Quito, (Ecuador), 19 June 1899*

Died *Quito, (Ecuador), 17 June 1969*

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Keywords

Ecuador · Rorschach method · Institution and journal building

Ecuadorian psychiatrist, graduated as a physician (1921) and as M.D. (1923) at the *Universidad Central del Ecuador* (Central University of Ecuador, UCE). Specialized in psychiatry in Chile (1923–1924), with training stays in Argentina (University of Buenos Aires, 1935–1936) (Alarcón, 2010), where he approached the study of criminology. In 1957, he visited psychiatric and neurological clinics in the United States under the Foreign Leaders Program.

He stood out as a student in his university years, obtaining the first prize in a philosophy contest organized by the University Federation of Ecuador on the occasion of the centennial of the Battle of Pichincha (Endara, 1922).

Since 1923, professor of psychiatry and in 1943, dean of the Faculty of Medicine of his alma mater (García-Silva, 1958). Also, in the Faculty of Philosophy and Letters, where he taught clinical psychology and projective techniques since 1930, directing the School of Psychology (1965–1966). He was Vice-Rector of the UCE (1943–1947) and for a time Minister of Social Security and Labor during the government (1948–1952) of President Galo Plaza Lasso (1906–1987). He was also a deputy for the province of Pichincha and President of the *Casa de la Cultura Ecuatoriana* (House of Ecuadorian Culture, 1957–1961).

In the field of politics, he was the private secretary of the Ecuadorian president Isidro Ayora (1879–1978) (Alarcón, 2010; Landázuri-Camacho, 2008), who ruled from 1926 to 1931, and who was also a medicine doctor. Member of numerous academic institutions and scientific societies in his country and abroad (Brazil, Peru, Chile, Colombia, Spain, and of the American Psychiatric Association). He was distinguished as an honorary professor by the Universidad Nacional Mayor de San Marcos (Lima, Peru) and the Universidad de Chile.

In 1921, still as a student, he published a book on José Ingenieros (1877–1925), an Argentinian thinker whom he admired, entitled *José Ingenieros y el porvenir de la filosofía* (José Ingenieros and the future of philosophy) (Endara, 1921). Along with Belisario Quevedo Izurieta (1883–1921) and Alfredo Espinosa Tamayo (1880–1918), he was influenced by

scientific thought that developed under the influence of positivism (which was consolidated with the development of liberalism in Ecuador). Endara contributed to the development of psychiatry in Ecuador following the positivistic approach (Landázuri-Camacho, 2008). In 1944, he was one of the first psychiatrists to use electroconvulsive therapy in his country.

In 1936, he founded the *Instituto de Criminología* (Institute of Criminology) of the UCE and directed it until 1940, annexed to the Ministry of Government, Justice and Prisons and, in 1944, to the Faculty of Jurisprudence of the UCE (Universidad Central del Ecuador, 2021). He was the ad honorem director of the Institute from 1945 until the end of the 1960s.

Founder and director of the *Archivos de Criminología, Neuropsiquiatría y Disciplinas Conexas* (Archives of Criminology, NeuroPsychiatry and Related Disciplines), a journal of the Institute of Criminology (Paredes-Borja, 1963), published from 1937 to 1943, and subsequently from 1953. The journal had a wide international circulation, and at its time was the most important specialized periodical publication of the Ecuador in those areas.

He also collaborated and worked for many years as a physician and mainly as a psychiatrist at the Hospicio y Manicomio San Lázaro (also known as the Asylum of Quito) from 1925 as chief physician. In 1953, the asylum moved to a new building that was baptized with the name of the Psychiatric Hospital of Conocoto; later it changed its name to *Hospital Psiquiátrico Julio Endara* (Julio Endara Psychiatric Hospital), which is the one that remains to this day.

Endara followed the postulates of positivism to develop psychiatry in Ecuador (Landázuri-Camacho, 2008). He was a follower of the ideas of the German psychiatrist Ernst Kretschmer (1888–1964). However, since the mid-1930s, he also became interested in deep psychology and in Rorschach's Psychodiagnosis (Silveira, 1956), becoming a leading specialist in this technique. Precisely, in one of his works (Endara, 1953) with this test he shows that the intelligence and feelings of the indigenous population are normal, going against the widespread racism in Ecuador.

As a testimony of the international relevance of his work, it is worth mentioning that Endara was a collaborator for Ecuador in the renowned *Psychological Register*, third edition, edited by Carl Murchison (1887–1961). This collaboration could be considered as an associate editor, a function that in Murchison's book was fulfilled by highly recognized personalities such as Henri Pieron, Spearman, Luria, or Kurt Lewin, among others (Murchison, 1932).

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Errázuriz Vidal, María del Pilar

Born *Santiago (Chile)*, 18 February 1948

Died *Santiago (Chile)*, 24 February 2018

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Keywords

Chile · Feminism · Psychoanalysis · Gender studies · Critical psychology

Pilar Errázuriz was the first Chilean female psychologist and psychoanalyst to obtain a PhD in Woman and Gender Studies at *Universidad de Valladolid* (University of Valladolid). Her career as psychoanalyst and academic stands out due to her innovative interpretations of psychoanalytical theories and her dedication to including the gender perspective in research and in the training of academics. Errázuriz was born in Chile in 1948, and her first undergraduate studies were in journalism at *Universidad de Chile* (University of Chile) between 1965 and 1968. After completing two semesters and a half of journalism, Pilar traveled to France (1968), where she started studying psychology at *Université de Paris V* (University

of Paris V), graduating successfully in 1973. Pilar Errázuriz got a “maitrise” in four areas: differential gender psychology, general and compared psychoanalytically directed psychology, psychology and physiology studies, and economics and politics. Apart from what was related to physiology, the choices of her initial undergraduate training can be seen in her future career. As of the 1970s, Errázuriz tried to articulate, both in her researches and in her clinical practice, psychoanalysis with feminist and gender theories, always taking on a sociohistorical perspective, in which knowledge was situated within particular social, temporary, and cultural contexts. In addition, her progressive politics are revealed through the inclusion of the concept of power in the research and analyses that she conducted on building processes of female subjectivity.

In 1978, a few years after having finished her undergraduate studies, Errázuriz traveled to Costa Rica and stayed there until 1981. In those years, she carried out research in group techniques with mental health professionals who worked in a psychiatric hospital, and she also redesigned the *Programa de Inserción para Menores Infractores* (Incorporation Programme for Underage Offenders). In 1982, she moved to Madrid and joined a group of Argentinian psychoanalysts, who had been given political asylum in Spain. From that year until 2001 Pilar dedicated herself to her training as psychoanalyst, specializing in group theories and techniques. She was accepted as a member of the International Association of Group in 1986. During the 1980s and 1990s, Errázuriz went more in-depth into gender studies incorporating in her clinical practice the contributions of feminist psychotherapists such as Irene Meler, Martha Rosemberg, and Mabel Burin.

In 2001, Errázuriz returned to Chile and worked as an invited academic at the *Universidad de Chile* (University of Chile) until she joined the university as a staff teacher in 2004. From 2004 to 2009, Errázuriz carried out the PhD program in Woman and Gender studies of the *Universidad de Valladolid* (University of Valladolid), under the direction of Dr. Alicia Puleo. Her PhD thesis was published in 2012 and represents an innovative contribution to the psychoanalytical thought

from a feminist and gender perspective. Entitled, *Misoginia romántica, psicoanálisis y subjetividad femenina* (Romantic misogyny, psychoanalysis, and female subjectivity), the doctoral research looked critically into the psychoanalytical theory deconstructing its reproducing aspects of occidental patriarchy and the domination and subordination of the female, highlighting, at the same time, some elements of the Freudian and Lacanian work that would allow a progressive interpretation of psychoanalysis. In this sense, Errázuriz defended a reinterpretation of the theory and practice of psychoanalysis that, together with other social and human sciences, would contribute to a critical comprehension of the processes of subjectification of the woman and what is female. In this way, Errázuriz applied intersectional, gender, and power concepts to her analyses, as well as a social epistemology guided by theoretical feminist contributions. Thus, the main reasoning of her doctoral research refers to the influence carried out by the imaginary of European romanticism of the nineteenth century in the processes of women subjectification, with Freudian psychoanalysis as a symbolic representative of this imaginary and, at the same time, a theory that delivered elements that allowed criticism. In the words of the feminist academic Irene Meler (2015), Pilar's text is a "vast work of an attentive and thoughtful reader that helps us navigate between the different courses of thought that fertilise the territory of studies of subjectivity, feminism and gender" (p. 248).

In addition to her theoretical contributions, Errázuriz played an important role in transmitting the gender perspective. While she was at the *Universidad de Chile* (University of Chile) (2001–2018), she conducted various national and international studies and organized academic meetings on gender themes and perspectives and their transmission problems. She worked intensively together with foreign universities such as the *Universidade Federal de Santa Catarina* (Federal University of Santa Catarina -Brazil), the *Universidad de Buenos Aires* (University of Buenos Aires – Argentina), and the New York University. Among the research in which she participated stand out the following: Actors and

social subjects: a program of research, training, and transference (2008–2011), Gender equality in a sustainable culture: values and good practices for a solidary development (2011–2013), Ring project of Interdisciplinary Gender and Culture Studies together with the *Universidad de Buenos Aires* (University of Buenos Aires) and the *University of New York* (2008–2011), and the project Production and transference of a participative educational model for equal opportunities and promotion of work productivity with a gender and generational perspective, directed at women, also together with the *Universidad de Buenos Aires* (University of Buenos Aires – 2006–2008).

The importance of Errázuriz for critical Chilean psychology is unquestionable and can be seen in the different functions that she performed in the programs and academic centers of the *Facultad de Filosofía y Humanidades de Universidad de Chile* (Faculty of Philosophy and Humanities of the University of Chile). During almost 18 years that she dedicated to this university, Errázuriz was the coordinator of the research area of the Centre of Gender and Culture in Latin America (CEGECAL), and she was the director of this centre from 2009 to 2017. Furthermore, Errázuriz was member of the Academic Committee of the Master Degree in Gender and Culture of the academic staff of the Master Degree in Latin American Studies and of the Executive Committee of the feminist journal *Nomadías*.

In one of her last publications, "El caleidoscopio de la sexualidad: Crónica de una práctica anunciada" (The Kaleidoscope of sexuality: chronical of a practice foretold) (2015), Errázuriz defends the legitimacy of sexual diversity and gender, as well as the new way in which families in Chile are organized. Once again, through the criticism of the psychoanalytical clinical practice, Errázuriz revealed the positions of power and the prejudices of the psychoanalysts demonstrating their collusion with the domination and subordination of LGBTTTIQ (Lesbian, Gay, Bisexual, Transvestite, Transgender, Transsexual, Intersexual, Queer) groups. In this entry, Errázuriz again reinterpreted the Freudian theory in order to show a clinical practice that distrusts the normalization of subjectification processes functional to

the domination of the patriarchy. To this end, Errázuriz recovered some original concepts from Freud – impulse and desire – and questioned the psychoanalytical clinical practices proposing, at the same time, a psychoanalysis that, in order to be up to date, should accept “on their couches the diversities of desire without recurring to pathological or moralising categories” (2015, p. 84).

In the second semester of 2015, the law of the Civil Union Agreement came into effect. This law legally regulates the civil union of same sex people in Chile. The analyses and proposals of Pilar Errázuriz developed in the mentioned article expressed her strong commitment with social emancipation movements and their respective demands for social justice. In her own words, “All wilful control is arbitrary, and therefore, the fruit of an artifice. It will be this artifice that will have to be deconstructed, starting with feminist reflections” (Errázuriz, 2012, p. 463). Consequently, due to her written contributions and her academic and professional career, Errázuriz is, without a doubt, a pioneer of critical psychology in Chile.

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Esguerra Gómez, Alfonso

Born *Bogotá (Colombia), 1 July 1897*

Died *Cali (Colombia), 28 September 1967*

Bruno Jaraba Barrios

Universidad del Valle, Cali, Colombia

Keywords

Colombia · Physiology · Psychometrics · Eugenics · Radiotherapy

Most of the narratives about the institutionalization of psychology in Colombia coincide in pointing out the decisive role played by the physician and professor of the Faculty of Medicine of the Universidad Nacional de Colombia [National University of Colombia] (UNC), Alfonso Esguerra Gómez (Ardila, 1973; Peña, 1993; Peña & Pérez, 2004; Rodríguez Valderrama, 1998; Roncancio Mora, 1956; Villar Gaviria, 1965). When Mercedes Rodrigo Bellido arrived at the University, Esguerra Gómez offered her a workspace within the Physiology Laboratory he directed, which would thus become the headquarters of the Psychotechnics Section, which in turn would become, first, the Instituto de Psicología Aplicada [Institute of Applied Psychology], and then the Faculty of Psychology. In addition,

Esguerra Gómez was also an enthusiastic sponsor of psychotechnical psychotechnics knowledge and tools offered by Mercedes Rodrigo. He tried to integrate the data from psychotechnics into his own anthropometric research program, since his interest in this new science was to consider it the necessary complement of physiology for the purpose of measuring, describing, and ultimately establishing the distinctive racial traits of the Colombian man.

The heir of a long lineage of physicians Esguerra Gómez was the eldest of the two sons of Carlos Esguerra Gaitán (1863–1941). Initially oriented toward the religious vocation, he completed his school studies and a degree in philosophy at the Gregorian University of Rome. As he later decided to attend the family vocation, he returned to Colombia to study medicine at the National University of Colombia. He graduated in 1923, the same year when he obtained diplomas of first, second, and third class in the anatomy-pathology contest of the National Academy of Medicine (Socarrás, 1992). This award gave him the chair of pathological anatomy in his own alma mater a short time after his degree (Agusti Pastor, 1982). This position was brief, however, because he was called to integrate the Colombian diplomatic mission in Paris, in 1922. This offer gave him the opportunity to enter as a researcher at the Radium Institute of the Pasteur Laboratory of the University of Paris, under the tutelage of Professor Dr. Claudius Regaud (1870–1940). There, Esguerra Gómez devoted himself to the development of new radiotherapy techniques. The outcome of this research was the invention of what he called Pasta Colombia (Esguerra et al., 1923), a contribution for which he was awarded with the Shevillon Prize in 1923 and the Grand Cross of the German Red Cross in 1936 (Socarrás, 1992). In 1927, he returned to Colombia and founded the radiology service in the public hospital San Juan de Dios. Very soon, he attended the National University of Colombia's request to fill the chair of physiology that had just become vacant. He occupied it in 1928 and his first measure was to set up a modern physiology laboratory, imported from France. The new equipment would allow experimental teaching and scientific research in

the subject for the first time in Colombia (Medina, 2000). As a result, Esguerra Gómez published, alone or in collaboration with his students, several works dedicated to pathophysiology, clinical physiology, and radiotherapy (Esguerra Gómez, 1939; Esguerra Gómez et al., 1944a, b; Esguerra Gómez et al., 1943). Also, by this time he published several works about radiology (Esguerra Gómez & Esguerra Gómez, 1930; Esguerra Gómez, 1932, 1933, 1945, 1946).

He was a member of the advisory committee of the Third Pan-American Conference of Eugenics and Hominiculture, held in Bogotá in 1938. His interest in this field was evident in a series of papers in which he used the psychometric data provided by Mercedes Rodrigo's works in addition to anatomical and physiological measurements he made (Esguerra Gómez, 1944, 1950, 1953).

Since her arrival to Colombia in 1939, until the creation of the Institute of Applied Psychology in 1947, Mercedes Rodrigo worked in the Physiology Laboratory run by Esguerra Gómez, who, in turn, became a champion of the use of psychotechnical tests, both for research purposes and for the novel institutional function of regulating access to the university by applying various tests to measure the intellectual abilities of applicants to enter the first year of university. Actually, the case of Esguerra Gómez shows how, when analyzing the appropriation of psychotechnics – or in general terms psychology – in Colombia, it is not appropriate to dissociate the scientific, technical, social, and political aims assigned to this new knowledge. A few months after Rodrigo arrived, in 1939, she and Esguerra Gómez conducted a pilot test application with a group of students of the physiology course. This experience, originally experimental, served as the main argument for the first application of psychotechnical tests as entrance examination to the National University. Esguerra Gómez was the chief of the examination board from 1940 until 1950, when the application of this kind of tests for admission purposes was abolished (Jaraba Barrios, 2014).

The application of these tests (besides physiological measurements) to a massive number of

young people from all over the country provided Esguerra Gómez with data for three anthropometric-oriented works. In *Study on Some Biological Characteristics of the Colombian University Student* (1944), together with statistical data related to morphological constitution and physiological characters, he presented “some psychic and mental characters” of the young men (no women) who rendered the admission test. This was a preliminary work aimed to “determining the biological type of the Colombian university student” (Esguerra Gómez, 1944, p. 276). This would serve two purposes: first, to define the racial constitution of the nation: “the scientific definition of the essential characteristics of a particular human group, and in our specific case, of the Colombian man” (Esguerra Gómez, 1944, p. 269), which in turn would serve to standardize clinical measurements to the national context. In 1950s *The Colombian University Student Biotype*, the descriptive extension deployed in the previous work is replaced by the mathematical condensation in the determination of the morphological type of the Colombian student. For this, only the data of age, volume, weight, and body proportions were considered. Finally, the 1953s paper, *Adolescence as a Stage of Human Life*, tried to establish the contours of normal adolescent growth within the Colombian population, through an extension of the methods tested in the 1950s study. As is easy to note, the banning of psychotechnics examination and the subsequent departure of Rodrigo left Esguerra Gomez’s studies without information about psychological traits of the subjects. Therefore, he had to restrict the scope of his research.

Esguerra Gómez was the first Colombian physician dedicated only to academic and research activities (Agusti Pastor, 1982). In 1944 he was admitted as a member of the Colombian Academy of Exact, Physical and Natural Sciences, in the Chair 22 (Medina, 2000). He died in Cali, Colombia, in 1967.

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► Rodrigo Bellido, Mercedes

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Espinosa Tamayo, Alfredo

Born *Guayaquil, 23 November 1880*

Died *Guayaquil, 1 September 1918*

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Keywords

Ecuador · Völkerpsychologie · Cultural psychology · Social psychology

Alfredo Espinosa Tamayo was born in Guayaquil, on the Ecuadorian coastal region. His mother was the sister of Luis Tamayo, who would become president of the country in later decades (1920–1924). His father – a merchant from Quito who resided in the Santa Elena peninsula – died prematurely. During this childhood, Espinosa experienced economic scarcity. Around the age of twelve, he evidenced symptoms of leper, a disease that would mark him for life (Pérez Pimentel, 1987). In 1889, he graduated from *Vicente Rocafuerte* high school, in Guayaquil. Around this time, his mother passed away, and he started to work in order to support himself and his three siblings.

During his youth, Espinosa was passionate about chemistry and human biology, although he

was also familiar with the study of cultural and historical expressions, such as ancient scripts, coins, stamps, and shields of arms (Pérez Pimentel, 1987). He studied medicine at the *Universidad de Guayaquil* (University of Guayaquil), where he was also a member of the *Asociación de Escuela* (Student's Union) from 1905 to 1907. Since 1903 – and for, approximately, 10 years – he was mainly interested in medicine, as well as public communication and education regarding health and hygiene. He conducted several medical research projects, for example, on the subject of deficits of vitamin B1, typhoid fever, syphilis, bubonic fever, and yellow fever. Many of these investigations were carried out while assuming the position of Municipal Chemist – appointed in 1908 – and that of Chief of Diagnosis Laboratory at the *Hospital General de Guayaquil* (Guayaquil's General Hospital) – appointed in 1909.

In 1912, being around 32 years of age, Espinosa Tamayo became blind as a consequence of leper, and it was impossible for him to continue his work as medical researcher (Pérez Pimentel, 1987). In years to come, publications authored by him were written with the assistance of his two sisters, who were in charge of his permanent care. In 1914, he published *Consejos a las madres* (Advice for Mothers), an effort to contribute to the reduction of child mortality; in 1915, he published *Guía para la Enseñanza de la Higiene Sexual* (Guide for Teaching Sexual Hygiene), targeted at local schools; and, years later, he translated to Spanish *Manual de Higiene Popular* (Manual of Popular Hygiene), by French author Henri Laurent (1917). Renowned Guayaquilean poet Medardo Angel Silva (1898–1919) described Espinosa as a “lonely” being, “wounded by a horrible malady” (Pérez Pimentel, 1987). Despite of this, he received visits from friends, colleagues, and disciples, at the family home where he lived.

Espinosa was the pioneer of *Völkerpsychologie* in Ecuador, even when he dedicated only the last few years of his life to such endeavor. *Völkerpsychologie* – sometimes translated as “Psychology of Peoples” – was born in Germany during the second half of the nineteenth century, under the influence of authors such as Mortiz

Lazarus (1824–1903), Hajim Steinthal (1823–1899), and Wilhelm Wundt (1832–1920). From a positivist perspective focused on the “spirit” of “peoples,” such tradition argued for the study of higher psychological processes through history, language, myth, and costume. While some authors identify it as the precursor of contemporary cultural psychology, others conceptualize it as a dated genre of anthropological research (Allolio-Näcke, 2014). Gradually, *Völkerpsychologie* became more associated with sociology and anthropology than with hegemonic psychology; the evocation of Espinosa's work in Ecuador was not the exception.

Espinosa Tamayo officially “inaugurated” *Völkerpsychologie* in Ecuador (Roig, 1977), a tradition that had already been exalted a decade before – as other psychological traditions of his time – by the Ecuadorian author Marietta de Veintemilla (1858–1907) (de Ventemilla, 1906). In 1916 – in parallel to his interest in pedagogical themes – Espinosa published *El Mecanismo Vital de la Asociación de Ideas* (The Vital Mechanism for the Association of Ideas) and *Ensayos de Psicología y Sociología del Pueblo Ecuatoriano* (Essays on the Psychology and Sociology of the Ecuadorian People). These two pieces examined cognitive, affective, behavioral, and sociocultural process of diverse social groups in Ecuador. There, Espinosa Tamayo postulated theses that were later included in the classic *Psicología y Sociología del Pueblo Ecuatoriano* (1979), published as a book in 1918, shortly after his passing, and considered his most remarkable work on such subject. As discussed by Roig (1979), Espinosa's work was influenced by European authors who also wrote about the “spirit” of their respective peoples, among them French author Alfred Fouillée (1838–1912) and Spanish authors Rafael Altamira (1866–1951) and Salvador de Madariaga (1886–1978).

Even when he is evoked mainly as the initiator of Ecuadorian sociology (Roig, 1977, 1979), Espinosa's work was immersed in the positivism inherent to his time, which seemed to be strongly represented by psychology. In fact, Ecuadorian positivism was notoriously “*biologicista*” and “*psicologista*” – prone to biological and

psychological reductionisms (Roig, 1977, 1979; Valderrama, 1986). From such perspective, and based on reviews of secondary data, Espinosa (1916, 1918) argued that individual psychological traits were imprinted in people's brains, but that these were products of environmental influences; these could – during the course of one generation – be modified, specially through imitation. Although he presented an essentialist representation of psychological traits of diverse ethnic groups, he also acknowledged the influence of colonial history in such features. He proposed there were different psychological characteristics of Ecuadorian subjects, depending on their ethnic identity. For example, so called “Indian” subjects – Indigenous people – were conceptualized as melancholic, indolent, servile, with a tendency to alcoholism and robbery, patient, and ductile; such descriptions resonate with others defended by diverse academics in postcolonial tone, decades before (Prieto, 2004).

From a contemporary gaze, some of Espinosa's ideas are impregnated – explicitly or implicitly – by the racism of his time, fueled in academia by neo-Lamarckian ideas and “social Darwinism” imported from Britain's Herbert Spencer (1820–1903) (Capella et al., 2020; Prieto, 2004; Valderrama, 1986). Moreover, some authors have hypothesized an association of the “social organicism” of such epistemological perspective, with “despotic” and “fascist” ideas and forms of government in decades to come (Roig, 1977). This should not be interpreted, precisely, from the standpoint of psychological reductionism, but through a critical consideration of the ideological context of Espinosa's historical period.

Espinosa Tamayo died from a heart attack, at age thirty-seven. It is plausible to highlight his contribution to psychology in at least four senses. First, as a representative of a historical period where local psychology had a strong positivist footprint – imported from Europe – leading to biological and psychological reductionism. Framed within such limits, Espinosa produced a scholarly analysis from the perspective of *Völkerpsychologie*, in the context of still disputed disciplinary identities. Second, Espinosa proposed an understanding of psychological traits in

both their biological and sociocultural dimensions, even if this was done under the influence of social Darwinism. Third, his work on health promotion and prevention can be underlined as being relevant to the praxis of psychologists who are presently immersed in the health field. Finally, it is possible to review his work from the standpoint of critical historiography and critical psychology, in order to analyze ideological aspects of early twentieth-century psychology *vis-à-vis* contemporary theories and practices.

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Estable, Clemente

Born *Canelones (Uruguay), May 23th, 1894*

Died *Montevideo (Uruguay), October, 27th, 1976*

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Keywords

Uruguay · Vocational guidance · Education

Clemente Estable was born in the rural area of the province of Canelones (Santa Lucía) in southern Uruguayan territory and was the ninth of 14 children. His parents were Guiseppa Stabile and Guiseppa Fallabella, Italian immigrants born in the Province of Salerno. His family moved to Montevideo where he began elementary education and at the age of 15 years he began teacher training, graduating as a Teacher at the age of 20 years in 1914.

He served as a teacher in several schools in Montevideo and was a professor of Biological Sciences in High School, he held the chair of Natural History at the Institutos Normales (Teaching Institutes), an institution in which he was appointed as Master of Conferences in 1920. During that period, he attended courses at the Facultad de Medicina (Faculty of Medicine) as a free student and began the publishing of

pedagogical dissemination essays in the context of his affiliation to the Sociedad de Pedagogía (Pedagogy Society).

In the educational field, a controversy developed around the issue of vocations. It developed from a lecture given by Dardo Regules (1887–1961) on the emergence of vocation in children, stating that it awakens in school and that high school education has little or no influence on it. His phrasing provoked a response from the Pedagogical Society, during the sessions in June, July, and August of 1921. The person responsible for representing the Pedagogical Society was Clemente Estable.

Estable's response involved a critical and exhaustive study on the subject of vocations causing the Pedagogical Society to publish it in 1923 with the title: *El reino de las vocaciones. Fin de la enseñanza* (The kingdom of vocations: purpose of teaching). At the beginning of the work, Estable discriminated the arguments that are, on the one hand, located in metaphysics and on the other one, that of psychologists, who from their activities establish scientific laws. From this distinction, he developed the psychobiological, ethical, logical, pedagogical, and sociological foundations of vocations. Within the framework of psychobiological foundations, he highlighted the advancement of paidology and the scientific character that it gave to the study of the child's personality. The conception that the child is a singularity and that an individualized pedagogy should be exercised configures a perspective in which, according to Estable, vocational education should also be inscribed. Vocational teaching continues the thrust of the hereditary movement, stated the author, so that its action: "puts each individual in the place where he best suits the role ... and where, in turn, they can be more original, stronger and more capable" (Estable 1923, p. 18).

On the pedagogical foundations, he highlighted the mistake of adapting personalities to programs instead of doing it in the opposite way, adapting programs to individual developments and that this practice becomes a complement to collective teaching. Such conception was fundamental for subsequent deployment of his educational proposal.

The year after that controversy, at the age of 28, Clemente Estable left for Spain in usufruct of a scholarship granted by that country. This scholarship was offered to one student from each country of Latin America and the Uruguayan scholarship-holder focused his studies on the nervous system, with the help of Santiago Ramón y Cajal (1852–1934), who became his teacher: “He will also study Experimental Psychology and Pedagogy, as the study of the brain is carried out. . .” (Redacción 1922, p. 664). The relationship they established was not only limited to their academic interests, it was a friendship that was forged during the stay of the Uruguayan researcher and maintained until the end of the days of the Spanish researcher through a fairly frequent epistolary link.

Estable devoted himself to researching the architecture of the central and peripheral nervous system, making original findings on the histological organization of the cerebellum, which allowed him to publish his work in the journal edited by Ramón y Cajal himself. After three years of work along with the Spanish Nobel Prize in Medicine holder Ramón y Cajal, Estable returned to Montevideo and was appointed Head of the Laboratorio de Investigaciones Histológicas (Histological Research Laboratory) in the Instituto de Neurología (Neurology Institute). In 1927, he promoted the creation of the Laboratorio de Ciencias Biológicas (Biological Sciences Laboratory), an institution that in 1950 would be transformed into the Instituto de Ciencias Biológicas (Biological Sciences Institute), now called Clemente Estable. From the Institute he promoted research in the field of experimental biology, being gravitating at national and international level with various recognitions and financial support such as that provided by the Rockefeller Foundation. His research works were developed in the areas of cytology, histology, histopathology, and physiology, without leaving the educational field and pedagogy (Ardao 1994).

In 1928, he was the creator and first president of the Sociedad de Biología de Montevideo (Montevideo Biology Society), which edited the journal *Archivos de la Sociedad de Biología*

(Archives of the Biology Society). The abstracts of the Archives were indexed in the *Comptes Rendus de la Société de Biologie de Paris*.

In 1946, the *Enciclopedia de Educación* (Encyclopedia of Education) published a volume with the Clemente Estable’s productions on psychological and pedagogical subjects, including lectures given at the request of the Pedagogy Society in 1931 and by the Consejo Nacional de Enseñanza Primaria y Normal (Council of Elementary and Teaching Education) in 1943. The works thematized on psychological aspects of vocational and professional orientation, as well as the psycho-pedagogical developments that were the basis of their educational plan, the Estable Plan. In 1939, the Estable Plan became official in elementary education, a proposal where the psychological aspects of the student’s personality became the centrality of a pedagogical method, which at the same time was a rational and systematized work plan (Estable 1946).

At the beginning of the 1950s, Juan Carlos Carrasco (1923–2010), Jorge Galeano Muñoz (1919–1987), and Washington Risso contacted Clemente Estable, whom they went to see at his Laboratory and suggested that they become involved in the creation of a society of psychology. On December 7, 1953, the Sociedad de Psicología del Uruguay (Uruguayan Psychology Society) was constituted and Clemente Estable was its first president. Estable was distinguished as Ad Honorem Professor by the Faculty of Medicine of the Universidad de la República (University of Republic). He was a trainer of researchers, an intellectual dedicated and enthusiastic about creation, who synthesized the image of the researcher in Uruguay for a long time.

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- ▶ Carrasco Giordano, Juan Carlos

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Estrada de los Ríos, Luis

Born *Lima (Peru)*, January 8, 1933

Died *Lima (Peru)*, March 26, 2008

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Keywords

Peru · Rorschach · Teaching of psychology

Luis Estrada de los Ríos studied Law and Psychology at the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, Lima), which he entered in 1953, graduating as a lawyer (1961) and a Bachelor of Arts in the specialty of Psychology (1962) with a Rorschach thesis on homicides and obtained the professional title of psychologist also in 1962. Estrada de Los Ríos was one of the first psychologists trained at the UNMSM. In 1976, he obtained a doctorate in psychology always at his *alma mater* with a study on Rorschach psychodiagnosis in different occupational groups.

At his *alma mater*, where he worked for 40 years, he began his teaching career (Child and Adolescent Psychology, Projective Techniques, Forensic Psychology, and founder of the Rorschach Chair of Psychodiagnosis). He also taught at other universities, including *Universidad Enrique Guzmán y Valle* (Enrique Guzmán y Valle University, in Lima), and *Universidad Nacional*

de San Luis Gonzaga (San Luis Gonzaga University, in Ica, south of Lima).

His professional interest focused on clinical psychology, working for more than 35 years at the Hospital Edmundo Rebagliati (Edgardo Rebagliati Hospital, former *Hospital del Empleado*, Lima), one of the most important in Peru, where he became the first head of the Department of Psychology. During his tenure, the intervention of psychologists was diversified to other services, different from psychiatry, such as pediatrics, neurology, neurosurgery, cardiology, oncology, hematology, obstetrics, gastroenterology, and preventive medicine, among others. He was elected in 1980 as the first dean of the Colegio de Psicólogos del Perú (Board of Psychologists of Peru) and founder of the Psychology Unit in Social Security. In 1982, Estrada made an exhibition about the activities of the psychologist in the field of health before the Congress of the Republic, Ministry of Health, Ministry of Labor, and the Instituto Peruano de Seguridad social (Peruvian Institute of Social Security), which had as an objective to publicize the importance and reassess the profession of the psychologist (Díaz, 2010).

In 1977, the UNMSM distinguished his teaching career with the title of Emeritus Professor, and in 1990, he won the “Guillermo Kaelin de la Fuente” award from the Social Security of Peru.

Although he did not dedicate part of his time to publishing, through his teaching work at the UNMSM, he exerted a great influence on many generations of psychologists.

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F

Falcón Guerrero, Manuel

Born *in Mexico City on September 10, 1910*

Died *in Brussels, Belgium, on September 14, 1985*

Sumie Prado Arai
Ibero-American University, Mexico City, Mexico

Keywords

México · Neuropsychiatry · Psychology ·
Clinical psychiatry

Graduated from the Facultad de Medicina (Faculty of Medicine) from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), Falcón went abroad to specialize in neuropsychiatry, at the time when doctors had to go abroad because specializations were not yet offered in Mexico.

In the early 1930s, he studied at the Catholic University of Leuven in Brussels, Belgium, and continued his training as a neuropsychiatrist at the Hospital of *La Salpêtrière*, in Paris, France. He married Lea Brants, of Belgian nationality. He returned to Mexico City and worked as a psychiatrist at the Rafael Lavista Hospital. In 1937 he established his own clinic (Colotla & Urra, 2006).

The Clínica Neuropsiquiátrica Dr. Manuel Falcón (Dr. Manuel Falcón Neuropsychiatric Clinic) was since its foundation, until Falcon's death in

1985, one of the most prestigious and recognized private institutions for the treatment of psychiatric patients in Mexico City. It developed so much that it hosted more than 80 patients. It was an important establishment for teaching, at the bachelor's and postgraduate levels, in psychiatry, psychology and social service specialties of the most important universities, such as the Universidad Nacional Autónoma de México (National Autonomous University of Mexico), the Instituto Politécnico Nacional (National Polytechnic Institute), the Universidad Iberoamericana (Ibero-American University) (IBERO), and the Universidad La Salle (La Salle University), and of the psychiatric and psychoanalytic associations of Mexico City, such as Asociación Psicoanalítica Mexicana (Mexican Psychoanalytic Association) and the Asociación Psiquiátrica Mexicana (Mexican Psychiatric Association), among others.

The Clínica Falcón (“Falcon Clinic”), as it was widely known in the field of mental health in Mexico, has a deputy director from 1943 to 1958, Federico Pascual del Roncal (1903–1958), prominent psychiatrist part of the Spanish exile (León, 2015).

In Paris, France, in 1950, Falcón participated as the delegate from Mexico to the First World Congress of Psychiatry, which was chaired by Jean Delay (1907–1987).

In Mexico City, in 1950, the psychology career at the Universidad Iberoamericana (Ibero-American University) IBERO, was founded by professor Ramón Gómez Arias (1913–1975),

who invited Falcón Guerrero to teach together with other leading psychiatrists and psychologists, such as Manuel Guevara Oropeza (1899–1980), Francisco González Pineda (1916–1994), and Roberto Flores Villasana (1921–2000) who was director of the faculty in 1959 (Galicía, 2018).

He was President of the Sociedad Mexicana de Neurología y Psiquiatría (Mexican Society of Neurology and Psychiatry) from 1951 to 1958. This Society was founded in Mexico City in May 1937, under the leadership of Guevara Oropeza who has been director of the psychiatric hospital *La Castañeda*. The idea was to get together specialists from both the public and private sectors, in an independent professional organization. During his term as president, he strengthened the corporate organization with rules and statutes (Cabildo, & Arellano, 2017) that remain until the present moment. Similarly, he promoted the publication of the Society's journal, together with Mario Fuentes Delgado (1905–1985), which was initially named *Archivos de Neurología y Psiquiatría de México* (*Neurology and Psychiatry Archives of Mexico*) (1937–1944) and subsequently *Neurología, Neurocirugía y Psiquiatría* (*Neurology, Neurosurgery and Psychiatry*), as it is known today.

In Mexico City, on September 21, 1951, the IV Centenary of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) was celebrated, and Falcón attended the event as a representative of the Catholic University of Leuven, Belgium. (Universidad de México, 1951).

In the same year, in Mexico City, in December 1951, the IV World Mental Health Congress was organized, by the Liga Mexicana de Salud Mental (Mexican League of Mental Health), with the participation of Falcón, Guillermo Dávila, Rogelio Díaz-Guerrero, Eduardo Krapf, Oswaldo Robles, and Werner Wolff (1904–1957). These distinguished professionals met to discuss the importance of exchanging knowledge and promoting communication between professionals in the Americas, so on December 17 of that year they founded the Sociedad Interamericana de

Psicología (Inter-American Society of Psychology) (SIP) (Gallegos, 2012a).

In Ciudad Trujillo, Dominican Republic, from December 10 to 19, 1953, the Primer Congreso Interamericano de Psicología (First Inter-American Congress of Psychology) was held. It is said that the founding members Oswaldo Robles, Werner Wolff, and Manuel Falcón chose that venue for the first congress, in order to commemorate the 450 years of the arrival of Christopher Columbus in the Dominican Republic, so it was the first bridge between the two worlds (Gallegos, 2012b). Falcón was one of the delegates from Mexico.

In Mexico City, 1954, he participated jointly with Manuel Camelo Camacho (1903–1969) in the first study to introduce chlorpromazine in Mexico.

In Paris, France, from October 20 to 22, 1955, was held the International Colloquium on Chlorpromazine and Neuroleptic Medicaments in Psychiatric Therapeutics, chaired by Jean Delay, who in 1952 discovered chlorpromazine as a neuroleptic agent, which revolutionized the treatment of psychiatric patients and began the era of psychopharmacology. Falcón Guerrero participated as the delegate from Mexico in the Colloquium with the presentation “Quelques observations cliniques sur l'emploi de la chlorpromazine” (Some clinical observations on the use of chlorpromazine); the French journal *L'Encephale* edited a special issue to publish the most relevant papers of that Colloquium (Falcón, 1956).

From the Mexican chapter of Sociedad Interamericana de Psicología (Inter-American Society of Psychology), of which he was president, he founded the Sociedad Mexicana de Psicología (Mexican Society of Psychology) (SMP) in 1957. From 1962 to 1985, he was a professor at the Colegio de Psicología of the Facultad de Filosofía y Letras of the Universidad Nacional Autónoma de México (School of Psychology, of the Faculty of Philosophy and Literature, National Autonomous University of Mexico), of the subject Abnormal and Pathological Psychology, and directed innumerable thesis and investigations. (Reidl & Echaveste, 2004; Rodríguez et al., 2008).

In Mexico City, in 1966, a group of psychiatrists began to organize and formed the Asociación Psiquiátrica Mexicana (Mexican Psychiatric Association), which was founded on March 31, 1966. Falcón participated in the Constitutive Act as one of the three representatives of the private psychiatric institutions (Ambrosio, 2009).

He was an active member in the associations as founder and pioneer, until his death. He was an honorary member of the Mexican-Texan Society of Neurology and Psychiatry. He participated in the editorial committees of their publications: *Neurología, Neurocirugía y Psiquiatría* (Neurology, Neurosurgery and Psychiatry), *Revista Interamericana de Psicología* (Inter-American Journal of Psychology), and *Actas Luso Españolas de Neurología, Psiquiatría y Ciencias Afines* (Spanish Portuguese Proceedings of Neurology, Psychiatry and Related Sciences), among others.

Falcón was founder and promoter of many important and recognized professional associations in the field of neurology, psychiatry, and psychology, thanks to the prestige he possessed, both nationally and internationally, and for the appreciation that his colleagues lavished on him. His active and enthusiastic participation in the mental health environment led him to have a prominent place in the clinic, in the teaching, and in diffusion.

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- ▶ Gómez Arias, Ramón
- ▶ Krapf, Enrique Eduardo
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- ▶ Robles Ochoa, Oswaldo

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Farray González, Rubén

Born *La Habana, (Cuba), 21 April 1942*

Died *Santo Domingo, (Dominican Republic), 30 March 1999*

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Keywords

Dominican Republic · Education in Psychology · Research in Psychology

Dr. Rubén Farray contributed to the development of Psychology in the Dominican Republic in the academic field as he restructured and raised the level of the offer of one of the two existing programs. In the professional aspect, he showed that it was possible to include Psychology in unsuspected areas, expanding its presence to the most diverse fields of work.

He began his studies of Psychology in Cuba in 1959, later moving to Belgium in 1961, continuing at the Catholic University of Louvain, where he received a Bachelor of Psychology, obtaining the degree of “Great Distinction.”

After completing his studies, he continued working in the Laboratory of Experimental and Social Psychology at the Catholic University of Louvain, where he carried out research on human learning, specifically, in concept formation. They were key years for his training and orientation

towards Experimental Psychology, so he had to strengthen his mastery of experimental designs, instrumentation, methodology, and statistics. All this closely related to his remarkably organized personality.

The year 1967 marked important changes in his life, he married Dr. Ana Rosa Bergés Dreyfous, whom he met during their stay at the Catholic University of Louvain, and this fact led him to the Dominican Republic, which became his homeland of adoption since his transfer in 1969. From his marriage to Dr. Bergés, he had two children: Daniel and Leonor, and six grandchildren.

Shortly after his arrival in the country, in the same 1969, he went on to direct the Department of Psychology at the Pedro Henríquez Ureña National University (UNPHU), which had been founded two years earlier. In fact, the career of Psychology had begun in the country in 1967 and was offered simultaneously at the state university Universidad Autónoma de Santo Domingo (UASD) and at UNPHU (sponsored by a foundation).

Reflecting on the significance of the incorporation of Dr. Farray to the Department of Psychology at that time, Mr. José Cruz, who was its first director, says when celebrating 30 years of the beginning of the profession in the Dominican Republic: “*During the second year of the degree, Dr. Rubén Farray was employed, who was hired full time. There is no doubt that Rubén was key in the scientific and human formation of that first class of UNPHU students*” (Cruz, 1998, p. 42). These two words properly describe Dr. Farray, scientist and humanist.

Under his direction, a transformation of the pensum began, originally with a notable philosophical and scholarly load, reinforcing the scientific orientation. Subjects such as Experimental Psychology are introduced, creating a laboratory, Animal Psychology, Psychodiagnosis, with objective and projective tests, Tests and Measurements, Psychotherapy, and others. The new curriculum promoted by Dr. Farray took the degree to five years divided into two cycles: the first of three years qualified for a title of Technician in Psychometry (with the requirement of a monograph).

The training had a strong component of research designs, psychometrics, and statistics.

The second two-year cycle, leading to the Bachelor of Psychology, which could focus on one of the three areas: Clinical, School, or Industrial (with the requirement of a degree work). The concentration included a year with a strong content of supervised professional practice.

This approach was very innovative and an extraordinary advance for the profession of Psychology in the Dominican Republic. Student enrollment grew considerably. The graduates of this program were in great demand in the limited market at the time, while at the same time they showed very good performance in the programs offered in foreign universities where they went to pursue specialized studies. In the early years, a tendency was generated among the students of Psychology of the UNPHU to study French in the French Alliance, in preparation to go to the Catholic University of Leuven, and indeed, a relatively large group, perhaps very numerous if we consider the size of our economy at that time, was formed in Leuven, which was a consequence of the positive leadership of Dr. Farray.

Despite his intense academic life, Dr. Farray continued his doctoral training at the Catholic University of Louvain, presenting his thesis in 1972, obtaining “The greatest distinction” and congratulations from the jury.

In those early years, Dr. Farray was responsible for methodological training, while stimulating his outstanding students to study at foreign universities, for which he facilitated their personal and academic relationships (among which, of course, the University Catholic of Leuven).

As of 1980, he served for two years as dean of the Faculty of Social Sciences and Humanities of the Technological Institute of Santo Domingo (INTEC), where he also taught in the career of Psychology.

In 1982, he returned to the Pedro Henríquez Ureña National University (UNPHU) as Dean of Planning, to direct a project with funds from the Inter-American Development Bank, later becoming dean of the Faculty of Education and Humanities.

In addition to his contributions to academia, Dr. Farray made contributions as a professional in

Psychology both publicly and privately, opening fields of work and perspectives to his former students.

In the public sector, his work as an advisor to the National Council for Children and Adolescents (CONANI), the National Council for Higher Education (CONES), which became the Ministry of Higher Education, Science and Technology, and the Secretary of State of Education and Culture (currently the Ministry of Education), stands out.

At a private level, he was a psychopedagogical advisor to the Colegio Nuestra Señora de la Altagracia (CONSA) for more than two decades and offered his consulting skills for research in education and social sciences and ventured into commercial research.

Since his relationship with the center began through its director, Alicia Guerra (1922–2016), who was one of his students at UNPHU, he maintained a constant collaboration, regardless of the positions he held in other institutions, each week he dedicated a few hours to the center, received students, and gave them vocational guidance, orienting parents and teachers, advising the collegiate management of the center. The psychology department is currently named after him.

As a person, Dr. Farray maintained an exquisite treatment with people, and open to all kinds of people, he had the virtue of keeping distance, being both close and empathetic. He was an excellent son, father, and husband. At a time when it was not a topic of discussion, he showed exemplary treatment towards his wife, whose career in Law stands out as a Judge of the Supreme Court of Justice, supported by striving to contribute to the professional development of both, and they both shone.

Those of us who had the privilege of being his disciples remember him with great affection, admiration, and respect. Dr. Farray is a professional, academic, and personal reference.

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- [Cruz, José Reynaldo](#)

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Fernández Bauzó, Edwin Barry

Born *on December 7, 1941, in San Juan, Puerto Rico*

Nellie J. Zambrana Ortiz
University of Puerto Rico-Río Piedras, San Juan,
Puerto Rico

Keywords

Puerto Rico · Gender · Violence · and Systemic group psychotherapy

Born and raised in Puerto Rico, Edwin Fernández Bauzó is the only son of Graciani Fernández and Dominga Bauzó who had a short but intense love relationship. Dr. Fernández Bauzó was about 3 months old when he and his mother moved to live with his maternal grandparents Celestina and Domingo Bauzó, in Canóvanas, Puerto Rico. A couple of years afterwards, his mother moved to the United States, while he stayed with his grandparents until he was 22 years old. During his childhood, he received a strong religious orientation that has been important in his life.

Dr. Fernández Bauzó completed his studies in the public system of Puerto Rico, where he graduated with honors in 1958. He was accepted to the University of Puerto Rico, Río Piedras Campus (UPR-RP), where he earned, in 1963, a Bachelor of Arts, Cum Laude, from the Faculty of Social Sciences. In 1964, he moved to Massachusetts, where he obtained a Master's degree in Education from Boston University in 1965. He returned to Puerto Rico and, at 23 years old, worked as Researcher and Faculty Member at the Department of Psychology, Faculty of Social Science,

at UPR-RP. He taught courses such as Introduction to Psychology, Personality Development, Personality Theories, Group Dynamics, and Human Sexuality at undergraduate level.

That year, 1965, Dr. Fernández Bauzó married Miriam Rodríguez. A life-changing experience came 13 years after their marriage when they decided to adopt two babies: Myrna and Eduardo. He stated that “with this experience I fulfilled two of the most important goals of my life: fatherhood and having adopted children” (E. Fernández, personal communication, 2020).

In 1974, he completed a Doctoral degree in Philosophy, in Counseling Psychology at Temple University, Philadelphia, Pennsylvania. Upon his return to Puerto Rico, he was elected President of the *Asociación de Psicología de Puerto Rico* (APPR, Puerto Rican Psychological Association). He continued his academic work at the UPR-RP, where he conducted graduate courses such as Personality Theories, Ethics, Family and Social Theory, Individual Psychotherapy, Psychotherapy Supervision, and Research Supervision. Through his career, he was the director of multiple master's thesis and doctoral dissertation committees.

Among Dr. Fernández Bauzó's achievements was the creation of three courses for the Psychology Graduate School: Group Psychotherapy, Family Psychotherapy, and The Group as Agent of Social Change. Furthermore, he developed a systematic way to carry out group psychotherapy: Interactional Systemic Group Psychotherapy. He has dedicated many years of active professional practice to find ways to manage controversial social issues such as the social roots of the divorce, anorexia in teens, violence and power, gender violence, and spiritual beliefs.

In July 1990, Dr. Fernández Bauzó and three other Puerto Rican psychologists – Edwin Cruz Díaz, Juan J. González Armendero, and Félix A. Román Tirado – founded a nonprofit organization named “Collective of Ideologies and Experiences of Genders,” to address the problem of gender violence and its manifestations in couples' relationships. One of the finest works of the Collective was to develop a new social personal perspective to work with males that are violent with their partners, with the end goal of transforming

gender violence. His knowledge on gender topics allowed him to take an important role in the evaluation and self-scrutiny of the judicial system in Puerto Rico. He was one of the 17 members of the Special Judicial Commission to investigate gender discrimination in the Courts of Puerto Rico.

At the age of 49, medical examinations and biopsy revealed the existence of a retroperitoneal cancerous tumor (cancer in the lymphatic system). He underwent chemo and radiation therapy. He experienced a healing process that encompassed medical, physiological, psychosocial, and spiritual dimensions. He engaged in a philosophy of life to transform acts of fear and violence into acts of love and gentleness towards himself and others. This philosophy changed and refocused all aspects of his life until present day.

After a fulfilled professional career, with 32 years of treasured service, he retired from the University of Puerto Rico in December 1999. He continued with the most important work of his life as a founding member of the “Collective of Ideologies and Experiences of Genders.” Throughout this work he realized the need for a group to promote spiritual development. Thus, he created the “Study Group for Personal Spiritual Development and for Humanity Spiritual Evolution.” From the Study Group emerged a monthly spiritual practice: the festivity of the Full Moon planetary experience. He authored three books: *Espiritualidad Hecha Hombre (Spirituality Turned Into Man)*, *Conectándonos con el Ruiseñor que Canta en Nuestro Interior (Connecting with The Nightingale that Sings Inside of Us)*, and *De la Convivencia Polarizada hacia la Convivencia Armoniosa (From Polarized Coexistence Towards Harmonious Coexistence)*.

At the age of 68, after living for two decades with kidney dysfunction, he was diagnosed with renal failure. Instead of receiving the diagnosis as a death sentence, he envisioned the opportunity to learn new life lessons and to consciously live in tune with his spiritual being. A few months after the diagnosis, his daughter Myrna donated to him one of her kidneys.

Dr. Fernández Bauzó has built a strong and yet sensitive personal narrative of his life. He lives in Luquillo, a colorful seashore municipality where

he feels connected with the beauty of nature. At 78 years old, facing the coronavirus pandemic, he reflects and shares:

I am deeply grateful to live manifesting the never-ending energy of love. The Coronavirus is communicating to each person that his/her priority must be to maintain the continuity of life. Coronavirus has shown us that it is imperative to nurture and protect human life and the forces that promote it. We are one with nature. (E. Fernández Bauzó, Personal communication, April, 7, 2020)

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Fernández Guardiola, Augusto

Born *in Madrid (Spain) on March 24, 1921.*

Died *in Mexico City on May 19, 2004.*

Nuria Lanzagorta Piñol
Carracci Medical Group, Mexico, Mexico City,
Mexico

Keywords

Mexico · Spain · France · Cuba ·
Psychophysiology · Sleep · Epilepsy · Pain ·
Kindling

Dr. Fernández Guardiola was born into a liberal family in Madrid's iconic Lavapiés neighborhood. His father was a graphic artist who drew with such finesse that among other activities worked for Santiago Ramón y Cajal (1852–1934) artistically reflecting the neural discoveries that the histologist made from the microscope. As a child, Augusto was fortunate enough to meet the neuroscientist (Pérez-Rincón, 2004).

After the proclamation of the Second Spanish Republic, the Civil War broke out in 1936. During this time, Augusto had his first encounter with electrical activity, joining the Alpine Battalion of the Republican Army of the Sierra de Madrid repairing the communications cables. In 1939, like thousands of republicans, the Fernández Guardiola family was forced into exile (Fernández-Mas et al., 2009).

From Spain they left for Algeria and in 1940 they arrived in Nicaragua. In Managua, Augusto joined the Pan American Public Health Service as a research assistant with Dr. Rosenfeld (1913–1990). Later, he was head of a tropical

wildlife laboratory in the City of Corinth in Nicaragua where he studied mainly malaria mosquitoes. It was in 1944 that Augusto and his family decided to emigrate to Mexico (Fernández-Mas et al., 2009).

After failing to enter the chemistry career by oversaturation, Fernández Guardiola studied the career of medicine at the Facultad de Medicina (Faculty of Medicine) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) from 1946 to 1951. He specialized in neuropsychiatry at the Escuela de Posgraduados de la UNAM (UNAM Graduate School) from 1953 to 1955. He was a student of leading specialists such as Drs. Dionisio Nieto (1908–1985), Efrén Carlos Del Pozo Rangel (1907–1979), Ramón de la Fuente (1921–2006), and Arturo Rosenblueth Stearns (1900–1970) (Pérez-Rincón, 2004).

At UNAM he was part of the Instituto de Investigaciones Médicas y Biológicas (Institute of Medical and Biological Research), actually the Instituto de Investigaciones Biomédicas (Institute of Biomedical Research), and later was professor of the Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters), actually the Facultad de Psicología (Faculty of Psychology), of which he became Professor Emeritus.

From 1958 to 1959, he studied a master's degree in physiology at the Faculté des Sciences d'Aix-Marseille Université (France), where he was also an associate researcher in the neurophysiological research group of Dr. Henri Gastaut (1915–1995) together with Dr. Robert Naquet (1923–2005). In that same school, he completed his doctorate in biological sciences (1969) with the thesis "La voie visuelle du Chat: mécanismes de contrôle et de régulation" (The study of the regulation of the visual pathway in the cat). In 1961 he made a postdoctoral stay at the University of Oregon (Portland, USA) under the tutelage of Dr. Robert S. Dow (1908–1995) (Fernández-Guardiola, 1969; Pérez-Rincón, 2004).

In 1963 he founded in Cuba the Laboratorio de Psicofisiología (Laboratory of Psychophysiology) of the Instituto de Investigaciones de la Actividad Nerviosa Superior (Institute of Research of the

Higher Nervous Activity) of the University of Havana. Later in Mexico, in 1965 and 1968, he headed the Departamento de Electrofisiología Clínica Experimental (Department of Experimental Clinical Electrophysiology) of the Instituto Nacional de Neurología y Neurocirugía (National Institute of Neurology and Neurosurgery). He founded and directed the Unidad de Investigaciones Cerebrales (Brain Research Unit) at the same center and later, in conjunction with Dr. Ramón de la Fuente (1921–2006), he was part of the Instituto Mexicano de Psiquiatría (Mexican Institute of Psychiatry), founding the División de Investigaciones en Neurociencias (Division of Research in Neurosciences) which directed from 1979 to 2002 (Fernández-Mas et al., 2009; Pérez-Rincón, 2004; Vargas Rangel, 2006).

Throughout his career, Fernández Guardiola published more than 170 articles in scientific journals, 40 outreach articles, and 3 books. His texts have been quoted in more than 1250 publications. He disseminated his research papers at around 500 scientific meetings, led more than 30 theses, and was member of various editorial committees. Thanks to his scientific contribution, he was awarded many national and international prizes, among them the “Dr. Eduardo Liceaga” award of the Academia Nacional de Medicina (National Academy of Medicine of Mexico) (ANMM) (1975), the prize of the Chinoin Fund “Alejandro Celis” of the ANMM (1977), the Research Award “Miguel Otero y Arce” of the Secretaría de Salud (Ministry of Health) (1980), the Premio Nacional de Psiquiatría “Dr. Manuel Camelo” (National Award of Psychiatry) (1987), the Premio Universidad Nacional en el área de Investigación en Ciencias Naturales (Award of the National University in the area of Research in Natural Sciences) (1992), the appointment as Researcher Emeritus by the Sistema Nacional de Investigadores (National System of Researchers) (SNI) (1993), the “Dr. Maximiliano Ruiz Castañeda” Award of the ANMM (1994), and the Premio Nacional de Ciencias y Artes (National Award for Sciences and Arts) (1999). In his quest to help the promotion of science, he was a founding

partner of the Sociedad Mexicana de Ciencias Fisiológicas (Mexican Society of Physiological Sciences), the Society for Neuroscience, and the Sociedad Mexicana de Epistemología (Mexican Society of Epistemology). In Spain (1994), thanks to the invitation of Dr. José M. Delgado García (born 1945), Fernández-Guardiola participated in the creation of the Escuela Iberoamericana de Neurociencia (Ibero-American School of Neuroscience) of the Universidad Internacional de Andalucía (International University of Andalucía) (Huelva), whose master’s and doctoral programs are currently used at the Universidad Pablo de Olavide (Pablo de Olavide University) of Seville (Delgado, 2004; Muñoz et al., 2005; Pérez-Rincón, 2004; Vargas Rangel, 2006).

Known in the guild as the father of psychophysiology in Mexico, Fernández Guardiola contributed to the study of brain physiological processes that generate mental functions. Much of his research was developed by exploiting in his experiments the “on” model (*kindling*) to explore the electrophysiology of sleep, epilepsy, and pain. His main lines of research explained the role of lattice formation in sensory information processing, epilepsy pathophysiology, the role of endogenous opioids in different brain functions, the influence of melatonin and thyroxine-releasing hormone on the brain, and the formation of consciousness (Colotla, 2016; Delgado, 2004; Fernández-Mas et al., 2009; Vargas Rangel, 2006).

Throughout his life, Fernández Guardiola was not only a scientist. In Nicaragua he was a professional soccer player, and as a follower of that sport, he was a fan of Real Madrid and the Pumas of UNAM. As a regular reader and lover of poetry, at his home in Cuernavaca he met various personalities from the intellectual, political, artistic, and cultural world. Some people claim that Gabriel García Márquez (1927–2014) wrote “One Hundred Years of Solitude” on a typewriter borrowed by Fernández Guardiola and that he inspired the character of the gypsy Melquíades in the novel that gave the Premio Nobel (Nobel Prize) to the Colombian writer (Delgado, 2004; Fernández-Mas et al., 2009; Pérez-Rincón, 2004).

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Fernández Ibarra, Niksa Yolanda

Born *San Fernando (Chile), August 7, 1933*

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Keywords

Venezuela · Chile · Jungian Psychology ·
 Psychodrama

Niksa Fernandez, in 1951, entered the University of Chile where she studied Pedagogy in English, finishing her studies in 1955. She began studying

psychology at the same University. During her student life, she was an activist in pacifist movements and the defense of human rights. In 1957, 2 years before finishing her studies, she married Aurelio Rodríguez (1931-). She traveled to Venezuela for the first time, as her husband held a position in Maraven, an oil company subsidiary of *Petróleos de Venezuela, S.A. (PDVSA)* (Venezuelan Petroleum). She returned to Chile to defend her thesis, entitled “The phenomena of attention and habituation,” and obtained her degree as a psychologist in 1960. She returned to Venezuela again where she finally settled, developing a long professional career.

Her first professional job was as a clinical psychologist at the *Consejo Venezolano del Niño* (Venezuelan Council for Children) in 1963. She worked at the *Ministerio de Sanidad y Asistencia Social* (Ministry of Health and Social Assistance) where she directed the *Departamento de Psicología* (Department of Psychology) at the *Centro de Salud Mental de El Peñón* (Mental Health Center of El Peñón) (1965). She became Professor of Clinical Psychology at the *Universidad Católica Andrés Bello (UCAB)* (Andrés Bello Catholic University), where she remained for more than 20 years (1971–1992).

She acquainted herself in the world’s leading psychotherapeutic approaches of the time. In the United States, she trained as a Psychodramatist at the *Psychodrama Institute* in Beacon (1972–1974), with the creator of this psychotherapeutic school, *Jacobo Levi Moreno* (1889–1974), and his wife, *Zerka Toeman Moreno* (1917–2016). Moreno nicknamed her “the Muse of Caracas.” In that same period, she specialized in Transactional Analysis, Group Dynamics, Gestalt Therapy, and Family Therapy, in addition to obtaining a Master’s Degree in Humanistic Psychology at California State University in 1982, where she received classes with *Virginia Satir* (1916–1988), creator of systemic psychotherapy and outstanding representative of the humanistic movement.

In 1974, accompanied by *José Geller* (1931-), she initiated the training program in Psychodrama in Venezuela, founded the *Instituto Venezolano*

de Psicodrama y Psicología Humanista (Venezuelan Institute of Psychodrama and Humanistic Psychotherapy), whose proposal was based on the dissemination of the model by applying continuous training strategies for adults, based on seminars and intensive marathons where attendees live together for full weekends, promoting the process of personal immersion in the Therapeutic Psychodrama. After Moreno’s death, he continued in contact with the psychodrama movement, coordinating and participating in updating events inside and outside the country.

At the end of that same decade (1979), Professor Fernández, together with a group of Venezuelan psychotherapists, founded the *Instituto Venezolano de Gestalt* (Venezuelan Institute of Gestalt) (IVG), where she developed activities as a teacher and codirector.

In 1980, she became a professor of the master’s degree in Psychology at the *Simón Bolívar University* (1984–2002). Parallel to teaching, she carried out a wide range of activities in Organizational Consulting and Professional Development. In the 1990s, when the Venezuelan Institute of Psychodrama and Humanistic Psychotherapy was dissolved, he founded the *Escuela Venezolana de Psicodrama* (Venezuelan School of Psychodrama) (EVP), based in Caracas, Maracaibo, and Barquisimeto.

This nonprofit association was born with the mission to disseminate the model in the country and train professionals as psychodrama facilitators. This training is provided at three levels: experiential, theoretical-technical training, and applied research. The institution also edited five issues of the *Cuadernos de Psicodrama* (Psychodrama Papers), which were an important pathway in psychotherapy training, and in which Niksa Fernández played a central role.

Two clinical psychologists trained in the initial groups joined the teaching team: *Henry González* (1952-) and *Edwin Muñoz* (1958-), who became members of the EVP’s management team.

As a result of the work carried out, the EVP joined the *Foro Iberoamericano de Psicodrama* (Iberoamerican Psychodrama Forum) (FIP) in 2005 and, between 2007 and 2009, coorganized

the *VII Iberoamerican Congress of Psychodrama*, held in Quito, Ecuador in 2009.

Simultaneously to her work and academic activity, Fernandez graduated as a Jungian Analyst in 1998 and became a member of the International Association for Analytical Psychology (IAAP) of Zurich and of the Sociedad Venezolana de Analistas Jungianos (Venezuelan Society of Jungian Analysts), where she was Vice-President (2003–2005) and President (2005–2007). She is currently an honorary member of the Sociedad Chilena de Psicología Analítica (Chilean Society of Analytical Psychology) (SCPA) and Supervisor of Jungian Analysts approved by the IAPP.

In 2013, she published the book *Psicodrama Arquetipal* (Archaeotypal Psychodrama), which integrates the theoretical foundations of Jungian Analytical Psychology with Moreno's psychodramatic methodology. From this theoretical proposal, she designed the "Archaeotypal Psychodrama" Training Program which she taught during 2015–2017. Since 2009, she is a guest professor at the Facultad de Teatro (Faculty of Theatre) of the Universidad de Chile (University of Chile), where she teaches Psychodrama in the Postgraduate Program of Dramatherapy. Annually, she teaches the workshop "Archaeotypal Psychodrama with Fairy Tales" as part of the Diploma of Analytical Psychology at the Pontificia Universidad Católica de Chile (Pontifical Catholic University of Chile). She continues to practice private practice, in addition to developing a line of creative research on the collective unconscious, archetypes, and intermediary objects (Fernández, 2013).

She complimented her professional activity leading and supervising organizational, community, educational, and clinical interventions and continues to maintain relevant participation in international events in psychology, psychotherapy, group psychotherapy, and psychodrama.

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Fernández Pardo, Gustavo

Born in Cuba, February 11, 1935

Died in Mexico City, May 20, 1991

Dolores Mercado Corona

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Keywords

Mexico · Experimental behavior analysis · Psychometrics

He was Gustavo's Fernández Bujía (1901–1983) and Carolina's Pardo Blanco (1902–1992) oldest child. His major in psychology was done at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM).

He obtained his philosophical degree in 1970 from the School of Education of the University of Texas at Austin with a working paper entitled "A Behavioral Analysis of Conceptual Behavior" in which he applies the behavioral analysis to concepts task in a time when cognitive psychology was just starting.

After he obtained his PhD degree in Austin, Fernández returned to Mexico and became a professor and researcher at the Departamento de Psicología General Experimental de la División de Estudios de Posgrado (Department of General Experimental Psychology of the Division of Graduate Studies) in the Facultad de Psicología (Faculty of Psychology) (FP) (UNAM). Eventually he collaborated with the Universidad de Yucatán (University of Yucatan) and with Universidad Anáhuac (Anahuac University).

He was Luis Lara Tapia's assistant at the Colegio de Psicología (Psychology College) (part of the Facultad de Filosofía y Letras [Faculty of Philosophy and Literature]) in UNAM. Later, Luis Lara Tapia influenced him to transform the Colegio de Psicología (Psychology College) into the present FP.

In the early 1960s, the young Xalapa group of psychologists (Victor Alcaraz, Antonio Gago, Emilio Ribes, Florente López, Serafín Mercado, Francisco Montes, and María Antonieta Maldonado) marked the beginning of the Experimental Behavior Analysis in Mexico. They created the Departamento de Psicología (Psychology Department) at the Facultad de Ciencias (Science Faculty), in the Universidad Veracruzana (University of Veracruz) Xalapa campus, a place where Experimental Behavior Analysis in México was born. In 1966 another important group of behavior analysts was incorporated, led by Gustavo Fernández Pardo, Javier Aguilar Villalobos, and Arturo Bouzas (Martínez 2006).

His strong background in quantitative analysis and evaluation allowed all his work to be within the most rigorous standards of the scientific methodology. The strength of his methodological work was the result of the combination of the methods of Experimental Behavior Analysis, Experimental Psychology, and Psychometrics learned at the Colegio de Psicología (Psychology College) at the UNAM, knowledge that would be widened with his doctoral studies.

With great creativity in approaching the work of research, he covered a wide range of topics, among them are complex and mediated learning (as contingency-shaped or rule-governed behavior, discovery learning, subjective probability, learning, and language usage), health psychology (risk factors for coronary diseases, primary and secondary prevention for diabetes, immune capacity on elderly people), and psychometry.

He developed the Personality Factors Guide GFP, to measure personality type A, a psychometric test in which personality type A is considered a risk factor for coronary diseases. It measures its components: hostility, temporary urgency, and perfectionism.

Fernández Pardo was against publishing to obtain incentives and meet the productivity demands without putting quality in the first place. He emphasized that the reason to publish was to have something really important to say.

Under his supervision the Escuela Activa Integral A.C. (Comprehensive Active School) was created in 1972 in Culiacan City. Its pedagogy was based on the principles of the Experimental

Behavior Analysis. As a teacher, Fernández Pardo was not satisfied by only communicating because he considered himself a formative educator. His teacher-student connections were singular. His aim was that the student discovered the knowledge so that learning was well consolidated and that this discovery was very significant and generated motivation for the continuous search for knowledge. His success criteria to know if there had been learning were that the students were able to teach and apply critically what they have learned.

Lara Tapia (1993) reminded him like this: “He was a great leader, teacher and friend who taught us how virtues of an only qualified one, can make possible a duty for which many dozen men would be required. . . he taught us that science is the correct place for psychology, without prejudice of it humanistic sense” (Urbina 1993, p. 20).

On his way through Mexican psychology, Fernández Pardo taught his students that psychological topics should be approached from a rigorous scientific perspective, a perspective of science and psychology which would allow them to take one step further from any commonplace. With great generosity he taught his students not to repeat, but to innovate.

To conclude, we like to evoke the phrase he liked to be introduced with whenever someone talked about him: “He reads Quevedo.” Francisco de Quevedo was a poet of the Spanish classical literature, whose work is a challenge for intelligence and sensibility.

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Fernández-Álvarez, Héctor Manuel

Born in *Buenos Aires, Argentina, on July 27, 1944*

Claudia Bregman

Fundación Aiglé, Buenos Aires, Argentina

Keywords

Argentina · Fundación Aiglé · Psychotherapy · Psychotherapy trainer · Research · National and international organizations · Journal editor

Fernández-Álvarez was born in a family of Spanish immigrants, who faced economic hardships and promoted university education of their two children. He developed professionally and raised a family in the city of Buenos Aires.

Finishing his high school at Escuela Superior Carlos Pellegrini (High School Carlos Pellegrini) in 1961, Fernández-Álvarez began university studies in the humanities at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the Universidad de Buenos Aires (University of Buenos Aires, UBA). He soon switched to the undergraduate Psychology program at the same university and graduated with a degree in psychology in 1967. In 1995, he obtained his doctoral degree in psychology, from the Universidad Nacional de San Luis (National University of San Luis, UNSL). His doctoral dissertation analyzed the social representation of psychotherapy by medical physicians.

During the earlier years of his professional career, Fernández-Álvarez sought to achieve an expansive and eclectic clinical training. He was a graduate trainee at Hospital de Clínicas José de San Martín (Clinical Hospital José de San Martín), where traditional psychiatry coexisted with shock therapy for hospitalized patients, and a psychotherapy approach based on Binswanger existential analysis. He trained in child psychotherapy at Hospital Piñero (Piñero Hospital) and completed graduate training at the Hospital Neuropsiquiátrico Dr. J. T. Borda (Neuropsychiatric Hospital J. T. Borda) for severe conditions. He

specialized in an approach that combined Kleinian psychoanalysis with models of social psychiatry. With Cleto Santa Coloma (1946–2021), one his first supervisors, Fernández-Álvarez worked in the working class neighborhood of Isla Maciel, in Buenos Aires, through the application of Harry Stack Sullivan's Interpersonal Theory, to help patients with severe mental health illness. Fernández-Álvarez's first paid work was in a private clinic dedicated to serve children with autism.

Fernández-Álvarez began teaching at 19 years of age, as assistant to José Itzigsohn (1924–2018) in the course of General Psychology at UBA. Before graduating, he was an assistant in the program chaired by Emilia Ferreiro (1937–), a disciple of Jean Piaget (1896–1980), whose research focused on the relation between thought, cognition, and language (Colli, 2006).

At the roots of Fernández-Álvarez's professional development, there are diverse theoretical and applied perspectives, which greatly contributed to the search of an integrative approach in mental health. Fernández-Álvarez recognizes those who played a key influential role in each of the approaches: José Itzigsohn in the reflexology movement, Jorge Saurí (1932–2003) in the humanistic-existential approach, and León Ostrov (1909–1986) in psychoanalysis, among others (PSIENCIA, 2009).

Throughout his career, Fernández-Álvarez has developed a prolific educational career as educator in Argentine universities as well as in Chile, Ecuador, Spain, Guatemala, Panamá, and Uruguay. He obtained his first Chair professorship in 1968, at age 23, at Universidad de Belgrano in Buenos Aires, Argentina, where he taught for almost 50 years. He began by teaching Psychometrics, and since 1986, he led the Methods and Psychotherapeutic Techniques course, previously chaired by León Ostrov.

Fernández-Álvarez has been a key figure in the establishment of psychotherapy practice and research in Latin America. His work can be best understood in the context of the challenges in which it emerged: during the time in which a military dictatorship took hold of Argentina, and

created an oppressive climate, with thousands of citizens in exile or detained and disappeared. Fernández-Álvarez is a founding member and Honorary President at Fundación Aiglé, the place where he directs clinical services, teaching, and research. Fundación Aiglé, which means "torch" in Greek, created in 1977, under the initial name of Centro de Investigaciones Psicopatológicas (CIP) (Center for Psychopathological Research), was a response to the expulsion of many professors, from public universities, by the de facto government (Consoli et al., 2013). Fundación Aiglé was conceived, by Fernández-Álvarez and a group of colleagues from various backgrounds, as an "inner exile." It began as a refuge for freedom and tolerance, to practice and teach psychotherapy, as well as a place to foster the debate of ideas. Fundación Aiglé played an active role in creating an alternative to the dominant thought in mental health and psychotherapy of the time in the region. Today, Fundación Aiglé is an organization committed to excellence in the field of psychotherapy and promotes the values of solidarity and cooperation among participants, thus taking the institutional form of a collective production. This signature approach is also present in the Fundación Aiglé centers in Guatemala and Spain.

The organizing of the First Congress of Psychotherapy of Argentina, in 1981, at the Universidad de Belgrano, with the participation of Hans Eysenk (1916–1997) and Rubén Ardila (1942–), was a transcendental event (Consoli et al., 2013; Gómez & Esnal, 2015).

Fernández-Álvarez promoted Aiglé to have a central role in the promotion of new and valuable ideas through the organizing of activities with internationally renowned referents in the field (Fierro et al., 2018). Over 100 distinguished signatures are recorded in the visitors' book at Fundación Aiglé. Such interactions have allowed the development of relationships and cooperation agreements for joint activities. As an example of such collaborations, Fernández-Álvarez currently codirects the Master in Multidisciplinary Intervention and the Graduate Training Program in association with Universidad de Valencia

(University of Valencia), Spain. Fernández-Álvarez also participates in the Obsessive Compulsive Cognitions Working Group, directed by David Clark, at the University of New Brunswick, Canada.

In the early 1980s, Fernández-Álvarez introduced Cognitive Therapy in Argentina. His integrative vision led the way to the development of an integrative approach to psychotherapy, and the ideas were published in the 1992 book *Fundamentos de un modelo integrativo en psicoterapia* (Fundamentals of an integrated model of psychotherapy) (Fernández Álvarez, 1992). The details of the program were systematized in the book *Integración y salud mental: el proyecto Aiglé* (Integration and mental health: The Aiglé project), first edition in 2008 (Fernández-Álvarez, 2015).

The thinking of Fernández-Álvarez is widely integrative by nature and extensive in its influence and reach. It promotes a model that does not operate in a reductivist manner regarding different approaches. It rather relies on the different approaches through a theoretical understanding based on certain organizing principles:

(a) a broad information processing framework, (b) interventions focused both on the behavioral and experiential level, and (c) a psychopathological model organized around the central role of personality (Fernández-Alvarez & Fernández-Alvarez, 2017).

Fernández-Álvarez deserves recognition for his dedication to the development and training of psychotherapists. He has created and directs a graduate training program in association with national universities in Argentina and the Ackerman Institute for the Family in New York City.

Aware of the deep social and economic inequalities in the world, Fernández-Álvarez has been leading, for over 25 years, the PATER program (Spanish-language acronym for Therapeutic Care Program for People with Limited Resources). The PATER program aims to help reduce the negative health impact experienced by people who deal with the dual problem of

mental health illness and limited economic resources.

Fernández-Álvarez's interest in research is connected to his search for better outcomes in clinical practice. The research programs he directs are Practice Oriented Research (POR). The purpose of POR is to facilitate the engagement of clinicians in the creation, development, design, and implementation of projects to be carried by or with researchers.

Fernández-Álvarez studied variables traditionally neglected in empirical research, specially variables tied to the personal style of the therapist (PST). The PST was operationalized as a construct through the questionnaire of the personal style of the therapist (PST-Q). The PST-Q was translated to English and Portuguese, and utilized in various countries. There is evidence of its value as a moderating variable in psychotherapy outcomes, and of its capacity for discrimination among psychotherapists based on their tasks, theoretical orientations, and experience.

Fernández-Álvarez directs the Treatment Effectiveness Program. The purpose of this program is to evaluate treatment effectiveness for treatments designed based on the Integrative Model of Psychotherapy of Fundación Aiglé. The program assesses processes and outcomes of psychotherapy and follow-ups of completed treatments.

Leadership skills, and recognition by colleagues, brought Fernández-Álvarez to promote the creation of national associations, like AATC (Asociación Argentina de Terapia Cognitiva – Argentine Society of Cognitive Therapy), and Latin-American societies like ALAPCCO (Federación Latinoamericana de Psicoterapias Cognitivas y Conductuales – Federation of Latin American Cognitive and Behavioral Psychotherapies), a conglomerate of National Associations of Cognitive-Behavioral Psychotherapies in Latin-America, also ALAPSI (Asociación Latinoamericana de Psicoterapia Integrativa – Latin-American Association of Integrative Psychotherapy), and FLAPSI (Federación Latinoamericana de Psicoterapia – Latin-

American Federation of Psychotherapy) (Fernández-Álvarez & Bregman, 2018).

Fernández-Álvarez has served in prominent positions in scientific and professional organizations: President of the Sociedad Interamericana de Psicología (Interamerican Society of Psychology, SIP, 2003–2005), President of the Capítulo Latinoamericano de la Sociedad para la Investigación en Psicoterapia (South-American Chapter of the Society for Psychotherapy Research, SPR, 2003–2004), and Coordinator in the Education and Training Committee of the Society for the Exploration of Psychotherapy Integration, SEPI (2014–2016). Fernández-Álvarez's work has been published in 18 books of both his own and collaborative authorships, in over 100 articles in scientific journals, and in 40 book chapters.

For 27 years, Fernández-Álvarez directed the *Revista Argentina de Clínica Psicológica* (Argentine Journal of Clinical Psychology), a publication that reached international prestige given by index data bases like Clarivate, PsycInfo, and Scopus.

Fernández-Álvarez received important international and national awards. In 2016, Fernández-Álvarez received the Award for Distinguished Contributions to the International Advancement of Psychology, by the American Psychological Association (American Psychological Association, 2016). In 1999, he received the Interamerican Psychologist Award by the Interamerican Society of Psychology. In 2002, he was awarded the Sigmund Freud Award of the city of Vienna. In 2013, the Society for Psychotherapy Research recognized him with the Senior Career Award. In 2021, Fernández-Álvarez was one of the 200 graduates from University of Buenos Aires to receive a special recognition in the university's bicentennial anniversary. In 2021, the UNSL bestowed upon him an Honorary Doctoral degree in recognition for his trajectory. In 2022, the Society for the Advancement of Psychotherapy, Division 29 of the American Psychological Association, granted him the Distinguished Award for the International Advancement of Psychotherapy.

To conclude, Fernández-Álvarez is a clinician, educator, research supervisor, and mentor of various generations of therapists. He is engaged and recognized internationally. He is known for his intellectual honesty and generosity. The development of the Cognitive-Integrative Model in psychotherapy is one of his valuable contributions to the mental health field. He also has played a valuable role in the promotion of research in psychotherapy oriented by clinical practice.

In the socio-professional arena, Fernández-Álvarez continues to rally colleagues to advance the profession to its highest scientific status. Fernández-Álvarez is a tireless mental health worker who has always understood, and transmitted, that effort is a realization and not a sacrifice.

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Ferreira França, Eduardo

Born *Salvador, (Bahia, Brazil), 8 June 1809*

Died *High Sea, 11 March 1857*

Nádia Maria Dourado Rocha

Universidade Federal da Bahia, Salvador, Brazil

Keywords

Brazil · Psychology of the mental faculties

A member of a prominent family in Bahia's society, Eduardo Ferreira França was probably one of the first Brazilians with the possibility of studying in another country, since, during the colonial period, those born here could only study at the University of Coimbra.

No record of his school life in the period preceding the university course has been found.

He attended the Faculty of Medicine of Paris, where he received a solid naturalist education. He finished the course in 1836, presenting the thesis *Essay on the influence of food and drink on man's morale*. According to Blake (1893), this thesis was translated and published in 1851 by Dr. João Ferreira de Bittencourt e Sá. It has not, however, been located so far. It is possible that it disappeared in the fire that, in 1911, practically destroyed the collection of the Biblioteca da Faculdade de Medicina da Bahia (Bahia's Medical School Library). It should be noted that Portugal did not allow the creation of higher education institutions in Brazil, which only occurred in 1808, when the Royal Family arrived. In Salvador, D. João, then Prince Regent, authorized the creation of the Escola de Cirurgia da Bahia (Bahia's School of Surgery), currently the Faculdade de Medicina da Bahia (Bahia's School of Medicine), at the Universidade Federal da Bahia (Federal University of Bahia).

When he returned to Salvador, in 1835 he became professor of the Seção de Ciências Acessórias (Accessory Sciences Section) and lecturer by competition of Química Médica e Princípios Elementares de Mineralogia (Medical

Chemistry and Elementary Principles of Mineralogy) at the Faculdade de Medicina da Bahia (Bahia's School of Medicine) (Oliveira, 1942). He developed works seeking to identify elements of the environment that could explain people's behavior, a concern expressed since the elaboration of his inaugural thesis.

He was director of the Gabinete de História Natural da Bahia (Natural History Cabinet of Bahia) (Paim, 1972) and deputy both in the then Assembleia Provincial da Bahia (Provincial Assembly of Bahia) (1838–1839/1840–1841) and in the Assembleia Geral do Império (General Assembly of the Empire) (1848–1854). Due to his parliamentary activity he became interested in public health issues, expressed in the works: Influence of putrid animal emanations on man (1849) and Influence of swamps on man (1850).

According to Paim (1972), it was the parliamentary activity that led him to reflect on the issue of human freedom, and to write the book entitled *Investigações de Psicologia* (Psychology Research), published in 1854 in Salvador, capital of the Province of Bahia, presented in two volumes, with 284 and 424 pages, respectively, structured as follows: (1) Phenomena of Consciousness and Faculties; (2) Modifiability (sensibility, affectivity); (3) Motivity (movements); (4) Intellectual Faculties I (internal and external perception, relations between them, of the qualities of bodies and habit); (5) Intellectual Faculties II (cerebral sensitivity, sleep and dreams, consciousness, reason, memory, imagination, abstraction, composition, generalization, judgment, faculty of the future, faculty of faith, of the idea); Instincts (physical, intellectual, social, and moral); and (6) Will. In the bibliography of this work 16 authors were referenced more than three times, the most frequent being Adolphe Garnier (1801–1864), Étienne Bonnot de Condillac (1715–1780), and Joseph Tissot (1801–1876), with 17, 11, and 10 mentions, respectively.

As for the nationality of the authors cited by Ferreira França, the absolute majority were French, with one from other countries (Germany, England, and Italy) and two from Scotland. Philosophers constitute almost all the authors, the

exception being two from the medical field. This predilection for authors from France is not surprising. Since the eighteenth century, this country had already been influencing, especially politically, the Brazilian ideology. Santos (1905), in the first Memória Histórica da Faculdade de Medicina da Bahia (Historical Memory of the Bahia's School of Medicine), referring to the year 1854, points out that it was not only usual for students to go to Europe for improvement, but there was also, in the Faculdade de Medicina da Bahia (Bahia's School of Medicine), a predominance of the doctrines of the Faculty of Medicine of Paris. Fonseca (1893), in his Memória Histórica (Historical Memory) of 1891, when dealing with the collection of the Biblioteca da Faculdade de Medicina da Bahia (Bahia's Medical School Library), informs that most of the books were by French authors, and that of the 23 periodicals available, 12 were from that nationality. In a study on the intellectual genealogy of the inaugural theses presented to the Faculdade de Medicina da Bahia (Bahia's School of Medicine), Rocha (2001) analyzed the citations of 26 of them, published from 1852 to 1900, verifying that 1224 authors from 14 countries were cited, 50% of which were French.

There is another factor to consider – Ferreira França was a student at the Faculty of Medicine of Paris and must have lived with people who were the basis of his work, such as Adolphe Garnier, (1801–1864), François Achille Longet (1811–1871), Joseph Tissot (1801–1876), Pierre Gerdy (1787–1856), and Victor Cousin (1792–1867). Gerdy was even a docent in this house.

The mentioned book contains reflections on experimental psychology, and it was his intention, which did not materialize, to write another book dedicated to what he called rational psychology.

One fact worth mentioning is that he belongs to a family that has been dedicated to university teaching since the beginning of the nineteenth century. The first two generations were engaged in training doctors, and from the third generation on, until the present day, in training lawyers.

Eduardo Ferreira França published the book *Psychology Research* in Salvador, capital of the then Province of Bahia, in 1854, and there is no record, to date, of any work on this science having been published previously in Brazil. Just to have a parameter, it was published 46 years before the *Principles of Psychology*, by the American William James (1842–1910). Without a doubt, this is his main contribution to Psychology in Brazil.

Ferreira França died on the high seas during a voyage in search of medical treatment in Europe.

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Ferreiro, Emilia

Born in *Buenos Aires, Argentina, on May 5, 1937*

Ramiro Tau

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Keywords

Argentina · Switzerland · Mexico · School of Geneva · Genetic psychology · Development · Psycholinguistics literacy · Writing systems · Education

Emilia Ferreiro was a psychologist who graduated from the *Universidad de Buenos Aires* (University of Buenos Aires), Argentina (1962); she belonged to the first generation of psychologists in the country. At the Université de Genève (University of Geneva), Switzerland, she obtained a second degree in Psychology (1968) and then a doctorate in psychology specializing in Genetic Psychology (1970), with a dissertation on the temporal relationships in child language, directed by Jean Piaget (1896–1980), who wrote a foreword for its publication (Ferreiro, 1971).

After her studies in Argentina, the military intervention of the universities in 1966 put an end to their autonomy. The political and institutional tension in Argentina led her and her husband, the physicist and epistemologist Rolando García (1919–2012), to go into exile (González, 2019). Therefore, in 1967 she settled in Geneva, where she first worked as an assistant for Hermine Sinclair, she collaborated with Bärbel Inhelder and finally became the only Latin American with a doctoral thesis supervised by Piaget (Ferreiro, 1999). At the same time, she collaborated with courses in psycholinguistics and was in charge of a course in psychoanalysis for undergraduate psychology students at the University of Geneva. During the last two years of that stay (1969–1970), she also worked as a researcher at

the International Centre for Genetic Epistemology (UNIGE, 1968, 1970, 1972).

After concluding her doctoral studies, she returned to Argentina in 1971, only for four years, as a new military coup d'état took place in 1976. During this short period, she worked intensively. Her previous interest in psycholinguistics and children's thinking moved towards the problem of school failure, especially considering the role of literacy and written production. At a time when reading and writing were conceived as perceptual and motor control activities, she proposed new hypotheses. Through innovative interview procedures, she obtained data suggesting that small children were able to think about the writing system in unexpected ways. Also during this period, she co-founded, with Gregorio Klimovsky and Rolando García, the IPSE (Institute of Psychology and Genetic Epistemology) in 1972. Created in Buenos Aires, this organization developed training, research, and publication activities during these four years. Within this institutional framework, in 1973, she started a study and research group composed of volunteers with an initial degree in Psychology or Pedagogy. In 1974, she was appointed as Professor of Genetic Epistemology and Theory of Intelligence at the University of Buenos Aires, where she introduced a renewed view of Piagetian work (Tau, 2021). By the end of 1974, for political reasons, this university chair was closed, and its members were removed from their positions. In 1975, the social violence that preceded the 1976 coup d'état made inevitable the closure of the IPSE. Once again, Ferreiro had to go into exile in Geneva, where she gave lectures (1975–1976) and worked as a visiting professor and head of practical work at the Faculty of Psychology and Educational Sciences (1977–1979). Emilia Ferreiro could have stayed forever in Geneva, but administrative restrictions made it extremely difficult for a foreigner, even with Piaget's support, to obtain a competitive tenure position (E. Ferreiro, personal communication, August 2021). Working at a distance, and using data previously obtained in Argentina, she published, together with Ana Teberosky, *Los*

sistemas de escritura en el desarrollo del niño (Literacy before Schooling) (Ferreiro & Teberosky, 1979), later translated into English (Ferreiro & Teberosky, 1982). The book gave rise to a whole program of research on the development of writing that Ferreiro has expanded over the following four decades (Vidales & Maggi, 2006). During this period, some of the members of the small group she formed in Argentina were also forced to go into exile: Delia Lerner (Venezuela), Ana Teberosky (Spain), Liliana Tolchinsky (Israel), Ana María Kaufman (Mexico), a situation that allowed a series of comparative researches. Meanwhile, instead of remaining in Switzerland, Ferreiro decided to move back to Latin America, and since 1979 until today, she is based in Mexico, working at the CINVESTAV (Center for Research and Advanced Studies of the National Polytechnic Institute).

During her career, she has been invited to lecture and teach in Latin American and European countries, as well as in Canada, the United States, and Israel. Her work, composed of more than 20 books and a hundred articles and chapters, has been translated into several languages, and some of her publications have become classics of psychology and education, especially in Latin America, where some of her books have been reprinted more than 30 times. She was honored with many prizes and distinctions, including the Guggenheim Fellowship (1972) and seven Honoris Causa Doctorates. She is currently Emeritus Researcher of the SNI (National System of Researchers, Mexico) (2008) and Emeritus Researcher of the CINVESTAV (2010).

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Figuroa-Nazuno, Jesús Guillermo

Born *Huayacocotla, Veracruz (Mexico), 30 June 1945*

Died *Mexico City, 8 March 2018*

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Keywords

Mexico · Human cognition · Natural semantic networks

Dr. Jesús Figuroa-Nazuno obtained his degree in Psychology from the Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) of the Universidad Nacional Autónoma de México, UNAM (National Autonomous University of Mexico), in Mexico City in 1971. He obtained a Doctoral Degree in Philosophy (Ph.D.) from the University of Edinburgh, Scotland, in 1979, with his dissertation “A Critique of Memory Research,” and a Doctorate of Science from the same university, in 1980.

During his studies in Great Britain, he published some articles in European journals. On his return he was seen as someone “creative and restless; recently he has explored reconstruction in memory,” as Díaz-Guerrero pointed out (1984, p. 96).

In his academic journey at UNAM, he participated in promoting the work of the recently founded laboratories in the nine campuses of the National High School as part of “the plant of young people who prepared the practice teachers in these campuses” (Lara Tapia, 1993, p. 21).

His concern for cognitive psychology was always present (cognitive paradigm of human information processing), in frank academic opposition (not personal) to those whom he placed as “behaviorists” and “psychoanalysts” (Ayala Velázquez, Héctor; 1983; Castañeda & López, 1983). He was the promoter of research groups

based on the recruitment of young students: he was always surrounded by young people, and he trained several generations of graduates, teachers, and doctors, who continued with the academic and research development in the disciplines he cultivated. He was a true formator of talented young people (see Venegas & Augusto, 2018; Reidl, L., & Echevestre, M., 2004).

One of the genuine and original developments in his research groups was the theory and technique of “natural semantic networks” (RSN, for its Spanish acronym) (Figuroa et al., 1976), an innovation for the study of meaning in groups and individuals, that is, a form of study of real knowledge in humans, which had multiple applications in education, psychology, social sciences, engineering, computers, administration, physics, and mathematics teaching, in many countries, especially in Spanish-speaking countries. He maintained this development throughout his academic life, which involved 42 years of uninterrupted work. RSN is a form of knowledge representation, which manages to maintain the relationship between the processes of acquisition and forgetting of information, as well as a powerful instrument for the study of meaning, based on a theory of human memory, whose specific foundation is the process of reconstructive memory.

The academic work carried out at the UNAM Social Psychology Laboratory between 1985 and 1992, initially led by Jorge del Valle and later by Dr. Pablo Fernández Christlieb, should be highlighted (Díaz-Guerrero, 1983). He created space for the production of new winds in the development of Mexican collective psychology, which flourished at the Universidad Autónoma Metropolitana-Iztapalapa (UAM-I) (Autonomous Metropolitan University) and which amalgamated in the Sociedad Mexicana de Psicología Social (SOMEPSO) (Mexican Society of Social Psychology) in 1985, where Dr. Figuroa collaborated from the beginning. With the expansion of the curricular influence of the Faculty of Psychology of the UNAM, in 1974 the Social Psychology career was founded at the UAM-I, where Jesús Figuroa joined in 1984 and remained until 1989. There he founded the Research Group on Basic Processes in Psychology and then the Laboratory

of Complex Systems, which was later transferred to La Salle University, when he joined the Faculty of Engineering as a researcher.

At UAM-I he developed work in the study of complex political processes, collective psychology from the approach of simulation of particles in interaction, as well as basic psychosociological processes such as the study of social representations from the cognitive approach, attribution, choice, and social cognition (e.g., research on diffuse political support, perception of political phenomena). During this period, it managed to develop and extend the application scope of the natural semantic networks and continued to multiply its influence in the educational, social, community, and psychological fields. As his style of work, he managed to integrate students of social psychology, sociology, anthropology, linguistics, economics, mathematics, engineering, and physics, as well as from various institutions such as Escuela Nacional de Estudios Profesionales (ENEP) Zaragoza (National School of Professional Studies), UAM Xochimilco, UNAM, and La Salle University.

From 1989 to 1994 at La Salle University, he directed the Complex Systems Laboratory where he developed work on neural networks, connectionist systems, artificial intelligence, and parallel processing. He participated in the opening of the institutional Doctoral Program in 1991 and in laying the foundations for the opening of what was later called the La Salle University Research Centre.

In 1994 he joined the Universidad del Valle de México campus Lomas Verdes and later collaborated in the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) (Institute of the Technology and Higher Education of Monterrey) Campus Estado de México and in the Faculty of Engineering of the UNAM.

From 1996 until the date of his death, he collaborated in the Computer Research Centre of the Instituto Politécnico Nacional (CIC-IPN) (National Polytechnic Institute). The lines of research he developed during his last years were complex systems, artificial intelligence, neurocomputing, parallel processing, nonlinear dynamics, social development models, prediction of complex variables, big data, natural ontologies

at the Center for Simulation and mathematical modeling, automatic learning, and prediction models.

He directed more than 300 theses at the undergraduate level, 46 at the master's level, and 26 at the doctoral level. He published 8 books on different topics such as artificial intelligence, neurocomputing, information processing, and distance education. He coauthored around 600 national and international publications and presented more than 200 papers and keynote speeches in Mexico and abroad. He was a full-time researcher at UNAM, UAM Iztapalapa, Universidad La Salle, Universidad del Valle de México (Valley of Mexico University) Lomas Verdes, ITESM Campus Estado de México, and the National Polytechnic Institute.

He used to say and was a faithful believer of this maxim: "there are only two problems to solve in science: to know the universe and to know how we know that universe"; this allowed him to base his two scientific passions: Physics and Psychology.

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Fingermann, Gregorio

Born *in Dominguez, Province of Entre Rios, Argentina, May 1, 1890*

Died *in Buenos Aires, Argentina, November 29, 1977*

Pablo Rodríguez Sturla
Universidad de Buenos Aires, Buenos Aires,
Argentina

Keywords

Argentina-Psychotechnics-Institute of Professional Guidance

After high school, Gregorio Fingermann began his training at the Instituto Nacional del Profesorado Secundario (National Institute of High School Teachers) getting his degree as a Professor of Philosophy and Pedagogy in 1913.

Since then, he started working as a professor at several high schools such as “Domingo Faustino Sarmiento,” “Bernardino Rivadavia,” and “Carlos Pellegrini Business School” (1944) teaching courses on philosophy, psychology, and logic.

He worked as Head of the Psychology Laboratory at the Instituto Nacional del Profesorado Secundario (National Institute of High School Teachers) until 1944.

Since 1934, he carried out his task as Professor of Psychology at the Escuela de Servicio Social (School of Social Service) at the Museo Social Argentino (Argentine Social Museum University).

When the Instituto de Orientación Profesional (Institute of Professional Guidance) was created in 1925 by the Minister of Justice and Public Instruction Antonio Sagarna (1874–1949),

Fingermann was appointed Associate Professor to teach the course “Organization and Practice in Professional Guidance.” He also taught a course on “Psychology applied to Professions” over there in 1925.

He became a member of the “Argentinian Social Museum” holding the position of Director due to the departure of its former Director Carlos Jesinghaus (1886–1948) (Ibarra, 2014).

Fingermann has joined several national and international scientific meetings, participating not only actively but also enthusiastically in many theoretical discussions along his life.

He presented his paper *La escuela y la orientación profesional* (School and the Professional Guidance) at the Seventh Pan American Congress which took place in Mexico in 1935.

In 1938, he lectured on *La Psicotécnica, la organización científica del personal* (Psychotechnics, the scientific organization of administrative personnel) at the First Argentinian Congress of Administrative Rationalization.

He presented his paper named *La orientación profesional del inválido* (Professional Orientation for the Disabled) at the Second Conference for the welfare of the Disabled in 1946.

He also joined the First Argentine Congress of Psychology that was held in Tucuman Province in 1954 presenting his paper *La formación de especialistas en orientación y selección profesional* (The Training of specialists in Guidance and Professional Selection).

Fingermann was also the leading organizer and main *rapporteur* of the First and Second National Conferences on Psychotechnics held respectively in Rosario city (1938) and Santa Fe city (1942), Argentina.

In 1949, he took a tour around several scientific European centers involved in experimental psychology, applied psychology, and professional guidance and selection in order to find out and learn about their concepts on psychotechnics and its development. He was extremely interested in having a glance on what was going on over there.

That is why some years later he decided to go back to Europe to pay a visit to many psychotechnics institutes located in different European cities such as London, Cambridge, Oxford, Madrid, Rome, and Geneva.

He was even appointed Honorary Member of some of those European institutions which promoted and encouraged the enhancing of exchange of ideas and information between the European centers and the one in Argentina which was under his leadership.

Fingermann was also an accomplished writer. He devoted himself to exposing his ideas on articles which were opportunely published in several journals such as *Revista de Filosofía* (Philosophy Journal), *Monitor de la Educación Común* (The Common Education Monitor), *Infancia y Juventud* (Childhood and Youth), and *Boletín del Museo Social Argentino* (The Argentinian Social Museum Bulletin).

Being an enthusiastic admirer of theatre plays, he has written plenty of theater reviews as a collaborator of the Argentine newspaper *La Nación* (*The Nation*) for many years.

Fingermann was a full member of the Instituto Argentino de Seguridad (Argentinian Institute of Safety), the Sociedad de Psicología de Buenos Aires (Buenos Aires Society of Psychology), the International Society of Psychotechnics of Berna, the National Institute of Industrial Psychology, in London, the Association Internationale de Psychotechnics, Paris, the Interamerican Society of Psychology in New York, and an Honorary Member of Associação Brasileira de Medicina do Trabalho de Rio de Janeiro and the Centro Acadêmico de Filosofia of the Universidad Porto Alegre Brasil.

He has set up the Gabinetes Psicotécnicos (Psychotechnics cabinets) for the Recruitment Office of the Ministry of War and the Comisión Nacional de Aprendizaje de Menores y de Orientación Profesional (National Commission for Juvenile Learning and Professional Orientation) in Argentina.

Since he got his degree in 1913, Fingermann committed himself to the study of the experimental determination of human aptitudes regarding professional guidance (Fingermann, 1945).

He defined psychotechnics as a branch of psychology which through proper procedures can provide means to achieve ends of a certain value.

His main goal was to articulate the measurements of human being's aptitudes with the

nonexperimental areas. That is to say their psychological processes, relating them to culture and evaluative entities (Luque, 2004).

These ones were only accessible through psychological and philosophical concepts such as consciousness, will, affectivity, among others.

The Instituto de Orientación Profesional (Professional Guidance Institute) had the purpose not only to prepare technicians for professional selection but also to make them be able to guide young people towards the most proper careers regarding their physical and mental gifts and taking into account the professional needs of the country too.

He was a strong advocate of the development and use of psychotechnics in Argentina.

He was academically trained by Otto Schultz's from Würzburg University as well as by Carlos Jesinghaus from Leipzig University, being able to learn their experimental methods (Fingermann, 1954).

This knowledge allowed him to study different kinds of treatments related to psychological problems.

Fingermann has published numerous articles and essays which have been later collected in the book named *Estudios de Psicología y Estética* (Studies of Psychology and Aesthetics).

Cross-References

► [Jesinghaus, Carlos](#)

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Fogliatto, Hermelinda

Born *in Santiago Temple, Province of Córdoba, Argentina, July 4, 1925*

Died *in Córdoba, Argentina, October 9, 2003*

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Keywords

Argentina · Problem solving · Vocational guidance · Research methodology · Psychology education

Acknowledged as one of the pioneers in psychological research in Argentina, Hermelinda Fogliatto specialized in personality assessment, vocational guidance, and scientific research methods in psychology.

Graduated in 1943 from the Escuela de Maestras Alejandro Carbó (Alejandro Carbó School Teachers), she taught in different public schools in the province of Córdoba until 1957 (Fogliatto, 1963). That year, her career took a

decisive turn when she came into contact with Horacio Rimoldi (1913–2006) who was a Visiting Professor at the Facultad de Filosofía y Humanidades (Faculty of Philosophy and Humanities) of the Universidad Nacional de Córdoba (National University of Córdoba) (UNC) and was additionally teaching courses for Maestros Normales (Elementary School Teachers) for the Ministerio de Educación (Ministry of Education) of that province. At that time, the academic was residing in Chicago (USA) working as Professor at Loyola University where he directed the Psychometric Laboratory.

The University of Córdoba, which had recently organized its undergraduate Psychology Program, hired him as an Extraordinary Professor to teach between 50 and 60 classes of psychotechnics and professional guidance. That course, which Rimoldi focused on psychological statistics, was the opportunity to undertake collaborations with local research groups that brought fruitful results in several research projects and new academic trajectories (Piñeda, 2020). Among them, it is worth mentioning the team led by Engineer Guillermo Fuchs (1917–1999) at the Centro de Investigaciones Acústicas y Luminotécnicas (Center for Acoustic and Lighting Research) (CIAL) of the Facultad de Arquitectura (Faculty of Architecture) at the National University of Córdoba which during the 1960s undertook interdisciplinary work with teachers and students of the Psychology Program (Piñeda & Scherman, 2016).

In that framework, Fogliatto became bound to Rimoldi and gained admission to the Loyola University Graduate School to begin his graduate studies there in September 1958. After 2 years in the Department of Education, he received his Master's degree in Education in June 1960. From that time on, she carried out research in the Psychometric Laboratory directed by Rimoldi. Also under his direction, and with funding from the Corporate Research Program of the Office of Education of the US Department of Health, Education, and Welfare, Fogliatto completed her doctoral dissertation on *Individual Differences and Thought Processes*, which she presented in 1963 (Fogliatto, 1963). As a result of this work, she

contributed to the development of the technique for assessing the dynamic problem-solving process. By identifying the sequence of questions (tactics) that the subject formulates to solve, she analyzed their difficulty according to the logical relationships and the languages used to formulate them, as well as the incidence of training in the process. Thus, she contributed to strengthen Rimoldi's hypotheses and technique and became a central reference for 11 other dissertations carried out at Loyola in the 1960s (Piñeda, 2018).

Returning to Argentina in 1965, Fogliatto joined the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research) (CONICET), created in 1958, whose emerging policies for the promotion of social sciences were intended to promote the development of scientific psychology (Piñeda, 2020). Fogliatto also joined the professorship of the Psychology Program in Córdoba. There, she was in charge of the "Research Methods and Techniques" and "Orientation and Professional Selection" courses, with the collaboration of the Italian professor Franco Murat (Altamirano et al., 2012), who had been part of the teaching staff and of the Instituto de Investigaciones Psicopedagógicas (Psychopedagogical Research Institute) in San Luis directed by Plácido Horas (1916–1990) supervising the undergraduate thesis of Eva Mikusinski (1921–2020). Together with F. Murat, H. Fogliatto methodologically advised several research works of undergraduate students, and also many investigations of different institutions linked to psychology, including some of those developed at the CIAL, such as that of Enrique Saforcada (1934-) (Piñeda & Scherman, 2016).

Fogliatto was one of the pioneers in vocational guidance in Argentina. She is credited with about 40 publications edited by the UNC on prediction of student performance, with profiessograms of all the programs taught at that university. She collaborated with the factorial analysis of several tests and the construction of professional interests' questionnaires and developed a computer program for vocational guidance (Pérez & Passera, 2004).

It has been pointed out (Altamirano et al., 2012) that, in certain circumstances, Fogliatto's scientific

contributions were in tension with the dominant academic culture in the country's psychology program: with a professionalist, clinical, psychoanalytical bias, sometimes permeable to radicalized political discourses. Thus, Fogliatto's vocational guidance approach encountered some resistance in the Córdoba psychology program, which shared that cultural bias. In fact, the clinical psychoanalytic model of vocational guidance developed by Rodolfo Bohoslavsky (1942–1977), successor of Nuria Cortada (1921–2013) in the head of the Servicio de Orientación Vocacional (Vocational Guidance Service) at UBA, had also been eclectically incorporated there. Additionally, in the 1970s, certain ideological resistance emerged from students and teachers who, from a leftist discourse, understood that Fogliatto represented an approach to a psychology that tends to be functional to the interests of the ruling classes encompassed in the US imperialism (Ale, 2017).

However, she also achieved a good repercussion among young people she trained as researchers, some of whom later joined the Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental (Interdisciplinary Center for Research in Mathematical and Experimental Psychology) (CIIPME), directed by Horacio Rimoldi. By the early 1980s, this community of researchers at the National University of Córdoba was systematically producing new results. Thus, in 1998 they founded Laboratorio de Evaluación Psicológica y Educativa (Laboratory of Psychological and Educational Evaluation) (LEPE), and in 2001 the first issue of the journal *Evaluar* appeared, a periodical scientific journal of the laboratory devoted to the diffusion of studies related to psychological measurement (Medrano & Pérez, 2013).

To summarize, Fogliatto and her team developed a series of studies that allowed the elaboration of a set of professional and occupational information monographs on different university programs, later used by psychologists who were devoted to vocational guidance, all over the country (Altamirano et al., 2012; Piñeda, 2012). At the same time, a promising line of research started regarding the construction of specific tests for this field. The first studies sought to adapt the Kuder test and the Differential Aptitude Test (DAT) and

allowed them to notice the limitations of these foreign tests for the local assessment of young people (Fogliatto et al., 1980). Therefore, they focused on the development of a local test that in the 1990s was embodied in the Cuestionario de Intereses Profesionales (Professional Interests Questionnaire) (CIP), designed to assess teenagers professional preferences of adolescents in the final years of high school in Argentina, which in its subsequent versions (CIP-4) was adapted to contribute to the choosing of a specialty in high school. Its latest version includes an instrument for measuring vocational interests, a self-efficacy inventory for multiple intelligences, and occupational and academic information on university programs and specialties in the High School Polimodal level. This test was first developed on paper, and then a software was built for its running, the Computerized Vocational Guidance System, called SOVI, which was a significant psychological innovation for the region.

Her disciples have highlighted her creative and enterprising spirit, and her persistent work in the field of vocational and professional guidance (Pérez & Pássera, 2004). Hermelinda Fogliatto's tenacious dedication to science was complemented by her consecration to the Claretian lay movement in which she founded a day-care center for children from impoverished families (Seglares Claretianos, 2005).

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Fontán Fontán, Buenaventura

Born *in Barcelona (Spain), March 21, 1926*

Died *in Medellín (Colombia), February 2, 1993*

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Keywords

Colombia · Psychotechnics · Programmed instruction · Educational psychology

Ventura Fontán grew up with two sisters in a warm family in Barcelona. He was 10 years old when the Civil War (1936–1939) began, which

led him to pursue his studies at home on his own. Once the war ended, he continued his secondary studies at the Instituto Balmes de Enseñanza Secundaria (Balmes Institute of Secondary Education).

Fontán thought that his mother expected him to be a diplomat and attended some law courses between 1944 and 1946 at the Universidad de Barcelona (University of Barcelona). After clarifying the expectations, he decided to drop out and enroll in what he was really passionate about. Immediately after, he entered the Philosophy Section of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities), obtaining a bachelor's degree in 1951. His exams on Descartes, Berkeley, and the temporal and spatial finitude of the universe received a “Notable” rating. In addition to philosophy courses, it is also recorded in the university that he took courses in experimental psychology and rational psychology, which were offered as psychology studies in Spain at the time (Universitat de Barcelona, 1950). The orientation of these courses was that of the neo-scholastic of Font Puig. The university has testimonies that Fontán financed his studies by giving private lessons, because his family did not have the resources to pay for them.

Between 1950 and 1951, he studied a doctorate in the same section; he took monographic courses on pedagogy, the origin of man and his culture, Kant, and one of psychiatry at the Facultad de Medicina (Faculty of Medicine). His thesis was about the psychology of laughter, and it was directed by Ramón Sarró Burbano (1900–1993), who had been a student of Freud in Vienna. After graduation, he was an associate professor of psychology between 1952 and 1953 at the institute where he had previously studied and teacher of English at the Escuela de Altos Estudios Mercantiles (School of Higher Commercial Studies).

While at the University, Fontán met Emilia García, a student in the Romance Philology Section. She obtained a scholarship to make known the Spanish folklore in Medellín, Colombia. She spent 4 months there and received a job offer to teach languages in some universities. She also met the rector of the Universidad de Antioquia (University of Antioquia), who offered a position

to Fontán. Emilia returned to Barcelona and married Fontán, and they both settled in Colombia since 1953. They had four children. They were part of the few Catalans who emigrated to Colombia between 1946 and 1958, who markedly were people with academic credentials (Hernández, 2006).

In 1953, Fontán taught psychology and philosophy at the Liceo Antioqueño (Lyceum of Antioquia), a secondary school attached to the University of Antioquia. Two years later, in 1955, he taught Latin at the Faculty of Education of the same university. He worked at both places until 1957. At that time, he was interested in the relationship between philosophy and science (Fontán, 1955), being critical of the insistence of the first to impose itself as an independent and superior knowledge.

Fontán's most notorious contribution to psychology in Medellín and Colombia was the Centro Psicotécnico (Psychotechnical Center). This was a center that he and his wife founded in 1957. Its foundation took place in a very favorable environment. The Colombian government had created six institutes of psychological studies and professional guidance in 1954 because it had evidence that many students failed to choose their careers. During the 1940s, an interest in psychological measurement had been aroused in the country, probably driven by the foundation in 1939 of the Psychotechnics Section at the Universidad Nacional de Colombia (National University of Colombia) by Mercedes Rodrigo, who emigrated to Colombia from Madrid, Spain. Psychotechnics (term used in Europe for applied psychology) had a strong presence in Madrid and Barcelona since the 1920s, specially applied to professional guidance. Thus, at the end of the 1950s, Colombian psychology was fundamentally psychometrics applied to school and industrial matters (Rodríguez, 1998).

In 1956, the national government designated Wladimiro Woyno, a Russian psychologist based in Colombia, as coordinator of the Instituto de Estudios Psicológicos y de Orientación Profesional (Institute of Psychological Studies and Professional Guidance) of the Ministry of National Education in Bogotá (González, 1977).

In 1957, the same year of the foundation by Ventura Fontán of the Centro Psicotécnico (Fontán Psychotechnical Center), these institutes changed their name to that of Centro de Psicotécnica y Orientación Profesional (Psychotechnical and Professional Guidance Center). According to Rodríguez (1998), Woyno met Fontán in Medellín. Presumably, they met on the occasion of Woyno's position as the head of the psychotechnical centers. As a result of the meeting, Woyno decided to use, for professional guidance services, a Spanish version that Fontán had developed based on the Strong Vocational Interest Blank. Rodríguez (1998) comments that there was consensus that this version of Fontán became the best available test in the country for the purpose of career orientation.

The Psychotechnical Center was the first of its kind in the city of Medellín and became a benchmark for how to apply scientific psychology to school and industrial needs. It was presented as a center for consultation and advice in industrial psychology, career guidance, and educational problems. The Psychotechnical Center became a paradigm in those areas. Fontán worked for colleges, universities, and companies of all kinds. There are several testimonies of his work: outstanding businessmen who were guided in their work thanks to the advice of Fontán; the selection of students in some faculties, whose effectiveness was proved with regression models, as in the Faculty of Dentistry of the University of Antioquia (Fontán, 1963); the measurement of intelligence of students of the Faculty of Medicine of the same university (Fontán, 1959); and the training and adaptations of tests in the Servicio Nacional de Aprendizaje, SENA [National Learning Service] (Fontán, 1965), a public entity for job training, among others.

From the first years in the Psychotechnical Center, measuring verbal and nonverbal skills, Fontán encountered something systematic: the students showed regular deficiencies. They were not learning what was expected in their schools. Psychometrics had been a useful tool to detect this, but it did not allow him to do anything to remedy it. So, his interests began to migrate toward the psychology of learning, and he wanted

to carry this out with the same scientific obstinacy with which he made his measurements. It seems (Fontán, 1965) that an article published in the newspaper *El Tiempo*, originally written by G. B. Leonard and adapted by Mejía (1962), suggested a way of working, or at least, it enhanced his interest in what would become the core of his later work: Skinner's (1968) programmed instruction.

The new interest led him to carry out a systematic empirical approach to human learning. He diagnosed the causes of educational problems: the current educational system was created for collective and oral situations, without considering the natural laws of learning and, therefore, without effective teaching instruments, dependent of external aid, and using rigidly standardizing processes without inducing curiosity or intellectual enjoyment (Fontán, 1965, 1990; Roldán & Fontán, 1991). His proposal was, then, to build and quasi-experimentally test some innovations. For example, he designed and tested courses in reading, vocabulary, and spelling learning, with the support of his wife and other family experts in linguistics (e.g., Fontán & García, 1966). There is a record of at least two of these courses published in the form of books, about 400 "textos auto-didácticos-TAUS" (self-taught texts – STTs) and 60 prototypes (Roldán & Fontán, 1991; A. Roldan, his collaborator, personal communication, October 21, 2019). All of this material followed the basic idea of Skinner's programmed instruction with some modifications. In particular, Fontán designed the logical sequence of instruction with a more narrative and dialogic form, guided by Socratic maieutic. Likewise, the presentation was more heuristic, promoting the student to induce, by means of positive and negative examples, regularities and definitions. This led him to call his system "intrinsic pedagogy," which implemented a "socratized instruction," not only a programmed instruction (Fontán, 1965).

The work of the Psychotechnical Center, since the 1970s, focused, then, on what it called the Study Clinic: a project of diagnosis and intervention of different learning difficulties using its

pedagogical system, which today is known as the Fontán System. The system supports the need to rely on research on the principles of learning. Education needs to be personalized and motivated by a true intellectual enjoyment. The achievement of learning objectives is permanently evaluated at a level of excellence, but the learner is the one who defines when they are ready. The educator works as a tutor and not as a teacher, so it emphasizes self-teaching. Likewise, it places a strong emphasis on written language at all levels and areas of knowledge, as the tool par excellence for learning (cf. Furman, 2017).

The growing demand led him to transform his Study Clinic at the Fontán School Psychotechnical Center in 1985, conceived as an experimental educational entity. Nowadays, it is known just as the Fontán School and is located in Envigado, near Medellín, Colombia. In that same year, it was recognized as the first educational innovation by the Ministry of National Education, who had published Decree 2647 the previous year, which recognized and legalized deliberate initiatives to improve the processes of the formation of the human person.

Fontán could not witness the educational impact of his ideas, since he died in 1993 in a surgical accident during the removal of a tumor. After his death, in the second half of the 1990s, his system was applied in vulnerable populations in Medellín, with the same results (Roldán, 2018); it has been recognized in Latin America as an innovation that redefines the logic of teaching and learning (Furman, 2017); a school was founded in Bogotá based on his system, with modifications, which has managed to transcend nationally and internationally (e.g., Fullan & Langworthy, 2014); and several studies have been stimulated that investigate the effectiveness of the system in different domains (e.g., Sastoque & Gallego, 2014; Gallego et al., 2016; Mendoza, 2015). All this is the result of the work of a man described as stubborn, lonely, and obsessed with the effectiveness of his work and places him as a reference for the application of psychology to educational problems.

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Foradori, Ítalo Américo

Born *Buenos Aires Capital, Argentina,*
 3 February 1905

Died *Buenos Aires, Argentina, 14 June 1969*

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Keywords

Argentina · History of psychology · Sociedad de Psicología de Buenos Aires

Ítalo Américo Foradori was born on February 3, 1905, in the city of Buenos Aires, the federal capital of Argentina. When he was 16 years old, he entered the Escuela Normal Mariano Acosta (Mariano Acosta Normal School for Teachers) in 1921, which enabled people to work as teachers in the whole country under the degree of Maestro Normal (Normal Teacher). In a historical-political context biased by the end of the First World War, when the monarchies were falling and the breezes of democracy were beginning to blow, the Center of Students of this educational institution called the attention of Foradori who enthusiastically got involved in it. Foradori with his persistence and political intelligence was elected for the highest position in the Board of the Center of Students, that is, General Secretary (Bagalio, 1969). His life of intense political participation had already begun there, especially in relation to the school and academic universe (Bagalio, 1969).

In his adult life, he continued with his union activity, always concerned about the rights of the teaching profession. In 1942, he met Alfredo Bravo (1925–2003) when he joined the Confederación Argentina de Maestros y Profesores (Argentine Confederation of Teachers

and Professors), an institution that Foradori presided. At the beginning of the 1960s, the Socialist Party, in which he participated, renewed the authorities of its Executive Board, and Foradori became the Secretary of Minutes. From 1963 to 1966, he was elected to the position of councillor of the Deliberative Council of the City of Buenos Aires Capital. In the exercise of this public function, he continued to give the greatest attention to academia, as well as he strongly promoted the creation of libraries and children's and youth centers for recreation (Papini, 1978; Tortti, 2007).

Both in psychology and in education, he had an intense participation, being an outstanding and very active member since the beginning of the Sociedad de Psicología de Buenos Aires (Buenos Aires Society of Psychology), the society that Enrique Mouchet reorganized in 1930. His public life was always directly linked to his academic interests. Trained as a teacher, he taught courses in several institutions and worked as an assistant professor at the Institute of Psychology of the Facultad de Psicología y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities at the University of Buenos Aires). There he established a relationship with the most outstanding academics of the local psychology field (Papini, 1978; Foradori, 1935; Ríos & Talak, 1998).

Among his publications on education issues, we would like to highlight *Contribución al estudio de la audición coloreada* (Contribution to the study of colored hearing), published in collaboration with León Jachevsky (1935) and *Psicología y Educación* (Psychology and Education) (Foradori, 1943); however, Foradori was mainly known for his contribution on the history of psychology.

Mauricio Papini (1978) in analyzing Foradori's work in the history of psychology classifies it into three areas: (1) the works on psychology in Argentina; (2) the biographies of Argentine psychologists; and (3) the works of psychology in America. Related to the first area, in 1935, he published a truly extensive and well-documented paper entitled *La Psicología en la República Argentina* (Psychology in Argentine Republic) where he revealed the intention to bring together all national production in Psychology (Foradori,

1935). Besides, it must be referenced three brief reports published in the journal of the Socialist Party (Foradori, 1939, 1940, 1941a). Considering the area of biographies, we can highlight the publications: Enrique Mouchet. *Una vida una vocación* (Enrique Mouchet. One life, one vocation) (Foradori, 1941b); and *Perfiles de Psicólogos Argentinos* (Profiles from Argentine Psychologists) (Foradori, 1944). In the third area mentioned, Foradori published a couple of reports, *La psicología en Indoamérica* (Psychology in Indo-America) (Foradori, 1938) published in the second issue of *Anales del Instituto de Psicología* (Annals of the Institute of Psychology) and *Estado actual de los estudios psicológicos en los países americanos* (Current status of psychological studies in American countries) (Foradori, 1945) published in a collective book by the Buenos Aires Psychological Society. In any case, his major work in this area was *La Psicología en América* (Psychology in America) (Foradori, 1944), in which he analyses the history and current state of the psychology of his time in countries such as Argentina, Bolivia, Chile, Colombia, Costa Rica, and Brazil (Papini, 1978).

His academic work in the field of history of psychology represented one of the most important attempts at a detailed and exhaustive exposition. It is one of the most dense and meticulous works of his time in the area. For such a reason, it became a mandatory reference work for current historians such as Gallegos (2016), Ibarra and Rossi (2013), Klappenbach and Jacó-Vilela (2016), Klappenbach and Pavesi (1994), Papini (1978), Ríos & Talak (1998), and Vezzetti (1996), among others.

In 1969, the year of his death, he received a posthumous tribute from the Joaquín V. González Institute of Culture with the words of Alfredo S. Bagalio, one of the main documents recording his youth. In these memoirs, he is remembered as a laughing and festive young man who was always generous to commit himself to the matters that required his participation. In recognition of his achievements, the Villa Lugano School number 4 in the city of Buenos Aires received in his honor the name of Italo Américo Foradori.

Cross-References

► [Mouchet, Enrique](#)

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Forghieri, Yolanda Cintrão

Born in *Taquaritinga (São Paulo), Brazil, on May 19th, 1925*

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Keywords

Brazil · Psychotherapy · Phenomenology and existentialism

She graduated in Pedagogy in 1945 on Instituto Superior de Filosofia Ciências e Letras *Sedes Sapientiae* (*Sedes Sapientiae* Higher Institute of Philosophy, Science and Letters) in São Paulo, Brazil, achieving a Bachelor's degree in Pedagogy. Her deep interest in becoming a teacher at Colégio Caetano de Campos (Caetano de Campos school) in São Paulo and the educational possibilities, offered to women at that time, led her to choose this course. Several teachers had influence on her initial education, among them, teacher Alexandre Corrêa (1890–1984) in the History of Philosophy classes and teacher Leonardo Van Acker (1896–1986) in the Logic classes. Her first knowledge about Psychology happened on the classes taught by Mother Cristina (1916–1997), a teacher who had a special influence on her formation and maturation as a person.

In 1944, while she was in her third year of Pedagogy, she started her first job teaching Geography and History at Colégio Assunção (Assunção school), in São Paulo, and proved, through this experience, her vocation for teaching.

In 1946, she taught Education at Curso Normal (Normal Course) in the city of Taubaté, São Paulo. After a short period, she took on the position of Educational Advisor in the same city, and in 1947, she was transferred to the Department of Education in São Paulo, being hired initially as a high school inspector and, later, as a pedagogical supervisor.

In 1948, she started teaching in higher education, at Instituto Superior de Filosofia Ciências e Letras *Sedes Sapientiae* (*Sedes Sapientiae* Higher Institute of Philosophy, Science and Letters), as a School Administration professor. She sought further knowledge in the area with Moysés Brejon (?–?) and José Querino Ribeiro (1907–1990), professors at the Universidade de São Paulo (University of São Paulo) and full professors in the School Administration field.

From 1951 to 1953, family life took on special importance, leading her to temporarily withdraw from her academic and professional activities. In 1954, with the children being more independent, she was able to return to her studies in the Graduate Program in Clinical Psychology at Instituto *Sedes Sapientiae* (*Sedes Sapientiae* Institute) in

São Paulo, Brazil. The enrollment was open to Pedagogy graduates, since there were no Psychology graduates in Brazil at that time. At the end of the course, in 1954, she received the title of Specialist in Clinical Psychology. During this course, she developed a deep interest in psychotherapy and started working as a psychotherapist from 1955, at first under the supervision of psychiatrists Dr. Haim Grünspum (1927–2006) and Dr. José Ângelo Gaiarsa (1920–2010) and, later on, independently.

From 1960 to 1964, she worked as a psychotherapist and internship supervisor at the Psychological Clinic of the *Sedes Sapientiae*. Her activities as a psychotherapist contributed to develop, in an experiential way, the knowledge and understanding of human beings. Psychoanalysis gradually became insufficient to answer her questions about personality dynamism and the possibilities of recovering psychological balance. The contact with clients led her to study other theoretical approaches, especially Carl Rogers (1902–1987), Carl Jung (1875–1961), and Martin Buber (1878–1965), which complemented her training as a psychotherapist.

Still in 1960, besides being a psychotherapist and internship supervisor, she returned to her activities as a professor at Faculdade *Sedes Sapientiae* (*Sedes Sapientiae* College), teaching School Administration and, in 1965, Psychology classes. Also in 1960, she started her activities as a Psychological Counselor.

In March 1963, with the regulation of Psychology as a profession in Brazil, Yolanda got the title of psychologist (registration n.225/63-MEC), from Diretoria de Ensino Superior do Ministério da Educação e Cultura (Board of Higher Education of Brazilian Ministry of Education and Culture).

In 1969, she started her doctorate at the Psychology Institute of Universidade de São Paulo (University of São Paulo), Brazil, under the orientation of Prof. Dr. Oswaldo de Barros Santos (1918–1998), one of the founders of USP's Psychological Counseling Service and pioneer in Brazil of Person-Centered Approach, when she deepened her knowledge about Carl Rogers' theory (1902–1987). Professor Maria José de Barros

Fornari de Aguirre (1921–2005) and Professor Arrigo Leonardo Angelini (1924–) were references in her training at that time. In 1973, she got the title of Doctor in Sciences-Psychology from the Institute of Psychology of Universidade de São Paulo (University of São Paulo), Brazil, with the thesis "Psychotherapeutic techniques and rogerian therapeutic counseling," being approved with distinction.

Still in 1973, from suggestion of Dante Moreira Leite (1927–1976), she deepened her knowledge in Phenomenology and Existentialism. The works of Martin Heidegger (1889–1976), Ludwig Binswanger (1881–1966), Medard Boss (1903–1990), Jan Hendrik Van den Berg (1914–2012), and Viktor Frankl (1905–1997) became part of her main readings, in addition to her reference author, Martin Buber (1878–1965).

Throughout her professional life, Yolanda sought to conciliate her activities as a researcher and psychotherapist with teaching, her passion since the beginning of her career. She taught at two educational institutions: Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo) and the Institute of Psychology at Universidade de São Paulo (University of São Paulo), where she contributed to the training of young students for the professional practice of psychology.

In July 1978, she got the title of Associate Professor at the Education Center of Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo) and, in December 1981, in a competitive examination, she was promoted to Full Professor. From 1954 to 1986, she taught the classes of Personality Psychology at the undergraduate course and Existential Counseling and Phenomenological Interventions at the graduate course at the same institution.

At the Psychology Institute of Universidade de São Paulo (University of São Paulo), she was hired in September 1976 as a PhD Professor at the Psychology, Learning, Personality and Human Development Department. At this institution, she taught Personality Psychology, Existential Analysis, and Personality classes in the undergraduate

and graduate courses. In July 1991, she got the title of Associate Professor and, in April 1992, the title of Professor in Psychology with the thesis “Phenomenology of existence from a university teacher” and, in May 1993, the title of Full Professor in the specialty of Counseling Psychology.

During these times and institutions, Yolanda was a professor and supervisor of 12 doctorate and 20 master’s degrees and participated in more than 400 examinations of theses, dissertations, and competitive examinations for entry and promotion in the teaching career in several Brazilian universities. In addition, she provided free psychological counseling and psychotherapy to teachers, employees, and students of these institutions. After years of dedication, she retired from PUC-SP in 1986 and from USP in 1995, after turning 70 years old.

She has done several researches, eight of them based on the phenomenological referential, sharing her knowledge in national and international congresses. She has taught courses in several capitals of Brazil and abroad, particularly in Rome (Italy), where she was an invited professor at Università La Sapienza (La Sapienza University). In 2012, she received the Silver Medal of Honor for Merit in Paris, France, by the Academie Internationale “Le Mérite et Devouement Français” (decret du 16 aout 1901) for exceptional services to the human community.

On September 22nd, 2004, Yolanda was elected to occupy the chair number 1 in the Academia Paulista de Psicologia, whose patron is Francisco Franco da Rocha (1864–1933). In 2005, she became an academic of Academia de Ciências da Associação dos Funcionários Públicos de São Paulo (Science Academy of the Public Employees Association of São Paulo), occupying chair number 20, whose patron is Mário Schenberg (1914–1990). And, in 2008, she received the title of Honorary Member from Academia Paulista de Educação (Paulista Academy of Education).

Yolanda Cintrão Forghieri, throughout her career, has focused her studies, research and teaching on the phenomenological approach in Psychology, adopting it as a reference in her

activities as a teacher, researcher, counselor, and psychotherapist.

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- ▶ [Franco da Rocha, Francisco](#)
- ▶ [Grünspun, Haim](#)
- ▶ [Leite, Dante Moreira](#)
- ▶ [Santos, Oswaldo de Barros](#)

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Fortes Rudoy, Abraham

Born *in Koopel, Ukraine, USSR, on July 8, 1914.*

Died *in Mexico City on June 27, 1990.*

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Keywords

Mexico · Humanist psychoanalysis · Group psychotherapy and institutions

He is the son of Moisés Fortes (1893–1956) and Eugenia Rudoy de Fortes (1895–1979), belonging to a Jewish family. He arrived in the Mexican Republic via the island of Veracruz in 1930. He emigrated from Russia and requested his naturalization on July 2, 1940, according to data from the official newspaper of that year. He married Beyla (Bertha) Besprosvany Shwarzer (1924–2015) on May 27, 1942, in Distrito Federal (today Mexico City). From this union they had three children, Jorge, Mauricio, and Jacqueline. His daughter Jacqueline was trained in the field of clinical and social psychology.

In 1942 he received his medical degree from the Mexico City School of Medicine; in 1944 he began his residency in psychiatry in Omaha, Nebraska, where he collaborated in the neuropsychiatry area of Clarkson Memorial Hospital. In his residency he worked with patients traumatized during the Second World War, using group intervention techniques that were the axis of his clinical work.

He was a member of the American Psychiatry Association (APA), joining the group of mental health specialists who were included in the directory of psychiatrists in Latin America formed by the Pan American Health Organization (PAHO) (1968). The inclusion of Fortes is due to the fact that he was a dominant figure in Mexican psychiatry in the 1950s. He continued his work as a psychiatrist throughout his life.

In 1950 Fortes Rudoy, Alfonso Millan Maldonado (1906–1975), Raúl González Enríquez, and José Zozaya (?–1957) invited Erich S. Fromm to give a seminar on dynamics of the unconscious, in the framework of the specialization course in psychiatry that was dictated in the Faculty of Medicine of the UNAM (Reyna & Urrego, 2019).

Fortes was part of the group that formed the first generation of Mexican psychoanalysts, called *Grupo Mexicano de Estudios Psicoanalíticos (Mexican Group of Psychoanalytic Studies)*, beginning their training in mid-1952 and graduating in 1956 (Derbez, 1981). Among the participants of that group were two generations of scientists: veteran psychiatrists Raúl González Enríquez, Alfonso Millán, Guillermo Dávila García, Abraham Fortes, and José F. Díaz and a group of young people interested in psychosomatic medicine formed by Aniceto Aramoni, Jorge Derbez, Arturo Higareta, Armando Hinojosa, and four doctors recently specialized in psychiatry in the United States: Ramón de la Fuente Muñiz, Jorge Silva García, Francisco Garza, and Jorge Velasco Alzaga. Shortly after joined the Colombian José Gutiérrez (Silva, 2006).

It should be noted that the aforementioned analysts in training had a great participation and influence in the spread of psychoanalysis in Mexico, although this group of disciples dissolved after Fromm's departure to Switzerland (Delahanty, 2013).

His training as a psychoanalyst was carried out under the tutelage of Fromm, who performed the task of teacher, supervisor, and analyst for the candidates in training. Derived from this training, Fortes received recognition as a psychoanalyst by the postgraduate division of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM); that field of specialty was not recognized until 1960 when it was formalized, and the Facultad de Medicina (Faculty of Medicine) through the División de Estudios de Posgrado (Postgraduate Studies Division) recognized it through the corresponding degrees: a diploma for the Specialization Course

in Psychoanalysis (as a medical specialty) (Rocha, 2001).

He conducted research under Fromm's leadership in a peasant community of Chinconcuac, located in the state of Morelos, and he collaborated in an empirical study in order to determine the social character of the inhabitants of the Legaria Housing Unit, located in the Anáhuac neighborhood of the Distrito Federal (Díaz, 1974).

He was a founding member of the Sociedad Psicoanalítica Mexicana (Mexican Psychoanalytic Society) (SPM) founded in 1956, and in 1963 he was part of the Instituto Mexicano de Psicoanálisis A.C. (Mexican Institute of Psychoanalysis), institutions whose purpose was to stimulate the development of psychoanalytic science in Mexico (Millan, 1965).

In 1965 Abraham Fortes was forced to resign to the Sociedad Psicoanalítica Mexicana (Mexican Psychoanalytic Society), because after 13 years of analysis with Fromm he decided to end his treatment and seek a Freudian-type psychoanalysis (Saavedra, V, 1994 in Delahanty, 2013). In some way it was a complain directed to Fromm because he considered that he did not receive efficient psychoanalytic treatment from him, looking for it in Avelino González (1920–1981), a member of the Asociación Psicoanalítica Mexicana (Mexican Psychoanalytic Association) (APM). This situation bothered Fromm because it came from one of his disciples who, after having completed his training and analysis in humanist psychoanalysis, decided in some way to return to the orthodox postulates. "Faced with my decision to suspend the analysis, Fromm told me that I had to resign from the Mexican Psychoanalytic Society" (Saavedra, 1994: 141).

He entered as a professor at UNAM in 1950 at the Facultad de Medicina (Faculty of Medicine) where he gave seminars on medical psychology, and in 1951 he joined the Colegio de Psicología (College of Psychology), which at that time was part of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) (UNAM), forming part of the various currents of approach to the study of the human mind; his main

contributions were in the field of clinical psychology and group psychotherapy, being an initiator of group psychotherapy in Mexico.

One of his main contributions to the field of psychology was the planning, creation, and execution of the Specialization Course in Clinical Psychology and Group Psychotherapy in Institutions, which he built together with his wife, Dr. Bertha Besprosvany, in the Facultad de Psicología (Faculty of Psychology) (UNAM) in 1978, a specialty field that was in force until the change of psychology programs in 1999.

On August 4, 1976, he was recognized for 25 years of service in the FP, where he contributed to the training of several generations of psychologists, such as Dr. Luis Lara Tapia.

He excelled in teaching and clinical research within the faculty of psychology at UNAM; for his intellectual commitment, he was paid a posthumous tribute in December 1990 (Torices, 1991).

A topic that was of great interest to him was aggression, for which he gave a clinical seminar on the subject of hatred for 5 years (Fortes, 2019).

He was an analyst of philosophers such as Jorge Portilla (1918–1963), writers such as Ricardo Garibay (1923–1999), and painters such as Leonora Carrington (1917–2011). She painted a four-phase picture of how she visualized her relationship with him. This painting entitled "Transfer" was given to Fortes; it is currently in the "Tate Modern" in London, in the surrealism section of the museum.

In November 2015, the Fortes Rudoy family made a donation to the UNAM library of the specialized bibliographic collection of Dr. Abraham Fortes Rudoy and Dr. Bertha Besprosvany (Fortes, 2019).

The contributions of Abraham Fortes to psychology and psychoanalysis in Mexico are in having been an initiator of group psychotherapy; training several generations of psychologists, many of them now important figures in the discipline; and founding with other human behavior scholars the first school of psychoanalysis, where he taught the first generations of in-training psychoanalysts.

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- ▶ Fromm Krause, Erich Seligmann
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- ▶ Lara Tapia, Luis

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Franco Córtez, Carlos

Born *Lima (Peru)*, June 4, 1939

Died *Lima (Peru)*, December 9, 2011

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Keywords

Peru · Social psychology · Political psychology

Carlos Franco Córtez studied psychology at the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, Lima), which awarded him the degree of psychologist in 1968. He also studied at the University of Louvain (Belgium), which awarded him another degree in psychology in 1969 (with a major in social psychology).

Franco, with sympathies for communism, began his intellectual production writing on topics with content related to the dynamics of social groups during the 1970s (Franco, 1975, 1979). He was an active participant in Peruvian politics, especially during the military government (1968–1975) of Juan Velasco Alvarado (1910–1977), of which he was an advisor for psychosocial issues between 1970 and 1975.

During those years, he worked in the *Sistema Nacional de Apoyo a la Movilización Social* [National System of Support to the Social Mobilization, SINAMOS], led by Carlos Delgado (1926–1980, the government's ideologue), which organized and mobilized residents in defense and support of the military government. Years later, it would fulfill the same function during the first government (1985–1990) of president Alan García (1949–2019).

His participation as an advisor in the government of Velasco Alvarado as in that of Alan García earned him numerous enmities and attacks. He was syndicated as one of the ideologues of the failed nationalization of the Peruvian banks that President García attempted in 1987. During García's second government (2006–2011), he was appointed in 2009 Peru's ambassador to Uruguay, an appointment which caused to numerous criticisms from his enemies and from many who, from the Peruvian left, had been his students. Their former colleagues from the Communist Party and their students accused him of betraying "popular causes."

He was a professor of social sciences at his *alma mater* and at the Universidad Peruana Cayetano Heredia (Cayetano Heredia University, UPCH). In 1977 he founded the *Centro de Estudios para el Desarrollo y la Participación* (Center for Studies for Development and Participation, CEDEP) and the journal *Socialismo y Participación*, which addressed social, political, and economic issues and was very influential at the time (Zevallos, 2012).

Possessing extensive knowledge of Marxism, he theoretically analyzed the conception of democracy in Latin American countries (Franco, 1998) and the changes produced in Peruvian society from the 1970s.

Characterized by controversial political positions, Franco Cortéz is nevertheless one of the most important social psychologists of twentieth-century Peru. His classes at UNMSM and UPCH were closely followed by psychology students, and many social psychologists recognize the influence of his ideas on his work. Due to the enmities and resentments generated by his support for the aforementioned governments, the

newspapers and magazines stopped referring to him and his ideas, the same ones that he continued to express through *Socialismo y Participación* that was published until 2009.

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Franco da Rocha, Francisco

Born *August 23, 1864, in Amparo, State of São Paulo, Brazil*

Died *November 8, 1933, in São Paulo, State of São Paulo, Brazil*

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Keywords

Brazil · Psychoanalysis · Alienism · Eugenics · Foundation of institutions

Francisco Franco da Rocha was a Brazilian psychiatrist graduated in medicine in Rio de Janeiro in 1890; he was a disciple of João Carlos Teixeira Brandão (1854–1921), with whom he worked, during his medical training at Hospício Pedro II (Pedro II Asylum) (Antunes, 2001). He did not pioneer psychoanalytic practice, but encouraged Durval Bellegarde Marcondes (1899–1981) to articulate the Brazilian psychoanalytic movement in the late 1920s.

He was the first alienist of the Asilo de Alienados de São Paulo (Sao Paulo's Asylum of the Alienated of São Paulo), at the end of the nineteenth century, which had hitherto been directed by laypeople. He denounced the precarious conditions of the institution and proposed the creation of a hospice based on scientific knowledge, defending the “rational asylum.” He was responsible for the psychiatric reform of São Paulo, having founded the Hospital Psiquiátrico do Juquery (Juquery's Psychiatric Hospital) where agricultural colony were inaugurated in 1898, the first institution from São Paulo to treat “mental illness” from a medical-scientific perspective and in humanist ideals. This institution, which was considered the largest of its kind in Latin America, sought to develop patient care through material, social, psychological, and moral conditions favorable to welcoming, with the use of psychosocial therapies, such as work therapy, ergotherapy, and psychological assistance to the relatives of inmates. In 1922, he created a special pavilion for “abnormal kids and teenagers,” entrusted to Antonio Carlos Pacheco e Silva (1898–1988), which later succeeded him in the direction of the Hospital.

Franco da Rocha, updated in relation to the movements of European psychiatry, approached Freudian theories, having been one of the pioneers of its diffusion in Brazil, particularly in the chair of Clínica Psiquiátrica e Neuriátrica da Faculdade de Medicina de São Paulo (Psychiatric and Neuriatric Clinic of the Faculty of Medicine of São Paulo), between 1918 and 1923. Mendes (2018) points out that Franco da Rocha was also part of the faculty of *Universidade Livre de São Paulo* (Free University of Sao Paulo) between

1922 and 1917, a private educational institution that covered early childhood education to higher education and constituted himself as one of the germs of the Faculdade de Medicina de São Paulo (School of Medicine of Sao Paulo), later incorporated into the Universidade de São Paulo (University of São Paulo).

He was a member of the advisory board and one of the founders of the *Sociedade Eugênica de São Paulo* (*Eugenics Society of São Paulo*), the first eugenics society in Latin America, founded by Renato Kehl (1989–1974) in 1918, together with Arnaldo Vieira de Carvalho (1867–1920), José Olegário de Almeida Moura, and Artur Neiva (1880–1943), among others (Diwan, 2007, p. 11). Following the global trend, the assumptions of eugenics were recurrent guidelines in the intellectual and scientific field, defended especially by physicians, jurists, and educators. Franco da Rocha also had a participation in the Brazilian League of Mental Hygiene, created by Gustavo Riedel (1887–1934), whose purpose was to improve the assistance to the “mentally ill”; however, later this entity changed this orientation and began to promote the eugenic ideas.

In the first three decades of the twentieth century, he created the *magazines Estatísticas e notas: Memórias do Hospital do Juquery* (*Statistics and Notes: Memories of the Juquery's Hospital*) and *Arquivos da Assistência a psicopatas do Estado de São Paulo* (*Archives of The Assistance to psychopaths of the State of Sao Paulo*). His main contribution to psychology was to have been one of the pioneers of the introduction of Freud's ideas in Brazil, for his studies and for the teaching of these ideas, which made him one of the trainers of the first psychoanalysts in São Paulo.

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- ▶ [Marcondes, Durval Bellegarde](#)
- ▶ [Riedel, Gustavo Kohler](#)
- ▶ [Teixeira Brandão, João Carlos](#)

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Franco, Napoleón

Born *in Cartagena de Indias (Colombia), September 4, 1947*

Died *in Bogotá (Colombia), April 2, 2021*

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¹Zappi, Boston, MA, USA

²Universidad de los Andes, Bogotá, Colombia

Keywords

Colombia · Consumer psychology · Market research · Consumer research · Polling

When Julio Napoleón Franco Armenta was three, and then again at six years old, the country would live two of its most complex historical events: first, the presidency of Laureano Gómez, elected during a very politically violent time triggered by the murder of the Liberal leader Jorge Eliécer Gaitán; second, the dictatorship of the general Gustavo Rojas Pinilla, who overthrew Gómez in a coup d'état and fell after a National Civil Strike

in 1957. Without a doubt, such turmoil influenced Napoleón's keen sociopolitical mind.

He started his primary studies in Cartagena, continued in Cúcuta, and finished them in Bucaramanga. His high school years were not much different; he began studying in Medellín and continued in Cali and Popayán. All of this moving around (as a result of his father's work) allowed him to come into contact with the mentality of many of the country's diverse regions, communities, and social and economic strata. This amplified his perception and understanding of the people and the nation.

Napoleón studied psychology at the Pontificia Universidad Javeriana [Pontifical Javeriana University] between 1968 and 1972. In 1969, he worked as a pollster for the firm *Consumer*, did university internships at the Sibaté Mental Hospital and the Central Penitentiary of Colombia. In 1970 he received his Certified Pollster credentials from the National Institute for Radio and Television and the Popular Training Fund. From 1970 to 1972, he studied Group Management and Dynamics under Jose Francisco Socarrás, taught Industrial Psychology at the Pontifical Javeriana University, and worked as the Director of the Motivational Studies Department at *Consumer*; in 1973, he became the Executive Director of that firm. During that year, he also taught Social Psychology in Media at the Universidad Jorge Tadeo Lozano [Jorge Tadeo Lozano University] and Organizational Development at the Universidad Externado de Colombia [Externado Colombian University] and published several articles.

In 1974, he became a member of the Association of Directors of Sales and Marketing and the Colombian Society of Psychology. He became a teacher at the Universidad de Los Andes [University of Los Andes], continued teaching Advertising Psychology at the Jorge Tadeo Lozano University, and did a specialization at Universidad Nacional Autónoma de México [Autonomous National University of Mexico]. He also organized the Market Research Department for Leo Burnett Colombia and became their Vice-president of Research for Latin American markets. In 1975, he taught Organizational

Psychology at the Pontifical Javeriana University and Professional Psychology at the University of Los Andes; he became a member of the Latin American Association for Social Psychology and the International Advertising Association.

In 1976, he rose to become the vice-president of Leo Burnett Colombia, but left in 1977 when he decided to start his research firm, Napoleón Franco and Associates. The firm is known as the “first Colombian firm dedicated to consumer research, and measurement of consumer sentiment in marketing and advertising” (*El Tiempo*, September 17, 1977). That same year he joined the Management Consultant Association, and the Federación Colombiana de Psicología [Colombian Federation of Psychology].

Starting in 1980, Colombia went again through a period of social and political upheaval that would last over a decade, ceasing finally in September of 1989 when a peace agreement with the government was signed. The following ten years were filled with challenging political situations, plus several natural disasters which all added pressure to the country’s socioeconomic structure, leading it finally to an economic recession in 1998.

During this complicated time, against all odds, Napoleon Franco continued to grow his business, and the firm went through several transformations. In 1981, it changed its name to Napoleon Franco & Co, and in 1982 it opened a branch in Bogota after working out of Cali for over five years. In 1985, it also extended its operations to Medellin. In 1987, working with two colleagues, Napoleón created the National Opinion Institute (ION), dedicated to sociopolitical and electoral studies, and social behavior and public opinion research. Due to the uncertain sociopolitical climate in Colombia, these types of studies gained a great deal of importance, both for the country and for Napoleón Franco. He became the most prominent spokesperson of the opinions of Colombian citizens.

Leading up to the 1990 presidential election, Napoleón Franco conducted his first political polls intending to inform the country at large about the opinions of voters before the elections. Under high levels of scrutiny about the results of

his presidential polls, Franco decided to prove the quality of his work by submitting a closed envelope with the latest results from his research before the election to a notary public and opening it in public the day after the election. When released, his predictions were within decimal points of the electoral results, validating his ability to measure public opinion accurately. After his success, during the 1990 presidential elections, Franco and his firm were recurrently hired by Colombia’s presidents, mayors, governors, and Chambers of Commerce to research and represent the opinions of citizens.

From a media perspective, after visiting the Ibope headquarters in Brazil a couple of years prior, Napoleón decided to bring electronic measurement for television audiences to the country. In 1991 he created Infoanálisis, a division dedicated to studying investment in advertising, and in 1992 he established Ibope Colombia, his third firm, which specialized in media audience measurement; he brought the first *people meters* for electronic measuring of television audiences to Colombia.

After establishing his company as one of the largest and most trusted market research firms in Colombia, in 2003, Napoleon Franco & Co. began fusing with Ipsos, the French multinational, which ended in 2005 with the new firm Ipsos-Napoleón Franco. In 2006, The Chamber of Commerce of Bogota awarded the firm an important Recognition for its 25 years of operation.

Napoleón also continued to participate as a spokesman in several conferences. He was invited five times to the National Advertising Conference; he was also invited to the Planning and Analysis for Market Research Conference. He additionally received awards like the Megamarketing Star for market research. Franco remained involved in Ipsos-Napoleón Franco until he passed away in 2021.

Napoleón Franco’s contribution to the advancements in consumer psychology in his country is made clear by the countless studies that his firm created and that revolutionized the whole market research field in Colombia. He was the first to offer mechanisms like: focus groups, in-depth interviews, pre-testing using Audience

Reaction Testing, package testing for visual impact, and several quantitative studies, to point out a few. In 1983, for example, he was the first to carry out brand positioning studies by using perceptual maps and multivariate analyses. In 1985 he standardized the PRA, Audience Reaction Test, used to analyze advertising and programming for television, and in 1986 he was the first to study Colombian mentality concerning democracy and free enterprise.

Every single area of Colombian society saw at least one study created by Napoleon and his firm. Overall, he conducted thousands of research studies for both private and public purposes, which brought insight to the collective psyche of Colombians. Napoleon Franco researched everything from electoral polling to coffee drinking, from women's personal care items to oil and gas. He was a pioneer in his area and taught, directly or indirectly, hundreds of market researchers in Colombia and Latin America, earning him the title of Master of Masters in Market Research in Colombia. He had a talent for seeing beyond the numbers, for going deeper into the mechanisms of the Colombian psyche. As he said himself at a National conference to end his keynote speech, "The country fools itself when working only with economic indicators; it should be asking the people, in order to really get to know them."

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Franklin de Martínez, Elena

Born *Caracas, (Venezuela), 22 July 1943*

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Universidad Metropolitana (UNIMET), Caracas,
Venezuela

Keywords

Venezuela · Human development ·
Psychological development of twins

Elena is the daughter of Engineer Alberto Franklin Martínez and Angelina Capriles de Franklin. She completed her primary and secondary education at the Colegio San José de Tarbes (San Jose de Tarbes School) boarding school in Caracas (1949–1960). She obtained her bachelor's degree in Humanities in 1960. She began her higher education at the age of 17 when she entered the School of Psychology at the Universidad Central de Venezuela (Central University of Venezuela) (UCV). An outstanding student, she was a lecturer of the *Lecturas de Filosofía* (Readings in Philosophy) Chair. She went on to obtain her degree in Psychology (1964) where she was ranked fourth in her class.

She began her professional experience in the school where she studied elementary and high school. She collaborated in the creation of the psychology service for students, teachers, parents, and representatives, organizing vocational orientation programs and workshops as well as teaching psychology classes. She was invited temporarily to teach Developmental Psychology at the Escuela de Psicología (School of Psychology) of the Universidad Católica Andrés Bello (UCAB, Andres Bello Catholic University), which was the beginning of her experience in Higher Education, and which she practiced for more than 40 years. In 1974, she joined the selection division of the Gran Mariscal de Ayacucho Scholarship Program as a psychologist.

In 1976, she joined the Universidad Metropolitana (UNIMET) (Metropolitan University), in Caracas, as co-founding professor of the

Escuela de Educación (School of Education). There she designed a special admission system for the school, as well as the syllabus for the courses of Psychological Development of Children, Adolescents and Adults, Personal Development of Teachers and Research Methodologies, courses that she taught for 20 years. Parallel to teaching, she organized the first preschool – kindergarten – for the children of teachers and employees of UNIMET. She served as Director in charge of the School of Education at UNIMET on two occasions.

She completed a master's degree in Psychology of Human Development at the Universidad Central de Venezuela (UCV, Central University of Venezuela), Caracas (1986–1990), where after graduating, she was a professor for 3 years, sharing the course of Research Methodology. At that time, she was appointed Director of Admissions (Undergraduate and Graduate) by the authorities of UNIMET, a position she held for 6 years. There she designed new systems and promotional strategies for the University in public and private campuses, with the support of a group of professors and students, organized the entrance exams and placement of applicants, and developed research on the profile of student admission and its relationship with the pursuit of studies.

She assumed the position of Director of Studies Control (1996–1998), during which time she also completed studies in Educational Management at the Instituto de Estudios Superiores de Administración (IESA, Institute of Higher Studies in Administration), a Diploma in Teaching Skills under an agreement between UNIMET and the Instituto Tecnológico de Estudios Superiores de Monterrey (Technological Institute of Higher Studies of Monterrey), Mexico City Campus. In addition to an Advanced Program in Technology, Learning and Knowledge within UNIMET.

Between 1998 and 2004, she was a professor in the Departamento de Didáctica (Department of Didactics) at UNIMET. She was part of the Commission of the New Educational Model of this university and together with other members of this department, she designed a program for the development of teaching skills to update active and new teachers, to train them in a

new educational model based on the four pillars of UNESCO (Learning to know, to do, to be, and to live together), which was called *Aprendizaje Colaborativo en Ambientes distribuidos* (Collaborative Learning in Distributed Environments, AcAd Model) and training in some technological platforms to begin to design units of subjects of a semi-presential and virtual character.

In 2002, she began doctoral studies at the Universidad de Sevilla (University of Seville), Spain, culminating in 2008, with a doctoral thesis on the design, implementation, and evaluation of a blended learning program for the development of teaching skills at UNIMET.

Between 2001 and 2002, together with Mari Carmen Lombao and María Angélica Sepúlveda, she proposed the organization of the Psychology undergraduate program at UNIMET. In May 2004, the Consejo Nacional de Universidades (National Council of Universities, CNU) approved the Psychology Degree Program and on October 4 of the same year, UNIMET opened it to receive 120 students in what would be the seventh psychology school in the country and the sixth in private school.

Dr. Martínez was appointed as the first Director of the new Escuela de Psicología (Psychology School), a position she held for 10 years (2004–2013). During her tenure, she organized the Departamento de Ciencias del Comportamiento (Department of Behavioral Sciences), the first Psychology Laboratory, coordinated diploma and specialization programs, and redesigned the Psychology Undergraduate Program.

In 2001, she assumed the direction and organization of the II Venezuelan Congress of Psychology, at the headquarters of UNIMET, which was attended by renowned national and international specialists and researchers.

She was a member of the Board of Directors of the Federación de Psicólogos de Venezuela (Federation of Psychologists of Venezuela, FPV), holding the position of Treasurer (2013–2015) and then as a member, a role from which she promoted and encouraged the aggregation of professionals. Her line of research was

oriented towards the evaluation of psychoeducational processes in higher education and psychological development of twins and identical twins and guidance on their upbringing in the family and at school.

She has published more than ten articles in several journals and scientific events. She published the book *Identical Twins. Guidance on Their Upbringing and Psychological Development, Both at Family and at School*, product of her reflections as a mother of twins and psychology professional (Franklin de Martínez, 2016).

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Freire, Paulo Reglus Neves

Born *Recife, (PE, Brazil), 19 September 1921*

Died *São Paulo, (SP,– Brazil), 02 May 1997*

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Keywords

Brazil · Chile · United States · Switzerland · Education · Social psychology · Community psychology · Psychology of liberation

Paulo Freire graduated from the Faculty of Law of Recife in 1946 but spent his whole professional life in the area of education. Between 1947 and 1954 he acted as director of the sector of Education and Culture of the Social Service of Industry (SESI) of Pernambuco. From 1954 to 1957 he was superintendent of the institution. In 1960 he was appointed professor of Philosophy and History of Education of the Faculty of Philosophy, Sciences and Letters of the Universidade de Recife (University of Recife), currently the Universidade Federal de Pernambuco (Federal University of Pernambuco). In 1961, together with other educators, he was appointed to the Board of Education of Recife and, later, to the Culture and Recreation Division of the Recife Local Municipal Government.

In the first years of the 1960s, he took on various functions simultaneously, which indicates his engagement in different cultural, educational, and political activities not only at the local (Recife) but also the state level (Pernambuco) and, subsequently, at the national level. Thus, he participated in the creation of the Movimento de Cultura Popular (Popular Culture Movement) (MCP) of Recife (1960), he was a director of the Cultural Extension Service of the University of Recife (1962), member of the Pernambuco State Board of Education (1963), President of the National Committee of Popular Culture (1963), and coordinator of the National Literacy Programme, promoted by the Ministry of Education (1964) (Beisiegel, 1999; Freitas, 2000; Osorio, 2003; Zitkoski, 2010).

In these activities, Paulo Freire invested above all in the valorization of popular culture and the education of illiterate adults. He used them to develop his method of making adults literate, which came to be known as the “Paulo Freire Method.” This was used in the abovementioned National Education Programme of 1964, which had as its goal to make five million adults in the whole of Brazil literate (Beisiegel, 1999; Freitas, 2000; Osorio, 2003; Zitkoski, 2010).

Paulo Freire thought that education could not be politically neutral. Due to his conception of education, his method of making adults literate involved discussion on the conditions of life of

illiterate adults and, inevitably, led also to discussion about the conditions of life of the less favored populations. In this way one can arrive at an identification between politics and education. He was considered subversive, a danger to the established order, when the military *coup d'état* of 1964 occurred. The *coup d'état* suspended the National Education Programme. Following this Paulo Freire was considered a political enemy and detained for a period of approximately 60 days.

In September 1964, after being released, he decided to go into exile. He stayed for a short while in Bolivia and soon afterwards moved to Chile. It was in exile in this country that he wrote his best known work, "Pedagogy of the Oppressed," concluded in 1968 (Beisiegel, 1999; Freitas, 2000; Osorio, 2003; Zitkoski, 2010).

He moved to the United States in 1969, working as a guest professor at Harvard University. In the following year, he went to Geneva, Switzerland, where he took over the position of a Special Consultant to the World Council of Churches. In this position, he rendered assistance to the educational activities undertaken in different countries of Africa. The objective was to undertake literacy programs and collaborate in the building of an education for peace and liberation from the oppressive processes to which the populations of these countries were submitted, subjecting them to wars, economic crises, and military dictatorships (Beisiegel, 1999; Freitas, 2000; Osorio, 2003; Zitkoski, 2010).

He returned to Brazil in 1980, after the amnesty law had been passed in the previous year. In this year, he participated in the foundation of the Partido dos Trabalhadores (Workers' Party) (PT) and started to lecture at the Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo) (PUC-SP) and at the Universidade de Campinas (University of Campinas) (Unicamp). He was Municipal Secretary of Education of São Paulo between 1989 and 1991. In 1991 he was also guest professor at the Universidade de São Paulo (University of São Paulo) (USP). In this period he involved himself in numerous activities, such as classes, talks, debates, interviews, conferences, publications,

and congresses (Beisiegel, 1999; Freitas, 2000; Osorio, 2003; Zitkoski, 2010).

Along his whole trajectory, Paulo Freire was an intellectual marked by his commitment to social transformation, seeking the humanization and the liberation of people more subjected to oppression in their daily lives. His work is especially focused on the theorization about the human conscience, how it is built, how it develops existentially, how it adapts to the world and criticism, with a view to overcoming whatever dehumanizes the human being in its relationship with the other, with society and culture. This view of the world had a strong impact in the field of psychology in Brazil and in other countries in Latin America, and it inspired, in the 1960s and 1970s, the building of a community Social Psychology as an area committed to the perspective of socio-political liberation of the population (Freitas, 2000). In this way, Paulo Freire, although better known as a theoretician of education, can and should be recognized for his extraordinary conceptual contribution to the psychology of the human consciousness and to epistemology.

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Freyre, Gilberto de Mello

Born *Recife, (Brazil), 15 March 1900*

Died *Recife, (Brazil), 18 July 1987*

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Federal University of Minas Gerais, Belo Horizonte, Brazil

Keywords

Brazil · Brazilian social thought ·
Miscegenation · Myth of racial democracy ·
National identity

Gilberto de Mello Freyre graduated in Waco, Texas, USA, where he attended at Baylor University and earned a Bachelor of Arts in Liberal Arts, specializing in Political and Social Sciences (1920). His experiences as a student in the 1920s

in a segregated United States confronted him with scenes from the post-abolition North American racist system. Later, he moved to New York, to study at Columbia University, where he obtained a master's degree with the dissertation *Social life in Brazil in the middle of the 19th century* (1922), under the supervision of Franz Boas (1858–1942), a German American intellectual considered one of the founders of modern American anthropology. Franz Boas was a great influence on Freyre's work, considering that he adopted a culturalist rather than a biologicist bias when it comes to understanding the relationship between different ethnic groups in Brazil. This dissertation was the main argument of what would become, years later, the book *The masters and the slaves* (1933), in which the author privileges the description and analysis of slavery and the relations between whites, blacks, and indigenous people in the luso-tropical scenery (Bocayuva, 2001).

After his master's degree, in 1922, Freyre traveled through Europe to cities such as Paris, Munich, Nuremberg, London, and Oxford, disclosing his thoughts on Brazilianness studied in his dissertation. Merging his period in the United States with Europe, where he lived a total of 5 years in Europe, between 1918 and 1923, he returned to Brazil in 1923, to the city of Recife, but he did not adapt to the Brazilian academic world, as he did not directly belong to none field of teaching and research which at that time dominated the science: Law, Medicine, and Engineering (Bocayuva, 2001). Thus, he sought to break with his academic isolation through exchanges with national interlocutors who, too, were grappling with issues that were beginning to become central in his thinking: miscegenation and the future of a modern project in Brazil. In 1924, Freyre organized, in Recife, the *I Brazilian Congress of Regionalism*, which served as an intellectual-political agenda for several intellectuals who took miscegenation as a mark of the constitution of Brazilian nationality. At that time, several more regional researches circumscribed to Northeastern experiences became representational microsocial experience of this nationality. Freyre compiled, for example, recipes from white female slave owners and black slaves from some regions

of the northeast, which he would later understand as an Afro-Brazilian cultural reference, also contributing to the exaltation of the national natural wealth (Bocayuva, 2001).

In 1926, Freyre began to circulate through institutionalized politics and became private secretary to the governor of Pernambuco, at the time, Estácio de Oliveira Coimbra (1872–1937), a position in which he remained until 1930, when the provincial governments were overthrown by the 1930 Revolution. Both went into exile for fear of political retaliation. Gilberto Freyre returned to the country in 1931 and worked on what would become his most famous work, *The masters and the slaves* (1933).

He continued in public life, occupying the state presidency of the UDN (União Nacional Democrática – National Democratic Union), a more conservative party, in Pernambuco. While some academics considered *The masters and the slaves* (1933) an essay and not a scientific work, others saw it as a great reference for theoretical and aesthetic innovation in Brazilian psychological and sociological studies. Others even went so far as to point the production as a fiction that naturalized the racial conflicts existing between traditional peoples, Africans and Portuguese whites on Brazilian land.

Internationally, the work is recognized as an empirical portrait of the intimate life of Brazilian society through the relationships that took place between masters, African and Indigenous slaves in that context. Through aspects of daily life, habits, customs, routines, and, taking the family as the axis of analysis, the author reveals the space of private relationships between the various agents that helped to build Brazil from colonial times to the Old Republic. In this context, Freyre is recognized for explaining Brazil through a different perspective than what was found in the national intellectual paradigm in force until then. For a long time, Freyre was responsible for confronting the arguments of Raimundo Nina Rodrigues, a physician and professor at the Faculdade de Medicina da Bahia at the end of the nineteenth century, a supporter of socio-racial Darwinism, who postulated that extreme miscegenation was at the same time a sign and condition

of the degeneration of the Brazilian population. Something that, later on, would be located by the critical field of knowledge as Scientific Racism, because it is supposedly legitimate knowledge that collaborated in the maintenance of historically constructed racial inequalities (Skidmore, 2013).

Gilberto Freyre, on the other hand, in a tendency to criticize the more biologizing postures of Brazilian culture, lists miscegenation as the possibility of the redemption of Brazil in its modernization process, which is done through arguments that resort to historiography, to literature, philosophy, psychology, and anthropology. The question “what makes us Brazilian?” occupied the time of analysis of the intellectuals of Brazilian society at the time, and, in the context of the 1930s, many of those who set out to define a “national specificity” selected the racial problem found in the country, highlighting the particularity of miscegenation as a Brazilian ontology that would have reduced the racial distances between whites, blacks, and indigenous peoples. Thus, compared to the previous period, led by the hygienism and eugenics of Nina Rodrigues, it is possible to perceive, from the 1930s onwards, a direction towards the different “valuation” of this Brazilian mixture. From then on, instead of blemish, miscegenation began to transform itself into a promise and even national fortune, breaking with any biological or geographic-climatic fatalist-determinist reading that existed as a consensus until then (Skidmore, 2013).

Thus, although Freyre does not deny Brazilian colonial, patriarchal, and patrimonial heritages, he builds a microcosm of power relations between racialized groups, in a kind of equivalence of antagonisms that would be capable of building racial harmonization in the country. What had the effect of a discourse that softened Brazilian slavery when compared to other slaveholding nations, especially the United States. This discourse of racial harmony has resulted in the strengthening of an idea of a cohesive nation, but it was unable to take on a real debate on the insertion of black and indigenous peoples as citizens and subjects of rights in Brazilian society.

In this same direction, even though there is an advance in bringing psychosocial and even psychosexual dimensions to Brazilian scientific studies about national culture in a moralistic moment of teaching traditions, Freyre thus makes himself hostage to the traps of an aberrationist view of luso-tropical sexuality, associating non-white peoples with a certain inclination to a more available and savage sexual practice (Bocayuva, 2001).

The velvety and malicious eroticism of his narrative seems to subsume the violent element between the white man and the black and indigenous women. Thus, the author insists on seeing loving and friendly encounters between historically unequal ethnic-racial groups, reinforcing what was named, by some of his readers, as the myth of racial democracy: the belief that Brazil is the stage of a harmonious relationship between colonizers and colonized on the basis of the national family constitution (Fernandes, 1965). However, this myth – operationalized as a truth in Brazilian social and political practices – hides something beyond what it states, exerting its symbolic, material, political, and economic violence on Brazilian black and indigenous populations, especially women, as the non-white feminists analyze (Gonzalez, 1983).

Following the success that his first work allowed him, in 1934, Freyre assumed the chair of Sociology at the newly established Universidade do Distrito Federal, in Rio de Janeiro. In the years that followed, the author published articles in several newspapers. In February 1935, for example, Recife's *Lanterna Verde* magazine published *The slave in Brazilian newspaper advertisements of the 19th century*, an assessment by Freyre that takes as a point of analysis the advertisements of slave masters in search of their escaped captives, identifying the incidence and the most frequent types of corporal punishment that took place in this context. This text disputes the accusations made against him of having created an idyllic and unreal image of the violence of Brazilian slavery (Bocayuva, 2001).

In 1940, Freyre bought an old mansion, on colonial architecture, the Solar de Apipucos, in Recife, even before he met and married his wife

Dona Maria Magdalena Guerres Pereira (1921–1997). Years later, this residence was the stage for the short documentary *The Master of Apipucos* (Andrade, 1959), narrated by Freyre, which presents a kind of account of a day in his daily life.

In 1944, Freyre published *Euclid's Profile and Other Profiles*, which brought together some of his articles from his time between the ages of 25 and 30, which had not yet been published. That same year, he returned to the United States to hold, at Indiana State University, numerous conferences on his cultural studies about the racial component in societies. Upon returning to Brazil, he was elected by the UDN party for a seat as a federal deputy (1946–1951), a period in which he dedicated himself, above all, to honoring northeastern intellectuals (Bocayuva, 2001).

In the following years, the author published other works that take the debates of *The masters and the slaves* (1933), remaining involved with the ideas of qualifying a Brazilian national type. He also devoted himself to questioning the traditional sociological method. Finally, he published his last work *Men, engineering and Social Paths* (1987) – the year of his death – in which he engages in a dialogue between physical, social, and human science, considering its applicability to social and technological development in Brazilian forest regions, mainly, the Amazon.

During his career, Gilberto Freyre was awarded in different fields: literature, politics, and sociology. Such as Excelência Literária da Academia Paulista de Letras (1961); Prêmio Machado de Assis da Academia Brasileira de Letras for his complete work (1962); Aspen Institute Prize, United States of America (1967); Title Knight-Commander of the Order of the British Empire, conferred by the Queen of England (1971); and Grand Officier de l'Ordre National de la Légion d'Honneur, France (Grand Officer of the National Order of the Legion of Honor, France) (2008).

If we recognize that, even before becoming an autonomous science and profession in Brazil, Psychology was already constituted as a theoretical, conceptual, and methodological contribution to other areas of knowledge (Jacó-Vilela et al.,

2016), it is possible to consider the contributions of Gilberto Freyre to the consolidation of a psychosocial thought around the subjectivity of the Brazilian of the nineteenth and twentieth century. His contributions to the psychological field revolve mainly around investigations built from analyzes on the psychosocial processes that build Brazilian subjectivity from the intimate and private relationships between the main ethnic characters in Brazil in its colonial and postcolonial context: whites, blacks, and indigenous people. Thus, Freyre prioritizes the private space of family relationships as a central analyzer of the sociological aspects of a nation and vice versa, breaking with the scenario of biologizing readings of subjectivation until then. At the same time, Freyre, too, became himself important as a synonym for an analytical trap that, steeped in elitism and white centeredness, reinforced the construction of an unbelievable romantic Brazilianness when it is compared to its material and historical reality, radically violent.

Thus, the debates around Gilberto Freyre's work situate, at the center of the discussion of Brazilian Social Psychology, the projects of intellectuality and society that the psychosocial field would dispute from then on: either they would be more focused on harmonizing differences/inequalities ethnic-racial national or they would be more inclined to the proposition of theoretical contributions which make the conflicts between different peoples in Brazil visible.

Cross-References

► [Nina Rodrigues, Raimundo](#)

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Friedenthal, Hebe

Born *Argentina, 1938*

Died *Argentina, 1978*

Marcela Borinsky

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Keywords

Argentina · Psychology professionalization · Buenos Aires Psychologist's Association · School of Children Clinical Psychology

Irene Friedenthal studied psychology, and she was one of the first graduates of the Universidad Nacional del Litoral (National University of Litoral), Rosario, Santa Fe. She developed an important scientific contribution with the

translation of the main works of the English psychoanalyst Melanie Klein (1882–1960) into Spanish: *Contributions to Psychoanalysis* (Klein, 1964) and *Development of Psychoanalysis* (Klein et al., 1962) as well as the *Introduction to the work of Melanie Klein* by Hanna Segal (1965).

She participated in the creation of Asociación de Psicólogos de Buenos Aires (Buenos Aires Psychologist Association) in 1962 and was part of their first directive commission. This organization supported the professional and union organization of the first psychology graduates who defended the interests of the new profession in Argentina (Borinsky, 1999). Hebe Friedenthal was dedicated to teaching at the Universidad del Litoral (National University of Litoral) and the Universidad de Buenos Aires (University of Buenos Aires), and she also traveled throughout the country to spread psychology and psychoanalysis. She published theoretical articles in specialized journals, and her works covered a wide variety of interests from projective techniques, the relationships between psychotherapy and psychological evaluation, Melanie Klein's thoughts, and Freudian ideas.

In 1967, she created with three other psychologists – María Rosa Glasserman (b. 1936), Estrella Joselevich, and Alba Kaplan – the Escuela de Psicología Clínica de Niños (School of Child Clinical Psychology). It was the first field of postgraduate training led by a psychologist for learning, research, and specialization in child psychotherapy (Kaplan, 2008). Afterward, she traveled and studied at the Tavistock Clinic and at the Hampstead Clinic with Anna Freud working on the observation of infants, the use of projective techniques, and the genetic psychology of the first year of life (Carpintero & Vainer, 2005). During this trip, she reviewed a Lacan Conference in London for the *Revista Argentina de Psicología* (*Argentine Psychology Journal*) (Friedenthal, 1976).

In a moving tribute, her companions highlighted her contributions to the history of Argentine psychology:

Together with other colleagues, Hebe Friedenthal represented a possible job profile for a career that, being just born in the country, was

nothing more than an illusion, a utopia for those who chose it. So, in that opening, psychology students and psychologists in postgraduate training approached her with the expectation of being able to find a figure that could simultaneously offer an identity model and an outlined profile for a possible professional exercise (Ducovsky et al., 1978, p. 27).

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Fromm Krause, Erich Seligmann

Born *in Frankfurt, Germany, March 23, 1900*

Died *in Locarno Suiza, March 17, 1980*

María del Rosario Muñoz Cebada
National Autonomous University of Mexico,
Mexico City, Mexico

Keywords

Mexico · Germany · Psychoanalysis · Mexican Psychoanalytic Movement · Frommian psychoanalytic

Erich S. Fromm Krause was born in an Orthodox Jewish family, and rabbinical dynasty on his father's side. He studied psychology, sociology, and philosophy in Heidelberg, Germany. At the age of 22, he obtained a PhD in philosophy with his theses "Das jüdische Geesetz. Ein Beitrag zur Soziologie der Diasporajudentums" (Jewish Law: Contribution to the sociology of diaspora Judaism) (Peris, 2005). The religious influence is evident throughout his work from which he will take the idolatry concept though he does not abandon his concept of religiousness. He develops a humanist thinking revisiting various humanist thinkers such as August Comte (1798–1857), Karl Marx (1818–1883), Baruch Spinoza (1632–1677), M. Eckhart (1260–1328), etc. for their ethical and moral principles.

He trained to become a psychoanalyst at the "Berliner Psychoanalytisches Institute" (The Berlin Psychoanalytic Institute) from 1927 to 1930 (Rocha, 2001). Disagreeing and radically questioning the Freudian method, Fromm intends

to develop a dynamic social psychology from Freud's and Marx's postulates. In 1940, he abandons Freudian orthodoxy though he never stopped considering himself a Freudian and he never gave up psychoanalysis.

Fromm differentiates Freud's psychoanalysis from his own system, which he denominated humanistic psychoanalysis and which has a social character as its main axis: It articulates the psychoanalytic theory of dynamic motivation with socioeconomic systems to the dominant production modes in particular.

It is important for him to study everyday life psychopathology, emphasizing aggressiveness and destructiveness issues as well as the analysis on how man is absorbed by a capitalist society or by alienating ideologies which he becomes supportive of and proselytizes without being conscious or critic about. He does not act insanely worshipping external objects, forgetting his inner life without being compromised to himself nor fulfilling his personal or social responsibilities (Maccoby, 1979).

He joins the "Berliner Psychoanalytisches Institut" until 1931. In 1934, along with other colleagues, he founds the "Frankfurter Berliner Psychoanalytisches Institut" (1928–1938). He was excluded from the Deutsche Psychoanalytische Gesellschaft (German Psychoanalytic Association) because he was a Jew though he remained an extraordinary member of the "Internationale Psychoanalytisches Vereinigung" (International Psychoanalytic Association).

He also belonged to the "Institut für Sozialforschung" (Institute for social Research) in Frankfurt from 1930 to 1938. There, he found the possibility to connect Freudian theories with Marx, and provide psychological and philosophical-anthropological basis to Marxism.

In 1933, as the National Society Movement takes control in Germany, Fromm flees the country and decides to establish in the United States and live in NY where he opens a psychoanalytic consultation office and starts teaching courses at the New School for Social Research, at Yale University, Columbia, and at Bennington College.

He decided to take a break, and he visited Mexico for the first time in 1935 and later returned in 1949 to live in Cuernavaca due to health issues. While in Mexico, Erich Fromm had an intense

activity in psychoanalytic practice, theoretical development, and theoretical writing as well as exercising a transcendent influence in the development and consolidation of the Mexican Psychoanalytic Movement. A group of disciples was organized around him initiating, in 1951, the training of psychoanalysts at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) with Fromm as a professor and didactic analyst to that first generation. In 1960, Fromm achieved, before the university authorities, to include psychoanalytic training in the curricula of the Facultad de Medicina (Faculty of Medicine) of the UNAM.

These changes have a profound effect on medical and psychological education, especially when they were included in teaching, mainly at the schools of medicine and psychology which, in the end, modified their curricula.

Fromm was the first psychoanalyst to be part of the International Psychoanalytic Association (IPA), which came to Mexico to train psychoanalysts, and founded a Psychoanalytic Institute to give courses and conferences with the active engagement of other psychoanalysts.

He studied the social nature of industrial and rural societies, emphasizing their social character matrix which has developed as an adaptation to economic, social, and cultural conditions common in a group, i.e., it describes the modeling and channeling of human energy within a society with the purpose of continuing the functioning of society.

Along with Michael Maccoby (born 1933), Fromm started a socio-psychoanalytic study in a small village of peasants: His goal was to combine psychoanalysis and sociology methodologies to implement the psychoanalytic theory to non-psychoanalyzed social groups, as well as to prove the prevailing social character theory in that village (community). For such a study, they implemented a questionnaire as an instrument Fromm had created and applied, 1929–1930, about the character of German workers; it has to be adapted and validated suiting the population to be studied and has been useful for different socio-psychoanalytic investigations. This study lasted for 10 years; during this time, knowledge of the

structure of such society was acquired. Through time, the conditions of the investigators varied, and some data they had obtained was good to take, predict, and plan the necessary changes for the well-being of that society.

In addition, the Fondo de Cultura Económica (FCE) (Cultural Resources Economic Fund) started in 1956 the psychology and psychoanalysis collection, and the publishing of the Psychoanalysis, Psychiatry and Psychology Magazine for which Fromm was first Director.

Fromm, along with a few colleagues, founded the Sociedad Psicoanalítica Mexicana (SPM) (Mexican Society of Psychoanalysis) in 1956, and in 1963 the Instituto Mexicano de Psicoanálisis A. C. (Mexican Institute of Psychoanalysis A. C.) (Silva, 1982). In 1973, due to health problems he definitely established in Locarno, Switzerland. He continued writing and participating in social movements until his death.

At present, the Instituto Mexicano de Psicoanálisis (Mexican Institute of Psychoanalysis A. C.) is no longer sponsored by UNAM. It was incorporated to Secretaría de Educación Pública (SEP) (Ministry of Public Education), and it is interesting to see psychiatrists, psychologists, and other professionals being trained under the Frommian psychoanalytic.

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G

Gajardo Contreras, Samuel

Born *in Santiago (Chile) on Abril 23, 1894*

Died *in Santiago (Chile) on Agosto 16, 1969*

Mariano Rupertuz Honorato
Universidad Andrés Bello, Santiago, Chile

Keywords

Chile, psychoanalysis · Legal medicine ·
Psychological pedagogy

Samuel Gajardo Contreras was a lawyer, writer, and the first juvenile court judge in Chile, who was born and died in Santiago. Gajardo was a great supporter of psychology and psychoanalysis, a professor of legal medicine, psychiatry, and criminology in the Faculty of Law of the Universidad de Chile (University of Chile) from the early 1930s to 1957. He also spearheaded many initiatives for the protection of homeless children – such as the *Ciudad del Niño* (The Kid's City) in 1943–, the rights of children, and secular education (Gajardo, 1957).

Interested in the study of criminal conduct, he saw in the psychological disciplines a specialized tool for legal work: It has helped understand the motivations for crime and antisocial behavior. He also felt that since the life force came from sexuality, people urgently needed sex education. The “tragic ignorance,” in the judge's words, only led

to pain and mishaps: unwanted children, the transmission of venereal disease (syphilis and gonorrhea), and clandestine abortions (Gajardo, 1937b). Gajardo was a freemason too and condemned the church's position that such issues needed to remain family secrets.

In that sense, Gajardo recommended that parents should learn psychology to carry out a “scientific pedagogy” for their children, which would prevent neurotic conflicts from appearing in the future. For this reason, he was a prolific writer who always made time for popularizing psychological and explicitly Freudian material (Gajardo, 1940). Parents, educators, and doctors, thanks to Freud's teachings, had a better understanding of the infant's soul, and as a result, they were in a better position to avoid future illnesses. The social representations of infancy incorporated the category of the “perverse polymorph,” as described by Freud, underlining the idea that adult personality was the result of childhood life. The pedagogical interest of Freud's theories for Gajardo lay in the hope that human beings could be reconciled with their childhoods by learning about the infantile part of themselves. He was radically opposed to the violent repression of the instincts and openly recommended that educators avoid such practices through an unbiased understanding of the nature of childhood. Psychoanalysis, from this perspective, also shows that the child's perverse and antisocial instincts can make valuable contributions to the formation of his character when, rather than being subject to repression, they are diverted from

their primitive goals by the process of sublimation and directed toward other, more valuable ends (Plotkin & Ruperthuz, 2017). Our best virtues are born as reactions and sublimations on the ground of our worst inclinations. As a result, education should studiously avoid wasting those valuable sources of energy and confine itself to supporting processes that channel such energies in the right direction. From this, we can deduce that an education based on psychoanalytic knowledge may constitute the best individual prophylaxis against neuroses.

Gajardo was, furthermore, committed to promoting sexual education and became recognized as an expert in the field (Gajardo, 1936). He insisted on the need to recognize infantile sexuality as an element of the civilizing process and therefore encouraged sex education for children. In conjunction with a medical team, Gajardo participated in the *Centros de Educación Familiar* (Family Education Centre's) organized by the *Departamento de Higiene Social* (Department of Social Hygiene), which was aimed at implementing sex education courses for parents, teachers, and physicians. He was personally responsible for the course on "Freud's sexual theory" (Bahamonde, 1937).

Psychoanalytic heterodoxy, promoted by Gajardo, sparked a massive recruiting and teaching effort by the "Freudians": This included an open school of psychoanalysis, which made a series of essential attempts to spread psychoanalysis beyond professional circuits. Gajardo inclined, therefore, toward what was known as "lay analysis" and entered the debate by declaring that medicine could not claim an exclusive right to psychoanalytic practice. Gajardo's efforts to publicize psychoanalysis became official; along with other collaborators, he helped create the *Fundación Freud y Shenstone* (Freud and Shenstone Foundation) in 1950, which was introduced as an institution designed to promote the psychological improvement of human beings. This foundation, which functioned in Santiago, gave free, popular courses on psychoanalysis, open to anyone who cared to take them. Under the banner "Any Chilean can be a psychoanalyst," these courses were advertised in the press and were

taught at the University of Chile's Law School by Judge Gajardo (Ruperthuz, 2012, 2016, 2017).

Finally, Samuel Gajardo made a foray into the literary world, too, writing novels in which his characters starred in situations inspired by what he saw in court. Novels like *Sexual disharmony* (*Desarmonía sexual*, 1937b) and *When children don't sing* (*Cuando los niños no cantan*, 1949) show a psychoanalyst like a principal character intervening in problematic situations that affect children, interpreting the unconscious dimension of their suffering.

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Galíndez, Jorge Rafael

Born *Catamarca, (Argentina), 1912*

Died *Tucumán, (Argentina), 1986*

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Keywords

Argentina · Psicoanálisis · Historia de la psicología · Psicología general · Facultad de psicología

Jorge Galíndez was born in Catamarca in 1912, and he received his doctoral degree in medicine in the *Universidad de Buenos Aires* (University of Buenos Aires), where he also studied philosophy. In his native province, he was an active professor at the *Instituto del Profesorado de Enseñanza de Catamarca* (Institute for Professorship Teaching at Catamarca). He was also elected provincial deputy for the Democratic Party in 1941.

A casual conversation with Professor Edmundo Concha (1918–1998), colleague at the Institute and professor at the *Facultad de Filosofía y Letras* (Faculty of Philosophy and Humanities) at the *Universidad Nacional de Tucumán*, UNT (National University of Tucumán), made him aware that there was a position for the course on *Direcciones contemporáneas de la Psicología* (Contemporary Trends of Psychology), a required within the *Licenciatura en Filosofía* (undergraduate program in philosophy). As the situation in his province was complicated since he had been dismissed from the Institute in 1955 due to his closeness to the Peronism, he competed and obtained the professorship, moving to San Miguel de Tucumán (García, 2012).

Allí desempeñó un papel decisivo en la creación de la carrera de Psicología, que ya había sido anticipada en el Congreso de

Psicología de 1954, pero que la caída del gobierno peronista había retrasado en su implementación. Como integrante del Consejo Directivo de la Facultad de Filosofía y Letras (1959) impulsó la creación de la Licenciatura en Psicología en 1959. Asumió la Dirección del Departamento de Psicología. Junto al Prof. Ricardo Moreno y al Prof. Jorge Bianchi puede reconocérsele la autoría del proyecto.

In the National University of Tucuman, he played a decisive role in the creation of the undergraduate Psychology Program, which had already been anticipated in 1954 in the *Primer Congreso Argentino de Psicología* (First Argentine Psychology Congress), but due to the fall of the Peronist government had delayed its implementation. As a member of the *Consejo Directivo* (board of directors) of the Faculty of Philosophy and Humanities he promoted in 1959 the creation of the undergraduate Psychology Program. Together with Professors Ricardo Moreno (1912–2012) and Jorge Bianchi (1930–2021), he is credited with the authorship of the project. Later, he assumed the direction of the *Departamento de Psicología* (Department of Psychology) at UNT.

Within the undergraduate program in psychology, in addition to the course Contemporary Directions of Psychology, Galíndez taught other required courses such as *Psicología Evolutiva* (Developmental Psychology), *Psicología Médica* (Medical Psychology), *Orientación Profesional* (Professional Guidance), *Biotipología y Caracterología* (Biotypology and Characterology), and *Psicología de la Personalidad* (Personality Psychology). His teaching was effective and profound, always keeping abreast of the latest developments in his specialty.

He published two books. The first one, *El Papel del Cuerpo en la Percepción* (The Role of the Body in Perception) (Galíndez, 1963) and *Esquemas del Comportamiento* (Behavioral Schemes) (Galíndez, 1970). In the first one, he showed the influence of bodily materiality on perceptual structures; in the second, the development of various schools and trends in psychology, from associationism to behaviorism, including

important references to the thought of Merleau Ponty and Sartre, of whom he became a specialist. Galíndez also included Lacan's theories in his classes, since 1966, when the *Écrits* (Writings) were edited (Lacan, 1966). This resulted in a remarkable article published in the newspaper *La Gaceta Literaria* entitled "Mas sobre psicoanálisis?" (More over psychoanalysis) (Galíndez, 1971), in which he developed in a pertinent manner some aspects of Jacques Lacan's doctrine. Likewise, his courses given in the 1980s at the *Sociedad Psicoanalítica* (Psychoanalytic Society) and the *Colegio de Psicólogos de Tucumán* (Psychologists Board of Tucumán) on different aspects of Freudian theory are well remembered.

In the IV Argentine Congress of Psychology held in Tucumán in 1983, he asked to be presented "as an anonymous reader of Freud, in a panel that he shared with psychoanalysts" (Núñez Campero, 2006, p. 177). This was an exercise of wise irony in front of the specialists and a clear position as a reader of Freud differentiated from "official" psychoanalysis.

Other articles that deserve to be highlighted are "La Universidad en el pensamiento de Ortega y Gasset" (The University in the thought of Ortega y Gasset, Galíndez, 1962), "Dos concepciones políticas de la universidad" (Two political conceptions of the university, Galíndez, 1963) and "El viviente espíritu de la universidad" (The living spirit of the university, Galíndez, 1963). In those essays, he referred to the University in its role as a center of culture, emphasizing its difference with science and assigning to culture the role of englobing it.

It is noteworthy that Galíndez, who had initially specialized as an oculist, turned to research in the sciences of subjectivity, perhaps as a consequence of the fact that one of his sons, Francisco Galíndez, was born with a congenital and chronic motor disability that accompanied him for the rest of his life. This did not prevent him from being an outstanding poet and an acute film and theater critic, as well as a political activist. Those who knew him personally emphasized that his father played an important role in his

acceptance of his organic limitations and in his cultural development.

Jorge Galíndez distinguished himself as one of the most outstanding promoters of psychoanalysis at the beginning of the undergraduate Psychology Program at the National University of Tucumán.

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Galland de Mira, Alice Madeleine

Born *in Montevideo (Uruguay), on November 16, 1916*

Died *in Rio de Janeiro (Brazil), on March 19, 2010*

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Keywords

Brazil · Uruguay · Argentina · PMK · Nursing

Alice Madeleine Galland de Mira, daughter of parents originally from Switzerland, lived in different countries – Uruguay (Montevideo), Argentina (Buenos Aires), and Switzerland (Geneva) – throughout her adolescence and youth, due to the professional demands of her father and her own training.

Her first contact with psychology took place at the beginning of the High School, in Buenos Aires, through the disciplines then considered scientific. However, to finish her studies, she was sent by her parents to Geneva, in order to add cultural elements to her education. On that occasion, Alice Madeleine Galland de Mira took some classes in psychology, having called her attention the one given by Maria Montessori (1870–1952), considered by Alice herself as “the great Italian pedagogue” (Oliveira, p. 92, 2009).

Alice Madeleine Galland de Mira graduated in Nursing, from Ecole du Bon Secours in Geneva, in the 1930s, returning to South America, specifically Buenos Aires, where she structured the nursing area in the maternity, gynecology, and pediatrics clinics at the Hospital Británico from Buenos Aires. On this occasion, she was contacted by the Rockefeller Foundation, which, interested in setting up a Nursing School in Argentina, recognized the singularity of Alice’s training path, considering her the most appropriate professional to act in this challenge.

She won a scholarship in Toronto, Canada, where she was able to specialize in Public Health, with a focus on disease prevention and health maintenance. After finishing her specialization, and before returning to Argentina, she stayed in New York for a few months. It is not possible, however, to specify details of this period, because Alice Mira, in a statement given at the age of 90, did not accurately recall the months and years (Alice Madeleine Galland de Mira, personal communication, October 31, 2006).

Back in Argentina, at the turn of the 1930s to the 1940s, specifically in Rosario, she was part of the pedagogical coordination of the School of Nursing, as proposed by the Rockefeller Foundation. However, the country was in a time of great political upheavals, marked by two military coups, a continuous repression of the manifestations of opposition and economic complications, and her performance in that School ended up being interrupted. In the same period, Alice Madeleine Galland visited the Hospital “Dr. Emilio Mira y López,” a psychiatric hospital located in Santa Fé, Argentina. This hospital had been founded and run by Mira y López, on account of her appointment in 1943 as Director of Psychiatric Services and Mental Hygiene in that province. According to Alice, having known the Hospital influenced her later impression on the person of Mira y López, as well as the interest in meeting him (Alice Madeleine Galland de Mira, personal communication, October 31, 2006).

Then she moved to Montevideo and, coincidentally, at the recommendation of the Argentine Minister of Health, she presented herself to Emilio Mira y López, who, in 1944, signed a contract with the Uruguayan Ministry of Education to research the “Uruguayan normotype.” From that moment, still working as a nurse, Alice Madeleine Galland de Mira had the collaboration of Emilio Mira y López when she needed help to set up nursing staff. He had come across, during the Civil War in Spain, with situations in which hospitals had been abandoned by staff and needed to select nurses quickly, thus creating contingently three specific tests that ended up also being applied by Alice in Montevideo (Galland de Mira, 2006). As the daily difficulties of Alice’s

work emerged, the contact with Mira y López intensified, so that, for Alice “love for Psychology apose from love” (Oliveira, p. 94, 2009).

Alice Madeleine Galland de Mira studied the PMK (Myokinetic Psychodiagnosis) deeply, a test developed by Mira y López and continued participating in all courses taught by Mira y López in Uruguay. They got married and, in 1947, moved to Brazil, where they stayed until the end of their lives.

When coming to Brazil, Alice Madeleine Galland de Mira became essential for the organization, systematization, and review of the works and studies by Mira y López. In the 1950s, she effectively began her professional practice at the Institute of Selection and Professional Guidance (ISOP) of the Getúlio Vargas Foundation (FGV), in Rio de Janeiro. ISOP had recognized relevance for the constitution of the Brazilian psychological space, both with regard to the training of professionals, as well as in the production and dissemination of knowledge. When working at ISOP, Alice Madeleine Galland de Mira became the great conductor of the area, giving courses in several places (including in Caracas, Venezuela, and in La Plata, Argentina), establishing herself as a competent professional and reference, as well as maintaining and enhancing the production of Mira y López.

She remained an ISOP technician until the 1980s. Throughout her work at the Institute, she published articles in the journal *Arquivos Brasileiros de Psicotécnica*. However, the publication of a book on Myokinetic Psychodiagnosis, prompted by a request from Mira y López, occurred only in 1987, setting the crowning of a lifetime dedicated to the research and application of the PMK.

Alice Madeleine Galland de Mira represents a portion of the women who contributed significantly to the dissemination of psychological knowledge in Brazil, thus contributing to its recognition as an area of study and professional practice.

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► [Mira y López, Emilio](#)

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Galli Fonseca, Tania Mara

Born *Erechim (Brazil), February 10, 1948*

Died *Porto Alegre (Brazil), September 12, 2019*

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Keywords

Brazil · Social psychology · Institutional analysis · Subjectivity

Tania Mara Galli Fonseca, psychologist, professor, researcher, and extensionist, was dedicated to the training of many generations of psychologists, seeking social transformation. Her studies offered important contributions to the fields of social psychology, of labor psychology, of philosophy, of art, of madness, and of memory.

The articulation between those different fields braided her academic trajectory in a succession of experimentations which opened the horizons to new methodologies and research problems: dialectic philosophies, feminism, philosophies of difference, labor, madness, clinic, and art. Tania acquired national and international recognition both for the importance and originality of her work, and for the intensity and vibration of her thinking.

Tania graduated in psychology at Pontifícia Universidade do Rio Grande do Sul – PUCRS (Pontifical Catholic University of Rio Grande do Sul) in 1970. Throughout her training, she questioned the connection of Brazilian psychology with the civil-military dictatorship, which forged psychologists as “technocrats of human behavior” (Fonseca, 2004). Such unconformity led to her expulsion of the university. Reintegrated and graduated at the same institution, she started teaching at Universidade do Vale do Rio dos Sinos – UNISINOS (Vale do Rio dos Sinos University), in the recent created psychology course, where she worked for almost twenty years. At the same time, she presided over the Sociedade de Psicologia do Rio Grande do Sul – SPRIGS (Psychology Society of Rio Grande do Sul). She left UNISINOS in 1989 to focus exclusively on teaching at the psychology department at Universidade Federal do Rio Grande do Sul – UFRGS (Federal University of Rio Grande do Sul). She was the vice-director of Instituto de Filosofia e Ciências Humanas – IFCH (Philosophy and Humanities Institute) between 1992 and 1996. She retired in August 2003. The conjunction of her tasks as labor psychologist and university professor unfolded in her Masters’ degree under the supervision of Professor Juracy Cunegatto Marques (1931–) and, afterward, her

Doctorate in Education, supervised by Professor Guacira Lopes Louro (1945–), obtained, respectively, in 1978 and 1996 at Programa de Pós-Graduação em Educação – PPGEDU (Post-Graduation Program in Education) at UFRGS.

Her condition as a woman made her a fighter in facing sexism and homophobia. In her doctoral thesis, “Voices and Silences of the Feminine: From Woman to Worker” (Fonseca, 1996), she articulated the field of labor with the feminist discussion. The expressive force of the voices and the silencing imposed on them was an issue insisted upon by Tania in her work, thinking about the operations of oppression and resistance in the processes of subjectivation, connecting labor, madness, and art in her different works, from “Voices and Silences of the Feminine” (Fonseca, 1996) to “Lives of the Outside: Inhabitants of Silence” (Fonseca & Costa, 2010b).

The inextricability between modes of knowing and modes of subjectivizing was also an ethical goal of her practice in psychology, which configured a kind of professional and academic militancy, raised and sustained by the examination of social practices and, among them, those of science itself. Moved by these forces, she participated in the creation of the Programa de Pós-Graduação em Psicologia Social e Institucional – PPGPSI (Graduate Program in Social and Institutional Psychology) at UFRGS in 1997 as its first coordinator, remaining as a professor until her passing. Tania articulated a broad and diverse network of academic partnerships that sprouted friendship with researchers of many fields of knowledge from several regions of Brazil and abroad. In 2004, she took a postdoctoral degree at the Lisbon University (Portugal). In the same year, she was a lecturer at the Universities of Lisbon, Braga, and Coimbra.

She was the founder and coordinator of the work group Subjectivity, Knowledge, and Social Practices at Associação Nacional de Pesquisa e Pós-Graduação em Psicologia – ANPEPP (National Association of Research and Post-Graduation in Psychology).

Tania coordinated researches and interventions that resulted in new problematizations, producing, each time, unique outcomes. In the beginning of the 2000s, the project Collection of The Creativity Workshop at Hospital Psiquiátrico São Pedro – HPSP (São Pedro Psychiatric Hospital) appears with the aim of ensuring the lasting of testimonies of lives which passed through the HPSP in Porto Alegre, Rio Grande do Sul, whose marks were registered in visual and literary works.

The building of the collection was a clinical-political gesture which aimed at allowing the visibility and providing the hearing of lives and experiences which passed by the place, which originated two projects that were developed between 2009 and 2019: “Potency in Clinic of Memories of Madness” (Fonseca, 2009) and “Archive and Testimony of Infamous Lives: Insisting Reminders” (Fonseca, 2012). Her dedication to the collection at HPSP for the constitution of a memory and voice of those affected by asylum violence continues today through an extension project at UFRGS, which bears her name as a posthumous tribute: Transdisciplinary Center of Art and Madness Tania Mara Galli Fonseca.

In 2016, a project transversal to all her previous and current researches was launched: “The Endless Liminality of Experience: The Countered Quotidian” (Fonseca, 2016), a research that seems to us as an effort of conceptual systematization of the practice of an entire life, which continues as her main legacy in the following question: How to remain oneself in the threshold experience and force a new possible?

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Galvanovskis Kasparane, Agris

Born *in Latvia (Latvijas Republika) on May 2, 1953.*

Died *in Puebla, Mexico, on February 10, 2018.*

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University of the Americas – Puebla (UDLAP),
Cholula, Mexico

Keywords

Latvia · Mexico · Psychology · Social
psychology

Agris Galvanovskis Kasparane, naturalized Mexican in 1984, obtained his undergraduate degree in psychology from the МГУ им. М.В. Ломоносова (Lomonosov Moscow State University) and his doctorate in Psychology from Московский институт общей и педагогической психологии (Moscow Institute of General and Educational Psychology). His undergraduate thesis, defended in 1976, was entitled “Interpersonal Relations and Group Effectiveness,” in 1976. His doctoral thesis, defended in 1982, was entitled “Relationship between Group Size and the Effectiveness of its Activity.”

Galvanovskis was a full-time professor of Psychology at the Pedagogical Institute (Higher Education) in Liepaya, Latvia (1976 to 1978), where he lectured in General Psychology, Child Psychology, and Pedagogical Psychology.

From 1981 to 1983, he worked at the Psychodiagnostic Research Laboratory, Riga Polytechnic Institute, Latvia, first as a researcher and then as its head. During this time, he studied the psychosocial aspects of academic performance and student adaptation to the Institute. In 1982, he taught social psychology at the Institute for the Advancement of Administrative Personnel in Riga, Latvia, and from 1982 to 1983 served as head of vocational guidance in the Vocational Guidance office of the Riga Ministry of Public Education, Latvia.

In 1984, he married a Mexican woman and moved to Mexico, initially as professor of Social Psychology at the Escuela Libre de Psicología de Chihuahua (Free School of Psychology in Chihuahua) (ELPAC). Between 1985 and 1986, he was professor of Psychology at the Universidad Intercontinental (Intercontinental University) (UIC) in Mexico City, lecturing in Techniques of Psychological Research in Industry and General Psychology. Between 1986 and 1989, he worked at the Universidad Autónoma Metropolitana – Unidad Iztapalapa (Metropolitan Autonomous University) (UAM) in Mexico City where he was professor and coordinator of the degree in Social Psychology.

In 1989, he became a full-time professor and head of the Department of Psychology at the Universidad de las Américas Puebla (University of the Americas – Puebla) (UDLAP), where he remained until his retirement in 2013. At this institution, he lectured in Social Psychology; Practice of Social Psychology; Psychometry; Practice of Psychometry; Quantitative Methods and Analysis I, II, and III; Learning and Memory; and History of Psychology. He also taught masters’ courses in Human Communication, Research Methods and Advanced Statistics, Research Designs and Data Interpretation, and Theories and Systems in Psychology and Psychological Measurement, as well as doctoral courses in Advanced Quantitative Methods. During his time at the University of the Americas, Puebla, Galvanovskis served over 15 years as Department Chair and coordinated the Master’s Degree in Clinical Psychology.

Galvanovskis published with social, organizational, and educational psychology, on topics including quality of life, retirement, and old age, among others. He participated in research projects financed by Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACYT), UDLA Puebla. Galvanovskis made over 60 national and international presentations on learning patterns, retirement, quality of life, research methodology, locus of control, cognitive processes, assertiveness and emotional intelligence, family issues, avoidance of success, religiosity, and sense of life.

Galvanovskis fluently spoke Spanish, Latvian, Russian, and English. In addition to his research legacy and his quality as a teacher, Galvanovskis contributed greatly to the teaching and research of Scientific Psychology, promoting these values in his students and colleagues, being an expert in research methodology and statistics for Social Sciences. We remember him as an optimistic person who reflected his good humor.

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Galvão Bueno, Carlos Mariano

Born *São Paulo (Brazil), January 10, 1834*

Died *São Paulo (Brazil), May 24, 1883*

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Keywords

Brazil · Philosophical psychology · Krause's system · Humanism

This intellectual who graduated from the Law Faculty (SP) in 1860 has become the main representative of Philosophical Psychology in Brazil. He was a philosophy professor at Colégio da Glória and at the Law Faculty, in São Paulo, as from 1870. Bueno is the author of *Notions of philosophy accomodated to Krause system and extracted from the philosophical Works of Tinberghien e Ahrens*, whose main objective was “to formulate in miniature Krause’s great system” (Galvão Bueno, 1877, p. II). This work consists of a successive record of the classes taught by Galvão Bueno and represents the concerns of the professors of the Law Faculty with offering compendiums explicitly intended for their students. This is also the case for Avellar Brotero

(1798–1873), author of the work “*Principles of Natural Law*” (1829), and for Francisco de Monte Alverne (1784–1858), who organized the “*Compendium of Philosophy*” (1859). All of them were professors of “Rational and Moral Philosophy”.

In the nineteenth century, “psychology” appears as part of disciplines from different areas of human knowledge, such as philosophy, law, medicine and theology. The types of psychological knowledge we find in texts of a philosophical nature can be classified into three fundamental stages in the course of that century. In the first stage, a Philosophical Psychology based on the doctrines of the French sensualist school predominates. This Philosophical Psychology was disseminated throughout the São Paulo Law School by Professor Avellar Botero (1798–1873), who, based on the work of the French Enlightenment, designates the study of the intellectual, affective, and moral faculties that resonate in the human consciousness and in the historical vicissitudes as “human science”.

Around 1840, a new stage was inaugurated, characterized by eclectic spiritualism, introduced by Francisco de Monte Alverne. It presents psychology as the study of the human spirit, with the desire to observe and classify the dynamisms of intellectual, moral, and social life. On the other hand, “psychology,” taught by Bueno at the Law Faculty of São Paulo, is part of the third stage of evolution in philosophical psychology teaching in the nineteenth century, with classes inspired by the system of the philosopher Karl Christian Krause (1751–1831). As highlighted in research (Massimi, 1989, 1990, 2016), this doctrine was a spiritualist version of classical German idealism, steeped in social and political ideals of Masonic humanitarianism. Galvão Bueno’s philosophical psychology has a humanist anthropological basis that can be seen in the titles and parts of his work, which is subdivided into “Individual Psychology” and “General Psychology”. The philosophical option adopted through Krausian pantheism can be interpreted in the context of psychology as a clear rejection of Cartesian dualism (Massimi, 1989).

The perspective of humanist and social teaching, in Krause’s horizon, allowed Bueno to

investigate the relationships among the soul and the concrete determinations of the human self in the scope of character, sexuality, will, temperaments, and aptitudes. It is interesting to note that the first chapter of *Notions of philosophy* is occupied by an extensive discussion on Psychology. Basically, in this work, Psychology is subdivided into Individual Psychology, which has as its object the soul itself, and General Psychology, in which the relationship of the soul with the other dimensions of the human being is described from its concrete faculties. On the basis of the definitions and classifications proposed by Bueno, a concern over studying the human being in his or her complex structure can be identified. The author develops a broad reflection on the concept of character, defining it as a way of being and acting that results from culture, thought, feeling, will, and the result of the activity of the human spirit. By rejecting the Cartesian dualism, Galvão Bueno understands the human being in his or her corporeal and spiritual dimension. Thus, we have, within the Brazilian culture, a plural exposition regarding the meaning of the term Psychology, guided by the requirement of an interdisciplinary approach, as stated by Bueno: “Knowledge about men is not obtained by the separate study of psychology and somatology, because in matter of organization, the whole is not only the sum of the parts, it is also foundation and union” (Galvão Bueno, 1877, p. 79). This investigative attitude, which, in turn, characterized Bueno’s method of Philosophical Psychology, allowed, on the one hand, to expand the use of specific terms to designate psychological knowledge and, on the other hand, to arouse interest in the dynamic aspect of the psychic principle.

The study of human subjectivity issues that appears in the treatise on the soul of the philosopher and lawyer Galvão Bueno was presented as a propaedeutic theory for legal practice and, for this reason, was part of the teaching curricula of the Law Faculty of São Paulo. As a matter of fact, the book “*Notions of philosophy*” (1877) is a clear example that allows us to understand how – in the nineteenth century in Brazil – knowledge from other areas, such as psychology, logic, and morals, was transmitted through the teaching of treatises

on philosophy. Thus, by reading this book and other treatises by Brazilian intellectuals who exercised teaching functions in institutions of higher and secondary education in the main Brazilian cities, we can retrace the evolution of the teaching of psychological knowledge in this and other law schools. Likewise, in medical treatises, the study of psychological phenomena is based on preparing physicians for the exercise of the “moral therapy,” which consists in an attempt to achieve a full and complex understanding of the human being. The young and talented professor Bueno had his life tragically cut short during a fishing trip and died on May 24, 1883.

Bueno’s contribution to the history of psychology in Brazil, therefore, is directly related to his concern with studying the human being, through an interdisciplinary approach, and no longer purely from a metaphysical point of view. Another fundamental element is related to his desire to deepen the use of specific terms to designate psychological knowledge and its dynamism. In this horizon, through these philosophical schools, which in the nineteenth century dealt with the meanings of the term Psychology and its multiple meanings, it was possible to formulate more critical considerations, which favored, for example, the interest in the dynamic aspect of the psychic principle.

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García Álvarez, Héctor Manuel

Born in *Guadalajara, Jalisco, on September 28, 1924*

Died in *Guadalajara, Jalisco, on August 3, 2010*

Gerardo Aguilera Rodríguez, José Francisco Muñoz Valle and Baudelio Lara García
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Keywords

Mexico · Psychiatry · Psychopedagogy · Educational psychology

He studied Medicine at the Facultad de Medicina (Faculty of Medicine) of the Universidad de Guadalajara (University of Guadalajara) (UdeG), as part of the 1941–1947 generation. He obtained his academic degree with the thesis “Tests of Sensitivity to Penicillin.” Later, he completed a medical residency in Internal Medicine (1948) and another in Psychiatry (1948–1950), both at the Hospital Civil de Guadalajara (Guadalajara Civil Hospital). He also carried out a series of postgraduate courses at the Escuela de Graduados (Graduate School) of the UdeG, all related to the field of Psychology: “Adolescent Psychology and Psychopathology,” “Psychotherapy and Psychotherapeutic Techniques,” “Workshop Course on Training in Mental Health,” “Refresher Course in Projective Techniques,” and “Prevention, Treatment, and Legal Aspects of Drug Dependence.” He was also certified by the Consejo Mexicano de Psiquiatría A.C. (Mexican Council of Psychiatry A.C.) as a specialist in psychiatry in November 1973.

García Álvarez held various administrative and managerial positions, among which the following stand out, director of the Psychology Laboratory

of the GHARMA group (1960–1968), an independent group for scientific research and experimentation, a pioneer in the West of the country, of which he was also a co-founder in 1959. The GHARMA group (whose name is probably an acrostic of the initials of the founders) was created by a group of psychiatrists to investigate and experiment with the action of psychotropic drugs, as well as to improve the clinical treatment of psychiatric patients, seeking at all times a more humane treatment.

He was also an organizational secretary of the Organizing Committee of the VI Asamblea de la Liga Mexicana de Salud Mental (Assembly of the Mexican League for Mental Health) (May 1955), as well as technical advisor to the Departamento de Higiene Mental (Department of Mental Hygiene) of the Centro de Salud Número 3 “Dr. Pablo Gutiérrez” (Health Center No. 3) (1972). From 1978 to 1983, he was director of the Escuela de Trabajo Social (School of Social Work) at the UdeG.

He participated as a member and founder of different associations such as the Sociedad Jalisciense de Neuropsiquiatría (Jalisciense Society of Neuropsychiatry) in 1956, the Sociedad Mexicana de Neurología y Psiquiatría (Mexican Society of Neurology and Psychiatry), and the Asociación Psiquiátrica Mexicana A.C. (Mexican Psychiatric Association A.C.). In the same way, he was an adherent member of the Asociación Mexicana de Psiquiatría Infantil (Mexican Association of Child Psychiatry) in 1973.

García Álvarez was a doctor who showed great interest in social issues and who valued education as a privileged means to address them. Proof of this is his outstanding facet as a creator of educational institutions. In 1960, he participated in the foundation of the Escuela de Psicología (School of Psychology) of the Instituto Tecnológico y de Estudios Superiores de Occidente (The Institute of Technology and Higher Studies of the West) (ITESO), which was the third school of Psychology to be founded in the country and the first outside the Federal District and, of course, of Jalisco. There he gave classes of Psychometry and Abnormal Psychology for several years.

Previously, he had also participated in the founding of the Escuela de Trabajo Social (School of Social Work) (1953), the Facultad de Filosofía (Faculty of Philosophy) (1955), as well as the Escuela Preparatoria No. 2 (Preparatory School No. 2) (1962), all of them dependent on the UdeG. Likewise, in 1966, he participated in the founding of the Escuela Normal Superior de Jalisco (Higher Normal School of Jalisco), dependent on the Departamento de Educación Pública del Estado (State Department of Public Education), where he taught Adolescent Psychology.

Special mention deserves the crucial role of García Álvarez in the founding of the Escuela de Psicología (School of Psychology) of the UdeG. In an interview with Dr. Sergio Villaseñor Bayardo (2006), which is part of the book *Voces de la Psiquiatría* (Voices of Psychiatry), García Álvarez himself narrates the circumstances of the creation of the school:

I was the director of the Departamento Psicopedagógico (Psychopedagogical Department) of the university, and the rector of the university was Lic. Rafael García de Quevedo, who had been a disciple of mine in the Preparatoria (High School) of Jalisco. The rector called me and said: “Hey, I called you because I want to know your opinion. What do you think if we found the School of Psychology? Who would you advise me?” I replied: “I suggest that we bring together all the doctors who are teaching psychology at the UdeG and develop our study plan.” “Sounds great to me,” he said. So, I made my list, and on that commission were Wenceslao Orozco y Sevilla, López Almaraz, Enrique García Ruiz. They were the five psychiatrists that we were teaching at the time because there were no psychologists. The psychologists that were there were from ITESO, because they created their Facultad de Psicología (Faculty of Psychology) before the UdeG. (...) Then we had several sessions, and we elaborated the study plan, and Wenceslao Orozco was proposed as the director because he was the most respectable, the greatest, the most experienced (Villaseñor, 2006, pp. 35–36).

In that commission, García Álvarez, as secretary, was in charge of coordinating the technical work on the proposed study plan. The members, in addition to Wenceslao Orozco y Sevilla, were Dr. Carlos Corona Ibarra (1919–2006), Dr. Enrique García Ruiz (1910–1994), Dr. Raúl López Almaraz (1934–?), and Dr. Enrique Estrada

Faudón (1927–2013), all of them important psychiatrists of the time. The commission was formed on April 3, 1973, and the project for the creation of a degree in Psychology was presented to the rector in June 1974, being discussed and approved by the Honorable Consejo General Universitario (Honorable General University Council) on July 15, 1974, taking office the next year.

On the other hand, he was director of the Instituto de Psicopedagogía del Departamento de Educación Pública del Estado (Institute of Psychopedagogy of the Department of Public Education of the State) from 1965 to 1970 and of the Departamento Psicopedagógico (Psychopedagogical Department) of the UdeG, of which he was secretary from 1952 and director from 1972 until the beginning of the 1980s in various periods.

Part of his research work focused on studying dyslexia in children with this disorder in the City of Guadalajara, Jalisco, Mexico, work that led him to obtain the Premio Jalisco (Jalisco Prize) (1967).

His publications include his book on vocational guidance, published at the end of the 1970s, with a second edition 10 years later, aimed at high school students.

García Álvarez received a large number of recognitions, highlighting the following: the medal awarded by the Escuela Normal de Jalisco (Normal School of Jalisco) for his teaching work; a diploma conferred by the Consejo Mexicano de Psiquiatría (Mexican Council of Psychiatry); the medal awarded by the Board of Directors of the Sociedad Jalisciense de Neuropsiquiatría (Jalisco Neuropsychiatry Society), for being a founding member; the diploma of the Asociación Mexicana de Psiquiatría Infantil A.C. (Mexican Association of Child Psychiatry A.C.) accrediting him as an adherent member; the recognition as a founding member granted by the Asociación Psiquiátrica Mexicana (Mexican Psychiatric Association); and the recognition granted by the Asociación Psiquiátrica de Jalisco, Colegio Médico, A.C. (Jalisco Psychiatric Association, Medical Board, A.C.) as “Pioneer of Psychiatry in Jalisco.” From the UdeG, he received the “October 12” award for his career and from the Departamento

de Educación Pública del Estado de Jalisco (Department of Public Education of the State) the “Manuel López Cotilla” medal for 30 years of teaching work.

García Álvarez described himself as a neurotic whose obsession was work. He was part of the University of Guadalajara for 40 years and prided himself on not having missed his classes just once.

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García Castillo de Ramírez, Marion

Born *on August 15, 1915 in Philadelphia, PA, USA*

Died *on February 7, 2000 in San Juan, PR*

Irma Roca de Torres

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Keywords

Puerto Rico · Educational Psychology · Development · Professional association

Marion García is the oldest child of Armando García Soltero, a general physician, and María Nicanora (Moneta, Monita, Nona) Castillo Pietri, a housewife. Both parents came from Guayama, Puerto Rico, but were living in Philadelphia, USA, while the father was in medical school.

When she was born, she was named Josefa Marion, but she rarely used her first name. She had two sisters, Diana María and Victoria Virginia, and two brothers, Armando and Fabio.

Marion García grew up in Philadelphia, Juana Díaz, and Guayama where her family finally settled circa 1930. She lived in a high middle-class household with her parents, four siblings, occasionally some cousins, and two servants. Her father was the town's doctor, and the family was well respected (E. Nazario Velasco, personal communication, September 10, 2020). Education was an important value for her family, and she was stimulated to study, as were her siblings. Eventually all of her siblings graduated from college and some obtained higher degrees. She studied in the public schools of Juana Díaz and Guayama, where she graduated from High School in 1932 (Personnel Record, Marion García, 1945–1974). She went to Wilson College in Pennsylvania and later transferred to the University of Puerto Rico in Río Piedras (UPR-RP) where, in 1937, she earned a bachelor's degree in Science (APPR, 1970).

From 1938 to 1943, Marion García started teaching Chemistry and General Science in the public high schools of San Germán, Mayagüez, and Coamo. She also taught Biology and Geometry (Personnel Record, Marion García, 1945–1974). After a few years, motivated by her desire to prepare herself better for the benefit of her pupils, she decided to continue her education at the graduate level. She moved to New York, USA, in 1943 and enrolled in a master's degree in Educational Psychology at Columbia University, degree she obtained in 1945. Teachers College of Columbia University, at that time, was one of the most prestigious universities in the area of education in the USA and a center of functionalist Psychology (Álvarez, 2006).

Marion García started working at the College of Education of UPR-RP in 1945, where she remained until her retirement in the late 1970s. She taught several courses to students of education, among them, Developmental and Educational Psychology. She was aware of her important role in the future of Puerto Rico, as her students would be the future teachers of

generations of Puerto Rican children. Her arrival at the College of Education coincided with the structural reform of UPR-RP in 1943 where the College of Arts and Sciences was divided into three new colleges: College of Humanities, College of Natural Sciences, and College of Social Sciences. Most of the Psychology courses that used to be offered in the College of Education were now offered at the new College of Social Sciences, but a few new courses were added at the College of Education, like Measurement and Evaluation for Elementary School and Measurement and Evaluation for Secondary School (Álvarez, 2006; Roca de Torres et al., 2003).

After a few years of teaching in the College of Education, Marion García decided to return to Columbia University to finish her doctoral degree. She obtained her EdD in 1953 specializing in Developmental Psychology and Mental Health. Once graduated, she returned to her tenured position at UPR-RP and to Puerto Rico with new ideas and new enthusiasm. She was very active offering lectures to community organizations about development of children and adolescents, intelligence, specific problems during adolescence, emotions, mental deficiency, personality problems, and adjustment to work and human relations, among others. She also studied the problems of Puerto Ricans residing in New York City and the adjustment and course preferences of first year students of Normal College (Personnel Record, Marion García, 1945–1974).

Marion García was among the founding members of the Puerto Rico Psychology Association (APPR, in Spanish) in 1954, the secretary of its first Board of Directors, the vice-president of the Second Board, and the third president from 1956 to 1957 (Roca de Torres, 2006). From 1954 until the late 1970s, she was very active in APPR doing committee work and participating in all kinds of activities. During her year as president of APPR, she was chair of the IV Interamerican Congress of Psychology, under the auspices of Interamerican Society of Psychology (ISP) and UPR-RP, which was celebrated in San Juan Puerto Rico (Roca de Torres, 2006). The president of ISP that year was Otto Klineberg (1899–1992), a Canadian social psychologist who was professor at Columbia

University and at the University of Paris and studied intelligence across races and whose research was crucial in winning the racial segregation case of the Supreme Court of the USA, *Brown v. Board of Education* in 1954.

Marion García was a member of several professional associations: Puerto Rico Teachers Association; Puerto Rico Psychology Association (APPR); Interamerican Society of Psychology (ISP); American Psychological Association (APA); Pi Lambda Theta and Kappa Delta Pi, two honorary professional associations of education; National Vocational Guidance Association; and International House World Organisation, an association of language educators (Personnel Record, Marion García, 1945–1970). From the 1950s to the 1970s, she was very active in APPR and ISP, attending their conventions, participating in committee work, and presenting papers. Along with her husband, psychologist and professor, Ramón Ramírez López, married circa 1956, she represented APPR and UPR-RP at the VI Congress of Interamerican Psychology, celebrated in Rio de Janeiro, Brazil, in 1959 (Boulon-Díaz, 2012). They not only traveled to congresses and meetings of ISP and APA; they also went to visit universities in México and informally meet with their students and faculty. She used to give presentations about students' attitudes and study habits, about college guidance, and about the role of Psychology in our society. In collaboration with her husband, she translated to Spanish an important US textbook of Developmental Psychology.

Throughout the years, APPR recognized the contributions of its founders and past presidents, the Ramírez García couple among them, as follows: in 1972 by honoring its past presidents, in 1987 by dedicating the Convention to Pioneers in Psychology, in 1994 by dedicating its Convention to APPR founders, and in 2003 by dedicating the 50th Anniversary Convention to their past presidents.

During the summers of 1965 and 1966, Marion was a Visiting Professor at the University of Wisconsin. Here she taught courses in her area of expertise, Developmental and Educational Psychology, and shared her experiences about Puerto

Rico. She retired from UPR-RP in 1973 after teaching for 29 years and having attained the rank of full professor (Personnel Record, Marion García, 1945–1974).

APPR and UPR-RP have to be very grateful to pioneers like Marion García de Ramírez who helped set strong institutional bases. In the 1950s, APPR used to be an emerging organization, simply structured with around 60 members. Today, it has more than a thousand members and many committees, employees, and volunteers. The profession of teacher in Puerto Rico has continued to grow, and the Faculty of Education is one of the institutions that graduates most teachers.

Cross-References

► [Klineberg, Otto](#)

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García de Onrubia, Luis Felipe

Born *Buenos Aires, (Argentina), 1 August, 1914*

Died *Buenos Aires, (Argentina), 7 October, 1986*

Lucia Rossi

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Keywords

Argentina · Historia de la Psicología ·
Filosofía · Psicología de la Gestalt ·
Psicometría

Professor of Normal and Special High Education in Philosophy, by the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities of the University of Buenos Aires, UBA). In 1939 he obtained his PhD at that University, in the Sección de Psicología del Instituto de Filosofía (Institute of Philosophy, Psychology Section). His dissertation, *Ensayo sobre la teoría de inteligencia de Spearman* (Essay on Spearman's theory of intelligence) was published and awarded the Carlos Bunge Prize in 1949. He acknowledged himself as a student of Coriolano Alberini (1886–1960) and Juan Luis Guerrero (1899–1957).

In 1940 he moved to the Universidad Nacional de Cuyo (National University of Cuyo) where he worked as Assistant Professor in Psychology and Introduction to Philosophy. In 1941 he became Professor in both subjects and also in History of Modern Philosophy, until 1946. In the chair of

psychology, he dealt with mental life and its characteristics and studied in detail the modern systems of psychology: comprehensive, structural, psychology of the unconscious. In the teaching of the subject, an excellent mastery of the topics and updated bibliography was observed, as well as the skillful use of abundant exemplification, always oriented to the concrete experiences of his listeners (Pró, 1987). During 1943, he collaborated with Horacio Rimoldi (1913–2006) in the course Psychology II. He was a Member of the Academic Board and Vice-Dean of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) of National University of Cuyo.

In 1946 he returned to Buenos Aires. He was appointed Professor of Psychology at the Universidad de La Plata (University of La Plata) and Professor of Psychology II at the Universidad de Buenos Aires (University of Buenos Aires, UBA). He became Full Professor in July of 1947, where he remained until 1956, at the same time that Eugenio Pucciarelli (1907–1995), won the Chair of Psychology I.

Between 1947 and 1956, he was also Director of the Institute of Psychology, at the Faculty of Philosophy and Humanities (UBA). There he created the academic publication *Monografías Psicológicas* (Psychology Monographs), which published 10 issues. He resigned in 1957 when the Psychology Department was intervened by the new government (Rossi de Cerviño, 1990).

From 1963 to 1967, he was Extraordinary Professor of Adolescence at the Universidad del Salvador (University of Salvador). From 1967 to 1973, he became Professor of History of Psychology at the Psychology Program, Faculty of Philosophy and Humanities, University of Buenos Aires. Between 1967 and 1977, he was also Regular Professor of General Psychology III at the Faculty of Humanities of the University of La Plata, where he developed his outstanding program on *The Young Freud* (Rossi, 1997).

At the First International Congress of Philosophy, held in 1949, in the province of Mendoza, Cuyo, he presented the paper *La Crisis de la Psicología y la teoría de la forma* (The Crisis of Psychology and the Theory of Form). It represented a key text, in a philosophical

environment, in which he argued that psychology should be differentiated from philosophy on the basis of the Kantian argument: “psychology has reached the maturity age” (García de Onrubia, 1950, p. 1371). This position was endorsed by his teacher Juan Luis Guerrero (1899–1957), who was the Secretary of Proceedings of the Congress. At the same event, Eugenio Pucciarelli introduced Felix Krueger (1874–1948), who was the first Professor of the course of Psychology II at the University of Buenos Aires, and highlighted the significance of his contribution to Psychology.

The syllabus for the course of Psychology II at the University of Buenos Aires taught by García de Onrubia, included since 1947 Psychometry subjects, strengthened by the presence of Nuria Cortada (1921–2013). In those courses, he presented a contemporary approach focused on Dynamics in psychology. Subjects and authors of the European postwar period were included: the concept of psychological vital field of Kurt Lewin (1890–1947) from Gestalt, the *Tiefenpsychologie* from psychoanalysis, the psychological perspectivism of Maurice Merleau-Ponty (1908–1961), and the humanistic conception of existentialism from Jean Paul Sartre (1905–1980). He also incorporated from American authors such as William McDougall (1911–1938) his intrinsic teleology (Rossi, 1990).

With Nuria Cortada, he worked on the typification of the Rotter Incomplete Sentences Blank test for an Argentine population (Cortada et al., 1954). Thereafter, they inaugurated a collection of clinical psychology and psychodiagnosis that anticipated professional tendencies of developmental psychology and psychodiagnosis.

In 1954 he presented a proposal for the creation of a Psychology Program, which was rejected by the Academic Board. The same year, he published *Fenomenología de la emoción. Notas críticas sobre la teoría de Sartre* (Phenomenology of Emotion. Critical notes on Sartre’s theory) (García de Onrubia, 1954). In 1953 he had published his paper *Psicología Intencional* (Intentional Psychology) which contained the *Psicología del Acto y Psicología del contenido*

(Psychology of the Act and Psychology of the content) (García de Onrubia, 1953). In 1958 he published *Aspectos psicosociales de la minoridad* (Psychosocial dimensions of minorities) in the journal *Acta Neuropsiquiátrica Argentina*. In that year, he was appointed Head of the Psychology Department of the Consejo Nacional de Protección de Menores (National Council for Child Protection), where he worked from 1958 to 1966. He received a scholarship from the U.S. State Department to study the systems of recovery of juvenile delinquents.

In 1968 he presented the paper *El dualismo en la psicología de la expresión* (Dualism in psychology of expression) at the Jornadas Argentinas de Rorschach clínico (Argentinean Clinical Rorschach Conference) and published *Epistemología de la Gestaltheorie* (Gestalt Theory epistemology) (García de Onrubia, 1971).

In his long career, he was the author of many academic syllabus, courses, and papers. He was also a founding member of the Interamerican Society of Psychology (SIP). Between 1976 and 1977, he became representative of the Psychology Program in the Rectorship of the University of Buenos Aires.

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- ▶ Cortada de Kohan, Nuria
- ▶ Guerrero, Luis Juan
- ▶ Krueger, Félix
- ▶ Rimoldi, Horacio José Ambrosio

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García Herrera, Aurora

Born *Tangier (Morocco) (Africa)*, 1893

Died *USA*, 1983

Jesús Dueñas Becerra
Retired, Havana, Cuba

Keywords

Cuba · Rorschach · Child psychology ·
Psychodiagnosis

Daughter of a Cuban diplomatic, being a child, she returned to Cuba with her family. She did her first studies in Havana and entered in the Escuela de Educación de la Universidad de La Habana (School of Education of the University of Havana), where she graduated with excellent results. Starting from here began her career as a professor. She took possession of the category of Instructor of the Course of Pedagogical Psychology on the School of Education of the University of Havana in 1928 and position that was ratified in 1929 and in 1930. On May 1934, she was authorized to take charge of the Chair of Pedagogic Psychology and School Hygiene, while in the same year the University Council designated her Auxiliary Interim (by competition) Professor of the course of Pedagogic Psychology and School Hygiene. On April 1938, designated Auxiliary (in property) Professor while on May 1941 she became Full Professor of the School of Education. On April 1946, she occupied the position of Vice dean of the Faculty of Education and on January 1955 she was granted with the special educational category “Emérita.” In that academic context, the Professor García Herrera carried out, among other important functions, that of president of the Tribunals of the Exercises of Competition-opposition in the Faculty of Education of the University of Havana (Dueñas, 2002).

In 1935, seven years after her arrival to this Faculty, she traveled to the city of Chicago, USA, where she carried out studies related with her profession. In the summer of 1942, she returned

to the United States, where she attended the specialization course on the psychodiagnosis of the personality by the Rorschach method and taught in the Institute Rorschach of New York by Bruno Klopfer (1900–1971), professor of the University of Columbia (Alonso et al., 2001; Alonso & Colli, 2001).

In 1944, she returned to the United States with the purpose of acquiring material for the Rorschach Seminar that she conducted at the University of Havana, and in the summer of 1948, she traveled again to North America, and then to Mexico, DF, where she revised studies related with the activities of the denominated schools of the UNESCO. In 1950, she obtained the degree Master of Arts, granted by the Teachers College of the University of Columbia (Dueñas, 2002).

In 1952 and 1954, she visited European countries, where she attended studies related with the course she taught; in 1956, she received a special invitation of the Escuela Nacional de Anormales (National School of Abnormal) in Madrid, Spain, to carry out studies that required the application of the most modern projective technics (included, of course, the Psychodiagnosis of Rorschach) (Pardillo & Fernández, 2001).

The Professor García Herrera attended, as official delegate of the Faculty of Education of the University of Havana, the *III Interamerican Conference of Education*, celebrated on August 1937, in Mexico City, where she presented the reports: “Necessity of the creation of an Psychopedagogical Institute for the study of Cuban child and adolescent”; “The rhythm in the initiation of learning of writing, and proposal for a permanent plan of desanalfabetización (sic) of adults in urban and rural centers.” She also represented the University of Havana in the *Congress of Technical Teaching*, in June 1939 in Berlin, Germany; in the *Defective Boy’s International Congress*, developed in 1939 in Geneva, Switzerland; in the *II Conference of the Organization of the United Nations for the Education, the Science and the Culture*, in 1947, in Mexico City; and in the *XIII International Congress of Psychology* that took place in 1951 in Stockholm, Sweden.

García Herrera was member of the Colegio Nacional de Pedagogos (National Society of

Educators), of the Consejo Superior de Defensa Social (Superior Council of Social Defense), and of the Academia Nacional de Ciencias de México (National Academy of Sciences of Mexico). In the last institution, she presented a reception speech, with the title “The therapeutic pedagogy in the prevention of the nervous and mental illnesses.” After more than 30 years of absolute dedication to the university teaching, the doctor Aurora García Herrera requested the civil retirement and consequently, gave up the position of Professor “Emérito” from the Faculty of Education of the University of Havana. Later, she asked for the resignation which was accepted by the Rector after the acknowledge of her undoubted scientific-pedagogical merits.

The documents she elaborated and the reports of her studies constituted a valuable referent for the Cuban psychologists. She is recognized as the professional who introduced in the Cuban Psychology the most updated psychodiagnosis techniques of their time, which continues in use, especially, the technique of Rorschach psychodiagnosis (Dueñas & Colli, 2003; Dueñas & Pardillo, 2001). Also, she is recognized as the teacher who prepared the first specialists in the psychological and pedagogical attention to children with special needs.

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García Madrid, José

Born *in Cartagena (Spain), on March 13, 1907*

Died *in San Juan (Puerto Rico), on May 31, 1992*

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Keywords

Colombia · Puerto Rico · Spain · Psychology · Psychiatry

José María García Madrid has been a hidden figure under the great shadow of Mercedes Rodrigo Bellido, but a glance at his work is enough to realize that his figure and his work deserve a place that so far, the history of the behavioral sciences has overlooked. José worked at the National Institute of Psychotechnics of Madrid where he met Mercedes Rodrigo and became her assistant, and they consolidated a friendship that would last a lifetime. It was so that José left Spain with Mercedes and her sister, María Rodrigo (1888–1967), at the end of the Spanish Civil War when the beginning of Franco's

regime threatened the lives of republicans, socialists, and democrats.

Partly thanks to the contacts that Mercedes Rodrigo had in Switzerland, at the Rousseau Institute, she, her sister María, and José García Madrid managed to escape Franco's regime by proving that they had to leave the country for work, avoiding being taken to a concentration camp (Ana María García Blanco, personal communication, July 29, 2020).

After a brief stay in Switzerland, Mercedes, María, and José traveled to Colombia in 1939, invited by Agustín Nieto Caballero, rector of the Universidad Nacional de Colombia (National University of Colombia). And it was at the National University where Mercedes and José found a niche to develop their academic careers for the next decade. In the Faculty of Medicine of the National University of Colombia, José obtained a title as Doctor of Medicine and Surgery in 1950. At the same time that he was studying medicine, he continued working with Mercedes Rodrigo as deputy director in the Psychotechnics Section of the Medicine Faculty (Rodrigo, García Madrid, and Esguerra Gómez, 1946), where they adapted several tests, such as the Yerkes test, the Army Alpha test, the Scholastic Aptitude Test for Medical School, and the attention test of Toulouse-Piéron, among others (Hernández-Vargas, Valencia-Lara, and Rodríguez-Valderrama, 2002). When the Psychotechnics Section became the Institute of Applied Psychology, in 1948, García Madrid was also appointed as sub-director. Also, during this time, he started to work in children psychiatry and at the Frenocomio de Mujeres (Female Hospice) in Bogotá (Herrero González, 2003, p. 272).

One of his biggest contributions in Colombia was the foundation of the García Madrid Institute for abnormal children, the first of its class in Colombia and also one of the first institutions in clinical psychology in the country (Martínez Gorroño, 1990, p. 94; 1999, p. 24 cited in Herrero González, 2003). Ran by José García Madrid and Mercedes Rodrigo, the institute was located on the ground floor of the house where they lived, and it worked for about six or eight years. In addition to Mercedes and José, other young

exiles, such as Ascensión Madariaga, Carmen Mayoral, and Virginia Mayoral, worked there as teaching staff (Herrero González, 2003, p. 351).

The political changes in Colombia that led to the rise of the conservative party to the government in 1946 began to make the situation of the Spanish immigrants difficult, and their situation became unsustainable when the government of Laureano Gómez, a recognized admirer of Franco, began in 1950. Due to the attacks on Mercedes Rodrigo's work – who was branded as a communist and accused of favoring communists in the admission exam to the National University – and the uncertainty that Spanish Republican immigrants were facing in Colombia under the conservative regime, José García Madrid, Mercedes Rodrigo, and María Rodrigo decided to emigrate once again (Ana María García Blanco, personal communication, October 9, 2020).

Their plan was traveling together to the United States, but initially, only José García managed to obtain a passport to travel, so he traveled first with the idea of preparing the ground for Mercedes and María to join him. On his way to the United States, however, José passed through Puerto Rico. There he found a very solid community of Spanish immigrants and an open-minded government that was trying to modernize the country and, as had happened in Colombia a decade earlier, was welcoming the exiles of the Spanish Civil War to help in that purpose. Puerto Rico seemed like an ideal place, it had great conditions for them as immigrants, and also it was a Spanish-speaking place very close to the United States, so José decided to stay there and establish there with María and Mercedes Rodrigo.

The Spanish exile community in Puerto Rico had renowned people as Federico de Onís (1885–1966), Pablo Casals (1876–1973), and the famous Spanish poet Juan Ramón Jiménez (1881–1958), among others, who were close with a cultured circle of Puerto Rican society – related, for example, with the writer Tomás Blanco (1886–1975) – who welcomed José García and the Rodrigo sisters. Since his arrival, José García Madrid became the psychiatrist of Juan Ramón Jiménez, and he was increasingly recognized by his community. It was in Puerto Rico, then, where José García Madrid developed

his professional career in psychiatry and psychotherapy and where he lived until his death.

At his arrival, José García was hired by Jaime Benítez (1908–2001) to teach at the University of Puerto Rico, where he was in charge of psychiatry lectures. Shortly after, he started to work at the Psychiatric Hospital of Puerto Rico, where he worked for several years and where he may have made his biggest contribution to the field.

In the 1950s, the public system in mental health in Puerto Rico was still very poorly developed, and the psychiatric techniques were based on locking patients up, under strong medication, and electroshock therapy. It was García Madrid who first introduced modern therapies for mental health. As the headmaster of the Psychiatric Hospital, he developed community treatments, and he built a farm within the hospital to involve patients in farm work, fostering coordination between patients and working outdoors as part of their treatment.

In Puerto Rico, José García Madrid met Maria Teresa Blanco Cesteros (1920–2009), an educated teacher who worked with vulnerable communities. For both of them, it was a case of love at first sight, and they got married on September 10, 1953. Shortly after the wedding, José and Maria Teresa traveled to the United States to Philadelphia, where José validated his title as physician and psychiatrist in order to continue practicing medicine and psychiatry. After this stay in Philadelphia, José García returned to Puerto Rico to his work in the Psychiatric Hospital where he continued to develop his innovative ideas.

Shortly after, when they were devoted to the work at the Psychiatric Hospital, José and Maria Teresa had their first two children, Mariano (1955) and Ana María (1956). Several years later, the whole family traveled to Boston, where José made a specialty in children psychiatry and their third child, José María (1960) was born. José's family remained close to Maria and Mercedes Rodrigo, who developed their own careers in music and psychology, making great contributions to Puerto Rican society. Maria played a very important role in the musical scene in the island because she helped the Spanish cellist Pablo Casals to establish the modern

conservatoire in Puerto Rico (Ana María García Blanco, personal communication, July 29, 2020). Mercedes continued her career as a clinical psychologist and helped to the institutionalization of the discipline on the island.

Before his retirement, José started to work in the hospital for the elderly, where he finished his career. José García Madrid died in San Juan on May 31, 1992, surrounded by his family after a life dedicated to helping others. His support of Mercedes Rodrigo's work was decisive for the beginning of institutional psychology in Colombia, and his own contributions as a practitioner as well as a teacher of psychiatry in Puerto Rico were of the utmost importance for the discipline and promotion of mental health in that country.

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García Palmieri, Rafael Alfredo

Born *Adjuntas, Puerto Rico, 24 May 1926*

Died *San Juan, Puerto Rico, 19 July 1990*

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Keywords

Puerto Rico · Post-traumatic stress disorder · Veterans services

Rafael Alfredo García Palmieri was the second of three children of a modest family formed by Rafael García Borregón, a teacher, and his wife, Mercedes Palmieri Ferri, a housekeeper. Rafael attended grammar school in his hometown, but since there was no high school in Adjuntas, his family moved to Aguadilla for Rafael Alfredo and his two siblings to continue their education.

Rafael García Palmieri graduated from high school at age 16 in Aguadilla in 1942 and was admitted with a scholarship to the University of Puerto Rico, Río Piedras Campus (UPR-RP). At the time, and due to the schoolteacher's shortage during the war period, he was part of a group of college students who became teachers in the public school system of the island while completing their degrees. From 1944 to 1951, he taught at the elementary, junior, and high school levels. In 1951 he finished a Bachelor of Arts degree (*Magna Cum Laude*) with a concentration in psychology and a professional diploma in industrial arts education both from the University of Puerto Rico. From 1951 to 1952 he worked as a psychologist and general supervisor for the Department of Education of Puerto Rico, formerly the Department of Public Instruction.

In 1952 Doctor García Palmieri was awarded a scholarship by the University of Puerto Rico for graduate studies toward a Master of Arts degree in psychology which he completed at George

Washington University in Washington, DC, in 1954. Upon his return to Puerto Rico, he worked as a psychologist at the Office of Research and Statistics of the Department of Education and as a psychologist and instructor of psychology at the University of Puerto Rico. In addition to this, he was the director of the Student Guidance Office at the Office of the Dean of Students of the Mayagüez Campus of the University of Puerto Rico. During 1955–1957 he also worked as psychologist for the Puerto Rico Aqueduct and Sewer Authority, formerly the Puerto Rico Water Resources Authority.

In 1957, Rafael García Palmieri was awarded another scholarship by the University of Puerto Rico to pursue a doctoral degree in clinical psychology (PhD) with a minor in neuropsychiatry at Louisiana State University. He was the only *latino* among a total of 110 students in the program. Only seven of these students completed the doctoral degree and graduated in 1959 and Doctor García Palmieri was the second highest average. While attending the PhD program, he made a 14-month special training in child psychology at the Child Guidance Clinic of the University of Louisiana. Upon obtaining his doctoral degree, he attended a one-year internship at the Veterans Administration Psychiatric Hospital in Gulfport, Mississippi.

Doctor García Palmieri was among the first group of psychologists to return to Puerto Rico with a doctoral degree in clinical psychology. In 1960, at a time when psychology services were ascribed to psychiatric services, he was recruited as psychology director for the San Juan Center of the Veterans Administration Hospital (VAH) position which he held until his retirement in 1987. In 1969, he was responsible for establishing Psychology Services as an independent department in the VAH. During his incumbency as director of the Psychology Department, he was truly committed to the recognition of post-traumatic stress disorder (PTSD) services for veterans as well as to the creation of the Vet Center both of which were among his major contributions to the VA system.

While working as a psychologist and director of Psychology Services at the San Juan VA Medical Center, Doctor García Palmieri was affiliated

with several institutions of higher education in Puerto Rico. From 1960 to 1970, Doctor García Palmieri worked as a lecturer in psychology at the College of Social Sciences and the College of Education of the University of Puerto Rico, Río Piedras Campus. Additionally, he was adjunct professor of normal and abnormal psychology and statistics at the Río Piedras Campus of said university and adviser on research design and committee member of master's theses of graduate students (1972–1982). He was, also, an *ad honorem* assistant professor in clinical psychology at the Department of Psychiatry of the School of Medicine of the University of Puerto Rico from 1965 to 1987.

Among his most significant contributions to the development of psychology in Puerto Rico was his continuous search for many talented students whom he helped to get scholarships so they could pursue graduate studies abroad and then return to Puerto Rico as professionals willing to contribute to bettering people's health. Undoubtedly, due to his continuous endeavors and commitment to the development of psychology as a scientific field in Puerto Rico as well as the professionalization of its *praxis*, his significant contributions to the veterans services in the San Juan VA Medical Center and his support to psychology graduate students, Doctor García Palmieri is recognized and distinguished as one of the pillars of its history in Puerto Rico.

He was affiliated to numerous and prestigious professional national and international organizations, including the *Asociación de Psicología de Puerto Rico* (APPR, Puerto Rico Psychology Association), formerly *Asociación de Psicólogos de Puerto Rico* (*Puerto Rico Psychologists Association*), of which he was president from 1962 to 1963. During his professional life he was an active member of the International Council of Psychologists and its Chairperson in 1985; founder and first president of *Asociación de Psicólogos Profesionales de Puerto Rico* (*Puerto Rican Professional Psychologists Association, 1977–1978*); American Psychological Association; American Congress of Rehabilitation Medicine; South Eastern Psychological Association; and Association of VA Psychologists.

Dr. Rafael García Palmieri was active presenting papers in many professional organizations. These meetings were in Puerto Rico, USA, and México. His presentations included themes like projective techniques, post-traumatic stress disorders, anxiety, Puerto Rican psychology, and motivation and verbal communication. He also collaborated in research projects at the Department of Psychiatry of the School of Medicine of UPR and at the Department of Education, all related to mental health issues in adults and children.

During his professional career Dr. García Palmieri received many honors and distinctions. In 1985, he received an Annual Certificate of Recognition for Leadership and Outstanding Achievement given by National Association of VA Psychologists (NOVA) at the 93rd Convention of the American Psychological Association. That same year, he also received a *Carta de Reconocimiento* (Letter of Recognition) from Rafael Hernández Colón, Governor of Puerto Rico. In 1984, he was bestowed an Outstanding Performance Award and a 25 Year Service Award by the Veterans Administration Medical Center and Regional Office, San Juan, PR. In 1979, Veterans Administration Medical Center and Regional Office also gave him a 20 Year Service Award, Veterans Administration, San Juan Center. He was included in the 15th Edition (1976–1977) of *Who's Who in the South and Southwest*, the Marquis Who's Who Publication Board. He also received certificates of recognition by *Asociación de Psicólogos de Puerto Rico (Puerto Rican Association of Psychologists, 1972)* and Veterans Administration (1971).

He was married to Joaquina Cerra Rocafort, who passed away in 2018. They procreated two children: Marta Margarita, a dentist, and Rafael Alfredo, Jr., an architect, living in Puerto Rico and Texas, respectively.

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Garcia, Célio

Born in *Fortaleza, Ceará, Brazil, August 10, 1930*

Died in *Belo Horizonte, Minas Gerais, Brazil, April 29, 2020*

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Keywords

Brazil · Social psychology · Psychoanalysis

The professor and psychoanalyst Célio Garcia graduated in Classical Letters from the Catholic Faculty of Philosophy of Ceará in 1953. He subsequently obtained the *Licence ès Lettres – Mention Psychologie* (Emphasis on Psychology) from the *Université de Paris (Panthéon-Sorbonne)* in

1957, the *Diplôme d'Études – Psychologie Sociale* and the *Diplôme d'Études – Psychologie Pathologique* from the *Institut de Psychologie, Université de Paris*, in 1959, and the degree of Doctor of Psychology from the Faculty of Philosophy of the Universidade Federal de Minas Gerais (Federal University of Minas Gerais – UFMG), in 1965. During his stay in France, between 1953 and 1959, he enjoyed close relations with the founders of the *Association pour la Recherche et l'Intervention Psychosociologiques* (ARIP) (Research Association for Psychosocial Interventions). At this time, he participated in the widespread movement that sought the development of psychology, social psychology, and psychoanalysis in France, and the professionalization in these areas through the offering of services in the clinical, education, and work fields.

Still in France, Garcia became acquainted with the work of Jacques Lacan (1901–1981), attending the psychoanalyst's seminars in the *Hôpital Saint'Anne*, in Paris. As a student, he was part of the directing team of the GEPUP (*Groupe d'Études de Psychologie de l'Université de Paris*) (University of Paris Study Group on Psychology) and collaborated in the publication of the Lacanian seminars in the *Bulletin de Psychologie*, a periodical published by the organization. Interest in the work of Jacques Lacan was related to the psychosocial reading in psychoanalysis. For Garcia, this clinical approach meant that, for the research in social psychology and psychoanalysis, it was necessary to focus on the singular and historical experience of the group, and of the subjects inside the group. In a manuscript of 2001, Garcia referred to Lacan's approach as an exercise in research into the relationships between the unconscious, language, and the relationships of alterity, singling out freedom of thought and the linguistic and theoretical innovations introduced by the author in the debate between phenomenology, existentialism, and structuralism that occupied the intellectual milieu in France, in the 1950s and 1960s (Garcia, 2001).

Returning to Brazil, in 1960, Célio Garcia undertook research into education for health at the Ministry of Health's National Department of Endemic Rural Diseases, in Rio de Janeiro. Also

in Rio, in 1960, he married the social assistant Angelina Leite Ribeiro (1933–2021). In 1962, at the invitation of the psychologist Pierre Weil (1924–2008), he transferred to Belo Horizonte to operate as a specialist in group dynamics and development in human relationships in the pioneering service then established at the *Banco da Lavoura's* Orientation and Training Department. At this time, he and his colleagues developed psychosocial methods of work with small groups based on North American contributions in social psychology, as well as European, inspired by the socioanalysis of Jean Stoetzel (1910–1987) and of other French psychosociologists, as a contribution to the work of psychosocial intervention in commercial and industrial institutions and social organizations (Garcia, 1967).

In 1964, he was invited to set up the discipline of social psychology in the psychology program, started in 1962, at the Faculty of Philosophy of the University of Minas Gerais (currently the Federal University of Minas Gerais). In this position, he got together a group of professors and students who, under his leadership, constituted the Social Psychology Sector, focused on activities in the area with a clinical, socioanalytic tendency, deeply committed to the social and political relevance of their activities in psychosociology. The Social Psychology Sector then started to undertake works of formation in group dynamics, in psychosociological intervention, and in institutional analysis in groups, organizations, and social institutions.

Between 1967 and 1975, he organized a program of academic and scientific cooperation financed by the cultural service of the French Embassy in Brazil. Under this program, Professors Max Pagès (1926–2018), André Lévy (1925–. . .), Georges Lapassade (1924–2008), Pierre Fédida (1934–2002), from the university of Paris, and Michel Foucault (1926–1984), from the *Collège de France*, visited the UFMG on cultural missions, the first four specialists in social psychology, the last two working at the interface of Psychology and Philosophy. The 1972 visit of Georges Lapassade and his proposal of the institutional analysis approach to the study and intervention on social groups in

organizations and communities are documented in a publication of the *Revista de Cultura Vozes* in 2008, a coauthorship by Celio Garcia, Marco Aurélio Luz, Chaim Katz, and Georges Lapassade.

Garcia's first publications dealt with the social psychological interventions in small groups and mathematical models for the human sciences (Garcia, 1967). In his doctoral dissertation, defended at the Universidade Federal de Minas Gerais in 1965, he presented a research on the relationships between group processes and institutional politics. The focus was on the question of thinking to what degree work with groups inserted in institutions should be analyzed not only at the level of interpersonal, but also at the level of sociopolitical and institutional relationships.

In the beginning of the 1970s, the dialogue with René Lourau and Georges Lapassade's institutional analysis is already present, combined with the psychoanalytical approach. At this time, Garcia advanced his studies on psychoanalysis, especially in the reading of Jacques Lacan and the sciences of language, continuing with reflections on the socio-ideological dimension of the subject. Between 1975 and 1977, he undertook internships as Visiting Scholar at Harvard University and the University of California at Berkeley, in the United States of America, with a scholarship from the Fulbright Foundation, at the invitation of the social psychologist Herbert Kelman (1927-. . .) and of the linguist and specialist in the sciences of cognition Georges Lakoff (1941-. . .). During his stay in Boston, he attended the seminars of the linguist Noam Chomsky (1928-. . .) at the Massachusetts Institute of Technology (MIT), whose theory of generative grammar had interested him since his student days (Garcia, 2001). At this time, he was interested in the relationships between language, speech, and the social, as expressed in publications in *Kriterion*, the periodical of the School of Philosophy and Human Sciences at UFMG (Garcia et al., 1978).

In the 1980s, he wrote on basic concepts of psychoanalysis in the periodical *Cadernos de Psicologia*, edited by the Psychology Department

of the UFMG (Garcia, 1985, 1987). At this time, he took up again the theoretical modeling in the human sciences, working on a new scientific paradigm together with an interdisciplinary group of scholars interested in the proposal of Humberto Maturana (1928–2021), Henri Atlan (1931-. . .), and Ilya Prigogine (1917–2003). The project was to deal with scientific research in human sciences, in the sciences of life, and in the exact sciences starting from the theory of autonomous systems, of autopoiesis, and of complexity, emphasizing the creative nature of active structures, and the power of the event, of chance, and of the historical. The discovery of the impact of these historical events on the subject, for him, would be the true purpose of the clinical psychoanalysis of Lacanian inspiration. He also became acquainted with the contribution of Alain Badiou (1937-. . .) to the contemporary developments of Lacan's proposal, which resulted in another series of works.

From the 1990s onward, he advanced the study of the relations between psychoanalysis, politics, and logic and consolidated the investigations into his proposal of practice in mental health, called by him the "clinical treatment of the social." This perspective of clinical work, studying closely the subjectivity of each one within the social context, was thought of as a device-program that, mapping the different competencies of the subjects as citizens, creates always renewed instruments for thinking and making others think about the real, focusing on the creativity and innovation of each participant. In this program, subjects are considered in their singularity, their capacity for creating new social ties. The proposal developed into a similar project in the ambit of psychoanalysis and education that resulted in an important work, published in 1998, that became a reference in this area.

Célio Garcia's works, cited here, inspired various Master's theses and Doctoral dissertations, oriented by him in the postgraduate programs in linguistics, political science, philosophy, and psychology, all in the Universidade Federal de Minas Gerais. Throughout his life, the author dedicated himself intensely to clinical work in psychoanalysis. During the 1960s, he was a member of the

Psychoanalytical Society of Paris; in the 1970s, he was a member of the Psychoanalytical Circle of Minas Gerais; and from 1995 onward, he was a member of the Brazilian School of Psychoanalysis (Escola Brasileira de Psicanálise) and of the Institute of Psychoanalysis and Mental Health of Minas Gerais, in the founding of which he participated. Both institutions, which follow the Lacanian line, are connected to the World Psychoanalysis Association that was founded in Buenos Aires in 1993.

Throughout his career, Garcia was the analyst and supervisor of numerous psychoanalysts and dedicated himself to the activities of applying the knowledge of psychoanalysis in various fields, such as law, medicine, and education. Since the 1970s, he worked as institutional supervisor in public psychiatric hospitals, such as the Galba Veloso Hospital and the Raul Soares Institute, and gave strong support to psychiatric reform, supervising the activities of various Psychosocial Attention Centres and Reference Centres in Mental Health in Belo Horizonte, Brazil.

After his retirement as a professor, he dedicated himself full-time to psychoanalytical clinical work and to the guidance of psychoanalysts under training in his own consultancy, promoting seminars and the discussion of the latest trends in psychoanalysis and its relationships to juridical psychology, psychiatry, and law. On 22 August 2011, Garcia was awarded the title of Professor Emeritus of the Faculty of Philosophy and Human Sciences at the Universidade Federal de Minas Gerais for his original and consistent activities as a professor, researcher, and in the training of professionals in the promotion of mental health.

The originality, capacity for theoretical and technical innovation, and the contemporaneity of Célio Garcia's proposals continue to inspire teachers and researchers in the areas of psychology, social psychology, and psychoanalysis. After his death, a book was published in June 2021 in his honor, with the participation of several colleagues and students (Campos, 2021). A website dedicated to his works can be accessed in <https://celiogarciaoficial.com.br/>

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García, Germán Leopoldo

Born *City of Junín, Province of Buenos Aires, Argentina, 25 December 1944*

Died *Autonomous City of Buenos Aires, 26 December 2018*

Marcelo Izaguirre
Centro Descartes, Buenos Aires, Argentina

Keywords

Argentina · Spain · Literature · Psychoanalysis institutions

Although he had, what he called, an extra-university education, it took him a lifetime. He studied linguistics with Salvador Buca, logic and deductive models with Gregorio Klimovsky, and

linguistics and then psychoanalysis with Oscar Masotta.

Once in Spain, he linked up with analysts from the Freudian Field and professors from the Vincennes Psychoanalysis Department, in Paris.

He taught courses and conferences at prestigious universities in different countries: such as the Universities of Barcelona, Buenos Aires (postgraduate courses), Córdoba and also New York, Boston and Princeton. He was a member of the Sociedad Argentina de Escritores (Argentine Society of Writers).

Among another awards and distinctions, in 2003, he was awarded the Guggenheim research grant which allow him to write the book *El psicoanálisis y los debates culturales, ejemplos argentinos* (Psychoanalysis and cultural debates, Argentine examples) (García, 2005). In 2007, he was honored as “Personalidad destacada de la cultura” (“Outstanding Personality of Culture”), by the Legislature of the City of Buenos Aires. In 2008, he was named “Visitante Distinguido” (“Distinguished Visitor”) by the City Hall of San Salvador de Jujuy. The distinction was awarded by the Municipality of Jujuy at the Jujuy campus of the Catholic University of Santiago del Estero.

In 2009, he was declared a distinguished citizen and distinguished visitor of the Historic City of San Miguel de Tucumán by the Honorable Deliberative Council in the Main Auditorium of the Law School at the Universidad Nacional de Tucumán (National University of Tucuman).

In 2011, he was nominated Doctor Honoris Causa by the Universidad Nacional de Córdoba (National University of Córdoba) and in 2018 by the Universidad Nacional de General San Martín (National University of General San Martín).

He broke into the cultural scene with the appearance of his novel, *Nanina*, which was a dazzling but ephemeral publishing success (García, 1968). Between August and October of 1968, four editions of that novel were sold, approximately 20,000 copies, which found their limit by the intervention of justice with a trial for “obscenity.” At that time in Argentina, under the dictatorship of General Onganía (1914–1995), influences of the “French May” were received.

Shortly after, in 1969, García began studying psychoanalysis with Oscar Masotta (1930–1979), whose encounter García attributed his passage to this discipline. Evoking the psychopathology of Freud's daily life, García also referred the birth of a son and the death of his father as two crucial times in his personal analysis that may have contributed to his decision to study psychoanalysis as well. Then, it would reach psychoanalysis by what could be called the epistemic pathway, which finds its place in its practice.

He participated in various literature and psychoanalytic journals, founded several of them and advised others. It began in the writing of the journal *Los Libros*, directed by Héctor Schmucler (1931–2018).

When he decided to cease his collaboration in such journal, together with Luis Guzmán (born 1944), they created the *Literal* journal (1973), between literary criticism and psychoanalysis. He participated in the direction of the journal *Cuadernos Sigmund Freud* (Sigmund Freud Journal). When he settled in Spain he founded and directed another journals: *Sinthoma*, *Otium diagonal* and *Tyché*. He also advised the edition of the journal *Lacaniana* (Lacanian) which was published by the *Lacanian Orientation School* (Lacanian Approach School).

He was a member of the Advisory Board of the *Revista Universitaria de Psicoanálisis* (*University Journal of Psychoanalysis*) of the Facultad de Psicología de la Universidad de Buenos Aires (Faculty of Psychology of the University of Buenos Aires). He founded and directed the journal *Descartes* from 1986 until his death.

In the field of psychoanalysis, he promoted and founded several psychoanalytic institutions.

In 1974, he took part with Oscar Masotta in the foundation of the Escuela Freudiana de Buenos Aires (Freudian School of Buenos Aires), the first Lacanian-oriented psychoanalysis institution outside of Paris. This made possible for psychologists, for the first time, to take part in an institution whose members presented themselves as practitioners of psychoanalysis, although since 1967 by Law 17132 psychologists were forbidden to perform this professional practice. Together with Masotta, they were the only members who did

not have any university degree, being part of what Freud called, in “The question of lay analysis,” lay psychoanalysts.

With Masotta in exile, he continued with the study groups and wrote an essay that we could place as a hinge between his two activities, psychoanalysis and literature, which was published in 1975, *Macedonio Fernández: la escritura en objeto* (Macedonio Fernández: writing as an object) (García, 1975).

The coup d'état of the year 1976 found him giving his psychoanalysis classes and conducting research on the origins of psychoanalysis in Argentina, published in 1978, *La entrada del psicoanálisis en la Argentina* (The entry of psychoanalysis in Argentina) (García, 1978). This was the first book about the history of that discipline in the country, where he highlighted the background of the emergence of psychoanalysis prior to the foundation of the official institution Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association-APA). In June 1979, he joined Masotta in the “renewal of the pact” of the *Freudian School*, which was renamed Escuela Freudiana de la Argentina (Argentine Freudian School).

The political conditions would lead him to Spanish exile in 1979 where he continued spreading the thought of his friend and teacher, Oscar Masotta (1930–1979), who died in September of that year.

In July 1980, Lacan's only visit to Latin America took place on the occasion of a meeting in Caracas. Although García did not attend, he joined in by sending a letter.

In Spain, he published some of his psychoanalytic essays, among them *Psicoanálisis una política del síntoma* (*Psychoanalysis a symptom policy*) (García, 1980). He promoted the Biblioteca Freudiana de Barcelona (Freudian Library of Barcelona). He stated that in that country he found Jacques-Alain Miller's renewed teaching of Lacan's work. He decided to resume the personal analysis and continued studying with members of the *Campo Freudiano* (Freudian Field).

García's return to Argentina came shortly after democracy, in 1985. The city of Buenos Aires

that, he found, would no longer be the same he knew when he was a teenager, and he made his point in new writings (García, 2018). Psychoanalysis had to be located in the international context. This led to the foundation of the *Biblioteca Internacional de Psicoanálisis* (International Library of Psychoanalysis) in 1986, linked to the Freudian Field, and promoted the transmission of psychoanalysis throughout the country, in particular the Argentine northwest, Tucumán, Salta, and Jujuy where it encouraged the creation of groups as the *Asociación Psicoanalítica del Norte* (Northern Psychoanalytic Association). Together with the *Library*, he was one of the founders, in January 1992, of the *Escuela de Orientación Lacaniana* (Lacanian Approach School). He was president of that school and member of the World Association of Psychoanalysis. He founded and served as president and director of Education at the *Fundación Descartes* (Descartes Foundation) which managed *Descartes Center* (Centro Descartes).

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► [Masotta, Oscar Abelardo](#)

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García, Juan Agustín

Born *Buenos Aires, (Argentina), 12 April 1862*

Died *Buenos Aires, (Argentina), 23 June 1923*

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Keywords

Argentina · Psychology · Sociology · History · Law

He attended high school at the Colegio Nacional (National High School) at Buenos Aires, Argentina. In 1882 he earned his Law degree with a Dissertation on *Los hechos y los actos jurídicos* (*Facts and Legal Facts*). While he was teaching at the National High School, he started to produce pedagogical and theoretical works, the first of which was published under the title of *Nociones de geografía argentina* (Notions of Argentine Geography) (García, 1883), a book oriented to high school education (Proyecto Ameghino, 2004).

In 1884 he traveled to Europe, visiting Paris and other important cities for almost two years. Upon his return to Argentina, he took up the position of Inspector of National High Schools and Teacher Training Normal Schools. In 1892 he was appointed Crime Attorney. In his judiciary career, he was appointed Criminal Investigating Judge in 1893, and later Civil Judge and member of the Federal Court of Appeal, from 1902 up to 1913 (Mignanego, 1937; Proyecto Ameghino, 2004).

As professor he was in charge of many courses at the Facultad de Derecho y Ciencias Sociales de la Universidad de Buenos Aires (Faculty of Law

and Social Sciences at University of Buenos Aires, among them: Introduction to Legal Sciences, Sociology, Civil Law and on the ideas of Juan Bautista Alberdi (1810–1884)). He was also Professor at the Universidad Nacional de La Plata and at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities at University of Buenos Aires). He also founded and directed the journal *Anales de la Facultad de Derecho y Ciencias Sociales* (Annals of the Faculty of Law and Social Sciences). Some of Juan Agustín García's books were widely distributed. For instance, *Historia de la Universidad de Buenos Aires y su influencia en la cultura argentina* (History of the University of Buenos Aires and its influence on Argentine culture) (García, 1918). Two other books transcended the university context and were indispensable for understanding nineteenth century Argentine society.: One of them, *Introducción al estudio de las ciencias sociales argentinas* [Introduction to the Study of Argentine Social Sciences] (1899), is a comprehensive compilation of the legal forms throughout history and their reflection in the construction of society, with special focus to the social, political, and institutional processes that made up the Argentine Nation. He highlighted the existence of Argentine social phenomena susceptible to scientific interpretation and stated that our institutions, despite their foreign labels, were formed on the basis of our own political and economic background. The other one, *La ciudad indiana* (The Indian City) (1900), is an investigation into the political and institutional origins of Argentina, in which racial factors explain some of the most questionable traits of the inhabitants of *the pampas*: the cult of courage, confidence in the rich land, profit, intellectual indolence (Vilanova, 2001).

Diego Pro (1965) places Juan A. García in the generation of 1896, together with Ernesto Quesada (1858–1954), José Ingenieros (1877–1925), Joaquín V. Gonzalez (1863–1923), Carlos Octavio Bunge (1875–1918), Víctor Mercante (1870–1934), Rodolfo Senet (1872–1938), among others. It is possible to affirm that the ideas and works of these men constitute classics of Argentine culture.

Regarding his contributions to psychology, Diego Pro (1965) stated that Juan Agustín García was a man of nuances. His psychological ideas were close to the psychological positivism of Taine (1828–1893), Renán (1823–1892), Ribot (1839–1916), Bain (1818–1903), Sergi (1841–1936), and Wundt (1832–1920). In his historical studies, he has been attracted to the natural course of life rather than to military, political, or economic history. He penetrated into the soul of the people, scrutinizing their dominant feelings. Pro (1965) characterized García as follows: "Rather than the history of ideas, García was concerned with the historical study of the feelings of the Argentine people." Hence, his interest in the study of psychology or mental science, which he defined "as the study of all the so-called psychological phenomena, the impressions caused by the external world, the facts of the intelligence, desires, pleasures and pains in their different forms and manifestations" (Pro, 1965, p. 51).

For his part, Alberto Vilanova (2001) emphasized the interest in social psychology and the study of mentalities in the writings of Juan Agustín García. Two authors influenced his scientific delimitation of psychology: Hyppolyte Taine with his book *L'Intelligence* and Alexander Bain with *The Senses and the Intellect*. Psychic phenomena were studied at their onset, in their development, in their combinations and in their final results. He studied the elementary manifestations of human activity, instinct, automatisms, habits, and the will (Pro, 1965).

García subdivided psychology into three branches: (1) historical psychology, (2) special or character psychology, and (3) social psychology. He argued that in both the social and historical sciences, psychology helped to understand the dominant feelings of the people. Concerned about the Argentine ideas, he considered that knowing the feelings helped the self-awareness of the people, without which they would wander around history blindsided (García, 1899). He illustrated his ideas by stating that the study of Argentine psychology should start with the study of the colonial society, its ways of feeling and thinking, the psychological peculiarities of the different ethnic, economic and social groups,

which lived under special physical and moral influences, while pointing out the importance of racial and hereditary factors (Levene, 1945).

It is possible to classify his written production into two main groups: scientific writing, on the one hand, and literary writing on the other one. The first group includes not only works related to social psychology but also related to legal sciences, history or sociology. Among his literary writings, there are: a) historical novels: *Memorias de un sacristán* (Memoirs of a sacristan) (1906) and *La Chepa Leona* (1910); b) theatre plays: *Del uno al otro* (From One to the Other) (1920), *El mundo de los snobs* (The World of Snobs) (1920), *La Cuarterona* (In her forties) (1921), *Un episodio bajo el terror* (An Episode Under the Terror) (1923). He also authored a number of minor writings, letters, reports, class summaries, and another page, which could be classified under the category of *Miscellany*. They constitute a series of articles published in the newspaper *La Prensa (Press)*, as articles on customs, just like those that Alberdi signed under the name of Figarillo (Solari, 1954).

Cross-References

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- ▶ Mercante, Víctor
- ▶ Senet, Rodolfo
- ▶ Vilanova, Alberto Ramón

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García-Sellers, Martha Julia

Born *Guatemala City, Guatemala, 20 May 1943*

Guisela Cárcamo Duarte
Independent Psychologist, Guatemala City,
Guatemala

Keywords

Guatemala · Developmental psychology · Immigration · Education · Home-school connection

Dr. Martha Julia Garcia-Sellers was born into a family that highly regarded education and the social sciences; consequently, she initially studied preschool education. As she began to practice the profession as a kindergarten teacher, she soon realized how important it was to understand how

children learn a recognition that inspired her to study psychology. She is married to Stephen Sellers, and is the mother of Oliver and Sylvia, both of whom also have careers in the social sciences and is the grandmother of Rowan.

Dr. García-Sellers enrolled as student at the Psychology Program in Humanities at San Carlos University in Guatemala. During her second year of university studies, she was hired as research assistant in the Psychology Division of the Institute of Nutrition of Central America and Panama (INCAP), subsequently becoming director of the Infant Laboratory. At INCAP her supervisors, the psychologists Robert Klein and Otto Gilbert Almengor, encouraged her to conduct the research for her academic thesis as part of an ongoing project applying a battery of psychological tests to measure reflexivity and impulsivity of 3- to 7-year-old children (García, 1969). This became a formative experience introducing her to the world of research and psychometrics.

She received her degree in 1969 becoming the university's first psychology graduate to be awarded the distinction of *Magna Cum Laude*. That honor and the research that underlay it opened doors for her to pursue graduate studies at Harvard University in the USA. Enrolled in the doctoral program of developmental psychology, she carried out her dissertation research on the development of memory strategies among elementary school children in Tucurrique, a rural community of Costa Rican (Sellers, 1979). That research contributed importantly to the understanding of memory development and its specificity by demonstrating that some memory strategies need to be taught while others, if encouraged, can emerge spontaneously. The research work was particularly gratifying for her, taking into consideration that findings from Latin America contributed to, and informed, the area of memory development science in the USA, as opposed to the other way around.

After receiving her doctoral degree, she was appointed to a position at the Psychiatry Department of Washington University in St. Louis, Missouri, in 1981, where she taught normal child development as a starting point for understanding

psychopathology. Collaborating with psychiatrist Felton Earls, she trained public school teachers in classrooms that had recently incorporated minority students as part of a government program to further school integration. Soon after, she created the first Interdisciplinary Unit for the Evaluation and Intervention of Infants and Preschoolers, promoting an integrated, multidisciplinary method that was subsequently adopted by programs elsewhere in the USA.

Family considerations then took her to California where she worked in the Psychiatry Department at Stanford University in 1985, teaching child development to students in pediatrics and psychiatry. A few years later she returned to Boston, where she continued to live until her retirement.

In Boston she joined Harvard University's Psychiatry Department in 1988 as a clinician in a multidisciplinary team. A year later, she moved to Tufts University where she served on the faculty in the Child Development Department for the next 24 years, teaching child assessment, services for children from diverse ethnic backgrounds, and research methods. Throughout, her teaching clinical work and research focused on serving families from diverse cultures. Boston was experiencing a significant upsurge in Central American immigration at this time and the public schools, especially, were struggling to provide for them. Dr. García-Sellers created and directed the Somerville Home-School Connection Program for children in kindergarten through fourth grade in the local public schools. With funding provided by the Kellogg Foundation and the Commonwealth of Massachusetts, her program identified immigrant families then supported children's school participation and facilitated the process of school adaptation. Under Dr. García-Sellers' supervision, students from Tufts graduate program provided guidance to families in visits to their homes and to children and their teachers at school. Later, in 2007, the program was implemented in conjunction with the Gesell Institute of Yale University at Head Start schools in New Haven, Connecticut, and also at the "Cambiando vidas" ("Changing Lives") schools in Pastores, Sacatepéquez, Guatemala.

Subsequently, in 2009 under sponsorship of the Cultural Change Institute at the Fletcher School of Tufts University, Dr. García-Sellers conducted a three-year research project with 2-year-olds whose families had immigrated to East Boston, Massachusetts, from Mexico and Central America. The study's objective was to prepare children for school adaptation from a young age with their mothers, providing support and intervention at home. The intervention comprised a set of activities oriented toward developing executive functions and intellectual autonomy (García-Sellers, 2016).

Dr. García-Sellers has published articles on infant development and how it is related to environmental stimulation in the home, the formation and role of the teacher, the role of the family, and the psychologist's role in education. She has coauthored books on the importance of the relationship of expectations of home and school so that children's school adaptation and performance improves (Brizuela & Garcia-Sellers, 1999; Garcia-Sellers, 2016; Parra & Garcia-Sellers, 2005; Shapiro & Garcia-Sellers, 2003).

She has been an invited speaker to international conferences in many countries including Brazil, Mexico, Guatemala, the USA, Kuwait, Hungary, Hong Kong, Sweden, Finland, and Canada. And she has served on the boards of a number of organizations including JOBS Child and Family Study at Child Trends, Washington, D.C.; National Center on Fathers and Families, Graduate School of Education, and University of Pennsylvania, Philadelphia; Edgerly Educational Center Child Study Team, Somerville, Massachusetts; Parent-Teacher Connection Program, Gesell Institute, New Haven, Connecticut; Child Rearing Study in Costa Rica; Tufts University Cultural Change Institute, Fletcher School, and Harvard University Collaboration; and "Cambiando Vidas" ("Changing Lives") in Pastores, Sacatepéquez, Guatemala.

In the course of her professional career, she had the opportunity to collaborate with renowned scientists from several disciplines. With Professor Jerome Kagan, one of the preeminent psychologists of his generation in the USA, who was her mentor at Harvard University, she collaborated on

several research projects beginning with their work together at the Institute of Nutrition of Central America and Panama (INCAP) and continuing with projects related to intervention and teacher training. With Dr. T. Berry Brazelton, considered one of the best-known pediatricians in the USA, she learned much about assessing newborns, understanding the child from the youngest age possible to provide opportune parental guidance. She benefited also from training with the Harvard anthropologists Beatrice and John Whiting who were among the first to carry out multicultural, comparative research on child rearing practices and to develop qualitative research methods. Absorbing the knowledge of these experts in their respective fields enabled her to combine quantitative and qualitative methods into her own clinical work, research, and teaching with a cultural perspective (García-Sellers, 2016; Rogoff et al., 1976).

Since 2003 Dr. Garcia-Sellers has contributed her efforts and expertise *ad honorem* to supporting the services of the Psychology Unit in the Nutritional Project of the Hermano Pedro Hospital in La Antigua Guatemala, Sacatepéquez, Guatemala, and to strengthening the services to families with severely malnourished children. Her efforts have enabled graduate students in psychology, psychiatry, and public health from Tufts and other universities in the USA and Canada to participate in different projects in Guatemala. Together with some of these students she developed a manual used to train volunteers called *Little by Little* which presents procedures for exploratory evaluation and intervention (Mayoral et al., 2007). Her work in this area continues to date.

In 2010 Dr. García-Sellers was awarded the distinction of Illustrious Professional by the Assembly of Presidents of the Board of Professionals of Guatemala.

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- ▶ [Arriola Ligorria, Jorge Luis](#)
- ▶ [Mora Portillo, Carlos Federico](#)

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Garma, Angel

Born *Bilbao, Spain, June 24, 1904*

Died *Buenos Aires, Argentina, January 29, 1993*

Ana Bloj

Universidad Nacional de Rosario, Santa Fe, Argentina

Keywords

Argentina · Spain · Psychoanalysis · Pioneer · Argentine Psychoanalytic Association

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- The son of Ángel Manuel de la Garma y Setién, a businessman, and of Cirila Zubizarreta, he was born in Bilbao, Spain, on June 24th, 1904. His parents emigrated to Buenos Aires in 1908 and he remained under the care of his maternal grandparents in Spain. Due to the death of his father, he continued living with them until he was nine-years-old. Remarried, his mother returned for him and they moved to Madrid. He later studied in a Jesuit College and then entered the Universidad Central de Medicina (Central University of Medicine), currently Universidad Complutense (Complutense University). He had outstanding professors such as Gregorio Marañón (1987–1960) and Santiago Ramón y Cajal (1852–1934). He obtained his degree as a physician in 1927. During this period he lived in the Student's Residence. José Ortega y Gasset (1883–1955) was one of the directors of the Residency along with other important personalities of Spanish culture in the twentieth century. The

students of the residency were carefully selected and included figures like the filmmaker Luis Buñuel (1900–1983), the poet Federico García Lorca (1898–1936), the painter Salvador Dalí (1904–1989), and the writer Juan Ramón Jiménez (1881–1958) (Anonymous, 2020; Markez, 2005).

When he finished his studies, he traveled to Germany to specialize in neurology and psychiatry. He obtained a specialization in psychiatry in 1929 at Tubinga University in Germany, which was an epicenter for research of psychoanalysis, which received great relevance at those times.

He participated at the Berlin Psychoanalytic Institute, where he met Franz Alexander (1891–1964), Wilhem Reich (1897–1957), Siegfried Bernfeld (1892–1953), René Spitz (1887–1974), Carl Gustav Jung (1875–1961), and Georg Groddeck (1866–1934) among others. In Berlin, he was analyzed by Theodor Reik (1888–1969), supervised by Otto Fenichel (1897–1946) and Karen Horney (1885–1952) (Garma, 1966).

He became a psychoanalyst in 1931 and was elected as a member of the German Psychoanalytic Association. When the institution expelled its Jewish members in 1936, he resigned his membership (Carmen Garma, Angel Garma's daughter, personal communication, May 1, 2021). On his return to Madrid in November 1931, he was the only psychoanalyst member of the IPA, International Psychoanalytical Association, working in Spain. As he gained prestige, he was challenged by colleagues who espoused the positivism perspective in psychiatry. In October of 1932, Sigmund Freud sent him a letter of congratulations for his valuable psychoanalytic works (Garma, 2020).

He set off to Paris a few days before the Spanish Civil War broke out, in 1936, and stayed there for two years, in an unstable Europe, with the imminent arrival of the Second World War. In France, he met Celes Cárcamo (1903–1990), with whom he discussed the possibility of emigration to Argentina. In 1939, he travelled to Buenos Aires (Garma, 1967). Part of his family had some business with Argentina, providing him some income. He traveled alone initially but was later joined by his first wife (Carmen Garma,

Angel Gama's daughter, personal communication, April 26, 2021). That year he started meeting at the Boston Café on Sunday afternoons with a small group of people interested in reading about psychoanalysis, and in the foundation of a psychoanalytic Institution with an international connection (Bloj, 2015; Rascovsky, 1994).

In 1942, along with Enrique Pichón Rivière (1907–1977), Marie Langer (1910–1987), Celes Cárcamo (1903–1990), Guillermo Ferrari-Hardoy (1914–1977), and Arnaldo Rascovsky (1907–1995), he signed the foundation of the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association) (APA) (Zalbidea et al., 1991). This association managed, formulated, and regulated the application of psychoanalysis in Argentina until the late 1960s, and was the first of its kind in Latin America. Ángel Garma was its president during the years 1943, 1949, 1953, 1957, and 1958 (Bloj, 2015; Garma, 2020). He developed and sustained letter exchanges and personal meetings with the main international referents, keeping epistolary interchange and meetings with relevant personalities in psychoanalysis including: Daniel Lagache (1903–1972), Sandor Lorand (1893–1987), Bryce Boyer (1916–2000), Paula Heimann (1889–1982), Barbara Lantos (1896–1962), Bertram Lewin (1896–1971), Clifford Scott (1903–1997), Leo Rangell (1913–2011), Ernest Jones (1879–1958) and Theodor Reik (1888–1969) among others (Barrera & Ferragutti, 2015). He took part in the foundation of the *Revista de Psicoanálisis* (Journal of Psychoanalysis) in 1943.

After the Second World War, in 1949, he attended the 1st Congress of Psychoanalysis in Zurich together with his wife Betty Garma (1918–2003) and other members of the APA, where they debated with Anna Freud (1895–1982), Melanie Klein (1882–1960), and others. In the mid-1950s, psychoanalysis was included in university studies. Garma and other APA members dictated extension courses in several universities in Argentina: Universidad Nacional de la Plata (University of La Plata), Universidad de Buenos Aires (University of Buenos Aires), and a brief participation at the University of Córdoba and Rosario. He also

taught courses as a guest professor in Brazil, and the United States, at the Menninger School of Psychiatry in 1962.

Among many acknowledgments, he received the Platinum Konex Prize in 1986 for his career as a psychoanalyst in Argentina and later, with the Gran Cruz del Orden del Mérito Civil given by the King of Spain in 1989. He was also appointed Member of Honor of the Spanish, Mexican, and Colombian Psychoanalytic Association (Garma, 2020).

The interest in dreams was present throughout his years of practice. *Psicoanálisis de los sueños* (Psychoanalysis of the dreams) was the title of the dissertation with which he revalidated his physician's degree at the University of La Plata. He reworked a hypothesis previously discussed with Otto Fenichel, in which he stated that dreams, more than the satisfaction of desires, are masked traumatic situations. He developed the importance of the interpretation of dreams as a means to analyzing the psychogenesis of neurosis and as an efficient technique in an analytical clinic (Garma, 1966). That dissertation was the genesis for his book, *Psychoanalysis of dreams* (Garma, 1940), with enlarged editions arriving in 1948, and in 1956, an abridged edition in 1963, and a 5th edition in 1974. His work acquired international importance, being translated into French in 1954 and then English in 1966. The production of Ángel Garma was truly prolific. He published a vast number of articles, books, and essays in several languages, mainly Spanish, French, and English. His themes were wide and diverse, the most significant of which were psychoanalysis and religion, psychoanalysis and psychosomatic medicine, and ornamental art. We could say that Ángel Garma lived as a psychoanalyst, making his practice, production, and spread of psychoanalysis to many countries and institutional management, a passion that has awakened the interest and the deep search of the knowledge of the unconscious dimension of the subject in several generations.

Within an APA tribute to him, Garma stated: "If I lived again I would be a psychoanalyst one more time . . . for various reasons: in the first place because psychoanalysis is a beautiful

science, it is a nice science to cultivate and results pleasurable to investigate it. In the second place I would be a psychoanalyst again because at least to me, it has given me wellbeing, it has increased my life's wellbeing. Thanks to psychoanalysis I live better than what I would have lived without psychoanalysis. In the third place I would be a psychoanalyst again because in the psychoanalytic media you also find people you can love, give and receive affection from . . ." (APA, 2002).

Cross-References

- ▶ Langer, Marie (Glas Hauser, Marie Lizbeth)
- ▶ Pichon-Rivière, Enrique José

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Gastélum Izábal, Bernardo José

Born *Culiacán, Sinaloa, México, 3 August 1884*

Died *Mexico City, 21 December 1982*

Dina Beltrán López
Universidad Autónoma de Sinaloa, Culiacán,
Sinaloa, México

Keywords

México · Experimental psychology · Educational psychology · Women's psychology · Contemporary magazine

He attended elementary school at the school Profesora Mariana Valdés (Berrelleza 1998) and high school at Colegio Rosales (Rosales College) (1897–1902) where he was outstanding, both in his hometown (Historical Archive of the Autonomous University of Sinaloa [HAAUS], Rosales College [CR] Fund, exam report books, 1890–1899 and 1899–1907). He entered the career of doctor, surgeon, and midwife at the Facultad de Medicina y Farmacia de Guadalajara, Jalisco (Faculty of Medicine and Pharmacy of Guadalajara, Jalisco) in Mexico, from which he graduated in 1908 (Historical Archive of the University of Guadalajara, Fund for Educational Institutions of Jalisco, Sub fund for School of Medicine and Pharmacy, Series Professional Titles, Book 11, File 900, fs. 212–215). At this stage, he taught psychology at Escuela Normal de Guadalajara (the Normal School of Guadalajara, a teacher training school), an experience that influenced in your interest in this discipline (Genaro Estrada Diplomatic Historical Archive of the Ministry of Foreign Affairs, File of Bernardo J. Gastélum, [2-20-47]). In the 1910s, he earned a specialty in gynecology from Columbia University, New York (Beltrán 2017).

After completing his medical studies, he returned to Culiacán and began to carry out various activities: he set up his medical office and served as deputy director and director of the Casa de Beneficencia (House of Charity), director of Cárceles (prisons), forensic doctor, and professor of psychology, sociology, and logic at Colegio Rosales. From 1910 to 1912, he entered positions of popular election as councilman of the Culiacán City Council, and in 1911 and 1913, he was part of the State Studies Board of Directors (Municipal Historical Archive of Culiacán, Government Fund, Acts of Cabildo Series, 1909–1912; HAAUS, CR Fund, Book of appointment of professors, 1900–1918).

In December 1915, he assumed the direction of the Colegio Rosales – an institution created in 1874 during the government of Mr. Eustaquio Buelna and whose headquarters was the Liceo Rosales (High School Rosales) – and with such character began to prepare the conditions to transform it into an autonomous regional university,

which occurred in May 1918. This institution was called the Universidad de Occidente (University of the West), during which, as founding rector, he encouraged psychology to be a specific subject in the curricula since at Colegio Rosales it was associated with logic and moral (Beltrán 2018). He published *Principles of Psychology* in 1920, a book in which he systematized the state of knowledge and set a position in favor of the current in vogue: experimental psychology. In this text, in addition to defending the inclusion in the curriculum of sexual education and religious education, he analyzes some obstacles that slow down the learning and development of science, identifying encyclopedic teaching among them for not stimulating the ability to think, contributing with the latter to the field of educational psychology (Beltrán, 2017).

The Universidad de Occidente did not prosper due to the lack of financial support as a result of the struggles between the groups of the revolutionary political class, so it returned to the collegiate structure. Once this university was established by Governor-General Ramón F. Iturbe (1889–1970), he dealt with the disagreement of Ángel Flores (1883–1924), the general defeated in the elections by the Governor in 1917, who later became Governor of Sinaloa in 1920. Given this, Gastélum resigned from the rectorship in March 1922 to enter the federal public administration in the government of General Álvaro Obregón (1920–1924), with whom he had a friendship; he also participated in the presidencies of General Plutarco Elías Calles (1924–1928), Emilio Portes Gil (1928–1930), and Pascual Ortiz Rubio (1930–1932). The positions he held were undersecretary and secretary of Public Education (1923–1924), head of the Department of Public Health (1924–1928), Envoy Extraordinary and Minister Plenipotentiary in Uruguay and Paraguay (1922–1923) and in Italy and Hungary (1929–1930), and Federal Delegate of Health in Sinaloa (1932–1934) (Beltrán, *in press*).

During his stay in the Secretaría de Educación Pública (Ministry of Public Education) and in the Departamento de Salubridad Pública (Department of Public Health), he worked with writers who formed *Contemporáneos* (the Contemporary

group) who edited a magazine with the same name, of which he was a patron and participated as an essayist. He also taught gynecology and gynecological clinic at the Escuela Nacional de Medicina (National School of Medicine) and psychology at the Escuela Nacional Preparatoria (National Preparatory School) (Beltrán, *in press*).

In 1927, Espasa-Calpe published *Intelligence and Symbol*, a book made up of 13 essays whose backbone is intelligence. In this work, he is observed advancing in his epistemological position with respect to psychological discipline, since he criticizes experimental psychology when affirms that the main error of this was to try to rise up to man, when it should have focused on the study of animals (Gastélum, 1927, p. 145). Gastélum's theoretical-conceptual development is innovative because it builds bridges between psychology and philosophy, history, aesthetics, biology, and physics, with which he appears as an interdisciplinary thinker (Beltrán, *in press*).

His political career began to decline with the death of General Obregón and ended in June 1934, when the process of decline of the power of Calles and the rise of the current represented by General Lázaro Cárdenas was already evident. After a 17-year stay in Sinaloa (1930–1947), in which he combined his medical duties with those of the director of the Escuela Preparatoria de Mazatlán (Mazatlán Preparatory School) and as writer, he returned to Mexico City in 1947 (Beltrán, *in press*).

From his articles in the *Gaceta Médica de México* (Medical Gazette of Mexico), organ of the Academia Nacional de Medicina de México (ANMM) (National Academy of Medicine of Mexico), gynecological and obstetric topics stand out in which he contributed to the field of women's psychology, making clear his conception of the patient as a biopsychosocial entity in which the biological and medical part is intertwined, with psychological, social, philosophical, and historical elements. For this reason, his medical practice as a gynecologist started from the premise that he should know “feminine psychology, to distinguish if their complaints correspond to the sorrow they suffer or are products of their natural exaggeration, and determine if the

subjective symptoms are conditioned by a cause somatic or if they originate in their fantasy” (Gastélum, 1950).

In 1954, he published *Castles in the Air*, a theater play in which he problematizes and reflects on the complexity of the human psyche, presenting some concepts from the field of psychology, such as behavior, intelligence, and affective states, in connection with the old philosophical question about what is man (Gastélum, 1954; Beltrán, *in press*).

He was a member of various professional associations: Sociedad de Cirugía de Guadalajara (Guadalajara Surgery Society), Sociedad Médica Mexicana (Mexican Medical Society), American Public Health Association, Oficina Sanitaria Panamericana (Pan American Sanitary Office), Cruz Roja Española (Spanish Red Cross), Italian Chemical Society, International College of Surgeons, Latin American Association of National Academies of Medicine, Academia Nacional de Medicina de México (Academy National Medicine of Mexico), Asociación Mexicana de Cirugía (Mexican Association of Surgery), Ateneo de Ciencias y Artes (Athenaeum of Sciences and Arts), Sociedad Chihuahuense de Estudios Históricos (Chihuahuan Society for Historical Studies), Sociedad de Estudios Biológicos (Society for Biological Studies), and Sociedad Mexicana de Higiene (Mexican Hygiene Society) (Archive of Dora Gómez Palacio Gastélum, biography of Bernardo J. Gastélum prepared by Dora Gastélum Izábal). In addition, he attended various medical, educational, and other congresses, such as the Primera Conferencia Panamericana de Directores de Sanidad Pública (First Pan American Conference of Directors of Public Health) (Washington, 1926) and the Noveno Congreso Internacional de Psicología (Ninth International Congress of Psychology) (1929, Chicago) being of particular relevance (Genaro Estrada Diplomatic Historical Archive of the Ministry of Foreign Affairs, File of Bernardo J. Gastélum, [2-20-47]).

He received the following distinctions: Medalla de la Sociedad Físico Química Italiana (Medal of the Italian Chemical Society), Medalla de Primera Clase de la Cruz Roja Española (First Class Medal of the Spanish Red Cross), Miembro

Honorario del Séptimo Congreso Panamericano del Niño 1935 (Honorary Member of the Seventh Pan American Children’s Congress), Medalla de Oro y Diploma “Eduardo Liceaga” 1945 (Gold Medal and Diploma “Eduardo Liceaga”), Diploma de Honor como Maestro en Salud Pública 1959 (Diploma of Honor as a Master in Public Health), and Doctor Honoris Causa por la Universidad de Sinaloa 1965 (Doctor Honoris Causa from the University of Sinaloa) (Archive of Dora Gómez Palacio Gastélum, biography of Bernardo J. Gastélum prepared by Dora Gastélum Izábal).

In the end of his life, he was recognized with two honors: one by the Secretaría de Salubridad y Asistencia in 1978 (Ministry of Health and Assistance) and the other in 1979 by the Sociedad Mexicana de Historia y Filosofía de la Medicina (Mexican Society for the History and Philosophy of Medicine), the Academia Nacional de Medicina de México (ANMM), and the Sociedad Mexicana de Salud Pública (Mexican Society for Public Health). Likewise, his figure has been the subject of posthumous acknowledgments, such as that provided by the ANMM (1983) and that of the Ministry of Health in which his name was established on the Hospital General de Culiacán (General Hospital of Culiacán, 1990) (Beltrán, *in press*). His remains rest in Panteón Jardín de México (Pantheon Garden of Mexico) (Archive of Alfonso Gómez Palacio Gastélum. Title No. 36017 in the Pantheon Garden of Mexico).

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Giberti, Eva

Born in *Buenos Aires, Argentina, May 21, 1929*

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Keywords

Argentina · Psychoanalysis · Mental health · School for Parents · Feminisms

Eva Giberti is a social worker, psychologist, and one of the main disseminators of psychoanalysis in Argentina since the 1960s. Her profuse work in mass media, magazines, books, radio, and TV appearances made her a cultural and social reference on child-rearing patterns from an expert and, at the same time, friendly and approachable perspective. She was, also, one of the first psychologists to work on gender issues in Argentina, including topics related to female eroticism, mother-child relationships, adoption, sexual abuse, and social inequality.

She graduated as a teacher and then as a social worker with orientation in Juvenile Court from the Facultad de Derecho y Ciencias Sociales, Universidad de Buenos Aires (Faculty of Law and Social Sciences, University of Buenos Aires, UBA). In addition, she continued her training through a series of WHO-funded fellowships at the Centre Internationale de l'Enfance (International Childhood Center, CIE) in Paris, Belgium, and Italy. In the mid-1960s, she graduated as a psychologist (UBA) and she received an *Honorary Doctorate* from the Universidad de Rosario (University of Rosario) and from the Universidad Autónoma de Entre Ríos (Autonomous University of Entre Ríos) in 2006 and 2010, respectively.

She began her career as a journalist and in the late 1950s began to publish a column in the

newspaper *La Razón* (*The Reason*) that explicitly stated the need to educate parents in healthy parenting guidelines for their children's psyche. The project, which was entitled "Escuela para Padres" (School for Parents, *EP*), became widespread, reaching three weekly columns in a newspaper with a circulation of 500,000 copies. Inspired by the French experience, which she knew from her training abroad, *EP* was in line with a renewed discourse on parenting with a professional approach that considered the sociocultural changes of the time: the intergenerational difference in parenting practices and a prospective vision of children as adults of the future (Borinsky, 2006). In *EP*, the role that Giberti gave to mothers as irreplaceable guardians of their children's mental health was further developed in different publications in women's magazines such as *Para Ti* (*For You*) or *Vosotras* (*You*) (Cosse, 2010).

Giberti had already published a few articles on psychoanalysis in *Nuestros Hijos* (*Our Children*) and *Esto Es* (*This is*) and, given the success of his columns, she compiled her articles in a three-volume book: *Escuela para Padres* (*School for Parents*). It had 30 editions since 1962 and at least 200,000 copies sold, including a second part of the project published in 1969 under the name *Adolescencia y educación sexual* (*Adolescence and sexual education*) (Carpintero & Vainer, 2004). Her training as a social worker and, later, as a psychologist, placed her in a different position than psychoanalysts trained in the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association) (APA) which may have contributed to her popularity. Her vision of psychoanalysis was receptive to North American and culturalist developments, diluting the importance of infantile sexuality and the Kleinian references in her theorizations (Plotkin, 2002).

Parallel to writing her columns, she began to implement the *EP* project at the Hospital de Niños de Buenos Aires (Children's Hospital of Buenos Aires). Her work was carried out in the team led by her then partner, the renowned pediatrician Florencio Escardó (1904–1992), in Ward 17 of the Children's Hospital. In 1967, the project

became part of the Facultad de Medicina, UBA (Faculty of Medicine, UBA) (Rustoyburu, 2009).

The impact of post-war ideas about the socio-familial origin of mental illness also implied the psychologization of everyday life, as well as the intervention of professionals and the dissemination of these ideas beyond professional circles (Herman, 1995; Rose, 1990). *EP* can be seen as an example of that new framework, as it brought to the forefront the tools that psychology and psychoanalysis could provide for the prevention of mental illness. The dissemination of psychoanalysis was part of a wider process of expert regulation of parenting patterns, disseminated in the mass media in accessible language, a process in which Giberti played a superlative role. In addition to her work on the press, books, radio and TV shows, she gave lectures in a wide variety of settings (clubs, factories, and schools) and released a vinyl record that positioned her as a reference in the media (Plotkin, 2002).

EP continued until 1973, when, after multiple raids and the imprisonment of her son for political reasons, Giberti had to withdraw from the public scene. However, she continued her work as a writer and lecturer in various universities both at home and abroad, as well as in private practice. Among the topics she worked with from the 1970s onward were upright birth positions, adoption, and female eroticism which led her to incorporate these subjects into the university curriculum. Thereby, she was part of the first university course in Latin America dedicated to the study of sexual life: "Sociología de la Vida Sexual" ("Sex-Life Sociology") at the Universidad de Belgrano (University of Belgrano) (Giberti et al., 2006). At the same time, she was part of the founding nucleus of the Centro de Estudios de la Mujer (Women's Studies Center, CEM), one of the first institutions in Argentina to work on the intersections between psychological and psychoanalytic knowledge and feminism.

In 1990 she was the representative for Latin America of the Fédération des Ecoles des Parents et des Educateurs (Federation of School for Parents and Educators), based in France, and since 1993 she has been a member of the Presidential

Council of the Asamblea Permanente de Derechos Humanos (Permanent Assembly for Human Rights). In the 2000s she became an advisor to the Consejo de los Derechos del Niño, la Niña y Adolescente (Council for the Rights of Children and Adolescents) of the City of Buenos Aires, having been declared an Illustrious Citizen in 2002. Since 2006, she has been the director of “Las Víctimas contra las Violencias” (“Victims against Violence”), a program dependent of the Ministerio de Justicia y Derechos Humanos de la Nación (National Ministry of Justice and Human Rights). At this point, she brings together her interests in Psychology, Psychoanalysis and social interventions, recovering her work on the family, adoption, female eroticism, and obstetric violence (Nicora, 2018). This work, which allows her to articulate the production of knowledge with direct interventions on social issues, has also deepened her inclusion as an agent of public policies on child abuse, gender violence, and the fight against social inequality.

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Gilbert Almengor, Otto Ernest Sigfred

Born *Guatemala City, Guatemala on August 7, 1928*

Died *Guatemala City, Guatemala on April 25, 2022*

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Univeridad de San Carlos de Guatemala,
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Keywords

Guatemala · Psychological development · Childhood

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Otto Gilbert Almengor had his first contact with a course in psychology in his fourth year of secondary school in Guatemala in 1947. This course was taught by a law student of the university, because there were no psychologists in Guatemala at that time. He started his formal psychology courses in the College of Arts and Sciences at Louisiana State University, and in 1952, he obtained the Bachelor's degree in Psychology with a minor in Sociology. He continued his studies for his master's degree at the same university and graduated with a Master's degree in Clinical Psychology in 1953, with the equivalent to a Cum Laude. He was the first Guatemalan who obtained a postgraduate degree in psychology (Aguilar & Recinos, 1996).

He returned to Guatemala City and was incorporated as a professional psychologist with the degree of Master in Psychology in November of 1954. In Guatemala, he worked as a professor in four Universities: San Carlos de Guatemala University, Rafael Landivar University, Francisco Marroquín University, and Del Valle de Guatemala University. He taught the courses of Experimental Psychology, Descriptive and Differential Parametric Statistics, Projective Techniques, and Modern Psychological Schools. He also conducted creativity seminars.

He initiated and participated in several research projects in different institutions. From 1954 to 1961, he directed the research team who translated, adapted, and administered the Otis Intermediate and the Otis Superior general ability tests, Form "A." The Differential Aptitude Tests Battery, Form "A," created by Bennett, Seashore, and Wesman, and the Thurstone Interest Scale were also worked out by this research team. These tests were administered to Guatemalan school children of public and private schools, and statistically significant differences were found between the mean scores of public and private schools pupils. Considering these results, the research team decided that it was necessary to establish if there were also differences between different groups of school children in other growth and development areas as: height, weight, grip strength, bone maturation, and dental growth.

Therefore, Dr. Gilbert and the American School research team initiated a longitudinal study of the growth, development, and maturation

of Guatemalan primary and secondary school children. The height, weight, carpal bone maturation, dentition, and grip strength measurements were taken at a specific date for each child, every year. This longitudinal study has been continued by Del Valle de Guatemala University, up to the present.

By 1958, enough data had been collected in order to calculate mean and standard deviation for subjects from 7 to 17 years old, for male and female students, in each of the five variables, included in this research. The mean of the ages of development the child had achieved at this date, in these five variables, was considered his or her organismic age. From this date on, it was possible to consult Guatemalan children's norms of growth and development in these five areas of growth and development.

From January 1962 to March 1963, he conducted doctoral studies at Michigan State University.

In 1963, Dr. Gilbert worked as a one of the main professionals of the Institute for research and Improvement of Education, at San Carlos University. He cooperated in the collection of data required to establish the state of primary education in the five countries of Central America.

From August 1965, until February 1971, he was the head of psychologists' team that participated in another longitudinal growth and development study of Guatemalan children, from birth to 7 years of age, living in rural areas. The purpose of this study was to establish if malnutrition during the first 7 years of the child's life, affected his or her intellectual development. This study was conducted by Institute of Nutrition for Central America and Panama, with funds provided by the National Institutes of Health, in Washington, DC.

In order to establish an infant's growth rate, he developed a new Infant Scale, in Spanish, which was a modification of Gesell's Infant Scale that incorporated items of other scales, for Guatemalan children. The results of the administration of this scale were presented by Doctor Gilbert in 1967 at the XI Interamerican Society of Psychology Congress (SIP) in México City and at the XII Interamerican Society of Psychology Congress, (SIP) in 1969 in Montevideo, Uruguay.

Following his contributions to the development of psychometric tests, Dr. Gilbert contributed in the creation of an attitude scale towards the role of women in society, based on the Facet Theory of Louis Guttman, and was invited as a Guatemalan professional, to integrate the Multi-national Center of Education and Research team, in Costa Rica in 1972.

From 1976 to 1995, he worked at Del Valle de Guatemala University, as the head of a postgraduate program for Latin American professionals in education, psychology, and other social sciences. This was a scholarships program, initially financed by the Ford Foundation, and then, for many years, by the Organization of American States. He evaluated and selected Latin-American professionals, who qualified for this scholarship.

He also worked as the professor of the Experimental Designs for Behavioral Research course, at Del Valle de Guatemala University.

Dr. Gilbert worked at his own psychological clinic, where he practiced adolescent, adult, and family psychotherapy.

He was selected as a member of the editorial board of the following professional magazines: *International Journal of Special Education*, *Interamerican Journal of Psychology*, *Spanish Language Psychology*, *ICCR Journal of Abstracts and Reviews*, and *Revista Latinoamericana de Psicología* (Latin American Journal of Psychology)

He also participated in national and international guilds and in psychological institutions; these were: President for the Central American area of the International Council of Psychology, from 1990 to 1991; Representative for the Central American area, of the Interamerican Society of Psychology, from 1994 to 1996. He was nominated Honorary Member of the Guatemalan Association of Psychology (Asociación Guatemalteca de Psicología) in 1996, also nominated Honorary President of the XXXII Interamerican Society of Psychology Congress in 2008 in Guatemala, and for last, was named Distinguished Professional by the Presidents of the Professional Guides Assembly of Guatemala, in 2009.

Dr. Gilbert is a pioneer of Psychology in Guatemala, which at his 91 years old, narrated this biography.

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Ginsberg, Aniela Meyer

Born *on October 02, 1902, in Warsaw (Poland)*

Died *on December 19, 1986, in São Paulo (Brazil)*

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Keywords

Brazil · Poland · Social psychology · Ethnic-racial relations

Aniela Meyer Ginsberg studied psychology and completed her master's degree in philosophy at Uniwersytet Warszawski (University of Warsaw) in Poland in 1927, when she wrote the dissertation "psychological analysis of fear." After the master's degree, she went to Germany and studied with Max Wertheimer (1880–1943) and Wolfgang Köler (1887–1967), founders of Gestalt Psychology, and also with Kurt Lewin (1890–1947), who formulated field theory and researched issues such as conflict and minorities. During the year 1927, which she spent in Germany, she visited in Paris the Psychotechnical Research Laboratory of Professor Jean-Maurice Lahy (1872–1943). In 1928, on his return to Poland, she began working at the Psychotechnical Laboratory of the Warsaw Federation of Industries.

Aniela Meyer came from an important Jewish family in Poland made up of bankers and businessmen, although she became a Catholic in her youth and adolescence. In 1928, she married Tadeusz Ginsberg (1878–1948), an executive at Handlowy, bank of a joint venture which included the Banca Commerciale Italiana (Italian Commercial Bank). Soon after her marriage, she accompanied her husband and lived for a few years in Italy, when she knew Agostino Gemelli (1878–1959) and Nicola Pende (1880–1970). In 1933, on her return to Poland, she received his doctorate at the same Uniwersytet Warszawski with the thesis "The psychological principle of contradiction." She also worked, for 2 years, in the Vocational Guidance Laboratory of the Warsaw City Hall (Colfield, 2018). At that time she made two study trips; in England, she visited Charles Samuel Myers' (1873–1946) National Institute of Industrial Psychology (NIIP), and in the USA she visited career guidance centers in Chicago and New York. Subsequently, Tadeusz became director of the French and Italian Bank to South America, which resulted in the couple coming to Brazil, arriving in São Paulo in February 1936.

In Brazil, Aniela Ginsberg started working, in 1936, as an assistant in the Laboratório de Psicologia Educacional da Escola Normal Caetano de Campos (Laboratory of Educational

Psychology of The Normal School Caetano de Campos) in São Paulo. Aniela participated, with Noemy da Silveira Rudolfer, in research about the use of psychological tests in students, so that in 1937 she became Rudolfer's assistant in the chair of Social Psychology at the Escola Livre de Sociologia e Política (Free School of Sociology and Politics, ELSP), an institution that was organized with the support and investment of industrialists and professionals with the intention of training with excellence technicians to serve in public administration. In 1941, Ginsberg took over as director of the vocational guidance center, linked to the Instituto de Organização Racional do Trabalho (Institute for Rational Labor Organization, IDORT) (May, 2015).

The invasion of Poland by Germany in the period of World War II, in 1939, resulted in a reaction of the Ginsberg couple who joined a group in São Paulo and formed the Relief Committee for victims of the war in Poland. This group was linked to the Brazilian Red Cross and aimed to forward medicines, clothing, supplies, and donations to the Polish Red Cross.

Aniela Ginsberg worked between the years of 1943 to 1946 as a technical assistant of the division of selection and professional orientation of the Serviço Nacional de Aprendizagem Industrial (National Service of industrial learning, SENAI). In 1946 she left her activities in São Paulo to accompany her husband, who was transferred to Salvador (BA). In this city, she taught courses on test application techniques and measuring individual differences at the Faculdade de Filosofia, Ciências e Letras (Faculty of Philosophy, Sciences, and Languages), now Universidade Federal da Bahia (Federal University of Bahia, UFBA).

In the year 1948, the couple moved to Rio de Janeiro, where Aniela worked at the Instituto de Seleção e Orientação Profissional (Institute of Selection and Professional Guidance, ISOP) of the Getúlio Vargas Foundation, an institution that had as its director Emilio Mira y López, and who created, in 1949, the journal *Arquivos Brasileiros de Psicotécnica (Brazilian Archives of Psychotechnics)*, considered the first academic journal of psychology in Brazil. In this journal,

Aniela published some articles. One of these articles, published in 1951, focused especially on ethnic issues, and she presented the results of research on mental level tests applied in different ethnic groups (Castro et al., 2020).

In addition to the performance in work psychology, Aniela Ginsberg has made an important contribution to shaping a psychosociological perspective regarding ethnic-racial relations in Brazil, since she conducted research on possible psychic, behavioral, and cognitive differences among different individuals in ethnic groups, and analyzed racial prejudice in the context of the Unesco Project (May, 2015).

Some of her works were part of what became known in Brazil as the “Unesco project.” In the 1950s, in the post-war scenario, the United Nations Educational, Scientific, and Cultural Organization (Unesco) implemented a series of studies on ethnic-racial relations in Brazil. The attempt to overcome Nazism’s experience of racism and eugenics considered Brazil, because of its historical experience of miscegenation (and the myth of racial democracy), as an appropriate social environment for research on the subject. These researches were carried out in different regions of the country, with the participation, in addition to Aniela, of researchers such as Roger Bastide (1898–1974), Florestan Fernandes (1920–1995), and Virginia Bicudo. The Unesco project contributed to the emergence of a new look at the perspective of Brazilian ethnic-racial relations. In this period, Aniela became one of the main authors, along with Dante Moreira Leite and Virginia Bicudo, to dedicate to the theme of interculture and race relations in Brazilian psychology. Her studies on ethnic-racial relations opposed the deterministic and biological perspective on racial differences, demonstrating the sociocultural construction of these inequalities (Cunha & Santos, 2014). Aniela had been appointed to this project by Otto Klineberg, and her research became a chapter in the 1955 Unesco book.

Aniela naturalized in 1950 as a Brazilian citizen and continued her professional career returning to São Paulo. She became coordinator of the Psychological Clinic of the Institute of

Psychology of the Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University, PUC-SP), between the years 1959 and 1962, and later participated in the creation of the Master’s Degree in Social Psychology of the same university, where, in 1972, she assumed the coordination of the newly created doctorate in social psychology.

In 1988, 2 years after his death, a nonprofit foundation was created, aimed at encouraging research in psychology. Installed definitively in 1991, the Aniela and Tadeusz Ginsberg Foundation (FATG) derived from Aniela’s effective desire expressed in her will to assist low-income students.

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- ▶ [Klineberg, Otto](#)
- ▶ [Leite, Dante Moreira](#)
- ▶ [Mira y López, Emilio](#)
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Giorgi, Amalia Beatriz

Born *Metileo, La Pampa Province, Argentina, 8 January 1944*

Died *Neuquén, Argentina, 26 January 2017*

María Cecilia Petit

Universidad Católica de Córdoba, Córdoba, Argentina

Keywords

Argentina · Child psychoanalysis · British Psychoanalytical School · Professional training · Institutions

Born in La Pampa province, Amalia Beatriz Giorgi traveled to Córdoba as an Elementary School Teacher ready to start her Psychology Degree studies. She graduated as Professor in Psychology in 1968 and as Psychologist in 1969, both titles obtained at the Universidad Católica de Córdoba (Catholic University of Córdoba). In 2006, she

obtained a postgraduate degree in Clinical Psychology by the Universidad Empresarial Siglo 21 (twenty-first Century Business University).

From the beginning, she embraced university teaching, motivated by the education of young students. Since 1971, she has been a Professor on the Psychology Program at the Universidad Nacional de Córdoba (National University of Córdoba, UNC) in the course Dynamic Psychology, later named Psychoanalysis, and the course Child Clinic. From 1971 to 1975, she was in charge of other courses: Psychodiagnosis, Psychopathology, Clinical Psychology, and Psychotherapeutic Techniques, all of them at the Catholic University of Córdoba, UCC. Since 1999 her teaching activity focused on Psychotherapy and Professional Practice with clinical orientation at the twenty-first Century Business University (UES21). There she was Director of the Master Program in Clinical Psychology, from 2007 to 2011, program she contributed to establish with enthusiasm and dedication. This important training proposal for psychology professionals in the clinical area, first of its kind in the contexts of Córdoba, is one of her most outstanding contributions to the academic field. As a psychoanalyst, she accompanied and supervised the work of generations of psychologists who were starting out in their psychoanalytic clinical practices.

From 1986 to 1988, she was Director of the Departamento de Psicología (Psychology Department) on the Facultad de Filosofía y Humanidades (Faculty of Humanities and Philosophy), at the National University of Córdoba. During that crucial period for Argentine history and their educational institutions, during the restoration of the democratic order after December 1983, it began an important process of reconstruction and renovation of university education. Being part of this quest, she promoted a plurality of thought by calling different personalities who represented several current theoretical perspectives to this ongoing project. The creation of the new Curriculum for the Psychology Program, developed during her administration and still active until 2020, implied a decisive founding academic milestone where the diversity of theoretical approaches that housed the discipline was formally incorporated.

Her work as a Professor at the University was interrupted between 1976 and 1984 because of the Argentine military dictatorship. However, Amalia Giorgi like other colleagues was able to continue her teaching commitment, displaying resourceful creativity in other areas of training such as the Asociación Psicoanalítica de Córdoba, APC (Psychoanalytic Association of Córdoba) and remained counseling, guiding, and supervising students' work as well. In 1985, with the reestablishment of the democratic order and the consequent University normalization, she was reinstated to the chair of Dynamic Psychology in the Psychology Program at the National University of Córdoba.

Due to her psychoanalytic clinic transmission skills, she was summoned by different public and private institutions linked to professional training, an area where she developed an intense teaching activity.

Among her written productions we can mention "La fusionalidad: una hipótesis para pensar" (Fusionality: a hypothesis to think about) (Banhos et al., 1998), *El Psicoanálisis en tiempos de crisis* (Psychoanalysis in times of crisis) (Giorgi, 2002), "Argentina, Cambalache and Omertá" (Banhos et al., 2002). Throughout her career, she was awarded the Fepal Prize by the Latin American Psychoanalytic Federation.

Her contribution to the field of psychology and psychoanalysis in Córdoba stood out for the transfer of the British School of Psychoanalysis, child psychoanalysis, and current psychoanalytic thought, particularly Italian, translating contemporary thinkers such as Antonino Ferro (1947–) and Riccardo Romano (1946–). In 1998, she assembled with other analysts the *Sigma Group*, a powerhouse for thought, capable of brainstorming powerful ideas expressed in different written productions. As a member, Amalia contributed to broaden the field of post-Kleinian psychoanalytic thought taking steps towards more collective and social issues crafting concepts such as *Total Groupness* and *Group Reverie*.

The place of women in society and psychoanalysis was another subject of intellectual concern, preoccupation, and development. She stood out for her teaching vocation, cultivating and

promoting critical thinking. Generously sharing her knowledge, experience, and steadfast in her efforts contributing to the training of psychologists. Her clearly democratic attitude, always respectful of others thoughts, led her to stimulate both plurality of theoretical approaches and dialogue with other disciplines, especially sociology and anthropology, and to establish connections between institutions and groups. The same firmness and perseverance in her ideas was coherent in her convictions. This allowed her to continue to practice her passion for teaching in diverse ways and environments. Always with the same enthusiasm, joy, and dedication that distinguished her since her youth.

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Giraldo Ángel, Jaime

Born *in Anserma (Colombia), September 15, 1929*

Died *in Cota (Colombia), August 23, 2014*

Paulo Daniel Acero Rodríguez
Colegio Colombiano de Psicólogos, Bogotá,
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Keywords

Colombia · Ethics code · Deontology · Law · Justice

Jaime Giraldo Ángel's birthplace, Anserma, was founded during the sixteenth century, and it is land of coffee and mountains. That environment shaped the first years of his life and, later on, his first professional years.

He obtained his degree as a lawyer from Universidad Externado de Colombia (Externado University of Colombia) (1952) and his psychology degree from the Universidad Nacional de Colombia (National University of Colombia). He studied both careers at the same time and, after completing them, returned to Anserma at the age of 24, where he held the position of criminal judge of the circuit of the region. Upon his return, he met Ayda Lucy López with whom he would spend the rest of his life. They got married on September 24, 1954, and had eight children.

By the end of the 1950s, he had obtained a specialized degree in higher education at the University of California, the USA (1957), and a doctorate in psychology from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (1955).

In an academic context, he was a professor at various universities in Colombia such as the National University of Colombia, Externado

University of Colombia, Universidad de los Andes (University of the Andes), and Universidad Militar Nueva Granada (New Granada Military University). At the National University of Colombia, he was in charge of teaching general psychology, psychology of adolescence, psychology of adulthood, and contemporary schools of psychology, showing the breath of his interests and knowledge (Universidad Nacional de Colombia, 1958).

He was also a researcher at the Instituto SER de Investigación (SER Research Institute) in Bogotá, an independent institution dedicated to the study of social and justice problems in Colombia (Reyes Alvarado, 2017). He was also the director of the Judicial Career (1976), magistrate of the Colombian Supreme Court of Justice (1989), president of the Superior Council of Judicial Administration (1990), minister of justice (1990), and magistrate of the National Bioethical and Psychological Court (2007).

In the mid-1980s, he had to face the toughest challenges of his public career, when, “with drug trafficking on the crest of its wave of terrorism” (*El Tiempo*, 2014), he was appointed as magistrate of the Criminal Chamber of the Supreme Court of Justice, replacing Magistrate Hernando Baquero Borda (1929–1986), who was killed by the Medellín Cartel in Bogotá on July 31, 1986.

In 1989, after the assassination of presidential candidate Luis Carlos Galán (1943–1989), president Cesar Gaviria (1947–) consulted with him on a number of issues related to the situation of justice and violence in Colombia. His input on these matters was instrumental to be appointed as minister of justice on August 7, 1990. From that ministry, he promoted the policy of submission to justice as well as “Justice without a face.” These were fundamental mechanisms to combat and counteract the onslaught of narco-terrorism that filled the country with blood and bereavement for more than ten years. He was instrumental in capturing drug dealers such as the Ochoa brothers (Juan David, Jorge Luis, and Fabio) and Pablo Escobar (1949–1993) himself. Likewise, as part of the government, he led justice reforms that were included in the National Constituent Assembly in 1991. He concluded his participation at the state level as a judge of the Superior Council of the Judiciary.

Once he concluded his career as a lawyer and an academic, he agreed to support the Colegio Colombiano de Psicólogos (Colpsic) (Colombian Board of Psychologists) and specifically the National Deontological and Bioethical Court of Psychology created by Law 1090 of 2006. In September of 2007, Colpsic created the National Court and appointed Giraldo as its first presiding magistrate who initiated pioneering work for Colombian psychology at that time. Giraldo and other psychologists who were appointed as magistrates of the National Court, were responsible for launching the court, “. . . always with the conviction of the pedagogical work that should be carried out, first and foremost, to train psychologists for a good professional practice and then punish the breach of duties as psychologists” (Giraldo, 2014a, b, p. 2). “There were many hours of debate and reflection and much of Dr. Giraldo’s generosity to instruct the psychologists who were members of the Court in the verdicts of legal argumentation. . . what patience he showed and how much we learned!” (M. Restrepo, personal communication, February 24, 2012) were the words of some of psychologists who were part of the first National Court.

Under his leadership and with his legal and ethical contributions, the first documents and agreements of the courts about ethics law and deontology in psychology were drafted. The Deontological and Bioethics Manual of Psychology in Colombia has his distinctive trademark (Colegio Colombiano de Psicólogos, 2016), and in its essay on ethics and law he states the following: “I began to write this document as a collaboration so that the psychologists who were appointed as Magistrates of the Courts of Ethics would not stumble when carrying out their position within the current legal system, especially the one established by the law 1090 of 2006, but I soon discovered that it would provide a better service to the judges and lawyers of our country, who have been basically trained within the epistemological assumptions of the School of Legal Positivism. . .” (Giraldo Ángel, J., 2011, p. 184, quoted in Giraldo Ángel, J., 2013).

Throughout his life, Jaime Giraldo was a teacher in social and legal research. “I was

convinced that the Law should be a cultural product of the people and, therefore, it was impossible to separate it from social reality” (Giraldo Ángel, 1997, p. 15). For him, the Law “should be a functional tool for social change and norms should be the logical consequence of the country’s socio-political analysis” (Giraldo Ángel, 1997, p. 16). His academic work, in particular the three methodologies developed in his professional career, begins with a deep reflection about the characteristics of the argumentation expressed in the “Methodology of bibliographic research” (2012) and concluded with a profound analysis of the role that law should play in current societies, included in his work “Methodology of socio-legal research” (2012). The book *Methodology of legal research* (2012) is a work that constitutes an exceptional text to understand law as an applied science.

In 2013, he wrote in the preface of *The Ethical in the Law* the following: “When I tried to make psychologists understand that the rules were abstract postulates, that could be filled with universal and absolute values, or with imperative mandates of ‘Sovereignty’, they made me understand that Ethical Law would be meaningless if it is not linked to social reality, which implied a diametrically position opposed to the one I was trying to communicate. This led us to think that an Ethical Law has its own identity, often incompatible with the other conceptions of Law”.

Jaime Giraldo Ángel made important contributions to both law and psychology, and through those areas, he left a lasting legacy of public service in Colombia.

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Giraldo Neira, Octavio

Born *in Salamina – Caldas (Colombia), April ?, 1935*

Died *in Cali (Colombia), March 15, 2015*

Reynel Alexander Chaparro
Universidad Nacional de Colombia, Bogotá,
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Keywords

Colombia · Sexology · Sexual education

Octavio Giraldo Neira did his elementary school and university studies in Jesuitical institutions in Colombia, receiving a Doctoral degree in Philosophy (Doctor of Philosophy and Letters) from the Pontificia Universidad Javeriana [Pontifical Javeriana University] (1961) and then a Master of Arts in Clinical Psychology from the University of Arizona (1964); he studied a Specialization in Education from the State University of Michigan (1970) and did Postdoctoral Training in Sexual Therapy at the University of Washington (1978). After that, he did a visiting scientist internship in the Psychohormonal Research Unit and Biosocial Clinic at Johns Hopkins Hospital and School of Medicine (1983) where he met John Money (1921–2006), a well-known psychologist – sexologist and researcher on sexual orientation and gender identity issues. As another facet of academic interest, Giraldo did complementary administration studies at the Universidad del Valle [University of Valle], Colombia (1976).

With his knowledge on sexology and the influence of Money, he was a founder of sexological research and training in medicine and psychology in Colombia, initiatives with a wide impact in several germinal sexological institutions in Colombia and Latin America. His academic influence is related with his teacher position at the University of Valle in 1967, where he and his team (including feminist psychologist María Ladi Londoño) developed the first course on sexuality within a specific curriculum in population studies, titled “Experimental Course on the Concept of Modern Sexuality,” in 1968. Along the years in the early 1980s, the course was expanded to be more than a specific training for students to include professionals and the general public; in the mid-1980s, the course (and sexology) had a nationwide impact (Brigeiro and Facundo 2013).

At the same time of the development of the sexuality course, Giraldo wrote, in 1981, the first academic textbook on human sexuality in Latin America, called *Exploring Human Sexualities. Psychosocial Aspects*, with seven editions between 1990 and 1997.

In the 1980s, the introduction of sexological ideas in medical and psychology perspectives in

Colombia was linked to the interest of governmental educational organizations (Colombian Institute for the Promotion of Higher Education, ICFES) and the advocacy of sexological associations, the Colombian Sexology Society, the World Association for Sexual Health (formerly World Association of Sexology), and the Latin American Federation of Sexology and Sexual Education (Facundo and Brigeiro 2014). Giraldo's leadership as a founder and active member of those organizations is remarkable, especially in the context of the golden era of the sexological studies in Latin America, with an interest in political and libertarian agendas in the middle of tensions emerging from the discourse of sexual diversity and reproductive/human rights, the decriminalization of homosexuality in 1980, the HIV/AIDS crisis, and the conservative pervasive values around sex and sexuality in a post Stonewall US sexual revolution. Giraldo's psychosocial-sociocultural perspective in the analysis of human sexualities led to non-pathological psychological research on homosexuality in Colombia (Giraldo 1971), as well as definitions of sexual identity in which cultural conditions and socialization are predominant (Giraldo 2002).

As a major stance on scientific evidence in human sexuality issues, Giraldo established, edited, and directed the *Revista Latinoamericana de Sexología* [Latin American Journal of Sexology] in 1986, position he held for 7 years. He also coordinated the first sexology congresses in Colombia, which had a great impact at national and international levels.

Giraldo's leadership in sexology is well recognized; he was the first vice president and president of the Latin American Federation of Societies of Sexology and Sex Education (between 1986 and 1991), a special member of the Peruvian Society of Sexology, and foreign honorary member of the Chilean Society of Anthropological Sexology.

As major recognitions, he received the Distinction Medal of Latin American Sexology (2002) and the Colombian Psychology Award, Life and Work Category (2012). For his extensive and influential academic work, the University of Valle acknowledged him as Distinguished

Professor in 1985. In the area of cooperativism, he also stood out receiving the Latin American Emeritus Educator (1993) from the Latin American Association of Cooperative Education Centers.

His legacy is present in the link between academics, institutions, and social activism; the interdisciplinary link between psychology, medicine, and other professions through a humanistic perspective in the understanding of human sexualities; the structuring of a specific field such as professional clinical sexology in Colombia and Latin America; and the power of institutional advocacy in the incidence on large-scale public policies in sexual education in the region.

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Gissi Bustos, Jorge

Born *Santiago, (Chile), 8 March 1941*

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Keywords

Chile · Critical social psychology · Latin American identity · Psychology of poverty

Chilean psychologist, born in Santiago de Chile on 8 March 1941. Jorge Gissi obtained his *Licenciatura en Psicología* (Psychology BA) and his clinician's license at *Universidad Católica de Chile* (Catholic University of Chile; henceforth: UC) in 1967, his *Magíster en Letras – mención Literatura Latinoamericana* (Humanities MA specializing in Latin American literature) at the same university in 1978, and his *Dottorato in Scienze Sociali* (Social Sciences PhD) at *Pontificia Università Gregoriana* (Rome) in 1985. At UC, he served as vice principal of the *Escuela de Trabajo Social* (School of Social Work) from 1970 to 1971 and as head of the *Escuela de Psicología* (School of Psychology) from 1990 to 1992. In 1992, Jorge Gissi founded and served as first head editor for UC's School of Psychology scientific journal *Psykhé*. Jorge Gissi belongs to the first generation of Latin American psychologists that addressed the region's great social problems from an academic standpoint.

In 1968, he joined the *Instituto Nacional de Desarrollo Agrícola* (INDAP) (Chilean Agricultural Development Institute) alongside others who – following the lead of Brazilian educator Paulo Freire – propelled the Chilean agrarian reform, set by President Frei Montalva and INDAP's assistant secretary at the time, Jacques Chonchol. In 1971, he became part of the *Centro de Estudio de la Realidad Nacional* (CEREN) (Center for National Actualities Studies) – created in 1967 by rector Fernando Castillo Velasco at UC – until it was shut down in October 1973 by the military government's junta newly appointed

rector. At UC, Jorge Gissi was an appointed faculty member at the School of Social Work between 1969 and 1978, and at the School of Psychology starting from 1981, teaching Critical Social Psychology, Psychology of Poverty, Culture and Personality in Latin America, Psychology and Religion, Existential-Humanistic Psychology, Systems Theory of Communication in Psychology, and Women and Society, among others.

As one of the forerunners to Critical Social Psychology in Latin America, he has become an important source in Latin American identity studies (Arnold 1990; Isla-Monsalve 2019; Martín-Baró 1983; Montero 1990). His first publications already dealt with the psychological aspect of Latin American sociocultural issues: capitalist alienation (Gissi 1971), classism and authoritarianism (Gissi 1972a), psychology of religion (1987a), and poverty culture (Gissi 1990, 1992). His essays on *machismo* and on the mythology of femininity (Gissi 1972b) continue to be influential for Latin American progressive feminism (Felitti 2010; Gil-Lozano 2010; Grammatico 2005).

Gissi is also one of the precursors of the relationship between cinema and psychology as a theme, which he developed during the 1970s in his courses, talks, and publications (Gissi 1974), contributing to the reincorporation of aesthetics to the study of the psyche. Autonomous thought and transdisciplinarity are interrelated features present along the span of Gissi's work. His writings propose a synthetic view of theories that emerge from a range of disciplines, mainly, psychology, psychoanalysis, sociology, and anthropology. It is important to acknowledge that his personal inquiry does not endorse well-established theories or views unheedingly. This is particularly valuable when it comes to his use of psychoanalytic and neo-Marxist concepts.

Consequently, his writings sought to offer a synthetic view and do not lend themselves to be classified within traditional schools of thought. Such character can be particularly captured in his studies on Latin American identity, one of his most original contributions. In his book *Identidad Latinoamericana: Psicología y sociedad* [Latin American identity: Psychology and society]

(1987b), Gissi develops insightful analyses built upon psychological theories of identity and the trauma of Hispano-American occupation, its historical consequences, and perpetuation. In this context, he introduces the fruitful concept of “alienated ethnocentrism” [*etnocentrismo alienado*] to describe the characteristic Eurocentric bias of Latin American peoples and its psychosocial implications. In *Psicología e identidad latinoamericana* [Latin American psychology and identity] (2002), he further develops his analysis of the region’s panorama by introducing an interpretation of key authors in Latin American literature.

His coauthored book *Nuevos asedios a la psique latinoamericana* [New sieges on the Latin American psyche] (Gissi and Sirlopu 2007) is also worth mentioning. He was awarded with the best essay prize in 1981 by the *Centro Pastoral Familiar para América Latina* (Bogotá) (Pastoral Family Center for Latin America) for his manuscript on Latin American family; then received the *Premio Nacional de Psicología* (Chilean National Psychology Award) in 1987 by the *Colegio de Psicólogos de Chile A.G.* (Chilean Psychologists Society) and was recognized by the undergraduates as Outstanding Faculty Member by UC’s School of Psychology in 1988 and, by his colleagues, in 1993. Jorge Gissi has been an invited speaker in various countries, such México, Colombia, Ecuador, Argentina, Bolivia, Paraguay, Costa Rica, Spain, Germany, Belgium, and Italy (Camus and Muñoz 2017; Cohl and Cornejo 2018; Riquelme 2001).

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Goldenberg, Mauricio

Born *in Buenos Aires, Argentina, August 31st 1916*

Died *in Washington, United States, September 12th 2006*

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Keywords

Argentina · Venezuela · Psychiatry · Reform · Lanús Hospital

Mauricio Goldenberg was an Argentine psychiatrist, who advocated an important reform of the psychiatric care system in the country, which reflected very especially in a celebrated psychiatric service in a general hospital, usually referred to as “Lanús,” between 1956 and 1972. He was the youngest and only male of four brothers, whose parents were Ukrainian Jews. After completing his primary and secondary education in Buenos Aires, he graduated in medicine from the Universidad de Buenos Aires (University of Buenos Aires) in 1945. With Carlos Pereyra (1903–1990) as his thesis advisor, Goldenberg addressed the clinical aspects of alcoholism. He carried out his specialization in psychiatry at Hospicio de las Mercedes (currently, “José Tiburcio Borda” psychiatric hospital), in which

Gonzalo Bosch (1885–1967) was the director. There he met Enrique Pichon Rivière (1907–1977) and Celes Cárcamo (1903–1990), founding members of the Asociación Psicoanalítica Argentina (Argentine Psychoanalytical Association, APA) in 1942, who introduced him to psychoanalysis. Also, he maintained close contacts with psychiatrists Eduardo Krapf (1901–1963), Mario Sbarbi, and Enrique Mo Gatti. Later and for a short time, he became interested in immigration from a eugenic approach, usual at the time. Goldenberg started his professional career in the Liga Argentina de Higiene Mental (Argentine League of Mental Hygiene, created in 1929), being part of the board of directors and providing patient care in the offices. He participated in the main medical, psychiatric, and neurological associations, usually publishing in their journals. In the late 1940s he became interested in the physiological treatments generated in the previous decade: lobotomy, electroshock (the earlier terminology for electroconvulsive therapy with electric shocks to the skull), and electroprexia. He was also concerned with epilepsy, sundowning, and involuntal psychosis. After pursuing postgraduate studies in psychiatry at the Facultad de Medicina (Faculty of Medicine) at the University of Buenos Aires, he joined the chair of Psychiatric Clinic at the same university, where Bosch was a full professor. As a matter of fact, Bosch supported him to make a trip through Europe with the main purpose of attending the First World Psychiatry Congress (1950) in Paris, meeting some prestigious professionals and visiting their institutions. In addition to being present at the conference, in Paris Goldenberg met the famous Spanish neuropsychiatrist and psychoanalyst (French nationalized) Julián de Ajuriaguerra (1911–1993) at the Sainte-Anne Hospital; in London, he visited the Bethlem Royal Hospital, where labor therapy was practiced; in Birmingham, the Northfield Military Hospital, where experimental treatments of war neuroses and shell shock were carried out through group therapies and therapeutic communities; in Italy, he met Ugo Cerletti (1877–1963) and Lucio Bini (1908–1964), inventors of electroshock; and in Spain, Juan José López Ibor (1906–1991), a

psychiatrist related to the national Catholic sectors of the dictatorship of Francisco Franco (1892–1975). After the coup d'état of 1955 that overthrew the government of Juan Domingo Perón (1895–1974), the neurosurgeon Raúl Carrea (1917–1978), in charge of the Dirección de Salud Mental (Direction of Mental Health) created in 1956 (the next year, Instituto Nacional de Salud Mental, National Institute of Mental Health), summoned Goldenberg to integrate an advisory commission. That was the step before Goldenberg took over the leadership of a new Psychopathology and Neurology Service at the “Dr. Gregorio Aráoz Alfaro” Polyclinic (today, Hospital “Evita”) on October 1, 1956. The service was located on the outskirts and south of the city of Buenos Aires, in Lanús city, province of Buenos Aires. Under Goldenberg's guidance, it became an exemplary institution, an inspiring model for other institutions in the country and Latin America. Goldenberg set out to build a new model to treat mental illnesses, opposite to the asylum conception of traditional psychiatric hospitals. The serious situation of overcrowding and mistreatment of hospitalized patients in psychiatric hospitals had been reported on numerous occasions since the first decades of the twentieth century (Ablard, 2008; Balán, 2001; Plotkin, 2001, 2003; Visacovsky, 2002). Goldenberg understood that in order to undertake the reform of the psychiatric care system, both a substantial improvement in the conditions of hospitalization of patients and the introduction of new forms of treatment were essential. On his European tour, Goldenberg could see that the conception of psychiatry was changing sharply after the end of World War II. Although many changes had been driven by the Mental Hygiene Movement (of which Bosch was the most important local spokesman), the new psychiatry required greater integration with the rest of the medical areas. This change came from a broader notion of health, which included psychological aspects. As a corollary, the notion of “mental health” displaced “mental hygiene.” In order to fulfill the intended integration of psychiatry as a medical specialty, this new trend recommended the creation of psychiatric services in general hospitals. The creation

of the “Lanús” service and the Goldenberg project must be understood in this context. This service was not the first in Argentina, but it was unique in terms of its achievements, so it is remembered as an exemplary case. Goldenberg's institutional model was based mainly on dynamic psychiatry, that is, psychiatry with a strong psychoanalytic influence, following the French psychiatrist Henry Ey (1900–1977), the model of therapeutic community, according to the English psychiatrist Maxwell Jones (1907–1990) and the project of community psychiatry, which sought to reduce the hospitalization times of patients. Based on the latter, a program called “social psychiatry” was developed that carried out prevention activities in the humble neighborhoods surrounding the hospital. Although the service had a hospitalization area for patients, the institutional approach favored short-term hospitalizations and outpatient treatments. Individual and group psychotherapy with a psychoanalytic approach had a broad development, maintaining a regular and close contact with the main representatives of local psychoanalytic institutions like APA (Balán, 1991; Plotkin, 2001; Visacovsky, 2002). Because of the success of psychoanalysis in Argentina in the 1960s and the creation of psychology careers in universities such as UBA (where psychoanalysis prevailed as a predominant perspective), the service became a desirable professional training space (Dagfal, 2009). Anyway, resources of medical psychiatry, such as psychopharmacology, continued to be implemented. In the mid-1960s, the service created and led by Goldenberg had great prestige, serving as a model for other institutions and even public policies in mental health. In 1967, during the Juan Carlos Onganía military dictatorship, Goldenberg was summoned by the Institute's auditor, neurologist Colonel Julio Ricardo Estévez, in order to carry out a plan for the modernization of psychiatric care in Buenos Aires city; this transformation consisted of the creation of mental health centers, psychiatric services in general hospitals with outpatient offices, and the development of therapeutic communities. In 1972 Goldenberg left his position at Lanús service, which was filled by one of his disciples, Valentín Barenblit (born in 1932), because he

decided to direct the psychiatric service of the Hospital Italiano (a private institution in Buenos Aires city, founded in 1961 by his former graduation thesis advisor, Carlos Pereyra). The coup d'état of March 24, 1976, that gave rise to the military dictatorship and the establishment of state terrorism (which followed a climate of political violence that the country lived in the first half of the 1970s) severely hit the continuity of institutional projects such as Lanús (Carpintero & Vainer, 2004; Plotkin, 2001; Visacovsky, 2002; Vezzetti, 2009). Goldenberg was forced into exile in Caracas, Venezuela. His daughter Liliana Inés, also in exile, committed suicide in 1980, to avoid being captured by Brazilian and Argentine police when she tried to return; his son Carlos, a militant of Montoneros, was killed by the police (his wife Adelaida Viñas, daughter of the writer David Viñas, was murdered shortly after) (Anguita & Caparrós, 1998). In Caracas, Goldenberg developed his professional activity in his own office; in addition, he was a professor of Psychiatric Clinic in a postgraduate degree that depended on the Ministry of Health and the Central University of Venezuela. When democracy returned in 1983, Raúl Alfonsín's government summoned him to assume as national director of Mental Health. Although he advised on the preparation of a Plan Nacional de Salud Mental (National Mental Health Plan), Goldenberg declined the offer; he preferred to continue living in Venezuela carrying out his usual activities, besides serving as a Pan American Health Organization consultant. To lead the national mental health area, he recommended another disciple, Vicente Galli. During the 1990s, Goldenberg made some visits to Argentina, especially to attend tributes to his career. In 2001 he settled with his wife Isabel in Washington, DC, where his daughter and several of his grandchildren already resided and where he lived until his death in 2006.

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- ▶ Pichon-Rivière, Enrique José

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Gómez Arias, Ramón

Born *in Guadalajara, Jalisco, on June 6, 1913.*

Died *in Mexico City on November 12, 1975.*

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Keywords

Mexico · Creation of school of psychology · Society of Jesus

The teacher Ramón Gómez Arias, S.J., was the founder of the Escuela de Psicología (School of Psychology) at Centro Cultural Universitario (University Cultural Center) (CCU) in 1950, which changed its name to Universidad Iberoamericana (Iberoamerican University) (Ibero) in 1952 (Meneses, 1976). It was the second school for professional studies of Psychology

in Mexico, created just 5 years after the first one founded by the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) in 1945 (Lafarga, 1995).

His religious calling led him at the age of 16 to enter the Compañía de Jesús (Society of Jesus) on September 9, 1929, at the Novitiate of Ysleta College. He was ordained as a Jesuit priest on June 13, 1945, and made his last vows on September 8, 1945 (Páramo, 1975). His first mass was celebrated in Our Lady of Guadalupe Church in Chicago on June 14, 1945.

At Ysleta College, he studied the subjects of his priestly training at the Faculty of Arts from 1930 to 1934. The following 4 years, he studied teaching at the Faculty of Philosophy and Science at the same institution until 1938. Afterwards, he studied Theology for 3 years at West Baden College, Indiana. He also studied a Master's Degree in Experimental Psychology at Fordham University, in New York where he graduated in 1947. Gómez Arias (1944) expressed his motivations for studying Psychology: "My dream would be to create a laboratory in psychology in our homeland, psychometric institutes in colleges, and thus work more efficiently on the great educational problem that seems to me fundamental in Mexico" (p. 1).

According to Pérez Alonso (1991), Gómez Arias alternated teaching with ministry work. He specialized in psychology, and the foundation of his career was at the IBERO, where he served as director from 1950 to 1955. He also founded the Centro de Orientación Vocacional (Vocational Guidance Centre) and a school for children with cognitive impairments, the Loyola School, which was linked to the IBERO (Pérez Alonso, 1991).

Gómez Arias' interest in a school that focused on the latest advances in psychology led him to carry out two fundamental actions: he first laid the foundations for a specialized library in Psychology that was later expanded by Ernesto Meneses Morales, S. J. (Pérez Alonso, 1991). According to Meneses (1976), the state of psychology in Mexico at the beginning of the 1950s was precarious since the advances achieved in the United States and Europe were practically unknown, with the texts used as primary sources by authors from the

late nineteenth and early twentieth centuries, such as Binet, Cannon, Freud, Gemelly, Janet, Koffka, Kretschmer, Ribot, and Wundt. On the other hand, Gómez Arias convened notable teachers of the time in the field of psychiatry at IBERO, such as Manuel Falcón, Roberto Flores Villasana, Francisco González Pineda, Manuel Guevara Oropeza (1899–1980), the philosopher José Luis Curiel, the criminologist Quiroz Cuarón (1910–1978), and, in industrial psychology, German Herrera (Meneses, 1976).

At the Centro Cultural Universitario (University Cultural Centre) (1952), in the Faculty of Psychology, he was in charge of important courses such as, in the first year, Applied Statistics in Psychology and Education and an introductory course in Psychology of Religion. In the second year, he was in charge of a second-year course in Psychological Research Techniques (Psychometry), a second-year course in Psychology of Religion and Philosophical Psychology, a second-year course in Statistics applied to Psychology and Education. In his third year, he also oversaw a third-year course in Psychology of Religion and a course in Somatology and Biotypology (character psychology). He taught a course in Experimental Psychology in 1953 and also taught psychology subjects in the Departamento de Ciencias de la Educación (Department of Educational Sciences) such as training and estimation of mental tests and Somatology and Biotypology.

In 1952, the CCU adopted the name of IBERO, and 2 years later the Universidad Iberoamericana, Asociación Civil (Iberoamerican University, Civil Association, IBERO) (Universidad Iberoamericana, 2017) was established. Gómez Arias continued as director of the Facultad de Psicología (Faculty of Psychology) until 1955, being replaced in July by Ernesto Meneses Morales (Meneses, 1976). Later, in 1959, Gómez Arias was director of the Centro de Orientación Profesional (Centre for Professional Guidance) in Guadalajara. He was also director of the Centro de Orientación Profesional (Centre for Professional Guidance) in Chihuahua and the Confederación de Alumnos (Confederation of Students) in Monterrey. He collaborated with the Centro de Información y Acción Social,

A.C. (Centre for Information and Social Action), in Torreón, Coahuila. He founded and collaborated with the Pio XII Institute at the Facultad de Teología para seculares (Faculty of Theology for Laypeople), in Guadalajara, Jalisco, in 1961. Gómez Arias was also founder and director of the Congregación Mariana Universitaria de la Inmaculada Concepción y San Javier (Marian Congregation University of the Immaculate Conception and San Javier), in Mexico City.

The key contributions of Ramón Gómez Arias were in the field of psychology and his priestly life. His priesthood, according to Pérez Alonso (1991), was exercised mainly through Marian congregations between university students and spiritual guidance between students and professionals. Most notable in the field of psychology is Ramon Gómez Arias' strong interest and actions in consolidating psychology as a scientific endeavor, in the context of the IBERO and Mexico.

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Gómez de Tolosa, María Elisa

Born *on September 14, 1906, in Ponce, Puerto Rico (PR)*

Died *on August 15, 1987, in Guaynabo, Puerto Rico (PR)*

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Keywords

Educational Psychology · Intellectual and Functional Diversity · Residential services for a population with diversity

María Elisa Gómez was the only child of Elisa Martínez, a housewife, and Pablo Gómez, a telegraphist. She went to the public primary and secondary schools of her hometown and when she finished high school entered the College of Agriculture and Mechanical Arts (CAAM), of the University of Puerto Rico (today University of Puerto Rico, Mayagüez Campus). She earned a Bachelor of Science degree in 1928. She was among the first three women that graduated from CAAM.

As soon as María Elisa graduated, she got married to her first husband, Rafael Delgado Marques, and moved to Caguas where in 1930 she started teaching chemistry in the Caguas public high school and took courses in psychology

and education at UPR-RP. She got pregnant with her first child and had difficulties during her pregnancy, and her son was born in 1934 with developmental difficulties and was later diagnosed with severe mental retardation (M. L. Tolosa, personal communication, August 19, 2020). At this time in Puerto Rico, there were no schools, special education programs, or boarding facilities for these special persons. The stress that the birth of Rafaelito Delgado Gómez put on this young couple, especially on the mother who worked as an educator, made her family life very difficult. Her marriage ended, and María Elisa Gómez decided to move to New York City in the United States to look for opportunities to stimulate and develop her special son. She also decided to undertake graduate studies in psychology and mental retardation and entered, in 1943, Teachers College at Columbia University. By educating herself in the area of her son's diagnosis, she was getting ready to offer her son any available opportunities to develop his potential.

María Elisa Gómez obtained in 1944 a masters of art in psychology with emphasis in mental retardation and continued studying toward her doctoral degree until 1946. Around 1946, she married again, this time to Pedro Rafael Tolosa Bras, an engineer whom she had met while studying at CAAM a long time ago. Her new husband Pedro was a widow and had two adolescents, Marie Lucille and Pedro Enrique, whom she helped raise as their children. After a while, the new couple had a child of their own, José Enrique.

María Elisa Gómez returned to Puerto Rico in 1946. She wanted to develop in Puerto Rico a place where her son would fully develop his potential, surrounded by a warm, happy environment, full of love and support, a place where he would learn to play and be happy (M. L. Tolosa, personal communication, August 19, 2020). María Elisa started working as a psychologist (1946–1952) and director of the Office of Services to the Handicapped (1953–1957), Division of Public Welfare at the Department of Health of the government of Puerto Rico. She was later executive secretary of the Children's Commission (1957–1964) and director (1964–1967) of Planning and Coordination of Mental Retardation

Program. She offered services to children with mental retardation and especially helped their families adapt to their child's conditions and orient them to look for alternative services.

Since there were still no services available for children with developmental or intellectual diversity in Puerto Rico, she decided to meet with these parents after work in order to look for alternatives. After a while, María Elisa suggested looking for funds to initiate a school with residential facilities. They initiated a public funding campaign and were able to establish in 1949, the *Instituto Psicopedagógico de Puerto Rico*, IPPR (Psychopedagogical Institute of Puerto Rico), a nonprofit organization that today offers educational, medical, nutritional, and social work services; residential facilities; and recreational activities (Instituto Psicopedagógico de Puerto Rico, 2016). It employs educators, physicians, social workers, psychologists, therapists, care workers, and recreational leaders who offer their services to resident and day students in an environment of love, respect, and warmth.

The Institute (IPPR) started in an old house in San Juan with donations obtained from the community and raised by the group of parents organized by María Elisa Gómez de Tolosa (Torres, 2017). It originally offered only day care services for children with developmental and intellectual disabilities (Instituto Psicopedagógico de Puerto Rico, 2016). It then applied for government state and federal funds and a large contribution from the Kennedy Foundation to construct the institution and by 1969 was able to inaugurate the Center for Evaluation, Diagnosis and Treatment John F. Kennedy and the Center for Education María E. Gómez de Tolosa in a piece of land donated in Bayamón, PR. Rose Kennedy herself inaugurated the new buildings (Pérez Rivera, 2015).

After more than seven decades of its foundation, the Institute (IPPR) continues to offer a safe residential home to around a hundred adults with mental retardation, some of which have lived there for more than 60 years, since they were children; a therapy center that offers numerous daily interventions; a day school for children with intellectual diversity that offers education and training in daily living skills for its students

according to their abilities; and physical education and recreational activities including a basketball team that has been champion several times in the Special Olympics (Torres, 2017).

For María Elisa Gómez de Tolosa, the Institute (IPPR) became her fourth child, especially after the death of Rafaelito in 1955, her son with mental retardation that inspired its foundation. She devoted all her free time to its development and to her functions as president of the board of directors of the institution (1949–1964). She wrote letters to and met with local legislators; made depositions at the local legislature; had private conversations with Luis Muñoz Marín, governor of Puerto Rico from 1948 to 1962; wrote letters to congressmen in the United States; and offered written and verbal support to projects that provided funds to enhance the care and opportunities of development to populations with intellectual diversity (Morales Velázquez, 1967). Between 1963 and 1965, she offered support to House of Representatives Project of Law #3366, of the US Congress, a project that would provide millions of dollars for families with members with functional diversity for their care and rehabilitation, for research in mental retardation, and for the development of state's plans, Puerto Rico included, for services for this population (88th US Congress, 1963).

According to Tatiana Pérez Rivera (2015), “with the foundation in 1949 of the IPPR, Gómez transformed the expectations that people had of persons with intellectual disabilities” (6th paragraph, our translation). The IPPR demonstrated that this population with intellectual disabilities was able to enjoy life, learn some basic academic skills, and overall learn daily living skills and take care of their basic needs (Gómez de Tolosa, 1965, in Morales Velázquez, 1967).

In 1954, María Elisa Gómez de Tolosa was among the founding members of *Asociación de Psicología de Puerto Rico*, APPR (Association of Psychology of Puerto Rico) and was their fourth president from 1957 to 1958. The Convention of 1958, which she organized, was dedicated to mental retardation with a major presentation by Dr. E. Arthur Whitney (1895–1966), president of the American Association of Mental Deficiency

(today, American Association on Intellectual and Developmental Disabilities) who spoke about the present problems of mental retardation (Roca de Torres, 2006). María Elisa Gómez de Tolosa was also an active member of the American Association of Mental Deficiency.

María Elisa Gómez de Tolosa was certain that people with intellectual disabilities needed to be offered services to supply their needs with love and dignity. She ensured herself that those services were offered at the IPPR and at the Office of People with Handicaps she directed at the Health Department. She received many acknowledgments from different social and professional organizations in Puerto Rico, among them two recognitions from Association of Psychology of Puerto Rico in 1972 and 1977; Woman of the Year in 1970; two awards by the Puerto Rican Medical Association in 1973 and by the Academy of Family Physicians in 1974; a letter of recognition by Richard Nixon, president of United States, in 1972; and a *doctorate honoris causa* bestowed by World University.

Puerto Rico is in debt with María Elisa Gómez de Tolosa for her visionary work in the area of education and services for people with intellectual and developmental variabilities. Her family continued her work with this population.

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Gómez Robleda, José Antonio

Born *in Orizaba, Veracruz, on June 24, 1904*

Died *in Mexico City, on December 4, 1987*

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Keywords

Mexico · Biotology · Criminology

José Antonio Gómez Robleda studied medicine at the Escuela Nacional de Medicina de la Universidad Nacional Autónoma de México (UNAM) (National School of Medicine in the Autonomous Mexican University of Mexico), and received his grade as doctor in 1929 for his investigation: “An Electrophonocardiography Procedure” (Gómez Robleda, 1929), and after that he specialized in psychiatry.

In the 1930s he served at the Psychologic and Anthropologic Service in the Departamento de Psicopedagogía e Higiene (Department for Psychopedagogy and Hygiene) and then passed to the Instituto Nacional de Psicopedagogía (National Institute of Psychopedagogy), both of this work for the Secretaría de Educación Pública (Public Education Secretary) (SEP). Later, he moved to the Instituto de Investigaciones Sociales (Institute of Social Research) (UNAM) (Stern, 2000, p. 86).

From 1930 he was a professor at the UNAM; biology, medicine, and psychology were his assignments. Moreno points out, with no date specificity, that “he was a professor at the Universidad Nacional Autónoma de México (Mexico National Autonomous University), Instituto Politécnico Nacional (National Polytechnic Institute) and the Escuela Normal Superior de Maestros (Superior School for Teachers)” (Moreno, 2017, p. 648).

In his working path, he ran the Departamento de Estudios Médico-Biológicos de la Escuela Nacional de Medicina (Department of Medical-Biological Studies of the National School of

Medicine) in 1934; also this year, he was a secretary for this same school. In 1940, he administrated the Departamento de Investigaciones Científicas (Scientific Research Department) at SEP and performed as secretary for the Technic Educational Committee, also for the SEP.

In 1950, he assumed the direction of the Instituto de Investigaciones Estadísticas (Statistical Research Institute) in the UNAM. He was Subsecretary of Public Education (SEP) in 1952.

In his politic career (1947), he belonged to the Partido Popular (Popular Party), founded by Vicente Lombardo Toledano (1894–1968), “Lombardo tried to organize the party leaning in various political and syndical personalities, that’s why he invited such a different people as Octavio Vejar, Alejandro Gómez, Salvador Novo, José Gómez Robleda. . .” (Estrada, 1949, p. 8). In 1949 he was a federal deputy candidate for the IV district, in Mexico City.

In the 1950s, he was in charge of the Supremo Consejo de la Defensa y Prevención Social (Supreme Council for Defense and Social Prevention) of the Secretaría de Gobernación (Ministry of the Interior), with other doctors. He participated making the 1931 Penal Law with “Francisco González de la Vega, José Ángel Cenicerros, Alfonso Teja Zabre, Raúl Carrancá y Trujillo, Luis Garrido, Emilio Pardo Aspe, Carlos Franco Sodi, José Ortíz Tirado, Francisco Argüelles y Javier Piña y Palacios. . .” (García, 2013, p. 774).

For his dedication he was awarded with the Medalla al Mérito Criminológico (Medal for the Criminologic Merit) “Alfonso Quiroz Cuarón,” in 1984.

He was part of the creation of the doctorate in Facultad Jurídica (Penalistic Sciences) for the Law Faculty at University of Veracruz (Universidad Veracruzana) (1942). He was, as well, professor in the doctorate (Hernández, 1992, p. 292). At the beginning of the 1930 decade, he worked in the “La Castañeda” observation pavilion: “over those experience he came up with the idea for the construction of the Manicomio General. . .” (Rivera, 2010, quoted by Fernández, 2015, p. 215).

As a professor and writer, Gómez Robleda influenced the scientific path of such persons as

Alfonso Quiroz Cuarón (1910–1978), the first Mexican criminologist: in the book *Don Justo* (1946), one might appreciate the influence, especially in the police investigation matters “Don Benjamín teaches Alfonso the [swift] art of investigation, when the master and the pupil accept the task of identifying Don Justo’s smuggler” (Moreno, 2014, p. 413).

Biotypology was an important instrument for him performing as a professional: “biotypology has come to focus from a new point of view: human beings, whichever their race is can be grouped by both psychics and somatic characteristics...” (Gómez et al., 1943, p. 588). The average person, for him, was “the expression of the maximus functional equilibrium of the parts of individual wholesome” (Gómez & D’Aloja, 1947, p. 18).

He worked on different investigations, families and testing IQ in elementary children, with Mexico’s natives. He used the biotypology with tarascos, zapotecas, and otomis, these last being the representative group, classifying them as “lack of imagination, asthma, manic depression and hypersexuality” (Stern, 2000, p. 88). For other investigators, Gómez Robleda’s “breakthrough was his biotypology remarks on rural individual such as the Patzcuaro fishermen” (Salamanca, 2013, p. 21).

One of his greatest interests was criminology, which led him to introduce it to the Procuraduría General de Justicia (Mexico City Attorney General’s Office) and contribute to the implementation of the criminological clinical study in Mexico City.

Gómez Robleda did the first studies on criminals in Mexico as quoted by Moreno (Moreno, 2009, p. 411): “Gómez Robleda, in our country, began the scientific study of the criminal personality.” He worked, as well, with other authors, for example, Quiroz Cuarón in the Ramón Mercader study, the Leon Trotsky assassin, in which they conclude that the murderer has lying skills and his knowledge of communism was shallow and superficial; but with a high “active Oedipus Complex” (Reynoso, 2012, p. 29).

Also, Gómez Robleda and Quiroz carried out the analysis of the mental illness of the murderer

of women Gregorio “Goyo” Cárdenas (1915–1999); “Goyo,” is a well-known murderer in Mexico from 1942 onward.

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González Enríquez, Raúl

Born *in Xalapa, Veracruz (Mexico), on April 24, 1906.*

Died *in the Tecolutla River, Veracruz (Mexico), on October 18, 1952.*

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Keywords

Mexico · Psychiatry · Latin American
Psychiatric Association (APAL) · Mental
hygiene

His father, from San Luis Potosí, was the military engineer Gustavo González; his mother was Dinnah Enríquez Lagos, aristocrat and daughter of General Juan de la Luz Enríquez Lara, governor of Veracruz from 1884 to 1892, during the regime of Porfirio Díaz Mori (1876, 1877, 1877–1880, 1884–1911). Despite maternal opulence, the González Enríquez family had a modest

existence due to the Enríquez opposition to the aforementioned marriage.

Raúl started primary school at the Practical School attached to the Normal School founded by his grandfather, where he distinguished himself as the brightest student. Due to the lack of money and social pressure, the family had to leave Xalapa and went to Mexico City, where they stayed in a small apartment. There, Raúl González finished primary school in a government school, joining the Escuela Nacional Preparatoria (National Preparatory School) (ENP) after finishing the secondary school and later, he entered the Escuela Nacional de Medicina (National School of Medicine) of the Universidad Nacional de México (National University of Mexico) (UNM), which he concluded in 1928, and in February of 1929, Raúl González presented the thesis “Contribution to radiological diagnosis of spinal compressions.”

In March of the same year as his degree, Manuel Guevara Oropeza (1899–1980), his countryman and former professor of psychiatry, in the Chair created in 1926, a year after Pierre Janet visited Mexico, took him to work alongside him in the General Asylum of Mexico, popularly known as “La Castañeda”, the place where he remained until his untimely death. There, he was head of the Service Men-Observation. Almost at the same time, Guillermo Dávila García (1903–1968) invited him to render his services in the private psychiatric sanatorium “Rafael Lavista” in the south of the city.

The in-depth knowledge he came to acquire on mental pathology, with a clear and decisive psychoanalyst orientation, soon made his name appear among intellectual, national, and foreign circles. In fact, González Enríquez was one of the pioneers of this discipline in Mexico. By 1934, already as a professor at the Escuela Nacional de Medicina (National School of Medicine), together with Guillermo Dávila García and Alfonso Millán Maldonado (1906–1975), he endowed chairs and lectures on psychoanalysis; in 1937 he managed a seminar on psychoanalytic theory in which the precepts of Sigmund Freud were studied in depth.

In order to understand his tasks, it is important to point out the psychiatric current that González Enríquez practiced. He practiced social psychiatry, a term coined in Holland in the 1920s. He believed that mental health should be carried out from education, in all stages of life, and in preventive measures, rather than in the doctor's office or in asylums. Therefore, his interest in maternal and child hygiene, prenatal control, eugenics, sexuality, prostitution, alcoholism, criminal behavior, and all those biological and social determining factors in the appearance or precipitants of psychopathology. He defined mental hygiene "as a scientific art that, using other disciplines, tries to improve psychic functioning and avoid its imbalance" (Fournier, 1990).

In such a way that, in congruence with the above, in Mexico and Latin America, González Enríquez was the forerunner of adolescent sexual health in the 1930s. By 1932, he submitted to the Academia Nacional de Medicina (National Academy of Medicine) competition a "Program for Sex Education in the Mexican High School," which was one of his first great works.

Between 1931 and 1933, he worked as a psychiatrist "attached to the Dirección de Previsión Social (Social Security Directorate), in charge of carrying out various studies among inmates of the Cárcel de Belem (Belem Prison) and the Penitenciaría del Distrito Federal (Federal District Penitentiary)" (Pasquel, 1968, p. XXXIV). In 1933, he was especially commissioned to the Islas Marías, a federal penal colony located in the Pacific Ocean, to carry out comprehensive studies on the mental health of prisoners, particularly criminological, and it is the place where he went to live with his wife and Yólotl, his first daughter, when she was not even 1 year old. The result of all these efforts was his work "El problema sexual del hombre en la penitenciaría" ["The sexual problem of men in the penitentiary"] (1934), where he makes an analysis and provides for the first time, not only in Mexico but in Latin America and many other countries, innovative and paradigmatic programs for the prisoners from an advanced mental health projection. He also planned the creation of a psychiatric annex

on the Isla Madre, as well as agricultural works, workshops, and small industries.

From then on he appeared as an eminent criminalist and became a member of the *Academia Mexicana de Ciencias Penales, A. C.* (Mexican Academy of Criminal Sciences, A.C.), where he entered with the work entitled "Norma y Tránsito" (Norm and Transgression) in 1949, probably his masterpiece in this field and which attracted international attention.

When the Instituto Mexicano del Seguro Social Mexican (Institute of Social Security) (IMSS) was created, in 1944 González Enríquez organized his first Psychiatric Service, although his intention was to create a Instituto Neuropsiquiátrico (Neuro-psychiatric Institute), initially attached to the Clinic # 11, and then it was located on Naranjo Street in the neighborhood of Santa María la Ribera. The creation of this institutional pillar of mental health care was a benchmark in countries such as Venezuela, Colombia, Ecuador, Peru, and all of Central America.

González Enríquez participated in various societies. He was a founding member, in 1937, of the Sociedad Mexicana de Neurología y Psiquiatría (Mexican Society of Neurology and Psychiatry); secretary of technical affairs of the Liga Mexicana de Higiene Mental (Mexican League for Mental Hygiene), created in 1938, and of the World Federation for Mental Health (of which he was vice president in the IV Congress of 1951); founding member of the World Psychiatric Association, in 1950; president of the *Sociedad Mexicana de Psicología* (Mexican Society of Psychology), organized in 1950; and founding president of the *Asociación Psiquiátrica de América Latina* (Psychiatric Association of Latin America), 1950–1952, among others, both in Mexico and abroad (Anónimo, 1951; Campos Farfán, 2017).

He attended countless national and international conferences, presenting innovative works in each of them.

On May 19, 1947, he entered the Academia Nacional de Medicina (National Academy of Medicine) where he offered the work "Introducción al estudio de la medicina social" ("Introduction to the study of social medicine"),

which was praised by Alfonso Pruneda García (1879–1957), former rector of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM, since 1945, previously UNM). At the Academy he became president of the Social Medicine section.

In the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) of the UNM, in its Psychology Section, in 1943 he was in charge of the subject of Evolutionary Psychology. Upon becoming a Department in 1945, he participated in the Master's degree curriculum, teaching Rational Psychology in the 3rd and 4th semesters. By 1948 he was a Social Psychology mentor in the same grade. In 1949 he took office as head of the Department and, consequently, he became representative (1949–1952) of the Faculty before the Consejo Universitario (University Council). González Enríquez reformed the curriculum, giving a new turn to the educational establishment located in the "Casa de los Mascarones," in Ribera de San Cosme # 71, in Mexico City.

In the Facultad de Medicina (Faculty of Medicine) of the UNAM, he was in charge of the third course of Medical Clinic and Neuropsychiatry, becoming famous for the criticisms of traditionally applied teaching procedures. He also gave classes at the Escuela de Trabajo Social (School of Social Work), of which he was a founder, and the Escuela Superior de Medicina Rural, Salubridad e Higiene (Higher School of Rural Medicine, Health and Hygiene), the Instituto Politécnico Nacional (National Polytechnic Institute) (IPN), and at the Escuela Nacional de Antropología e Historia (National School of Anthropology and History) (ENAH) teaching the chair of Psychodynamics of Cultures, since 1950.

Since the 1930s, he's already news in the Caribbean and Central American countries, and particularly famous in Cuba, Guatemala, and Honduras. In the 1940s and 1950s, he was mentioned, quoted, or written with some frequency in the main Iberoamerican printed media: Spain, Mexico, and all of South America. In 1950, he was a member of the editorial board of the journal of *Estudios Psicosomáticos* (Psychosomatic Studies) of Peru. Furthermore, he traveled the entire

American continent giving conferences and giving interviews to the press.

He had a fairly extensive and high-quality written work; apart from strictly academic works, he published stories, poems, speeches, novels, and translations. It is speculated that through his works he tried to characterize the Mexican psychology under the psychoanalytic technique. In 1936 a short story book was published, and in 1942 it won the annual "Miguel Lanz Duret" award that was granted by the newspaper *El Universal* with the novel: San Antonio, S. A.

Between 1948 and 1950, he organized the first formal Specialization Course in Psychiatry in the Men-Observation Pavilion in "La Castañeda." Professors were Guillermo Dávila (Psychopathology), José Luis Patiño and Abraham Fortes Rudoy (Psychiatric Clinic), Efrén Carlos del Pozo Rangel (Neurophysiology), Dionisio Nieto Gómez from Madrid (Neuropathology), Federico Pascual del Roncal from Aragón (Psychological Tests), as well as two anthropologists: Arturo Monzón Estrada and the Catalan Claudi Esteva i Fabregat (Social Anthropology). For the year of 1948, in one of his texts, he states that he is a professor of neuropsychiatry at the UNAM.

Something that should not be overlooked was his relationship with Erich S. Fromm. At the end of the 1940s, specifically in 1949, the German arrived in Mexico. It is said that the noxious climate of New York, where he lived, was not favorable to the health of his second wife, the Jewish photographer Henny Gurland (1900–1952); therefore, following medical indications, they settled down in a more benign place and ended up in San José Purúa, Jungapeo municipality, in the State of Michoacán, where its thermal waters enjoyed medicinal fame. González Enríquez traveled to Michoacán to invite Fromm to join his Psychiatry Course and asked him to support some classes. Fromm agreed to teach a Seminar on Dynamics of the Unconscious.

Once this was concluded, he also invited him to stay in Mexico, and the *Grupo mexicano de estudios psicoanalíticos* (Mexican Group for Psychoanalytic Studies) was organized, self-appointed as the "original group," comprised of

13 aspiring physicians: Raúl González Enríquez, Aniceto Aramoni, Guillermo Dávila, Jorge Derbez, Abraham Fortes, Ramón de la Fuente Muñiz, José F. Díaz y Díaz, Francisco Garza, Arturo Higareda, Armando Hinojosa, Alfonso Millán, Jorge Silva García, and Jorge Manuel Velasco Alzaga. González Enríquez was not only his main and favorite disciple but one of the first analyzed. This group lasted until 1956.

In 1951, the Escuela de Graduados (Graduate School) of the UNAM formally opened the University Course of Psychiatry, which until then had been theoretical-tutulary in the Manicomio General (General Asylum), of which González Enríquez was the first mentor (only for the academic years from 1951 to 1952). He was succeeded by Guillermo Dávila and later by the teacher Ramón de la Fuente Muñiz.

During the work of the First World Congress of Psychiatry, which took place in Paris in September 1950, the *Asociación Psiquiátrica de América* (Psychiatric Association of Latin America) (APAL) was created on its own motion. In December 1951 this association organized its First Congress in the cities of Mexico-Xalapa. In this congress, González Enríquez supported the creation of the now *Asociación Centroamericana y del Caribe de Psiquiatría* (Central American and Caribbean Association of Psychiatry) (ACCP), represented by the Honduran Ramón Alcerro-Castro (1918–2019). During that first Congress, he also created the Latin American Group for Transcultural Studies (GLADET).

By the end of 1952, with Dr. Isabel T. Kelly (1906–1984), and under a program sponsored by the United States, González Enríquez organized a Specialization course in psychiatry for nurses, pioneer of its kind in Latin America. After this, he devised a solace excursion to the shores of the Gulf of Mexico and visited the archaeological ruins of El Tajín. On Saturday October 18, in a special truck, they arrived in Tecolutla, Veracruz. The group consisted of 7 physicians and 13 nurses. At night, he entertained his guests with a boat ride on the river; a doctor and five nurses accompanied him. They never returned from the trip, probably dead by drowning, in

addition to González Enríquez, Dante Róquez from the Dominican Republic, and the nurses Irma del Carmen Glinz from Mexico, Hilda María Gavilanes and Ermila Jáuregui Moncayo from Ecuador, and Francisca Morales, Salvadoran, and Miriam Chinchilla from Costa Rica. Their bodies were never found.

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- ▶ [Fortes Rudoy, Abraham](#)
- ▶ [Fromm Krause, Erich Seligmann](#)
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- ▶ [Pascual del Roncal, Federico](#)

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González Martin, Diego

Born *Canary Islands, Spain, July 30, 1913*

Died *Havana, Cuba, September 19, 1998*

Diego González Serra
University of Havana, Havana, Cuba

Keywords

Cuba · Psychophysiology · Historical-cultural approach · Pavlovian research

At 5 years of age, Diego emigrated with his family to Cuba. There, he assisted in basic studies and high school. In 1933, he entered a medicine school, but had to abandon it later for economic reasons, and some years later, he returned and became a Doctor in Medicine in November of 1951. He had to leave the country for political reasons and traveled to France, where he attended courses at the Sorbonne University. In 1953, he received an invitation and traveled to Bucharest, Romania, and under the direction of the professor Kreindler (1900–1988) received a course on “Theory and Pavlovian Experimentation.” In December of 1957, he returned to France, where he carried out special studies of Neuro Psychiatry at the Institute of Medicine of the University of Paris. He returned to Cuba in 1959, at the beginning of the revolutionary process. Later, between 1966 and 1967, he visited Georgia, in the Union of Soviet Socialist Republics (USSR), where he attended a course of Electrophysiological Investigation under the direction of the professor Alexander Roitbak (1919–1991) at the Institute of Physiology of Tbilisi.

González Martin’s work extended to the fields of neurophysiology, psychiatry, and psychology. He worked as a medical psychiatrist and as a psychiatry professor at the Universidad de la Habana (University of Havana) in Cuba and the Universidad de Merida (University of Merida) in Venezuela. He was Vice Director of the Instituto de Investigaciones Fundamentales del Cerebro de la Academia de Ciencias de Cuba (Institute of

Fundamental Investigations of the Brain of the Academy of Sciences of Cuba) and founder in 1962 of the Escuela de Psicología (School of Psychology) at the University of Havana, later transformed into the Facultad de Psicología (Faculty of Psychology). There he taught Neurophysiology for 25 years and he wrote and published several books (Cairo, 1984; Oliva 2005).

Among them, he published in 1960 the book entitled *Experimentos e Ideología. Bases de una Teoría Psicológica (Experiments and Ideology. Basis of a Psychological Theory)* that constitutes the first book in Cuba that exposes the basis of the historical cultural approach in psychology, with an original perspective. In the first part of this book, he carried out a critic of the experimental schools in psychology: the physiologists of the sensations, Helmholtz (1821–1894) and Muller (1801–1858); the introspectionists, Wundt (1832–1920) and Titchener (1867–1927); the school of Gestalt; and the behaviorism, and in the second and third parts of the book he undertook his personal elaboration of a basic theory in psychology and psychiatry (González, 1960).

He concluded that the mind shows a cluster of four basic dimensions: (1) the organic unit (the psychological phenomenon should be considered in function of the whole organism where it takes place); (2) the subjective – objective unit of the psyche (the psychic fact is subjective for what the person feels or it is experienced internally by him, but it is objective because it has a material substratum: the cerebral activity); (3) the individual-environment unit (the individual’s interaction with his social environment); and (4) individual – history unit (the historical changes of the social conscience reflected in the individual conscience).

González Martin was the main utterer in Cuba of the work of Ivan Pavlov (1849–1936) and Pyotr Anokhin (1898–1974) and applied both of their ideas in his work like psychiatrist and in scientific researches presented in international events. In 1966, he began the research of the limbic system and in particular, of the cerebral amygdala. Starting from 1970, he began a research of learning by passive observation and of the external and

internal systems of cognition in the Institute of Fundamental Investigations of the Brain, which was exposed in his book *Cerebro Cognoscente: un modelo para su estudio* (Cognitive Brain: a research model), where his great interest by the theory of systems and its adhesion to this approach are evidenced (González, 1975).

This research activity had international repercussions. In 1966, it was the object of a reference – in the form of a paper with his signature – in the special edition of the journal *Nauka Chelovistchesvo* (edited by the administration of the Soviet Union), dedicated to the commemoration of the 50th Anniversary of the Revolution of October that was only granted to scientists of international merits. He was a member of the International Brain Research Organization (IBRO) and of other international scientific societies. In 1982, in Moscow, as a recognition to his scientific work in neurophysiology, the Ministry of Public Health of the Soviet Union and the Institute Sechenov granted him the Medal “Sechenov.” On February 24, 1984, he received the Doctor’s scientific degree in Psychological Sciences in the Republic of Cuba.

His contribution to Cuban Psychology consists in his theoretical, academic, experimental, and professional work. He was one of the first who initiated the Marxist and historical cultural approaches in psychiatry, neurophysiology, and psychology.

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González Rey, Fernando Luis

Born *Havana, Cuba, June 27, 1949*

Died *São Paulo, Brazil, March 26, 2019*

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Universidade de Brasília, Brasília, Brazil

Keywords

Cuba · Brazil · Cultural-historical psychology · Educational psychology · Health psychology · Social psychology

Fernando González Rey was a Cuban psychologist, scholar, and educator, whose legacy contributes to a new, complex, and influential theorization of subjectivity from a cultural-historical perspective. His academic legacy comprises 29 books, 10 edited or coedited books, 90 book chapters, and 132 scientific articles published in 5 languages: Spanish, Portuguese, English, Russian, and French. His work is characterized by its creativity, breadth, and depth. It contributes mainly to the fields of cultural-historical psychology, critical psychology, psychological research, education, psychotherapy, human health, and social psychology.

González Rey was born in Havana, Cuba, in 1949. His lower-middle-class family was constituted, both from his mother's and father's sides, by Spanish immigrants. An only child, he was the first member of the family to become an academic (Goulart et al., 2020).

In his youth, González Rey was integrated, like the majority of his generation, into the Cuban revolutionary process, actively participating in several tasks. During his students years in Psychology at the University of Havana, he was part of the Communist Youth and of the University Student Federation. After that, he entered the ranks of the Communist Party of Cuba. During his militancy in these political organizations, he was characterized by the capacity to reflect critically on what he considered to be dogmatic and bureaucratic (Goulart et al., 2020). Indeed, he maintained this critical capacity throughout his career as a researcher and a teacher.

González Rey carried out his PhD in Psychology (1977–1979) at the Moscow Institute of General and Pedagogical Psychology. Later, he concluded a degree of Doctor in Sciences (1987) at the Institute of Psychology of the USSR Academy of Sciences. Importantly, González Rey was, and still is, the only Latin American to obtain this science degree (Goulart et al., 2020).

In Cuba, from late 1970s until mid-1990s, González Rey contributed significantly with teaching and research the topic of personality from a cultural-historical perspective, which generated a new interest in this topic in Cuban psychology. He also advanced the articulation between personality and communication, highlighting the active role of the subject, and the contradictory character of human development, mainly through his research projects in education and human health. In the 1980s, González Rey published dozens of scientific articles in the *Revista Cubana de Psicología*, as well as published different books edited in Cuba (e.g., González Rey, 1983a, 1983b, 1985).

González Rey was president of the *Sociedad Cubana de Psicología* (Cuban Psychology Society) (1986–1995), dean of the Facultad de Psicología (Faculty of Psychology) at the

Universidad de la Habana (University of Havana) (1985–1990) and vice rector of *Universidad de la Habana* (1990–1995), which sometimes caused friction with higher levels of institutional management. As explained elsewhere:

In 2000, as a result of political tensions with more orthodox wings of the Ministry of Higher Education and the Communist Party, González Rey and Albertina Mitjás Martínez, his academic and life partner, were not allowed to return to Cuba, after working in Brazil as visiting professors from 1995 to 1999. This would mark the beginning of a new chapter in his life and in his career. (Goulart et al., 2020, p. 12)

In Brazil, González Rey worked in different universities, such as *Universidade de Brasília*, *Pontifícia Universidade Católica de Goiás*, *Pontifícia Universidade Católica de Campinas*, and *Universidade Federal do Ceará*. From 2000 until his passing, he chose *Centro Universitário de Brasília* as his main workplace. Throughout his academic career, González Rey was Visiting Professor in several institutions in different parts of the world, such as the *The London School of Economy* (London, UK, 1995), *École des Hautes Études en Sciences Sociales* (Paris, France, 1995, 2004), *Monash University* (Melbourne, Australia, 2013), *City University of New York* (New York, USA, 1993), *Universidad Autónoma de Madrid* (Madrid, Spain, 1996, 2006–2007), *Universidad Autónoma de México* (Mexico City, Mexico, 1991–1994, 2000–2003), *Universidad Central de Venezuela* (Caracas, Venezuela, 1982, 1987, 1990, 1993, 1999), *Universidad San Carlos de Guatemala* (Ciudad de Guatemala, Guatemala, 2004–2006), *Universidad de Buenos Aires* (Buenos Aires, Argentina, 2003), *Universidad de Puerto Rico* (Puerto Rico, 1988, 1999, 2012), and *Universidade de São Paulo* (Ribeirão Preto, Brazil, 2010).

González Rey was especially influenced by Lev Semionovitch Vygotsky (1896–1934), Sergei Leonidovich Rubinstein (1889–1960), Lidiia Il'inichna Bozhovich (1908–1981), and Vil Emanuilovich Chudnovski (1924–2016) in terms of his theoretical focus on personality from a cultural-historical perspective. His PhD thesis was supervised by Chudnovski in the laboratory

led by Bozhovich at the Moscow Institute of General and Pedagogical Psychology. Gradually, González Rey started to advance the concept of communication and to criticize the limits of the dominant concept of activity in Soviet psychology (González Rey, 1983a, 1983b, 1985). The link between communication and personality was developed in his thesis for the degree of Doctor in Sciences in 1987 in the Institute of Psychology at the Academy of Sciences of the Soviet Union, whose director was Boris Fedorovich Lomov (1927–1989). The concept of communication was also an important bridge between his work on personality and social psychology, which was developed in this Institute by then, following the integration of two traditions: (1) the research project led by Rubinstein, whose main disciples and colleagues were Ksenia Alexandrovna Abulkhanova (born in 1932), Lyudmila Ivanovna Antsyferova (1924–2013), and Andrey Vladimirovich Bruschkinsky (1933–2002) and (2) the research project developed by Boris Gerasimovich Ananiev (1907–1972) and Vladimir Nikolaevich Myasishchev (1893–1973) in Leningrad (Lomov was a disciple of Ananiev).

González Rey's orientation toward social psychology, which began in Moscow, continued its development as a result of his active participation in the Critical Social Psychology Movement in Latin America from the mid-1980s. He began to highlight the importance of the concepts of subject, personality, and social subjectivity for social psychology (Goulart, 2019). González Rey worked collectively on Latin American social and political psychology alongside other well-known Latin American authors, such as Ignacio Martín-Baró, Silvia Lane Maritza Montero, José Miguel Salazar, and Bernardo Jiménez. This group claimed the importance of advancing a critical social psychology that takes issues specific to Latin America seriously, instead of the traditional mimetic reproduction of North American and European models that characterized psychology in the continent. In 1991, the recognition of González Rey's significant contribution led to his award of the Interamerican Psychology Prize of the Interamerican Society of Psychology.

With his book *Epistemología Cualitativa y Subjetividad* [Qualitative Epistemology and Subjectivity] (González Rey, 1997), González Rey started a new moment in his work by emphasizing the consequences of his previous works for the development of a theory of subjectivity within a cultural-historical approach. This study of subjectivity implied a new set of research lines and publications in which the unity between theory, epistemology, and methodology became central (González Rey, 2019a). His research fields expanded, as well as his dialogue with other theoretical perspectives, such as social representations theory, psychoanalysis, and social constructionism (González Rey, 2017b).

González Rey started to discuss the topic of subjectivity on the basis of a new ontological definition that represents it as a symbolic-emotional system (González Rey, 2014, 2016, 2019b). The symbolic-emotional unity, represented by the concept of subjective sense, transcends the traditional intrapsychic and individual reductionism that has characterized the use of the concept "subjectivity" in psychology and other social sciences (González Rey, 2017b). At the same time, this unity overcomes the social reductionism that has prevailed within cultural-historical psychology, which has historically associated psychological processes with reflections or internalized social operations. His definition of subjectivity emphasizes the idea that individual and social spheres can be integrated as "realities" that share a subjective character, in a contradictory way, without one being reduced to the other (González Rey, 2016).

From this point of view, subjectivity has a culturally, socially, and historically located genesis. However, it represents a generative system, rather than an epiphenomenon of other dimensions. This aspect allows the emergence of individuals, groups, and institutions as subjects of human practices (González Rey, 2019b). The concept of subject is defined as a proper path of subjectivation that implies the generation of alternatives to certain normative social spaces, exerting creative options in a life path (González Rey, 2017b). In this sense, this concept does not imply individualism and the assumption of

rational control, but the permanent capacity for unpredictable options, rupture and creative action. González Rey's theory of subjectivity is a critical theoretical framework in relation to dominant psychology, because it opens a new avenue to explain singular individual and social human creations as inseparable from broader social dynamics.

In Latin America, González Rey gradually became the leader of different research groups elaborating and advancing his theory of subjectivity and a close collaborator with dozens of others in different countries. His effort to consolidate a research team with multiple research lines and frequent joint activities has contributed to the training of dozens of PhDs, who gradually started to occupy important academic positions in Latin America, as well as in other continents (Goulart, 2019).

González Rey's work is an expression of the potential of Latin American psychology in creating new approaches to contemporary topics and theoretical challenges, contributing to the global debate. This is in line with his call for an authorial positioning in face of the frequent mimetic reproduction of northern science by Latin America.

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- ▶ Martín-Baró, José Ignacio
- ▶ Montero Rivas, Maritza
- ▶ Salazar Jiménez, José Miguel

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González, María Felicidad

Born *in Paraguarí, Paraguay, on March 7, 1884*

Died *in Asuncion, Paraguay, on October 17, 1980*

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 Universidad de Villarrica del Espíritu Santo,
 Villarrica, Paraguay

Keywords

Paraguay · Education · Psychology and teaching · Paidology

María Felicidad González was born in Paraguarí but moved together with her family to Asunción in 1887. She studied teaching at the Escuela Normal de Maestras (Normal School for Female Teachers), where she obtained the degree of normal teacher in 1905. Later, she realized pedagogical studies at the Escuela Normal del Paraná (Normal School of Paraná), through a scholarship granted by the Ministry of Justice, Worship and Public Instruction. After her return, in 1908, she was appointed Director of the Escuela Graduada de Encarnación (Graduate School of Encarnación).

She held the following positions: Deputy Director of the Escuela Normal No. 1 (Normal

School Number 1) (1908–1920); Director of the Escuela Normal del Paraguay (Normal School of Paraguay) (1921–1932) and Inspector of Normal Schools (1943). She was Vice President of the Consejo Nacional de Educación (National Council of Education) and also was a member of a commission for the reform of the elementary education curricula in 1952. In 1959, she was decorated with the Medal of Honor for Educational Merit by the Paraguayan government.

She was a professor of Child Psychology, Pedagogy, Paidology, History of Education, and Philosophy of Education, all of them required courses for normal teachers in Paraguay.

As the Chair of the Escuela Normal del Paraguay, she created the magazine *El hogar normalista* (The normalist home), in which she published articles with ideas that she would later develop in depth in her main works: *Misceláneas Paidológicas para padres y educadores* (Paidological Miscellaneous for parents and educators) (1942) and *Organización escolar* (School organization) (1945). Before the publication of her book on paidology, very little was said about this scientific discipline in Paraguay, and the issuing of the book contributed significantly to its dissemination. Through the approaches carried out in the book, an influence of the psychological ideas derived of the active school is clearly perceived, which was also very important for the knowledge of these issues in Paraguay (García, 2006, 2014). Likewise, she was the creator of the Kindergarten and the psychology laboratory of the Normal School.

María Felicidad González was also a member of the Paraguayan feminist movement in its origins. She participated in the Pan-American Conference of Women held in Baltimore, United States, in 1922, and in 1923, she published an article on Paraguayan women's movements in the magazine *Feminismo Internacional* (International Feminism) of the Liga Internacional de Mujeres Ibéricas e Hispanoamericanas (International League of Iberian and Hispanic-American Women). In 1929, she organized the Asociación Femenina del Paraguay (Paraguayan Women's Association), to support the bill for equal civil rights presented by Congressman

Antonio R. Sosa, project that did not prosper. Over the years, she would be the representative in Paraguay of the International League of Iberian and Hispanic American Women. In 1933, she participated in the Séptima Conferencia Panamericana (Seventh Pan American Conference, in Montevideo), on behalf of Paraguay.

He recognized the influence that the Paraguayan sisters and educators Adela Speratti (1865–1962) and Celsa Speratti (1868–1938), Leopoldo Herrera (1863–1937) and Johann Pestalozzi (1746–1827) had on his educational ideas, of a positivist and hygienist nature. As Director of the Normal School, she directed educational experiments based on escolanovism within the framework of the educational reform initiated in 1925 by the teacher Ramón Indalecio Cardozo (1876–1943), Director General of Schools. These experiments consisted of the application of the Dalton Plan and the Winnetka Method.

Maria Felicidad died in Asunción on October 17, 1980.

Cross-References

► [Cardozo, Ramón Indalecio](#)

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González-Campos, Edgar

Born *Heredia, (Costa Rica), 15 September 1920*

Died *San José, (Costa Rica), 11 September 2001*

Gaston de Mézerville

Universidad de Costa Rica, San José, Costa Rica

Keywords

Costa Rica · Counseling · Psychology

Edgar González-Campos was born on September 15, 1920, in Costa Rica, in the midst of a peasant family in San Pablo de Heredia, where he lived his childhood and did his elementary school at the Escuela Joaquín Lizano (Joaquín Lizano School) in the city of Heredia. He continued his studies at the Colegio Seminario (Seminario High School) with a partial scholarship. This school was directed by the Vincentian Fathers, of German origin, when it was located in San José, on the block right behind the cathedral. After finishing high school, he decided to enter the Catholic Seminary, where he undertook a pair of years of formation toward the priesthood. Nonetheless, he came later to the conviction that he had no vocation for priestly life, although he always showed a great social commitment in his professional practice.

After a time of indecisiveness, he was hired at the Universidad de Costa Rica (UCR) as a secretary to Dr. Enrique Macaya (1905–1982), a well-known academician, who helped him follow the program in Philosophy and Literature, until he got a Licentiate's degree in 1948. Once he graduated, he did graduate studies with a scholarship at the Universidad de Río Piedras (University of Río Piedras), in Puerto Rico. There he had the privilege of being a pupil of the famed Spanish poet Juan Ramón Jiménez (1881–1958), a fact that reaffirmed his great lifelong interest in literature. Back in Costa Rica, Don Edgar worked as a Spanish professor, before specializing in the fields of Counseling and Psychology (Rodríguez, 2001).

Starting in 1950, he entered the Departamento de Orientación del Ministerio de Educación

Pública (Counseling Department at the Ministry of Public Education) (Ureña-Salazar & Robles-Murillo, 2015). Ana Navarro-Riera, in her Licentiate thesis about the origin of the counseling services in the educational area in Costa Rica, and referring to Edgar González, states that “his performance facilitated the consolidation of the Counseling Department at the Ministry of Public Education” (Navarro-Riera, 1976, p. 78). During this period, he is also acknowledged as the author of a pamphlet for teachers about the issue of cumulative record and other counseling techniques (Baldares-Carazo, 2014). All this contributed to the Government’s decision to grant him a scholarship for studying Counseling in the United States, which, in time, would turn him into the first Costa Rican graduate in this discipline.

During his stay in the United States, he entered the graduate program at the University of Wisconsin, where he obtained a master’s degree in Counseling in 1953. Years later, Edgar González returned to this same university in Madison, Wisconsin, to join the Ph.D. program in Educational Psychology, until his graduation in 1964. A fact that gave him much pride was to have been a student of the renowned humanistic psychologist Carl Rogers (1902–1987), who, between 1957 and 1963, lectured in Psychology at the University of Wisconsin.

Within the Costa Rican context, it is a well-known fact that the professional foundations of the discipline of Counseling started with the university education that the first two Costa Rican counselors, Edgar González and Margarita Dobles (1915–2010), received in the United States. They played a relevant role in advising those professors and graduate students at the Escuela de Servicio Social [Social Services School], in the University of Costa Rica, who became the pioneers in high school counseling. In this field, they started to implement group and individual counseling techniques, beginning at Liceo José Joaquín Vargas Calvo (José Joaquín Vargas Calvo High School), Liceo Rodrigo Facio (Rodrigo Facio High School), and Liceo del Sur (Southern High School).

On the other hand, when Dr. Edgar Gonzalez returned to the University of Costa Rica after getting his master’s degree, he worked for four decades at the Departamento de Bienestar y Orientación (Welfare and Counseling Department), today known as the Oficina de Bienestar y Salud (Welfare and Health Office), which he led from 1965 to 1990. This Office had been founded, back in 1950, by Professor Mariano Coronado (1895–1970), a pedagogue in the field of Mental Health who had also studied in the United States.

A School of Psychology did not exist yet by the mid-1960s at the University of Costa Rica (UCR), even though Dr. Edgar Gonzalez and Dr. Margarita Dobles offered Psychology courses at the recently founded Escuela de Educación (School of Education) at the UCR and at the Escuela Normal (Teacher’s Training College) in Heredia (Adis-Castro, 1991). Afterwards, they continued collaborating as teachers at the Escuela de Orientación y Educación Especial de la Facultad de Educación de la UCR (School of Counseling and Special Education of the Faculty of Education at the UCR). Thus, they both contributed their valuable support to the university training process of hundreds of male and female high school counselors in the programs of Bachillerato y Licenciatura en Orientación (Bachelor and University Degree in Counseling).

Meanwhile, the Escuela de Psicología (School of Psychology) began to get organized, starting in 1966, at the incipient Departamento de Psicología (Department of Psychology), that was part of the Escuela de Ciencias del Hombre (School of Human Sciences). Dr. Edgar Gonzalez served there as a teacher of the Psychology of Personality and Motivation Psychology courses, in the Programa de Bachillerato en Psicología (Bachelor’s program in Psychology). Likewise, in 1968, he became a tenured professor at the University of Costa Rica, holding teaching roles at the School of Psychology and the Faculty of Education.

Edgar Guido González, son of Dr. González, through a personal communication contributed to this account by confirming certain facts about his father’s life. He particularly remembered that, as

an expression of Edgar's sincere desire to do social extension work to benefit disadvantaged populations, he collaborated during the 1970s with the Hogar Transitorio No. 1 "Rositer Carballo" ("Rositer Carballo" Transitory Home Number 1), in San José, that operated under the Ministerio de Trabajo y Bienestar Social (Ministry of Labor and Social Welfare). There he attended abandoned children with the purpose of reinserting them in society (de Mézerville, 2019). Thus, he served at the time as the only psychologist in that institution, on Saturday mornings, psychologically advising the social workers and the childcare staff.

Moreover, an outstanding work of Dr. Edgar González in the field of academic publications was his book *Psicología del Adolescente y Aprendizaje* (Psychology of the Adolescent and Learning), published in 1979 by the Editorial de la Universidad Estatal a Distancia (EUNED) [State Distance University Press]. In the preface, Víctor J. Flury, the academic publisher, expressed that this book fulfilled a twofold objective: "It informs, to the extent that it has to inform, and promotes an attitude of serious understanding in teachers and students" (González-Campos, 1979a, p. 6).

Another remarkable event in the life of Dr. Edgar González is that in 1979 Editorial Costa Rica, the most prestigious publishing house in the country, published his biographic story book titled *Mamita Garita: Cuentos* (Grandma Garita: Stories), the nickname with which his grandmother, Margarita Campos, had been known. The prologue to this book was written by the renowned Costa Rican author Isaac Felipe Azofeifa (1909–1997). Edgar's childhood and youth experiences are narrated in the book, in the context of the rural traditions of the first half of the twentieth century. Subsequently, he also tells about his hard process of integration into the urban world, which he successfully coped with as a student coming from the countryside to the capital city (González-Campos, 1979b).

Dr. Edgar González Campos passed away on September 11, 2001, in San José, on that tragic day which coincided in the world scene with the destruction of the Twin Towers of New York. As

opposite to this massive destruction, Edgar Gonzalez was a man who spent all his life building in many important fields. He thus deserves a just recognition for the meaningful influence he left in so many people, as well as in the Costa Rican institutional system.

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González-Moreyra, Raúl

Born *Lima, (Peru), 29 October 1934*

Died *Lima, (Peru), 22 November 2002*

Tomás Caycho-Rodríguez

Universidad Privada del Norte, Lima, Peru

Keywords

Peru · Psycholinguistics · Psychology of learning

Raúl González-Moreyra entered the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, Lima) in 1952. He began his university studies in Law and then moved to the newly created section of psychology and studied in parallel the undergraduate program in education. In 1964 he graduated with a B.A. and in 1965 he received the professional title of psychologist. Always in UNMSM in 1987 he obtained the Ph.D. (psychology, 1987).

He began his career teaching at his *alma mater*, to later teach at the Universidad Nacional Agraria de La Molina (National Agrarian University of La Molina), Universidad Peruana Cayetano Heredia (Cayetano Heredia Peruvian University), Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru), Universidad Nacional Federico Villarreal (National University Federico Villarreal), Universidad de Lima (University of Lima), Centro Peruano de Audición y Lenguaje (Peruvian Hearing and Language Center, CEPAL), and Universidad Femenina del Sagrado Corazón (Feminine University of the Sacred Heart), all in Lima. In all these universities, he taught courses such as general psychology, educational psychology, psychology of learning, thought and language, psycholinguistics, among others.

Along with his teaching work, he also served in the 1970s as academic director of the Instituto Nacional de Investigación y Desarrollo de la Educación (Institute for the Development of

Education, INIDE), advisor to the Education Reform Commission in the areas of teacher training and higher education. At UNMSM he was for years head of the Experimental Psychology Laboratory, head of the General Psychology Section, and director of the Instituto de Investigación Psicológica (Institute for Psychological Research; Velarde & Canales, 2006).

His contributions to psychology were focused on psycholinguistics, educational psychology, dissemination and conceptualization of psychology, as well as the epistemological and theoretical contributions of psychology (González-Moreyra, 2001; MacGregor et al., 1989). Based on these research topics, he published his most important book *Psicología del aprendizaje* (Psychology of learning, González-Moreyra, 1972), which has several reissues. Other publications of his have dealt with the formation of concepts in bilingual children, the evolution and psycholinguistic structure of the poetic function of language (González-Moreyra, 1988), the psycholinguistic and psychometric foundations of a short test of Quechua-Spanish bilingualism (a topic very little explored by the psychologists; González-Moreyra & Quesada, 1985), and the psycholinguistic development of verbal associations (González-Moreyra, 1984).

Apart from his recognized competence in the fields of learning psychology and psycholinguistics, González influenced Peruvian psychology by promoting an objective and, if possible, experimental approach of psychological phenomena.

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Goode de Garma, Elizabeth

Born *in Paysandú, Uruguay, February 3, 1918*

Died *in Buenos Aires, Argentina, December, February 16, 2003*

Ana Bloj
National University of Rosario, Santa Fe,
Argentina

Keywords

Argentina · Child psychoanalysis · Surgical psychoprophylaxis · Argentine Psychoanalytic Association · Pioneer

Elizabeth Garma was the daughter of Alfred Goode, English engineer, advisor to the English company *Hufnard Gautier*, and of Anita Rasmussen, Argentinean of Danish descent. She was born and lived in Uruguay until she was 3 years old, when her family moved to England again. She remained there until her puberty, settling then in Argentina.

The entry of Elizabeth Garma, usually known as Betty Garma, into the field of psychoanalysis differentiated her from the rest of the pioneers of the *Asociación Psicoanalítica Argentina* (Argentine Psychoanalytic Association, APA). In her case, her work as English teacher gave her access to the

incipient universe of children psychoanalysis in Argentina. Among her English students were Nora Rascovsky and Carlos Mario Aslan (1930–2009). It was they who stimulated her to begin her psychoanalytic formation and start her own analysis. Marie Langer (1910–1987) was her analyst from the year 1942.

In 1944, she started to work in the correction of the translation done by Arminda Aberastury (1910–1972) of Melanie Klein's book (1882–1960) *The psychoanalysis of children* [Klein, 1948]. In this period, she met who would later be her husband, Ángel Garma (1904–1993), one of the founders of the APA. She met him when he called her to translate some papers to present in New York.

Ángel Garma, Arminda Aberastury, and Marie Langer were the ones who advised her to start analyzing children instead of giving them English lessons. In 1945, she began to do research with Arminda Aberastury about the early development of children psychoanalysis. In 1947, she started to analyze children (Bloj & Vera, 2017).

Betty Garma had an important artistic vocation. She sang and acted in different radios and theaters of the city. Toward the end of the 1930s, she conducted a program in *Radio Excelsior* and sang in radio *El mundo* and in *Radio Nacional*.

In the middle of 1949, together with Ángel Garma, Teodoro Schlossberg, Arnaldo Rascovsky (1907–1995), and Matilde Wencemblat de Rascovsky she attended the *XVI International Psychoanalytic Congress*, the first carried out after the Second World War. There she personally met Anna Freud (1895–1982), Melanie Klein, and other outstanding members of the Kleinian Group, such as Paula Heimann (1899–1982), Betty Joseph (1917–2013), and Hanna Segal (1918–2011).

In 1953, she traveled to Europe with Ángel Garma for three months. She presented in London a paper referring to the analysis of a child with oral problems. In Rome, she gave a lecture about technical aspects of child analysis. During the same trip, after Melanie Klein learned that Betty Garma had analyzed a 21-month-old-child, Klein invited her to spend a season in London to work with her and her group. Betty

Garma accepted and in 1955 went back to London. She stayed there for a month and a half, holding daily meetings with Klein (Bloj & Vera, 2017).

In 1962, Arminda Aberastury published *Teoría y técnica del psicoanálisis de niños (Theory and technique of children psychoanalysis)*. This book gathers the experience of many children analysts who worked in APA, highlighting the transmission of the clinical aspects of the work with children that was under development. Betty Garma published there her article *Surgimiento de ansiedades analsadomasoquísticas enquistadas, por fracasos en la latencia* (Emergence of analsadomasochistic entrenched anxieties, due to latency failures) and was named as collaborator in the presentation of the book together with Susana Lustig de Ferrer (1934–2004) and Pola Ivancich de Tomas.

In 1974, 2 years after the death of Arminda Aberastury, Betty Garma founded the *Departamento de Psicoanálisis de Niños y Adolescentes “Arminda Aberastury”* (Department of Psychoanalysis of Children and Adolescents “Arminda Aberastury”) in the APA. She was also the promoter of the first studies program to obtain specialization in “Child Analyst” at the APA.

In 2001, she was declared *Illustrious Citizen* in the city where she was born, Paysandú, Uruguay (Carmen Garma, Betty Garma’s daughter, personal communication, March, 31, 2021).

Three innovative developments in Betty Garma’s work and practice allow us to place her as a pioneer in psychoanalysis. She was the first to analyze a very young child, 21 months old: He was the youngest child in the world that had been treated from a psychoanalytic approach. She performed the first presurgical treatment from a psychoanalytic perspective; she started the practice in surgical psychoprophylaxis in 1955 with two cases that had resounding success regarding the recovery in the postoperative outcome (Garma, 1992). She started to work with the first mothers’ orientation group in Argentina, at the APA offices on Juncal Street in the city of Buenos Aires (Gurman et al., 2003).

Other topics that aroused Betty Garma’s interest were related to psychosomatics, such as anorexia and other gastric disorders. She also dealt with the issues of adoptive children and

tuberculosis at Enrique Tornú Hospital, the first one in the city of Buenos Aires precisely devoted to tuberculosis. It is worth mentioning her reading “in a sexual perspective,” which together with a prevalence of interpretation over pedagogy, a predominance of a closeness viewpoint of the analyst to his patients, allowed her to assert that they can generate changes in the child even before any interpretation has been carried out (Garma, 1949).

Betty Garma was part of the first generation of child analysts in Argentina. Together with Arminda Aberastury, they immersed in the clinical practice with children at the same moment that it was in its beginnings in the center of the European psychoanalysis. They both produced innovative proposals in the field.

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- ▶ [Garma, Angel](#)
- ▶ [Langer, Marie \(Glas Hauser, Marie Lizbeth\)](#)

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Grabois, Jayme

Born *Buenos Aires (Argentina)*, 28 July 1908

Died *Rio de Janeiro (Brazil)*, 16 May 1990

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Federal Institute of Education, Science and
Technology of Rio de Janeiro [IFRJ], Paracambi,
Brazil

Keywords

Brazil · Management of institutions ·
Functional psychology · Psychology
laboratory

Before psychology was even established as a science and profession, Jayme Grabois had his name inscribed in the history of psychology in Brazil. Grabois' academic and professional role during the first half of the twentieth century was reported in different works of the field, such as in Penna (1985) and Campos (2007). In addition, his personal accounts, briefed by Centofanti (1982), are considered important to the development of the memory of the disputes that took place during the beginning of psychology in the country.

Jayme was the son of Jews who immigrated from Eastern Europe to Latin America in the beginning of the twentieth century. Born in Argentina, his family moved to Brazil when he was still a child. The Grabois brothers studied medicine, as their parents expected. Jayme started his undergraduate course in Bahia but finished it in Rio de Janeiro, at University of Brazil [Universidade do Brasil] that later became the Universidade Federal do Rio de Janeiro (Federal University of Rio de

Janeiro). In 1929, still in his early 20s, he started working at the Laboratório de Psicologia da Colônia de Psicopatas do Engenho de Dentro (Psychological Laboratory of the Psychopaths Colony of Engenho Novo), under the guidance of the Polish psychologist Waclaw Radecki, who besides assisting the patients developed scientific research and technical training for professionals involved in the area. According to Centofanti (1982), the laboratory had several state-of-the-art equipments, including esthesiometers, ergographs, denamometers, reflexometers, aesthiometers, tonometers, troposesthesiometers, chromatosthesiometers, tachistoscopes, mnemometers, polygraphs, and oscillometers, among others.

During the 1930s, working as Radecki's assistant, Grabois had the chance to meet Édouard Claparède (1873–1940) and Wolfgang Köhler (1887–1967) on the occasion of their visit to the country. Grabois was paramount to the spread of Claparède's ideas in Brazil. The first Brazilian edition of *L'Éducation Fonctionnelle*, one of Claparède's most important works, was published in 1933 under the title *A Educação Funcional* (The Functional Education) by Companhia Editora Nacional with translation and notes by Jayme Grabois.

In 1931, a group of Radeckis assistants published a number of articles in which they articulated applied psychology with areas such as education, law, and medicine. Centofanti (1982) explains that Grabois' article, focusing on the relation between medicine and psychology, shows the high-intellectual level of the workers of the laboratory. In 1932, two other works – “The Experimental Contribution to the Psychology of Conceptions” and “The Voluntary Formation of the Representations,” coauthored with Euryalo Canabrava (1908–1979) – were submitted to the 10th International Congress of Psychology, in Copenhagen. Even though there is no evidence that the articles have been published on the occasion of the conference, one of them was published in Brazil in 1936. The Institute of Psychology played an important role in Grabois' professional life as he worked in the Colony until 1937.

In 1937, relying on the law that created the University of Brazil, Grabois and Canabrava

founded the Institute of Psychology as part of the university. Hence, in 1937, Jayme Grabois became the first director of this new Institute, which was now located in the Academic area and was independent from psychiatry, working as a supplementary research member of the Faculdade Nacional de Filosofia (National Faculty of Philosophy). During his time as director of the institute, Jayme Grabois made an effort to develop the three axes that are now considered to be the tripod that supports the Brazilian University, i.e., teaching, research, and extension. His 1943 activity report makes reference to the development of scientific research, to teaching activities, and to applied psychology. Besides, the report alludes to the need of a major in psychology, an undergraduate course which was finally established in the 1960s. Other striking elements in Grabois' term as director of the Institute of Psychology of the University of Brazil [Instituto de Psicologia da Universidade do Brasil] concern his managing skills, such as his attentive care with the equipments – most of them had been part of the Psychological Laboratory of the Psychopaths Colony of Engenho Novo – and the maintenance of the library located in the headquarters of the Institute, downtown Rio de Janeiro.

Grabois was the director of the Institute for a decade and gathered a number of young intellectuals around himself and the institution. He was regarded at the time as a brilliant professor due to his remarkable rhetoric, and the easiness with which he could communicate with all. After he left the university, Grabois dedicated himself to being a clinical psychologist until the end of his life. Controversies surround the early interruption of his academic and institutional life. These controversies point out to the disputes that mark the institutional, affective, and political history of the beginning of psychology in Brazil.

One of Jayme Grabois' brother, Mauricio Grabois (1927–1973), was first a member of the Partido Comunista Brasileiro (Brazilian Communist Party) and later a member of the Partido Comunista do Brasil (Communist Party of Brazil). Mauricio served as an elected congressman in 1946, during the short period that the Communist Party was not outlawed. Jayme was also a member

of the Party but not an activist. Nevertheless, due to his relation to Mauricio, Jayme also became a target of the “marxist” scrutiny which set the tone of the time. According to Centofanti (1982), on the occasion of the renewing of his labor contract, the following personal information had been gathered: that he had received his membership card of the Communist Party during a public session at Clube Ginástico Português (Portuguese Sporting Club) that he had been the Dean of the Universidade do Povo (People's University), related to the Movimento Unificador dos Trabalhadores (Unified Labour Movement); that he had called the middle class to a political rally in an urban circulation area known as “Largo da Carioca”; and that he was the brother of Mauricio Grabois, a “red congressman.” Even though a political persecution was crystal clear, on the occasion of Jayme Grabois' being dismissed from the university, Antonio Gomes Penna, a former student of Grabois at the Institute La-Fayette, argues that the reasons for the dismissal were strictly bureaucratic, as the university started to request that directors of institutes be professors of the discipline related to them. Nilton Campos (1989–1963), also a former assistant of Radecki, became the new director of the Institute and served there until his passing. Despite being an enthusiast of Jayme Grabois, Penna (1985, p. 18) states that the doctor was not able to produce as much as he could have on account of his high qualification because “his excessive critical severity which did not spare even himself¹” ended up harming a career that “should have been radiant.” In 2008, on the occasion of the 100th anniversary of his birth, Jayme Grabois was awarded with a posthumous tribute in which he was readmitted at the Federal University of Rio de Janeiro in a ceremony conducted by Aloisio Teixeira (1944–2012) who served as dean at the time. Some years earlier, the Brazilian Ministry of Justice had declared Grabois a postmortem political amnestied, granting financial reparation to both his widower, Dinah Cohen Grabois, and his ex-wife, Golde Fildeman. The granted amnesty was a recognition that Grabois had been laid off from the Universidade do Brasil (University of Brazil) due to political persecution.

Even though his relationship to the academic aspect of psychology can be considered brief, Jayme Grabois showed his love to the profession and had his name included as one of the “pioneers” of this field in the country and contributed to its history and construction of memory. His bibliographic collection, with a number of books related to the world of psy-knowledge in different languages, was preserved by Dinah Grabois, who donated a series of volumes in order to add to the Jayme Grabois Collection of the Laboratório de História e Memória da Psicologia – Clio-Psyché (Laboratory of History and Memory of Psychology – Clio Psyché) of the Universidade do Estado do Rio de Janeiro (University of the State of Rio de Janeiro).

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- ▶ [Campos, Nilton](#)
- ▶ [Centofanti, Rogério](#)
- ▶ [Penna, Antonio Gomes](#)
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Grados Espinoza, Jaime Ángel

Born *Mexico City (México), 4 January 1942*

Juan Manuel Herrera Caballero
Autonomous Metropolitan University (UAM),
Mexico City, Mexico

Keywords

Mexico · Organizational psychology ·
Decision-making · Communication process

Grados received his Bachelor’s degree in Psychology from Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) in 1974. He also attended UNAM for both his Master (1979) and Ph.D. (2016) in Social Psychology.

His work has ventured into the world of production from industrial and labor psychology, to the integration of organization theory, as well as the different trends that exist within the history of administration. At the same time, his intervention work within companies has been developed without losing the identity of being a psychologist within an organization.

He has stood out for the application and adaptation of psychometric tests for companies, such as Inventario de Medición de Talento Humano (Human Talent Measurement Inventory) (IMETH) and the test of incomplete sentences with application to industry (FIGS), among others (Grados, 1988). He is an expert in topics that affect the improvement of productive practices like benchmarking, empowerment, outplacement, outsourcing, coaching, e-learning, etc., and the effectiveness of the administrative processes; these issues are seen from both, organizational psychology and the administration itself, and its virtue lies in the sensitivity toward the commitment of individuals with life and work.

Mental health is a critical factor throughout all of his contributions. Although his work is expressed through the papers that accompany the production and performance processes with quality, which require a high profile for the fulfillment

of the tasks that are carried out within an organization, in his theoretical contributions *he places in the first place the importance of having healthy individuals* in organizations with capabilities and abilities that aspire to have a better life.

He has updated the work developed by Frederic Winslow Taylor (1856–1915) and Henri Fayol (1841–1925), classical administration authors, as well as Jeffrey Pfeffer (born 1946), and Stewart Clegg (born 1947), among others, that have strengthened the organization theory *as an entity with structure*, functions, and its own strength that goes beyond the capacities of the individual who is able to face both the market and the production processes.

This intersection of *the needs and aspirations of the individual* with the demands of an organization is a scheme that Grados has been able to decipher in a practical and effective way of work, which, although remunerative for the organization, is also the same way for the individual.

A current concern that arises in the study of organizations is the effort that individuals allocate into their work and involvement with it. The solution has been oriented today, toward a better selection and recruitment of the organization personnel. In his contribution *La entrevista en las organizaciones (The Interview in Organizations)* (2017), he exposes the virtues of proposing a model for the classification and application of the interview in organizations from a propositional perspective under a systemic approach in order to face the demands of modern societies.

A very important factor in the workplace is teamwork, which according to Grados is summarized in “the relationship that is generated between well-communicated individuals and a healthy work environment; these two requirements will improve the quality of work, since a motivated individual gives his best effort” (Grados, 2017: 48). He does not see the individual and the organization as antagonistic, but as parts of a complementary machinery for an organization to function properly in the labor aspect. And it is here where the consulting skills of Grados, together with his vision as a social psychologist, help him with the

pertinent use of innovative tools for diagnoses within an organization (Grados, 2006a).

Therefore, according to all of his production, for Grados, *job satisfaction* is a set of attitudes and aptitudes toward work that can be described as the subject psychological disposition toward his job (what he thinks about it) which also implies a group of attitudes and aptitudes toward different elements, the result of different perceptions and expectations that employees have toward their work. Speaking about job satisfaction does not only refer specifically to employment, but it also implies different variables of the labor context (Grados, 2006b).

The idea of reciprocity through a transaction mechanism means giving and receiving is fundamental for the performance of individuals within the organization. All social interaction has a price, where they try to have a better relationship for themselves, that is, individual interaction consists of sanctions and rewards, and the response of each individual to the other in accordance with the “retribution” that each one receives. What is done, and how much is done, depends on the quantity and quality of the reward obtained. This is how Grados has carried out effective work throughout his life in companies and universities, through the training of human resources and has not ceased to focus also on profitable work and healthy life for individuals within of organizations.

Jaime Grados is the founder of Sociedad de Psicología Aplicada, A.C. (Society of Applied Psychology, C.A.), former president and vice president of Asociación de Psicólogos Industriales A.C. (Association of Industrial Psychologists, C.A.) and vice president of Asociación Mexicana de Capacitación (Mexican Training Association), as well as president of Asociación de Psicología Industrial A.C. (Industrial Psychology Association, C.A.). Since 1972, he has been a full-time professor at UNAM; in 2008, he received the Premio Mexicano de Psicología (Mexican Prize for Psychology) Federación Nacional de Colegios, Sociedades y Asociaciones de Psicólogos de México (National Federation of

Boards, Societies and Associations of Psychologists of Mexico) (FENAPSIME) for his contributions to the psychology of work.

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Granero, Mirta Graciela

Born in Rosario (Argentina), November 17, 1941

Miguel Gallegos

Pontificia Universidade Católica de Minas Gerais, Belo Horizonte, Brazil

Universidad Nacional de Rosario, Rosario, Argentina

Consejo Nacional de Investigaciones Científicas y Técnicas, Buenos Aires, Argentina

Keywords

Argentina · Sexology · Psychotherapy · Cognitive-compartmental

Mirta Graciela Granero is the daughter of Serafin Granero and María Irma García and grew up in a typical middle-class Argentinean family of Spanish descent. Her father was a salesman and her mother a housewife. When studying psychology in 1962, at the age of 21, she met her partner J. Ricardo Musso (1917–1989). Musso had been Principal of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the Universidad de Buenos Aires (University of Buenos Aires) and later Principal of the School of Psychology in Rosario. They had a daughter, Silvana Musso, who followed her parents' footsteps in the field of psychology. The Musso-Granero formed a couple out of love, respect, and mutual interests in parapsychology, psychology, and the problems arising from sexuality.

For many years, they worked together, organized groups of study, created institutions, and published a large number of scientific papers. Their home and their extensive home library were open to university professors and students alike. Mirta's sister, María Cristina Granero, also graduated in psychology from Rosario and shared scientific and other professional activities with the couple.

Mirta Granero graduated as a teacher from Escuela Normal N° 1 de Rosario (Rosario's

Normal School N° 1) in 1959 and dedicated several years of her teaching career to working with children with functional diversity. Later, in 1968, she obtained her degrees in Psychologist and Professor of Psychology at the Universidad Nacional del Litoral (National University of the Litoral). For her postgraduate studies, she focused on sexual education, behavior analysis and modification, cognitive-behavioral psychotherapy, and research methodology.

Initially, she felt strongly attracted to statistics and paranormal phenomena. With Ricardo Musso, she conducted a number of parapsychological studies that gained international notoriety that led them to establish a close relationship with the founders of US parapsychology: Joseph B. Rhine and Louisa Rhine from Duke University. Several invitations to the USA followed (Granero, 1994b; Musso & Granero, 1973; Parra, 2010). Nevertheless, her professional trajectory included other activities such as university professor, human sexuality researcher, cognitive-behavioral psychotherapist, and sexuality educator. She got accredited as Behavior Analyst from the Asociación Latinoamericana de Análisis y Modificación del Comportamiento, ALAMOC (Latin American Association of Behavioral Analysis and Modification) in 1986. In addition, she was accredited as a clinic and educational sexologist by other important national and Latin American Institutions.

Granero has been a professor of numerous specialization courses and an invited keynote speaker to multiple Latin American countries such as Argentina, Bolivia, Chile, Colombia, Mexico, Paraguay, Peru, and Uruguay. Furthermore, she also obtained numerous scholarships and received many distinctions for her scientific works and her professional trajectory in Argentina and Perú. One highlight is the Lifetime Trajectory Medal awarded by the Federación Latinoamericana de Sociedades de Sexología, FLASSES (Latin American Federation of Societies of Sexology and Sexual Education), in 2016.

Granero has been a founder of various scientific societies related to her specializations such as the Instituto Rosarino de Parapsicología (Rosarian Institute of Parapsychology: 1973–1977), the Instituto

de Estudios Contemporáneos (Institute of Contemporary Studies: 1972–1976), the Instituto de Psicoterapias Modernas (Institute of Modern Psychotherapies: 1972–1976), the Asociación Rosarina de Educación Sexual y Sexología, ARESS (Rosarian Association of Sexual Education and Sexology), in 1976, the Instituto Kinsey de Sexología de Rosario (Kinsey Institute of Sexology in Rosario), in 1983, and the Federación de Sexólogos Argentinos (Federation of Argentine Sexologists), in 1998.

From 1976 to 1983, Argentineans lived under a military dictatorship that curtailed civil and political rights and committed gross human rights violations. Public national universities and psychology programs were greatly disrupted. Subject areas were ideologically controlled and censored, while countless professors were purged, persecuted, detained, and even disappeared.

In Granero's case, she was terminated as a university professor and endured political imprisonment for many months. In addition, many institutions she founded were shut down during the military dictatorship. Still, regardless of the socio-political climate, in 1976, together with colleagues, she created the Rosarian Association of Sexual Education and Sexology, where she served as part of its board of directors until recent times, leaving the presidency in 2020. The motto of this foundation was: "Ante tanta Muerte, la sexualidad es Vida," which translates into "In the face of so much death, sexuality is life."

During the time of the dictatorship, she dedicated herself to private practice and furthered her education into new perspectives of Behavioral Cognitive psychotherapy. Despite the repressive context in such a dictatorship, she managed to continue her studies about human sexuality. When she got out of jail and joined her partner Musso, they both taught a course of Behavioral Psychotherapy, probably one of the few existing in the country in that therapeutic line in the 1970s; it was developed at the Institute of Contemporary Studies, which was forced to close due to the dictatorship.

Among her professional duties, she is recognized for her leadership and active participation as board director and member of multiple sexology

societies in Argentina and Latin America. In addition, she organized multiple scientific events about sexology across the region. She was a well-known trainer of new generations of sexologists, therapists, and professionals in the health field, particularly in psychology.

Granero has had an important connection with the university context of Rosario, being among the first generations of psychology graduates in the city. It should be noted that the first undergraduate Program in Psychology in Argentina was founded in the city of Rosario in 1954 (Gallegos, 2005; Gallegos and Berra 2016). At that institution, Granero taught psychostatistics (1963–1966), general psychology (1972–1974), and later in research methodology in psychology (1972–1974/1988–2014).

At the Facultad de Psicología (Faculty of Psychology) at the Universidad Nacional de Rosario (National University of Rosario), she developed and taught the first courses on Sexology and Cognitive Behavioral Therapy. In 2017, she started teaching a specialty in Cognitive Behavioral Psychotherapy at the same university. She served as director of research projects that included pioneering studies on sexuality in mental disability, homosexuality, and gender issues in the early 1980s in Argentina (Milanesio, 2019). Other research focused on the personal lives of psychotherapists, HIV/AIDS, and human sexuality. She served as the director of several postgraduate theses of numerous professionals in the health field in Argentina. Within the Kinsey Institute of Sexology, she directed more than 20 specialized postgraduate courses and trained more than 700 sexologists.

After retiring from university professorship, Granero continued to be very active as a lecturer, member of professional societies, writer, and private practice therapist. She is recognized as one of the pioneers in the field of research and professional practice of human sexuality and cognitive behavioral therapy in Argentina.

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Greve Schlegel, German

Born *in Valparaíso (Chile) on November 19, 1869*

Died *in Santiago (Chile) on September 5, 1954*

Mariano Ruperthuz Honorato
Universidad Andrés Bello, Santiago, Chile

Keywords

Chile · Psychoanalysis · Mental hygiene · Sigmund Freud

German Greve Schlegel was born in Valparaíso, the principal port of Chile, in 1869, the place where he did his primary studies. His family, of German origin, in 1882, moved to the capital, Santiago de Chile, the city where Greve lived until he died in 1954. His student training was carried out in the principal establishments of the country: the *Instituto Nacional* (National Institute), where he attended high school, and the *Universidad de Chile* (University of Chile), where he entered in 1886 to carry out his university studies. Following a family tradition, he graduated as a pharmacist first in 1889 – his father, Germán Greve Lemcke, graduated as a pharmacist at the University of Rostock (Germany) – and then on October 3, 1892, he also graduated as a physician at the University of Chile.

Germán Greve's relationship with the study of mental illness began as soon as he received his medical degree. At the beginning of 1893, Greve, 24 years old, was commissioned by the Government of Chile to tour Europe to learn about the advances in the construction of asylums and the use of electrotherapy. His five-year stay (1893–1898) allowed him to visit different clinics and universities in Germany, Austria, and France; he is said to have worked in the laboratory of the physiologist Rudolf Virchow (Greve Silva, 1969). The findings of his European trip were published in *Revista Médica* Medical (Medical Journal) 1894 and 1895. Greve pointed out that Charcot used electrical discharges to stimulate those areas of the nervous system where the “invisible lesions” of hysterical patients were located (Greve, 1895).

Entering into contact with Sigmund Freud in 1894, at the Congress of German naturalists and doctors in Vienna (Molnar, 2011; Ruperthuz, 2014). Back in Chile, Greve became an enthusiastic diffuser of psychoanalysis, but he had to face the criticisms that the medical circle made of Freudian theories. The critics of Freud ideas claimed that these ideas could present a social danger because of the very concept of the unconscious apparently freed individuals, primarily criminals, from the responsibility of their acts. Furthermore, in emphasis on the sexual – pansexual – element of psychoanalytic theory and the low somatic support of its conclusions, were critical points for Chilean doctors (Plotkin & Damousi, 2009; Plotkin & Ruperthuz, 2017).

Greve's immortality in the psychoanalytic world came about thanks to Freud's mention of his historical work in 1914 (Freud, 1914/ 1917). Four years earlier, in Buenos Aires, Greve presented in the *Congreso Internacional Americano de Medicina e Higiene* (International Congress of American Medicine and Hygiene) his work entitled *Sobre psicología y psicoterapia de ciertos estados angustiosos* (About Psychology and Psychotherapy of certain anguishing states) (1910), in which he presented psychoanalysis, detailed the main points of the theory, and explained the specificities of the Freudian technique. Interestingly, Greve, in this work, tried to reconcile the

work of Sigmund Freud and Pierre Janet, demonstrating the predominance of the latter in the Latin American medical environment (Ruperthuz 2012). Freud ignored that and noted: “A doctor from Chile (probably a German) appeared at the International Congress in Buenos Aires, in 1910, and spoke on behalf of the existence of infantile sexuality and praised the results of psychoanalytic therapy in obsessions” (Freud, 1914/ 1917, p. 22).

Freud’s reference complemented his commentary in the *Zentralblatt für Psychoanalyse* (Central Journal of Psychoanalysis) (Freud, 1911). For Greve, the analysis was a powerful research tool, and it was sure to bring relief to patients, but it had to overcome problems associated with its extension over time and the need for intelligent and committed patients. Beyond his work in Buenos Aires, Greve did not remain affiliated with psychoanalysis or at least did not republish anything on the subject. He turned to private psychiatric practice, participated in the field of criminology as an expert, and was an active member of the *Asociación de Beneficencia Pública* (Association of Public Charities) since 1918. In this field, he was Director, for twenty-three years, of the *Beneficencia Pública* (Journal of Public Charity), being renamed, in the 1930s *Revista de Asistencia Pública* (Journal of Public Assistance), and demonstrated the professionalization of the field. He was also subadministrator of Public Assistance and administrator of hospital services, establishing himself as a great exponent of the ideas of mental hygiene (Amunátegui et al., 1918; Greve, 1923; Ruperthuz, 2016).

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Grünspun, Haim

Born *Romania*, 16 August 1927

Died *São Paulo (Brazil)*, 22 October 2006

Agda Malheiro Ferraz de Carvalho
Pontifícia Universidade Católica de São Paulo
(PUCSP), São Paulo, Brazil

Keywords

Brazil · Child psychiatry · Child psychopathology · Foundation of associations

The psychiatrist Haim Grünspun, who occupied seat number 19 in the Academia Paulista de Psicologia (Paulista Academy of Psychology) (Ades, 2008), was born in Romania in 1927. The marks of his formation in Jewish culture can be seen in his autobiographical work entitled “Trem para o hospício” (Train to the hospice) (Grünspun, 1980), in which he reports his arrival in Brazil at the age of five and describes two of his paths: the academic – university education – and by public transport to get to Franco da Rocha, a municipality in Greater São Paulo, trips he made by train with other medical colleagues to the psychiatric hospital where he carried out practical studies, to become a doctor with a specialty in psychiatry. He graduated in Medicine by the Universidade de São Paulo (University of São Paulo) in 1952 and completed his residency in psychiatry in 1956. He also studied at Law school, graduating in 1970.

He began his teaching career, giving subjects relevant to psychology at the Psicologia na Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo) and Instituto Sedes Sapientiae (Sedes Sapientiae Institute), where he was for more than two decades – from 1953 to 1975, focusing on the social dimension of children and adolescents. At the same institution, he created the Psicoterapia Lúdica (Ludic Psychotherapy) course in 1953.

Grünspun conducted research on families, professional guidance, neuropsychiatric, and psychopathology and recorded them in twenty books that demarcate both the individual’s place and what matters, according to him, for his constitution: his history, his relations with the cultural environment, his lifetime, and their biological and social conditions of existence. A pioneer in child psychiatry studies in Brazil, Grünspun defended the psychological dimension as a standard for the construction of children’s behavior, as the concept of not considering issues of the physical body as unique to health and/or disease. Brazil only enacted the Estatuto da Criança e do Adolescente (Child and Adolescent Statute) in 1990. In this sense, before this date, Haim Grünspun’s definitions about this audience already guided the defense of children and young people as subjects with rights and needs.

Haim valued the exchange of information, evaluations, and opinions between multiple professionals, such as lawyers, physicians, psychologists, etc., building a systemic view of individuals. The significant number of editions of his works demonstrates how much his ideas have contributed to studies on children.

He has published more than 50 articles in scientific journals on three main lines: autobiographical records, childhood disorders, and family relationships. Research on children’s disorders has addressed, over time, three points: psychiatric disorders in 1961, neurotic disorders in 1965, and psychosomatic disorders in 1980. The function of schooling and the role of teachers in human development were present in his works. The foundation of Escola de Pais (Parents School), an institution cocreated in the 1960s, and the foundation of Associação Brasileira de Neurologia e Psiquiatria Infantil (Brazilian Association of Neurology and Child Psychiatry) confirm this aspect of his performance and professional attention in the field of psychology.

Haim Grünspun’s notes on the development and interactions of children and young people were based on evidence from psychometrics, such as tests and scores to measure resilience, quantitatively and qualitatively pointing out the profile of the analyzed child and their conditions of being resilient in adverse situations, an approach that guided his latest studies and contributed to a new perspective on the subject. Haim contributed to the initial and continuing education of many professionals from various fields of knowledge, such as education, health, and law, regarding family relationships, individual development, psychopathological conditions, gamification, and conflict mediation.

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Guardia-Mayorga, César Augusto

Born *Lampa (Ayacucho, Peru)*, May 15, 1906

Died *Lima (Peru)*, October 18, 1983

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Keywords

Peru · Marxist psychology · Teaching of psychology

César Augusto Guardia-Mayorga studied at the Universidad Nacional de San Agustín (National University of San Agustín, UNSA, Arequipa),

obtaining a Ph. D. in 1937, the year in which he joined the teaching profession in his *alma mater* (history of philosophy and general and developmental psychology).

At the beginning of 1952 during the military government (1948–1956) of General Manuel A. Odría (1897–1974), he was removed from university due to his leftist political position. He goes into exile in Bolivia and restarts his teaching work at the Universidad Mayor de San Simón (Major Saint Simon University, Cochabamba). In 1956 he was granted amnesty, but with the impediment of exercising university teaching in the country. After a period of unemployment, in 1960 he began to teach psychology and philosophy at the Universidad Nacional de Huamanga (National University of Huamanga, Ayacucho) but was separated in less than a year because his Marxist thought was very influential among students. In 1963 he was arrested by the police. Released, he began to teach at the Universidad San Luis Gonzaga (Saint Luis Gonzaga National University, in Ica, south of Lima) between 1963 and 1967, when he retired because he had reached retirement age.

Guardia Mayorga developed his work taking dialectical materialism as the guiding thread, both in scientific and social and political matters (Arias, 2016). He defended the vindication of the Peruvian autochthonous race and the revaluation of the indigenous culture, for this reason he published a Quechua-Spanish and Castilian-Quechua dictionary (Guardia-Mayorga, 1959) and a book on Quechua grammar (Guardia-Mayorga, 1973). With these works, he presents himself as a pioneer of intercultural and bilingual education and psycholinguistics.

Author of a large number of books that dealt with psychology, philosophy, the Quechua language, and also historical aspects, Guardia Mayorga had a checkered academic career due to his political positions. In the case of psychology, the influence of Pavlov's ideas and Marxism is recognized in his work (Guardia-Mayorga, 1967).

Guardia Mayorga's work has been described as an emancipating psychology with a dialectical materialist stamp (Oliveros, 2010), and even as a predecessor of liberation psychology, for having anticipated the notions and concepts of Ignacio Martín-Baró (1942–1989) (Cornejo, 2016).

Cross-References

► [Martín-Baró, José Ignacio](#)

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Guenther, Zenita Cunha

Born *Cruzeiro/SP – Brazil, on June 19, 1937*

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Keywords

Brazil · Humanist · Endowment · Talent

Zenita Cunha Guenther is a Brazilian psychologist dedicated to the field of special education,

specifically to the study of gifted and talented children. She graduated in psychology in 1969, completed a Masters in Guidance and Counseling in 1972, and a Ph.D. in 1977 in educational psychology, all courses taken at the University of South Florida, the USA. She held a postdoctoral degree in 1995 at Purdue University.

Her professional and academic career was strongly influenced by the relationship established with the psychologist Helena Antipoff. Although Zenita was born into a low-income family, she and her nine brothers (with two adopted brothers) were supported and encouraged to study. At age 12, she was selected in the campaign promoted by Helena Antipoff, “Cérebros da Educação” (Education Brains), to enter as a student at Fazenda do Rosário, in the rural normalist course. After completing the course, she was invited to stay at the farm and teach for the annex class, created for the pedagogical practice of the normalists. Between 1957 and 1958, she was classified for the Technical Course of School Guidance and Administration at the Minas Gerais Education Institute, later transformed into a pedagogy course. At the request of Helena Antipoff, she was an assistant at the Édouard Claparède (1873–1940) Bio-socio-psychopedagogical Studies Laboratory, founded in 1959 at the Instituto Superior de Educação Rural at Fazenda do Rosário. In 1962 she was selected for a fellowship in the USA, in the Alliance for Progress Program (1962–1963), where she completed a specialization in preschool education at Indiana University. She returned to Brazil, to a scholarship requirement, to work in the country for two years. Afterward, she returned to the USA, where she completed her undergraduate and master’s degrees. After her master’s degree, she joined the Federal University of Minas Gerais (UFMG) as a professor. She participated in the creation of the Masters in Education in 1972. In 1973 she returned to the USA for her doctorate. She remained at UFMG until her retirement in 1983.

She is the author of 20 books and about 100 papers, published in scientific magazines and journals in Brazil and abroad. Her academic production is focused on the theme of the gifted and talented. She collaborates as a speaker, guest lecturer, and visiting professor at universities,

colleges, and teacher preparation entities in the various states of Brazil and in other countries. In 1992, she founded the Center for the Development of Potential and Talent (CEDET) in the city of Lavras, Minas Gerais, Brazil, recognized by the European Council of High Capacity as a Center for Talent Development. One of CEDET's objectives is to identify superior talents and capabilities, in addition to providing follow-up and stimulation of their potential. At CEDET, differentiated activities are carried out with students, based on the values of humanism and in different areas of knowledge (Guenther, 2007). Her foundation received the support of the Rotary Club Sul de Lavras and remains active today. The CEDET model has spread to other Brazilian cities such as Poços de Caldas (MG), Palmas (TO), Vitória (ES), São José dos Campos (SP), and Assis (SP) (Ragni & Costa, 2011).

The concept of gifted and talented, surpassing the concept of super endowment, was already present in the work of Helena Antipoff. Shortly before her death, Antipoff, together with Guenther and others, established the “Wednesdays Group,” in which various themes were discussed, including the issue of nonrecognition of students with these characteristics in the Brazilian educational system. For Guenther, it would be essential to work to recognize these particularities, which, according to her, are not “super” (Guenther, 2016). Guenther defended the idea of the need to work with individual plans and the identification of talented children's interests and preferences so that they could be motivated in the learning process (Guenther, 2007). For Zenita, the school is the ideal place to identify the gifted, as the family tends to value only verbal intelligence, disqualifying nonlinear intelligence, one that only needs the context, “where the person observes the whole and sees possibilities” (Ferreira & Barboza, 2008). The contribution of Zenita Guenther's work to psychology in Brazil can be attested to its national and international recognition. Her biography was included in the “Who is Who in the World” in 2006. Her name has established itself as one of the main references in the field of gifting and talent, both in Brazil and in other countries.

Cross-References

► [Antipoff, Helena Wladimirna](#)

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Guerra Vega, Luis Aquiles

Born *Huancayo (Peru), May 12, 1909*

Died *Lima (Peru), February 20, 1988*

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Keywords

Peru · Psychiatry · Counseling

Peruvian psychiatrist. He entered the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM) in 1928, studying the first 2 years at the Facultad de Medicina de San Fernando (San Fernando Faculty of Medicine), after which he traveled to Germany and entered the Ludwig-Maximilian-Universität (Ludwig Maximilian University, Munich), studying biology, and between 1935 and 1938 also at the universities of Vienna, Berlin, to specialize in psychiatry.

He returned to Peru in 1940 and revalidated his medical studies, after which he joined the Chair of Psychiatry at the UNMSM directed by Honorio Delgado (1892–1967), with whom he collaborated closely until 1955. One of his most important contributions was, together with Delgado, the “Guideline for psychiatric clinical history” (Delgado & Guerra, 1950; Salaverry & Delgado, 2000), which was used for years. For 25 years, he worked at the Hospital “Víctor Larco Herrera” (Víctor Larco Herrera Hospital). In 1954, he was one of the founders of the Sociedad Peruana de Psicología (Peruvian Psychology Society). In 1973, he got a doctoral degree in education (UNMSM), which awarded him the title of Professor Emeritus in 1982.

In 1941, the Ministry of Education of Peru formed a commission made up of Julio Chiriboga (1896–1956), Luis Aquiles Guerra and Walter Blumenfeld (1882–1967) to formulate the proposal for the organization of an institute that would be in charge of the comprehensive study of children and adolescents and suggest the

technical standards of education in Peru. As a result of this work, the Instituto Psicopedagógico Nacional (National Psychopedagogical Institute) was created, to which prominent specialists were incorporated, among them Guerra (who was in charge of the Departamento de Paidología Especial (Special Paidology Research Department). The Institute, over the years, became an institution that promoted research in developmental psychology and pedagogy.

Immediately after his retirement from the Faculty of Medicine, he joined the Faculty of Philosophy and Humanities of UNMSM, dedicating himself to teaching Counseling and Psychological Orientation courses, and proposing the creation of the Consultorio Psicológico (Psychological Clinic), which took place on October 29, 1957, initially dedicated to the attention of the university students but that, over the years, has expanded its work outside the university walls (Orellana et al., 2007). Later incorporated to the Faculty of Education, Guerra took charge of the Mental Hygiene and Psychopathology courses.

The work of Luis Aquiles Guerra has been of great importance in the field of educational psychology in Peru, both in terms of research and in treatment and prevention. It also played a very important role in the training of specialists in the field of pedagogy and educational psychology (Alarco, 1989; Alarcón, 2000).

Cross-References

- ▶ [Blumenfeld, Walter](#)
- ▶ [Guerra Vega, Luis Aquiles](#)

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Guerreiro Ramos, Alberto

Born *in Santo Amaro (Brazil) on September 13, 1915*

Died *in Los Angeles (USA) on April 06, 1982*

Hildeberto Vieira Martins
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Keywords

Brazil · Sociology · Brazilian black movement · Race · Psychodrama

Alberto Guerreiro Ramos is the son of conductor Víctor Juvenal Ramos and washerwoman Romana Guerreiro Ramos. After the death of his

father, he moved with his mother to Salvador, the capital of the state of Bahia, and began his literary career by the age of 17, working for the Bahian newspaper *O Imparcial* (The Impartial). Around that time, he participated in the Ação Integralista Brasileira, AIB, in Portuguese (Brazilian Integralist Action), a conservative and ultra-nationalist fascist-oriented political movement, joining its Catholic-inspired wing. Due to his journalistic activities, he also took part in several social movements in Bahia, which strengthened his personal and political relationships with eminent figures of the Bahian elite. His first book, “The drama of being two” was published in 1937, with poems of strong religious inspiration. During the period of Landulfo Alves de Almeida’s interventionist administration (1893–1954, in office 1938–1942) in the state of Bahia, he received a scholarship to study social sciences at the Faculty of Philosophy of the University of Brazil (UB) and settled in Rio de Janeiro, the country’s capital at the time, in 1939. In the federal capital, he proceeded with his law studies, graduating in social sciences from the National Faculty of Philosophy in 1942 as well as from the National Faculty of Law of the UB in 1943.

He remained in Rio de Janeiro after being appointed by Custódio Sobral Martins de Almeida as interim administration technician in the Administrative Department of the Public Service (DASP), giving sociology courses in that institution and contributing to the *Revista do Serviço Público* (Public Service Magazine), the oldest periodical focused on themes related to Brazilian Public Administration. After passing the civil service entrance examination, he was approved in 1949 for the position of administrative technician in the permanent staff of the DASP. In 1951, he held an advisory position in the Civil House under the government of President Getúlio Dornelles Vargas (1882–1954, in office 1930–1945), designated by Rômulo Barreto de Almeida (1914–1988). He remained in this position until 1954. He was the founder and dean of the Brazilian School of Public Administration of the Getúlio Vargas Foundation (EBAP/FGV), the first public administration school in Brazil and Latin America, created in 1952. There he taught sociology courses and

delivered training in public administration. He also joined the “Group of Itatiaia” (*Grupo de Itatiaia*), formed in 1952 by intellectuals who reflected upon the defense of the Brazilian State, its development, its rationalization, and public management. Its participants – Hélio Jaguaribe de Mattos (1923–2018), Roland Cavalcanti de Albuquerque Corbisier (1914–2005), Cândido Antônio José Francisco Mendes de Almeida (1928–), Nelson Werneck Sodré (1911–1999), among others – founded the Instituto Brasileiro de Economia, Sociologia e Política, IBESP (Brazilian Institute of Economics, Sociology and Politics) in 1953 and edited the magazine *Cadernos do Nosso Tempo* (The Notebooks of Our Time) – (1953–1956). In 1955, this Institute became the Higher Institute of Brazilian Studies (ISEB), which was the promoter of the Brazilian national developmentalist ideology, and in which Guerreiro Ramos was the director of the sociology department.

In 1954, Guerreiro Ramos published the book *The Brazilian Primer of the Apprentice Sociologist: Preface to a National Sociology*, which was later republished, in 1957 and 1995, with a new title: *A Critical Introduction to Brazilian Sociology*. The book was practically ignored at the time of its release but was later regarded as being quite innovative, addressing topics scarcely discussed in Brazilian and Latin American sociology. Guerreiro Ramos was Brazil’s delegate at the XVI UN General Assembly in 1961, discussing the importance of trademark and patent law. He ran as a candidate for Federal Deputy of the State of Guanabara in 1962 for the Brazilian Labor Party (PTB), assuming a mandate in the 1963–1967 legislature on August 21, 1963, as a substitute for Congressman Rubens Berardo. In congress, he presented the first legislative bill on the professionalization of administration technicians on September 4, 1963 (Project n° 984/1963), which ultimately resulted in the law that regulated the administration technician profession (law n° 4769 / 1965).

He lost his mandate on April 17, 1964, because of the installation of the Military Dictatorship, which enacted the Institutional Act No. 1 (of April 9, 1964) that revoked legislative mandates and

suspended political rights for a period of 10 years – the military dictatorship as a whole lasted from 1964 to 1985. Because of this suspension and of the publication of the book *Administration and Development Strategy: Elements of a Special Sociology of Administration*, he settled in the United States of America in 1966 and began teaching in the public administration doctoral program of the University of Southern California (USC). After the promulgation of the Amnesty Law (n° 6683 / 1979), he returned to Brazil and became a professor at the Federal Universities of Santa Catarina (UFSC) and the Federal University of Paraná (UFPR).

Guerreiro Ramos was also a member of the Teatro Experimental do Negro, TEN, in Portuguese (Black Experimental Theater), the main Brazilian black movement of the 1940s and 1950s. In it, he devised proposals on the role of black people and how it would be possible to build a new social reality for them, based on the psychodynamic model. During this period, he wrote for the newspaper *Quilombo* (from 1948 until 1950), participated in the organization of the National Black Conference (1949) and the 1st Brazilian Black Congress (1950), together with Abdias Nascimento (1914–2011) and Edison de Souza Carneiro (1912–1972). At this Congress, he presented a thesis proposing that UNESCO “evaluate the possibility of organizing an International Congress on Race Relations” to develop sociological and psychological strategies with the support of the TEN, as a way to minimize or eliminate racial discrimination in the country (Nascimento, 1982, p. 235). Within the TEN, he also held the position of director of the Instituto Nacional do Negro, INN (Black National Institute), one of the entities responsible for giving courses in the areas of education, culture, and professional training for black people, which were perceived at the time as fundamental sectors for the improvement and social ascension of the black population.

Guerreiro Ramos can be considered as the pioneer of the use of psychodrama in Brazil, since he used psychotherapeutic practices through the social technique that he named “Group Therapy,”

which was applied to treat the suffering and distress of the black population. The technique was based on the psychodrama and sociodrama model developed by Jacob Levy Moreno (1889–1974).

Guerreiro Ramos' main intellectual influences were Jacques Maritain (1882–1973), Nicolas Berdiaeff (1874–1948), Karl Mannheim (1893–1947), Karl Marx (1818–1883), Émile Durkheim (1858–1917), Donald Pierson (1900–1995), and in particular Max Weber (1864–1920). Guerreiro Ramos got married on March 31, 1947, with Clélia Calazans Rodrigues de Paula, a librarian who worked at the DASP and took on his surname, Guerreiro Ramos. They had two children. Alberto Guerreiro Ramos passed away at the age of 67 in Los Angeles, California, victim of cancer.

In short, Alberto Guerreiro Ramos can be considered as the introducer of psychodrama and group therapy in Brazil, as well as of its use for treating the symbolic and social effects of the widespread whitening process in Brazilian society. He analyzed and countered this process through his theory of a “social pathology of the Brazilian ‘white’,” a problem initially introduced in his book *The Brazilian Primer of the Apprentice Sociologist: Preface to a National Sociology* (published in 1954. The author was also one of the first psychosociologists to point out the subjective effects of colonialism both in Brazilian and Latin American scientific production, criticisms which he presented during the II Latin American Congress of Sociology, which took place in São Paulo, in July 1953. His criticisms are described by means of “seven recommendations,” which were presented at that Congress and were rejected. The material got republished a year later in the book *The Brazilian Primer of the Apprentice Sociologist*). His work on these two subjects are being reviewed and reread by a significant portion of the Brazilian black movement. Another significant aspect of Guerreiro Ramos' work is his contribution to Brazilian public administration and to the national development project, which resulted in the reading and discussion of his work in administration courses even at the present moment.

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Guerrero, Luis Juan

Born *Baradero, Buenos Aires, 8 February 1899*

Died *Mar de Ajó, Buenos Aires, 27 February 1957*

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Keywords

Argentina · Philosophy · Psychology program · Aesthetics · Ethics

Luis Juan Guerrero studied at the Colegio Nacional de La Plata (National High School of La Plata), in Buenos Aires province, where he finished his high school in 1915. Afterward, he traveled to the United States where he stayed for two years in order to study natural sciences. When he returned to Argentina, he actively set in the movement that later introduced the University Reform, in which he integrated the most radical wing, the anarchist. At the same time, he collaborated with activists of syndicalism, helping them with the press activities in the

newspaper *La Protesta* and the publisher “Argonauta” (Russo de Fusari, 1971). In those years he began medical studies which eventually he dropped out to engage fully in Philosophy. In 1923, he travelled to Germany and lived in Europe until 1927. During his stay there, he studied at the Universities of Berlin, Marburgo, and Zurich getting fully involved in the philosophy of Franz Brentano (1838–1917) and Edmund Husserl (1859–1938). In Marburgo he attended lessons with Martin Heidegger (1889–1976), Paul Natorp (1854–1924), and Nicolai Hartman (1882–1950). Also, he met Hans-Georg Gadamer (1900–2002). He witnessed first-hand the publications of *Being and Time* (Heidegger, 1927/1962) and took part in scientific events related to philosophy and psychology in France, Belgium, Austria, Italy, and Spain. On July 11th in 1925, he presented his doctoral dissertation at the University of Zurich on *The Genesis of a General Theory of Values in Contemporary Philosophy*, published in German two years later (Guerrero, 1927). He obtained a degree as a PhD *magna cum lauden*, becoming the first Argentinian to get a doctoral degree in philosophy at an European university (Ibarlucia, 2008; Trías, 1971).

In 1928, he came back to Argentina and started his career as a university teacher and researcher, focusing on his three main topics of interest and at which he had a vast domain: Ethics, Aesthetics, and Psychology. In this very same year, he was appointed Professor of Philosophy at the Instituto Nacional del Profesorado Secundario (National Institute of High School Teachers) of Buenos Aires. In 1929, through public contest proceedings, he obtained the position of Professor of Aesthetics at the Facultad de Humanidades y Ciencias de la Educación (Faculty of Humanities and Educational Science) at the Universidad Nacional de la Plata (National University of La Plata). He was designated Inspector at the Facultad de Humanidades y Ciencias de la Educación (Faculty of Humanities and Educational Science) in Paraná, where he remained until September, 1930.

In 1936, he was appointed Director in the Instituto de Filosofía (Institute of Philosophy) at the Universidad de Buenos Aires (University of Buenos Aires, UBA), where he reorganized its activities and boosted the Publications Department. In 1945, he was granted the Chair of Aesthetics at the University of Buenos Aires. In 1949, he worked as Chief Administrative Secretary and hosted the sessions of the Primer Congreso Argentino de Filosofía (First Argentine Congress of Philosophy) which was held in the city of Mendoza.

In 1954, he took part in the Primer Congreso Nacional de Psicología (First National Congress of Psychology) which had its venues in Tucumán and Salta. There, he signed in for the official claim for the formal creation of a professional program in psychology.

Between 1954 and 1955, he was professor in the first undergraduate Psychology Program in Argentina, in the city of Rosario, at the Facultad de Filosofía y Educación (Faculty of Philosophy, and Educational Science) of the Universidad Nacional del Litoral (UNL) (National University of Litoral). The participation of Guerrero in the foundation of the Psychology Program took two main paths. On the one hand, as a professor of Psychology (theoretics) in 1954–1955 and on the other in the chair of General Psychology (1956) in the Psychotechnics Assistant Program (1954) and in the Psychology Program (1955–1956). During this period he published *Apuntes de Psicología* (Notes in Psychology) a blueprint mimeographed, used as basic study material. On the other hand he was an active member in the committees that gave birth to the first syllabuses and curricula for the university Psychology Program. In its first syllabus he co-worked with Erminda Benítez de Lambruschini (1900–1979). In the second one, 1956, with the professor Jaime Bernstein (1917–1988), he was appointed to reorganize the Psychology Program after the *coup d'état* in 1955 (Temporetti & Gerlero, 2017).

The *Notes in Psychology* were organized in two main areas of contents. In one, he developed a general overview of the place that psychology

holds among the other Human Sciences. In the other one, he gave industrious work to analyzing the fundamental problems of General Psychology. In this sense, he discussed the epistemological, ontological, and methodological foundations that gave origin to the so-called “old school of psychology” and suggested rethinking the theoretical tools from the Phenomenology of Husserl, existentialism of Heidegger, and the interpretations that the Frenches, Jean Paul Sartre (1905–1980) and Maurice Merleau Ponty (1908–1961) conducted. He also found inspiration in dialectic materialism, and he gave special attention to French Marxist psychologist Ignace Meyerson theory (1888–1983). He also incorporated relevant concepts of Gestalt psychologists as well as the contributions of the psychology of cognitive development of Henri Wallon (1879–1962) and Jean Piaget (1896–1980) (Temporetti & Gerlero, 2017).

Guerrero was part of the Generation of ‘25. Along with Carlos Astrada (1894–1970), Lidia Peradotto (1892–1951), Francisco Romero (1891–1962), Saúl Taborda (1885–1944), Vicente Fatone (1903–1962), Miguel Angel Virasoro (1900–1966) y Angel Vasallo (1902–1978). Many of them, under the guidance of Alejandro Korn (1860–1936) and the support of Ortega y Gasset (1883–1955), established new philosophical orientations based on phenomenology.

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- [Korn, Alejandro](#)

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Guevara Caloca, Carlos Iván

Born on April 22, 1939, in Río Piedras,
Puerto Rico

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Keywords

Puerto Rico · Clinical psychology ·
Psychotherapy · Family therapy

Carlos Iván Guevara was the only child of María Teresa Caloca Miguel, a school teacher, and Carlos Juan Guevara Ortiz, a Master Sergeant of the US Army. He lived in the downtown area of Río Piedras with his extended family: mother, father, grandmother, and uncle. His father died of a heart attack when he was around 11 years old. He studied at a private catholic school near his home and as soon as he graduated from high school entered the University of Puerto Rico, Río Piedras Campus (UPR-RP), to study medicine.

Carlos graduated Magna Cum Laude with a Bachelor in Science and a major in Pre-Medicine in 1959 from UPR-RP and entered the School of Medicine at UPR. Even though he finished his first year in Medical School fourth in his class of 55, he decided Medicine was not for him and left Medical School after the first year. Carlos decided to pursue studies in Psychology, a discipline that was more congruent with his personal and intellectual interests.

In 1961, Carlos Guevara married Ana Rita Torres Schermetti and moved to California to pursue graduate studies in Psychology at Stanford University. They have four children – Sergio, Pablo, Marite, and Marisa. He completed his Master's degree in Clinical Psychology in 1963 with the following thesis: *Autonomic Reactivity Process and Reactive Schizophrenia*. In 1965, he earned his Doctoral degree in Clinical Psychology. His dissertation was about *Paired Associative Learning of Normal Subjects and Schizophrenics, under conditions of High, Medium and Low Probability of Positive and*

Negative Reinforcements. He completed his internship program at Palo Alto Veterans Hospital.

In 1965, Dr. Carlos Guevara came back to Puerto Rico and became Assistant Professor at Dean of Students Office of UPR-RP, offering psychological services to students and occasionally teaching Psychology courses. The following year he became Associate Professor in a tenure track position at the Department of Psychology, Faculty of Social Sciences, at UPR-RP. Here he chaired for many years the Clinical Psychology Committee working along with Dr. Laura Leticia Herrans in the Master's degree program which had just been established in 1966. He helped develop the Doctoral degree program which was implanted in 1986. He participated in the Personnel Committee in charge of recruiting and evaluating faculty members. He also worked as a researcher at Social Sciences Research Center, UPR-RP, where he co-directed a study with Dr. Myrna Sesman about the effects of maternal attitudes and instructions on children's cognitive learning style.

In 1970, Dr. Carlos Guevara started his private practice offering psychological services to a varied population that included children and adults. He worked directly with federally funded community programs, like Head Start, and the Department of Public Instruction of the Commonwealth of Puerto Rico.

By 1978–1985, Dr. Carlos Guevara continued as Professor of Psychology at UPR-RP. During his classes he nurtured his students' interest in the study of Personality and Psychotherapy Theories, about Sullivan's (1892–1949) interpersonal approach, Freud (1856–1939), Jung (1875–1961), Piaget (1896–1980), Vygotsky (1896–1934), and Luria (1902–1977) as well as Saussure's (1857–1913) structuralism, without sidetracking humanistic Gestalt theories like Perls (1893–1970) and Rogers (1902–1987) and Glasser (1925–2013) and Lacan (1901–1981) case studies. Dr. Guevara also emphasized the importance of human communication theories and the mental research studies on schizophrenia. He introduced us to General Systems Theory, Family Therapy, Structure of Scientific Revolutions, Physics and Philosophy Family Therapy,

the New Paradigm, and its impact on Psychology. Dr. Carlos Guevara was a true scholar inspiring his students to study epistemological issues and promoting our inspiration to accomplish high goals because he instilled a sound development in critical thinking, clinical judgment, and true belief in one's own capabilities. The students blossomed under his mentorship and his skills as a supervisor of Psychotherapy and Family Therapy and his dissertation tutorial capacity.

In 1982, Dr. Carlos Guevara worked with other community-related institutions such as the Department of Drug Addiction, later renamed to Administration of Mental Health and Anti-Addiction Services, and the Office of Determination of Incapacity and Rehabilitation at the Department of Social Services.

In 1974, he published in collaboration with Myrna J. Sesman (born 1936) the results of their research work on the communications between mothers and children. In their study they compared communication between mothers and children in two groups: middle-class working mothers and low-income non-working mothers. They observed that their communication styles were different: Low-income mothers used monosyllabic language for disciplinary purposes with their children, whereas middle-class working mothers used explicatory and orientation language with their children.

In 1989, Dr. Carlos Guevara published his magistral contribution to Clinical Psychology and Psychotherapy, a book about the constitution of the human subject through language and communication. This book is a work of integration of Vygotsky, Luria, and Piaget theories with Lacan and Bateson (1904–1980) and communication theoretical contributions and its applications to Clinical Psychology and Psychotherapy.

Dr. Carlos Guevara has been a prolific lecturer on Child Development, Language, Learning, Cognitive Styles, and Maternal Communications. He has also offered lectures about Interpersonal Dynamics, Personality Assessment, and the Interpersonal Perspective in Psychotherapy. He is a specialist in language development and the Oedipus complex as studied throughout Freudian case studies and its meta-analysis. He delivered master

lectures at UPR-RP, Inter-American University, Puerto Rico Psychology Association, and other community organizations in Puerto Rico.

As a supervisor of individual psychotherapy and family therapy, Dr. Carlos Guevara trained his students in sound clinical judgment, hypotheses-based interventions on strategic and traditional models, as well as narrative, deconstructive, and neurolinguistic techniques. There were no limits to his interests and proficiency in regard to clinical work. In his work as mentor in theses and dissertations, his inspiration and belief in the potential of his graduate students promoted the utmost development of our professional capacity.

Dr. Carlos Guevara retired from his work as Professor of Psychology in 1999, after 34 years of hard work teaching, researching, supervising therapy practical experiences, supervising theses and dissertations, mentoring students, reviewing curricula, and offering lectures to the community, among other things.

Cross-References

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- ▶ [Sesman Rodríguez, Myrna Josefina](#)

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Guevara Valdés, Juan José

Born *in Havana, Cuba, on May 27, 1927*

Died *in Rio Grande do Sul, Brasil, on July 11, 2004*

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Universidad de La Habana, La Habana, Cuba

Keywords

Cuba · Teacher · Institution organizer · Clinic psychology · History

Juan José Guevara Valdés was born in Havana. His father was a railroad worker and his mother was a teacher. He spent his childhood and youth in the Cerro neighborhood, together with his family. Despite coming from a humble family, his parents made every effort to provide him with a thorough education and a solid intellectual formation.

He attended high school at the *Instituto de La Habana* (Havana Institute) and in 1945 he entered the *Universidad de La Habana* (University of Havana) as a student of Law, Philosophy, and Letters. By that time, Guevara was already a member of the Socialist Youth and was identified with the progressive and revolutionary forces.

He also worked to be able to pay for his scholarships. For that reason, he dedicated himself to gastronomy, something to which he gave value, as any other career had for him. But in spite of working, he was always present in the student and political activities that took place at the University against the governments in power. He held leadership responsibilities in the *Federación Estudiantil Universitaria* (University Student Federation), was president of the *Comité Pro-República Española* (Pro-Spanish Republic Committee), and was a member of the *Comité Pro-independencia de Puerto Rico* (Pro-Independence Committee of Puerto Rico). He was arrested several times for his continuous revolutionary attitude, although this repression did not prevent him from being closely linked to the

Partido Popular Socialista (Popular Socialist Party) and other organizations.

A program in Psychology did not exist at that time, it was only a specialty that stemmed from Pedagogy, Philosophy, and Letters (Segura-Suárez, 2003), therefore Guevara took postgraduate courses and several courses after graduation related to Psychology. He attended courses at the Catholic University of Santo Tomás de Villanueva, where the program in Psychology first appeared in Cuba, but he later abandoned it because it did not respond to national interests. Psychology was what he was really passionate about, and within this, the Clinic was of special interest.

Through clinical practice, he became close to his friend René Vega Vega (1926–2019), a psychiatrist, whom he had known since high school, and there was a mutual interest in the study of children. And based on this common objective, Guevara founded, in 1954, together with other professionals such as Noemí Pérez Valdés (1926–2008) Roberto Fragas, Ricardo Cabanas (1921–1997), and René Vega Vega himself, the first Child Behavior Clinic in Cuba, under the name of *Orientación Psicológica Infantil* (Child Psychological Orientation) (OPI), where they performed psychological interventions with children, and where they worked until the triumph of the Revolution.

With the triumph of the Revolution, a series of radical changes took place in Cuban society. The University Reform was implemented in 1962, and in March of the same year, the School of Psychology was founded as a section of the Department of Natural Sciences at the University of Havana. Guevara had a very active participation in this process of organization of the school during its opening in 1962, in the role of founder, together with other professionals such as Alfonso Bernal del Riesgo (1902–1975) and Aníbal Rodríguez Álvarez (1917–2005). In addition, he was a member of the commission, designated by the Faculty professors, which studied and proposed modifications to achieve a curriculum at the height of the revolutionary times. He became director of this school in 1965 (Oliva, 2005).

In this period, he accompanied several researches oriented to the realization of social transformations proposed in the revolutionary program of social and cultural development in Cuba since 1965. He was an enthusiastic promoter of this type of applied scientific work, for the human and social value it expressed. In those early years, he summoned numerous students and professors to participate in the process of conducting research in the fields, mountains, and cities of Cuba, which meant a real school on practice.

Guevara, together with other professors of the school, contributed to formulating the idea of creating a Center in the school of Psychology that would integrate the various services provided, an idea that would materialize in the 1990s with the creation of the *Centro para la Orientación y Atención a la Población* (Center for Orientation and Attention to the Population).

His work at the School of Psychology, which later became the *Facultad de Psicología* (Faculty of Psychology) of the University of Havana, was truly tireless. In addition to occupying the position of director of that school, he was a renowned professor at the University of Havana for 30 years.

His most important contributions were in the fields of History of Philosophy, History of Psychology, and History of Cuban Thought. He also contributed to Clinical Psychology, Psychotherapy, Psychopathology, Psychological Diagnosis and Case Studies, Psychological Interview, Group Techniques, and Research Methodology in Social Sciences.

Those who had the privilege of receiving his classes or working as colleagues with him remember him as a man with a singular personality, a very deep thought, and an incessant interest in the study of the human mind. He was one of those men who offered proposals to his students, stimulated them with some action, with some idea, and waited attentively for their reaction, provoked them with his words, always seeking to inquire into the world of others, to understand them, because Guevara was a lover of Psychology.

But in addition to teaching and assuming important responsibilities within the Faculty of

Psychology, he held other positions outside the Faculty: he was President of *Tribunales de Categorías docentes y científicas de la Facultad de Ciencias de la Universidad de La Habana* (Tribunals of Teaching and Research Categories of the Faculty of Sciences of the University of Havana); he collaborated with the *Ministro de Educación* (Ministry of Education), as Head of the *Departamento de Psicología* (Department of Psychology), between 1968 and 1969, he was for a time Dean of the *Facultad de Humanidades de la Universidad de La Habana* (Faculty of Humanities of the University of Havana) and was a member of the Executive Committee of the International Union of Scientific Psychology between 1976 and 1980. He never dissociated himself from clinical psychology, which was for him a great love.

His development as a professional, as a scientist, and his interest in helping the advancement of Psychological Science in Cuba was remarkable. He participated in Psychology congresses at national and international level and with his enthusiastic attendance in the meetings between psychoanalysts and psychologists of Marxist orientation that were held in Cuba during the 1980s, in which he was a member of the International Coordinating Committee.

His interest to improve himself and mainly to support the evolution of Psychology as a program and as a science, to study the different theories that existed in other parts of the world and from which Cuban Psychology needed to be nourished in order to adopt or reject them critically, was materialized through postgraduate studies at the Institute of Psychology of the Academy of Sciences of the USSR in Moscow. He also represented Cuban Psychology in other parts of the world, being Visiting Professor at the *Escuela de Psicología de la Universidad Autónoma de Managua, Nicaragua* (School of Psychology of the Autonomous University of Managua, Nicaragua); Professor at the *Escuela de Psicología de la Universidad Nacional Autónoma de Guayaquil, Ecuador* (School of Psychology of the National Autonomous University of Guayaquil, Ecuador); Professor at the UNINCCA *Universidad de Bogotá*,

Colombia (UNINCCA University of Bogota, Colombia); Visiting Professor at the *Universidad Nacional Autónoma de México* (National Autonomous University of Mexico); Visiting Professor at the Institute of Psychology of the University of Humboldt, Berlin; and Visiting Professor at the American University of Washington, United States. In this way, he made possible the recognition of the work carried out by Cuban psychologists internationally.

Guevara had obtained the title of Dr. in Philosophy in 1962, but curiously, it was not until 1982 that he obtained the title of Doctor in Psychological Sciences at the University of Havana. In that same year, he published his article *El establecimiento y desarrollo de las ideas psicológicas en Cuba* (The Establishment and Development of Psychological Roots in Cuba), where he discusses the evolution of some psychological ideas in the country during the colonial period. Guevara was a continuator of these ideas, and this tendency towards philosophical and historical research made him in turn a follower of figures such as Alfonso Bernal del Riesgo, who like him was deeply rooted in the philosophical tradition and had a special interest in the development of Scientific Psychology based on Cuban roots. Guevara, according to many of those who knew him, was passionate about reading, culture, and the rescue of the past. Throughout his life, with his work, he carried out an intense search for the foundations of our psychology; in his discourse the names of Enrique José Varona (1849–1933), José de la Luz y Caballero (1800–1862), and Félix Varela (1788–1853) were always present, as important teachers and shapers of Cuban thought (Viguera-Moreno, 2018).

In the early 1990s, Juan Guevara received a request from Brazil to perform professional tasks. He traveled to Brazil with his wife and children. He continued his work at the *Universidade Federal de Santa Maria* (Federal University of Santa Maria), in Passo Fundo, Rio Grande do Sul, where he worked as thesis and dissertations director, in addition to conducting field research on social problems in the agricultural

communities of that area. It was there that he spent his last moments.

His work was always recognized, more as an organizer than for his scientific production, and his work and history received significant recognition throughout his life, for his dedication to psychology and the Cuban Revolution.

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- ▶ [Bernal del Riesgo, Alfonso](#)
- ▶ [De la Luz y Caballero, José](#)
- ▶ [Rodríguez Álvarez, Aníbal](#)
- ▶ [Varela y Morales, Félix](#)
- ▶ [Varona y Pera, Enrique José](#)
- ▶ [Vega Vega, René Felipe](#)

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Guidano, Vittorio

Born *in Rome on August 4, 1944*

Died *in Buenos Aires on August 31, 1999*

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Keywords

Chile · Argentina · Postracionalism · Psychotherapy

Vittorio Guidano was born in Rome in 1944. He graduated as a physician at the *Sapienza Università di Roma* (University of La Sapienza) in Rome in 1969. He specialized in neuropsychiatry at the *Università di Pisa* (University of Pisa) until 1972 and devoted an important part of his career to the development of psychotherapy. He died at an early age in Buenos Aires in 1999, leaving behind an intellectual work that has been a contribution to contemporary psychology. In his professional career, at least three theoretical and epistemological turns can be noticed, which finally leads to the creation of the Systematic Process Model and the Posrationalist Cognitive Therapy.

The first turn is related to Guidano's beginnings in psychotherapy in the late 1970s, when, amazed by the scarce clinical possibilities provided by both the medical model and psychoanalysis, he decided to explore the ideas and tools offered by behaviorism. In this context, Guidano and other professionals founded the *Società Italiana di Terapia Comportamentale* (Italian Society of Cognitive Therapy), officially inaugurating the development of scientific psychotherapy in Italy (Zagmutt, 2013). It is possible to identify then, in this first Guidano, a behaviorist aspect.

Despite having significant results with behavioral therapy, Guidano noticed that the therapeutic changes of his patients were not necessarily generated by the refined and organized techniques of behavioral therapy. Concerned about offering a quality clinical method, he began to study the so-called "mediational variables," incorporating cognitive processes in his psychotherapeutic work.

Thus, together with his friend and colleague Giovanni Liotti (1945–2018), he began a journey influenced by Popper (1902–1994), Lorenz (1903–1989), and Bowlby (1907–1990), among other authors (Molledo, 2011), laying the foundations of what would become in the future the postrationalist model, which was reflected in the work *Cognitive Processes and Emotional Disorders*, written together with Liotti and published in 1983 (Guidano & Liotti, 1983).

Guidano's second turn is already influenced by a basic epistemology that questions topics related to the existence of objective reality (Nardi & Molledo, 2009) and the explicit incorporation of affective aspects in the construction of identity, a theoretical substrate provided by John Bowlby's attachment theory (Guidano & Liotti, 1983).

After starting this work with Liotti, what seemed to be a promising alliance ends up dissolving, and both decide to go their separate ways. Guidano was interested in deepening the epistemological and ontological variants of the model he was already creating (Balbi, 2004). In 1987, he published his second work *Complexity of Self*, in which he deepened in the proposal of a scientific model for psychotherapy (Guidano, 1987).

In this context, he was invited in 1989 to Buenos Aires to offer what would be his first conference in these lands thanks to the coordinated work of therapeutic center known AIGLE and the *Centro de Terapia Cognitiva* (Cognitive Therapy Center) of that city (Korman, 2011). From this first visit, Guidano was a regular guest lecturer, and his importance was given not only by his theoretical knowledge but also by his suggestion of founding the *Asociación Argentina de Terapia Cognitiva* (Argentine Association of

Cognitive Therapy). This society was vital for developing this model in Argentina (Korman et al., 2015).

An odyssey began in 1989, not only in Argentina. Inspired by an incipient reading of North American cognitivism, a group of Chilean psychotherapists travels to the first meeting Guidano has in the Argentine capital. Delighted with the theoretical novelty presented by the Italian, they decided to invite him to Chile in 1990. Since then, Vittorio Guidano regularly visited South America, except for the years 1991, 1993, and 1998 in Argentina and 1993 and 1998 in Chile (Barahona-Moore, 2019; Barahona Moore et al 2022).

Among these unique visits, there is one, in particular, that took place in Chile in 1990. After his conference, Guidano met Humberto Maturana, which started a cordial conversation of knowledge exchange (Barahona-Moore, 2019). Another important milestone occurred in 1994 at the *IV Congreso Internacional de Constructivismo en Psicoterapia* (IV International Congress of Constructivism in Psychotherapy) held in Buenos Aires, which gathered important authorities of constructivism such as Humberto Maturana, Leslie Greenberg, Robert Neimyer, and Michael Mahoney.

The congress also served as a platform for the launching of the Spanish version of Guidano's last work, *The Self in Process*, initially launched in English in 1991, which is recognized as the author's definitive work, proposing a finished psychotherapeutic structure coherent with the theoretical postulates of the model (Guidano, 1994). Undoubtedly, Guidano's visits generated an impact in these lands, leaving an important legacy in both countries. At the beginning of the 1990s, three postrationalist therapy centers were created. In Chile, *the Sociedad de Terapia Cognitiva Posracionalista* (Society of Cognitive – Post-rationalist Therapy) and *the Instituto de Terapia Cognitiva Posracionalista* (Institute of Post-rationalist Cognitive Therapy), both founded by psychotherapists trained by Vittorio Guidano (Barahona-Moore, 2019).

In Argentina, Juan Balbi founded the *Centro de Terapia Posracionalista* (Center for Post-rationalist Therapy) known by the acronym *CETEPO*, which has offices in Chile, Brazil, Colombia, and Italy, with its current headquarters in Rome, Italy, Juan Balbi's country of residence. These centers exist to this day and provide clinical care and train psychologists who want to learn the theoretical and practical bases of the model and its respective updates. Postrationalism in the 1990s also had an important place in universities, particularly in Chile, where it was taught in clinical psychology courses at the *Universidad de Chile* (University of Chile), *Pontificia Universidad Católica de Valparaíso* (Pontifical Catholic University of Valparaíso), and the *Universidad Academia de Humanismo Cristiano* (University Academy of Christian Humanism), among others (Barahona-Moore, 2019).

Guidano died at the age of 55 in the city of Buenos Aires, leaving an unfinished body of knowledge in process. Well-known is his incipient development of the treatment for psychotic disorders, a clinical proposal that he left unfinished and that he could not capture in any formal document.

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Guillén, Clotilde

Born *Buenos Aires, 8 July 1880*

Died *Buenos Aires, 7 June 1951*

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Keywords

Argentina · Psychology · Pedagogy · Psychological Society · Female participation

Clotilde Guillén was an Argentine educator, born to a Spanish hairdresser, Domingo Guillén, and a French-born housewife, Natalia de Guillén. She spent her childhood in the city of Buenos Aires, Argentina. In 1899, at nineteen, she graduated as a teacher from Buenos Aires Normal School of Teachers and devoted herself to teaching at elementary schools from 1900 to 1905. The following year, when she was 26 years old, she entered the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities of the University of Buenos Aires), which had recently annexed the Instituto Nacional del Profesorado Secundario (National High School Training Institute), to pursue higher education and obtain a diploma which would enable her to teach at a secondary and tertiary level. This school was the only one higher education institution in Argentina that accepted students from normal schools without the prerequisite of a degree at a high school.

In 1906, while she was working as a teacher and attending university, Guillén was sent to Europe by the Consejo Nacional de Educación (National Council of Education) to examine the structure and organization of elementary schools. Upon her return, she served as inspector of elementary schools in the Domestic Economy area, a position she held between 1906 and 1908. In her role as an inspector, she participated in curriculum

reform and wrote about this experience in various works published in *El Monitor de la Educación Común* [The Monitor of the Elementary Education], the official journal of the National Education Council. Some of these works were “La enseñanza de la costura en las escuelas elementales de Francia” [Teaching sewing in elementary schools in France] (Guillén, 1906a), “Bibliografía de Economía Doméstica” [Bibliography of Domestic Economy] (Guillén, 1907), “Algunas observaciones sobre el funcionamiento de las clases de cocina” [Some observations on how cooking classes work] (Guillén, 1906b), and *Instalación de una cocina escolar* [Installation of a school kitchen] (Guillén, 1908). On February 16, 1909, the Normal School of Teachers of Northern Barracas was founded under the executive order of the President José Figueroa Alcorta (1860–1931). This document also appointed Clotilde Guillén as the institution principal when she was 29 years old. The school effectively opened its doors on April 9 of that same year with a teaching staff selected and organized by Guillén herself, who was already an experienced teacher, inspector, and educator. At the same time, upon obtaining her higher education teaching diploma, she conducted the Pedagogy Seminar at the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities of the University of Buenos Aires) and worked as a middle/secondary school teacher of Psychology and Pedagogy.

On November 27, 1908, the Sociedad de Psicología (Society of Psychology) was created, and its first meeting was held in April 1909. This society, whose members were devoted to the teaching of psychology at universities and tertiary institutions, was presided by Dr Horacio Piñero (1869–1919), Dr José Ingenieros (1877–1925), and Dr Carlos Rodríguez Etchart (1866–1934), successively, and ceased to operate in 1913. Clotilde Guillén was the only woman within its forty founding members, all of them conspicuous representatives in the field of psychology at the time. She formed part of the Pedagogical Section (the Society also had sections of Normal, Abnormal and Social Psychology) (Ostrovsky,

2008). In 1910, she participated in the 17th International Congress of Americanists, which was held in Buenos Aires and Mexico.

By the end of the 1920s, when she was 48 years old, Guillén presided over the Education Section of the 3rd International Congress of Women in 1928, organized by the leading exponents of local feminism. Already in the 1920s, as an educator, she would stand out as one of the main representatives of the New School Movement in Argentina. She introduced this movement together with José Rezzano (1877–1960), her husband, also an educator and director of the journal of education *La Obra*. Introduced in Europe by Ovide Decroly (1871–1932) and Maria Montessori (1870–1952), among others, the New School Movement considers learners as intentional agents and not as mere recipients of knowledge (Carli, 2006). In contrast to traditional or “old school” teaching practices, it seeks to emphasize students’ autonomy and interests. This involves connecting schools with daily life and everyday knowledge. As Guillén herself argues: “Each notion, when acquired, stimulates bio psychic activity, elicits physiological responses (sensory, muscular and nervous) and mental responses (perception, association, abstraction, reasoning, etc.)” (Guillén, 1936, p. 44). Based on these principles, Clotilde Guillén continued in her position as school principal until her retirement in 1932, when she turned to writing and editorial work. In fact, in the 1940s, she undertook the management of the Pedagogical Culture Collection published by Kapeluz, a pioneering publishing house of works on psychology and pedagogy in Argentina. While working there, she wrote the prologue of books, such as *El niño que no aprende* [The Child Who Doesn’t Learn] by Spanish writer Emilio Mira y Lopez (1896–1964) (Mira y Lopez, 1943) and in 1942 she translated the *Tratado de Psicología* [A Treatise on Psychology] by George Dumas (1866–1946) from French into Spanish. Clotilde Guillén died in 1951 at the age of 71, having made important contributions to teaching, school management, and editorial management, also leaving her mark as the first female member of a professional society in Argentina.

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- ▶ [Mira y López, Emilio](#)
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Gutiérrez Martínez, Rodolfo Enrique

Born *Mexico City, 6 October 1941*

Died *Mexico City, 23 September 2017*

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Keywords

México · Organizational psychology · National Council of Psychologists

Gutiérrez-Martínez realized his psychologist studios in the Facultad de Filosofía y Letras de la Universidad Nacional Autónoma de México (Faculty of Philosophy and Literature of the Autonomous National University of Mexico) (UNAM). He entered to the Psychology College in 1961 (Reyes, 2012). He obtained the licenciante with the thesis entitled: “Analysis of the technique and problems related to the construction in an attitude scale” in 1966.

Later he realized studies in Paris, France, in the Henri Pieron Institute, in the École des Hautes Etudes en Sciences Sociales (EHESS) of the Université de Paris. He obtained the diploma in industrial psychology and in social and environmental psychology. He earned doctoral degree in psychosociology in the Université de Paris-Sorbonne with the thesis: “*Structures et communications dans l’organisation industrielle*” in 1971.

He was general-secretary in the Facultad de Psicología (Faculty of Psychology) of the UNAM (he probably the youngest in the history of the Faculty), under the Dr. Luis Lara Tapia administration (1973–1977), the first director of

the Faculty. During that time equipment from the company Technicals Service was procured. This allowed the firsts investigations and publishments in experimental psychology in México (Ribes, 2016).

His greatest contribution in the investigation field is the conceptual development in the work stress and mental health. The SWS scale have translation to 18 languages and is also supported by the World Federation of Mental Health (WFMH). The stress is part contemporary life, so this contribution is very relevant. The last version was in 2017, coauthored by Priscila Guido (2017), one of his last thesis students.

Other important contributions are the mediation of the organizational diagnosis (DORREG) and the leadership scale (REG). He was actively involved in the training of professionals and scholars in the subjects. He collaborated with students, professionals, and scholars.

Gutiérrez Martínez spent his working life in the Facultad de Psicología (Faculty of Psychology) of the UNAM. He was representative of the UNAM in ALFA program of the European Economic Community. He managed and coordinated projects funded by UNAM, PFIZER laboratories, CONACyT (National Council for Science and Technology, México) in cooperation with the Instituto Mexicano del Seguro Social (Mexican Institute of Social Insurance) (IMSS).

He also participated as tutor in the doctorate in the Facultad de Contaduría y Administración (Accounting and Administration Faculty) at the UNAM, in the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for the Teaching and Investigation in Psychology) (CNEIP) as an honorary member. He founded the Colegio Nacional de Psicólogos (National Board of Psychologists).

He contributed in other Universities, like the Universidad Autónoma de Zacatecas (Autonomous University of Zacatecas) (UAZ), Benemérita Universidad Autónoma de Puebla (Meritorious Autonomous University of Puebla) (BUAP), Universidad Autónoma del Estado de México (Autonomous University of Mexico State) (UAEM), and Universidad Autónoma de Querétaro (Autonomous University of Querétaro) (UAQ). At

the UAQ, he participated as an external tutor in the Doctorate in Health Science (Flores, 2017).

His job, training professional, was focused on a strong learning of theory and in the knowledge of the national and international field, always promoting the wellness of society and the human being. He was very interested in language learning, promoting the vanguard psychology. He showed much enthusiasm when talking about advances in the discipline.

Talking about his personal life, he was passionate about the classic music. Gutiérrez Martínez and his wife Dr. Silvia Macotela Flores (1947–2006) were benefactors of the UNAM Symphonic Orchestra (OFUNAM) and the UNAM Foundation. Gutiérrez Martínez promoted the Dr. Silvia Macotela Foundation (Flores, 2017) to improve the better quality of psychology education in México.

Cross-References

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- ▶ Macotela Flores, Gloria Silvia

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Gutiérrez, José

Born *in Bogotá (Colombia) in 1927*

Died *in Bogotá (Colombia) on November 2008*

Miguel Gutiérrez-Peláez

Universidad del Rosario, Bogotá, Colombia

Keywords

Colombia · Psychoanalysis · Erich Fromm · Human rights

José Gutiérrez, or “Pepe” as he was best known by his friends and colleagues, studied at the traditional school Gimnasio Moderno (Modern Gymnasium) in Bogotá, from which he graduated in 1944. He then studied medicine at the Universidad Nacional de Colombia (National University of Colombia), graduating in 1950. He had his first experience in psychiatry during his two years in Paris (1948–1950). Afterward, he continued studies in psychiatry and completed his psychoanalytic training in Mexico (1955–1961). Gutiérrez married Magdalena Restrepo Ortega, a psychologist from the National University of Colombia (1954); they had three children: Marcela (1955), Alberto (1957), and Francisco (1958).

Gutiérrez began his psychoanalytic training very early with the first analysts of the psychoanalytic movement in Colombia, José Francisco Socarrás and Arturo Lizarazo Bohorquez (1917–1991). It was a time of disputes between

Socarrás and Lizarazo, which lead to the creation of two different psychoanalytical societies: the *Asociación Psicoanalítica Colombiana (Colombian Psychoanalytical Association)* and the *Sociedad Colombiana de Psicoanálisis (Colombian Psychoanalytical Society)*. Gutiérrez took distance from these disputes and led his own path, delving deeper in his own sociological and anthropological view of psychoanalysis.

Due to his left-wing political activism, Gutiérrez had to leave Colombia and go into exile after the tumultuous political ambiance because of the events of April 9, 1948, when the liberal presidential candidate Jorge Eliecer Gaitán (1903–1948) was murdered and which for many historians dates the beginning of a new wave of political violence known as “La violencia” (“The violence”). Gutiérrez was fond of the liberal guerrillas and rebel movements that rose against the conservative government of Laureano Gómez (1950–1951), and he wished to join them at his return to Colombia in 1950, but finally was not able to do so, because he had no direct contact with those groups (Hoyos, 2010).

Gutiérrez’s greatest influence was the German Jewish psychoanalyst Erich Fromm (1900–1980). He had read his book *Escape from Freedom* (1941) and had been deeply moved by it. Fromm had developed a specific line of humanistic psychoanalysis. In his work, he placed more interest in social transformations than in the Freudian drives. With his reading and practice of psychoanalysis, he elaborated a unique Freudian-Marxist position that deeply influenced many psychoanalysts of his time. As Fromm had to flee Europe due to Nazi prosecution, he established in Mexico, where he trained many psychoanalysts from the mid-1940s to the mid-1970s, in the city of Cuernavaca. It was there where José Gutiérrez flew with his family and carried out psychoanalytic training under Fromm’s tutorship. From 1955 to 1961, Gutiérrez was part of Fromm’s closest circle.

In 1961, he returned to Colombia and actively participated in the Movimiento Revolucionario Liberal (MRL) (Revolutionary Liberal Movement) founded by Alfonso Lopez Michelsen (1913–2007). The same year, he published *The*

Psychoanalytic Method of Eric Fromm (Gutiérrez, 1961). The book was not well received by his mentor and analyst, who discouraged him from carrying out its publication in English. It is not clear what aspects of the book were the ones that Fromm disapproved, but this dispute led to the breakup of their relationship.

Afterward, in 1974, when López Michelsen was elected president of Colombia (1974–1978), he designated José Gutiérrez as director of the Office of Indigenous Affairs, but the experience lasted only two weeks, being this the only public office that he held during his lifetime. Despite this, he continued to be a close friend of López Michelsen (Uribe Tobón, 2015).

During the following years, Gutiérrez continued his political action in the MRL. Nonetheless, he had to leave the country once again during the government of President Turbay Ayala (1978–1982) and exiled in France. He lived there with his family for four years, from 1979 to 1983. Afterward, he returned to Colombia, and during the government of President Belisario Betancur (1982–1986), he was part of the peace delegation of the government in the peace dialogues with the Fuerzas Armadas Revolucionarias de Colombia – Ejército del Pueblo (FARC-EP) (Revolutionary Armed Forces of Colombia – Army of the People), one of many attempts at peace negotiations that Colombian governments would establish in the years to come. In 1989, José Gutiérrez founded and assumed as the director of the left-wing political journal *Paso...Al Socialismo* (*Step...Towards Socialism*), which had a short life and a limited impact in Colombia's intellectual political arena.

According to Uribe Tobón (2015), Gutiérrez always stated that psychoanalysis was mainly a therapeutic treatment for the healing of neurosis and that the cure should be its main goal. He agreed with Freud that psychoanalysis was, at the same time, a theory of the individual, as well as of the group and of social psychology. The main issues which he found, reflected and learned from his mentor Erich Fromm, were present throughout his work: his concern for both individual and collective suffering; the issue of freedom and the subject's access and exercise of it; the

social and political concern of psychoanalysis; and the ethics of its theory, its method, and its practice.

One of José Gutiérrez's best-known work is his book *Gamín* (1972), product of an extensive research carried out in Bogotá. The term "gamín" refers to the children who live in the streets in conditions of economic scarcity; vulnerability; homelessness; and, in many cases, subject to exploitation. The research work was finished in the United States, in the Case Western Reserve University in Cleveland (Prensa, 2008), where he spent a short period in 1971. This work precedes other influential research in the topic in Colombia, such as that of anthropologist Virginia Gutiérrez de Pineda (1921–1999) (Gutiérrez de Pineda, 1978).

At the time of his death, Jose Gutiérrez had published twenty-six books. As Uribe Tobón (2015) mentions, his published works circled around the following topics: psychoanalytic theory and method, Greek thought and psychoanalysis, Colombian social psychology, and literature. Regarding the latter, José Gutiérrez authored three novels. He also published many articles throughout his life, which reflect his social and political concerns and his activism toward the defense of human rights through the *Comité Permanente de Derechos Humanos* (Permanent Committee on Human Rights), of which he was president until his death. Many of the books he published he did it himself through his own editorial called *Spiridon*. Gutiérrez also translated two books: Sechehaye's *Autobiography of a Schizophrenic Girl* (1958) and Piaget's book *La Formation du Symbole chez L'Enfant* (1945) which was published in Mexico by the *Fondo de Cultura Económica* in 1961.

As Uribe Tobón (2017), one of his disciples, states, José Gutiérrez was an "outstanding personality." He was an intellectual, with great interest in classic Greek literature. He was also a political fighter against the conservative governments of Colombia and against political oppression. Gutiérrez was a social combatant and activist of social rights and vigorously took part in popular struggles. Even though his works are not read or cited extensively in contemporary psychoanalytic

groups or circles, Gutiérrez continues to be today an exceptional figure of the compromise of psychoanalysts with the social and political causes of their time. In this sense, José Gutiérrez is a faithful inheritor of the spirit of the first and second generation of psychoanalysts that fervently linked their clinical practice and theory with social and political movements, not staying comfortably behind the closed doors of their consultation offices, but forcefully interacting with the outside world and being convinced that psychoanalysis was and is in the best capacity to produce social change.

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- ▶ Fromm Krause, Erich Seligmann
- ▶ Socarrás, José Francisco

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Gutiérrez-Noriega, Carlos

Born *Chepén (La Libertad, Peru), June 3, 1906*

Died *Pisa (Italy), October 26, 1950*

Mauricio Borja-Mostacero

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Psychophysiology · Cultural psychology

Carlos Gutiérrez-Noriega was a psychiatrist graduated from the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, 1934). Attracted by psychoanalysis at the beginning of his career, he progressively turned his attention to other areas of knowledge and made valuable contributions in the study of pharmacology, hallucinogens, the effects of coca, and in the psychological analysis of literary characters.

Gutiérrez-Noriega was a professor of pharmacology at his *alma mater*. Between 1941 and 1942, he perfected his knowledge at the University of Chicago, United States. In 1942, together with Telémaco Battistini (1895–1960), he founded the *Revista de Medicina Experimental*

(Journal of Experimental Medicine), which continued until 10 years after his death.

One of the pioneers in the study of the effects of coca (Ayala-Pío & Murillo-Peña, 2018), he proposed that the generalization of the consumption of it in the Andean world occurred during the Spanish conquest in a process of economic collapse and intensification of work in the mines. Likewise, he highlighted the association between this consumption and the conditions of poverty and malnutrition.

Apart from his interest in psychopharmacology and coca consumption, Gutiérrez-Noriega was the author of studies on Miguel de Cervantes and psychology, magical thinking in ancient Peru, and on anthropological and psychiatric issues, which reveal his knowledge of painting, literature, and anthropological trends as well as the history of Peru prior to the arrival of the Spanish. Influenced by the ideas of the German psychiatrist Ernst Kretschmer (1888–1964), he also studied the cyclothymic temperament among Peruvian aborigines and ventured into the psychological analysis of the inhabitants of this part of the world, giving great importance to geographical aspects.

Author of numerous works, he died prematurely in a car accident in Pisa (Italy), spreading the rumor that he had actually been the victim of an attack caused by drug traffickers. After his death, a book of his on the relations between culture and personality appeared, which shows his knowledge of the currents of cultural anthropology of his time.

In the history of Peruvian psychiatry and psychology, Carlos Gutiérrez-Noriega is considered one of the most important scholars of the consumption of coca and the practice of *chaccheo*, chewing and holding its leaves in the mouth, very widespread in the Peruvian Andes, addressing them not only from the world of medicine but also taking into consideration the contribution of the social sciences (Valdivia-Ponce, 1964).

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Guzmán Cervantes, Eugenia

Born in *Bogotá (Colombia)*, July 6, 1943

Patricia Montañés

Universidad Nacional de Colombia, Bogotá, Colombia

Keywords

Colombia · Neuropsychology · Neuroscience

To write the biography of Eugenia Guzmán is to write about the brain, a wonderful organ about which there are so many discoveries but is still so mysterious and unknown. It is to write about the emotion of learning and also the frustration of accepting that we still know very little. It is to write about the history of neuropsychology in Colombia and take a tour of the validation of this profession in our country. It is to recognize

the value of the contributions made by Eugenia and give an account of a nostalgic yesterday: neuropsychological evaluations performed calmly, acutely, exhaustively, elaborately, critically, and profoundly. Training in this complex and interesting field of convergence requires strong knowledge in basic and learning psychology, in psychometrics, in neurosciences, in cognitive and emotional functions, and in an integrated work in the context of a hospital and in an interdisciplinary team, vital elements that are scarce or not sufficiently developed in many programs.

Eugenia studied at the Liceo Francés (French Lyceum) of Bogotá, which, as she mentions, was the first trainer of her critical capacity. In the early years of the 1970s, she studied microbiology but soon saw that her interest was directed more toward the human sciences. For this reason, she entered the Universidad Nacional de Colombia (National University of Colombia) to study psychology. At that time, psychology was greatly influenced by psychoanalysis and did not solve many of her concerns and questions. She soon discovered that there was an area that linked well psychology and biology: neuropsychology. She went to the University of Iowa, the USA, and advanced a master's degree in neuropsychology under the direction of Arthur Benton (1909–2006). She graduated in 1975, and she was the first neuropsychologist in Colombia.

Upon her return, she adopted the difficult work of illustrating the importance of neuropsychology and validating our profession. Although brain lesions usually generate some type of cognitive or emotional dysfunction and the importance that these functions have in the human being is huge, the mental exam performed by the physician is minimal, and in the neurological study, the mental exam takes a few minutes. When there are impairments, this test requires a thorough evaluation, and it is the neuropsychologist who assumes it to investigate in depth the profile of alterations and their implications at a personal, family, academic, professional, and social level. That is, their concepts have, or should have, an enormous importance for the life and well-being of people. Eugenia Guzmán had a fundamental role in

transmitting this knowledge, in generating in physicians and psychologists concerns and questions about the brain and mind, in developing critical questioning skills and abilities, and in emphasizing responsibilities within the framework of ethics and knowledge of each profession.

In 1976, she was hired at the newly founded Instituto Neurológico de Colombia (Neurological Institute of Colombia) and started her hospital work in clinical neuropsychology. At this time, almost nobody in Colombia knew that neuropsychology existed; almost no one knew what neuropsychology was. This institute, which for many years served the purpose of assistance, teaching, and research about diseases of the nervous system, sadly had to close its doors in 1997. This was the first place where Eugenia participated in an extraordinary interdisciplinary team where her opinions were appreciated and respected for clinical and surgical decision-making. With her sharpness, humor, and deepness, she had a great influence on the doctors and psychologists who had the opportunity to learn by her side. Her work involved doing neuropsychological assessments and monitoring the cognitive status of people with brain damage. As it is still the case today, the standardization of tests was difficult due to the educational heterogeneity of the Colombian population, which goes from illiteracy to postdoctoral levels. According to the Survey of the National Administrative Department of Statistics (DANE) of 2018, the illiteracy rate is 5.24%, which is equivalent to 1,857,000 Colombians, and there are 16 doctors graduated per million inhabitants.

In 2020, it remains a relevant and worrying topic, despite recent efforts by different researchers to provide valid data for the Colombian population. The evaluations were clinical, based on deep knowledge and acute observation and analysis. She worked for 5 years at the Neurological Institute.

Eugenia was a professor at the Universidad de los Andes (University of Los Andes) between August of 1977 and November of 1979. After her departure from that university and the Neurological Institute, it was the enjoyment of the students of the National University of Colombia to have her as a teacher for more than two

decades, between 1980 and 2003. At National University, Eugenia felt privileged in assuming the training of students who, as she says, “have taught us much of what we know about Colombia, because it is multicultural, multiracial and multi-ideological” (Personal communication, January, 2020). She began teaching the courses of psychobiology and psychopathology. Her clarity and security, her irreverence, and her vivid sense of humor captivated the students. In 1986, she joined the Fundación Santa Fe (Santa Fe Foundation) in Bogotá, as a consulting member of the Department of Neurology, and for more than 20 years, patients, doctors, and students of this institution learned with her. Gradually, the profession of neuropsychology was recognized, although, unfortunately, it has not evolved to reach the quality she desired.

In 1983, she published *Neuropsicología (Neuropsychology)*, first text on the subject originally written in Spanish, for which she received the second prize of the National Academy of Medicine. It is a text that is still an important source, with a clear description of brain organization, brain lobes, interhemispheric asymmetries, the general consequences of brain lesions on behavior, and classic neuropsychological syndromes.

In 2001, she published the book *Los Mil Abrazos de Morfeo (A Thousand Hugs of Morpheus)*, in which she discusses issues around sleeping and dreaming, how sleep and its disorders are related to the pathology of bad sleep, and the theory of biological rhythms. She also analyzes data about these fascinating topics, which she had already elaborated in part in an article published in the *Revista Latinoamericana de Psicología (Latin American Journal of Psychology)* (Munévar et al., 1995). With her characteristic humor, Eugenia concludes the book in this way: “Definitely, to unravel the problem of consciousness in both humans and animals, it is necessary to know more about the unfathomable mystery of the abyss in which the one who is asleep moves through these worlds of God” (Guzman, 2001).

In 2004, she retired from the National University of Colombia and for some years remained linked to her hospital practice at the Santa Fe Foundation. She always remained active in her intellectual production. In 2013, she published two volumes of a text entitled *Neuropsicología (Neuropsychology)*, this time virtual books that constitute not only a clinical neuropsychology text but also of psychology, history, and philosophy. With impeccable clarity, examples, and illustrations and with multiple links, the books guide the reader to the exploration of various sources of information.

In 2016, she won the National Psychology Prize, for a lifetime dedicated to psychology. In 2017, she published her most recent book, *Soltando Amarras (Breaking Ties)*, which has had a great impact. She presents with great lucidity in the face of a taboo subject that most people prefer not to name: death. We are aware that, from the age of 65, the probability of illness and the certainty of death are very present. In this text, Eugenia points out that practitioners of medicine and psychiatry want everyone to live at all costs, regardless of living conditions, and she questions this reality. She explores the conditions of old age and disease in the light of medical technologies that can lengthen life but at a great cost and raises the question about rational suicide, the option of an end-of-life project that must be taken before having death hovering nearby. She elaborates the concept of suicide as a very complex case of decision-making, with a high emotional and moral burden. She addresses sad realities about the fear of loneliness, abandonment, disability, and loss of self. As she says at the end of her introduction, this book leads the readers to ask “how we want the last scene of the last act of our life to be” (Guzman, 2018).

In addition to her interest in psychology and neurosciences, Eugenia has also cultivated artistic skills as a ceramist and is an avid reader. She was a teacher who, with her works and thoughts, exerted an important influence on the development of neuropsychology in Colombia and who even today, with her latest book, this neuroscientist,

intellectually lucid and clear, continues to enliven the dilemmas of existence, exploring this time those about old age and the end of life.

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Guzmán, Milagros

Born on November 28, 1928, in San Germán, Puerto Rico (PR)

Died on July 8, 2021 in Seminole, Florida, USA

Ivonne Moreno-Velázquez

University of Puerto Rico, San Juan, Puerto Rico

Keywords

Puerto Rico · Work/Organizational Psychology · Human Resources

Milagros Guzmán is the youngest of three children born to Alonso Guzmán, a constructor, and Josefa Ramírez, a homemaker who lived in a house in the rural area of El Cotto in San Germán, a town in the western coast of Puerto Rico. Her father worked at a family construction business. She studied in the parochial and private schools of her town and remembers spending her free time doing all sorts of sports (M. Guzmán, personal communication, June 27, 2020).

Milagros Guzmán studied at the Polytechnic Institute of Puerto Rico in San Germán, now Inter American University, and completed a bachelor's degree in Psychology with high honors in the late 1940s or early 1950s. Her first job was teaching at the same high school she had graduated from. In 1963, she obtained a Masters' at the Inter American University. She finished advanced studies in Industrial Psychology at the University of North Carolina in Chapel Hill. For her master's thesis, Milagros Guzmán worked with the *Holland Interest Inventory* (G. Cirino-Gerena, Personal communication, June 26, 2020). After her studies were finished, she completed professional internships in prestigious organizations in California, Illinois, Pennsylvania, and New York (Moreno-Velázquez et al., 2006).

Milagros Guzmán had an extensive and distinguished career as an industrial and organizational psychologist. She has lectured and participated in

radio and television programs and written various articles in the press and in professional journals. During the 1960s she worked as a development consultant both in Puerto Rico and abroad. She held a position in the human resources management of the Port Authority of New York and offered consulting services in Venezuela, Santo Domingo, Guatemala, and El Salvador. She also taught graduate courses in Public Administration at the University of Puerto Rico, Río Piedras (UPR_PR), from 1970 to 1972. In 1973, she was appointed by the Governor of Puerto Rico, Rafael Hernández Colón, to lead the Public Service Personnel System (Moreno-Velázquez et al., 2006). From this position she led the development and approval of Law # 5 of October 1975 on Personnel Administration through which OCAP (Central Office for Personnel Administration) later known as the Office of Human Resources of the Commonwealth (ORHELA) was created, which today is the Office for Training and Advice on Labor Matters and Human Resources Administration (OCALARH). This law stressed the principle of Merit in the hiring and evaluation of personnel for public service. It also established the importance of productivity. According to Alex W. Maldonado in 1976, in the newspaper *El Mundo [The World]*, “Milagros Guzmán was a heroine in defense of the merit system” (p. 91, as cited by Colón González, 2007–2008).

In 1977 she founded the Institute for Productivity (INPRO), a non-profit organization, from where she offered a wide variety of training programs and conducted research, as a contribution to the progress of companies in the private and public sector, and to the development of human resources. Since its foundation, INPRO served nearly 900 public and private companies in services, manufacturing, commerce, banking, education, and non-profit organizations in Puerto Rico and trained over 85,000 people including executives, managers, supervisors, employees, operators, and clerks at all levels and categories.

Milagros Guzmán was a member of the Board of Directors of Puerto Rico 2000, a group for the

transformation of Puerto Rico, and the Board of Trustees of the Center for Advanced Studies of Puerto Rico and the Caribbean, a private non-profit graduate institution. However, her influence and recognition have reached beyond Puerto Rico, to the United States and Spanish-speaking countries. In 1997, she received the Lifetime Achievement Award from the Society for Human Resource Management (SHRM) of the United States. She was recognized as a Fellow of the World Academy of Productivity Science, and her name appears in the United Who’s Who of Executives and Professionals.

Milagros Guzmán was editor and author of several books and was a member of various professional organizations, including the American Psychological Association; Puerto Rico Association of Psychology; Society for Industrial and Organizational Psychology; World Confederation of Productivity Science; Alumni Association Inter-American University; Society for Human Resource Management (SHRM); and the American Society for Training and Development (ASTD).

Selected Works

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H

Hahn, Hans

Born Nuremberg, (Germany), 12 March 1900

Died Nuremberg, (Germany), August 1969

Arturo Orbegoso-Galarza
Universidad Nacional Mayor de San Marcos,
Lima, Peru
Universidad Privada del Norte, Trujillo, Peru
Universidad César Vallejo, Trujillo, Peru

Keywords

Peru · Psychotechnics · Experimental
psychology

After obtaining a doctoral degree in psychology at the University of Heidelberg (1923), Hans Hahn worked as a psychologist in Germany until 1933. Emigrated with his wife after the rise of Hitler, he worked for a time in Belgium at the *Institute des Hautes Études* (Institute of Higher Studies, Brussels).

Thanks to the mediation of Isidore Poiry (1868–1954), Hahn obtained asylum and worked as an experimental psychologist in Peru (South America) since 1937, first in Trujillo, an important city on the Peruvian coast north of Lima, being the first director of the Instituto de Psicología Experimental (Institute of Experimental Psychology) and professor at the Universidad Nacional de Trujillo (National University of Trujillo), which acquired

essential equipment for the corresponding course and laboratory, thus seeking to complement the training of pedagogy students. This laboratory was the first outside the Peruvian capital, Lima. From 1940 to 1950, he was a professor of applied psychology at the Facultad de Ciencias Económicas (Faculty of Economic Sciences) of the old Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM) in Lima. There he also collaborated with the Instituto de Biología Andina (Institute of Andean Biology) studying people from high altitude areas (Hahn, 1942). At the same time, he developed personnel selection and accident prevention procedures for the Peruvian armed forces and industry.

In 1950, he moved to the United States of America, where he was professor of psychology and head of the department of psychology at Transylvania College in Lexington, Kentucky. Likewise, he directed the Human Behavior Laboratory at that institution and conducted research on accident prevention, empathy, frustration, and psychotechnical tests. His accident prevention test was used by the police and the army in Kentucky (Marblestone, 2014).

Although today he is a little-remembered figure in the history of Peruvian psychology, he must be mentioned for two reasons: for having been one of the first psychologists (along with Walter Blumenfeld, another German emigrant like him, to propose an experimental psychology in Peru, and for his participation in the Institute of Andean Biology, and his work on the effect of altitude on psychological processes (Orbegoso, 2016).

Cross-References

- ▶ Blumenfeld, Walter
- ▶ Poiry, Isidore

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Harari, Roberto Saúl

Born *in Buenos Aires, Argentina, June 26, 1943*

Died *in Buenos Aires, Argentina, June 30, 2009*

Leandro Ferrero
Universidad Nacional de Córdoba, Córdoba,
Argentina

Keywords

Argentina · Psychoanalysis · Lacanism ·
Mayéutica · Psychoanalytic institutions

Psychoanalyst, Ph. D. in psychology, and essayist, Harari acquired a place of relevance in the history of Argentine psychology for his role in the organization of Lacanian psychoanalysis in the region, and its prolific written work that made him a figure of reference within the field from the 1970s and onward. His participation in the Asociación de Psicólogos de Buenos Aires (Psychologists Association of Buenos Aires) and the direction of the *Revista Argentina de Psicología* (*Argentine Journal of Psychology*), during the late 1960s, can also be highlighted.

He graduated in psychology at Universidad de Buenos Aires (University of Buenos Aires) in 1965, and he obtained his PhD in psychology in 1985 at Universidad de El Salvador (University of El Salvador). In the beginning, he became one of the representatives of the second generation of Argentine psychologists, characterized by the severe critics toward the Argentine Psychoanalytic Association (APA), aiming specifically to the requirement, appointed by the APA, to be a member of the institution to become a psychoanalyst (Carpintero & Vainer, 2009).

From 1969 to 1971, he was the president of the Association of Psychologists of Buenos Aires, and during his administration, the association got deeply involved in the legal claims of the psychologists profession, and the fight for the legal claims of psychology in Argentina deepened. Also, the *Revista Argentina de Psicología* (*Argentine Journal of Psychology*) (RAP) began to be published. This publication, in its first issues, was characterized by a strong critical trend revealing the struggles in the professional field of psychologists (Carpintero & Vainer, 2004, 2009).

In 1971, he became the director of the RAP for 2 years. Among his main contributions during this period, he opposed the point of view of José Bleger – largely extended in the Argentine psychological field, who claimed that psychologists should be “agents of change.” In opposition to this perspective, Harari – based on the works of Althusser (1918–1990) and Lacan (1901–1981) – tried to demonstrate that psychoanalysis was not a profession with a specific field of intervention but a science. From his point of view, he argued that psychoanalysis was the theory that would empower psychologists to operate in the various situations they could face, thus taking distance from the idea of “change” as the main goal of psychoanalytic practice (Plotkin & Visacovsky, 2008).

In this manner, he promoted the editions of books such as *El rol del psicólogo* (*The Role of Psychologists*) (Bricht et al., 1973), and *El psicólogo y su profesión* (*The Psychologist and his Profession*) (Litvinoff & de Gomel, 1975), in which he also wrote the prologue. He was the author of *Teoría y Técnica de los abordajes*

marginales (Theory and Technique of Marginal Approaches) (Harari, 1974), and *El objeto de la operación del psicólogo* (The object of the Operation of the Psychologist) (Harari, 1976), which concluded with a brief comment by Louis Althusser (Carpintero & Vainer, 2004).

It is from this approach to Lacan and Althusser – the last author with whom he maintained a large correspondence and with whom he met on a couple of occasions in Paris between 1975 and 1980 – that he became, during the 1970s and onward, an undisputed protagonist of the Lacanian psychoanalytic field. In the first stage of its production, he emphasized the re-reading of Freud proposed by Lacan, supported by the German and French translations of Freud. Then he advanced toward his conception of the Realenguaje (“*Realanguage*”), to arrive in his last book: *El sujeto descentrado* (The Decentralized Subject), to present psychoanalysis to those who are not familiar with it (Harari, 2008). He articulated the direction of the cure with the social insertion of the practice, thus continuing the necessary teachings to the refundation of what he stated as “*nuestro*” (our) psychoanalysis (Feinsilber, 2009).

In 1977, he was a founding member and then president of *Mayéutica-institución psicoanalítica*, in Buenos Aires, which is, chronologically, the second Lacanian institution in the international psychoanalytic scenario. In addition to being an Analyst Member (MA), he conducted an annual seminar there from 1981 to 2008 (Rodríguez, 2012; Feinsilber, 2009; Carpintero & Vainer, 2009).

His participation and collaboration in the expansion of Lacanian psychoanalysis at international and multi-institutional level was remarkable. In 1983, he founded and coordinated the Psychoanalytic Extension Center of the San Martín Cultural Center under the Ministry of Culture of the City of Buenos Aires, being the first group of representatives of psychoanalytic institutions in the region, after the dissolution of the School founded by Lacan in Paris. Pursuing that ideology, that conception, and that way of gathering professionals, in 1985 he collaborated as a representative of his institution in the cofoundation of

the *Reunión Lacanoamericana de Psicoanálisis* (Lacanoamerican Meeting of Psychoanalysis), and in 1998, in Barcelona, he founded *Convergencia, Movimiento Lacaniano por el Psicoanálisis Freudiano* (Convergence, Lacanian Movement for Freudian Psychoanalysis), a multi-institutional network of an international character (Cueto, 2004; Feinsilber, 2009; Rodríguez, 2012; Russo, 2009).

He also lectured as a visiting professor at the University of Provence, in France, in addition to teaching courses, conferences, and seminars in different cities in Argentina, America, and Europe, periodically giving classes of psychoanalysis in Brazil, in the USA, and in Australia (Feinsilber, 2009; Cueto, 2004). He also participated as a member of the International Federation for Psychoanalytic Education and the Society for Chaos Theory in Psychology and Life Sciences (Rodríguez, 2012).

In relation to his lengthy essay production, the publication of 24 books translated into French, English, and Portuguese stands out, for which he obtained the following distinctions: *Faja de Honor en el género ensayo* (Honor in the Essay Genre), of the Argentine Society of Writers; *Premio Único Municipal a Ensayo Inédito* (Single Municipal Award for Unpublished Essay), from the Government of the City of Buenos Aires; and Second National Prize for Philosophy and Psychology, granted by the Ministry of Culture of the Argentine Republic (Rodríguez, 2012).

He also published more than 290 articles in the specialized magazines of main circulation, in newspapers, and on websites of Argentina, Uruguay, Brazil, Venezuela, Colombia, Chile, Mexico, the USA, Spain, England, Australia, France, and Turkey (Rodríguez, 2012).

In relation to editorial work, from 1986 to 2008 he directed the *Freud* \diamond *Lacan* collection, of Nueva Visión Editions, which published more than 120 titles and integrated the Scientific Committee of the French journals *La clinique lacanienne*, *Figures de la Psychanalyse*, *Analyse Freudienne Presse*, *Cliniques méditerranéennes*, and *Langage et inconscient* (Rodríguez, 2012; Cueto, 2004).

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Henry de Crescioni, Lavinia Catalina

Born on November 25, 1920, in Cabo Rojo, Puerto Rico (PR)

Died on December 22, 2013, in San Juan, PR

Nydia Lucca-Irizarry

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · Educational Psychology · College administration

Lavinia Catalina Henry was born in Cabo Rojo, a coastal tourist attraction town in the Southwest of Puerto Rico. Born to Mrs. Antonia Ramírez, 25 at the time of birth, and Mr. Luis Henry, 53 years old, she was the oldest of two siblings. His brother Benjamín was 2 years younger. At the birth time, her mother was a housewife and her father a carpenter. From the paternal side, she was blood-related to the most prominent Puerto Rican revolutionary figure, physician Ramón Emeterio Betances (1827–1898).

Lavinia's mother became a schoolteacher under the US flag dominion when Lavinia was young, which means that by the time, they were considered a well-to-do household. She grew in a bilingual (Spanish-English) environment in an adequate dwelling (according to the 1940 US Census house value) in urban Cabo Rojo. Lavinia's father died when she was 15 years old.

Hers was an extended family in which an old aunt to Lavinia's mother, Mrs. Carmen M. Padilla, and a nephew lived in the house with the family, in addition to a very young maidservant.

Lavinia attended the University of Puerto Rico, Rio Piedras campus (UPR-RP), and obtained her BS degree in Home Economics (1942) as customarily for well-to-do girls. She married immediately after graduation, on the 4th of July, to Mr. Héctor Crescioni (1922–1994). Afterward, she worked as a secondary school teacher and supervisor in her study field for 9 years. Eventually, in 1952, she obtained her MA degree from New York University, majoring in Educational Psychology. Then, in 1968, she completed a Doctorate in Education (EdD) from Florida State University, with a specialty in Research and Testing. Her doctoral dissertation, *A study of praise and reproof: Their effects on motivational structure and learning* (Crescioni, 1968), examined if verbal praise and verbal reproof have predictable effects in the learning process and the role of motivational state of the learners in changes brought about in performance by the application of praise and reproof.

Lavinia Henry de Crescioni held assistant and associate professor positions at the College of Education, UPR-RP, in the 1950s and 1960s, where she also served as acting director of the Guidance Office. At the same time, she maintained her private practice as a consulting psychologist with the Puerto Rico Department of Public Instruction, the Advisory Committee for the Development of Public Service Personnel of the Commonwealth of Puerto Rico, and federal agencies such as the Social Security Administration's Bureau of Hearings and Appeals and the Head Start Program.

In her professional career as a psychologist, she demonstrated a strong leadership regarding issues affecting the profession in the Island. She figured among the first members of the *Asociación de Psicología de Puerto Rico* (APPR, Association of Psychology of Puerto Rico). Worth mentioning are the multiple roles that she assumed as treasurer (1959–1960), secretary (1963–1965), and eventually president of APPR in 1969. Under her leadership, a draft law to regulate the practice of

Psychology in Puerto Rico was prepared (Rivera and Maldonado, 2000). The document contemplated that different specialties within the field were included in the regulatory law. She was also a member and president of the Board of the Puerto Rico Psychological Institute, the first private postgraduate school of psychology established in the island in 1966 by Carlos Albizu-Miranda and Norman Matlin (later *Centro Caribeño de Estudios Postgraduados*, Carlos Albizu University, since 2000).

After years of service at the state university (UPR-RP), in 1966, Dr. Crescioni joined the Interamerican University in Puerto Rico. Her leadership, vast knowledge, and managerial skills found a fertile soil in the administrative realm. Between 1966 and 1969, she directed the Upward Bound and Early Childhood Education Programs at the institution. Three years later, she was appointed Dean of the Regional Colleges and Extensions. She was named vice president and executive dean of the Regional College Instructional Unit in 1972. A year later, she was appointed vice president and executive dean of Metropolitan Campus, achieving high standards in academic and administrative operations. In 1975, she was appointed vice president for Academic Affairs for the Interamerican University system. In an all-men traditional higher education institution, she was one of the few women to hold a top administrative position in a very successful manner, at times in which women's place was considered to be the classroom. Her name was included in the *American Association of Colleges for Teacher Education Yearbook* during the 1970s, as an official representative of her institution.

Records show that she was an ardent defender of the rights of students with certain limitations and coming from poverty backgrounds to attend college and accomplish academic degrees as a means to improve personally and overcome difficulties with dignity. At the administrative level, she sought to provide all sorts of support to the students, from material devices, an enriched extra-curricular offer, to high-quality student counseling services. From her top administrative position, she promoted the concept of a "service university"

oriented toward the preparation of students for service, a university that also serves students taking good care of their needs. She advocated for a special type of instruction for the poor in higher education; an education that prepares them to join the labor force while they participate in a liberal arts curriculum (Middle States, 1975). She was described by a former colleague from Interamerican University as a “feminist . . . a very brave lady. . . worthy of respect and admiration” (M.A. Ortiz, personal communication, September 5, 2020) in the male-dominated society of the 1960s and 1970s in Puerto Rico.

In terms of research, she was interested in examining the intersection of psychological knowledge and educational practices in the classroom to improve the quality of education of both children and college student, the perception of self among Puerto Rican children and adolescents, the relationship between personality conflicts and dropping out among college students, and the role and responsibilities of university professors in the teachers’ preparatory programs. In 1959, she was a regular collaborator to one of the most important newspapers in the Island (*El Mundo*) responsible for a weekly column on the psychosocio-emotional aspects of adolescence.

She had a daughter (Gladys Crescioni, 1943–1998), journalist and writer, and a granddaughter (Xavira Neggers, journalist), both deceased.

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Heres Pulido, Julieta Cecilia

Born *Mexico, 8 February 1943*

Died *Mexico, 30 May 2003*

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Keywords

Mexico · Neuropsychology · Master’s degree in neuropsychology · Neuropsychological evaluation

Julieta obtained her school training in Mexico City, from basic education to postgraduate. She

was a student at the French College of San Cosme and at Secondary School # 2 “Ana María Berlanga.” She entered the Escuela Nacional Preparatoria #1 “San Ildefonso” (National Preparatory School) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), and later the Faculty of Philosophy and Letters of the same university, in the then “Colegio de Psicología” (in 1973 it became the Facultad de Psicología (Faculty of Psychology) independent of the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters). In 1965 she graduated as a psychologist with the thesis: “The intellectual sphere of the Grace Arthur and Alicia Descoedres tests in a group of the mentally handicapped with language disorders” (Heres-Pulido 1965). This thesis reflects her interests and her vision of psychology that she would develop throughout his professional life. From 1980 to 1982, she completed a postgraduate specialization in language pathology at the School of Language Pathology of the Hospital de la Santa Cruz y San Pablo in the city of Barcelona. In 2001, she obtained a doctorate in Health Psychology at the Centro Universitario de Ciencias de la Salud de la Universidad de Guadalajara (University Center for Health Sciences of the University of Guadalajara) (UG).

Julieta began as a psychologist in a medical environment in which she had to propose forms of care that on many occasions had no precedent in psychology. After graduating as a psychologist, she worked in ward 501-A of Plastic and Reconstructive Surgery of the Hospital General de México (General Hospital of Mexico), which was directed by Dr. Fernando Ortiz Monasterio (1923–2012), treating disorders of the body schema in burned or deformed people. In addition to carrying out tests on people who required or were requesting plastic surgery who had this condition as a background; one of her care goals was to avoid possible failures or personality breaks. At this same institution, she organized a group to teach the techniques of early multisensory stimulation of children with craniofacial malformations.

The most important contribution of Julieta Heres Pulido to psychology in Mexico was, without a doubt, having started the first postgraduate program in neuropsychology at the then Escuela Nacional de Estudios Profesionales Zaragoza (National School of Professional Studies Zaragoza) (ENEP-Zaragoza) of UNAM that in 1993 became a Faculty of Higher Studies (FES). The curriculum is 2 years and a bachelor's degree in psychology is required for admission. The program began in August 1989. In those years neuropsychology was almost unknown and was not understood as a specialty of psychology (Ostrosky-Solís and Matute-Durán 2009). This study plan was reformulated in 2000 and is called Residency in Clinical Neuropsychology as part of the Master and Doctorate Program offered by UNAM. It is taught in the three locations that offer a psychology degree at this institution: the Faculty of Psychology, the FES-Zaragoza, and the FES-Iztacala. In 1998, together with other prominent professionals, she founded the Mexican Association of Neuropsychology, A.C., which holds a national congress every 2 years.

Julieta was always interested in the development of neuropsychological assessment instruments that went beyond psychometric analysis and that allowed a qualitative assessment and as close as possible to activities of daily living. This led her to develop a battery of tests for people with little or no schooling that was applied in the Unidad de Investigación en Neuropsicología (Research Unit in Neuropsychology) of the Instituto Nacional de Neurología y Neurocirugía (National Institute of Neurology and Neurosurgery) (INNyN). The test called Exploración Neuropsicológica Básica (*Basic Neuropsychological Examination*) (EXNP) was published by the then ENEP-Zaragoza and norms were obtained by age and schooling (Heres-Pulido and Villa-Rodríguez 1989). With it, the main neuropsychological functions are evaluated, such as attention in three modalities, auditory, visual, and tactile, orientation in the three spheres, and verbal and visual memory. From language are explored: fluency, informative content, rhythm, melody, repetition, naming, reading, and writing

comprehension (from the knowledge of the letters to the understanding of sentences according to the level of schooling). Gnosias and praxias also adapted to the level of schooling. Formation of concepts with calculating objects that the evaluated person must classify into three categories: Abstraction is evaluated by the interpretation of sayings; problem solving is explored by solving specific problems and calculating with situations involving money management. The test was completed with the *Token Test* and with the memory copy and reproduction of the *Rey-Osterrieth complex Figure*. She also developed a *non-test* called *the feather duster and the eraser test*. The idea of the test is that there was no test, the deconstruction of a neuropsychological test. So having a feather duster, or an eraser depending on the context, can be explored from the denomination to the tactile gnosias, going through praxias, short- and long-term memory, narrative language, judgment, and reasoning. The test was simply an exploration guide, but it involved mastering neuropsychological theory (Villa-Rodríguez 2017).

Her contributions to the training of human resources in Psychology and Neuropsychology were recognized by the Consorcio de Universidades Mexicanas (Consortium of Mexican Universities) (CUMEX) by giving her name to the Chair of Psychology. The Chair of Psychology “Dra. Julieta Heres Pulido” has been taught since 2004 at the member universities of the consortium, which take turns at the headquarters (Castañeda 2019).

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Hernández-Peón, Raúl

Born *Merida, Yucatan (Mexico)*, 16 July 1924

Died *Mexico City (Mexico)*, 16 April 1968

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Keywords

Mexico · Attention · Electrophysiology · Sleep

Hernández-Peón studied elementary, middle, and high school in the city of Merida, Yucatan. In 1941 he finished his high school studies in the areas of biological and physicochemical sciences; he then received professional education in medical surgery at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), where he finished his studies in 1949. At the end of his professional training and 2 years before getting his degree, Hernández-Peón carried out several studies on the mechanisms of renal filtration and renal

vascular bypass (Hernández-Orozco 2011). Hence, in 1955, he received an invitation to collaborate with a monograph on body fluids in John Fulton's book: *Textbook of Physiology* and later in a review by Theodore C. Ruch, in 1960, entitled: *Fulton's Medical Physiology and Biophysics* (Morgane, 1970).

In 1952 he received a scholarship from the US Public Health to do a research stay with Horace W. Magoun (1907–1991) in the Department of Anatomy and Physiology at the University of California (Sterman 1968). In 1950, Magoun had established a laboratory with John D. French at the Long Beach Veterans Administration Hospital, recognized as one of the leading international laboratories in the study of the nervous system. During this stay, Hernandez-Peón develops a great interest in the study of brain functions, which determined the scientific concerns that he would develop throughout his life. From 1954 to 1955, he was visiting researcher in the Department of Surgery at the School of Medicine of the University of Oregon (Colotla 2016). In 1954 he returned to the University of California, thanks to a Guggenheim grant. Afterward, he worked at the Graduate School of UNAM until 1958, the year in which he accepted the position of research professor and director of the Experimental Psychiatric Center of the Universidad de Chile (University of Chile), and professor of physiology and dean of the Institute of Physiology of the Universidad de Concepción (University de Concepción) (Drucker-Colín & Rojas-Ramírez, 2005). In 1959, he returned for a brief period to the UNAM Physiology Department, and later, in 1960, he founded, with Manuel Velasco Suárez, the Brain Research Unit, the precursor of the Instituto Nacional de Neurología (National Institute of Neurology), and became its first director. In the following years, this Unit acquired national and international recognition and received the visit of foreign researchers such as Paul Bach and Rita, and Peter J. Morgane (Morgane, 1970; Vicencio-Muñoz, 2018). However, in 1964, his laboratory closed due to “the maneuvers of his scientific and political enemies” (Morgane, 1970). However, despite the large number of job offers he had in other countries, he decided to stay

in Mexico. He pawned his house, located on Moras Street in the Colonia del Valle, and founded the Instituto de Investigaciones Cerebrales A.C. (Brain Research Institute). In subsequent years until his death, and thanks to his remarkable productivity and international recognition, his research received funding from US Health Institutions (Drucker-Colín & Rojas-Ramírez, 2005). At the time of his death, in Mexico, Hernández-Peón was widely recognized as one of the most influential researchers in the area of neurophysiology. Internationally he was considered a world leader in the study of the neurophysiological mechanisms of sleep.

Hernández-Peón's works focused on the study of arousal, orientation responses, attention, and habituation, as well as their relationship with sleep and daydreams, awareness, and alterations in mental functioning (Morgane, 1970; Drucker-Colín & Rojas-Ramírez, 2005).

In collaboration with French and Livingston (French et al., 1955; Hernández-Peón 1963), he studied through evoked potentials in monkeys, the cortico-fugal projections to the cerebral cortex. He found that these projections come from different areas of the cortex and meet in the reticular formation of the brain stem. Based on the existing evidence, they proposed that the reticular formation mediated the ascending mechanisms of arousal derived from external stimulation and was also affected by descending impulses of a pathway he had recently described (Hernandez-Peón et al. 1960). Thus, they suggested reticular formation contains facilitating and inhibiting nuclei responsible for essential aspects of consciousness such as voluntary arousal, directed attention, and surveillance.

In a later work, in collaboration with Hagbarth (Hernandez-Peón & Hagbarth, 1955), Hernández-Peón demonstrated that postsynaptic afferent pathways activated by sensory stimulation could be inhibited in the spinal cord by excitation of the ascending activating system of the brain stem. It was the first demonstration that the reticular system is capable of inhibiting the transmission of sensory messages within the nervous system to the first synapse of the pathway. Later, in works carried out with Michel Valentin Marcel Jouvét

(1925–2017), he observed that the activation of reticular formation exerts a downward influence, through inhibitory centrifugal fibers, on the sensory pathways up to the first synapse. In one of these experiments, using cats as subjects, recording evoked potentials to an auditory stimulus in the dorsal cochlear nucleus, during alert-relaxed or sustained attention conditions. The results showed that the evoked potentials had a stable magnitude when the cats were on alert-relaxed. However, when they were exposed to a mouse, and they looked at it closely, a significant reduction in evoked potentials was observed. Consistently, when the mouse was removed from the cat's view, the potentials returned to their original level. These results led Hernández-Peón to conclude that distraction toward a stimulus must be accompanied by sensory inhibition, while attention must be followed by selective sensory facilitation (Hernández-Peón et al., 1956). After some experiments, he proposed a hypothesis about sensory regulation, attention, and habituation, suggesting that the reticular formation is like a “high command,” which receives and controls external and internal information, and the brain in itself. At a given moment, it filters, amplifies, and integrates the signals it receives and prevents the overactivation of the delicate sensory integration mechanisms (Drucker-Colín 1999).

Finally, in 1965, based on the results of various experiments, he proposed a hypnogenic system of cholinergic nature. Their studies showed sleep induction in cats, after localized administration of acetylcholine, eserine, and carbamylcholine. It suggested that activation by cholinergic mechanisms of ascending and descending projections produced the inhibition of reticular formation, and therefore released the activity of the neocortex, producing rapidly the rapid eye movements sleep (Drucker-Colín & Merchant-Nancy, 1995).

It is of such relevance the contributions of Raul Hernandez-Peón that his publications appear in Web of Science with 1628 citations, some of which follow his death. Likewise, the Facultad de Psicología (Faculty of Psychology), UNAM, established a unique chair with the name of Raúl Hernandez-Peón on May 21, 2015.

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Herrans-Pérez, Laura Leticia

Born on June 16, 1935, at Vega Baja, Puerto Rico

Died on March 23, 2020, at San Juan, Puerto Rico

Juana Myrtea Rodríguez González
University of Puerto Rico, San Juan, Puerto Rico

Keywords

Puerto Rico · Educational Psychology · Tests and measurements

Laura Leticia Herrans-Pérez is the first of three children born to Juan Bautista Herrans López, comptroller at the *Central San Vicente*, first sugarcane refinery established in PR in the nineteenth century, and María Teresa Pérez González, an elementary school teacher. Letty, as she is better

known, grew within an extended family of teachers and musicians, in an upper middle-class environment at a small town in the northern coast of Puerto Rico. She was educated at her hometown public school system and demonstrated outstanding qualities as a student.

After obtaining her High School degree at an early age, Letty enrolled at the University of Puerto Rico, Rio Piedras Campus (UPR-RP), to study Psychology, as an honor student. Although there were no psychologists in her family and she is not sure why she wanted to study Psychology, she thinks that she was interested in this profession because her family valued service professions (Herrans, 2018). In 1955, she obtained a bachelor's in arts with major in Psychology. Since Psychology was a developing profession and she was a very good student, she was encouraged by her teachers to pursue a master's degree in this area as soon as possible. She entered the Catholic University of America at Washington, DC, and in 1957, she obtained her master's degree in Educational Psychology and Higher Education. In 1969, she received her PhD degree in the same university, majoring in General Psychology.

After completing her master's degree, Letty Herrans began to work as a psychologist at a private interdisciplinary mental health clinic for children and adolescents in San Juan, PR, headed by Dr. Providencia Castro (1920–1999), a psychiatrist. The collaboration and teamwork at this clinic made her realize the complexities of the human mind and the importance of interdisciplinary interventions (Herrans, 2018). In 1959, this clinic was by public included in a public mental health program and became a training site for future psychiatrists.

In 1960, Herrans resigned from her position as psychologist at this mental health clinic, because she experienced discriminatory work practices toward psychologists, and with Virginia Sacarello (1930–2018), a colleague, opened a private practice to do psychological evaluations to children and adolescents referred by private and public schools' social workers and teachers. Shortly after, she was invited by Dr. Juan Nicolás Martínez, coordinator of the Program in Psychology at

the Faculty of Social Sciences of UPR-RP, to work as a Psychology professor.

Laura Leticia Herrans remained at UPR-RP, from 1960 to 1986, when she retired after many years of academic work. She taught courses in Personality, Measurements, Introduction to Psychology, Human Development, Psychological Evaluation, Supervision of Practicum, Internship, and Theses and Dissertations, at the undergraduate level and graduate levels. As a professor, she inspired students to be critical of psychological knowing, especially in the making of clinical interpretation of clients specially with those from diverse cultural milieu. She was director of the Department of Psychology for 4 years and also associate dean of Academic Affairs.

Dr. Herrans had as priority the development of a graduate program in Psychology in the Department of Psychology at UPR-RP. The program was designed following the guidelines of the American Psychological Association's PhD in Clinical Psychology. In collaboration with Dr. Irwin Hyman (1935–2005), a professor at Temple University in Philadelphia, she developed an academic consortium with the School Psychology Program at Temple, to promote the admission and exchange of students and faculties between the School Psychology program and the Department of Psychology at the UPR-RP. Over 15 Puerto Rican psychologists obtained their doctoral degrees at Temple, thanks to this consortium.

Dr. Laura L. Herrans' view of psychology as a science and as an art guided her academic career and student's training in clinical psychology. She encouraged students to do research in the areas of theories of personality and construction of valid and reliable instruments especially developed for a Puerto Rican population. These instruments are included in her book: *Psychology and Assessment: The Development of Psychological Tests in Puerto Rico* (2000). As a teacher and researcher, she emphasized the value of scientific endeavors. "Science does not exist without measurement" was an affirmation she often repeated (L. L. Herrans, personal communication, April 3, 2016). According to Dr. Herrans, bias in

psychological evaluations can only be controlled by the knowledge that the psychologist has on the principles that rule both science and measurement. Also, she said psychologists must conceptualize psychology as a diverse, complex and unique scientific field.

As a researcher, Dr. Herrans is well known for the adaptation and standardization of the Wechsler Intelligence Scale for Children-Revised (WISC-R), which became the *Escala Wechsler de Inteligencia para Niños, Revisada, para Puerto Rico* (EWIN, R, PR, 1992), as well as in the adaptation and standardization of the Wechsler Adult Intelligence Scale-III (WAIS-III, 2008). The standardized instrument in Spanish is known as *Escala de Inteligencia Wechsler para Adultos-III, Spanish, PR* (Pons et al., 2008). In collaboration with some of the participant researchers, Dr. Herrans engaged in the discussion of the validity, reliability, and standardization process, as well in the training of licensed psychologists in Puerto Rico. The impact of the work done in Puerto Rico and the importance of cultural biases in developing psychological instruments transcended Puerto Rican boundaries: its results were presented at different forums in PR, the USA, and Argentina, among others. Also, the methodology used in the development of the EWIN-R, PR (1992) was used as a guide for the adaptation of the WISC-R in Buenos Aires, Argentina.

In 1988, Dr. Laura L. Herrans, Dr. Juana M. Rodríguez, and Dr. Glorisa Canino designed a research project to measure the intellectual capacity of the inpatient population in the psychiatric public facilities of PR, to determine their capacity to express their right to vote in the general elections of the government in Puerto Rico. These researchers randomly selected a representative stratified sample and psychological tests to assess intellectual, emotional and neurological variables. The median IQ of the representative sample was 89, above the mentally retarded classification. A mental health and a physical profile were obtained, including demographic characteristics. This profile is still the only valid and reliable psychological and psychiatric profile of the

institutionalized mental inpatients in the island. From this work, Dr. Herrans and Rodríguez obtained and published norms for the Bender Gestalt and the Draw a Person tests, creating clinical criteria for codification (Herrans & Rodríguez, 1989).

With the collaboration of Puerto Rico's Mental Health and Addictions Services Administration, Herrans and Rodríguez, initiated in 1989, the EIWN-R project, to translate the Wechsler Intelligence Test for Children- Revised (WISC-R), adapt and standardize this test to a Puerto Rican population of children, age 6–16. Validity and reliability of the final instrument, EIWN-R-PR, were done. They developed the first instrument with Puerto Rican norms for our children (Herrans & Rodríguez, 1992). This project was funded by diverse federal, state, and private agencies.

In 1987, Laura Leticia Herrans, Juana M. Rodríguez, and Aida Herrans created a non-profit private corporation, Scientific Research and Educational Projects of Puerto Rico (ICPE, in Spanish), for the development and implementation of a training program for public and private care providers of infants and toddlers with and without impairment in Puerto Rico. The program was funded by Federal law P.L. 99–457 Part H, under the Council on Developmental Disabilities and later by the State Council on Developmental Deficiencies in Puerto Rico, until 2010. Through these years, besides the training of parents, teachers, and social workers, they created a network of day care centers and a directory of those certified to offer services to children with functional diversity. Moreover, they collected statistics on functionally diverse children and their referral for evaluation. The corporation published a booklet with all the training information and consulted with PR's Department of Family about any pertinent issues.

Dr. Herrans belonged to several professional associations, among them, Puerto Rico Psychological Association (APPR, in Spanish), of which she was president from 1970 to 1971; American Psychological Association (APA), where she coordinated the Committee of Ethnic Minority Affairs; National Association of School

Psychologists; and Interamerican Society of Psychology. She presided the Committee for the examination to license psychologists in Puerto Rico. She was appointed by the Governor of Puerto Rico to the Puerto Rico Board of Psychologist Examiners and was elected president of this organism. APPR recognized her contributions to Psychology in Puerto Rico by naming her Psychologist of the Year in 1986.

Dr. Laura Leticia Herrans died on March 23, 2020, after a long and debilitating illness. She is survived by her nephews, nieces and their children, her extended family, her friends, her colleagues, and her thousands of former students who value her teachings and continue working in developing new instruments for Psychological measure.

Cross-References

- ▶ [Rodríguez González, Juana Myrtea](#)

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Herrera de Kourany Norky, Elcira Marta

Born *Panamá, Republic of Panama, on March 10, 1936*

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Universidad Especializada de las Américas,
Panamá, Republic of Panama

Keywords

Panama · Teacher · Professional practice ·
Cognitive behavioral · Hypnotherapy

In 1954, she began her undergraduate studies in psychology at the University in Santiago de Chile.

She is considered the pioneer of psychology, since she is recognized, by the Technical Council of Psychology, as the first Panamanian psychologist. In 1960, she founded the direction of vocational and psychological psycho orientation for the National Border System and the National Institute for Vocational Training of the Republic of Panama.

She developed the curriculum for the degree in psychology at the Santa María la Antigua University, and from 1965, she devoted herself mainly to teaching evaluation and psychological orientation at the Santa María la Antigua University and the University of Panama, until her retirement in 2010.

Her main contribution has been in the training of new psychology professionals since 1965.

President of the Technical Council of Psychology, from 1975 to 1985, her contributions include the Code of Ethics of the Psychologist, recertification law, that proposes an exam, which psychologists must take every 5 years, to renew their certification, statutes of the Technical Council of Psychology, and the law that recognizes the professional practice of psychology.

Elcira Herrera was the founder of the Panamanian Academy of Psychology (1975), of the Panamanian Association of Cognitive Behavioral Therapy and of the Panamanian Association of Psychologists in the same year. She also was President of the Panamanian Association of Psychology (1976) and the coordinator of the first scientific conference on therapeutic hypnosis in Panama, entitled “Advances in Hypnotherapy in Panama” held in 2004.

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Horas, Plácido

Born *Mendoza, Argentina, 11 December 1916*

Died *San Luis, Argentina, 9 December 1990*

María Andrea Piñeda

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Keywords

Argentina · Psychology · Psychology programs · University

He was one of the pioneers in the professionalization of psychology in Argentina, contributing to the creation of Psychology Programs, as well as to the development of the professional role of the psychologist at public institutions.

Plácido Horas arrived to San Luis in 1943 after graduating with honors from the *Facultad de Filosofía y Letras de la Universidad de Buenos Aires* (Faculty of Philosophy and Humanities of the University of Buenos Aires) to work as a professor at the Universidad Nacional de Cuyo, UNC (National University of Cuyo), which had opened a branch in that city three years earlier.

He settled down in San Luis, married Elena Ossola (1922–1989), and had four children: Silvia, Jorge, Guillermo, and Martha.

From 1943 to 1965, he directed the *Instituto de Investigaciones Pedagógicas* at UNC (Pedagogical Research Institute), which was called Instituto de Investigaciones Psicopedagógicas (Psychopedagogical Research Institute) since 1956. There, Horas began a profuse academic activity including teaching, research, community service, and public communication of psychological science, promoting its development at the university as well as at several state institutions and civil organizations of San Luis. He managed agreements between this institute and the local government to create various applied psychology centers such as the *Dirección de*

Psicología Educativa y Orientación Profesional (Direction of Educational Psychology and Professional Guidance) and the *Centro de Criminología* (Centre of Criminology). He also directed the publication of the scientific journal called *Anales del Instituto de Investigaciones Psicopedagógicas* (Annals of the Institute for Psychopedagogical Research) (Muñoz et al., 2013).

This activity laid the foundations for the creation of the undergraduate psychology program in San Luis, which he organized and directed since 1958. He taught several courses such as Child and Adolescent Psychology, Educational Psychology; Vocational Guidance, Dynamic Psychologies, Objective Psychologies, and Legal Psychology. He devoted much of his academic life to the latter becoming an outstanding reference of the field in the region (Horas, 1971, 1981; Horas & Humberto, 1971). He also held various university government positions.

He was a very active member of the Interamerican Society of Psychology (SIP), where he served as Vice-President for South America from 1963 to 1964.

He was also a member of the *Comisión Regional del Consejo Nacional de Investigaciones Científicas y Técnicas, CONICET* (Cuyo Regional Commission of the National Council of Scientific and Technical Research) between 1959 and 1965.

Three main features of his thought and management of academic psychology may be highlighted.

Firstly, his epistemological-anthropological position was the basis of his institutional management of the psychology program. In fact, Horas started from a vision of biopsychosocial and spiritual unity of the human person from which he defined that psychology should be fundamentally devoted to the study of personality and behavior from its biological, psychosocial, and spiritual bases. Consequently, it conceived a science of wide horizons, always open to the assimilation of the diversity in the complex unity of human beings and the science that studies them. Integrating and synthesizing differences from scientific evidence, with a vision of totality, was a

fundamental undertaking that could not be limited by any type of reductionism or bias (Horas, 1955). This imprint was strong in the original profile of the psychology program. This implied achieving a balanced psychology, not exclusively centered in the psychoanalytic biases predominant in the country. In fact, he promoted the development of other areas such as educational and legal psychology, or experimental approach research and studies in psychophysics, among others (Piñeda, 2010).

Secondly, Horas argued that academic psychology would be developed from the regional social demands and integrated into the international scientific community. The agreements that he managed between the national university and the provincial state allowed for a strong articulation between teaching, research, and community service, which are pillars of university life. However, according to Horas, solving the problems of the region demanded a careful critical look at overseas psychology. In his constant demand for learning, some of his friends testified that he used to eagerly receive journals from all over the world to catch up on various areas and topics, and he shared this material with his colleagues and students to encourage them to update their knowledge (Berastain de Montoya, 1995; Piñeda, 2007). On the other hand, he took part in many international scientific societies, contributing to meetings and publications.

Together with “Nuria Cortada de Kohan” (1921–2013), Horas was the Argentine representative at the First Latin American Seminar on Training in Psychology organized by “Rubén Ardila” (1942–) in Bogotá in 1974 to think about and discuss the training needs of Latin American psychologists (Ardila, 1978). Likewise, the international vision that Horas had of psychology was reflected in the policies of postgraduate training that he promoted. By inviting foreign professors to teach postgraduate courses, or fostering their colleagues to study abroad, Horas made possible the opening to new approaches and lines of research, which undoubtedly had an impact on professional practices, trying not to

reproduce the limitations of the country’s dominant biases. On the other hand, the requirement to be attentive to social demands for Horas implied a constant exercise of listening to the voice of the students, whose instituting force he managed to capitalize on.

Finally, Horas assumed the challenge of articulating an academic and a professional culture in the same community of psychologists. He was one of the organizers of the psychology program in San Luis, which already in 1958 provided for the possibility of getting a PhD in Psychology. Being one of the oldest of its kind in the country, this program graduated the first psychology doctor from an Argentine university (Piñeda, 2018). His labor at the research institute contributed innovations to the national scientific psychology, even with all the budgetary limitations that always characterized the Argentine university, seeking agreements with Consejo Nacional de Investigaciones Científicas y Técnicas-CONICET (National Council for Scientific and Technical Research) or other national and international agencies.

Since 1973, the psychology program depended on the newly organized *Universidad Nacional de San Luis* (National University of San Luis) where Horas worked until his retirement. This institution granted him the recognition of Professor Emeritus and Doctor Honoris Causa.

In 1986 he was awarded *Premio Konex* (Konex Prize) in Psychology as a part of the list of 100 outstanding figures in the Argentine humanities. In 1989 he was enrolled as a Full Member of the *Academia Nacional de Ciencias de la Educación* (National Academy of Educational Sciences).

His human quality and his fruitful academic career opened the way to scientific and professional psychology in San Luis.

Cross-References

- ▶ [Ardila, Rubén](#)
- ▶ [Cortada de Kohan, Nuria](#)

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Iavelberg, Iara

Born *in São Paulo (Brazil) on May, 7, 1944*

Died *in Salvador (Brazil) on August, 20, 1971*

Juberto Antonio Massud Souza
State University of Rio de Janeiro (UERJ), Rio de Janeiro, Brazil

Keywords

Brazil · Armed struggle

Iara Iavelberg was a Brazilian psychologist trained at the University of São Paulo (USP). She was a teacher in student union's course at the Philosophy's Faculty, and in 1968 she became an assistant professor at the Institute of Psychology at USP. As a student and as a professor, she was a member of some leftist organizations such as Revolutionary Marxist Organization – Worker's Politics (POLOP), Popular Revolutionary Vanguard (VPR), and the Revolutionary Movement 8th October (MR-8). About her short professional performance at the university, it was said that: "In the classes she taught, a few ones, Iara had fun in contesting behaviorist psychology and official science" (Patarra, 1992, p. 198). Part of Iara's activities, in the Social Psychology department, was dedicated to the content analysis of Fidel Castro's speeches (1926–2016), but "she didn't finish this work because she disappeared"

(Centro Acadêmico Iara Iavelberg, 2014). She started her activism in the student movement, and gradually, with the deepening of the corporate-military dictatorship that was in power in Brazil from 1964 to 1985, she moved into more combative militant sectors. She was arrested in an apartment in a meeting with other militants in 1968, and among the seized books was Marx's Capital. A petition circulated in USP's Psychology Institute for her release. With the expansion of repression and Brazilian state terrorism, she was forced to abandon teaching psychology and became a clandestine militant. She approached revolutionary Carlos Lamarca (1937–1971), who had deserted from the Brazilian Armed Forces carrying an arsenal of rifles. She made a guerrilla training in Ribeira's Valley. Iara also had the task of coordinating the theoretical discussions in Ribeira's Valley, using some available books, including Paul Sweezy (1910–2004) and Adolfo Sanchez Vasquez (1915–2011).

Still there, she defended the position that it was necessary to consider that the revolutionaries' psychological conditions were fundamental for the fulfillment of their tasks and criticized her comrades who had allowed the presence of a militant who, according to her hypothesis, had a paranoid schizophrenia profile. She had the sensitivity to consider that psychological monitoring could be one of the specific activities that psychologists could play in the armed struggle since the harsh measures imposed in the underground had implications for subjectivity. That is why, in her

organization, “Iara insisted on providing psychological assistance to militants, her function in the armed struggle” (Patarra, 1992, pp. 348–349). On this subject, the testimony of Inês Etienne (1942–2015), the only survivor of a clandestine torture center called Casa da Morte (House of Death), was revealing: “For her, as important as the discussions on strategy and tactics, was the psychological situation of the militants, who wished it to be the best as possible. She suggested that the organization create conditions for the companions to have a place where they could rest from the tensions to which they were submitted” (Patarra, 1992, p. 349). Iara was known for having her face printed on several posters with the phrase: “Wanted Terrorists. Help to protect your life and that of your family members. Notify the police.” She was murdered in the city of Salvador, Bahia, in 1971. The official version said that she committed suicide in an exchange of gunfire with agents of repression (Sacerdote, 1993). A little more than four decades later, her niece scripted the documentary *Em Busca de Iara* (In Search of Iara), in which she manages to prove, with expert doctors, that the psychologist was murdered, as well as the causes of her death were covered by the Brazilian State (Frederico et al, 2013).

Iara Iavelberg’s biography shows that she was one of the psychologists who helped to expose the repressive character of state terrorism and the contradictions in the construction of psychology in Brazil. On the one hand, psychology expanded after its intense institutionalization process, with the enlargement of training courses; on the other hand, the increase in the number of professionals trained in this period did not mean that the psychologists should take a stand against the corporate-military dictatorship. At that moment, there was not still space for positions like those of Iara Iavelberg, and therefore, her revolutionary practice stood out at the expense of its theoretical construction. Those were times when psychology did not allow this type of positioning. Nevertheless, the psychology that Iara Iavelberg defended should necessarily be linked to the overthrow of the dictatorship, at the same time that it was committed to the psychological accompaniment of the revolutionaries in the armed militancy.

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Ingenieros, José

Born *Palermo, (Italy), 24 April 1877*

Died *Buenos Aires, (Argentina), 31 October 1925*

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Keywords

Argentina · Experimental psychology · Criminology · Philosophy · Culture

One of the most recognized and influential persons of Argentine and Latin American culture is José Ingenieros (1877–1925). He was a psychologist, criminologist, philosopher, and culture historian, among other callings. He made pioneering contributions in all these areas and many of them are still relevant today, a century later. His contributions to the psychology of the time were very influential, including his books, conferences, articles, the journals he founded, his professorship at the Universidad de Buenos Aires (University of Buenos Aires), and his participation in the intellectual life of that era, in Argentina and worldwide.

His family immigrated to Argentina. Ingenieros studied medicine at the University of Buenos Aires and graduated in 1900. Some of his biographers (Torchia-Estrada, 1961, 1967) divide the life of José Ingenieros into several periods; (1) *The socialist*, a period during which he wrote a work entitled *What is socialism?* (1895) and when he was also elected as secretary of the Argentine Socialist Party, all of this before his 23rd birthday. Throughout his life, he maintained his commitment to social justice, socialist ideas, and collaborated with Argentine and international groups. (2) *The psychologist* period, which began in 1900 upon receiving his doctorate in medicine with his thesis: *The Simulation of Madness*. During this phase, he was appointed as Associate Professor of Psychology at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) of the University of Buenos Aires. A year later, he participated in the Fifth International Congress of Psychology, which convened in Rome, and there he met many of the leading psychologists of the early twentieth century. In 1907, after his return to Argentina, he was appointed Professor of Experimental Psychology at the University of Buenos Aires. The following year (1908), in the company of other psychologists, he founded the Sociedad de Psicología (Psychology Society). This Society was reorganized in 1930 by Enrique Mouchet with the name of Sociedad de Psicología de Buenos Aires (Buenos Aires Society of Psychology). His psychological papers emphasized the perspective of natural science, evolution, behavior, and continuity between the psychological processes of nonhuman animals and our species (3) *The philosopher* period began in 1911 when Ingenieros moved to Europe where in Madrid he published several books, among them *El Hombre Mediocre* (1913) one of his best-known and most widely read works. Upon his return to Argentina in 1915 he was appointed professor of history of philosophy. During this period, he founded the *Journal of Philosophy* (1915) and a literary collection called “Argentine culture.” (4) *The culture historian* period: With the publication of the first volume of his work *The Evolution of Argentine Ideas* (1918), he began his stage as a cultural historian, which would be his

last role in life. He published several books on cultural movements in America and Europe, and again became interested in psychological and philosophical matters.

Ingenieros died on October 31, 1925, in Buenos Aires, when he was only 48 years old. He always claimed that he wanted “to die before to grow old” and that was really the case.

Ingenieros’ contributions to Argentine and Latin American culture, psychology, criminology, and sociology are well-recognized. In the specific case of psychology, his first publications were articles for newspapers of a general nature. During his years as a medical student, he published articles of psychopathology and criminology. One of his professors, Francisco de Veyga (1866–1942), greatly influenced the young Ingenieros. When de Veyga founded the journal *Archives of Legal Criminology and Psychiatry*, he invited the 24-year-old Ingenieros to be in charge of the journal. This publication helped raise the level of criminology and psychiatry in Argentina. Many important studies in these areas were published in that journal and Ingenieros himself authored several articles therein. Ingenieros edited the *Archives* between 1902 and 1913.

There are several sources on the production of José Ingenieros. The following stand out: *Complete works* (1937), and *Anthology: His thinking in his best pages* (1961). Biographies include Bagú (1936), Bermann (1926), Peralta (1922), and several essays on Argentine philosophy and culture in which José Ingenieros’ contribution to Latin American thought is relevant.

These psychological works are framed in the experimental psychology of the early twentieth century, influenced by the theory of evolution and the developments achieved in Germany, the United States, France, England, and other nations. Ingenieros was an original thinker, a great teacher, and a visionary of his time (Ardila, 1970).

Ingenieros defines psychology as “the natural science that studies the psychic functions of living beings” (1937, p. 422). For him, there is no basic difference between the biological world and the psychological world. There is nothing that can be called “soul” or “spirit” outside of biological functions. The method of psychology is the

observation of behavior: “Psychological phylogenesis can only be reconstructed by observing the behavior of living beings, that is, by studying the ways in which they express their psychological functions” (Ingenieros, 1937, p. 391). The psychological system of José Ingenieros is characterized by naturalism, evolutionism, and the genetic method.

For Ingenieros, psychological functions are elemental processes of all living beings, in all stages of evolution. Instincts are acquired in the process of evolution, they are not limited to non-human animals, nor is intelligence exclusive to human beings. Both instincts and intelligence exist in humans and animals, according to his words, living beings “think with the whole organism.” The conscious state of a phenomenon depends on its relationship with previous experiences. He asserts (Ingenieros, 1937, p. 292) that the possibility of a maximum of consciousness corresponds to a maximum of experience.

His psychological system, with solid scientific foundations and a philosophical emphasis, was considerably ahead of his time. Many of his ideas in psychology, ethics, philosophy, criminology, and cultural worldview have withstood the test of time, although surely with transformations and additions. Ingenieros is one of the most creative and original psychologists that Latin America has produced.

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► [Mouchet, Enrique](#)

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Itzigsohn, José Alberto

Born *Concordia, Entre Ríos, Argentina, July 17, 1924*

Died *Jerusalem, Israel, January 30, 2018*

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Keywords

Argentina · Israel · Soviet neurophysiology · Developmental psychology · Psychiatry · Teaching · Department direction · Translations · Political activism

Born in a Jewish Russian family, akin to rationalist and socialist ideas, Itzigsohn related to his cultural background more from the experience of discrimination rather than religious tradition. He adhered to an antifascist stance during the 1930 and 1940 decades, and in 1943 he started his medical studies at Universidad Nacional de La Plata (La Plata National University). In La Plata, the capital city of Buenos Aires Province, he became close to leftist Jewish activists which promoted Zionism. In 1948, he was part of Mitnadvei Hutz LaAretz, foreign volunteers to Israeli forces during the Arab-Israeli War, both on the frontline and in a psychiatric hospital, where he defined his interest in this specialty (García, 2016; Klor, 2017).

Back in Argentina, in 1952, he joined the Argentine Communist Party, and during that decade he specialized in psychiatry and obtained a medical doctorate under the direction of the communist intellectual and psychiatrist Jorge Thénon (1902–1985). During those years, together with Thénon, Antonio Caparrós (1928–1984), Juan Gervasio Paz, and Nicolás José Torres, he formed a group devoted to studying and promoting Soviet psychophysiology and psychology. Itzigsohn then translated a series of Ivan Pavlov's articles in *Los reflejos condicionados aplicados a la psicopatología y a la psiquiatría* [Conditioned reflexes applied to psychopathology and psychiatry], in 1954, and Konstatin Bykov's *Manual de fisiología* [Physiology handbook], in 1959. In 1958, this group opened a private clinic, Centro Médico Bulnes, also known as Clínica Bulnes, equipped for using pavlovian psychiatric techniques, such as sleep therapy and specific forms of insulin therapy and psychotherapy. At the same time, he worked and taught in the Hospital Nacional Neuropsiquiátrico de Hombres [Men's National Neuropsychiatric Hospital] and the Policlínico Lanús [Lanús Polyclinic]. He got in contact with Mauricio Goldenberg (1916–2006) and, like him, supported the inclusion of psychologists as mental health workers, which was resisted by most psychiatrists, including Thénon and other comrades.

During the first half of the 1960s he was in charge, with Caparrós and Paz, of the three initial

courses of Psicología [Psychology] at the recently created Psychology Program in the Facultad de Filosofía y Letras de la Universidad de Buenos Aires [Faculty of Philosophy and Humanities at the University of Buenos Aires]. Those courses promoted both a Soviet psychology and psychophysiology, and European developmental psychology, in particular the works of Henri Wallon (1879–1962), Jean Piaget (1896–1980), Sergei Rubinstein (1889–1960), and Lev Vygotsky (1896–1934). Those authors were published by communist-related publishing houses such as Lautaro and Proteo, in which Itzigsohn directed several collections. Most notably, he wrote a prologue for Vygotsky's *Pensamiento y Lenguaje* [Thought and Language], published in 1964, where he denounced the ongoing negative effects of Stalin's "cult of personality" in sciences, including the reduction of psychology to Pavlov's theories and the early censorship of Vygotsky in the USSR (Itzigsohn, 1964). These teaching and publication efforts were key for the organization of developmental psychology in Argentina, in particular the diffusion of piagetian and vygotskian theories (Caruso & Fairstein, 2003; García, 2017).

By then, the group from Clínica Bulnes became critical of Argentine communism and its pavlovian orthodoxy, led by Thénon, and offered their own form of psychotherapy based on contemporary soviet psychophysiology and psychology, and dynamic psychiatry, named "psicoterapia de la personalidad" [personality psychotherapy], as an alternative to both "psicoterapia racional" [rational psychotherapy] promoted by orthodox pavlovian psychiatrists, both in the USSR and Argentina, and to psychoanalytical approaches, which quickly became the mainstream in Argentina (García, 2015; Vezzetti, 2016; Carpintero & Vainer, 2018). Also, in 1964, Itzigsohn was elected director of the Department of Psychology at Buenos Aires University, where he promoted, together with his comrade Juan Enrique Azcoaga (1925–2015), the creation of an experimental laboratory, based on the then contemporary neurophysiology. By the time the equipment and location were set up, the *coup d'état* of June 28, 1966, had taken place and

military violently intervened with the running of the university. Itzigsohn and his colleagues, together with most of the faculty professors, resigned, and the laboratory was dismantled. This was the first – and still only – concrete attempt to create a laboratory for the psychology undergraduate program at the University of Buenos Aires.

Since 1962, there was an ongoing discussion within communism on the role of the Soviet Union in Middle East and the persisting anti-semitism in the USSR, which Itzigsohn witnessed during a trip to the USSR and Eastern Europe in 1956. Following the Soviet intervention against Israel during the events of the Six-Day War of June 1967, Itzigsohn quit the Argentine Communist Party and devoted himself to pro-Israel activism with José Bleger (1922–1972) and other ex-communist Jews (García, 2012). For the next 9 years, he promoted peace politics and a laic progressist Judaism in the pages of several leftist Jewish journals, such as *Voz libre* [Free voice] and *Nueva Sión* [New Zion]; he continued to work privately as psychiatrist and directed a collection of psychiatric books in the leftist publishing house Granica, until a new *coup d'état* on March 24, 1976, led him to exile in Israel, where he settled definitively.

In Israel, he worked and taught in the Ezrat Nashim Hospital – now Herzog Hospital – and in the Hebrew University of Jerusalem, where he continued promoting Vygotsky's psychology, while turning to community psychiatry and Anglo-Saxon models of short-term psychotherapies. He later became visiting scholar in the Pontificia Universidad de Salamanca, where he taught and published about his professional work in Israel (Itzigsohn & Dasberg, 1985). He also continued his activism, both professionally, founding the Asociación de Trabajadores de Salud Mental en Lengua Hispánica de Israel [Spanish Speaking Mental Health Workers Association], and politically, with several initiatives of the leftist Israeli parties of MAPAM, first, and MERETZ, later, in the Histadrut – Israel's Federal Workers Organization – and the Knesset – Israel's legislature. He published two more books related to Jewish themes, *Tras las huellas de Ashkenaz* [In

Ashkenaz's Footsteps] (Itzigsohn, 1989) and *La marca de Abel* [The mark of Abel] (Itzigsohn, 2004), and continued his contributions to progressive Jewish journals such as *Nueva Sion* and *Convergencia* [Convergence]. In 2005, he was distinguished as Honorary Professor of the Faculty of Psychology at the University of Buenos Aires.

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- ▶ [Azcoaga, Juan Enrique](#)
- ▶ [Bleger, José](#)
- ▶ [Caparrós, Antonio](#)

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J

Janet, Pierre

Born *Paris, (France), 30 May 1859*

Died *Paris, (France), 23 February 1947*

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Keywords

France · México · Psychasthenia · Weakening
of ego synthesis · Double consciousness ·
Psychotherapy

Pierre-Marie-Félix Janet was a physician and philosopher, trained in the tradition of pathological psychology in France, under the triple patronage of his uncle, Paul Alexandre René Janet (1823–1899), Jean-Martin Charcot (1825–1893), and Théodule-Armand Ribot (1839–1916) (Carroy & Plas, 2012, p. 60). Raised in a bourgeois and catholic environment, Pierre Janet developed, at the end of the nineteenth century, based on a psychological and organicist conception of hysteria, and from the observation of other psychopathological phenomena such as phobias and obsessive symptoms, a method named by him “Psychological Analysis (*Analyse Psychologique*),” which cannot be reduced, as is often proposed, to be a precursor of

psychoanalysis, as it was developed by Sigmund Freud (1856–1939).

Pierre Janet began his studies at the *École Normale Supérieure* in 1879, in a generation of future *normaliens* which included Émile Durkheim (1858–1917) and Edmond Goblot (1858–1935). After his *agrégation* in Philosophy on 1882, he occupied the position of professor of philosophy at the Lycée of the Havre, where Joseph Henri Albert Gibert (1829–1899), a physician interested in magnetism, supporting his clinical interests (Janet, 1930, p. 135), reorientated the attention Janet manifested on hallucination toward hypnotic phenomena, bringing to Le Havre a renowned somnambule, Léonie Leboulanger (Carroy, 2002, p. 129), who would be studied by Janet and, subsequently, presented as a case of hysteria with splitting of personality to the incipient Society of Physiological Psychology, presided by Jean-Martin Charcot. Said case was also presented by Janet to the Society for Psychical Research (UK), with both societies sending observation commissions to Le Havre. Following these decisive events, Janet developed a wide academic and research career in Paris, under the tutelage of Jean-Martin Charcot.

Pierre Janet resided permanently in Paris, with the exception of his teaching years at Le Havre, and the trips that allowed him to present multiple international conferences and courses, some of which were taught in Latin America. Among these we will highlight his course at Mexico City

in 1925, later published by the publishing house Fondo de Cultura Económica (Fund of Economic Culture) under the title of *Psychology of Feelings* (Janet, 1997), and another he taught in Buenos Aires on September 1932, on “the feelings of emptiness on the alienated and neuropathic” (Romero, 2009), which derived in its synthesized version on October, that same year, in the magazine *Semana Médica* (Medical Weekly) (Falcone, 2013, p. 93).

The effects of Janet’s presence in Latin America would seem to form at least three figures, all neither nonexclusive, nor necessarily geographically located: firstly, that of Janet as a representant of his predecessors, as illustrated by the case of Argentina, already strongly influenced by Charcot and Ribot, where it would appear the specificity of Janet’s work could be his study on mental automatism (Klappenbach, 2006, p. 116). Secondly, the figure of Janet as the practitioner of a psychological analysis close to psychoanalysis, but without Freud’s insistence on infantile sexuality, as it is illustrated in Janet’s presentation in Chile, in 1927, by Benjamin Subercaseux Zañartu (1902–1973) (Rupertuz Honorato, 2017), disseminator of Janet’s ideas in Spanish, or in the thesis devoted to psychoanalysis presented by Manuel Guevara Oropeza (1899–1980), in 1923, in Mexico (Capetillo, 2012, p. 131).

The third figure of Janet’s presence is that illustrated in the case of Mexico by its institutional impact: invited by the person who was appointed first director of the Asylum of La Castañeda in 1910, José Mesa Gutiérrez (1871–1941), Janet stays in Mexico during July and August of 1925, with teaching and advisory duties in hospital institutions (Capetillo, 2012, p. 100). On 1926, as a likely consequence of his visit, crowning a series of local political and academical efforts, the formal instruction of psychiatry is established at the Universidad Nacional de México (National University of Mexico), with an obligatory course in psychiatry for every student in the Escuela de Medicina (Medicine School) (Rocha, 1998).

Beyond Janet’s political influence, concerning his theory, the paradoxical effect of his work in Europe seems to replicate in Mexico. Looking for a psychological analysis distant from the Freudian

theses, his work seemed to merge with them; in Janet’s insistence on his demarcation from psychoanalysis, his work ended introducing that of the Viennese neurologist.

If Janet’s academic contributions are present since the first official psychology course in Mexico, taught in the Escuela Nacional Preparatoria (National Preparatory School) in 1897, by Ezequiel Chávez (Ezequiel Adeodato Chávez Lavista), it is Enrique O. Aragón, who in 1910 already shared with Chávez the course on psychology and moral, who will particularly deepen both theoretically and clinically not only in Janet’s work, but also on the contributions of Babinsky and other researchers and clinicians at the *Salpêtrière*, producing both a consistent series of publications, and a clinical practice on hysteria.

Janet’s contribution to Mexican Psychology is present in a clinical practice and a research thinking of a psychology that does not consolidate yet as a profession, and still does not differentiate itself from psychiatry, in the first two decades of the twentieth century. Two later milestones will mark the evolution of the history of training in psychology in the country. First, the arrival of exiled physicians from the Spanish civil war, (Postel & Quétel, 2000, p. 529), that allows the development of an emphasis in an organicist conception of the mind at the academic courses in the decade of the 1940s and secondly, in the next decade, the arrival of Erich Fromm in 1949, and that of the first Mexican psychoanalysts trained abroad, which will position the psychoanalytic theory as an hegemonic current of a clinical practice of the neurosis, closing the way to Janet’s influence.

If in the 1880s of the nineteenth century Freud and Janet would quote each others’ works and present it as confirmation of their respective scientific discoveries in the Franco-German psychology, Janet’s refusal to generalize his observations on the causal link between trauma and hysteria to a broad theory of the mind (Janet, 1930, p. 128), and Freud’s development of a theoretical system based not anymore upon the hypothesis of a weakening of the ego synthesis (Janet), but upon the dynamic hypothesis of defense – *Abwher*, generalized to the psyche’s functioning in 1900, and to the matters of culture, history, and social

phenomena around 1920, ended by securing psychoanalysis a predominant presence in Western academic circuits in at least the first half of the twentieth century and caused a progressive overshadowing of Janet's international presence. A deeper examination of the latter's work reveals, nevertheless, the unmatched quality of his clinical observation and records, the confection of a first system of dynamic psychology, the isolation of psychasthenia as a clinical entity – later described by Freud as obsessional neurosis or compulsion neurosis (*Zwangneurosen*) – and also, a non-negligible element, it reveals the testimony of a foundational moment of psychology as a science, that encompasses a history that takes over demonology and animal magnetism and prepares, from hypnosis and suggestion, the pillars of a clinical psychology and even, as it has been observed, opens the way to the development of an experimental social psychology in the twentieth century (Carroy, 1991, p. 176).

Cross-References

- ▶ Aragón Echeagaray, Enrique Octavio
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Javiedes Romero, María de la Luz

Born *in Mexico City on May 24, 1944*

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Keywords

Mexico · Social Psychology · Social
Thinking · Construction of knowledge ·
Formalization of reality

Master María de la Luz Javiedes Romero is a Mexican academic. She began her academic career in 1970, the year in which she obtained from the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters), Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), her bachelor's degree in Psychology. That was 4 years before the Psychology career was officially recognized in Mexico (until 1974, the federal government granted official recognition to the Psychology career, which gave the right to students to obtain professional credentials to practice as psychologists in México) and 3 years before the foundation of the Facultad de Psicología (Faculty of Psychology) (FP) (UNAM) at the University City. To those years, the training of psychologists in Mexico was incipient, not to say the training of social psychologists. However, in those years and from the Faculty of Philosophy and Letters of the UNAM, there were teachers and students interested in the study of Social Psychology. It is worth noting that for the development of her undergraduate thesis, *Students and the problem of peace*, she was advised by Dr. Héctor Capello (born 1935), an important academic who influenced the young Javiedes, especially in shaping her interest in Social Psychology. Thus, Luzma, as she is called by those who know her, colleagues, friends, and students, took the baton to decisively contribute to the professionalization and institutionalization of Social Psychology in Mexico.

Also contributing to her training was the Diplomado en Teoría Sociológica Contemporánea

(Contemporary Sociological Theory Diploma) she studied between 1996 and 1997 at the Facultad de Ciencias Políticas y Sociales (Faculty of Political and Social Sciences) (UNAM) and the Maestría en Psicología Social (Master of Social Psychology), which she studied in the Posgrado of FP (Postgraduate Program) at the same university, where she obtained a master's degree in Social Psychology in 1999 with the thesis "The reality: an empirical approach."

Javiedes has participated in seminars, workshops, and refresher courses organized in FP and other UNAM Faculties, as well as in other higher education institutions, such as the Colegio de México (College of Mexico) (COLMEX) and the Universidad Autónoma Metropolitana (Autonomous Metropolitan University) (UAM), in areas of Social Psychology, Epistemology and Methodology in Social Sciences, Psychological Research Techniques and Methods, Contemporary Sociology and Conflict Theory, Social Identity, Knowledge Transmission and Historical Consciousness, Construction and Transmission of Knowledge, Epistemology and Methodology of the Social Sciences, Conflict and Social Influence, Psychosocial Methodology, Epistemology, and Science Teaching, among others.

As an academic, she has trained generations of social psychologists. Her teaching activity includes 3 years in which she served as a full-time professor at the UAM-Xochimilco (UAM-X) (from 1977 to 1979), where she taught the modules on Culture and Personality, Social Psychology, and Human Processing Information. In 1979, she became a full-time professor C in the FP at the UNAM, within the Coordination of Social Psychology, where for almost 40 years she taught and directed thesis. The subjects she taught in the previous curriculum in this institution were Socialization, Ecological Psychology, Cross-Cultural Psychology, Research Methods and Techniques, Attitude Change, Directed Social Change, Construction of One-Dimensional Scales, Introductory to Social Psychology, and Advanced Social Psychology, among others.

In the actual version of the curriculum for the bachelor's degree in Psychology at the UNAM (2008 and later), students are able to take three subjects in Social Psychology (within the subjects

corresponding to the initial formation), and this is undoubtedly due to Javiedes. Her participation during the design of the current study plan had this result since she proposed, defended, and convinced of the relevance that the initial training of every psychologist who passes through the UNAM classrooms must include psychosocial knowledge. The value of this achievement is because psychosocial knowledge is highly formative in the understanding of human behavior, which results in a comprehensive training of this type of professional.

Authors usually are for most academics and students, characters who contributed concepts and ideas located within an amalgam of names. For Luzma, authors are the “masters” who guide, who mark the way. Knowing in depth Social Psychology and the authors who have created it, wherever they come from, she refers to them by the correct title. Anyone who knows her will have heard her countless times, when referring to an author, saying: “the Master. . . said.”

Her commitment to knowledge led her to be recognized by her peers as an expert in Social Psychology and Social Sciences. This is a virtue that has benefited the institutionalization and consolidation of Social Psychology and her guild.

Extracurricularly, she has taught courses, workshops, and seminars at various higher education institutions aimed at teachers, at the UNAM itself, and at the universities of Puebla, Campeche, Yucatán, Guadalajara, Durango, Sonora, and Sinaloa such as Methodological Approaches in Social Psychology, Types of Research, Evaluation of Social Action Programs, Beliefs in Social Psychology, Attitudes and Attitudes Change, Research Methods, Epistemology of Social Psychology, Qualitative Research Methodology, Social Psychology of Knowledge, Psychology of Science, Social Psychology, Science and Epistemology, Evolutionary Epistemology and Radical Constructivism, Research Methodology: The Survey, Epistemologies in Psychology, Beliefs and Attitudes, Common Sense, Social Psychology of Groups, Psychology of the Collective, Social Psychology of Everyday Culture, and Psychology of Daily Life, among others.

Javiedes was one of the founders of the master’s degree in Social Psychology at Benemérita

Universidad Autónoma de Puebla (Meritorious Autonomous University of Puebla) (BUAP), which emerged in 1992, as she participated in the design and development of the study plan. Also, in that master’s degree, she served as professor, until 1996, where she taught the Seminars of Epistemology, Methodology I, and Methodology II. She also served as visiting professor in the master’s degree in Social Psychology at the Faculty of Psychology at Universidad Autónoma de Querétaro (Autonomous University of Querétaro) (UAQ). It is worth highlighting her determined support for the creation of the current Postgraduate (Master and Doctorate) in Social Psychology at the UAM, at Iztapalapa Unit (UAM-I). Her lines of research are Social Thinking, Knowledge Construction, and Social Psychology.

From 1977 to date, Luzma has advised and tutored dozens and dozens of undergraduate and master’s students. She has served as a reviewer and synod in numerous thesis committees and degree programs at the bachelor and master level. She has developed and reviewed programs for various subjects, both from the current curriculum of the FP of UNAM and from the previous curriculum.

She has participated in countless outreach activities such as conferences, symposiums, and round tables. She has been the author of the communication of research results in national and international congresses of her specialty with topics such as Social Research: Application and Alternatives of Old-Age Assistance Programs; Methodological Trends in Psychosocial Research; Social Identity in Two Cultural Groups: Mexican and French; Health and Its Psychosocial Context, Psychosocial Factors of Migration in the Mixteca Alta of Oaxaca; Reality and Social Concepts in students; Modalities of Relationship Between the Social Psychologist and the Community; Science and Everyday Life; The Conception of Reality in Three Social Groups; The World of Objects; Social Thought; Rumor; Beliefs; and Anomia, among other communications.

Luzma has also been a member of the Editorial Committee of the *Revista de Psicología Social y Personalidad* (*Journal of Social Psychology and Personality*) and the *Revista Mexicana de Psicología* (*Mexican Journal of Psychology*), member of the Scientific Committee of Social Perspectives of the University of Texas and

Universidad Autónoma de Nuevo León (Autonomous University of Nuevo Leon) (UANL), and participant as editor of *Psic. Soc. Revista Internacional de Psicología Social (Psic. Soc. International Journal of Social Psychology)*, from the BUAP and the Universidad de Guadalajara (University of Guadalajara) (U de G), as well as a member of the Editorial Committee of *El Alma Pública. Revista desdisciplinada de Psicología Social (The Public Soul. Disciplined Journal of Social Psychology)*.

Among Javiedes publications, we can mention *The Thought of Social Psychology and Identity in Two Cultural Groups: France and Mexico*. Its production also includes the following didactic materials published by the Didactic Material Program of the FP of UNAM: *The Psychological Structure of Intergroup Relations, Basic Postulates Around the Formation and Change of Attitudes; Resistance to Attitudinal Change: Ideological Immunization; The Model Opportunity-Motivation of R.H. Fazio; Resistance to Attitudinal Change and Psychological Reactance; and The Sociocognitive Model of the Structure and Function of Attitude*. They are important teaching materials in the dissemination of psychosocial knowledge among colleagues and students.

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Jesinghaus, Carlos

Born *in Düsseldorf, Germany, 1886*

Died *in Tucumán, Argentina, 1948*

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Keywords

Argentina · Germany · Psychotechnics ·
Professional guidance · Professional
institutions

Carlos Jesinghaus arrived in Argentina in 1913 from his native, Germany. He was born in Düsseldorf in 1886, and he was trained and got his PhD. at the Wundt's laboratory, in Leipzig. He came to Argentina to replace Dr. Friedrich Emil Otto Schultze (1872–1950) in the university chair from the “Instituto Nacional del Profesorado Secundario” (National Institute of High School Professorship) (Foradori, 1935). Carlos Jesinghaus was left in charge of the Philosophy Department of that same institute (Klappenbach, 2007). At the same time, he headed the Experimental Psychology department from the “Instituto Nacional del Profesorado Secundario” (National Institute of High School Professorship) from Paraná, Entre Ríos (up to 1927). Also, he published texts about philosophy and psychology, inspired by Wundt (1832–1920), for example, “Las ideas pedagógicas de Wundt” (Jesinghaus, 1919) (The pedagogical ideas of Wundt).

In 1923, he taught a course called “Psicología de los Pueblos” (Völkerpsychologie). At the same time, he replaced the philosopher Coriolano Alberini (1886–1960) at the second course in Psychology at the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities at the University of Buenos Aires) (Gotthelf, 1969). In that same year, during a Congress devoted to work issues, Jesinghaus presented a project that proposed the creation of the “Instituto Central de Orientación Profesional – ICOP” (Central Professional Guidance Institute) in Buenos Aires (Jesinghaus, 1924). The project was presented to the Minister of Justice and Public Instruction Antonio Sagarna (1874–1949) and was achieved by a decree of the president of the administration on May 11, 1925. The head director was Carlos Jesinghaus, who knew very well the professional selective process that was carried out in the Superior Techniques School in Charlottenburg, built in 1919 by his German colleague Walter Moede (1888–1958). Also, he had released a study trip, in 1924, in which he could internalize in the way of functioning and structure of the psychotechnical similarities with those created in Hamburg, Düsseldorf, Bonn, Leipzig, Dresden, and Berlin (Fingerman, 1926). He came back to Buenos Aires at the end of

1925 in the luxurious Cap Polonio transatlantic, where he met Albert Einstein, who was invited to conferences in Argentina, Brazil, and Uruguay. During his trip, he got the chance to share a table and walk along the ship with Einstein (Calaprice et al., 2015).

Carlos Jesinghaus was the first who wrote about psychotechnics in Argentina (1921), and he did it considering the “psicología aplicada” (applied psychology) and the service production, that is to say, as a derived tool to the work market requirements. If Munsterberg (1863–1916) could not impose the word “psychotechnics” in American lands, Jesinghaus was able to do it in our country with Central European traditions. The documents show that in the following year of its foundation as “Instituto Central de Orientación Profesional – ICOP” (Central Professional Orientation Institute), it was renamed as Psychotechnics and Professional Orientation Institute. This change of name happened little after the creation of the International Association of Psychotechnics (1920) and the First International Conference of the Psychotechnics (1922).

In 1925, the ICOP started to work in a shop of the Industrial School Otto Krause and after a little time, in a Ministry’s shop, situated in Charcas 2218, which had dependence installations. The instruments that Jesinghaus used to accomplish his goals did not have a place in a laboratory and were considered artificial and analytical. He proposed methods that were integral, including polls, observations, professional psychograms, classification of the professions, and fundamentally, the abarcativo process of the thesis and complex situations. To transmit the concepts and practices of that new technology, in 1929 he created the “Escuela de Consejeros Profesionales” (Professional Counselors School) with a total of fifty-six students graduated (Rossi, 2005).

In 1930, Carlos Jesinghaus sent his addition to the second creation of the Society of Psychology. In 1931, after a military *coup d’etat* headed by Jose Felix Uriburu, the budget that the Nation gave to the Institute was suppressed. This administration’s decision led the cessation of the activities and the closure of the Counselors School. But

in that same year, The *Museo Social Argentino* (Social Argentinian Museum) required from the Ministry of Justice and Public Instruction the donation of the material that was part of the suppressed Institute.

Once the material was obtained, on October 1, 1930, the Museum proposed that institute as one of their sections, with the same technical personnel and campus in Maipu 628 in Buenos Aires city. Up to 1934, Carlos Jesinghaus kept fighting for the director position, when he traveled to Germany in order to replace professor Marbe in Würzburg. Annette Mülberger (1994, p. 31) supports the idea that “*After the substitution in his charge, from 1939 to 1945, C. Jesinghaus took over the Marbe park, a man whose convictions adapted very well to the fascist doctrine.*” In the University of Würzburg’s website, it is mentioned that during the 10 years that Jesinghaus was in charge of the Psychology Institute, he never published any work and finally was fired by the government in 1945. After his departure for Germany, Gregorio Fingermann (1890–1972) succeeded him continuing with the original proposal.

In 1948, in another political context both in Argentina and Europe, Carlos Jesinghaus returned to Argentina in order to design the Instituto de Psicotecnia y Orientación Profesional (Psychotechnics and Professional Orientation Institute) at the Universidad Nacional de Tucumán (National University of Tucuman (Rossi, 1997). This time, his stay was short because he died a few months after his arrival, but the institute and the posterior Licenciatura en Psicotecnia y Orientación Profesional (degree in Psychotechnics and Professional Guidance), both implemented in 1950 headed by Benjamín Aybar (1896–1970), constituted a significant antecedent in the professionalization in psychology in Argentina.

Cross-References

- ▶ Alberini, Coriolano
- ▶ Fingermann, Gregorio

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Jiménez Cadena, Álvaro

Born *Bogotá, (Colombia), 29 October 1926*

Died *Bogotá, (Colombia), 30 November 2020*

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Keywords

Colombia · Psychology training · Profession · Spirituality

Father Álvaro Jiménez S. J. came from a family of seven siblings, six brothers and one sister. Two of his brothers were physicians following their father's footsteps in medicine, who was an ophthalmologist. One of them was a civil engineer,

and three of them including Father Álvaro Jiménez S. J. entered to the Society of Jesus.

Father Álvaro Jiménez S. J. studied at the Escuela Apostólica de Albán [Apostolic School of Albán] in Cundinamarca (Colombia) between 1938 and 1941, and at the end of that same year, he entered the Society of Jesus, where he finished high school at Noviciado de Santa Rosa de Viterbo [Novitiate of Santa Rosa de Viterbo] in 1943. He was ordained priest on December 3, 1956. During his first years in the Society of Jesus, he studied Latin, Greek, literature, history, art, natural sciences, and philosophy. From a very young age, he taught Moral Theology for Jesuits in formation. In 1957, he received his degree in Theology from the Pontificia Universidad Javeriana [Pontifical Javeriana University] and began his involvement in this University lecturing Religious Sciences in some of its schools. In 1961, he obtained a master's degree in Experimental Psychology from Loyola University (USA), and in 1962 he received a doctoral degree in Moral Theology from the Gregorian University in Rome.

He joined the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) in 1963, and in 1964 he became its dean. As dean of the Faculty of Philosophy and Humanities, he received a request from Father Eduardo Briceño S. J. (Vice-Chancellor of the University) to devote special attention to the Departamento de Psicología (Psychology Department). In 1962, this department had received a group of 20 students that marked the beginning of the future Facultad de Psicología (Faculty of Psychology), which became the second program in the country, after the psychology program at the Universidad Nacional de Colombia [National University of Colombia]. In 1966, the Psychology Department became a Faculty, and Father Jiménez S. J. also assumed the deanship of the new Faculty. At the end of his tenure in both deanships (1971), he returned to Loyola University, where he received a Ph.D. in Personality Psychology in 1975.

Father Jiménez S. J. also served as Director of the Psychological Counseling Service at the Pontificia Universidad Javeriana (1975–1981).

Between 1975 and 1977, he was also the Vice-Provost for Student Affairs. Later, between 1983 and 1989, he was appointed Vice-Provost for Academic Affairs at the Pontifical Javeriana University in Cali. During that time, the Cali campus opened the psychology program. After this academic post, the Consejo Episcopal Latinomaericano, CELAM (Latin American Episcopate Council) requested him to lead the Department of Spirituality and Liturgy at the Instituto Teológico Pastoral para América Latina, ITEPAL (Institute of Pastoral Theology for Latin America), a position he held until 1993. He developed psychology and spirituality workshops for different audiences during the following years, especially for priests, seminarians, and nuns.

His psychological training and evangelizing work were permanently coupled with his writing of more than 35 books about psychology and spirituality. His books and some guidelines for a better life were published in Colombia, Mexico, and the United States. His work reflected a deep interest in human behavior and those situations that generate discomfort in people (e.g., sadness, fear, anger, and aggression, among others), and how to process these emotions through spirituality. “And finally, you will inhale the pure air of happiness that brings faith in a kind and provident God who has given you gifts in abundance and who only seeks your complete happiness” (Jiménez Cadena, 2005, p. 7).

Father Jiménez S. J. arrived at the Faculty of Philosophy and Humanities of Pontifical Javeriana University when the first group of psychology students began their second year of studies. He had a significant influence on their education and the discussions on the double psychology condition as a discipline and as a profession. In his initial analysis of psychology in the country, he was concerned about its scientific status, lacking rigor, credibility, and recognition by other professionals. Psychiatrists, in particular, perceived psychologists “as second-class professionals, almost like laboratory technicians who are trained, not to collaborate with them as equal colleagues, but to serve them in the application of tests or for simple tasks in the school field mainly” (Jiménez Cadena, 2012).

His interest in positioning psychology as a discipline with scientific rigor, and the humanistic approach of the *Compañía de Jesús* (Society of Jesus), led him to organize a curriculum in which a solid religious, philosophical, and cultural education coexisted with the precepts of a broad and diverse scientific psychology. It also gathered the academic discussions and debates of the time and included approaches from sciences such as biology, anatomy, and statistics. Thus, Father Jiménez S. J. incorporated the students' research exercise into the curriculum, making evident the scientific status of the discipline and its contribution to the country's problems. The organization of the last year of the program, dedicated to practice, articulated the theoretical body of psychology and its application field. This allowed students to participate in different scenarios and better position psychology and its status in the social context. He had a strong interest in positioning psychology beyond the traditional fields of professional practice (e.g., applying tests). He incessantly worked so that students who carried out their internships in the clinical field would accompany psychiatrists in therapeutic processes, thus promoting the dialogue of knowledge and discouraging the subordination of the discipline to other disciplinary fields. In his academic structure, Father Jiménez Cadena S. J. (1966) projected the Faculty of Psychology with master's and doctoral degrees, which he envisioned with a strong influence in the research field, scientific dissemination, and recognition by peers.

He always worked with a group of professors from different disciplines and postgraduate degrees from foreign universities, who contributed to the epistemological and theoretical debates within the Faculty and outside of it, with the purpose of positioning the psychological discipline in the country. As President and Vice-President of the *Federación Colombiana de Psicología* (Colombian Federation of Psychology) between 1967 and 1969, he urged his colleagues to maintain a permanent dialogue on the status of the discipline and conduct research that would contribute to understanding social phenomena.

The interest in the coexistence of the scientific rigor of psychology, marked by the scientific method for some authors, with the humanistic foundations of the Society of Jesus, which sustains the orientation of the Pontifical Javeriana University, was not a simple matter. This tension transferred to different academic contexts. There was a continuous debate about reconciling the scientific status of psychology (anchored in experimental psychology) with spirituality and faith in God, linked to the inner experience and thus to the concept of the soul.

Father Jiménez S. J. solved this tension, which was not a minor issue, by combining the epistemological and theoretical substratum of the discipline with philosophical training and a humanist perspective, according to Modras (2012), following the Ignatian style (which is still controversial), promoting freedom of speech and human dignity through spirituality, seeking transformations, and enabling the well-being of people, regardless of their religion or faith.

This discussion was not only among psychologists who advocated psychology linked to the study of human consciousness, but also psychiatrists who wondered about the training of psychologists anchored in the relationship with religion. Álvaro Villar Gaviria made critical comments on the education of psychologists from a confessional approach at the VII Congress of Psychiatry. Father Jiménez replied in an open letter: "Javeriana is proud to provide a solid ideological, scientific education, at the university level with a philosophical cosmovision. There is no psychologist (an eminently human and integral professional) who does not profess an ideology, spiritualist or materialist" (Jiménez Cadena, 2012).

Father Jiménez S. J. combined the scientific rigor of the discipline with the precepts of the Society of Jesus. He promoted the positioning of psychology in various contexts, contributed to the visibility of the discipline with a strong social commitment linked to questions and contexts in which psychology should be present, and established research as an essential element in the training process of psychologists.

Cross-References

► [Villar-Gaviria, Álvaro](#)

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Justo, Irmão Henrique (*José Arvedo Flach*)

Born *Poço das Antas, Estado do Rio Grande do Sul, (Brazil), 25 July 1922*

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Keywords

Brazil · Psychometrics · Education ·
Humanism · Person-centered approach

Irmão Henrique Justo, in civil life José Arvedo Flach, is a Lasallian religious-educator, psychologist, writer, and poet. He is recognized for spreading the pedagogy of Jean-Baptiste de La Salle (1651–1719); for introducing the Person-Centered Approach (ACP) in Brazil; and for working in the organization and consolidation of psychology as a science and profession in Brazil.

Flack was born in Poço das Antas – State of Rio Grande do Sul (RS). His parents were German immigrants. At age 12, he moved to the city of Canoas – RS to study at the *São José Instituto* (Saint Joseph Institute) belonging to the Catholic Brothers of the Christian Schools, a congregation dedicated to education, founded by Jean-Baptiste de La Salle. It was in this institution that he learned the Portuguese language, because until then his language was German as usual in Brazilian German villages in the countryside. In 1939, in accordance with the old tradition of the Catholic Church congregations, he confirmed his Lasallian vocation (ceremony for taking vows), changing his civil clothing for religious garments, being renamed Irmão (Brother) Henrique Justo. The trajectory of Irmão Justo could be characterized by several avenues, which advanced simultaneously.

His orientation as an educator came from La Salle's ethics and from the literature that was arriving in Brazil from Europe and the USA on scientific pedagogy and learning theories. Right after getting the Bachelor of Education, in 1948, he was invited to teach educational psychology at the same institution from which he had graduated. Later, this institution would be known as *Pontificia Universidade Católica do Rio Grande do Sul* – PUCRS (Pontifical Catholic University of Rio Grande do Sul). In 1952, he defended the first doctoral dissertation at PUCRS entitled “La Salle: Precursor of Modern Pedagogy” (Justo 1952). In 1976, he presented at the same university his free doctoral dissertation in psychology, entitled “The Personality of St Jean-Baptiste de La Salle in the Characterology of Heymans-Le Senne.” At that time, Brazilian universities did not offer structured doctoral programs. The title was obtained by submitting a substantial work to a university in the form of a dissertation to be approved by a panel of notables.

Justo became interested in psychology very early in his teaching training at secondary school at the Escola Normal La Salle (La Salle Normal School) – Canoas, RS, which operated in association with the Saint Joseph Institute. As an instructor in the educational psychology at PUCRS, he became the first to introduce scientific psychology. His great interest in scientific psychology led him to attend several seminars, workshops, and internships in different institutions in Brazil and abroad. In Porto Alegre, in 1953, he followed the courses offered by the Freud-Marxist psychoanalyst Béla Székely (1881–1955), and, in 1956, he took the classes offered by the Austrian existential psychoanalyst Igor Caruso (1914–1981). Soon after, he traveled to Barcelona for an internship at the *Instituto de Psicología Aplicada y Psicotecnia* (Institute of Applied Psychology and Psychotechnics) (1956–1957). He took advantage of his stay in Barcelona to participate in other activities in psychology across Europe. Therefore, he went to Brussels for the XV Congress of Experimental Psychology, where he maintained contacts with the Frenchman Henri Piéron (1881–1964) and the Belgian Joseph Nuttin (1909–1988) whose books were studied in Brazil. He went to Germany to visit the Psychology Department at the *Albert-Ludwigs-Universität Freiburg* (University of Freiburg) to talk with psychologists Robert Heiss (1903–1974) and Hildegard Hiltmann (1916–2004). The idea was to discuss psychodiagnostic and interpretive aspects used in Max Pfister's Colored Pyramid Test. Max Pfister (1889–1958) was a Swiss multi-professional who came to psychology after working in architecture, dance, and theater, being very impressed by the effect of colors on people. Heiss and Hiltmann had published in 1951 the first manual for the Pfister test. Ten years later, Irmão Justo returned to Europe, this time to Paris, for a specialization program at the *Association Médico-Psychologique* (1966–1967) under direction of André de Peretti (1916–2017), a psychologist whose work was very close to Carl Rogers (1902–1987) ideas on person-centered education. In 1976, he went to the United States for the Life Centered Therapies and Organization Program

promoted by the Center for Studies of the Person in San Diego, CA, under direction of Carl Rogers. In the following year, he was part of the team that prepared the way for Rogers visit to Brazil (Bandeira 2012).

Justo was very active in groups that articulated the recognition of professional psychology in Brazil. He collaborated for the foundation of the new profession on meetings at the I Brazilian Congress of Psychology held in Curitiba, from December 1 to 7, 1953 (Ginsberg 1954); and at a committee that met to deal exclusively with this matter in Rio de Janeiro, on January 30, 1954 (Ramozzi-Chiarottino 2001). Also, he worked for the foundation of the *Sociedade de Psicologia do Rio Grande do Sul* (Psychology Society of Rio Grande do Sul), which took place in 1959 (Souza 1980).

Another area of his interest was psychometrics. He translated and adapted into Portuguese the Colored Pyramids of Pfister (Justo and Van Kolck 1976/1996), and a complete collection of psychological tests (Logical Intelligence, Visual and Auditory Memory, Numerical Aptitude, Attention; Personality Inventories), prepared in Canada by the *Pedagogia Mont de La Salle de Montreal* (Justo 1955–1960/1996). These publications were widely used by Brazilian psychologists, being updated in successive editions. Justo was a forerunner in Brazil on evidence-based psychological practice, and on encouraging the plurality and diversity of psychological thinking. As director of the PUCRS Institute of Psychology (1976–1981), he developed a program for faculty qualification, sending instructors to obtain doctoral degree in different countries. He regularized the periodicity and transformed the style of *Revista Psico* (Psych Review) giving it the form of a scientific journal. *Psico* was part of the first batch of Brazilian journals in psychology, being published under the auspices of PUCRS (João and Clemente 1997, Justo 1979).

Among the topics published by Irmão Justo, three stood out. Personality theory in the perspective of Carl Rogers (Justo 1973), which was one of the first Brazilian books on Person Centered Approach (PCA). Individual differences (Justo 1997a), in which he drew attention to the common

characteristics of the Brazilian personality, not with the objective of presenting a new classification, but of comparing and criticizing conceptions deriving from psychology and sociology. However, his favorite subject was Rogers' theory; one of his studies had devoted a substantial attention on the controversies surrounding PCA theory and practice (Justo 2002). He rebuts the criticisms on Rogers' humanistic idealism, arguing that the theory does not disregard the social, and his understanding of human nature does not rest on unrealistic grounds. For Justo, the positive development as described by PCA will depend on favorable educational conditions, or in the absence of this, the occurrence of possible resilient reactions. One of his most surprising studies was on the psychologist's identity (Justo 1987/1997b), where he examines the possibilities and limitations of psychotherapeutic techniques and points out paths for the unification of psychology, without disregarding the valuable contributions and differences of the many theories. Justo has been a thinker ahead of his time, and a great teacher for many generations of Brazilian psychologists. At 99, he continued to lecture, supervise research, being able to say the full names of colleagues he had worked with throughout his life.

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K

Kehl, Renato Ferraz

Born *Limeira (Brazil) on August 22, 1889*

Died *São Paulo (Brazil) on August 14, 1974*

André Luis Masiero

Universidade Federal de São Carlos, São Carlos, Brazil

Keywords

Brazil · Eugenics · Race · Psychopathology · Eugenics Society of São Paulo

Physician and pharmacist, Renato Ferraz Kehl graduated from Faculdade de Medicina do Rio de Janeiro in 1915; he was responsible for the introduction, in Brazil, of the eugenics, an idea defined in 1865 by the English psychometrist and mathematician Francis Galton (1822–1911) as the science of improving human racial qualities, both physical, as well as psychic and moral. Still a medical student, he became interested in the phenomena of heredity and eugenics, publishing his first work in 1913, attached to a study on August Weissmann. In 1917, he held a conference at the Associação Cristã de Moços (Young Man Christian Association) in São Paulo, and in January 1918, he founded the Sociedade Eugênica de São Paulo – SESP (São Paulo Eugenic Society), the first of its kind in Latin America. Headquartered at the Sociedade de Medicina e

Cirurgia de São Paulo (Society of Medicine and Surgery of São Paulo), it gathered more than 100 associates, among them, important physicians and politicians: Arnaldo Vieira de Carvalho (1867–1920), Luiz Pereira Barreto, Oscar Freire (1882–1923), and Franco da Rocha, psychiatrist who introduced innovative methods in the treatment of mental disorders as well pioneering of the Brazilian psychoanalysis. Among its objectives, SESP foresaw the study and application of eugenics to the “Brazilian race.” The Society published its works on topics such as education, sexuality, psychology and behavior, and hygiene, among others, in the *Annaes de Eugenia* (Proceedings of eugenics), its official periodical publication, which was edited by Monteiro Lobato (1882–1948), main Brazilian author of children’s literature.

SESP was disbanded in as early as 1920, for, among other reasons, Kehl disagreed with the Society’s only hygienist orientation. He then returned to Rio de Janeiro and fought for the Primeiro Congresso Brasileiro de Eugenia (First Brazilian Congress of Eugenia). Encouraged by Miguel Couto (1865–1934), Professor at the Faculty of Medicine of Rio de Janeiro and member of the Brazilian Academy of Letters, the congress was held between 1 and 7 July 1929, chaired by Edgard Roquette-Pinto (1884–1954). The Congress counted on the presentation of several works on psychology, indicating, among its resolutions, the need to establish in Brazil the selection of immigrants with the help of psychological tests,

at the moment a novelty, as a way to bar the entry of “degenerates” in the country. Kehl believed that knowledge about the psychopathology and psychology of individuals and peoples could assist in the conduct of a national policy “racial improvement” of the Brazilian population.

In January 1929, Kehl founded the Instituto Brasileiro de Eugenia (Brazilian Institute of Eugenics), which he renamed as Central Brazilian Commission of Eugenics, in 1931. He had broad support from the Brazilian medical profession, such as Belisário Penna (1868–1939), Octávio Domingues, and the psychiatrists Julio Porto-Carrero, Inácio da Cunha-Lopes (1891–1973), and Ernani Lopes (1885–1969), then president of the Liga Brasileira de Higiene Mental (Brazilian League of Mental Hygiene). Between 1929 and 1933, Kehl was director and editor of the *Boletim de Eugenia* (Bulletin of Eugenia), a monthly periodical for eugenic propaganda in the country. He was a member of the Liga Brasileira de Higiene Mental (Brazilian League of Mental Hygiene).

In his “psycho-criticism,” he described a series of “dysgenic behaviors”, that is, behaviors, typical of the “national soul,” which facilitated the circulation of infections and the proliferation of degenerated characters by the population. His reductionist and deterministic interpretation of the social ills and the backwardness of Brazil as a nation would be that it was due, not exclusively but mainly, to the psychic imbalance typical of its forming races.

He argued: “Modern studies of heredity, constitution and temperament demonstrate, in evidence, that we are all stuck in a organic and psychic fatality which we cannot flee, and that our actions depend, essentially, of our constitution, of our temperament and not the simple influence of the environment and circumstances more or less unforeseen events” (Kehl, 1958b, p. 39).

He was a member of the Academia Nacional de Medicina (National Academy of Medicine), the Brazilian League of Mental Hygiene, the Mexican Society of Eugenia, and the Eugenics Society of London, among others. He published many articles in Brazilian and international magazines and more than twenty books, always under the

influence of eugenic doctrine, in which he defended the thesis of heredity of acquired psychological and moral characteristics, an influence of neo-Lamarckist theories.

After the Second World War, these ideas went into serious decline not only due to scientific imprecision, but also because they subsidized totalitarian governments and absurdly violent practices, in an attempt to promote “racial hygiene.”

His importance for the history of psychology is due more to his moral and racial interpretation of the already consolidated concepts, such as personality, intelligence, and character, than to his investigations in the area. In this sense, he tried to place the psychological knowledge produced so far at the disposal of the supposed possibility of improving the “national race.”

Cross-References

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- ▶ Porto-Carrero, Julio Pires

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Kesselman, Hernán

Born *in Casilda, Santa Fe Province, October 19, 1933*

Died *in the city of Buenos Aires, April 8, 2019*

Alejandro Vainer

Revista Topía, Ciudad Autónoma de Buenos Aires, Argentina

Keywords

Argentina · Psychoanalysis · Brief psychotherapy · Group psychology and psychotherapy · Social psychology · Psychoanalytical psychodrama

Hernán Kesselman graduated as a medical doctor at the University of Buenos Aires and also got his degree in psychiatry at the same university. He took part in the movement that organized the mental field since 1950, and he was considered disciple of the renowned Mauricio Goldenberg (1916–2006), and Enrique Pichon-Rivière (1907–1977). Even before getting his physician degree, Kesselman contacted Goldenberg, who was elected in 1956, after a public selection head of the Servicio de Psicopatología del Policlínico Dr. Gregorio Araoz Alfaro (Psychopathology Service at the Polyclinic). Because the psychopathology service was located in Lanus, a suburb 20 minutes from downtown Buenos Aires, it was

known simply as “the Lanus” (Visakovsky, 2002). In “the Lanus,” Goldenberg pioneered a core experience for the development of mental health in Argentina by providing treatment for mental disorders in a General Hospital. Kesselman started working there in 1957, first at the hospitalization room of the General Hospital, and afterward as the Chief of the Teaching Department. He founded and directed the first psychiatric residency of this service and finally took charge of the Community Psychiatry program toward the end of 1960. However, he left the service in 1968 due to ideological differences. In a growingly politicized society, he had started to get involved with the peronist party. Goldenberg had managed a grant from the Ford Foundation for the service, and Kesselman was supposed to travel to the United States to specialize in community psychiatry. Feeling ideologically displeased, he resigned quietly from the service, in order to avoid hampering Goldenberg (Carpintero & Vainer, 2018).

By the same time, he had started his training as a psychoanalyst at the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association), where Marie Langer (1910–1987) was his training analyst and José Bleger (1922–1972) his supervisor analyst. Kesselman became associate member of the association. He was also trained as a psychoanalyst, group, and social psychologist by Enrique Pichon-Rivière, whom he met in 1960 while attending his lectures at the Primera Escuela de Psicología Social (First Social Psychology School) (Zito Lema, 1976). Also during that decade, he was second editor-in-chief of the journal *Acta Psiquiátrica y Psicológica de América Latina* (Psychiatric and Psychological Journal of Latin America).

In accordance with the political times marked by both the French May 1968 and the Argentine Cordobazo, in 1969, during the International Congress of Psychoanalysis in Rome (Italy), he participated in the foundation of Plataforma Internacional, together with Armando Bauleo (1932–2008) and others. This group held a sort of *countercongress* questioning professional training and function of psychoanalysts in capitalist society. Back in their country, they organized the Argentine

branch. This group, together with *Documento*, another group that questioned the psychoanalytic institution, resigned from the International Psychoanalytic Association for ideological reasons in November 1971 (Langer, 1971). His first book, *Psicoterapia Breve* (Brief Psychotherapy) (Kesselman, 1970), condensed his clinical and political positions. His idea was to suggest a suitable approach for the hospital setting considering the experience at Lanus Hospital, his psychoanalytical background, his studies with Pichon-Rivière, as well as his ideological convictions. He also developed a theory and a practice about *Corrective Processes of Limited Duration and Objectives* along with the necessary planning for these treatments, either individually or in groups, as well as a number of mobilization techniques and therapeutic resources resulting from social laboratories and psychodrama.

In the mid-1970s, he started cocoordinating groups along with Eduardo Pavlovsky (1933–2015). Together, until the end of their lives, they configured a work team with theoretical and clinical developments. Their books were born from training experiences for psychotherapists and group coordinators. The most important contributions can be found in *Las escenas temidas del coordinador de grupos* (The Fearful Scenes of the Group Coordinator) (Kesselman et al., 1978), and *La multiplicación dramática* (The dramatic multiplication) (Kesselman & Pavlovsky, 1989). In both texts, the authors focused on the training of group psychotherapists as well as innovative working techniques, based on psychoanalytical psychodrama.

Kesselman went into exile to Madrid (Spain) during the last military dictatorship, where he founded the *Escuela de Psicología Social en España “Dr. Enrique Pichon-Rivière”* (Social Psychology School Dr Enrique Pichón-Rivière). Together with Pavlovsky, he organized the training of group therapists called *análisis didáctico grupal* (didactic group analysis) from 1978 to 1980 (Kesselman & Pavlovsky, 1980).

Kesselman returned to Argentina in 1987, where he founded the Centro de Psicoterapia y Técnicas Operativas (Psychotherapy and Operative Techniques Center), where he continued working with his clinical, theoretical, and

specially teaching activities, teaching original models of group work. The two volumes of *La psicoterapia operativa* (Operative Psychotherapy) (Kesselman, 1999) are a summary of his contributions in the group field, psychotherapies, and ways of training psychotherapists and group coordinators.

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- ▶ Goldenberg, Mauricio
- ▶ Langer, Marie (Glas Hauser, Marie Lizbeth)
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Khouri, Yvonne Alvarenga Gonçalves

Born *São Paulo, (Brazil), 9 December 1923*

Died *São Paulo, (Brazil), 23 January 2013*

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Keywords

Brazil · School psychology · Professional entities

Yvonne Khouri graduated from the Faculdade de Saúde Pública da Universidade do Estado de São Paulo (Faculty of Public Health of the University of the State of São Paulo) (USP) in 1945 and graduated from the Faculdade de Filosofia Ciências e Letras (USP) (Faculty of Philosophy, Science and Letters) in 1953. She completed the specialization course in Clinical Psychology at the Pontifícia Universidade de São Paulo (PUC-SP), (Pontifical University of São Paulo), in 1959, when she became the head chief of the department of Clinical Psychology in the Serviço de Assistência ao Escolar do Departamento de Educação, Assistência e Recreio, da Secretaria de Educação e Cultura (Assistance Service of the Department of Education, Assistance and Recreation, of the Department of Education and Culture) of the city of São Paulo. With the regulation of the profession of psychologist in Brazil, in 1962, Yvonne Khouri obtained the registration of psychologist n°. 1042, conferred by the Conselho Regional de São Paulo (Regional

Council of São Paulo) (CRP/06), in 1975 (Khouri, 2002).

In 1975, Yvonne Khouri completed her doctorate degree in Educational Psychology at PUC/SP, with the thesis “Study of the personality of preschool children of different socioeconomic status, using the Z test” (APP, 1978; Khouri, 2002).

She carried out a survey in 1974, with the objective of defining the school reality and its needs. It involved 1184 children and was based on data obtained from interviews with the parents of children who received assistance from the Psychological Clinics as well as from teachers’ reports. She found that the so-called schooling disorders, which corresponded to 80% of referrals, could be prevented or minimized through action of the psychologist at school.

The following year, she carried out the research *Assessment of the intellectual development of first grade students of first grade education at PMSA and its relationship with school failure*, demonstrating the need to adapt educational programs, and methodologies and prophylactic actions in the students and families’ mental health and the school as an institution. Besides maintaining the Clinical Psychology Service for students in need of psychological diagnosis and psychotherapy, Khouri, based on the performed studies, proposed the School Psychology Pilot Project to the Department of Education, which was approved and installed in July 1975 (APP, 1978; Khouri, 1984, 2002).

In 1978, the School Psychology project was expanded to include 80 psychologists who worked in approximately 160 first grade and early childhood education schools. This year, she founded the Association of Psychologists of the São Paulo City Hall (APP), of which she was president (APP, 1978; Khouri, 1984). She retired from this institution in 1979 (Khouri, 2002).

Yvonne Khouri began her teaching career at PUC/SP in 1963 at the Education Center. She took over its direction for two terms and was a representative on the University Council, the highest decision-making body of the university. From 1977 to 2000, she was the chief head of the Department of Education Technology and supervised dissertations and theses in the Graduate

Program in Education and Curriculum (Khouri, 2002).

During the 1980s and 1990s Yvonne Khouri participated in the Sistema Conselhos (System of Councils), acting both in the Regional Council of Psychology of São Paulo (CRP-SP) and in the Federal Council of Psychology (CFP). She planned and collaborated in the performance of the Meetings of Psychologists in the Field of Education, at Instituto *Sedes Sapientiae* (*Sedes Sapientiae* Institute), in São Paulo. The first Meeting, held in 1980, already raised issues for critical thinking about school psychology, within a collective of psychologists. The second and third Encounters took place in 1981 and 1982, respectively. The annals of each Encounter were published, respectively, in 1981, 1982, and 1983. This movement was considered as a pioneer in the organization of school and educational psychologists in São Paulo (Federal Council of Psychology; Regional Council of Psychology 6th Region, 1994; Prates, 2015).

In 1986, she participated in the development and publication of the book *Psychology in High School Education: An Emancipatory Proposal*, by the CRP-SP Education Commission and the São Paulo State Psychologists Union (Regional Psychology Council 6th Region; Union of Psychologists of the State of São Paulo, 1986). She became the chief head of the CRP-SP, in a period of political organization of the category, contributing to the realization of the first National Congress of Psychology – first CNP, in 1994 (Conselho Regional de Psicologia 6ª Região (Regional Council of Psychology), 1994).

At the Federal Council of Psychology, she was a member of the Chamber of Education and Professional Training, which carried out a survey on the practice of psychologists, resulting in the book “Brazilian Psychologist: Emerging Practices and Challenges for Training,” published in 1994.

Yvonne Khouri’s path as a psychologist in the São Paulo City Hall, a research professor at PUC/SP, and a participant in the representation bodies of psychologists (CRP/SP and CFP) has been inserted in the Psychology movement in São Paulo since the mid-1950s. However, her contribution to the implementation of the pioneering

project in School Psychology in the city of São Paulo in 1975 deserves outstanding remarks, as it came out to be a challenge, as it confronted the direction given by psychology at the time. In 1984, she organized a book on School Psychology, besides being the organizer, the author of the preface, three chapters, and the conclusion. In this book, her ethical and political position regarding the issues of a dehumanized and mechanistic education is evident, and she states the need for a clear definition of the psychologist’s contribution to education. Yvonne Khouri leaves to the next generations a legacy of struggle for the construction of a Psychology marked by the defense of the rights of the most vulnerable segments of the Brazilian population.

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Klineberg, Otto

Born *Quebec, (Canada), 2 November 1899*

Died *Bethesda, Maryland (USA), 6 March 1992*

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Keywords

Brazil · Canada · United States · Social psychology · Race

Otto Klineberg was born in Quebec to a middle-class Jewish family from Europe that migrated to Canada in the nineteenth century. He was raised in Montreal, where he started his university studies in Philosophy, Psychology (Bachelor of Arts, 1919), and Medicine at the McGill University (Medical Degree, 1925), because he wanted to be a psychiatrist. He obtained his master's degree at Harvard University in 1920 (Master's Degree in Philosophy), and his Doctor's Degree in Psychology at Columbia University, in 1927 (Ph.D. in Psychology), later becoming a professor and occupying several positions in this institution (1931–1962). At Harvard, he became familiar with the research in the field of social psychology by Floyd Allport (1890–1979), and at Columbia University, he was the student of the anthropologists Franz Boas (1858–1942), Edward Sapir (1884–1939), and Ruth Benedict (1887–1948). These academic experiences were decisive for the establishment of the dialogue between cultural anthropology and social psychology in his works. He was a visiting professor at some university institutions, such as the University of Hawaii (1958), Faculté des Lettres et des Sciences Humaines (Faculty of Letters and Human Sciences) (1962–1965), and École Pratique de Hautes Études (Practical School of High Studies) (1965), both at Université de Paris (University of

Paris), in France. Since he had worked for around 40 years in the United States, he was mistakenly known as an American social psychologist, even though he preferred to call himself, in his autobiography, an international psychologist with a Canadian origin (Klineberg, 1973). He was a researcher in several countries: Italy, France, Germany, China, and Brazil. He carried out studies in anthropology under the influence of the works of his professor Franz Boas, following his culturalist model, and he was also influenced by the studies of Bronisław Malinowski (1884–1942) and Ruth Benedict (Bomfim 2003).

His initial research aimed at problematizing the theme of racial differences, especially around the belief at the time of a direct relationship between intelligence and racial belonging. In this sense, he questioned the racist interpretations of the experimental psychologist Carl Campbell Brigham (1890–1943), who was famous at the time for the publication of his book *A Study of American Intelligence* (1923). Klineberg's critique is clear in his thesis defended in 1917 and published soon after that, in which he approaches the difference in performance among white, black, and indigenous students, and the role of the socio-economic and educational factors in distortions of results from intelligence tests, since they do not take into consideration social and cultural matters. Afterward, he continued verifying his hypothesis in a research carried out in Germany, France, and Italy (1927–1929), which was also published. Continuing these same theoretical and methodological principles, he published the result of research based on the application of tests and the analysis of black students' school records in the Southern and Northern regions of the United States. In this paper, he emphasized the role of culture, which made him propose that the fundamental mindset differences from different races were due to the sociocultural environment and were not derived from racial factors. He also published another book, which is a synthesis of his discussions about the mistaken importance given to intelligence tests for the determination of the subjects' psychological skills. With the consolidation of his professional career in the realm of social psychology, he also published a

textbook on *Social Psychology*, focused on the introductory debate of the main topics from this area, in which he analyzes the influence of social factors in human nature, the ethnic differences, the importance of differential psychology and the relevance of the social interaction process. This book was published in Brazil in 1959, being considered one of the first social psychology manuals translated in the country, where there were already some books by national authors, such as Raul Bricquet (1887–1953) and Arthur Ramos (1903–1949).

His studies led him to the statement that Psychology did not have justifications to believe in a racial hierarchy of skills. In his papers about intelligence tests, he blatantly refused the racialist theories of the time, criticizing the use of such psychometric models for the affirmation of racial hierarchies.

He had been in Brazil as a visiting professor at the University of São Paulo (1945–1947), invited by the biologist and physician André Dreyfus (1897–1952) with the intermediation of another professor of USP, the Ukrainian geneticist and biologist, Theodosius Grigorevich Dobzhansky (1900–1975). During his stay at USP, he taught classes from the Psychology chair at the School of Philosophy, Sciences, and Letters (FFCL-USP), such as General Psychology, Schools and Psychological Systems, Social Psychology, Differential Psychology, Pathological Psychology, among others. During his stay, he received the support of the psychologist Annita de Castilho e Marcondes Cabral (1911–1991) as his assistant. He actively participated in the qualification of the first psychologists of São Paulo, assisting them in the creation of the Society of Psychology of São Paulo in 1945, from which he was an active participant – and it may be verified by his presence as the 1st vice-president (1945–1947) and president (1947–1948) of the association. Some of his books were published in Brazil, with highlights to a textbook on Social Psychology. He organized a book with several other professionals from different areas related to the field of psychology (physicians, psychologists, psychoanalysts, physiologists, and ethnologists), such as Aniela Ginsberg (1902–1986), Annita Cabral, (1911–1991),

Cicero Christiano de Souza (1914–1980), Durval Marcondes (1899–1981), Herbert Baldus (1899–1970), M. B. Lourenço Filho (1897–1970), and Oswaldo de Barros Santos e Virginia Leone Bicudo (1910–2003). This book was the result of his perception of the “need for a text in Portuguese to provide the students with a general introduction to the psychological science” (Klineberg, 1953, n/p), according to the comment he wrote in the preface of the book, which encompassed a variety of topics (psychology schools and systems, animal psychology, mental hygiene, children’s psychology, ethnic psychology, etc.)

He had brief passages at UNESCO as Interim Director of projects of the Department of Social Sciences (1948–1949) and as head of the Division of Applied Social Sciences (1953–1955). The board of the Department of Social Sciences at UNESCO, temporarily occupied by Klineberg was, according to his referral, directed afterward by Arthur Ramos in 1949, whose work focused on racial issues was famous since mid-1940. However, the direction of Ramos lasted only 2 months, since he passed away suddenly in October 1949. As Interim Director of projects, Klineberg participated in the UNESCO Project, carried out in Brazil, approved during the 5th session of the General Conference of UNESCO (1950). As a consultant to the UNESCO Project, Klineberg directly took part in the nomination of the psychologists Aniela Meyer Ginsberg, Betti Katzenstein, Cicero Christiano de Souza, and Virginia Leone Bicudo to take part in the project, since they have demonstrated interest regarding the investigation of the psycho-social aspects of racial relations in Brazil. Influenced by the idealized view that the American intellectuals had of the harmonic racial relations in Brazil, which is extremely influenced by the work of Gilberto Freyre (1900–1987), he saw research in the country as a great opportunity to understand the vicissitudes of racial conflicts, because he considered Brazil a “big racial laboratory,” more mixed and less jaundiced (Maio, 1997, 2000, 2017).

He had a relevant participation in the International Union of Psychological Science (IUPsyS), where he was a member of the Executive Committee (1951–1954; 1963–1969), the Secretary-

General (1954–1960), and the President (1960–1963). It is also relevant to mention that the acceptance of the Brazilian Association of Psychologists (ABP) as representative of Brazil at IUPsyS counted on the capital intervention of Klineberg and the help of psychologist Carolina Martuscelli Bori (1924–2004). This participation started at the Moscow International Congress of Psychology (1966), with Aniela Meyer Ginsberg as the first representative of the country (Ginsberg, 1975, p. 83). He was also the president of the World Federation for Mental Health (1966–1967) (Ginsberg 1975). From his contributions to international relations, we can mention the books *Social Implications of the Peaceful Uses of Nuclear Energy* (1964b), organized by him and edited by UNESCO, and *The Human Dimension of International Relations* (1964a), published by the publishing house Holt, Rinehart and Winston (HRW).

He received several awards for his contributions to psychology from several institutions, such as: Honorary PhD for his work advancing racial equality (Universidade do Brasil, 1958); Butler Medal (Columbia University, 1950); Kurt Lewin Memorial Award (Society for the Psychological Study of Social Issues – SPSSI, 1956); Honorary PhD (Howard University, Washington DC, 1961); Professor Emeritus of Social Psychology (Columbia University, 1962); Honorary PhD (Drew University, Madison, 1972); Contribution by a Psychologist in the Public Interest Gold Medal Award – APA (Annual Meeting of the APA, Los Angeles, California, 1985); and APA Award for Distinguished Contributions to the International Advancement of Psychology (Committee on International Relations in Psychology – CIRP/APA, 1991) (Chapman 2002).

The contributions of Otto Klineberg to Brazilian psychology are undeniable, especially for social psychology, since he directly took part in teaching and research activities focused on the area, besides participating in the organization or creation of psychology institutions. But his main highlight is the introduction of a new bias for racial issues in psychology.

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- ▶ Bicudo, Virgínia Leone
- ▶ Briquet, Raul Carlos
- ▶ Cabral, Annita de Castilho e Marcondes
- ▶ Freyre, Gilberto de Mello
- ▶ Ginsberg, Aniela Meyer
- ▶ Lourenço Filho, Manuel Bergstrom
- ▶ Marcondes, Durval Bellegarde
- ▶ Ramos de Araújo Pereira, Arthur
- ▶ Santos, Oswaldo de Barros

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Knobel, Mauricio

Born *in Buenos Aires City, Argentina, March 19, 1922*

Died *in Campinas, Brazil, August 22, 2008*

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Universidad Nacional de La Plata, La Plata,
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Keywords

Argentina · Brazil · Child psychiatry ·
Psychology · Psychoanalysis

Mauricio Knobel studied medicine at the Universidad de Buenos Aires (Buenos Aires University) (hereinafter UBA).

Initially, he focused on medical clinic, electroencephalography, neurology, and psychiatry.

Later, between 1956 and 1959, he specialized in psychiatry and child psychiatry in Greater Kansas City Mental Foundation, Missouri (Knobel, 1987; Dagfal, 2009).

He joined the Asociación Argentina de Psicoanálisis (Argentine Psychoanalytic Association) (hereinafter APA) between 1961 and 1964 where he became a didactic analyst. However, he was not a classic representative of Argentine psychoanalytic orthodoxy; on the contrary, he believed that “one of the problems for psychoanalysis is a bit of dogmatism” (Fendrik, 2006, p. 111).

The hospital work was a great incentive for his therapeutic concerns, a task that he developed at the Melchor Romero Psychiatric Hospital in La Plata, where he played an important role as a physicians and psychologists trainer (Knobel, 1987).

His work as a professor was not limited to clinical practice education. In 1961, it was summoned by Dra. Fernanda Monasterio (1920–2006), director of the undergraduate Program in Psychology at the Universidad Nacional de La Plata (National University of La Plata) (hereinafter UNLP), to be appointed as Full Professor in the courses of Differential Psychology and Psychology of Childhood and Adolescence and as Associate Professor of Mental Hygiene one year later (Vadura, 2016a).

He was also Director of the Research Institute from 1965 to 1968. The relevance that he gave to investigation became visible in the articles published in the UNLP *Revista de Psicología* (Journal of Psychology) (Klappenbach, 2008) as well as in the presentation of reports and works of his teams in national and international scientific meetings (Vadura, 2016b).

In 1966, his institutional participation, in the undergraduate Psychology Program at UNLP, prompted him to present a preliminary draft to modify the curriculum. His goal was to build a discipline in accordance with the scientific reality of the world and to change the professional profile of the Psychology Program. This proposal led in later years to the modification of the curricula of the program (Fernández & Vadura, 2017).

In 1968, he returned to the UBA as Associate Professor of the course of Clinical Psychiatry at the Facultad de Medicina (Faculty of Medicine) between 1969 and 1977 and as Head in charge of the course of Childhood and Adolescence Developmental Psychology in the undergraduate Psychology Program at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) between 1970 and 1976. By then, Knobel was a significant reference in the academic community. For this reason, in March 1975, he was appointed by Dr. Haydeé Longoni (1911–2011), Interventor of the Facultad de Humanidades y Ciencias de la Educación (Faculty of Humanities and Education Sciences) at the UNLP, to organize and restructure

once again the undergraduate Psychology Program (Knobel, n.d.; Fernández & Vadura, 2017). In that year, he also was appointed Interim Head of Department of the Psychology Area. Finally, in a context of intervention from the national administration to the national universities, the project remained unfinished and Knobel resigned from his appointment.

The military coup d'état of March 24, 1976, imposed state terrorism in the country. In this context, Knobel was expelled from the University and had to go into exile. He accepted the invitation of the Rector of the Universidade de Campinas (University of Campinas) in Brazil, to reorganize the Department of Medical Psychology and Psychiatry in the Faculdade de Ciências Médicas (Faculty of Medical Sciences) (Sorrentini & Rozenbaum, 2003).

As Director of that department, he developed an area of child psychiatry, created the Center for Student Care and Psychology Studies from where he promoted researches in such field. He also founded the Centro de Prevenção de Suicídios (Suicide Prevention Center). In 1977, he was designated as Professor of the Department of Graduate Studies in Clinical Psychology at the Universidade Católica de Campinas (Catholic University of Campinas).

In 1985, he became a Brazilian citizen. His activities in this country were suspended when he had to retire in 1992. However, he continued to be called as a visiting professor, and in 1993 he received the title of Professor Emeritus at Universidade de Campinas (University of Campinas) (Vella, 2019).

At the institutional level, throughout his career he was President of the Sociedad Argentina de Psiquiatría y Psicología de la Infancia y de la Adolescencia (Argentine Society of Children and Adolescents Psychiatry and Psychology) and Director of the Instituto de Orientación Familiar (Family Orientation Institute), created by himself in Buenos Aires, which currently carries his name (Knobel, 1987). He was also a member of the Asociación Médica Argentina (Argentine Medical Association), the Sociedad Interamericana de Psicología (Interamerican Society of Psychology), and Head of Department of Social Psychiatry at the

Instituto de Salud Mental (Institute of Mental Health) (Klappenbach, 2008). In Brazil, he joined the Associação Brasileira (Brazilian Association) and the Comisión Asesora de Saúde Mental do Estado de São Paulo (Advisory Commission of Mental Health of the State of São Paulo) (Vella, 2019). In 2002, the American Psychiatric Association recognized him with the International Fellow category for his high international prestige. He was honored as a Post-Mortem Honorary Professor in 2011 at the UBA (Sorrentini & Rozenbaum, 2003).

His extensive work includes approximately 400 written texts and 12 books, from where he made important contributions to child psychiatry, brief psychotherapy, and the *syndrome* of normal adolescence (Klappenbach, 2008). His conceptualizations of adolescence were deepened in *La adolescencia normal. Un enfoque Psicoanalítico* (Normal adolescence. A Psychoanalytic Approach), a publication he coauthored with Arminda Aberastury (1910–1972) (Aberastury & Knobel, 1971). Knobel recognized this psychoanalyst as one of his great teachers (Knobel, 1987) and who introduced the children and adolescents psychoanalysis in Argentina and Latin America (Sorrentini & Rozenbaum, 2003).

He developed his outstanding vocation for research until 2000. Many of his publications and works showed him as a professional committed to the community, interested in contributing to the general well-being of a freer, fairer, and more humane society (Knobel, 1987). He died at the age of 85.

Cross-References

- ▶ Aberastury, Arminda
- ▶ Monasterio Cobelo, Fernanda

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Koch, Adelheid Lucy

Born *Berlin (Germany)*, 16 October 1896

Died *São Paulo (Brazil)*, 29 July 1980

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Keywords

Brazil · Psychoanalysis · Creation of professional associations

The German psychoanalyst Adelheid Koch graduated as a doctor in 1924 from the University of Berlin and obtained her doctorate in 1927 with a thesis on the infant mortality of illegitimate children. She began her psychoanalytic training at the *Berliner Psychoanalytische Institute* [Berlin Psychoanalytic Institute] in 1929 having done didactic analysis with the Austrian Otto Fenichel (1897–1946) and supervision with the Polish Salomea Kempner (1880–1940).

However, in December 1935, under pressure from the Nazi government after the enactment of the Nuremberg Racial Laws, all Jewish members of the *Deutsche Psychoanalytische Gesellschaft* [German Psychoanalytical Society] (DPG) were banned at a meeting chaired by Ernest Jones (1879–1958), then president of the International Psychoanalytical Association (IPA). This controversial process became known as the “rescue of psychoanalysis,” since it aimed at reconciling Nazi pressures and safeguarding the continuity of psychoanalytic activities in that country (Drager, 1985) – which proved to be unsuccessful. Thus, in this period, Koch’s affiliation as an analyst was not recognized by the local society – as was the rule – but directly by the IPA (Oliveira, 2014; Russo, 2002).

In 1936, Koch was forced by the government to leave Berlin. It was then that Jones informed Koch of the existence of a group of people interested in analytic training in São Paulo, led by the psychiatrist Durval Marcondes. Marcondes had already initiated a self-taught practice in psychoanalysis, as well as created the *Sociedade Brasileira de Psychanalyse* [Brazilian Psychoanalytic Society] in 1927, dedicated to the dissemination of this knowledge (Sagawa, 2001). Thus, in December 1936, Koch arrived in São Paulo, being the first psychoanalyst to emigrate to Latin America.

After 6 months of adaptation, in July 1937 Koch began to practice psychoanalysis in São Paulo. The initial group of candidate analysts included physicians Darcy de Mendonça Uchoa (1907–2003), Flavio Rodrigues Dias (1899–1994), and Durval Marcondes himself, in addition to educator Virginia Leone Bicudo (Pacheco Filho, 2001). It is noteworthy that psychoanalysis in São Paulo was, since the initial steps of its institutionalization, open to the so-called “lay analysis,” that is, to nonmedical people. It also draws attention to the presence of Bicudo, a young black woman in a mostly male and medical intellectual circle (Gomes, 2013; Haudenschild, 2015).

Koch also acted as Marcondes’ assistant in the chair of Psychoanalysis, created by him, at the *Escola Livre de Sociologia e Política* [Free School

of Sociology and Politics] of São Paulo (1939–1941). She also collaborated with Marcondes at the *Serviço de Higiene Mental Escolar* [School Mental Hygiene Service], of São Paulo, teaching lectures on psychoanalysis to female teachers, as well as in other dissemination initiatives.

Under Koch’s leadership, who was responsible for all the stages of the formative tripod (didactic analysis, supervision, and theoretical seminars), the *Grupo Psicanalítico de São Paulo* [São Paulo Psychoanalytic Group] was created on June 5, 1944 (Massi, 2001), obtaining official recognition as a study group by the IPA in 1945. After meeting the requirements, the IPA recognized in 1951 the *Sociedade Brasileira de Psicanálise de São Paulo* [Brazilian Psychoanalytic Society of São Paulo] (SBPSP), the first society in Brazil to obtain such recognition (Oliveira & Massi, 2011).

Adelheid Koch played an extremely significant role in the institutionalization of psychoanalysis in Brazil. Her great contribution was in the SBPSP, where she worked as a training analyst until the mid-1960s. She was a great master, directly present in the formation of the first generations of psychoanalysts in São Paulo: Besides those mentioned above, Frank Phillips (1906–2004), Lygia Alcântara Amaral, and Judith Andreucci (1913–2001) stand out.

Cross-References

- ▶ Amaral, Lygia Alcântara do
- ▶ Bicudo, Virgínia Leone
- ▶ Cabral, Annita de Castilho e Marcondes
- ▶ Marcondes, Durval Bellegarde

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Koolhaas, Gilberto

Born *The Hague (The Netherlands)*, 9 March 1912

Died *Montevideo (Uruguay)*, 27 March 1994

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Keywords

Uruguay · Psychoanalysis · Lacan · Klein

Gijsbert (Gilberto) Koolhaas Jurgens was born in The Hague (Netherlands) on 9 March 1912. He also lived in Germany and Belgium. In 1930 he entered Leiden University to begin his studies in medicine, a degree he got in 1937.

As Javier García (1994) recounts, in 1938 he traveled to Buenos Aires with his mother for family reasons. In this trip he met who would become his wife, and, soon after, he settled in Montevideo (Uruguay). García (1994) describes Koolhaas's career and formative path from his arrival in Uruguay onward: He traveled to Paris, where he trained in psychiatry; then, in Montevideo, the revalidation of the medical degree demanded him to take exams in all the career subjects, which he completed in 1945. During the years 1945 and 1946 he was adjunct for Prof. Dr. Sicco's (1894–1949) Psychiatric Clinic. After that, during the years 1947 and 1948, he was honorary physician in the psychiatric clinic. Then, in 1949, he started to work as an assistant physician in Hospital Vilardebó (Vilardebó Hospital) and in Colonia Etchepare (Etchepare Colony) (García, 1994, p. 12).

During this trajectory he met Valentín Pérez Pastorini (1895–1948)—pioneer of psychoanalytic practice in Uruguay—and the group of psychoanalysts in training that agglutinated around him. With him Koolhaas carried out his first personal analysis—later on he was in analysis with Willy Baranger (1922–1994) and, finally, with Madeleine Baranger (1920–2017). As of 1948,

after the death of Pérez Pastorini, Koolhaas and Rodolfo Agorio (1903–1990) moved on to occupy a leadership role in the group: “we felt that psychoanalysis had passed from V. Pérez’s hands onto theirs” (Freire de Garbarino, 1988, p. 5).

In 1952 Koolhaas published his first psychoanalytic article in *Revista de Psiquiatría del Uruguay* (RPU) (Uruguayan Journal of Psychiatry). It was a clinical case titled “Psicoanálisis de una perturbación visual” (Psychoanalysis of a visual perturbation), and in it a Kleinian influence already starts to sketch out. That same year, Hanna Segal (1918–2011)—one of Melanie Klein’s (1882–1960) main disciples—had visited Montevideo, supervising various analysts of the Uruguayan group.

In 1955 the Asociación Psicoanalítica del Uruguay (APU) (Uruguayan Psychoanalytic Association) gets founded by Rodolfo Agorio, Gilberto Koolhaas, Héctor Garbarino (1918–2001), Mercedes Freire de Garbarino (1918–2008), Laura Achard (1920–2008), Juan Pereira Anavitarte, Juan Carlos Rey (1918–2008), Miguel Sesser, Marta Lacava, Willy Baranger, and Madeleine Baranger. Six years later, in 1961, APU finally acquired the Component Society level according to the International Psychoanalytical Association’s (IPA) rules. Koolhaas was the first director of the *Revista Uruguaya de Psicoanálisis* (RUP) (Uruguayan Journal of Psychoanalysis), official journal of the APU which was created in 1956.

In the beginning, psychoanalysis in Uruguay—particularly since its institutionalization—was developed with a marked influence of the Kleinian school. Therefore, in those early days, Koolhaas and the rest kept a strong proximity with Klein’s thought, a trait that is noticeable in his publications. But later on, in the 1970s, he dedicated to the systematic study of Lacan’s work and was one of the main protagonists in the reception of the Lacanian ideas in Uruguayan psychoanalysis (Bernardi, 2010; Capó, 2010; Grau-Pérez, 2018). Koolhaas’s work can be split into two stages: a “Kleinian stage” between 1952 (the year of publication of his first psychoanalytic article) and 1966 (the year of publication of his last purely Kleinian article), and a “Lacanian stage” between

1972 (the year of publication of his first article about Lacan) and 1994 (the year of his death) (Acevedo de Mendilaharsu, 1994; Grau-Pérez, 2018). Between these two stages we can find an interval of a few years in which there are no publications; it reaches its end in 1972 with the publication of the article titled “¿Quién es el Otro?” (Who is the Other?) in the RUP. In this article the author “documents, testimonial and fehacently, his shift to Lacan” (Capó, 2010, p. 120).

Since the 1970s, he coordinated curricular seminars about Lacan’s work for APU candidates. Nonetheless, his relation with Lacanism was not limited to the institutional ground of the IPA. He kept close contact with the Grupo Freudiano de Trabajo (GFT) (Freudian Working Group), a group dedicated to the study of Lacan that was integrated by analysts that did not belong to APU. Later on, in 1982, they would found the Escuela Freudiana de Montevideo (EFM) (Freudian School of Montevideo), the first Lacanian institution in Uruguay. Koolhaas, who had been the analyst of some members of this group, participated in the first work seminar organized by the group in 1981, and he published in the first volumes of the *Cuaderno de psicoanálisis freudiano* (Journal of Freudian Psychoanalysis), official publication of GFT and of the later EFM. He also was in contact with the Escuela Freudiana de Buenos Aires (Freudian School of Buenos Aires) and with other Argentinian Lacanian institutions—like Mayéutica, where he presented one of his works in 1979.

Philosophy occupies a prominent spot in Koolhaas’s work; in particular, the philosophy of Husserl (1859–1938) and Heidegger (1889–1976), although there are also references to Hegel (1770–1831), Merleau-Ponty (1908–1961), and Sartre (1905–1980), among others. Koolhaas came to dominate various languages (Dutch, German, French, English, Italian, and Spanish), which provided him the possibility to read many authors in their original language and at the same time to attend various foreign patients. He fulfilled a prominent role in the institutionalization of psychoanalysis in Uruguay, and, in particular, in the process of reception of Lacanian ideas. His work constitutes a paradigmatic case of Klein-Lacan transition (Grau-

Pérez, 2018), a theoretical movement that many other psychoanalysts in Latin America gone through at that time.

Cross-References

► Pérez Pastorini, Valentín

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Korn, Alejandro

Born in San Vicente, Province of Buenos Aires, Argentina, on May 3, 1860

Died in Buenos Aires, Argentina, on October 9, 1936

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Keywords

Argentina · Medicine · Philosophy ·
University · Politics

In 1877, Alejandro Korn began high school at Colegio Nacional Buenos Aires (Buenos Aires National High School) and then pursued his studies at the Facultad de Medicina de la Universidad de Buenos Aires (Faculty of Medicine of the University of Buenos Aires). He obtained his medical doctor degree in 1882 with a thesis on *Locura y Crimen (Insanity and Crime)*, Korn 1883). He practiced medicine in the small towns of Navarro and Ranchos, both an hour away from his birthplace and then in the city of La Plata, the capital of the Province of Buenos Aires, the richest province in the country. While he was still a student, he assisted the wounded of the 1880 revolution. From his youth, he devoted himself to study, and at a young age he grew intellectually in the silence of his library. This is how he developed a solid self-taught culture that led him to the teaching of philosophy. The writings of Henry Bergson (1859–1941), Emile Boutroux (1845–1921), Charles Renouvier (1815–1903) and later Descartes (1596–1650), Kant (1724–1804), and St. Augustine (354–430) shaped his philosophical vocation (Pro, 1967).

His teaching activity began at the Colegio Nacional de La Plata (National High School of La Plata), as a professor of natural sciences (1888–1896). He was appointed Professor of History of Philosophy (1906) and Gnoseology and Metaphysics (1923), at the Facultad de Filosofía y

Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities at Buenos Aires University). At the Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata (Faculty of Humanities and Educational Sciences at the National University of La Plata), Korn was appointed professor of the History of Philosophy course (1914–1930). He also served on the boards of both universities. In addition to his university work, he was the founder of many other institutions such as Colegio Libre de Estudios Superiores (Free School of Higher Studies), Sociedad Kantiana (the Kant Society), Escuela de Estudios Sociales Juan B. Justo (School of Social Studies Juan B. Justo) in Buenos Aires, and Centro de Estudios Filosóficos de La Plata (Centre of Philosophical Studies of La Plata).

In 1888, he was appointed police physician. After settling down in La Plata, on November 2, 1897, he became the Director of the Hospital Provincial de Melchor Romero (Provincial Hospital of Melchor Romero), a colony-hospital with 80 hectares, located 10 kilometers away from the city of La Plata. He performed a remarkable job until 1916, when he resigned to devote himself exclusively to philosophy. His management at the head of the hospital was truly transformative: He extended the hospital facilities significantly, established the therapeutic system of labor therapy, and founded the first six agricultural colonies. In 1973, after more than 50 years, his work was eventually recognized when the government of the Province of Buenos Aires renamed the hospital with his name, Hospital Alejandro Korn.

Since 1912, he wrote a series of notes that were later collected and published in a book under the title of *Influencias filosóficas en la evolución nacional* (*Philosophical Influences on national development*) (Korn, 1936a). As early as that time, at the University of Buenos Aires, there were signs of interest in new thoughts that represented an alternative to positivism. In this first essay, Korn laid the foundations for a reflection on the homeland in the search for a national philosophy (Sanchez Reulet, 1937), by revisiting Sarmiento (1811–1888), Mitre (1821–1906), and especially Alberdi (1810–1884), as advocates of a positivism that underscored progress. He stated that the so-called “generation of the 1880s” saw

in the positivist philosophy the confirmation of Alberdi’s spirit (Torchia Estrada, 1961).

In 1918, after the University Reform at Universidad Nacional de Córdoba in Argentina (National University of Cordoba) and later extended throughout Latin America, he was appointed Dean of the Faculty of Philosophy and Humanities at Buenos Aires University. Korn played a key role as an ideologist of the reform movement. Two years later he published *La libertad creadora* (*The Creative Freedom*) (Korn, 1920/1936b), which was a profound reflection on freedom with the aim of fostering the maximum participation of men and women, and of the free subject in the voluntary transformation of the world (Romero, 1956). Eugenio Pucciarelli (1960) pointed out that according to Korn “freedom is experienced as liberation, emancipation from servitude, overcoming obstacles, removing constraints” (Pucciarelli, 1960, p. 32).

In 1925, he wrote *Nuevas Bases* (*New Bases*), in which he expressed once again his intention to recover the national philosophical production represented by the youths who had been the protagonists of the May Revolution of 1810. Korn considered that such generation, although they were not philosophers dealing with abstract questions, left behind a philosophy (Korn, 1925/1940). Korn understood this new mission of philosophy linked to culture and institutional life. The creative freedom that revolved around the human condition was a continuity of these approaches. With it, he overcame the deterministic interpretation of a certain Spencerian-style positivism and led the *antipositivism reaction* from the systems of Rickert (1863–1936), Dilthey (1833–1911), and Bergson (1859–1941) by demonstrating that, according to purely biological evolution and the inescapable laws of matter, man was left aside by not explaining culture, free will, and his spiritual nature.

His main contribution to psychology came from his essay *Axiología* (*Axiology*) (Korn, 1930/1938), in which he reviewed and gave final supporting to the findings on the subject of *values* that concerned almost all Argentine philosophers during the twentieth century, specially Coriolano Alberini (1886–1960), Alberto Rougés (1880–1945), and Luis Juan Guerrero

(1899–1957). It was at that time that the ideas of Max Scheler (1874–1928) – who saw man in his relationship with the world through valorization – gained popularity. He differentiated between the objective reality of science and the subjective reality of philosophy, which Korn reduced to axiology. He asserted that the physical reality cannot be discussed – at most, it can be verified or measured – and that in the subjective reality man does not behave indifferently in the world but adopts attitudes, appreciates, admits, or rejects (Korn, 1930/1938). Korn gave the name of *valorization* to the reaction of the human will that is the personality itself.

A considerable number of disciples considered Alejandro Korn as one of the most renowned thinkers in Latin America in his time, and his disciples offered homages to his work. The studies dedicated to him by Francisco Romero (1952), Angel Vasallo and Luis Aznar (1940), Diego Pró (1976), and Torchia Estrada (1936), among others, expressed their noble sentiment toward the master. Luis Farré (1958) defined him as an autodidact “isolated for many years in towns of little importance in the Province of Buenos Aires, where he practiced medicine and in his spare time he enjoyed reading of the great masters of philosophy” (p. 127).

Cross-References

- ▶ Alberini, Coriolano
- ▶ Guerrero, Luis Juan

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Krapf, Enrique Eduardo

Born *in Nuremberg, Germany, July 4, 1901*

Died *in Geneva, Switzerland, December 9, 1963*

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Keywords

Argentina · Germany · Psychopathology · Mental health · World Health Organization

Enrique Eduardo Krapf was the son of Juan Enrique Krapf (1874–1935), a physician, and Ana Adelaida Haase, both belonging to families of the Jewish upper middle class, well assimilated in Germany at the turn of the century (Carofile, 2001). Krapf graduated as a physician in 1923 at the age of 22 at the University of Leipzig. His doctoral dissertation, *Catatonic symptoms in manic-depressive madness*, showed her interest in the Krapelinian psychiatric tradition (Carofile, 2001). In 1924, he joined the Neurological Clinic of the Faculty of Medical Sciences in Hamburg as a practitioner (*medizinalpraktikant*) where he worked with Professor Max Nonne (1861–1959), one of the main developers of the field of neurology (Klappenbach, 2004).

In 1926, he obtained a position as internal physician at the Neuropsychiatric Clinic of the Faculty of Medical Sciences in Munich, headed by Professor Oswald Bumke (1877–1950), where, the following year, he became Clinical Head of the Chair of Psychiatry and Neurology (Krapf, 1948). In 1928, he was appointed Foreign Medical Assistant of the Chair of Neurological Clinic at the Faculty of Medical Sciences in Paris headed by Professor Guillaín (1876–1961), and in 1929, he returned to his former position at the University of Munich. In 1933, he became Privatdozent of Psychiatry and Neurology at the Faculty of Medical Sciences of the University of Köln (Krapf, 1948).

When Hitler (1889–1945) became chancellor of Germany, the law excluding Jews from public administration and universities was passed in April 1933 (Ramos-Oliveira, 1973). Krapf left Germany and after a brief stay in Paris and London, he settled in Buenos Aires, where he adopted Argentine citizenship (Universidad de Buenos Aires. Facultad de Ciencias Médicas, 1934–1963). Krapf had already visited Argentina 1926 as a result of an agreement between the Neurological Clinic directed by Nonne in Hamburg and the German Hospital of Buenos Aires (Carofile, 2001). In Argentina, he met Margarita Elene Hirsch, whom he married on September 20, 1926 (Klappenbach, 2004).

Already moving to Argentina, Krapf had to revalidate his medical degree. On November 22, 1937, he defended his second doctoral dissertation, *The influence of seasonal rhythm on the frequency of mental illnesses*, directed by the well-known psychiatrist Gonzalo Bosch (1885–1967). Immediately he was appointed Physician Assistant in the Hospice of the Mercedes directed by Bosch. In 1938, he was appointed Acting Chief of the Hospice Admission Service and in 1939 Head of the Hospice Service (Krapf, 1948).

At the same time, he received international distinctions, among them, the incorporation as Foreign Medical Attaché of the Chair of Psychiatric Clinic of the Faculty of Medical Sciences of London, directed by Professor Maphoter (1881–1940) and Fellow of the Society of

Medicine of London (University of Buenos Aires. Faculty of Medical Sciences, 1934–1963).

In the 1940s, Krapf began to be an outstanding personality in the field of neuropsychiatry, psychoanalysis, and psychology. In 1941, he was appointed to the Cátedra de Clínica Psiquiátrica (Chair of Psychiatric Clinic) at the (Universidad de Buenos Aires (University of Buenos Aires), in 1947 Free Professor of Psychiatric Clinic, and in 1949 Adjunct Professor of the same course. Likewise, together with Pichon Rivière (1907–1977), he was one of the first to introduce psychoanalysis in practices at the Hospicio de las Mercedes (Mercedes Hospice) towards the end of the 1930s. He completed his training at the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association, APA) (Plotkin, 2001). In 1947, he became an adherent member of the APA and in 1950 became a full member of the APA (Klappenbach, 2004).

Krapf considered that psychiatry shared some of its pillars with psychology and neurology (Krapf, 1961), and emphasized the need for preventive psychiatry to have “a predominantly psychological and sociological orientation” (Krapf, 1951, p. 320). For his part, he considered that psychiatric knowledge was based on two sources; on the one hand, modern neurological research; on the other, modern psychology that “has deeply penetrated into the dynamics of the mind” (Krapf, 1961, p. 10).

He belonged to many scientific and professional institutions. Since 1936, he was a member of the Liga Argentina de Higiene Mental (Argentine League of Mental Hygiene) and since 1937 of the Sociedad de Historia de la Medicina (Society of History of Medicine) and the Asociación Médica Argentina (Argentine Medical Association); since 1938 of the Sociedad de Neurología y Psiquiatría (Society of Neurology and Psychiatry); and since 1940 of the Sociedad de Psicología de Buenos Aires (Society of Psychology of Buenos Aires) (Klappenbach, 2004).

Between 1947 and 1950, he was professor in the course of Psicología Médica (Medical Psychology) in the Curso Superior para Psiquiatras (Higher Specialization for Psychiatrists). Krapf considered that, for the physician, medical

psychology was as basic a science as anatomy and physiology. He integrated psychological approaches of different origins and became interested in the “essential unity of the human person” (Krapf, 1959, p. 13), in a direction close to the personalism of Stern (1871–1938), another prominent personality exiled from Germany (Klappenbach, 2004).

In 1951, he participated in the organization of the Interamerican Society of Psychology, of which he was elected first President (Klappenbach, 2004). Krapf became increasingly involved in international activities and projects. In 1948, he participated in London in the Third International Congress on Mental Health which led to the transformation of the former International Committee for Mental Health organized by Clifford Beers into the World Federation for Mental Health (Brody, 2004). He served on the Executive Committee of the Federation first as vice president in 1951 and then as president in 1952. Between 1956 and 1957, he was president of the institution. At the same time, he performed prominently at the newly organized World Health Organization. In 1949, he was appointed World Health Organization Expert Consultant in Mental Hygiene for the Government of the Philippines. In 1952, he was appointed Member of the World Health Organization Panel of Experts on Mental Health. In 1954, Delegate of the World Federation for Mental Health in Geneva. Finally, in 1957, he was appointed Chief Medical Officer of the Mental Health Section of the World Health Organization based in Geneva. For that reason, he would remain in Geneva until his death.

Enrique Krapf enormously contributed to the internationalization of psychology, psychoanalysis, and mental health in Argentina.

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► Pichon-Rivière, Enrique José

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Krauskopf Roger, Dina

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Keywords

Costa Rica, Chile · Adolescent psychology

Krauskopf moved to Valdivia, Chile, when she was 1 year old. There she completed her primary and secondary education at the Liceo de Niñas (Public Girls' Institute). She studied at the Universidad de Chile (University of Chile), earning her Psychology degree in 1960 with honors, and was part of the third generation of professionals in Psychology. She received her master's degree in Clinical Psychology in 1999 at the Universidad de Iberoamérica (Iberoamerican University) in Costa Rica.

In 1961, Krauskopf began working at the Departamento de Psicología de la Clínica Psiquiátrica en la Universidad de Chile (Psychology Department of the Psychiatry Clinic at the University of Chile), being the second psychologist to work there. Afterwards she joined Dr. Juan

Marconi (1924–2005) in an innovative project, the Centro de Investigaciones en Salud Mental de la Facultad de Medicina de la Universidad de Chile (Center for Mental Health Research at Faculty of Medicine in the University of Chile), in building creative, nontraditional models and approaches of intervention and teaching medicine in marginal communities. She wrote two seminal papers in 1972 and 1973 on the study of adolescence, with the latter becoming a referent in the field (Krauskopf 1972, 1973).

In 1974, she moved to Costa Rica, where she continued a prolific academic and professional career. By then, youth and adolescence had already become the motto for her life and vocation. From 1978 to 1981, she worked as a clinical psychologist at the Caja Costarricense del Seguro Social (Costa Rican Social Security Fund) along with her private practice. While already having the distinction of being a founding member of the Colegio de Psicólogos de Chile (Chilean Society of Psychologists), she also cofounded and later served as President of the Colegio de Profesionales en Psicología de Costa Rica (1983–1984) (Professional Society of Psychology, Costa Rica), notably being the first woman to earn that position. From 1974 until 1991, she taught various courses in adolescence, youth, community psychology, and psychodiagnosis at the Escuela de Psicología and the Facultad de Medicina de la Universidad de Costa Rica (School of Psychology and the Faculty of Medicine at the University of Costa Rica). At the same time, Krauskopf has been widely regarded as an expert in the Rorschach Test.

Between 1986 and 1987, Krauskopf earned an Advanced Researcher Fulbright Scholarship, which allowed her to move to New York where she worked with underage populations at risk at the Door Center of Alternatives and did research at the Psychiatry Institute from Columbia University. In 1987, she was an invited researcher at the Deutsches Jugendinstitut (DJI, German Youth Institute) in Munich, Germany.

She was director of the Instituto de Investigaciones Sociales de la Universidad de Costa Rica (Institute for Social Research at the University of Costa Rica) between 1987 and

1991, being the first psychologist to work there, and the first female to head the institution.

In 1991, Krauskopf was designated Professor Emeritus at the University of Costa Rica thanks to her pioneering work and significant contributions to the field of Psychology. Between 2007 and 2014, she worked as a professor at the Universidad de Chile (University of Chile), where she taught courses for the Master's Program in Adolescence while also serving as a member of the Academic Committee in Psychology at the Universidad del Desarrollo (University of Development, Chile). During this time, she also worked at the Adolescent Clinic of the Clínica Alemana (German Clinic, Chile).

Krauskopf is an international teacher, clinician, researcher, and consultant in Adolescent and Youth Development in different sociocultural contexts. Moreover, her range of expertise also encompasses teenage pregnancies, adolescent rights, violence reduction, work with vulnerable groups, youth social policies, and programs.

She has been an invited lecturer in Latin America, the United States, Europe, and Africa. She is a consultant for various Multilateral Organizations: Pan American Health Organization (PAHO), United Nations Population Fund (UNFPA), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF), United Nations Economic Commission for Latin America and the Caribbean (ECLAC), as well as other distinguished international organizations such as the Inter-American Development Bank (IDB), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ, German Cooperation Fund), Organization for Cooperation and Economic Development (OECD, the Agencia Española de Cooperación Internacional (AECI) (Spanish Agency for International Cooperation), the European Union, the Kellogg Foundation, the Interamerican Institute for Human Rights, the Organización Iberoamericana de Juventud (Iberoamerican Youth Organization), and many government entities all over Latin America. Among others, she has given lessons and lectures at the Graduate Studies System of the Universidad de Costa Rica

(University of Costa Rica), the Universidad de Perú (University of Peru), the Universidad Católica de Uruguay (Catholic University of Uruguay), Latin American and Caribbean Center at the University of Florida, Universidad de Manizales, Colombia (University of Manizales, Colombia), University for Peace (UPEACE, Costa Rica), University of Santiago, Chile, and the Universidad de Carabobo, Venezuela (University of Carabobo, Venezuela).

Her several publications around the world have renewed and shaped existing theories on adolescent and youth development, especially those focusing on youth social participation, identity issues (such as multicentered identity theory), and paradigms for social policies. Her perspective of the juvenile phase of life, including clinical, teaching, research, and policymaking settings, has been that of intergenerational relationship which actively includes the voice of youngsters in modern times. One of her most relevant contributions to the field is increasing the visibility of young people as social subjects in development in a stigma-free manner, including multiple factors surrounding that growth process such as biology, family, history, culture, context, and social vulnerabilities (D. Krauskopf, personal communication, September 16, 2020).

She has received many distinctions including the National Psychology Award (Chile) in 2011, the Distinguished Professional Trajectory Award in the Congreso Regional de la Sociedad Interamericana de Psicología (Regional Congress of the Interamerican Psychological Society) in 2004, the Distinguished Professional Trajectory Award of Sociedad Peruana de Adolescencia y Juventud (Youth and Adolescence Society of Peru) in 2012, as well as the Distinguished Professional Trajectory Award at the Congreso Latinoamericano de Niñez, Adolescencia y Familia, Cuba (Latin American Congress of Childhood, Adolescence and Family, Cuba) in 2013, the Distinguished Professional Trajectory Award of the Capítulo de Adolescencia de la Sociedad Chilena de Psicología (Adolescence Committee of the Chilean Pediatrics Society) in 2008, and the Tribute to Promotors of Youth Studies in Latin America from the Asociación de Estudios Latinoamericanos (Latin-American

Studies Association), in Barcelona, 2018. Furthermore, she has been an honorary member of the Asociación Costarricense de Psicoterapia (Costa Rican Psychotherapy Association) since 2005 and has also been an honorary member of the Capítulo de Adolescencia de la Sociedad Chilena de Pediatría (Adolescence Committee of the Chilean Pediatrics Society) since 2014.

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Krivoy Onikman, Abraham

Born *Caracas, (Venezuela), 24 January 1930*

Died *Caracas, (Venezuela), 16 July 2017*

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Keywords

Venezuela · Neurosurgery · Psychiatry ·
Neuropsychology

Son of Romanian emigrants, who once resided in the populous Parroquia La Pastora (Pastora Parish), Caracas-Venezuela. He attended the República del Paraguay (Republic of Paraguay) public school and the Colegio Andrés Bello (Andrés Bello School), where he studied up to the 7th grade. Due to the precarious economic situation, at a very young age, he began working as a diamond cutter. He continued his studies – at night – at the Liceo Alcazar (High School Alcazar) and finally graduated as a Bachelor of Science (1949), at the Andrés Bello School.

The early death of his mother on January 9, 1946, was the determining event that made him decide to study medicine. He entered in this program at the Universidad Central de Venezuela (UCV) (Central University of Venezuela), but the university was closed due to political circumstances during the government of Pérez Jiménez

(1952–1958), so he emigrated to Ecuador and managed to be accepted at the Universidad de Quito (University of Quito), where he studied the second year of the program.

With the opening of new quotas for the medical program at the Universidad de Los Andes (ULA) (University of the Andes), located in the state of Mérida, Venezuela, he returned to the country and completed the third year of his program there. The reopening of the UCV allowed him to finish his studies and obtain the degree of surgeon on August 4, 1956.

He began his residency at the Hospital Vargas (Vargas Hospital) in Caracas (1956) in psychiatry, where he provided support and collaboration in the care of a neurosurgical patient, a fact that prompted his interest in diseases of the nervous system, so he redirected his studies to the specialty of Neurosurgery, obtaining the specialization degree on December 15, 1959. Dr. Krivoy was trained in Psychiatry at the Vargas Hospital in Caracas and the Venezuelan Red Cross. He worked with Dr. Herrera Luque (1927–1991), who assigned him the task of evaluating police officers. Later, he performed a neurological and psychiatric evaluation of pilots. He devoted himself to the study of psychoanalysis in a self-taught manner. He carried outpatient care at the Carrizales Psychiatric Hospital (Colina, 2018).

He obtained the degree of Doctor of Medical Sciences at the UCV (1969). He developed his work as a teacher starting at the UCV (1959), where he achieved the title of Full Professor in the Chair of Neurology at the Escuela de Medicina Luis Razetti (Luis Razetti School of Medicine) (1975). He dedicated himself to the professional practice as a Neurosurgeon, becoming one of the most recognized in the country and making very important contributions to this specialty.

In the 1970s, he promoted the development of neuropsychology, brought to the country the most recognized tests in this field and brought together professionals in the area who were dedicated to neuropsychological evaluation. He also introduced advanced technology for the time, such as linear brain echosonography, transcranial

impedancemetry, impedance rheoencephalography – all this before the existence of tomography and magnetic resonance imaging – which, together with the neuropsychological evaluation batteries, allowed to obtain a comprehensive view of the patient. These tools were fundamental for the pre- and postoperative evaluation of patients with neurological diseases, assessment of patients with psychiatric symptoms, and establishing differential diagnoses.

By integrating his training in psychiatry and neurosurgery, he created a psychotherapy modality based on the psychoanalytic perspective and the understanding of the biological bases of behavior. He opened the neurosurgery postgraduate course at the Hospital Universitario de Caracas (University Hospital of Caracas), to carry out one of the first research works in the area of neuropsychology.

His vocation for medicine and teaching allowed him to become a professor of the Neurosurgery Chair and Service of the Hospital Clínico Universitario (University Clinical Hospital) (1979–2001), Head of the Pediatric Neurosurgery Chair and Service of the Hospital de Niños José Manuel de los Ríos (Children's Hospital José Manuel de los Ríos). He was founder and president of the Sociedad Venezolana de Neurocirugía (Venezuelan Society of Neurosurgery), of the Federación Latinoamericana de Sociedades de Neurocirugía (Latin American Federation of Neurosurgery Societies), Sociedad Venezolana de Neurocirugía Pediátrica (of the Venezuelan Society of Pediatric Neurosurgery), and president of the Sociedad de la Historia de la Medicina (Society of the History of Medicine) (2003–2005). He occupied in the Academia Nacional de Medicina (National Academy of Medicine), Chair No. XXXVIII, elected on November 1, 2007 (Colina, 2018).

For his contribution to the development of neuropsychology in Venezuela, he was recognized as an Honorary Member of the Sociedad Venezolana de Neuropsicología (Venezuelan Society of Neuropsychology) (November 17, 2002) at the Colegio de Médicos del Estado Miranda (Medical Board of the state of Miranda).

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Krueger, Félix

Died *Basel, Switzerland, 25 February 1948*

Fedra Freijo Becchero

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Argentine · Germany · Wundt · Mental totality · Experience

German philosopher and psychologist, he began his university studies in 1893 in Strasbourg under the guidance of Wilhelm Windelband (1848–195) and Theobald Ziegler (1846–1918). Later, he continued studying in Berlin with Friedrich Paulsen (1846–1908) and Wilhelm Dilthey (1833–1911). In 1895, he moved to Munich where he completed his training with Johannes Cornelius (1863–1947) and Theodor Lipps (1851–1914). He received his doctorate at the University of Munich in 1897 with the dissertation *The Concept of the Absolute Valuable as a Fundamental Concept of Moral Philosophy*. After working as an assistant at the Institute of Physiology in Kiel, he worked as a disciple of Wilhelm Wundt (1832–1920) in Leipzig. In 1903, he became professor in Leipzig. He

was a member of the Geifren Society of Experimental Psychology and an honorary member of the Leipzig Society of Philosophy.

In Argentina, he arrived to take over the chair of philosophy at the Instituto Nacional del Profesorado Secundario (National Institute of High School Teachers) created in 1904. He was the sixth German professor employed by this institution (Falcone, 2012). At the Universidad de Buenos Aires (Buenos Aires University), he organized the development of scientific psychology by inaugurating in 1906 the second course in psychology at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities). Such a course was taught in parallel to *Psicología experimental y fisiológica* (Experimental and Physiological Psychology) by Horacio Piñero (1869–1919) since 1901. He was hired to teach this course between 1906 and 1907. Through his classes, he introduced the ideas of Dilthey and Kant; he promoted a psychology of totality, and the total structure of experience. He also highlighted the problem of values and proposed a functional structure that did not exclude genetic and evolutionary approaches. He promoted an opening toward Gestalt and phenomenology that had a strong influence on important figures of university life, such as Coriolano Alberini (1886–1960). The person who continued his work within the second course of psychology was Dr. Otto Schultze (1872–1950) (Rossi, 1995).

Between 1912 and 1913, he was a visiting professor at Columbia University. Then he returned to Germany where he served in the Army during 3 years before returning to Leipzig in 1917. There he became Wundt's successor in the direction of the Institute of Experimental Psychology. He also held the chair of psychology and philosophy of W. Wundt and founded with prominent collaborators the well-known "Second School of Psychology of Leipzig," under the principles of a genetic psychology of totality and structure.

In 1918, he published his research *The profound dimension and contrasts of emotional life*, in which he analyzed Wundt's theory on the multi-dimensional character of feelings. In 1928, he

received an honorary doctorate degree from Wittenberg College in Springfield (Ohio).

The arrival of the National Socialist government in Germany had a great impact on psychological currents and psychologists. Many of the gestalt theories became key concepts in the National Socialist ideology once the Nazis took power in 1933. In Krueger's case, his link was controversial. In 1934, he was appointed rector but did not accept this position. However, he quickly gained enormous influence and power in psychological circles (Vine, 2009). He also came into conflict with the national socialist government, which removed him, and retired in 1938. In April 1945, he moved to Basel, where he died 3 years later at the age of 74.

Although he briefly remained in Argentina from 1906 to 1907, he left lasting marks on the university. His work at the University of Buenos Aires and the academic debates that took place during his stay are well documented in 17 pages of his personal correspondence with W. Wundt (Taiana, 2005). These letters were translated into English and Spanish in 2003 and relate the resistance of the academics of the time to consider his ideas close to philosophical sources and far from pure experimentalism.

Thirty years after his stay in Argentina, two collections of Krueger's studies were published: *Estudios psicológicos* (Psychological studies) (Krueger, 1939) due to the interest of the students of the Universidad del Litoral (Litoral University) and *La totalidad psíquica* (The mental totality) (1945) published by the Instituto de Filosofía de la Universidad de Buenos Aires (Institute of Philosophy of the Buenos Aires University). Two renowned Argentine professors, Francisco Romero (1891–1962) and Carlos Astrada (1894–1970), wrote the prologues of these collections: Romero to the first one and Astrada to the second one. His ideas were incorporated into the psychological knowledge on those years, especially in their conception of the mind as a totality, his theory of feelings, his critique of analytical psychological orientation, and his conception of the emotional apprehension of values. Related to the second collection, *La totalidad psíquica* (The mental totality) (1945), it must also mention a

second edition, in 1969 under the title *Estructura y totalidad psíquica* (Structure and mental totality), whose first edition was part of the contemporary philosophy collection of the Instituto de Filosofía y Letras (Institute of Philosophy of the Faculty of Philosophy and Humanities) of the Universidad de Buenos Aires (Buenos Aires University). It and included three essays: *El concepto de estructura en la psicología* (The concept of structure in psychology), *Introducción a la totalidad psíquica* (Introduction to the mental totality), and *El problema de la totalidad* (The problem of totality).

The importance of Krueger's work was highlighted in 1949 at the First National Congress of Philosophy held in Mendoza (Argentina). At that congress, a session was devoted to honoring Félix Krueger through a presentation made by another well-known professor in philosophy, Eugenio Pucciarelli (1907–1995) (Pucciarelli, 1950).

His last work in Switzerland focused on the idea of totality deals with Platon's dialogues, Meister Eckhart's writings, and Kant's *Opus Postumum*.

In this author, the virtues of the laboratory researcher converge with the excellence of the philosopher, contributing to the debate between theories centered on experimental sciences and philosophy. At the same time, he opened the way for the appreciation of Dilthey's psychology which implied a new point of view in research, a stricter methodological criterion and a deepening in the domain knowledge of psychological facts and their meaning.

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- ▶ Alberini, Coriolano
- ▶ Piñero, Horacio Gregorio

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Labarca Hubertson, Amanda

Born *Santiago, Chile, 5 December 1886*

Died *Santiago, Chile, 2 January 1975*

Gonzalo Salas
Universidad Católica del Maule, Talca, Chile

Keywords

Chile · Educational psychology · New School · Feminism

Amanda Crispina del Carmen Pinto Sepulveda, known as Amanda Labarca, was the first Extraordinary Professor of Psychology in Chile who carried out her work in much of the twentieth century. In 1902, she finished her middle studies in the Liceo Isabel Le Brun de Pinochet (Isabel Le Brun de Pinochet Lyceum); in 1905 when she was only 18 years old, she received the title of teacher of Spanish in the *Instituto Pedagógico de la Universidad de Chile* (Pedagogical Institute of the University of Chile). In 1922, she obtained the position of Extraordinary Professor of Psychology in the Faculty of Philosophy and Humanities of the University of Chile, becoming the first woman to carry out university teaching in the country and throughout the southern cone of America (Delgado, 1946; Reyes et al., 2002). In March 1923, she taught her first course in psychology and remained teaching until

approximately 1954. Other courses she taught were Educational Sociology, Problems of Middle Education in Chile, History of Education in Chile, and Comparative Education (Salas, 1996).

She made multiple trips abroad, mainly to the United States and France, where she was able to observe and learn the characteristics of the respective educational systems in order to contrast them with the prevailing panorama in Chile. In 1910, she traveled to the United States with her husband Guillermo Labarca, from whom she took her surname and entered the famous Teachers College of Columbia University in New York, where she was a student of important figures related to education and educational psychology such as John Dewey, William Kirkpatrick, and Edward Lee Thorndike, among others. In 1912, she traveled to Paris to study at the Sorbonne, an improvement that was completed only 2 years before the start of World War I (Salas, 1996). In one of her earliest works, *Actividades Femeninas en los Estados Unidos* (Women's Activities in the United States) (1914), she highlighted the virtues of American High Schools and compared their characteristics with local establishments, based on their psychological impact on students (Salas et al., 2019). She was also one of the first to promote the introduction of the New School, detailing the contributions of Ferriere, Robin, Reddie, Lietz, and Decroly, among others. She suggested that this model presented defined ideals of collaboration where intellect, feeling, and will were integrated. She also explained that her research included

internships in the field with a coeducational perspective (Salas & Morgado-Gallardo, 2018).

In 1918, like Domingo Faustino Sarmiento and Valentín Letelier, she traveled, commissioned by the Government of Chile, to study the North American school; she published her experiences of the trip in *La escuela secundaria en Estados Unidos* (Middle School in the United States) (1919). This trip also influenced her books *Nuevas orientaciones de la enseñanza* (New Orientations for Teaching) (1927), *Evolución de la segunda enseñanza* (Evolution of Middle Education) (1938), and *Bases para una Política Educacional* (Bases for an Educational Policy) (1944).

She was an important follower and introducer of the psychological and pedagogical principles of William James in Chile and knew in detail his diverse works which consist of the contents and references in his writings, in which he stated that his pedagogical influence should be attributed more to his qualities as a psychologist than a philosopher (Salas et al., 2014).

She was very critical of the Chilean school when she contrasted it with its counterpart in the United States. She considered that these schools did not lead their students to suffer anemia, sclerosis, or mental fatigue, nor did they overwhelm them with a large number of useless figures and details. She also made it clear that they did not have students tied to school benches from 8 a.m. to 5 p.m.

In 1922, she published *Lecciones de Filosofía* (Lessons in Philosophy), in which she divided psychological facts into three major groups: intellectual or representative, sensitive or affective, and volitional or active. She declared that the first group is related to intelligence, the second to feeling, and the third to will. In relation to intellectual and affective life, she outlined some relevant differences, realizing that the phenomena of intellectual order would be more precise and disparate by separating one idea from another, in the same way that our judgments and reasoning differ. This contrasts with affective life where situations sometimes please us and at other times upset us, thus transforming the pleasant into the unpleasant (Salas et al., 2014).

In 1931, she was appointed Director General of Middle Education, from which position in 1932 she promoted the creation of a “pedagogical laboratory,” giving form to the Liceo Manuel de Salas (Manuel de Salas Lyceum), devoted to the application and experimentation of new organizations, methods, and teaching programs.

In 1947, she published *Feminismo Contemporáneo* (Contemporary Feminism), one of her most important works on the role of women in society, which deals with the trajectory of the feminist movement in Chile and a series of educational and political issues related to the emancipation of women. In this book, she raised the importance of girls learning early on about child psychology in school. In 1919, she founded the National Women’s Council and led organizations such as the Association of University Women and the Chilean Federation of Women’s Institutions, during the 1930s and 1940s, respectively. In 1946, the President of the Republic, Gabriel González Videla, appointed her as Chile’s ambassador to the United Nations (Stuven, 2019), and in 1969 she was appointed a member of the Academy of Political and Moral Sciences of the Institute of Chile (Rivera, 2018).

In the words of the former Rector of the University of Chile, Juvenal Hernández Jaque (2019), Labarca was “one of the most talented women in Chile” (p. 25). In her complex activities, she was concerned with the praxis and application of psychological theories in the national context and particularly with respect to pedagogical practices (Winkler & Reyes, 2010), being a pioneer in the field of educational psychology in the preprofessional stage.

Cross-References

► [Letelier Madariaga, Valentín](#)

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Lafarga Corona, Juan

Born *La Piedad, Michoacán, Mexico, 31 March 1931*

Died *Mexico City, 20 November 2015*

Alberto Odriozola Urbina

Consejo Nacional para la Enseñanza e Investigación en Psicología (CNEIP), Mexico City, Mexico

Keywords

Mexico · Human development · Humanistic psychology · Person-centered approach

His parents are Juan Lafarga Vallejo and Fannie Corona Corona. He was named José Juan Bautista Nicolás, surnames Lafarga Corona, better known as Juan Lafarga Corona. He was the second of four children, named Guadalupe, Juan, Nicolás, and Luz María.

Due to religious persecution in Mexico, and the prohibition of teaching religion in schools in Mexico, he was homeschooled during his first years, taught by his aunt Luz Maria, a career teacher. At the age of 8, he entered the Colegio de las Madres del Verbo Encarnado (School of the Mothers of the Incarnate Word); from there he went to the Colegio de los Padres Benedictinos de San Rafael (School of the Benedictine Fathers of San Rafael) to attend the sixth year of primary school, when he was only 9 years old.

He was enrolled in high school at the Escuela Apostólica de San José en la Compañía de Jesús

(Apostolic School of San José, in the Society of Jesus), where he reaffirmed the values learned at home and school. The passion for sports and teamwork awakened in him and would accompany him throughout his life.

At age 15 he entered the Noviciado de San Cayetano de la Compañía de Jesús (The Novitiate of San Cayetano, of the Society of Jesus), in the State of Mexico. At age 18 he wrote a novel called *Horizons of Glory*, awarded with the publication in the Buena Prensa publishing house, in 1961. He ventured into the field of classical letters and humanities at Instituto Libre de Filosofía y Letras (Free Institute of Philosophy and Letters) obtaining his first degree (1947–1950).

From 1951 to 1954, he earned his second degree in philosophy. From 1954 to 1956, he became a secondary and preparatory teacher at the Instituto Oriente de Puebla (The East Institute of Puebla), where he began his editorial work with the publication of the Revista “Forja” (Forja Journal), seed of many others that he would later be founder of. Later from 1956 to 1960, he earned his third degree in theology, thus culminating a cycle of religious formation in his life.

He moved to the University of Loyola in Chicago to carry out the master’s and doctorate studies in clinical psychology, between 1961 and 1966. There, he had a first contact with the person-centered approach of Carl R. Rogers (1902–1987), through one of his professors, and later, director of his doctoral thesis, Charles A. Curran (1913–1978), author of the book *Counseling in Catholic Life and Education*, close collaborator of Rogers.

At the same time, Juan Lafarga, as a fellow in clinical psychology, had an internship at the Neuropsychiatric Institute of the University of Illinois, where he met and befriended Rosalind Dymond Cartwright (1922–2016), who, shortly before, had published with Rogers the book *Psychotherapy and Personality Change* (1954).

Upon his return to Mexico, in 1966, he immediately joined the Universidad Iberoamericana (UIA) (Ibero-American University), to work in the field of academia, research, and administrative positions. The first course he taught was called philosophy of psychology, where he began to sow

the first ideas of the humanistic orientation in psychology in Mexico.

Very soon, a group of students asked him to create a training program in psychotherapy for psychologists, which was called counseling, understood as orientation or psychotherapy, title with which it was approved by the Technical Council, in 1967. Thus, Lafarga Corona became a pioneer of the first psychotherapy training program for psychologists in Mexico. It should be noted that he did not know Carl R. Rogers personally until 1974. From that date, they had a strong and deep friendship that lasted until Carl’s death in 1987.

With the foundation of this training program, and overcoming resistance and attacks from other health professionals, Juan Lafarga contributed to changing the traditional roles assigned to the Mexican psychologist. This program later became a masters in psychotherapy.

Also, at this time, in 1968, he translated Bosselman’s book *Neurosis and Psychosis* (1967) and carried out research in the UIA about the religious attitudes of students and attitudes to the use of drugs.

That same year, Lafarga Corona made another bold move for the Center for Psychological Orientation of the UIA, of which he was its director: founding the counseling program for non-psychologists, giving birth to the human development movement in Mexico as a professional discipline. The barrage of criticism and personal attacks came immediately and made him pass exceedingly difficult moments in his life. At the same time, the results of the program gave him a very deep and lasting satisfaction throughout his personal and professional life. In 1973, the first master’s program in orientation and human development for non-psychologists was established in the UIA, with Lafarga as director.

For Juan Lafarga, human development, in his own words, “implies a process of change of the person in the direction of growth; Therefore, it is the ultimate goal of professionals in all disciplines. That is why it invites biologists, philosophers, engineers, doctors and psychologists to be trained, among others” (Lafarga quoted by García Muriel and others 2005, p. 85). Juan’s dream was crystallized in 1975 when the Graduate Academic

Committee approved the creation of the Department of Human Development at the UIA. A year later, in 1976, the Doctorate in Human Orientation and Development was approved.

Lafarga Corona coined the term humanistic psychology in 1977, and conceptualized it as the study of the intrapsychic and interpersonal basic dynamics that drive the evolution of the person, as well as the study of social and environmental conditions that favor the functioning of the individual and the groups in society. He thus became a pioneer and promoter of the humanistic current in psychology in Latin America.

At this time, in co-authorship with José Gómez del Campo (1941 to date) and with the express and written authorization of Carl R. Rogers himself, they began to translate various articles of his authorship, and other authors, which served as the basis for the human development programs that were being offered both in the UIA and in Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) (the Institute of Technology and Higher Studies of the West) of Guadalajara (1975). Later they were published in four volumes as *Development of Human Potential*, Vols. 1–4 (Lafarga & Gómez del Campo, 1978a, 1978b, 1986, 1992). Soon after, master's programs in human development would also be offered at the Leon, Puebla, Tijuana, and Torreón campuses of Universidad Iberoamericana (Ibero-American University) itself; Carl R. Rogers himself acknowledged the merit of Lafarga Corona for having been able to introduce the humanistic orientation and the person-centered approach in the university field, something that Rogers himself could not carry out at the University of Chicago, or any other University Institution of the United States where he worked.

Presently, the movement of the study of human development has extended to 25 of the 32 states of the country, where they are offered equally programs of specialty, masters and doctorate in institutes, and public and private universities.

Internationally, since the late 1970s, human development has extended to Granada (Spain); Bogotá, Cali, and Barranquilla (Colombia); Quito (Ecuador); El Salvador; and Quetzaltenango (Guatemala), and also in Costa Rica, Haiti,

Paraguay, and Mali and many other countries in Africa, Latin America, and the Caribbean.

In 2001, the Asociación de Desarrollo Humano de México (ADEHUM) (Human Development Association of Mexico) was formed. Facilitators from 22 states of the country attended the First Founding Assembly. In 2006, the Instituto Nacional de Investigación en Desarrollo Humano (National Institute for Human Development Research) in Mexico was founded.

At the UIA, Lafarga held the positions of director of the Experimental Master's Degree in Education; Member of the First University Senate from 1971 to 1976, of which he was moderator for 2 years; Member of the promoter team of the Academic Reform of the UIA; General Director of Postgraduate Studies and Research in 1973 and founder of the Academic Committee of the same; Director of the Department of Human Development in 1977; Director of the Department of Psychology in 1981; Member of the Governing Board of Loyola University in Chicago of 1987–1995; Member of the Governing Board of the University of San Francisco (USF), from 1994 to 2003; Founder of the Transformation and Change program (1992–1996); Academic Director General (1996); President of the UIA Educational System-ITESO from 1996 to 1998; and Vice President of the Association of Jesuit Universities of Latin America (AUSJAL), also in 1996.

As part of the UIA Departments of Psychology and Human Development, he founded the *Prometheus Magazine: Mexican Journal of Humanistic Psychology and Human Development* (1992) and received the following awards: Reconocimiento al Mérito Universitario (Recognition of University Merit for 15 years of service) (1981), Reconocimiento como Director del Departamento de Desarrollo Humano (1977–1982), Recognition to his work as Director of the Department of Human Development (1977–1982), Medalla al Mérito Universitario (Medal for University Merit for 20 years of service) (1986), Medalla del Senado Universitario (Medal of the University Senate in recognition of his work therein) (1989), Premio Jaime Castiello the Jaime Castiello Award for the promotion of humanism in the training of psychologists and in university

education, 1990; and Premio Internacional de Empatía (1991 (International Empathy Award (1991) by the International Empathy Association for being the most representative person of the Person Centered Approach)). A year later the UIA recognized him as Profesor Emérito (1992) Professor Emeritus for 25 years of academic work (1992), and in 1997, he received the Medalla de Oro José Sánchez Villaseñor (José Sánchez Villaseñor Gold Medal) for 30 years of service to the UIA.

He was founding member of Consejo Nacional para la Enseñanza e Investigación en Psicología (CNEIP) (the National Council for Teaching and Research in Psychology) founded in 1971, governing body of the training of psychologists in Mexico. For over 48 years, the Council has set the guidelines in teaching, research, and professional practice of the discipline and has encouraged its institutional members to establish their educational programs in psychology, based on the criteria and quality indicators embodied in the CNEIP accreditation model, promoted by Lafarga Corona himself (Odrizola Urbina, 2001).

Juan Lafarga remained active in the Council for over 40 years, during which he held the positions of teaching coordinator, linking and dissemination coordinator, research coordinator, founder and editor for the first 9 years of the *Magazine: Teaching and Research in Psychology* (1975), and executive secretary (1993–1997). He prepared the first Manual of Organization of the Council and also promoted the preparation and publication of the Manual for the Preparation of Thesis, in Trillas publishing house (Ibáñez Brambila, 1990, 1995), a fundamental instrument of the CNEIP, to promote research in psychology in Mexico.

At the same time, he created the following awards at the CNEIP: the national thesis contest to recognize the best of the research carried out every year at the bachelor's level in the various public and private institutions of the country, the National CNEIP award for the most outstanding researcher of the year in psychology, and the CNEIP Merit award, for contributions to the Council itself. These last two were conferred on him years later (1993 and 2005).

He also participated actively in the Sociedad Mexicana de Psicología (Mexican Society of Psychology), where he founded the *La Revista Mexicana de Psicología* (*Mexican Journal of Psychology*) (1985) and worked hard on the Psychologist's Code of Ethics (2007), and its continuous updating. In 1986 he was awarded the Premio al desempeño profesional (Professional Performance Award), and in 1987, he received the Premio Nacional de Psicología (National Psychology Award) from the Mexican Society of Psychology. Also, in 1983 he received the Premio al Psicólogo Distinguido (Distinguished Psychologist Prize) awarded by Universidad de las Américas Puebla (University of the Americas – Puebla).

He published 84 articles in scientific and dissemination journals and, indeed, few books, given his initial training in literature and classical letters and his extraordinary ability to write. He said about it: "I prefer to accompany people than writing books, because I feel that the people I have accompanied multiply more than the writings" (Lafarga quoted by García Muriel et al. 2005: 82). For his own merits, he was appointed national investigator from 1993 to 1996.

His last book was entitled *Human Development: Personal Growth* (Lafarga 2013), corollary of his work in and for Mexico.

Juan Lafarga Corona died in Mexico City at 6: 55 a.m. on November 20, 2016, at the age of 86, the anniversary of the Mexican Revolution, not without first asking his assistant for a big hug goodbye to this life.

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Lafuente, Carlos Luis

Born in *Carapeguá (Paraguay)* on April 29, 1944

Died in *Asunción (Paraguay)* on April 13, 2000

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Keywords

Paraguay · Cognitive psychology · Behavioral psychology · Health psychology · Catholic University

The small town of Carapeguá, birthplace of Carlos Luis Lafuente, nicknamed “Lucho” Lafuente by his friends and students, is located 84 kilometers south of Asunción, on the Route 1 that connects the country’s capital with the southern city of Encarnación, on the border with Argentina. His high school studies were carried out between 1958 and 1963 at the Liceo “Andrés Bello” (“Andrés Bello” Lyceum) in Asunción. Later, he began the university stage of his training, choosing a career in psychology at the Universidad Católica “Nuestra Señora de la Asunción” (Catholic University “Our Lady of the Ascension”) to obtain his Licenciatura (Bachelor’s degree) there. The professional training of psychologists in Paraguay began at that same university in 1963 (García, 2021), and Professor Lafuente was part of one of the first graduating classes of psychologists at that institution and the country. The research that he carried out to apply for the professional diploma of psychologist was entitled “Psicopatología del adulto mayor” (Psychopathology of the elderly), written in coauthorship with Venecia Verdún and defended in 1969.

Among Lafuente’s first professional assignments were a position as psychologist in the Departamento de Salud Mental (Department of Mental Health) of the Ministerio de Salud Pública y Bienestar Social (Ministry of Public Health and Social Welfare), which he held between 1968 and 1970; a position as a school counseling

psychologist at the Escuela Normal de Profesores No. 2 (Normal School of Teachers Number 2) of Asunción, between 1970 and 1971; and a job as a clinical psychologist at the Instituto Médico Psicológico (Psychological and Medical Institute) (IMESI), one of the main private assistance and training institutions at the beginning of Paraguayan professional psychology (García, 2011). The connection that Lafuente carried out in the IMESI took place between 1971 and 1972. Other similar functions were added to these ones, which he would undertake in later years. The academic and university phase of his career began with a position as contracted professor for the course of Developmental Psychology at the Escuela de Enfermería (School of Nursing) of the Universidad Nacional de Asunción (National University of Asunción) in 1972 and later in the chair of Social Psychology in the Departamento de Sociología y Ciencias Políticas (Sociology and Political Sciences Department) at the Catholic University between 1975 and 1977.

In the second half of the 1970s, he had the opportunity to continue his studies abroad, for which he undertook a trip to Colombia. In that country, he became a student of the Master's Program in Educational Research and Technology taught by the Pontificia Universidad Javeriana (Pontifical Javeriana University) in Bogotá, remaining linked to it between 1979 and 1980. He was also assigned to work as an assistant professor in the Research Methodology chair of the Faculty of Communication, a position he held between 1980 and 1981. During his stay in Colombia, he met and made friendship with several leading psychologists at that time, who were first his teachers and later remained as friends. This strengthened personal and professional relationships that were never extinguished despite the distance and the time elapsed.

Back in Paraguay, he resumed his academic relationship with the Catholic University that would last for the rest of his life. As far as teaching is concerned, Lafuente was a very active member of the Psychology Department, as head of the chair in various courses, successively. Some of them were Developmental Psychology, Social Psychology, Psychological Research, and

Contemporary Psychological Systems. At certain times, he was also assigned to teach History of Psychology, substituting teachers with temporary permission. At the Instituto Pedagógico (Pedagogical Institute) of the Catholic University, he was in charge of Educational Research and Learning Theories. Toward the end of his life, his teaching was closely identified with the courses of Educational Psychology and Psychology of Learning, which were taught both in Psychology and Educational Sciences departments.

Parallel to his teaching's occupations, he performed various academic functions within the institutional structure of the Catholic University. He was Director of the Psychology Department, Academic Director of the Facultad de Filosofía y Ciencias Humanas (Faculty of Philosophy and Human Sciences), to which the Psychology Department belongs, carried out some technical activities at the Oficina de Planificación (Planning Office) of the Catholic University, and was a member of the team of specialists of the Vicerrectorado Académico (Academic Vicerectory). Likewise, he officiated as a representative of the Consejo de Universidades (Council of Universities) at the MERCOSUR Educativo (Educational MERCOSUR). In the 1990s, he was among the promoters of the Psychology degree that Universidad Católica established in Ciudad del Este, an urban center located on the eastern border with Brazil, whose courses began in 1994. As a member of the Vicerrectorado Académico, Lafuente's support for directors and professors of this department was determinant, especially with regard to the implementation of its curriculum.

In the academic sphere, his collaboration with the editorial committees of some important psychology journals on the continent stood out, including the *Revista Latinoamericana de Psicología* (Latin American Journal of Psychology), founded in 1969 by Rubén Ardila (born 1942) and published for many years in Colombia, as well as the *Revista Intercontinental de Psicología y Educación* (Intercontinental Journal of Psychology and Education), created by the Peruvian psychologist Luis Oblitas (1950–2019). In 1999, when the Paraguayan psychology journal *Psicosur* (Psychosouth), directed by psychologist

José Britos, was briefly established, Lafuente was one of the academics called to be a part of its editorial board.

The conceptual approach of Lafuente's work leaned him toward psychology represented by behaviorism, which formed the main basis of his learning during the formative years abroad. He later evolved toward positions that brought him closer to cognitive approaches. He was attentive to the mediators of learning, thus surpassing the functional analyzes of behavior, typical of radical behaviorism. His concerns were essentially directed toward psychology applied to education, where research on learning and the physiological bases of psychological processes aroused his interest (García, 2000). His teaching fluidly alternated between the concepts of authors such as B. F. Skinner (1904–1990) and Albert Bandura (1925–2021) and neuropsychologists such as Alexander Luria (1902–1977). Likewise, he was drawn to social psychology. It was common to hear him affirm that education is always a social and political phenomenon. Despite the limitations in budget and equipment that negatively condition psychological research in Paraguay, Lafuente supported and promoted, as far as possible, the experimental psychology at the Catholic University, supporting the work of professors who taught that chair (García, 2010), in an academic environment where the influence of psychoanalysis was clearly predominant. He is also mentioned as the first to spread concepts and research in the area of health psychology in Paraguay in the mid-1980s (García, 2015).

Lafuente's publications were preferably located in the area of education, mainly university teaching, which was his main axis of professional activity. Together with the sociologist Miguel Ángel Aquino, he wrote a book entitled *Características y tendencias del sistema educativo en el Paraguay (1970–1987). Preliminares de una aproximación crítica* [Characteristics and tendencies of the educational system in Paraguay (1970–1987). Preliminaries of a critical approach], published in 1990, as well as other works in collaboration that were related to university education, such as *La educación superior en Paraguay* (Higher education in Paraguay), written with psychologist Carlos

Ramírez and pedagogue Diomedes Rivelli and a research concerning *La universidad paraguaya y sus egresados. Un estudio de seguimiento* (Paraguayan university and its graduates. A follow-up study), carried out together with psychologist Oscar Serafini (1931–2021) and the aforementioned Rivelli. In an unpublished document, he also contributed to the design of the curriculum of the Catholic University in Ciudad del Este, together with psychologist Marta Lafuente, a niece of his, and Diomedes Rivelli.

In the personal aspect, Carlos Luis Lafuente was a person with very open ideas and perspectives, far removed from dogmatism (García, 2000). His affable, courteous, and considerate treatment and, above all, his peculiar sense of humor make his friends and former students to remember him not only for his contributions to research and teaching of psychology, but also for having been someone of exceptional individual conditions.

Cross-References

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- ▶ [Oblitas-Guadalupe, Luis Armando](#)
- ▶ [Serafini, Oscar](#)

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Lane, Sílvia Tatiana Maurer

Born *São Paulo, SP, 03 February 1933*

Died *São Paulo, SP, 29 April 2006*

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Keywords

Brazil · Social psychology · Founding of journals · Founding of professional organizations

Sílvia Tatiana Maurer Lane was born in São Paulo, in the State of São Paulo, Brazil, into a family of Swiss-German origin (on her father's side) and Slav (on her mother's). Contact with her father, a university professor, and uncle, a specialist in philology, seems to have awoken in her a taste for the intellectual. Her mother, marked by her experience in the First World War, in Lithuania, transmitted to her a horror of violence and war, and the commitment to humanization and to the improvement in people's quality of life. She graduated in philosophy at the University of São

Paulo, SP, in 1956, where she had as professors intellectuals like João Cruz Costa (1904–1978), Antonio Cândido de Mello e Souza (1918–2017), Gilda Mello e Souza (1919–2005), Dante Moreira Leite (1927–1954), Carolina Martuscelli Bori (1924–2004) and Annita de Castilho e Marcondes Cabral (1911–1991). Annita introduced Sílvia to Psychology, through the reading of the work of the German psychologist Kurt Koffka (1886–1941). In the Faculty, between 1952 and 1956, Sílvia Lane became involved in the activities of the students' Academic Centre, and developed an interest in questions linked to the psychology of language, especially in the differences in the meanings of words for different social groups (Sawaia, 2002). This theme she chose to develop in her doctoral thesis, defended in 1972, under the orientation of Aniela Meyer Ginsberg (1902–1986). In 1955, she obtained a scholarship to study psychology for a year at Wellesley College, in the United States, where she became acquainted with the work of the social psychologist Solomon Asch (1907–1996). After obtaining a bachelor's degree and licentiate in Philosophy in 1956, she became a research assistant at the educational division of the Centro de Pesquisa Educacional de São Paulo ((São Paulo Regional Centre of Educational Research) between 1956 and 1960, and occupied the position of Director of the Division in 1959–1960. She started her teaching career in 1957 as professor of General Psychology at the São Paulo Red Cross Nursing School and in 1965, at the invitation of Maria do Carmo Guedes (1934–. . .), she became professor of Social Psychology and Personality Psychology at the Pontifícia Universidade Católica de São Paulo - Puc-SP (Pontifical Catholic University of São Paulo). After the defence of her Doctoral thesis, in 1972, she initiated, together with her colleagues, the Postgraduate Programme in Social Psychology at the same university, the second Postgraduate Programme in Social Psychology to be established in Brazil, and commenced the trajectory of researcher in the area, orientating dozens of Master's dissertations and Doctoral theses. From then on she participated actively in the activities of the Associação Latino-americana de Psicologia Social (Latin American Social Psychology Association) (ALAPSO), being a

member of its Board between 1977 and 1980, and of the Sociedade Interamericana de Psicologia (Interamerican Society of Psychology) (SIP).

It was at the Congress of the Interamerican Society of Psychology, in 1979, in the midst of discussions about the so-called “crisis” in Psychology, especially Latin-American psychology, not considered very relevant in the solution of social and political problems in the region, that the recommendation was approved suggesting the creation of national associations of Social Psychology. These were to focus on the real situation of each country and provide an incentive for the exchange of researchers and students in the field. Very receptive to the idea, Sílvia proposed the creation of the Associação Brasileira de Psicologia Social (Brazilian Association of Social Psychology) (ABRAPSO), during the 32nd Annual Meeting of the Brazilian Society for the Progress of Science in July 1980, and was its first President. ABRAPSO became, from that time on, the main forum of discussion and publicity for the Social Psychology done in Brazil, focused on the knowledge of the psychosocial conditions of the Brazilian population, and on the debate about transforming practices of which Sílvia was one of the main promoters.

At the start of the 1980s she undertook visits to several Latin American universities with her colleague Maria do Carmo Guedes, to become acquainted with projects of psychosocial intervention inspired by ideas to raise consciousness of the problem of oppressed social groups and their emancipation. Arising out of the studies that had marked the building, by Sílvia Lane, of a Social Psychology focused on Latin American reality, an article written by Guedes in 2007 describes their journey to six countries in the region - Colombia, Cuba, Ecuador, Mexico, Peru, Venezuela. The trip proved to be a valuable opportunity to get to know at first hand projects focused on populations submitted to diverse types of oppression and exploitation, some of which are described in detail. The text is organised so as to show the reader some antecedent conditions (previous experience of Lane in the area of community psychology and joint working experience of the travellers), the project (the possible choices relative to a journey of studies), the journey (procedures and results of

the interactions established, with information that would allow the recuperation of the projects visited) and, finally, some implications of this opportunity of learning with colleagues and projects, in a real situation so close to the Brazilian one (Guedes, 2007). These visits resulted in Lane and Guedes leading a network of psychologists engaged in building a Social Psychology approach contributing to social transformation in Latin America.

Also at that time Sílvia Lane commenced the publications that were to make her internationally recognized because of her original proposal for an agenda for Latin American and Brazilian Social Psychology, at the same time critical, well-founded theoretically and focused on the practice of social transformation. The first of these publications was a book on Social Psychology as a field of knowledge, published by Editora Brasiliense, in São Paulo. This short work aroused so much interest that soon afterwards Sílvia organized, together with the student and colleague Wanderley Codo, a collection on Social Psychology, also published by Brasiliense. In the Introduction, Sílvia criticises Psychology as a positivist science, which deals with the abstract individual who merely responds to environmental stimuli like an automaton. Instead, she proposes the consideration that Social Psychology must consider the social and historical aspects that mould subjectivity, and, at the same time, the possibility of raising consciousness and the creativity that make possible social transformation. This discourse points criticism in the direction of the ideology of adaptation, which pervaded Psychology produced under the harsh conditions of the military dictatorship in Brazil, and also the sensitivity for the search of a transformation of the precarious conditions of life of the lower classes in the country. Sílvia's desire was to build a Social Psychology that focused on the search for solutions to the social questions of her time, through first-hand knowledge of the conditions of life and the psychosocial reality of the Brazilian population, especially the low income classes. Her proposal is based on a materialistic and historical reading of the dialectic of the concrete as a synthesis of multiple determinations, and on the lessons of Jean Piaget (1896–1980) and of Soviet

socio-historical psychology, especially that of Lev Semionovitch Vygotsky (1896–1934) and Alexei Nikolaevich Leontiev (1903–1979). The book and the collection soon became best-sellers, being re-published several times and utilised in graduate and postgraduate courses in the universities, demonstrating receptivity in the bosom of the community of Brazilian social psychologists. These publications were followed by others, where Sílvia deepened the perspective of analysis proposed, always insisting on the need to broaden the outlook of the psychologist, incorporating socio-anthropological knowledge, and an active and participative methodology. In 1996 she wrote a chapter on the history and theoretical foundations of community social psychology in Brazil in a collection focused on the field (Campos, 1996). In this work, she explained how this field of knowledge was organized by psychologists who developed a critical thinking regarding their role as professionals in a society traversed by social inequalities and political authoritarianism. The idea was to work on the relationship between mental health and the difficult life conditions observed in lowincome communities in Brazil and Latin America as a whole. She also described how the psychologist should work on the three fundamental categories she proposed for the analysis of group relationships – activity, consciousness and identity, integrating objective and subjective aspects of life. In 1997, Lane presented a lecture at the International Colloquium on Paradigms of Social Psychology for Latin America, during the annual meeting of ABRAPSO, the Brazilian Association of Social Psychology, taking place in the Federal University of Minas Gerais campus. In this lecture, she described the development of the original approach to Social Psychology and to Community Social Psychology then being established by a group of Latin American specialists in which she actively participated, named by Maritza Montero as the “critical construction and transformation paradigm” (Montero, 2000), characterized by the dialogical relationship between the researcher and the research participant, and by the emphasis on the application of scientific knowledge to social transformation. The lecture was published in 2000 in a collection organized by Regina Helena Campos

and Pedrinho Guareschi (Campos & Guareschi, 2000), that also became a best seller, with several re-editions since then. In this text, Sílvia developed a theme that was worrying her at the time: the issue of the ethics of knowledge. In an interview given to the journal *Psicologia e Sociedade*, in 1995, she reaffirms her conviction about the need to democratize knowledge, in our profoundly unequal and excluding society. In her opinion, the acceptance of differences, the struggle against prejudice and discrimination depended on this democratization, that is, on the presence of the intellectual outside the walls of academia, acting and interacting with social groups.

Between 1990 and 2006, Sílvia Lane presented her researches in the Working Groups of the Associação Nacional de Pesquisa e Pós-graduação em Psicologia – ANPEPP (Brazilian National Association of Research and Postgraduate Studies in Psychology). In 1990, 1994, 1998, 2000 and 2002, she participated as a researcher in the Working Group on Community Psychology. In 1992, she coordinated a Working Group focused on “Philosophy of Post-Graduate Programs in Psychology in Brazil”, drawing on her experience at the Post-Graduate Program in Social Psychology held at the Pontifical Catholic University of São Paulo. In 2004 and 2006, she participated in the Working Group named “The socio-historical psychology and the Brazilian context of social inequality” (ANPEPP, 2021)

Coherently with her proposal to democratize knowledge, Sílvia knew how to speak to and with younger people. One can see this in her texts, both her papers describing empirical research as well as the theoretical ones, in the examples she uses, continually, without losing the degree of reflection demanded by a scientific discourse. They are always examples of concrete cases, which she brings from the research work of her students, to which she always gives due credit. One can see it also in the talks to graduate students in Psychology, whose invitations she never refused. The last public lecture, in the second semester of 2005, was done at the invitation of students of the Universidade Regional de Blumenau (Blumenau Regional University), in the state of Santa Catarina, Brazil, on the occasion of naming the Academic Psychology Centre after her. Another

mark of her coherence may be found in her editorial work, organizing collections in which she presented her students. She was the organiser of six issues of the periodical edited by the Social Psychology Post-Graduate Programme of the Puc-SP (Pontifícia Universidade Católica de São Paulo). *Cadernos PUC*, numbers 1, 4, 11, 15, 23 and 34). She also entered into partnerships with some of her Master's and Doctorate students in the books she organized.

The Social Psychology approach proposed by Lane, the critical socio-historical psychology, is characterised by considering socio-cultural dialectic as constitutive of the human being, at the same time emphasizing the transforming and creative force of consciousness. Inspired by Marxism, and hand in hand with Liberation Psychology of Martín-Baró, this perspective of analysis of psychosocial processes is based on the inseparability of theory, methodology and the transforming practice. For Sílvia, all Psychology is social, as the human being is constituted in the social, being the product and the producer of history, through the mastery of working tools and the development of speech and consciousness. Thus, Social Psychology subjects of study should be language use and group interaction, because it is through these two processes that human beings acquire their identity. The methodology to be utilised should be participative and qualitative, focused on listening to social groups, knowing their problems and promoting their emancipation. This idea that knowledge leads necessarily to transforming action, to practice, in search for a fuller and more satisfactory life in ethical terms, permeates Sílvia's whole work in the Social Psychology area, and is the mark that distinguishes her perspective.

In 2007, a group of partners, colleagues and students of Sílvia Lane's work, led by the invited publishers, Bader Burihan Sawaia, Maria Helena Coelho and Ana Maria Jacó-Vilela, organized a special volume of the ABRAPSO periodical *Psicologia e Sociedade*, in honour of the writer. In this issue, in which Sílvia is remembered as the "psychologist of political action" (Sawaia et al., 2007, p. 6), the authors record memories of the psychologist, single out her proposal of contributing to the construction of a psychology focused

on the concrete problems of the Brazilian and Latin-American reality, and her theoretical and practical contribution to the development of an original approach within the context of contemporary Social Psychology

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- ▶ Cabral, Annita de Castilho e Marcondes
- ▶ Ginsberg, Aniela Meyer
- ▶ Leite, Dante Moreira
- ▶ Martín-Baró, José Ignacio
- ▶ Montero Rivas, Maritza

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Langer, Marie (Glas Hauser, Marie Lizbeth)

Born *Vienna, 31 August 1910*

Died *Buenos Aires, 23 December 1987*

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Keywords

Argentina · México · Nicaragua ·
 Psychoanalysis · Feminism

Marie Lizbeth Glas Hauser, a feminist physician and psychoanalyst of Austrian nationality, with outstanding accomplishments in Argentina and Mexico, was born in Vienna to a well-off Jewish family. The younger of two daughters, from an early age, she expressed her desire to receive formal education and asked her parents to enter a school which would allow her to pursue further studies. They agreed to her request and Marie entered Schwarzwald Schule, a model school ahead of its times which merged feminist thinking and social-democratic ideas. Later on, she began her medical studies at the University of Vienna, and in 1932 she joined the Austrian Communist Party motivated by the growing threat of Nazism. Shortly before finishing her studies, she became interested in psychiatry and started her own

analysis with psychoanalyst Richard Sterba (1898–1989).

In 1935, at the age of 25, she received her medical degree and began her psychoanalytic training at the Vienna Psychoanalytic Training Institute, which was then presided by Sigmund Freud. The following year, together with her husband, surgeon Max Langer, she joined the International Brigades which had been summoned to defend the Spanish Republic. Both of them worked as doctors in Colmenar and then in Murcia, where Max directed the Orthopaedics Unit. When the war was about to finish, given the upcoming victory of Franco's nationalist forces and the growing antisemitism throughout Europe, the couple decided to emigrate to Uruguay.

After some years of economic hardship, in the early 1940s, Marie and Max settled in Buenos Aires, Argentina, and Marie came into contact with a group of local psychoanalysts. In 1942, together with Ángel Garma (1904–1993), Celes Cárcamo (1903–1990), Arnaldo Rascovsky (1907–1995), Guillermo Ferrari Hardoy (1907–2002), and Enrique Pichon-Rivière (1907–1977), she founded the Asociación Psicoanalítica Argentina, APA (Argentine Psychoanalytic Association). She was the only woman in this group and was responsible for obtaining the recognition of Argentine psychoanalysis by the International Psychoanalytical Association (IPA). In the following decades, she contributed steadily to the strengthening of the Psychoanalytic Association (which she presided for a period) and the Institute of Psychoanalysis. She worked as a training analyst at APA for 29 years. Marie Langer also established relations with neighboring countries such as Uruguay where she participated in the creation of the Asociación Psicoanalítica Uruguayana-APU (Uruguayan Psychoanalytic Association) and in Brazil, participating in 1945 of the Congress of Psychosomatics and of the I Inter-American Congress of Medicine where she linked with local psychoanalysts and established ties with Buenos Aires. She was especially interested in women's sexuality and maternity, which she approached from their characteristics and disturbances by linking psychoanalytic conceptions with anthropological and sociological theories about

women's social status. This perspective was reflected in her book *Maternidad y sexo* (Maternity and Sex), published in 1951 (Langer, 1951). Groupality was another subject of her interest. In 1954, she co-founded the Asociación Argentina de Psicología y Psicoterapia de Grupo (Argentine Association of Group Psychology and Psychotherapy) with a group of psychoanalysts interested in group processes and group phenomena. Among them were León Grinberg (1921–2007) and Emilio Rodrigué (1923–2008) with whom she wrote *Psicoterapia del Grupo* (Group Psychotherapy) (Grinberg et al., 1961). During those years, Mimí, as she was affectionately called, encouraged the practice of group psychotherapy in several institutions (Puget, 2001).

Regarding her family life, her four children were born while living in Uruguay and Argentina. Her husband Max died in 1965. Her husband's death and the political climate of those times were determining factors for her to become involved in politics again. Thus, at the Congress of the International Psychoanalytical Association held in 1969 in Rome, she joined the International Platform, an organization that questioned the ideology and rigid perspective of the International Psychoanalytical Association and its constituent organizations. She also participated in the Federación Argentina de Psiquiatras-FAP (Argentine Federation of Psychiatrists), which at the time stood out for its progressive stance and social critique. These activities and her growing nonconformity with the rigidity of psychoanalytic institutions led to her resignation from the Psychoanalytic Association in 1971 after delivering her presentation "Psychoanalysis and/or Social Revolution" at the international congress held in her hometown Vienna. The co-authored book *Cuestionamos* (We Question), which she prefaced and co-wrote, reflects her associations between Marxism and psychoanalysis. That same year she was invited by the Argentine Communist Party to travel to the USSR to learn about the characteristics of its mental health system (Sinay, 2008).

In 1973, Marie Langer was appointed Associate Professor of Medical Psychology at the Facultad de Medicina de la Universidad de Buenos Aires (Medicine Faculty of the University of Buenos Aires), and she also worked as a

psychiatrist at Hospital Avellaneda (Avellaneda Hospital). The following year, at the end of 1974, the Argentine Anticommunist Alliance, known as "Triple-A," emerged in a government sector. This organization would persecute students, activists, intellectuals, and any "suspected" leftist. Marie Langer was reported to be on the "blacklists" and quickly emigrated to Mexico, embarking on a new exile. Langer would live in that country from 1974 to 1987, where she participated in various psychoanalytic institutions, such as the Asociación Mexicana de Psicoterapia de Grupo-AMPAG (Mexican Association of Group Psychotherapy) and the Círculo Psicoanalítico Mexicano-CPM (Mexican Psychoanalytic Circle), in addition to working as a professor at the National Autonomous University of Mexico. Her pioneering interest in women's issues led her to review her book *Maternidad y Sexo*, introducing new feminist views, such as the questioning of motherhood ideals and the articulation between conscious and unconscious aspects of gender impositions on women. In 1975, she served as a panelist for the United Nations in the International Women's Year in New York, and in 1977 she participated in the First Mexican-Central American Symposium on Research on Women. Her sustained social commitment prompted her to coordinate the International Mental Health Team from Mexico to support Sandinistas in Nicaragua in 1981. That same year she wrote her autobiography, and in 1982 she travelled to Cuba for the first time, where she would have an important role in the organization of the Meeting of Psychoanalysis and Marxism in 1986 (Langer et al., 1989).

When democracy was restored in Argentina in 1983 after the civil-military dictatorship, she returned to Buenos Aires, where she spent her last years working tirelessly and instilling her passion for the articulation between feminism, Marxism, psychoanalysis, politics, and groups until her death in December 1987, at the age of 77.

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Lara Tapia, Luis

Born *Tenancingo, Estate of Mexico (Mexico)*,
3 March 1930

Died *Mexico City*, 20 November 2000

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Keywords

Mexico · Analysis · Experimental · Behavior

Back when Luis Lara Tapia was a high schooler, he got interested in the study of dreams, which led him to read Freud's dream interpretation work. He

decided to do his bachelor's degree at the Facultad de Filosofía y Letras de la Universidad Nacional Autónoma de México (Faculty of Philosophy and Humanities at National Autonomous University of Mexico) (UNAM), on History, which he studied at the Casa de los Mascarones (The House of Masks), colonial building located on the avenue Ribera de San Cosme, in the Santa María la Ribera neighborhood, Mexico City, since between 1953 and 1954, the Faculty of Philosophy and Humanities stayed in that building before being transferred to University City (González, 2012). Afterward, he got in the Facultad de Medicina (Faculty of Medicine) (UNAM). His interest for both sociocultural psychology and social anthropology once again led him to the Faculty of Philosophy and Humanities to study psychology; his medical training provided him with a scientific orientation, so when faced with the psychological practice of those times, he was impressed with the subjectivity mental health professionals had when making their diagnosis; it was then that his interest in psychology focused on psychometrics, since he considered it to be a more objective form of diagnosis.

As a psychology student he faced a merely academic psychology in which psychoanalysis was predominant. During 1957 he embarked in a movement via the Congreso de Estudiantes de Psicología Latinoamericano (Congress of Latin American Psychology Students in Mexico), where 13 countries from Latin America took part; in this event the need for a professional and independent psychology was stated for the first time, because up until that moment, they were under control by psychiatrists and psychoanalysts, in words from Luis Lara Tapia, psychology back in the moment was a "subprofession" (Carrascoza, 2003a, 2003b).

In 1960, after concluding his abroad studies, Luis Lara Tapia comes back to Mexico and integrates as a professor in the then known as Escuela Nacional de Psicología (National School of Psychology) (ENP) from the UNAM; he was one of four professors who had psychology formation; the rest of the teachers were doctors, philosophers, and educators, which repercutated on student's formation. During that same year, he was a promoter

of the Project Pedregal, which consisted in students having classes aside from the official curriculum, as an alternative to the completely psychoanalytical content in the plan of studies. Besides, in the period between 1960 and 1965, he made various trips to the University of Texas and brought students to the Institute of Human Development in Kansas; this allowed them to be in contact with experimental psychology (Carrascoza, 2003b).

In 1964, alongside Rogelio Díaz-Guerrero (1918–2004), he conducted an investigation with 23 students from several generations. This research included the study of personality development in two cultures, so it was also done in the USA, allowing a comparison with Mexico (Carrascoza, 2003a).

Being a teacher and with Héctor Manuel Cappello García (1935), he was given the task of changing the curriculum of the career; it was in 1970 that he began that work, so, in 1971 the new Plan of Studies of the College of Psychology came into force, and it continued to be in force for more than 30 years; this new curriculum allowed him to be head of the Department of Experimental General Psychology and Design; this department would control 24 of the 30 mandatory subjects and 27 optional subjects (Escobar, 2016; Herrera, 2000; Millan, 1982).

At the same time and with the aim of increasing the number of psychologist teachers, Luis Lara Tapia promoted that students from the ENP started giving classes to peers from lower years. Luis Lara Tapia also got into the task of promoting student scholarships, both national and international, promoting a book translation program, which allowed expanding the existing bibliographic collection (Herrera, 2000).

Thanks to his medical training, abroad studies, and constant search to establish a scientific psychology, Luis Lara Tapia along with his contemporaries Héctor Cappello and Serafin Joel Mercado Doménech (1939–2017) played an important role in the development of the behavioral analysis in Mexico by supporting the study of behavior (Millan, 1982). Proof of this is the fact that during 1972, he made arrangements to

acquire research equipment for operant conditioning from the company TechServ (Ribes, 2016).

On February 27 of 1973 when the rector of the UNAM was Pablo González Casanova (1970–1972), Luis Lara Tapia was named founding director of the Facultad de Psicología (Faculty of Psychology) (FP), a position he would hold for 4 years (1973–1977). Once he assumed the direction of the FP and thanks to the acquisition of the TechServ equipment, for the first time in Mexico, research and experimental publications on animal behavior were carried out. From 1974 to 1975, he supported the creation of the first teaching laboratories (20 or 30 boxes of operant conditioning and bioterio of rats). As director, Luis Lara Tapia achieved that at the end of 1973, the Dirección General de Profesiones de la Secretaría de Educación Pública (General Directorate of Professions of the Ministry of Public Education) issued professional certificates of psychologists to those who obtained the professional title (Herrera, 2000; Ribes, 2016).

During the period when he directed the FP, he founded the Coordination of Open University of the FP and structured the first Technical Council (Amador, 2012). Luis Lara Tapia was founder of the Escuelas Nacionales de Estudios Profesionales (National Schools of Professional Studies) (ENEP) Iztacala and Zaragoza, as well as the psychology career at the Xochimilco and Iztapalapa schools of the Universidad Autónoma Metropolitana (Metropolitan Autonomous University) (UAM) (Herrera, 2000). Similarly, in 1973, he named Emilio Ribes Iñesta (1944) responsible for reorganizing the postgraduate program in Experimental Analysis of Behavior (AEC) (Ribes, 2015).

It is worth mentioning his teaching work at the Escuela de Trabajo Social (School of Social Work), as well as a teacher at campuses 1, 3, 4, 8, and 9 of the National Preparatory School of the UNAM. He was the founding and honorary president of the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP) and first honorary member of the Mexican Society of Experimental Analysis (Herrera, 2000).

After a long illness that took him away from academic and professional life, Luis Lara Tapia died in November 2000. However, his fundamental contribution to consolidate scientific and professional psychology in Mexico persists, and this allowed psychology in Mexico to become a professional discipline.

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- ▶ Díaz-Guerrero, Rogelio
- ▶ Mercado Doménech, Serafín Joel
- ▶ Ribes Iñesta, Emilio

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Larraín Acuña, Hernán

Born *in Santiago, Chile, October 13, 1921*

Died *in Santiago, Chile, September 6, 1974*

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Pontificia Universidad Católica de Chile,
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Keywords

Chile · Phenomenological psychology · Depth psychology · University reform · Democratic socialism

A Jesuit priest, Hernán Larraín was *Universidad Católica de Chile's* (henceforth: UC) *Escuela de Psicología* (School of Psychology at the Catholic University of Chile) director from 1957 to 1967, where he also worked as a faculty member until his passing on September 6, 1974. He was born in Santiago de Chile on October 13, 1921, and studied philosophy at *Colegio Máximo de San Miguel* (Argentina). He then undertook theology studies at Louvain University (Belgium) and at Innsbruck University (Austria), where he obtained his BA in theology in 1953.

Between 1954 and 1956, he studied psychology at Munich University. In July 1957, he became head of UC's *Departamento de Psicología* (Psychology Department), succeeding "Eduardo Rosales". His time directing the department was consequential both at institutional and disciplinary levels. From an institutional perspective and following Rosales' administration, Hernán Larraín: (a) achieved the autonomous status of the department, becoming UC's *Escuela de Psicología* (School of Psychology) (since April 7, 1959), still remaining within UC's *Facultad de Filosofía, Letras y Ciencias de la Educación* (School of Philosophy, Humanities and Educational Sciences), and yet gaining independence from the *Escuela de Pedagogía* (School of Pedagogy), fulfilling Rosales' original initiative;

(b) updated the curricula according to international standards and broadened the range of professional internships; and (c) ratified the academic conditions to obtain a professional psychologist's degree.

From a disciplinary perspective, Hernán Larraín instilled the School of Psychology with a theoretical imprint driven by German phenomenological psychology and psychoanalysis (Camus & Muñoz, 2017; Salas & Lizama, 2009). Characterized by his intellectual sharpness and a deeply humanist training, Hernán Larraín set the German notion of "depth psychology" (*Tiefenpsychologie*) at the center of the school's curriculum, a notion that includes, yet precedes and exceeds, psychoanalysis (Cohl & Cornejo, 2018). In a letter to "Luis Bravo Valdivieso" (b. 1931), he wrote: "We cannot forget that the main contribution to modern psychology came precisely from the psychology of the unconscious (Freud, Adler, Jung, Binswanger, Szondi, etc.). [...] Pretending to do psychology without an in-depth study of the psychological unconscious mechanisms is to sever psychology's broader field of action [...] (which does not mean we should linger in Freud's work) [...]. The breadth that depth psychology has gained over recent years forces us to consider it a 'matter in its own right'" (Larraín, 1956).

Larraín upheld that phenomenological observation should guide psychological methodology: "To observe is to intuit, to penetrate the sense of things, to grasp their intelligibility by discovering the spirit's trail on matter and facts" (*op cit.*). He lent special attention to the *Theory of Expression* (*Ausdruckstheorie*) represented by Philipp Lersch's work and others' (Bühler, 1933/1950; Lersch, 1958, 1959), since he saw it as a "[...] true corollary to Christian psychology's main thesis: the substantial unity of body and soul" (*op cit.*). While in Chile, his interest in depth psychology brought him closer to the ideas of Ortega y Gasset (1883–1955) – also rooted in interwar German neovitalism – leading to the publication of *La génesis del pensamiento de Ortega* (The genesis of Ortega's thought) (Larraín, 1962),

which received the Atenea Award granted by *Universidad de Concepción*. Despite Hernán Larraín's persistent dedication to promote a wider "depth psychology," his attempts were overshadowed by the strength of the psychoanalytic movement, already established in Chile since the beginning of the twentieth century and quite prominent in psychiatry at the time.

Although his theoretical perspective was not psychoanalytical, it did sympathize with this tradition, which gave place to its marked presence in psychologists' training, especially in the "psychosomatology" course and in clinical internships conducted by students following the teachings of *Universidad de Chile's* renowned psychiatrist "Ignacio Matte-Blanco" (1908–1995) (Matte-Blanco, 1955) – such as Ramón Ganzarain (1923–2008) and Otto Kernberg (b. 1928) (Bravo, 2004, 2013). Consequently, the vitalist-phenomenological broader arching tradition that Larraín advocated for was shrouded by psychoanalysis.

Beyond UC's School of Psychology, Hernán Larraín was an acknowledged intellectual nationwide. From 1959 until his passing, he acted as Director of *Revista Mensaje* (Message Review), a journal dedicated to promoting Catholic social engagement, whose founder was Jesuit priest Alberto Hurtado (1901–1952) – canonized in 2005 by Pope Benedict XVI. The journal served as an outlet for Larraín to write numerous and evocative opinion columns on the mission of the university and Chilean politics: "...the university, and particularly Catholic universities must change their power structure [...] Any kind of monarchy, either state-based, church-based, or of any other kind contradicts the very mission of the university" (Larraín, 1967, p. 90). He also acted as a faculty representative at UC's Superior Council, lending his intellectual power to that university's reform during 1967. Between 1961 and 1963, Hernán Larraín was rector of *Universidad Católica de Valparaíso* (Catholic University of Valparaíso). He partook in the foundation and was a member of the *Academia Chilena de Ciencias Sociales, Políticas y Morales* (Chilean Academy of Social, Political and Moral Sciences), where he acted as first secretary between 1964 and

1970. Permeated by the spirit of a renewed Catholic church, Hernán Larraín was engaged – along with many other fellow priests of his generation – in Chile's and Latin America's social issues, which led to his involvement in a series of initiatives devoted to its analysis. He founded and directed Bellarmino Center, the Centro de Investigación y Acción Social – Chile (CIAS – Chile) (Center for Social Research and Action), and the Instituto de Doctrina y Estudios Sociales (ILADES) (Institute for Social Studies and Doctrine). *Revista Mensaje* was a means to openly manifest his opposition to the capitalist model, and to advocate for a "democratic socialism" that would overcome the freedom restraints of a "totalitarian socialism" (Molina & Larraín, 1971, p. 77).

Eight days previous to Chile's *coup d'état* (September 11, 1973), Larraín wrote: "While I write these lines we are undergoing a state of political crisis that can easily lead to a *coup d'état*, with its subsequent bloodshed [...] I think it is the government and the opposition's fault; mutual intolerance and lack of understanding [...] Everything becomes polarized and radicalized [...] One is either with the opposition or with the government, it is black or white [...] All nuances are ignored" (Larraín, 2003, p. 11).

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- ▶ [Bravo Valdivieso, Luis](#)
- ▶ [Matte Blanco, Ignacio](#)
- ▶ [Rosales Rojas, Eduardo](#)

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Lechter Eidelman, Rubén

Born *Panama City (Panama)*, 13 September 1934

Died *Cali (Colombia)*, 31 August 2017

Sonia Meluk

Universidad del Valle, Cali, Colombia

Keywords

Colombia · Clinical · Marketing

Rubén Lechter was born in Panama and raised in Cali (Colombia) by his parents of Jewish origin who migrated from Russia avoiding persecution after World War I. He had three siblings. Ruben attended elementary and high school in Cali. He did his Bachelor and Graduate studies in the USA. He earned his Bachelor's degree in Psychology from the University of California in Berkeley in 1957. He got his Master of Arts degree in Southern Illinois University in 1963 with the thesis "Expectancy, intermittent reinforcement, their interrelation and their effects upon the Pulfrich stereophenomenon." He earned his Ph.D. in Clinical Psychology from Southern Illinois University in 1966. His thesis "The development of expectancy in a two-person situation and its generalization to tasks involving decision-making and social convergence" showed his interest in doing rigorous research to understand decision-making and its effects in a social context. He was a Fellow at Northwestern University Medical School, Division of Psychology in Chicago and visiting professor at Arizona State University and the University of Maryland.

Rubén married Pola Reydburd when he was doing his Doctoral studies, and they had three children.

He returned to Cali (Colombia) and accepted a position as Associate Professor at the Department of Psychology, Division of Education at Universidad del Valle [University of Valle] in 1967. He soon became Head of the Psychology

Department, and later, in 1970 he was appointed as Dean of the Division of Education.

Lechter was the first professor with a Doctoral degree at the Department of Psychology at the University of Valle. He created the “Action group” whose purpose was to offer psychological services to the community not only in Cali but in other cities of the region as well.

He joined the team of professors that designed and created the academic program that offered a degree in Psychology in 1976. This program replaced the Counseling program that was oriented to provide services at schools and vocational centers. Lechter proposed the inclusion of the field of Community Psychology in the new psychology academic program. After that, other universities in Colombia began to include Community Psychology in their academic curricula.

Lechter was a member of the Editorial committee of the Journal *Cuadernos de Psicología* [*Psychology Notebooks*] published for the first time in 1976 by the Psychology Department. Professors and researchers from different universities in Colombia and abroad contributed with their articles. This journal was published for 18 years.

Besides his academic activities, Rubén also cooperated doing consultation at the Psychiatric Hospital in Cali, and he had a private practice as a clinician. He retired from the University of Valle in 1987.

In addition to his academic work, he also developed an expertise in marketing research. Rubén Lechter founded a company called Research Services International (RSI) more than 30 years ago. The company, now called *Lechter Americas*, does marketing research, data collection, and consultation in Colombia and other Latin American countries. Within the context of this work, Lechter was the pioneer of Qualitative Marketing Research in Colombia.

Rubén Lechter Eidelman died in Cali in 2017. He is survived by his three children Adrian, Alida, and Ilan and six grandchildren, Oryan, Julian, Nathan, Dania, Natalia, and Hannah.

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Leite, Dante Moreira

Born *Promissão, São Paulo, Brazil, 22 October 1927*

Died *São Paulo, Brazil, 24 February 1976*

Gervásio de Araújo Marques da Silva¹ and Francisco Teixeira Portugal²

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Keywords

Brazil · Psychology · National character · Interdisciplinarity · Ideology

Dante Moreira Leite carried out the primary study and the gymnasium (current elementary school) in the city of Mogi das Cruzes, in the state of São Paulo. He transferred to Colégio Estadual Presidente Roosevelt (Presidente Roosevelt State School) in the capital São Paulo, where he completed the classical course, in 1946. He graduated in 1950 in philosophy at Faculdade de Filosofia, Ciências e Letras da Universidade de São Paulo (College of Philosophy, Sciences and Letters of

the University of São Paulo) (FFCL-USP) (Bomfim, 2001; Paiva, 2000; Schmidt & Neves, 2002a, 2002b; Witter, 2001; Zampranha, 2017).

From 1951 to 1958, Dante was a professor occupying the chair of psychology at FFCL-USP. In 1954, he presented to the FFCL-USP the dissertation about Brazilian National Character, under the guidance of Annita de Castilho e Marcondes Cabral. During the years 1955 and 1956, he did postdoctoral researches at the University of Kansas, in the USA. He also served as a psychology professor at the Faculdade de Filosofia Sedes Sapientiae (College of Philosophy Sedes Sapientiae) of the Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo) (PUC-SP) (Bomfim, 2001; Paiva, 2000; Schmidt & Neves, 2002a, 2002b; Witter, 2001; Zampranha, 2017).

In 1958 and 1959, he directed the Division of Educational Studies and Research at Centro Regional de Pesquisas Educacionais (Regional Center for Educational Research) in São Paulo. From 1959 to 1971, he taught the courses of Psychology and Educational Psychology at Departamento de Pedagogia da Faculdade Filosofia, Ciências e Letras (Department of Pedagogy of the College of Philosophy, Sciences and Letters) in Araraquara. In 1964, he obtained the title of professor in educational psychology, with the study psychology and literature, at FFCL-USP. In 1967, he was visiting scholar of Brazilian Literature at the University of Michigan, Chicago, USA (Bomfim, 2001; Paiva, 2000; Schmidt & Neves, 2002a; Witter, 2001; Zampranha, 2017).

In 1971, he returned to USP as a free lecturer at the Instituto de Psicologia (Institute of Psychology) (IP-USP), where he helped organize the Departamento de Psicologia Social e do Trabalho (Department of Social and Work Psychology), and was the department chair until 1974. In 1973, he obtained the title of full professor in social and labor psychology. He was director of IP-USP from 1974 to 1976, when he died prematurely (Bomfim, 2001; Paiva, 2000; Schmidt & Neves, 2002a, 2002b; Witter, 2001; Zampranha, 2017).

Dante dedicated his professional life to teach and research, performing activities as a teacher, researcher, writer, translator, and administrator. His work connects psychology and other areas

of knowledge, escaping from the disciplinary model (Paiva, 2000; Schmidt & Neves, 2000, 2002a, 2002b; Witter, 2001).

His wide range investigations involved education, history, anthropology, translation and language, literature, national character, racial prejudice, fiction, biography and autobiography, and social psychology, markedly original and significant (Paiva, 2000; Schmidt, 2000; Schmidt & Neves, 2000, 2002a, 2002b; Witter, 2001).

Prejudices, stereotypes, identity, and ideology were the central themes of his social psychology. Psychology and literature also deserved special attention in his investigations. His full professor dissertation brought together social psychology and literature analyses, and in addition to essentially academic outcomes, he was also a writer of tales and poems (Bosi, 2000; Paiva, 2000; Schmidt, 2000; Schmidt & Neves, 2000, 2002a, 2002b).

A general interpretation of Dante's main works indicates three axes: conceptions about psychological science; the practice of interdisciplinarity between psychology, sociology, anthropology, philosophy, and literature; and finally, the question of differences (Schmidt & Neves, 2000, 2002a).

He was one of the founders of the Associação Brasileira de Psicólogos (Brazilian Association of Psychologists), in 1954, then titled Associação Brasileira de Psicologia (ABP) (Brazilian Psychological Association), which played an important role in regulating the profession in the country (Castro & Ghiringhello, 2011). He published 7 books and 58 articles in newspapers and journals and translated 47 books. He translated several foreign works of psychology, including handbooks and classics, some translated together with Miriam Lifchitz Moreira Leite (1926–2013), historian at USP, to whom he was married and had two children. Translations were important for expanding the bibliographic material and its circulation, helping Brazilian psychology to establish itself as a science (Bosi, 2000; Paiva, 2000; Schmidt, 2000; Schmidt & Neves, 2000, 2002a, 2002b; Witter, 2001).

The relevance of Dante's work can be seen in the density of his texts, through the testimonies of friends and coworkers (Schmidt & Neves, 2000),

by the Dante Moreira Leite Award granted by the Conselho Federal de Psicologia (Federal Council of Psychology) (CFP), and for the homage of the Municipality of São Paulo that gave his name to a public road and to a Municipal School of Early Childhood Education (Paiva, 2000). In 2006, the Biblioteca do IPUSP (IPUSP Library) is officially called Biblioteca Dante Moreira Leite (Dante Moreira Leite Library).

He died prematurely, leaving a legacy worthy of “a deeper and more profound careful study, detached from fads” (Witter, 2001, p. 7).

Cross-References

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León-Eyzaguirre, Federico Rodolfo

Born *Lima, (Peru), 24 July 1940*

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Keywords

Peru · Organizational psychology · Social psychology

Federico León-Eyzaguirre completed his studies in psychology in 1964 at the Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru, PUCP, Lima), where he also taught, as well as at the Universidad del Pacífico (Pacific University), Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM), and at Escuela Superior de Administración de Empresas (Higher School of Business Administration, today *Universidad ESAN*). Since 2013, he works at the Universidad San Ignacio de Loyola

(Saint Ignatius Loyola University, Lima). He obtained a M.A. in Industrial Psychology (University of Detroit, 1974) and a Ph.D. in Organizational Psychology (University of Maryland, 1979), being a visiting researcher at the University of Toronto (1977–1978). Between 1984 and 2009, he worked with North American institutions (Development Associates, Population Council, Georgetown University), always based in Lima, but conducting research in Ecuador, Paraguay, Colombia, Guatemala, Rwanda, and India.

In 1986, he edited a book where he compiled a set of empirical research works carried out by Peruvian authors in clinical, evolutionary, social, and organizational psychology (León, 1986). A review of the literature on organizational, consumer, community, and social psychologies in Peru has also had a wide national impact (León, 2013).

León has investigated the reasons that lead women in the north of Peru to want to have children to a greater extent than those in the south (León, 2011). He has also studied the greater domestic power of women according to the distance to the equator and has formulated the hypothesis that this reflects the influence of ultraviolet radiation (UVR) making men more masculine and women more feminine. He has also pointed out that with high UVR, families are larger and had lesser opportunities for intellectual development for children. This hypothesis was confirmed in Peru (León & Burga León, 2014) and through 102 countries (León & Burga-León, 2015).

Likewise, León has dedicated 25 years of research to the topic of family planning and reproductive health, demonstrating that the effectiveness of counseling in Peruvian hospitals and health centers presented a logarithmic rather than a linear relationship with the time invested in the counselors. They displayed a bureaucratic attitude without taking into account the individual information needs of the user (León et al., 2001). This work originated in an evaluation carried out on a national scale with the purpose of detecting deviations with respect to the norms of the Peruvian Ministry of Health on quality of service as a result of certain scandals about pressure on women to be sterilized (León, 1999). León et al. (2005) created a family

planning counseling methodology that met the individual needs of the user. This Balanced Counseling Strategy has been adopted by the Guatemalan Ministry of Health and disseminated worldwide. He has also created a methodology for evaluating the quality of care using simulated clients who acted in the consultation a profile of habits and preferences that allowed to evaluate with checklists if the service provider responded to the specific needs of the user (León et al., 2007).

In his doctoral thesis, León experimentally demonstrated that decision-making is a process in which individuals treat positive information as a highly discriminatory variable while negative information is treated crudely (León, 1981).

Deviating from these big themes, León (2014) published a conceptual analysis of critical thinking that has received considerable attention.

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León, F. R., Lundgren, R., Huapaya, A., Sinai, I., & Jennings, V. (2007). Challenging the courtesy bias interpretation of clients' favorable perceptions of family planning delivery. *Evaluation Review*, 2007(31), 24–42.

Letelier Madariaga, Valentín

Born *in Linares (Chile) on December 16, 1852*

Died *in Santiago (Chile) on June 19, 1919*

José Ramos-Vera

Universidad Católica del Maule, Talca, Chile

Keywords

Chile · Educational psychology · Philosophy of education · Experimental psychology laboratory

Valentín Letelier Madariaga was born in 1852 in Linares, Chile, into a middle-class family. Son of Mr. Gregorio Letelier and Mrs. Transito Madariaga, he was the third of 11 brothers and sisters. He studied at the *Liceo de Talca* (Talca High School), where he obtained distinguished grades in all his tests, which became important when, facing family financial crisis, his mother made the greatest efforts so that the young Letelier could continue his studies in the capital of the country, at the *Instituto Nacional* (National Institute) between 1867 and 1871. During this period, the rector of the institute was the prominent pedagogue and historian Diego Barros Arana (1830–1907), whose pedagogical practices he observed and later promoted within the educational reform of that time, and it was there where he would forge his character and his passion for philosophy and the humanities (Moraga, 2014).

Between 1872 and 1875, Letelier studied law at the *Universidad de Chile* (University of Chile).

In 1873, he began to teach history at the American College (Galdames, 1937). During these years, Letelier was linked to the philosophy of Auguste Comte and to literature, being a disciple of José Victorino Lastarria (1817–1888), an outstanding intellectual of the nineteenth century. From the beginning of 1882 until the end of 1885, he studied the most avant-garde pedagogical experiences of the time in Germany, a trip that greatly influenced the intellectual. That influence was reflected years later in his book *Filosofía de la Educación* [Philosophy of Education], written between 1891 and 1892 (Baeza, 2015).

In *Philosophy of Education*, Letelier explored the importance of psychology and its contributions to education, which he exposed in a period when the Chilean educational system was monitoring the changes introduced years before with the Law of Compulsory Primary Education (Seguel, 1957). Letelier pointed out "... in the study of pedagogical problems, scientific solutions will never be reached as long as we continue to disregard the help that it [psychology] offers" (Letelier, 1927, p. X). In this work of approximately 800 pages, Letelier rescued psychology with the purpose of (a) indicating the multiple benefits it can offer in different educational spheres, (b) introducing a series of psychological constructs that were unknown or little studied in Chile, and (c) citing current works and contributions of foreign psychologists that were important and scarcely studied in the national context.

Letelier resorted to psychology because he considered it a useful and complementary science for pedagogy. In his work, he pointed out that psychology contributed to the study of the distribution of workload to positively influence mental hygiene and to the adaptation of academic content to students with some degree of physical or mental disability. He also referred to its relevance in reducing mental fatigue and improving attention processes, as well as to the importance of psychology in learning strategies. He also observed that, in traditional pedagogical practices, a considerable group of students (those with some physical, intellectual, or moral disability) were excluded from the formative processes because of the

inadequacy of these models for those who do not meet mainstream requirements (Letelier, 1927).

Letelier also made extensive use of psychological terminology in the field of education, where the following constructs stand out: perception, intelligence, character, memory, attention, adaptation, distraction, habits, abnormal, psychological anomalies, rebellious and neuropathic students, rewards and punishments, and so on. In addition, it reinforced in the national context the contributions of theorists who developed different areas of psychology (Letelier, 1927) including Hugo Münsterberg (1863–1916) and his book *Psychology and the Teacher*; William James (1842–1910), *The Principles of Psychology*; Alfred Binet (1857–1911), *Introduction to Experimental Psychology*; and Édouard Claparède (1873–1940), *Experimental Pedagogy and the Psychology of the Child*.

His contribution within the embryonic period of psychology can be summarized as an intellectual contribution because he presented extensive work rich in concepts that at that time and even today are of interest to the science of psychology in general and educational psychology in particular. He also positioned himself as a figure of union and reception between European and North American psychology, on the one hand, and the incipient Chilean psychology, which was taking steps to create some laboratories and contributions in specific areas, on the other. Indeed because of the coherence that Letelier imbued in his work, he influenced the hiring of professionals who had knowledge of pedagogical and psychological concepts, such as Georg Heinrich Schneider (1846–1904) and Wilhelm Mann (1860–1920) (Salas, 2015). In addition, during his period, as rector of the *University of Chile* – from 1906 to 1913 – he promoted the creation of the first Laboratory of Experimental Psychology at the *Instituto Pedagógico* (Pedagogical Institute), in charge specifically of Dr. Mann (Salas & Lizama, 2013).

However, his greatest contribution may be related to his visionary work *Philosophy of Education*, where he migrated from the historical or descriptive methods that characterized this area to incorporate psychology in the school space. As Letelier indicated, psychology would come to the

aid of a school system that was beginning to demand the help of other sciences as a result of the diversity of practices that converged in this space.

Finally, it is important to point out that Letelier, in addition to being a visionary in Chilean psychology, performed various roles (teacher, lawyer, philosopher, politician, and writer) in which he knew how to balance thought and action, making his discourse and practice a coherent exercise, positioning him as one of the most outstanding intellectuals of his time (Barría, 2017). He devoted his whole life to establish in Chile a scientific culture of intellectual work, promoting important social and institutional reforms (Salas, 2012).

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- ▶ Mann Olderman, Wilhelm
- ▶ Schneider, Georg Heinrich

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Liberman, David

Born *Buenos Aires, Argentina, 1 July 1920*

Died *Buenos Aires, Argentina, 30 October 1983*

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Keywords

Argentina · Psychoanalysis ·
Psychopathology · Psychosomatic ·
Communicational styles

David Liberman was born in Buenos Aires, in 1920 in a middle class, Jewish family. In 1945 he married Fedora Jarast, with whom he had two children, Diana and Alex.

After medical school, he began his training in psychiatry. His dissertation was on Psychosomatic Semiology, which in 1947 became his first published book (Liberman, 1947). That work constituted the beginning of his psychoanalytic research. It was prefaced by Enrique Pichón Riviere (1907–1977), who was also his mentor and psychoanalyst.

Along his career, he became president of the Asociación Psicoanalítica Argentina (APA) (Argentine Psychoanalytic Association) between 1964 and 1966, founding member of the Asociación Psicoanalítica de Buenos Aires (APdeBA) (Buenos Aires Psychoanalytic Association), and also its president from 1979 to 1980.

He was a renowned Professor of Psychopathology at the Universidad de Buenos Aires (University of Buenos Aires), in the Psychology Program (Rossi & Becchero, 2020). He also lectured in Rosario between 1976 and 1978 (Santoro, 2012). His colleagues remember him as an admirable supervisor and a caring teacher who had an admirable ability to stimulate new ideas in his students (Santoro, 2012; Winograd, 2015).

Liberman devoted himself to the study of the communicative styles that unfold in the psychoanalytic session. He articulated communication theories with basic notions of psychoanalysis and succeeded in establishing predominant communication styles, indicatives of the psychopathological organization of the person (Germano, 2012). He used detailed records of his patients’ sessions at different moments of the analytic process as data for his research. That allowed him to present careful descriptions of the main features of each style, which correspond to points of libidinal fixation. He tried to determine the appropriate styles for the analyst according to the type of patient, since the achievement of complementarity in communicative styles could improve the analytic work (Liberman, 1962). His theory of styles was complemented by his vision of the psychopathology of overadaptation and the corresponding psychosomatic incidents. He outlined an ideal ego model, the *ideally plastic ego* (Arbiser, 2014; Neborak, 2015).

He was influenced by authors such as Jürgen Ruesch (1909–1995), Roman Jakobson (1896–1982), and Noam Chomsky (1928–). In his approach, he articulated Kleinian psychoanalytic standpoint with Ruesch’s description of communication styles. His work matched empirical with linguistic evidence; he combined the study of factors, functions, and the syntactic of discourse with the pragmatics of human communication, in an open model (Issaharoff & Winograd, 2013). He worked with David Maldavsky (1941–2019) who,

in his tribute, named the method of investigation of the unconscious psychic dynamics: David Lieberman Algorithm (ADL) (Germano, 2012).

The search for systematicity and precision in the psychoanalytic work led him to become interested in the scientificity of psychoanalysis (Issaharoff & Winograd, 2013; Santoro, 2012). He studied with the outstanding Argentine epistemologist Gregorio Klimovsky (1922–2009), from whom he acquired notions related to the hypothetical deductive method. With these notions, he was able to outline the psychoanalytic session as a unit of inquiry, as the empirical basis from which intermediate hypotheses arise. For Lieberman, the psychoanalytic session as an object of investigation, once it has taken place, opens up to a *second circuit* of analysis, with the elements provided by both, the patient and the effects produced by the interpretations.

Four periods in the production of Lieberman's work has been noticed (Issaharoff & Winograd, 2013). From 1950 to 1960, his interest was oriented to the psychopathological and clinical structures. He also studied the couple conflicts in the context of individual psychoanalysis (Lieberman, 1956; Macchioli, 2003), a perspective later enriched by the theory of communication. In 1958, he participated in the famous *experiencia Rosario*, a social laboratory experience organized by Pichón Riviere in which Lieberman worked as coordinator together with Fernando Ulloa (1924–2008) and José Bleger (1922–1972), among others psychoanalysts (Dagfal, 2009). In the 1960s, he opened his scope to the communication model. The classes in the psychology program at UBA with Rafael Paz (1934–) and Carlos Sluzki (1935–) were important in this period. In the 1970s, the attempt was to reduce the gap between clinical problems and the models of the linguistic and semiotic field. From 1980 to 1983, his interest moved to diverse problems, psychosomatic issues, and psychoanalysis of children. The analysis of the child's play material in session allowed him to elaborate a nosography of six play styles, each with its pathogenic and with its normal functioning (Goldberg, 2006).

David Lieberman was a talented piano player, who held a close affinity for music throughout his

life. Raised in a family of musicians, he participated with his brother in the jazz orchestra of his father. His colleagues recall the memorable melodies he played on the piano at the intervals, at the psychoanalytic congresses he attended. His musical experience found its way to integrate into his theoretical elaborations as also in his mode of supervision (Neborak, 2015; Issaharoff & Winograd, 2013). It has been pointed out his attempt to detect the *musicality* of the voices, understood as the different melodies, harmonies, counterpoints, dissonances, accelerations that appeared in the psychoanalytic dialogue (Santoro, 2012; Vainer, 2014).

He was member of the second generation of Argentine psychoanalysts that emerged in the 1950s, a time when psychoanalysis was beginning to acquire an important presence in the social arena. That expansion of psychoanalysis occurred at the same time as the creation of undergraduate psychology programs in Argentina. His involvement as a professor at the UBA contributed to the psychoanalytic stamp of Argentine psychology in the second half of the twentieth century (Dagfal, 2009).

David Lieberman died in 1983, in Buenos Aires, at the age of 63. Characterized as an innovative, original, and laborious psychoanalyst, he made a proposal centered on communication in the analytical session. In auxiliary disciplines, he found objective indicators that allowed him to study the evolution of psychoanalytic dialogue.

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- ▶ Maldavsky, David
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- ▶ Sluzki, Carlos E.
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Lima, Alceu Amoroso

Born *Rio de Janeiro, Brazil, 11 December 1893*

Died *Petrópolis, Brazil, 14 August 1983*

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Keywords

Brazil · Freud · Psychology · Literary criticism · Literature

Alceu Amoroso Lima, also known by the pseudonym Tristão de Athayde, was born in Rio de Janeiro, on December 11, 1893, and died in Petrópolis, on August 14, 1983, close to his 90th birthday. He was the son of industrialist Manoel José Amoroso Lima and Camila da Silva Amoroso Lima. On his father's side, he was the grandson of the Viscounts of Amoroso Lima, a noble title of the Portuguese monarchy. He was the youngest of five children and did not fail to receive the maternal pampering that this condition affords, as he himself stated on several occasions. His education followed the trend of the time: literacy at his mother's home and later admission to the former National Gymnasium (now Pedro II High School), where he graduated in Humanities (Sciences and Letters) in 1908, a very common course in his generation.

After completing his basic education, Alceu enrolled in 1909 at the Faculty of Legal and Social

Sciences, directed by the Count of Afonso Celso, an institution of great prestige and recognition in that time. It was during his law degree that Alceu met Sílvio Romero, one of his main intellectual influences throughout his life, who had already been his teacher at the National Gymnasium. It was the time of the formation of “spiritual affiliations,” marked by a strong master-disciple relationship and the consequent creation of groups, associations, brotherhoods, clubs, and other forms and spaces for socializing, in a healthy opportunity for the exchange of ideas and opinions, not infrequently with ideological clashes and fights.

In 1913, Alceu received his bachelor’s degree in juridical and social sciences and left for France where he underwent a kind of intellectual turnaround after attending Henri Bergson’s courses at the Collège de France. It was in France that Alceu Amoroso Lima had contact with the most different currents of thought – philosophy, psychology, sociology, and literary criticism. Certainly, during this period of training in the French capital, he read for the first time about Sigmund Freud’s theories, which deeply marked him, leading him to spread the ideas of the Father of Psychoanalysis in Brazilian lands.

Back to Brazil, right after the outbreak of the First World War, he made a long trip through the countryside, especially Minas Gerais. As soon as he returned to Rio de Janeiro, he wrote his first book – *Afonso Arinos* (1922) – in which he began a particular branch of his academic production: social psychology. In this book, Alceu conducted a true investigation into the social and behavioral relationships of the country man attached to his environment: his local insertion, personal relationships, the force of the environment in driving one’s goals and priorities: “The historical element is indispensable for the true characterization of a work and even for its aesthetic understanding” (p. 126). By the “historical element,” Alceu understood man and his personal characteristics; and in the specific case of the interior of Minas Gerais, he stated: “Unconsciously, however, within this race, at work in the rough environment of Minas, the fiber was slowly forming which later allowed the emergence of the ‘Minas Gerais School’. The action of the environment was

evident in the emergence of this group.” (p. 137–138). In another perspective, analyzing the work of Euclides da Cunha, he concluded: “Only a rude and rough literature, crushed with tears, could have attempted a vague literary expression of this hell of ashes and dust. And not even then could it do so, by a phenomenon of unconscious mental representation, today explained by psychoanalysis.” (1922, p. 159).

Honestly, Alceu Amoroso Lima was not a professional in Psychology, his entire life was spent in teaching literature, in the intense production of literary criticism and as a catholic intellectual. As a literary critic, he followed the birth and decline of Brazilian modernism, having analyzed and divulged the main authors and works that shaped our literary modernity. However, in his large academic production of more than 130 published books, some titles explored dimensions of social psychology, especially in the sense of investigating the behavioral manifestations of the Brazilian people due to their social interactions. In fact, Alceu was interested in understanding the influence of situational factors in the environment on the individual’s behavior and how these issues were represented in the literary production of particular authors. In other words, Alceu Amoroso Lima’s interest in psychology came about through literary criticism in order to better understand the characteristics and vicissitudes of certain characters and plots in Brazilian literature.

He further developed this orientation in his book *Voz de Minas* (1945), in which he deepened his research on the collective psychology in relation to the state of Minas Gerais, its people, its way of life, and its traditions. He stated: “All the psychology of Minas Gerais, as in general all the phenomena, not only psychological, but also sociological, cultural and moral, that we will successively study in the course of this essay, are impregnated with this same spirit. To begin with, let us consider the man of Minas Gerais as we see him in his external aspect.” (p. 26). Alceu makes use of these and other aspects to understand the Minas Gerais behavior represented in plots and characters, especially in those works produced by the modernist literature from that Brazilian state. For the critic, the main characteristic of the Minas

Gerais ethos is sobriety, about which he examines: “We shall find it still, and with doubled energy, in the knights of all its psychological traits. It is a quality in which all the other traits of his personality participate. It is like a moral environment in which minerism bathes. [...] The man from Minas is first of all a sober person.” (p. 32).

It is worth remembering that the theories of the Freudian psychoanalysis were widely disseminated in Brazil by our modernist writers, especially poets. Names such as Mário de Andrade, Manuel Bandeira, Murilo Mendes, Jorge de Lima, Lúcio Cardoso, Octávio de Faria, Cornélio Pena – among others – discussed psychoanalytic issues in their exchanged letters, as well as quoted and talked about Freud in their literary production. Alceu Amoroso Lima, as literary critic, accompanied and analyzed this situation, considering it as a phenomenon of our modernity, especially problems related to the notion of the subconscious and how this could be perceived in poetry, particularly those alluding to surrealist images and themes.

In the field of literary criticism, Alceu Amoroso Lima was one of the first intellectuals to divulge Freudian work in Brazil. In his book *Freud* (1929), Alceu “presented” the person and the thought of the Father of Psychoanalysis to his readers in a skeptical and not very flattering way. Right at the opening of the book he stated: “I see in Freud a Nietzsche without genius. Both place man as the supreme being, as the highest link in the scale of beings. And, starting from the evolutionist dogma, which the biologism of the last century spread among the intelligences, they see in nature a simple preparation for Man, and in man the final explanation of the universe. Only, each of them has sought to focus on one aspect of man.” (p. 7–8). Alceu’s skepticism towards Freud is explained by his own position as a catholic intellectual, since we know that Catholicism has always had difficulties accepting psychoanalysis and its constitutive dynamics. At another point in the same book, Alceu talks about the subconscious, one of the subjects most dear to modernist poetry with a surrealist tendency: “Freud sees in man a creature of instincts subordinated to all kinds of influences and whose sublimation can only be done by harnessing all of these larval

forces of the human being. The vein of originality that Freud sought to explore, beginning with his studies of hysteria around 1890, was precisely the subconscious, what goes on in us independent of our will, the world of blind instincts and unconscious dreams.” (p. 9).

Thus, we can conclude that Alceu Amoroso Lima, one of the most important intellectuals of Brazilian thought, had a significant interest in psychology and its different areas. Certainly, what interested him the most was the debate about the behavioral differences of Brazilians and the literary representation of such particularities. He was also important in disseminating and problematizing the theories involving Freud and questions about the subconscious. His work is extensive, covering several aspects of intellectual life and reaching the most varied fields of human knowledge.

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Lippmann, Hanns Ludwig

Born *Berlin (Germany) on April 22, 1921*

Died *Petrópolis (Brazil) on December 30, 1981*

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Keywords

Brazil · Psychology courses · Training of psychologists · Prominence in professional and scientific organizations

Lippmann's life trajectory, as well as his training and interest in different areas of knowledge, crossed cities, states, and continents. In addition to teaching and the activities carried out in the field of psychology, its recognition comes from the efforts to create six psychology courses in the state of Rio de Janeiro between the years of 1953 and 1976.

Son of James Lippmann and Martha Kurban Lippmann, he was born in Berlin in 1921 and, during his childhood, received his basic training at Graues Kloster. As a result of the National Socialist regime installed in Germany, he emigrated with his family to Brazil at the age of 16, where he continued his secondary studies, as he could not complete them in the traditional German gymnasium (Kruger, 2002).

After finishing high school, Lippmann entered the Benedictine monastery Nossa Senhora do Desterro (Our Lady of Exile), in Santos/SP. There, he studied at the Pontifical Institute for Higher Studies between 1940 and 1945, where

he graduated in philosophy and theology, with an interest in studies in theology and science of religion. Based on his personal convictions and in disagreement with his parents' Jewish beliefs, he converted to Catholicism, a religion to which he devoted both theoretical and practical efforts throughout his life. However, despite his interest in the Catholic religion, he was instructed by his religious superiors to dedicate himself to studies and university teaching, enrolling in 1945 at the School of Social Service of the Pontifícia Universidade Católica de São Paulo (PUC-SP) (Pontifical Catholic University of São Paulo).

In 1948, after completing the course at PUC, Lippmann defended his monograph on the theme of abandoned minors, in which he spoke about the behavior of these young people (Mancebo, 2001). Thus, he received the title of Social Worker and, in the following year, at the invitation of Father Paulo Bannwarth (1888–1975), he began to exercise higher education and to compose a position with the Rectory at the School of Social Service at PUC- Rio. Between 1949 and 1957, he took part in two courses in Social Work; from then onward, he showed great interest in psychology, so that, since entering the institution, he selected for himself the disciplines in this field with the aim of setting up a course in the area.

Thus, Lippmann started the creation of several psychology courses in the State of Rio de Janeiro: Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) (Pontifical Catholic University of Rio de Janeiro) in 1953; the first psychology course in Brazil created before recognition of the profession in 1962; Universidade do Estado do Rio de Janeiro (UERJ) (State University of Rio de Janeiro), in 1964; Universidade Gama Filho (UGF) (Gama Filho University), in 1967; Universidade Santa Úrsula (USU) (Saint Ursula University), in 1968; Universidade Federal Fluminense (UFF) (Fluminense Federal University), in 1970; and Universidade Católica de Petrópolis (UCP) (Catholic University of Petrópolis), in 1976 (Kruger, 1991).

He served as head of the Social Services Division of the Policlínica Geral do Rio de Janeiro (General Polyclinic of Rio de Janeiro), annexed to Santa Casa da Misericórdia, between 1951 and

1954, where the psychology course at PUC-Rio was located. During the same period, he was a member of the Subcomissão de Terras e Colonização da Comissão Nacional de Política Agrária (Subcommittee on Land and Colonization of the National Agrarian Policy Commission), participating between 1952 and 1953. He was a member of the Comissão Nacional de Bem Estar Social (National Social Welfare Commission) between 1953 and 1954, as a psychologist at the Ministério da Educação e Saúde (Ministry of Education and Health). He also worked at the Manicômio Judiciário Heitor Carrilho (Heitor Carrilho Judiciary Hospital), where he was responsible for preparing technical reports.

Despite the great influence on professional practice and on the performance of teaching activities, with technical and administrative positions, Lippmann's academic production was limited to a few articles and theses for associate professor. Among them, we highlight the one in 1958 for free teaching in Educational Psychology at the University of Rio de Janeiro, currently UERJ, and two others for the chair of Educational Psychology. The caveat, in this case of the chair, is that the 1961 one was not defended for the Faculty of Philosophy of the University of Brazil, currently UFRJ, due to the cancellation of the competition; that of 1962 was aimed at the University of the State of Guanabara, currently UERJ, after its approval in a public examination (Kruger, 2009).

Throughout his career, he was responsible for founding and vice-president of the Sociedade Brasileira de Filósofos Católicos (Brazilian Society of Catholic Philosophers), where he participated in six international conferences on Philosophy held by the entity and worked as editor of the magazine *Presença Filosófica* (Philosophical Presence). Lippmann is also credited with running the Centro Dom Vital (Dom Vital Center) in 1980 and the lectures he held.

His trajectory ended prematurely. Lippmann suffered from a precarious state of health and

died at his home in Petrópolis, during the night, while he was studying. For Lippmann, his conception of the role of the psychologist included a broad education that would enable the psychology professional to have an integral knowledge of the human being; therefore, aspects of anatomy and spirituality should be integrated into this training.

Cross-References

- ▶ Bori, Carolina Martuscelli
- ▶ Penna, Antonio Gomes
- ▶ Schneider, Eliezer

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Lira Kornfeld, Elizabeth

Born *Santiago, Chile, April 5, 1944*

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Keywords

Chile · Political psychology · Victims ·
Reparation · Human rights

Elizabeth Lira Kornfeld studied at the *Colegio Inmaculada Concepción de San Bernardo* (Immaculate Conception School of San Bernardo), Chile. In 1971, during the processes of change and political tensions that the country lived during the government of the Popular Unity (1970–1973), she graduated as a psychologist at the *Pontificia Universidad Católica de Chile* (Pontifical Catholic University of Chile). Lira has a vast track record in the field of so-called *political psychology*. Her career as a researcher began at the *Centro de Estudios Agrarios de la Pontificia Universidad Católica de Chile* (Centre for Agrarian Studies of the Pontifical Catholic University of Chile) (1971–1973) in the training and literacy program for peasants. After the coup d'état on September 11, 1973, most of the peasants participating in that program were arrested, killed, disappeared, or expelled from the country. This experience had a profound impact on the course of her professional career.

Between 1974 and 1977, she worked in the *Programa Interdisciplinario de Investigaciones en Educación* (PIIE) (Interdisciplinary Education Research Program) and from 1977 to 1980, at the *Instituto de Tecnología de los Alimentos de la Universidad de Chile* (INTA) (Institute of Food Technology of the University of Chile). In 1977, she joined the *Programa Médico Psiquiátrico de la Fundación de Ayuda Social de las Iglesias Cristianas* (FASIC) (Psychiatric Medical Program of the Christian Churches Social Assistance Foundation). In this institution, she began her work with victims and relatives of those who were persecuted by the regime of Augusto Pinochet

(1973–1990). About her work at FASIC, Lira recalls: “These were tortured people of all social classes, relatives of people who were executed, people, especially women, who unsuccessfully sought out their close relatives who had been arrested and whose traces had been lost” (Rivas Torres, 2000, para. 5).

In 1988, together with a group of professionals, they founded the *Instituto Latinoamericano de Salud Mental y Derechos Humanos* (ILAS) (Latin American Institute of Mental Health and Human Rights). Lira was its executive director from 1988 to 1994. The work and accumulated experience, both in clinical intervention and in research on human rights and mental health, led her to work advising different Latin American instances of reparation for the victims of dictatorships that in the second half of the twentieth century spread throughout Latin America. Since the 1990s, she has accompanied memory and reparation processes in countries such as El Salvador (1992–1996), Guatemala (1999–2001), and in recent years, Colombia. In the 1980s, she got to know closely and worked with Ignacio Martín-Baró (1942–1989) and other psychologists forming a network of collaborations and exchanges to deal with the psychological effects of the problems of Latin American societies confronted with inequality, dictatorships, and political violence (Lira et al., 2019).

In 1997, she joined the *Instituto Latinoamericano de Doctrina y Estudios Sociales* (ILADES) (Latin American Institute of Doctrine and Social Studies), an institution that gives rise to the founding of *Universidad Alberto Hurtado* (Alberto Hurtado University), where she has served as director of the *Centro de Ética* (Ethics Center) (2006–2013), and since 2014 as dean of the Faculty of Psychology.

From the perspective of political psychology, she has studied the individual and social effects of human rights violations, especially the effects of torture and traumatization, reflecting and proposing forms of therapeutic intervention with victims, considering historical-political conditions (Larrain & Hevia, 2017). In years of dictatorship, she edited and published under a pseudonym, due to the political persecution and repression also suffered by professionals, intellectuals, and academics. In 2017, she reedited *Lecturas de*

Psicología y Política (Readings of Psychology and Politics) and *Crisis Política y Daño Psicológico* (Political Crisis and Psychological Damage) (Lira, 2017), which bring together a series of works from the underground meetings held in 1980 by the *Colectivo Chileno de Trabajo Psicosocial* (Chilean Collective of Psychosocial Work) and were published under the pseudonyms of its authors in 1982 in Mexico for security reasons.

At ILADES, she initiated a research project on political reconciliation in Chile from its Independence in 1810–1994. This interdisciplinary research work has been developed with historian Brian Loveman, publishing a trilogy of books that has been an international reference to understand the phenomenon of political reconciliation from a perspective that addresses other moments in Chilean history where order has been imposed legitimizing political repression (Borzutzky, 2007). These books are *Las suaves cenizas del olvido. La vía chilena de reconciliación política 1814–1932* (The soft ashes of forgetting. The Chilean way of political reconciliation 1814–1932) (Lira & Loveman, 1999), *Las ardientes cenizas del olvido. La vía chilena de reconciliación política 1932–1994* (The burning ashes of forgetting. The Chilean way of political reconciliation 1932–1994) (Lira & Loveman, 2002), and *El espejismo de la reconciliación política. Chile 1990–2002* (The Illusion of Political Reconciliation. Chile 1990–2002) (Lira & Loveman, 2002).

Regarding the importance of her work on political reconciliation, Lira notes: “The proposed reconciliation was based on victims reneging on the experience of violence and abuse (and forgetting it) and that many should deny their social and political ideas and projects, as if social peace were the result of the silence of all victims and all those who, in one way or another, identified with them” (Rivas Torres, 2000, para. 13), so, from her analysis, the political reconciliation was invited to the closure of the conflict by ensuring impunity for all past acts, causing the denial of the experiences of the victims, which, no matter how much they were denied, were indelible to those who suffered them. However, there was the idea that giving a place in public discourse to these

experiences would be a political threat for the purposes of restitution of social peace.

Lira is a Chilean psychologist who has trained several generations of psychologists, lawyers, and mental health professionals in Chile and other parts of the world. She has been invited to teach and to give workshops for intervention teams in Argentina, Colombia, Costa Rica, Croatia, El Salvador, Spain, United States, Guatemala (Lira, 1997), Italy, Lebanon, Mexico, Peru, Syria, and Turkey, among other countries (Universidad Alberto Hurtado, 2017). In addition to her scientific profile, Lira has been a member of various official authorities in Chile: the *Mesa de Diálogo de Derechos Humanos* (Human Rights dialogue table) (1999), the *Comisión Nacional sobre Prisión Política y Tortura* (National Commission on Political Prisoners and Torture) (2004), and the *Comisión Asesora Presidencial para la Calificación de Detenidos Desaparecidos, Ejecutados Políticos y Víctimas de Prisión Política y Tortura* (Presidential Advisory Commission for the Qualification of Disappeared Detainees, Political Executees and Victims of Political Prison and Torture) (2010–2011), Chilean expert for the *Colonia Dignidad* Memorial Site (2019–today).

In her vast career, she has received dozens of national and international awards and recognitions: the *Premio Nacional Colegio de Psicólogos* (National Award Association of Psychologists) in 1983, the *Nevitt Sanford Award of the International Society of Political Psychology* in 1998, and the *International Humanitarian Award*, awarded by the American Psychological Association in 2002. In 2017, she was recognized with the highest distinction for scientists in Chile, the *National Humanities and Social Sciences Award*, being the first professional in psychology to obtain it. Lira is one of the women of the second half of the twentieth century and of the current era who continues to leave her mark on the formation (Hagenaars et al., 2020) of psychological science development for Latin America and the world: “For her courage and dedication to alleviating the psychological effects of state sponsored terrorism on the lives of people all over the world” (American Psychologist, 2002, p. 979).

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► [Martín-Baró, José Ignacio](#)

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Lois Cañas, Juan Serapio

Born *in Santiago (Chile) on June 4, 1844*

Died *in Taltal (Chile) on February 9, 1913*

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Universidad Católica del Maule, Talca, Chile

Keywords

Chile · Scientific psychology · Philosophy · Positivism · Positivist psychology

Juan Serapio Lois Cañas studied at the *Instituto Nacional* (National Institute) in Santiago de Chile (Lois & Vergara, 1956). Subsequently, he entered the *Universidad de Chile* (University of Chile) to study medicine while working as a professor at the National Institute, where he taught English, Latin, French, and Greek. In 1871, he graduated in

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medicine and traveled to Copiapó to teach philosophy as well as Spanish literature and grammar at the *Liceo de Hombres* (Men's High School) (Jónico, 1999). He was a pioneer of scientific psychology in Chile, with contributions and transcendental work on positivist psychology.

Lois dedicated his life to teaching philosophy, psychology, and positivism in the city of Copiapó. In 1878, he founded the *Academia Literaria del Liceo de Hombres de Copiapó* (Literary Academy of the Men's High School of Copiapó), and in 1882, he created the *Sociedad Literaria "Augusto Comte"* ("Augusto Comte" Literary Society) in homage to the French philosopher and founder of the positivist school (Jónico, 1999). In 1886, he founded the newspaper *El positivista: periódico filosófico, literario, científico i moral* (The positivist: philosophical, literary, scientific and moral periodical) to disseminate positivism, which was published between 1886 and 1889 (Jaksic, 1989; Memoria Chilena, n. d.). He produced many works, among which *Elementos de Filosofía Positiva* (Elements of Positive Philosophy), published in 1889, has a broad exposition of Comte's views and their application to logic (Jaksic, 1989; Salas & Lizama, 2013). In the section on philosophy, it is evident that he considered the affective life as a superior element that philosophers needed to systematize before they could understand the progressive and orderly march of human civilization. He believed that the superior affection, to which affections such as selfishness or love of family and country should be subordinated, was a love of humanity (Lois, 1906). In the preface of the second edition of the book, published in 1906, he claimed that psychology was intended for those who wished to deepen the philosophy and sciences of mind. In addition, he explained that this work could be useful for teachers and students (Lois, 1906).

Lois defined psychology as "the science devoted to the study of mental phenomena" (Lois, 1906, p. 41), adding that for this reason logicians base their work on psychology. He made a distinction between metaphysical psychology and positivist psychology, adhering to

the latter. The former studies the soul, its faculties, operations, and knowledge. For Lois, positivist psychology seeks to identify the natural laws that govern the evolution of mental phenomena, so that we could predict it and adapt man to humanity (Lois, 1908). He asserted that the study of mental phenomena would be successful only when the scientific laws that underpin organic life and the most elementary notions of animal life were understood.

Lois participated actively in different social spaces that served to publicize his work and allowed him to learn from other intellectuals and researchers. He was elected president of the Radical Assembly in 1901 and of the *Sociedad de Amigos de la Ciencia* (Friends of Science Society) in 1906. That same year, he became an academic member of the *Facultad de Medicina y Farmacia de la Universidad de Chile* (Faculty of Medicine and Pharmacy of the University of Chile) (Jónico, 1999). Shortly after his death, Venturino (1917) noted that Lois was also a follower and disseminator of the work of important logicians such as Aristotle (384–322 BCE), John Stuart Mill (1806–1873), Alexander Bain (1818–1903), and Wilhelm Wundt (1832–1920), which also influenced his psychology and pedagogy.

Lois' work focuses on topics related to the general laws of mental phenomena, postulates about the self, and theories about consciousness and emotions. He contributed to scientific psychology with his extensive knowledge of the natural sciences, philosophy, and social sciences, since the various psychological aspects converge through concepts such as the self, logic, will, feelings, and intelligence, all of which he approached with a comprehensive and scientific perspective (Lois & Vergara, 1956; Salas, 2013).

In the mid-twentieth century, Lois continued to inspire other academics, since his works and ideas were important for the development of psychology at the national level. He had disseminated various advances in psychology and pedagogy made mainly by European authors, such as the French psychologist Théodule-Armand Ribot (1839–1916), the Spanish neuroscientist Santiago

Ramón y Cajal (1852–1934), who received the Nobel Prize for his contributions, and the French educator Jules Payot (1859–1939), who dealt with the concept of volition. He studied and publicized the theories of important figures in psychology, such as Immanuel Kant (1724–1804), Herbert Spencer (1820–1903), and Wilhelm Wundt, among others (Lois & Vergara, 1956; Salas 2013).

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López de Mesa, Luís

Born in *Don Matías (Colombia) on October 12, 1884*

Died in *Medellín (Colombia) on October 18, 1967*

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Keywords

Colombia · Psychology · Evolution ·
Sociology · Eugenics

Luis López de Mesa was born in a town in Antioquia called Don Matías (now known as Azuero) in 1884. He studied medicine at Universidad Nacional de Colombia (National University of Colombia) where he graduated in 1912 (Ardila, 1973, 2013). Between 1916 and 1917, he traveled to the United States to pursue graduate studies and was admitted to the Boston Psychopathic Hospital, attached to Harvard University, where he specialized in psychology and psychiatry. The Boston Psychopathic Hospital was founded in 1912, as one of the most modern and efficient centers in the United States to treat mental patients. At the same time, it was created as a research and training center for psychiatrists and paramedical personnel (Rosselli, 1985). At that time, some important figures of psychology were at Harvard, among them Edwin Boring (1886–1968), Edward Titchener (1867–1927), William McDougall (1871–1938), and Hugo Münsterberg (1863–1916) who had recently died (Ardila, 1973, 2013). There, López de Mesa had the opportunity to study authors such as Emil Kraepelin (1856–1926), Eugen Bleuler (1857–1939), Alfred Binet (1857–1911), Lewis Terman (1877–1956), and others (Kalmanovitz et al., 1993).

This program undoubtedly influenced the medical and psychiatric thinking of López de Mesa as well as his later work as a thinker and writer.

Elmer Southard (1876–1920), a neuropsychiatrist and neuropathologist trained in Germany, was the director of the Boston Psychopathic Hospital and professor of psychiatry at Harvard University. Southard taught a totally organicist psychiatry, oriented toward the fact that the mental life of healthy and sick people depended on their brain structure (Rosselli, 1985).

Upon his return from Harvard, in August 1917, López de Mesa opened a psychiatric office in Bogotá, integrating the forefront of mental medicine in the country. Being a pioneer in the country, López de Mesa's first tasks were devoted to experimental psychology (Rosselli, 1985). Between 1918 and 1922, he complemented his studies in England and France, with sporadic excursions to countries such as Germany, Spain, Italy, and Greece (Runge & Muñoz, 2011). When he returned to Colombia, he opened again his office as a psychiatrist, where he began to write and organize his ideas on human culture, society, psychism, race, history, and evolution (Ardila, 2013).

López de Mesa was a physician, but he was also interested in sociology, psychology, and literature; he was a university professor, historian, essayist, novelist, poet, linguist, and humanist; he also held different and important public offices (Runge & Muñoz, 2011). His first work, *The Book of the Apologists*, was published in 1918 and then came *Contemporary Civilization* (1926), *On the Formation of the Colombian Nation* (1934), *Sociological Dissertation* (1939), *Us and the Sphinx* (1947), *Cultural Perspectives* (1949), *Sociological Scrutiny of Colombian History* (1956), *Panegyric Prayers* (1964), and psychological novels such as *The Tragedy of Nilse* (1928) and *Biography of Gloria Etzel* (1929) (Ardila, 2013).

His work, in regard to psychology, is found in several publications and has to do with normal and pathological human psychology and with the importance of evolution. He analyzed the work of Charles Darwin (1809–1882) and Herbert Spencer (1820–1903) in detail and became interested in instinctive animal behavior and its probable phylogenetic course (Ardila, 2013) and in areas such as developmental psychology,

language psychology, intelligence psychology, and personality psychology from not only theoretical but also an applied point of view. López de Mesa was heir to the functionalist and pragmatic influence left by William James (1842–1910) at Harvard, as well as Alfred Binet's (1857–1911) influence on the measurement of intelligence that echoed in the United States in Terman's work (Kalmanovitz et al., 1993).

In López de Mesa, two traditions met (Kalmanovitz et al., 1993): the first psychological and philosophical, which came directly from American functionalism and pragmatism. The second was medical and came from the organicist tendency of Emil Kraepelin (1856–1926), learned from Southard in North America.

In 1920, in a series of lectures on the problem of race degeneration, López de Mesa presented himself as a psychologist; it was the first time that a Colombian author introduced himself as such. In that event, he made a presentation based on a comparative analysis of the different races in Colombia (Kalmanovitz et al., 1993). Also, Medina Muñoz (cited by Ardila, 2013) says that he can be considered as the precursor of the psychological tests in Colombia, since he produced the first intelligence test made by a Colombian, based on the Yerkes-Bridges-Hardwick tests, as well as on Terman's tests. Unfortunately, this material was not published and has been lost (Ardila, 2013).

López de Mesa also worked as a professor of psychiatry, and in 1938, he was the ad honorem director of the *Manicomios de la Beneficencia de Cundinamarca* (Cundinamarca Charities Asylum) (Rosselli, 1985); later, he was the rector of the National University of Colombia, just at the time that the *Instituto de Psicología Aplicada* (Institute of Applied Psychology) was inaugurated on July 9, 1948 (Ardila, 2013). López de Mesa belonged to the *Academia Colombiana de Ciencias Exactas, Físicas y Naturales* (Colombian Academy of Exact, Physical and Natural Sciences); the *Academia Colombiana de la Lengua* (Colombian Academy of Language); and the *Academia Nacional de Medicina* (National Academy of Medicine), among others. He created

the *Cultura Aldeana* library to spread culture throughout the country (Ardila, 2013).

Starting in 1934, he entered public life as Minister of Education and increasingly moved away from everyday medical practice to a wider stage of international projection and writing (Rosselli, 1985). He was Minister of Education in the administration of President Alfonso López Pumarejo in 1934 and Minister of Foreign Affairs in 1938 under the presidency of Eduardo Santos, office he held again in 1945 during the presidency of Alberto Lleras Camargo. He was a great promoter of science, technology, industrialization, and navigation through the country's rivers (Ardila, 2013).

One of his most controversial research topics had to do with the concept of race in the study of Latin American and Colombian culture, the differential psychology of *mulatos* and *mestizos* based on the idea of "genesis unit" of instinct and intelligence (Ardila, 2013). In fact, in 1934, he wrote his work *On the Formation of the Colombian Nation*, where he studied the country and its people, analyzed the influence of its cultural groups (native American, Spanish, African), and described the influence of climate on different cultural and racial groups, the positive aspects of each group, and what he thought were their limitations or problems.

As a patient-treating physician, López de Mesa created the country's clinical history through its anamnesis, the study of its past crises, and the physical, mental, and social examination of the nation, to obtain a diagnosis and be able to outline a treatment:

His medical approach to the maladies of the country was the one that every clinician should have when faced with a patient: objective and attentive, with a sincere desire to succeed and help, committed to a strict scientific criterion and capable of facing risks even before the incomprehension of others (Rosselli, 1985, p. 41).

His 1934 book was written during the period between the world wars, where problems associated with the concept of race had a great preponderance. It was thought that there were superior and inferior races, so the problem of genetic determinism was fundamental. López de Mesa was

concerned with the problems derived from the concept of race throughout his career and proposed, despite of this, "emphasizing peasant education, nutrition, the solution of health problems (alcoholism, disease prevention), in the civilizing role of academies and universities, of popular culture and others" (Ardila, 2014, p. 75). His book proposes a psychological outlook to solve social problems, making him a pioneer of social psychology in our country.

This can be seen in his *Cultura Aldeana* (Village Culture) program, which he promoted in his public office as Minister of Education between 1934 and 1935, where he sought the progress of small populations, through a public education based on dissemination institutions such as cinema, broadcasting, and the collection of the *Cultura Aldeana* library, so that education could reach all citizens (Villegas, 2005).

As Runge and Muñoz (2011) say, López de Mesa expressed the spirit of his time (*Zeitgeist*) because he was one of the great Colombian intellectuals of the twentieth century who defended the "modern" ideas associated with progress. As examples of such ideas, he discussed the importance of science; the experimental method; the measurable, the visible, and the practical; and applied knowledge of disciplines such as experimental psychology, psychiatry, medicine, sociology, or anthropology, whose mission was to lead Colombia at the forefront of the civilization process of progress and improvement as a country.

For Runge and Muñoz (2011), López de Mesa expresses all the lights and shadows of that modernist movement to rebuild Colombian society, determined by the civilization process, secularization, laicization, and scientific nature of the world, but also dragging its inevitable perverse effects of segregation, exclusion, racialization, infantilization, medicalization, and sanitation of the population.

The proposal of Luis López de Mesa is part of a eugenic conception that is expressed in Colombia within the framework of active pedagogy, evolutionary sociocultural anthropology, and organic-positivist sociology, framed, all of them, in the socio-Darwinism of the nineteenth century. In López de Mesa, human action is eugenic, since it

aims to improve the human species (Runge & Muñoz, 2011).

In this regard, a characteristic of the hegemonic process aimed at the progress of modern and civilized man is that it uses classification parameters of human groups, where some are decadent and undervalued and others rational and civilized. A dark episode in the life of López de Mesa was his negative stand toward the migration of Jews to Colombia during the Second World War, when he was Minister of Foreign Affairs during the presidency of Eduardo Santos (Ardila, 2013). This prevented the possibility of giving asylum and life opportunities to those persecuted by the Nazi movement (Leal, 2013).

At the end of his career, López de Mesa wrote an article in 1954 called *Some Considerations About Man*. There, he criticized many of the psychological theories (conditioned reflexes, genetic evolutionary theory, behaviorism, brain localization theory or psychoanalysis and its derivatives) because they only reveal relationships and changes, but not the essence of the human being. He also criticized those that speak of the absolute, of the unknowable, of the unconscious, or of the self, calling them “ignorant nicknames of our own ignorance” (Kalmanovitz et al., 1993, p. 133).

López de Mesa’s work was broad and not only involved medicine but also disciplines such as psychology, sociology, philosophy, and literature. In the psychological field, he was the first Colombian to call himself a psychologist; he pioneered the development of psychological tests in the country as well as the construction of a social psychology, the importance of education for the development of the Colombian population, etc. As Ardila (2014) points out, however, his ideas had little influence on Colombian popular culture, probably because some of them were well ahead of his time.

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López González, María Milagros

Born *on February 6, 1950, in Santurce, Puerto Rico*

Died *on December 1, 1997, in Santurce, Puerto Rico*

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Keywords

Puerto Rico · Social psychology · Epistemological shifts · Women studies · Post work

María Milagros López González is the daughter of two children born to Emérita González, from Utuado, PR, and Carlos Rafael López Balaguer, from Ponce, PR. She studied at a parochial school in Santurce, PR, and graduated from high school in 1968. She entered the University of Puerto Rico, Rio Piedras (UPR-RP) where she obtained a Bachelor of Arts degree with concentration in psychology in 1972 and Master of Arts with a specialty in psychology in 1973. She continued graduate studies in social psychology at the Graduate Center of City University of New York, obtaining her doctoral degree in 1976. Her dissertation studied strategies of self-assertion in the Puerto Rican women.

María Milagros López González became part of the faculty of the Psychology Department Program at UPR-RP in 1975 until her untimely death in 1997. She was part of the pioneer faculty teaching since the beginnings of the social community psychology area. As such, she made groundbreaking contributions to the epistemological and professional development of the initial master's degree program with a specialty in social community psychology and later in the doctoral program. She contributed with a social constructionist, social representations, and post-structuralist perspective, addressing the ideological underpinnings of psychology as well as society. She created courses and

research in women studies, gender, public policy, post work, and theoretical and conceptual shifts in social psychology. With Irma Serrano García (born 1948), she proposed a conceptual reorientation of the social community which is elaborated and published as the areas' document. It redirected the social change perspective of the area toward structural change.

María Milagros López is noted for a trans-disciplinarian and international approach in both teaching and research. She was among the first faculty member to shift to alternative methodologies. She integrated the arts and humanities to her teaching scenarios and research.

During her career, she was able to influence public policy for women, gender, and violence against women. This endeavor led to the foundation of the first service center for rape victims, Center for the Assistance of Rape Victims in 1977. She served as director of the Commission of Woman Affairs from 1979 to 1981. Her advocacy for women rights and justice was a nonstop journey which eventually contributed to legislation and policies for rape victims and violence against women. Her social commitment defied the threats to her life when she advocated in defense of the abortion centers in Puerto Rico. Her women studies approach provided a diversity outlook moving through the various phases it has shifted.

María Milagros López believed that professional licensing of psychologists, which in Puerto Rico goes beyond the clinical, counseling, and school specialty, is a threat to the academia. More so, she denounced that it entailed a shift toward the profession becoming more state oriented than academic or professional. Although her arguments were not successful and Puerto Rico today requires a license for practicing the profession, this controversy continues among psychology academics and professionals today.

Toward the end of María Milagros López's career, she dedicated her efforts to writing a book with her students. This book is directed toward a critical analysis of post work and social historical shifts toward a postindustrial society. Unluckily, due to her unexpected death, this document was not published.

Daughters Adriana Garriga López and Claudia Garriga López are currently into academia and research

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López Rodríguez, Florente

Born in *Tamazunchale, San Luis Potosí, Mexico, on October 13, 1940*

Marina Menez

Universidad Nacional Autónoma de México, Mexico City, Mexico

Keywords

Mexico · Experimental analysis of behavior · Xalapa group

He studied high school at Preparatoria #1 “San Ildefonso” and was an undergraduate at the School of Philosophy and Letters of the National Autonomous University of Mexico (Universidad Nacional Autónoma de México) (UNAM), where he graduated as a psychologist in 1966. He worked as a vocational counselor for the Vocational Guidance Service at the National Preparatory School (Escuela Nacional Preparatoria) (UNAM). In 1965 he worked as a teacher at the Escuela de Psicología (School of Psychology) in the Facultad de Pedagogía, Letras, y Ciencias (Faculty of Education, Letters, and Science) of the Universidad Veracruzana (University of Veracruz) (UV) in the city of Xalapa de Enríquez. A member of the so-called Xalapa group, formed by Emilio Ribes Iñesta, Víctor Manuel Alcaraz Romero, Antonio Gago Huguet (born in 1940), and Gustavo Fernández Pardo, among others, he developed the first experimentally oriented curriculum in the country, as they were convinced of the need for psychology to adhere to a scientific outlook.

Besides teaching with a behavioral and methodological orientation, Florente López was in charge of the Centro de Entrenamiento y Educación Especial (Center for Special Education and Training) (antecedent of what currently is the Instituto de Psicología y Educación [Institute of Psychology and Education]) at the UV, a pioneer clinic focused on behavior modification that trained psychologists with this profile and dealt mainly with developmental disabilities. Through

the intermediation of Dr. David Ehrenfreund (1917–2007), who had known the efforts of the members of the emerging Xalapa group (Carrascoza 2009; 2018), Dr. James M. Crouner (1924–2015) visited the school. Dr. Crouner was the head of the Department of Special Education at Southern Illinois University and invited Florente López to study a master's degree at the Department of Behavior Modification at Southern Illinois University, the first of its kind in the United States (Carrascoza 2018). There he became familiar with the behavior modification in psychiatric patients program at Anna State Hospital, led by Nathan H. Azrin (1930–2013) and Teodoro Ayllon (born in 1929), basis of the "Token Economy" technique, and applied these techniques to dangerous inmates at the high-security prison in Chester, Illinois, where he took an internship.

Florente López was an adjunct instructor at the Department of Special Education of the University of Illinois and a research assistant at the Rehabilitation Institute. He wrote the chapter "Implementation of operant procedures for the treatment of handicapped children" (López 1972) in the book *Behavior Modification: Issues and Extensions* edited by S.W. Bijou and E. Ribes. In mid-1971 he returned to teaching at the Escuela de Psicología de la Facultad de Ciencias (School of Psychology in the Faculty of Sciences) of the UV and continued training students in behavior modification and operant conditioning research. Around that time, Dr. Luis Lara Tapia began recruiting teachers from the UV to implement an experimental curriculum at the UNAM's psychology course. In 1972, Florente López returned to his alma mater and aware of the need for a professional identity and the corresponding training, taught subjects such as learning, cognition, applied behavior analysis, research methods, and quantitative data analysis, among others. Shortly thereafter, the master's degree in experimental analysis of behavior (EAB) was created. Alongside Víctor Manuel Alcaraz, Emilio Ribes Iñesta, and Jacobo Grinberg-Zylberbaum, Florente López searched for an appropriate space for the new department (personal communication, 1994),

outside of university city. A colonial house in the Coyoacán neighborhood became its base from 1974 to 2001. Florente López joined the department, beginning the research into the temporal control topic. He was the head of the master's program from 1975 to 1980, a period he dedicated to strengthening the curriculum and seeing to the growing demand for international students, and from 1989 to 1991, a time in which he promoted the involvement of visiting teachers, such as Dr. John Eric Rayner Staddon (born in 1937), to share the theoretical and technological advances of the EAB. He was the founder of the Sociedad Mexicana de Análisis de la Conducta (Mexican Society for Behavior Analysis) and the *Revista Mexicana de Análisis de la Conducta* (Mexican Journal of Behavior Analysis), the first in Latin America regarding this field.

In 1977, as the head of Laboratory Coordination at the División de Estudios Profesionales (Professional Studies Division) of the Facultad de Psicología (Faculty of Psychology) of the UNAM, he created the Single Practices System (SUP) to provide students with the methodological skills to solve professional problems. The program was in force until 1990 and covered the first four semesters of the undergraduate course; it comprised teaching problem-solving strategies at an individual or social, single, or multi-dimensional level. Its implementation required coordinating the teachers to develop laboratory manuals to support the courses.

In the mid-1990s, with the financial support of the PAPIIT program (Programa de Apoyo a Proyectos de Investigación e Innovación Tecnológica) (Support Program for Research Projects and Technological Innovation), newly established in the UNAM, Florente López retook basic research with humans, specifically in the study of social interaction development. He proposed the use of sequential analysis in real time to study behaviors that reflect social and attentive skill development in infants and schoolchildren (López et al. 2005). He designed the SIRECC computer program (Sistema de Registro Conductual Computarizado) (Computerized Behavioral Registry System) (Torres et al. 1991)

for continuous behavior registration. He applied sequential dependency and time series techniques to analyze data relative to time and frequency domains. Many developmental researchers in Xalapa and in the UNAM have applied these methods and techniques to their studies on social interaction and violence (Vite and López 2004).

Florente Lopez continued his research in temporal learning and proposed investigating it as a process rather than a product (López 2012; López and Menez 2012). He developed experimental preparations to test the behavioral adaptation of the organism to temporally unpredictable environments, analyzing temporal learning trajectories and their mathematical modeling (Menez et al. 2017).

He partook in the proposal of the Cognitive and Behavioral Sciences field for the modification of the 2008 curriculum of the UNAM's psychology course. He developed quantitative data analysis programs from a model comparison perspective, a modern approach to statistical techniques teaching, and developed the original proposal of learning and adaptive behavior programs, axes of basic training in the new program.

Florente López led the empirical theses of over 50 undergraduate, graduate, and doctorate students; he published over 60 articles in specialized journals such as the *Journal of the Experimental Analysis of Behavior*, *Frontiers in Psychology*, *Behavioral Processes*, and *Early Child Development and Care*, among others. His papers reached over 200 citations in journals such as the *Journal of Applied Behavior Analysis*, *The Psychological Record*, *Chemosensory Perception*, *Psychology & Neuroscience*, and *Cognitive Psychology*. He has written four books and many book chapters as a coauthor alongside his students. He has also been a part of various editorial committees and developed tens of academic materials.

Upon his retirement, as a sign of the community's recognition of his contributions to psychology in Mexico and his dedicated academic trajectory over 45 years, an auditorium was named after him in the División de Investigación y Posgrado (Research and Postgraduate Division)

of the Facultad de Psicología (Faculty of Psychology).

One way to summarize the academic trajectory of Dr. Florente López, in his words, is that it was a career led by the conviction that productive academic life results from integrating psychological theory, practice, and research, an idea that not only applied to his own training but to that of his students.

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López Rodríguez, Luis Humberto

Born *Jinotega, Nicaragua, on September 12, 1935*

Rose Mary Vega González and Maria Elena Humphrey

Independent professional, Managua, Nicaragua

Keywords

Nicaragua · Mexico · Psychotherapy · Transactional Analysis

Ramiro López and María Rodríguez, originally from the municipality of La Concordia, Jinotega, Nicaragua, were the parents of Luis Humberto López Rodríguez. He grew up in Jinotega, along with his eight brothers, in the rural environment of the northern region of the country. He completed high school in 1954, in the capital, Managua, at the Instituto Nacional Central Ramírez Goyena (Central National Institute, Ramirez Goyena).

He completed his medical studies at the Universidad Autónoma del Estado de México (Autonomous University of the State of Mexico, UAEM), returned to Nicaragua, and graduated as a physician, in 1962. His thesis work to graduate as a physician was about oligophrenia and its therapeutic approach. Social service, as an academic requirement in the medical career, did not yet exist in the country, so he practiced this social service on his own, for 10 months, in Yalí, Jinotega, in 1963. He returned to Mexico to study psychiatry at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico, UNAM), between 1965 and 1967, and he trained, at the same time, in the practice of psychotherapy and in the teaching of medical psychology (Córdoba, 2014) (L. H. López, personal communication, October 21, 2020).

This training was in psychoanalytically oriented psychotherapy. He studied psychoanalysis with a former student of Erich Fromm (1900–1980). His studies in psychiatry included

an 8-month residency at Saint Elizabeth Hospital in Washington, DC, United States of America, in 1968. He studied a group therapy model, called *Community Therapy*. In this model, all hospital unit staff and patients were organized therapeutically (L. H. López, personal communication, October 21, 2020).

His learning of *Community Therapy* influenced his determination to use group therapy extensively throughout his clinical practice. Back in Nicaragua, he worked 6 months in the country's only psychiatric hospital, now called the Psychosocial Hospital José Dolores Fletes. There, he organized his patients under that model, but he received no support. Since then, he has worked as a psychiatrist in the private service. As a psychotherapist and psychiatrist, he uses individual and group therapy in his clinic.

In 1960, he began teaching while he studied medicine in Mexico, and this continued during his specialization in psychiatry. Durante 3 years, he was a professor at UNAM where he taught psychological medicine, medical psychology, psychiatry, and study techniques for medical students. He was also a professor of these topics and of neurology, at the Facultad de Medicina (School of Medicine) in Toluca, Mexico (Arellano, 2012).

In Nicaragua, he taught medical psychology and psychiatry at the school of medicine at the Universidad Nacional Autónoma de Nicaragua (National Autonomous University of Nicaragua, UNAN) in the city of León, from 1969 to 1979. He and three other psychiatrists initiated the psychology program at this university. They believed psychiatrists needed psychologists to assist them. At that time, psychiatrists took over the role of clinical psychologists, including administering psychological tests. In addition to this, the fact that, in Nicaragua, between 1968 and 1969, there was still no interest in psychology, a minimal role was assigned to psychology.

The group of psychiatrists, a school counselor, and the Dean of the Facultad de Humanidades (Faculty of Humanities), worked on the project of the school of psychology, approved by the University Council, its highest authority, in November 1968. It was started in 1969 in Managua, as the first Escuela de Psicología (Psychology School) in the country. López Rodríguez joined it as a

professor of Cultural Anthropology. From its inception, the school had a materialistic, non-Freudian philosophical orientation, given the strong influence of two of its founding psychiatrists, Dr. Mario Flores Ortiz (1917–1994) and Dr. José Pasos Marciaq (1935–2021).

He began teaching psychotherapy to the first, graduating class of the school of psychology, at UNAN-Managua, where he still teaches (2021). He was also a professor at the medical school of UNAN-Managua, founded in 1981. During that year, 1981, he was the Dean of this school and taught medical psychology and psychiatry, until 1993–1994.

He was the Dean of the School of Psychology of UNAN-Managua from October 1973 until 1977, after the political exile of Drs. Mario Flores Ortiz (1917–1994) and José Pasos Marciaq (1935–2021), which occurred because of their active opposition to President Anastasio Somoza Debayle's regimen, who controlled the country between 1967 and 1979, and was the last president of the Somoza family. Somoza ruled Nicaragua, from 1936, until 1979 (Anonymous, 2021; Martínez, 2018). At this time, the focus of the school was to train psychologists who were to be distinguished by their social commitment and by their work skills in different fields. Social interest was a criterion that was valued in the initial interviews of new students.

In the School of Psychology, under his direction, different analytical and therapeutic theories were part of the curriculum. During this period, an alliance was established with the Interamerican Society of Psychology (SIP). By 1974, with this initiative, there were also professional training processes in Transactional Analysis (TA) for psychiatrists and psychologists in the country. This was facilitated by professors from Argentina, from the International Association for Transactional Analysis (IATA), recognized by the International Transactional Analysis Association (ITAA).

Due to his psychodynamic and psychoanalytic training, he considered TA, of benefit for psychotherapy, and he taught it. It was relevant to professors of psychology at UNAN-Managua and at the Universidad Centroamericana (Central American University, UCA), to receive

training associated with the program of the Asociación Latinoamericana de Análisis Transaccional (Latin American Association of Transactional Analysis, ALAT).

In 1979, he was Vice-Coordinator of the Mental Health Program of the Ministerio de Salud de Nicaragua (Nicaraguan Ministry of Health). While working at this institution, he maintained ties with the School of Psychology of UNAN-Managua. At this time, the first mental health care teams were formed in the general hospitals and main health centers of the country, consisting of psychiatrists, psychologists, social workers, and nurses.

Psychiatrists from Latin American countries were invited to practice in Nicaragua since there were only 16 local psychiatrists in Nicaragua in 1979. Their cooperation helped achieve national coverage. Marie Langer (1910–1987, mentioned in Langer et al., 1981), a physician, psychoanalyst, and feminist of Austrian origin, highlights in her autobiography *Memory, History and Psychoanalytic Dialogue*, her participation as coordinator of Mexico's international mental health team, which supported the Sandinista revolution in Nicaragua, in 1981.

At that time, the coordination and direction of mental health services in the country, was implemented by psychiatrists. In late 1981, he worked for the Dirección de Medicina Superior y de Educación Continua en Salud (Department of Medicine and Continued Education) of the Ministry of Health and of UNAN, to develop the teaching and training in general medicine in the country. The social service of the physicians was initiated with academic support, as well as with a school to train nurses and nurse's aides, throughout Nicaragua.

He was Provost of UNAN-Managua between April 1983 and June 1990. He continued teaching the class named Medical Psychology, in medical school, assisted by a student. After a reorganization of university programs in the country, the School of Psychology of UCA was the only psychology program in the country, after the closing of the School of Psychology of UNAN-Managua in 1984. He continued teaching psychotherapy and psychopathology in UCA, at the beginning

of the 1990s, and provided attention in his mental health clinic, which had been newly inaugurated.

He returned to teaching psychotherapy at the School of Psychology of UNAN-Managua, from its beginnings in 1993, to this day. He believed that more opportunities for specialized training were needed in the country, to complement a bachelor's degree in psychology. He remarked that there have been traditionally more women than men studying psychology.

As a psychotherapy professor, he implemented a *psychotherapeutic marathon technique* with psychology and medical students since 1973. He gave lectures about *caresses* as a TA therapeutic method, and about the therapy of the child in older adults, at international TA congresses. He presented various topics about the psychology of older adults, and about the thanatological help provided by psychologists, through a radio program that he developed, for 12 years, and it is continued in 2021, called *Humberto López Live*, on Facebook (L. H. López, personal communication, October 21, 2020).

His interest in psychology has been evident in the field of sports psychology. Between 1992 and 2000, he wrote a Sunday column on sports psychology topics in the newspaper *El Nuevo Diario*. He wrote about 400 articles, with which he hoped to publish a book. Among these, there is one called *Women Change Sport* (López-Rodríguez, 1998).

UNAN-Managua's School of Psychology appointed him distinguished professor. Afterwards, this university awarded him an Honorary Doctorate in Humanities, on October 14, 2014. The School of Medicine appointed him Founding Teacher on December 11, 2015. On October 12, 2012, he received the Mariano Fiallos Gil Award, granted by the National Council of Universities (UNC), to academics from public universities.

He has promoted, led, or been an active member of associations of mental health professionals in the country, including the Nicaraguan Association for Transactional Analysis (ANAT), the Nicaraguan Psychiatric Association, the Nicaraguan Medical Federation (FESOMENIC), the Psychological Medical Institute (IMPEPSIN), the

Nicaraguan Association of Psychologists (ANIPS), and the Nicaraguan Foundation for the Third Age (FUNITE). With FUNITE, he promotes active aging and effective compliance with retirement rights by the state (Barberena, 2010).

He is indeed a part of history of psychology in Nicaragua, because of his education, training, experience, achievements, interests, leadership, and because of his professional practice. He defines himself as a psychiatrist and as a psychologist, and as the most *psychiatrist-psychologist* professional since he has trained and taught psychology students constantly throughout his professional life. When he practices psychotherapy, he emphasizes trying to understand symptoms and addressing the causes of the problem that bring patients to the clinic, rather than focusing only on the symptoms. He remains active in his private clinic and teaches psychotherapy online (L. H. López, personal communication, October 21, 2020).

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López-Roig, Lucy Enid

Born *Santurce, Puerto Rico (PR)*, 23 November 1935

Died *San Juan, Puerto Rico (PR)*, 17 November 2012

Ivonne Moreno-Velázquez¹ and Marion Wennerholm²

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Keywords

Puerto Rico · Industrial/organizational psychology · Clinical psychology · Consulting · Employee assistance

Lucy Enid López-Roig is the oldest child of José Antonio López Puig from Humacao who worked in industry and later in sales. Her mother, Victoria Luisa Roig López, was from Utuado. She had a younger brother, José Antonio, and a younger, sister Adela. During her childhood and adolescence, Lucy López-Roig studied her primary and secondary education in parochial schools of San Juan, Puerto Rico.

After graduating from high school in 1954, Lucy's mother insisted that she attend college, hoping she would be more independent than women of her own generation. With financial help from her uncle, she enrolled that year at Seton Hill University in Greensburg, Pennsylvania. She arrived there alone on the train from New York, with limited English skills. Her years at Seton Hill were formative and influenced the

rest of her life. As a Puerto Rican woman, she overcame the prejudice and ignorance of her classmates. She consequently blossomed, by using her interpersonal and intellectual abilities, by the support of her friends, and by discovering her lifelong passion for the field of psychology.

Lucy López-Roig earned her bachelor's degree in psychology and sociology at Seton Hill in 1958 and then lived for several years with her family, who had settled in New York City. After a brief experience working as a switchboard operator, she found a job much closer to her talents, as a caseworker for the New York Foundling Hospital (1958–1960).

When her family returned to Puerto Rico in the early 1960s, she worked at the Puerto Rico Police Department as a psychometrist (1961–1966). Through her job in recruitment and selection of police officers, she learned about test construction and the organizational culture of the agency. From there, her next positions were in the human resources departments of the Puerto Rico Medical Center (1966) and the Puerto Rico Electric Power Authority (1966–1969).

While working full time, she earned her master's degree in clinical psychology in 1969 at the Instituto Psicológico de Puerto Rico (now Albizu University), a member of their first graduating class. Her mentor, Dr. Carlos Albizu-Miranda, was a graduate of Purdue University and encouraged her to continue her doctoral studies there. With the assistance of several scholarships, Lucy López-Roig moved to West Lafayette, Indiana, where she worked and studied at Purdue for 3 years (1969–1972), the only Hispanic student in her class. The faculty soon recognized the excellent clinical training she had received in Puerto Rico and assigned her to supervise other graduate students in psychodiagnostics and psychotherapy. On May 11, 1972, she was the first student to obtain a PhD in psychology with a double major in industrial and clinical psychology from Purdue University.

Dr. López-Roig then returned to the Puerto Rico Electric Power Authority as assistant executive director of Human Resources, becoming the first woman to occupy a position at that level in the organization (1972–1978). She led a team of

psychologists in implementing a dynamic organizational development and training program.

Lucy López-Roig worked as a professor at the Caribbean Center for Advanced Studies, now Albizu University (1973–1986). Her contributions to academia include the development of the first doctoral program in industrial psychology in Puerto Rico in 1979. She also served as professor of psychology (1973–1986) and director of the Organizational Development Program at the Interamerican University of Puerto Rico (1978–1987). She was the first Hispanic elected to the Board of Trustees of Seton Hill University in Pennsylvania in 1989 and remained in the Board for around 10 years (1989–1998). She was also a member of the Board of Trustees of the Ponce School of Medicine (today Ponce Health Sciences University).

In 1978, Dr. López-Roig and Dr. Marion Wennerholm founded Lucy López-Roig & Associates. With a team of industrial-organizational, clinical, and school psychologists, they offered services to business and educational institutions in Puerto Rico, the United States, and the Caribbean. These services included training and organizational development programs, change management interventions, organizational climate studies, the development of performance evaluation systems, and the development of programs for the prevention of the abuse of drugs and alcohol and violence in the schools. Their assessment expertise has been used efficiently by Latin American enterprises to assess candidates for executive positions since 1979. In 1984, the company established the first locally owned Employee Assistance Program (EAP) in Puerto Rico.

In 1993, she co-founded a nonprofit, volunteer, interdisciplinary community service program, Centro Beth Yash'Ah, which she led for 10 years. This center offered, among other services, family, individual, marital, and spiritual counseling. It employed volunteer psychologists, social workers, physician, lawyers, and priests.

In Puerto Rico, Dr. López Roig was recognized in 1984 as Citizen of the Year by the Chamber of Commerce. She was co-founder in 1985 of the Puerto Rican Council on Quality of Life, a committee devoted to studying issues related to

quality of life in San Juan, PR. In 1997, the Society of Industrial/Organizational Psychologists of Puerto Rico recognized her as a Precursor of Industrial/Organizational Psychology on the island. In 2000, she received a distinction by the Better Business Bureau for the promotion of ethical business practices. In 2001, Ernest & Young bestowed on her the *Entrepreneur of the Year, Lifetime Achievement Award* (Moreno-Velázquez, Justel-Cabrera, & Massanet-Rosario, 2006).

In 1997, during an event organized by the Puerto Rico Society of Industrial Organizational Psychology (SPIOPR), she addressed those present and exhorted them with the following words: “Have vision, have commitment, have perseverance and believe that there really is something beyond what we have here on earth. With this in mind, join together and don’t follow the path of divisiveness. Together, we will be much stronger as a discipline and as professionals” (López-Roig, 1997).

In 2005, she received special recognition from the Association of Psychology of Puerto Rico (APPR) for her contributions to the profession in Puerto Rico as an educator and through her professional practice. She was a member of the American Psychological Association (APA), the Society for Industrial and Organizational Psychology (APA, Division 14), and the APPR.

For Dr. Lucy López-Roig, psychology was her passion, of which she affirmed: “I was born a psychologist and throughout my career I have worked to create awareness of the employers’ social responsibility toward their employees and their quality of life” (L. López-Roig, personal communication, 1997).

Cross-References

► [Albizu-Miranda, Carlos](#)

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Losada Silva, José Vicente

Born *Monagas, (Venezuela), 25 February 1936*

Died *Caracas, (Venezuela), 17 June 2013*

Narcy Álvarez

Federación de Psicólogos de Venezuela, Caracas, Venezuela

Keywords

Venezuela · Teaching · Neurolinguistic programming · Emotional development

He attended elementary school in Caripe, Monagas State. At the age of 12, he moved with his parents to Caracas to study high school at the Liceo Andrés Bello (High School “Andrés Bello”), where he graduated in 1952. At a very

young age, he developed a preference for literature, poetry and books in general, particularly humanism and existentialism, as well as psychology.

In 1956, he joined the ranks of the Partido Comunista de Venezuela (PCV) (Communist Party of Venezuela), actively participating in student struggles, which led him to be arrested and tortured by the police of the dictatorial regime that ruled Venezuela (1957–1958).

He entered the Universidad Central de Venezuela (UCV) Central University of Venezuela (UCV), in the program of medicine (1957), to specialize in psychiatry, a program that he abandoned due to the time lost in detention. In 1958, he began studying psychology at the UCV. Standing out as a student, he was hired in the last year of his undergraduate studies as an Assistant in the course of Professional Orientation. He obtained the degree of Psychologist in 1962 and began his teaching career in this same chair, where he remained for several decades until his death in 2013.

During his student life, he married child psychologist Alicia Gallegos de Losada (1941–), with whom he had two daughters. He trained in different areas of psychotherapy, group work, and university education, always framed in humanism. He studied postgraduate studies, obtaining a master's degree in Education at Columbia University, New York (1971), and a postgraduate degree in Group Dynamics at UCV (1977). In the same year, he was trained in Gestalt Therapy at the Instituto Venezolano de Gestalt (Venezuelan Institute of Gestalt) (IVG), between 1979 and 1980; he did a postgraduate study in Family and Brief Psychotherapy at the Mental Research Institute, Palo Alto, USA (1980). In 1980, he began his training in Psychodrama at the Escuela Venezolana de Psicodrama (Venezuelan School of Psychodrama), in Caracas. In the same year, he completed the Professional Training Group Inter Gestalt Therapy at the Institute for Gestalt Therapy New York USA. In 2001, he obtained a Master Practitioner in Neurolinguistic Programming (NLP) from the Instituto Español de Programación Neurolingüística (Institute of Neurolinguistic Programming) in Caracas, Venezuela.

Teaching, education, and the transmission of knowledge were his *raison d'être* and his professional north. Since 1962, he has taught different courses at the undergraduate and graduate levels at the UCV, mostly in the areas of counseling, psychotherapy, and group work. Between 1976 and 1989, he was a professor at the Escuela Superior de Guerra (War Higher College) at the Ministerio de la Defensa (Ministry of Defense). He was a postgraduate professor at the Universidad Simón Bolívar (USB) (Simón Bolívar University) (1989–1993), at the Universidad Pedagógica Experimental Libertador (UPEL) (Libertador Experimental Pedagogical University) in 1989, and at the Universidad Católica Andrés Bello (“Andrés Bello” Catholic University) (1990–1993). For several years, he was a guest professor at the Instituto de Estudios Superiores de Administración (IESA) (Institute of Higher Studies in Administration).

Parallel to the university teachings, he gave several trainings and workshops for different public and private organizations, where he divulged on various topics, among which we can mention: interpersonal communication, formation and development of work teams, change process, communication attitudes, and neurolinguistic programming (NLP).

He alternated teaching with the position of Director of the Escuela de Psicología (School of Psychology) at the UCV (1984–1986), a position he held despite the budgetary and financial difficulties the university was going through at the time. During his tenure, an exchange was achieved between the School of Psychology and the first Postgraduate Course of Child Dentistry, teaching psychological courses useful in the treatment and management of children in dental consultation, which led the students of the postgraduate course to give his name to that promotion.

Professor Losada dedicated his life to training psychologists, leaving behind a large number of students who followed in his footsteps and developed in the same line of action. He believed in change and emotional development and dedicated his life to that end. He was a member of the Colegio de Psicólogos de Venezuela (Board of Psychologists of Venezuela) since 1962 and

since 1978, under number 239, he was a member of the Federación de Psicólogos de Venezuela (FPV) (Federation of Psychologists of Venezuela).

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Lourenço Filho, Manuel Bergstrom

Born *Porto Ferreira, (São Paulo, Brazil)*,
10 March 1897

Died *Rio de Janeiro, (Rio de Janeiro, Brazil)*,
3 August 1970

Bárbara Caroline Celestino Palhuzzi
Universidade de São Paulo, São Paulo, Brazil

Keywords

Brazil · New school · Educational psychology · Youth and adult education · Test creation

Manuel Bergstrom Lourenço Filho completed his education at Largo do São Francisco Law School, in the city of São Paulo, in 1929. He initiated his professional practice in 1920 as a substitute

teacher at the Escola Normal de São Paulo (São Paulo Normal School), responsible for the discipline of Pedagogy and Civic Education. In the following year, 1921, he took on the teaching of Psychology and Pedagogy discipline at Piracicaba Normal School and at American School, where he began his research on writing and reading. In 1934, he created the ABC Tests to measure readiness for literacy, in which he used psychology to assess individual learning conditions, a resource that could enhance teaching (Catani, 2018).

One of the most relevant names in the history of Education in Brazil, Lourenço Filho was a protagonist in the implementation of the Education Reform of the state of Ceará, in the years of 1922/1923, allowing the foundation of the Psychology Laboratory at the Escola Normal de Fortaleza. Psychology had a privileged place in this reform for being considered, according to the New School concept, a fundamental instrument for the teaching activity, once it placed in primacy the training of teachers, for considering them to be the protagonists of teaching. The space was structured aiming the research’s development to offer training to teachers (Antunes, 2001).

In the chair of Psychology at the São Paulo Normal School, he succeeded Antônio Sampaio Dória (1883–1964), in 1925. Furthermore, he took over the institution’s laboratory directorship, where he reconstituted research activities and strengthened researcher’s groups. After 5 years, in 1930 – as General Director of Education for the State of São Paulo – based on the results of his test, he instituted the formation of homogeneous classes with the aim of contemplating individual differences in learning. In the same period, he conceived the Pedagogical Institute, the same place where the Applied Psychology service operated and in which the Educational Psychology discipline was instituted, hitherto unprecedented in higher education (Antunes, 2001).

In 1932, Lourenço Filho, together with Anísio Spínola Teixeira (1900–1971), taught psychology discipline at the Escola Normal do Rio de Janeiro (Normal School of Rio de Janeiro). Additionally, he also held the chair of Psychology at the National Faculty of Philosophy and at the University of Brazil and, in 1938, with the creation of the National Institute of Pedagogical Studies (INEP),

he was appointed director of the institution, where he could work and disseminate Psychology (Antunes, 2001; Catani, 2018).

The author's efforts were not limited to Education, given that he also contributed to the Departamento de Administração do Serviço Público (DASP) (Department of Public Service Administration), which operated from 1938 to 1986. This agency was created during Getúlio Vargas Government (1934–1945), with the purpose of organize the public work rationally in Brazil as a basis for the development of industrialization (Castro, 2011). His responsibility, in that agency, was to draw up selection criteria for psychologists to hire those who were seeking to join civil service (Antunes, 2001).

Regarding the work's positions occupied by Lourenço Filho, it is important to point out that he presided the organizing committee of the Psychology's Postgraduate Course at the Instituto de Seleção e Orientação Profissional (ISOP) (Institute of Selection and Professional Guidance) of Getúlio Vargas Foundation in 1947; (In 1970, due to changes in its structure, it was renamed the Instituto Superior de Estudos e Pesquisas em Psicologia da Fundação Getúlio Vargas Superior (ISOP/FGV) (Institute of Studies and Research in Psychology of the Getúlio Vargas Foundation).) he directed, in the same institute, the journal *Arquivos Brasileiros de Psicotechnica* (1949). In addition to these achievements, he was one of the founders, in 1931, of the Instituto para a Organização Racional do Trabalho (Idort) (Institute for the Rational Organization of Work) (Antunes, 2001).

He was co-founder of the Associação Brasileira de Psicologia (Brazilian Psychological Association), having as reference other associations on which he was a member, such as: Société Française de Psychologie, American Educational Research Association, and Institut d'Études Pédagogiques. The author is recognized as an important defender of the establishment and recognition of Psychology as a profession in Brazil, contributing to its regulation, which culminated in the approval of the Law 4119/62, which made him president of the commission responsible for psychologist's professional registration (Antunes, 2001).

His dedication to psychology led to important productions (technical and theoretical): ABC Tests – to verify the maturity necessary for learning to read and write, which had its first edition in 1933, but previously, in 1920, partial test results had already been released; Professional Orientation and Selection (1948); Current State of Motivation Psychology (1953); and Psychology in Brazil (1955). In addition, he translated important foreign works for the consolidation of Psychology and, in particular, Educational Psychology, such as: “Experimental Psychology, by Louis Charles Henri Piéron (1881–1964), and The School and Experimental Psychology, by Édouard Claparède (1873–1940), Education and Sociology, by David Émile Durkheim (1858–1917), and Tests for the Measurement of Intelligence, by Alfred Binet (1857–1911) and Théodore Simon (1872–1961)” (Catani, 2018, p. 102). The works aforementioned were part of his editorial and publishing efforts, during the time he directed the Biblioteca de Educação da Companhia Melhoramentos de São Paulo (Education Library of São Paulo Improvement Company), from 1926 to 1970 (Catani, 2018), in order to spread the production in Education.

Lourenço Filho was one of the signatories of the Manifesto of the Pioneers of New Education, in 1932, and in 1934, he presided over the Associação Brasileira de Educação – ABE (Brazilian Association of Education) (Antunes, 2001). He actively participated in the Escola Nova movement in Brazil, contributing to the reorganization of teaching and the improvement of the theoretical-practical qualification of educators, through research and contextual analysis of Brazilian education. These activities were carried out in different organizations, such as: National Council of Education, from 1937 to 1961; National Department of Education of the Ministry of Education and Health, in 1937; and the National Institute of Pedagogical Studies (INEP) in 1938. Both were reformulated, but remain in activity (Lourenço Filho, 1955).

Between 1947 and 1951, Lourenço Filho dedicated himself to the National Campaign for Adult Education, participating in the drafting of the Law of Guidelines and Bases for National Education (LDB), the first in Brazil, which was transformed,

in 1961, into the Law 4.024/61. His concern with adult education went beyond learning to read and write; its purpose was professionalization, consistent with the changes and conditions of the new world of work, that is, the incipient process of industrialization. As a result, the author considered it necessary to implement the principles of New School in Brazil, in order to provide access to education for all citizens, even if there were different purposes for each social class (Lourenço Filho, 1955). This initiative could only be implemented if there were wide scientific circulation; thus, his book *Introduction to the Study of New School* (1930), in addition to expressing his commitment to disseminate and implement such proposal, was also considered – by Fernando de Azevedo (1894–1964), in 1961, in the seventh edition – a primordial work in the history of Brazilian education (Catani, 2018).

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Lucio y Gómez-Maqueo, María Emilia

Born *in Mexico City (México), on June 25, 1944*

Blanca Estela Barcelata Eguarte
National Autonomous University of Mexico,
Mexico DF, Mexico

Keywords

Mexico · Mental health · Evaluation · Child psychology · MMPI · Mexican Association of Suicidology

Dr. Lucio y Gómez-Maqueo studied Psychology from 1962 to 1965, graduating in 1968 at the then Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters) (FFyL) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM). She obtained a master's degree in 1971 and later a doctorate in 1976 at the Facultad de Psicología (Faculty of Psychology) (FP) (UNAM). Later she completed a specialty in Frommiano psychoanalysis at the Instituto Mexicano de Psicoanálisis (Mexican Institute of Psychoanalysis) (IMP) from 1977 to 1980 and took master's courses as a special student at the University of Queens, in Kingston, Ontario, from 1993 to 1994. She also has a Diploma in Narrative Therapy from the Instituto Latinoamericano de Estudios de la Familia (Latin American Institute for Family Studies), studying from 2000 to 2001, in Mexico City.

Lucio's teaching career began at UNAM in 1965, simultaneously in the Facultades de Medicina y de Psicología (Faculties of Medicine

and Psychology), as a teaching assistant. In 1973, she became a professor at the FP, the year of its foundation for the study of Psychology as an independent discipline of the FFyL for more of 50 years (Palafox, 2017).

Lucio has distinguished herself for her extensive academic and scientific career at UNAM, developed particularly in Clinical and Health Psychology, in which she has worked tirelessly for more than 52 years. She has made fundamental contributions to the three substantive functions of UNAM: teaching, research, and dissemination of culture. To date, she has taught more than 240 curricular courses at the bachelor as well as specialization and postgraduate studies at master's and doctorate's levels in diverse topics related to the areas of Clinical, Social, and Experimental Psychology. A main aspect of Lucio's courses has been to promote in her students adopting of high ethical standards in their professional development and the systematization of practical intervention activities based on high-quality scientific evidence.

As a teacher, she has contributed to the academic training of human resources in the undergraduate and postgraduate programs and has directed 86 bachelor's theses and dissertation, 10 specialty's theses, 59 master's, and 18 doctorate's, many of which have received honorific mention. She has participated in more than 100 postgraduate tutorial's committees and was a jury in diverse undergraduate and graduate evaluations, some of them in national and international institutions.

Her performance in the training of human resources is reflected in the careers of their former students, such as professionals, academics, and researchers who have distinguish in diverse areas of Psychology, for which they have received various awards for their work presented at national and international academic events.

Her performance as an academic has also been recognized outside of Mexico, so Lucio has been invited as a visiting professor-researcher at various higher education institutions, such as the University of Kent in Ohio, United States, during 2000; at the Universidad de la Frontera (University of the Frontera) in Temuco, Chile, in

2003 and 2008; and at the la Universidad Autónoma de Barcelona (Autonomous University of Barcelona), in Spain in 2005, where she has collaborated on projects as external researcher and advisor, giving courses and conferences on topics related to personality assessment, prevention of suicide, and adolescence (UNAM, 2019).

She is currently Associated Professor, C level, of the División de Estudios de Posgrado e Investigación (Division of Postgraduate Studies and Research) of the FP at UNAM, the highest degree in the category of "Full Time Career Professor." She has also been recognized for her academic work by the program that UNAM has established to support her academics, the Programa de Primas al Desempeño del Personal Académico de Tiempo Completo (Full-Time Academic Staff Performance Program) (PRIDE), which granted her the highest level that can be awarded since 1996. Its high level of productivity and the quality of its research work have earned it level III in the Sistema Nacional de Investigadores (National System of Researchers) (SNI), of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACYT) of Mexico, since 2005 (Palafox, 2017; Ruiz, 2017; UNAM, 2019). In research's activities, she has also distinguished by her ability to coordinate groups of researchers. For example, she has developed 17 projects financed by the Programa de Apoyo a Proyectos de Investigación e Innovación Tecnológica (Program of Support for Research Projects and Technological Innovation) (PAPIIT) at UNAM and other dependencies of UNAM or CONACYT, in which she has incorporated undergraduate, master's, and doctoral students. Her academic work has been recognized in other countries for which she has participated as invited researcher in projects running, mainly, in Chile, Brazil, Spain, and the United States.

A large proportion of her research is related to risk factors and psychopathology in childhood and adolescence, which represents relevant contributions to the field of evaluation, intervention, and prevention of severe health problems mostly in Mexico; among these, stands up her research project "Design of prevention and intervention strategies for emotional problems in adolescents

based on risk factors.” She has also participated in international investigation, such as the Latin American Intelligence Study (SLATINT: Flores-Mendoza et al., 2018). Because of her sustained interest in the study of mental health, she has developed research that contributes to the prevention of suicide in adolescents based on the early identification of suicide risk, in order to carry out early intervention. For her contributions to this relevant field, she was invited to collaborate in the book *Prevention of Suicidal Behavior* published by the Organización Panamericana de la Salud (Pan American Health Organization) (OPS) in 2016, one of her selected publications.

Her research productivity is reflected in her numerous publications. Professor Lucio is author of 91 articles, 22 book’s chapters, and 10 books, one of which already has 4 editions. It should be noted that all texts have been refereed and published, both nationally and internationally, addressing topics such as personality assessment, psychotherapy, childhood, and adolescence (WorkdCat*Identities, 2019).

Her work in the evaluation area contributed to her becoming the leader of the Minnesota Multiphasic Personality Inventory standardization project in Mexico, aimed to get an adult version (MMPI-2), as well as an adolescent version (MMPI-A) in collaboration with Dr. Butcher (born 1933), leader of project at the University of Minnesota at Minneapolis, USA. The work of adapting these instruments for the Mexican population and Spanish-speaking people in adults (Butcher et al., 2007) as well as in adolescents (Butcher et al., 1998) involved the coordination and liaison, for several years, of a large group of team collaborators in Mexico and the United States.

Something that has distinguished Lucio is her contributions in the field of psychometry with the construction and validation of some psychological tests. Among the psychological evaluation instruments of which she is the main author are the Life Events Questionnaire, published in its first edition in 2003; the Self-Descriptive Inventory of Adolescents, published in 2009; as well as the Children’s Evaluation Battery in 2019, published by Manual Moderno (Modern Manual).

She also coordinated the revision and standardization of the MMPI-2 R (Butcher et al., 2015) and the MMPI-2 RF (Ben-Porath & Tellegen, 2015), both published in Mexico in 2015 and new versions of the previously standardized version, which are widely used in different areas of applied psychology.

A significant number of the instruments that have been developed or adapted by Lucio are used in various institutions in Mexico, Latin America, and Spain. Furthermore, these instruments have been used by undergraduate and graduate students to carry out their theses. Some of her books have had a prominent place in the training of psychologists in Mexico and other countries. It should be emphasized that Lucio is one of the Mexican psychologists who has collaborated as a co-author on books published abroad, in particular by the American Psychological Association (APA), for example, *Assessing Suicidality with Hispanic Adolescents*, published in 2013, which reflects other themes in which Lucio has investigated for years. Beyond the use of her books as texts in professional training, the impact of her academic productivity translates into multiple citations of her works, especially regarding articles, as well as in undergraduate and postgraduate theses.

On the other hand, she has participated in several collegiate groups at the university. From 1994 to 1998, she was member of the Technical Committee of Scholarships of DGAPA, by assignment of the rector of UNAM; as technical advisor to the FP in three periods (1993–2000; 2007–2013; and 2019–2023); and also as member of the respective Ethics’ Committee (2015–2019). She has been representative at the Academic Council of the Social Sciences Area, as well as member of opinion committees in different dependencies of the UNAM, for example, FP and Facultad de Estudios Superiores Zaragoza (Faculty of Higher Studies Zaragoza (FES-Z)). She is currently representative of the FP at the Graduate Council of UNAM. She has also held academic-administrative positions, such as coordinator of the Clinical Psychology Area of the División de Estudios Profesionales (Division of Professional Studies) of the FP (1992–1995). Since 2003,

Lucio coordinates the Residency in Child Psychotherapy at the Master Program in Psychology at UNAM. On behalf of the FP, she has been consultant to various institutions, such as the Secretaría de Relaciones Exteriores (Secretary of Foreign Affairs) and the Consejo de la Judicatura Federal (Federal Judicial Council), contributing to the generation of extraordinary resources for the institution, as responsible for a large-scale evaluation project, with the collaboration of several psychologists. Recently, as dean of the Council of the Faculty of Psychology, she was appointed Interim Director of the Faculty of Psychology. She has also served as a jury for several competitions and committees, she has also been part of editorial committees in several journals, and, also, she has collaborated in the organization of national and international academic meetings.

She is an active member of different national academic societies such as the Colegio Nacional de Psicólogos (National College of Psychologists), the Sociedad Mexicana de Psicología (Mexican Society of Psychology), the Sociedad Mexicana de Psicología Clínica (Mexican Society of Clinical Psychology), as well as the Asociación Mexicana de Suicidología (Mexican Association of Suicidology), of which she is founder and has been president, and international, such as the Sociedad Interamericana de Psicología (Inter-American Psychological Society), the Ibero-American Association for Psychological Evaluation (Sociedad Iberoamericana de Diagnóstico y Evaluación Psicológica), the Stress and Anxiety Research Society, and the International Association of Applied Psychology (IAAP).

In the field of culture dissemination, Lucio has taught over 170 refresher courses to date as an invited workshop leader at Congresses and as a tenured professor in the División de Educación Continua (Continuing Education Division) of the FP and in other institutions of higher education. Likewise, she has presented more than 200 presentations and keynote speeches at national and international congresses. In recent years, the doctor has frequently participated in interviews and press conferences in front of the various national media, collaborating with the Dirección General de Comunicación Social (General Directorate for

Social Communication) of UNAM to disseminate the contributions of the FP in solving national problems of social interest.

Her performance as an academic has contributed to her being awarded various awards and recognitions, such as the lifetime achievement award from the Sociedad Mexicana de Psicología (Mexican Psychological Society), in 201, the “Sor Juana Inés de la Cruz 2012” award given by UNAM (2019), the Premio Nacional (National Award) of the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) given in 2016 (UNAM, 2019), and the STAR Lifetime Career Award in 2017, granted by the Society for Stress and Anxiety (Buchwald et al., 2019; Palafox, 2017; Ruiz, 2017).

In sum, the career of Dr. Ma Emilia Lucio y Gómez-Maqueo, as an academic and professional, places her as one of the outstanding and recognized Mexican psychologists, for her contributions in relevant topics of mental health, from the field of research, science, and teaching, a fundamental amalgam that contributes from science to human well-being.

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M

Macotela Flores, Gloria Silvia

Born *Mexico City, 9 July 1947*

Died *Mexico City, 17 December 2006*

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Keywords

Mexico · Educational psychology · Special education

Dr. Macotela, following the tradition of her parents, manifested her commitment and identity with the Universidad Nacional Autónoma de México, UNAM (National Autonomous University of Mexico) throughout her academic career. In 1967 she began her university studies at the then College of Psychology; in 1976 she completed her master's degree in experimental analysis of behavior at the Faculty of Psychology and, in 1992, her doctorate in general experimental psychology.

She argued that Mexico required profound changes that could only be achieved through improved education. In all the projects she led, her concern to establish a clear link between psychology research and the solution of educational problems is clear. In all of her projects, a constant search for alternatives based on shared responsibility

among parents, students, researchers, and professionals in training is present.

Her contributions to psychology were in special education based on the experimental analysis of behavior and different models of educational evaluation, specifically in the proposal of models of specialized training in psychology; diagnosis and treatment of learning problems; poor performance and intellectual disability; educational integration; the creation of psychoeducational assessment tools; and self-regulated learning applied to written expression.

In 1977, in collaboration with Dr. Ely Rayek and a group of parents, she founded the Centro de Estudios en Psicología Humana (Center for the Study of Human Psychology), the first community service center of the Faculty of Psychology, UNAM, dedicated to the care of children with intellectual disabilities; in 1999 she led the work for the creation of the Residency Program in School Psychology for the master's degree in the Faculty of Psychology, UNAM, pioneer in the Faculty in teaching oriented to the development of competencies; in 2000 she collaborated with Dr. Rosa del Carmen Flores, in the creation of the Program "Achieving Success in High School" ("Alcanzando el Éxito en Secundaria"), dedicated to addressing learning difficulties in secondary school through innovative educational proposals, the development of technological tools for learning and proposal to improve in professional training.

Dr. Macotela developed a model for psychologists' in-service training to participate in pre-school facilities and primary and secondary schools, through which she articulated: the training of professionals in real situations with expert supervision, the generation of applied research and technology, and qualified professional service to students, parents, and teachers. She emphasized that psychologists in training should have authentic professional experiences, learning to collaborate with peers and related professionals, instilling in them the motivation for lifelong learning and respect for professional ethics (Jiménez & Macotela, 1983; Macotela, 2007). Several universities that invited her to take part as a guest professor, lecturer, advisor, and program evaluator adopted her ideas.

Her conception of educational assessment went beyond the idea, in force in the last century, to evaluate only to diagnose a problem and put the emphasis on the individuality of each student. She conceived psychoeducational assessment as a dynamic process of obtaining information to make judgments and support decisions about the creation of situations to strengthen, resolve, or improve the conditions that ensure effective learning for a student. For her, the great challenges of evaluation were (and continued to be) developing forms of evaluation sensitive to the needs and characteristics of each particular student; to recognize the psychological impact of evaluation on the student; to promote shared responsibility and the habit of self-evaluation; to establish it as a mechanism of accountability to society, and, above all, to articulate its results with the students' learning process (Macotela, 2004). Based on these purposes of the psychoeducational evaluation, Dr. Macotela directed the design, development, and evaluation of two instruments that continue to be of benefit in psychoeducational intervention and assessment. Both assume a prescriptive diagnostic character because while identifying skills, objectives for instruction are established. The instruments are the Academic Execution Inventory for the identification of difficulties in reading-writing and elementary mathematics and the Inventory of Basic Skills for children with intellectual disabilities. Both provide information with

which teachers can establish preventive, remedial, or learning promotion actions and have been used in various researches (García-Cabrero et al., 1992; Guevara & Macotela, 2005) that Dr. Macotela has led or collaborated on. Likewise, she also dabbled in the proposals for authentic evaluation, specifically in the use of evidence portfolios for the development of writing.

To favor educational integration, she argued that classroom resources and student-centered attention, rather than labeling, are critical given that to integrate a student means to coordinate the efforts of the school, parents, and teachers, seeking to achieve common goals with shared teaching proposals in educational spaces (Macotela, 1999). Learning disability is an example in which she notes that integration represents a huge challenge that, despite of the debate among specialists, consensus has not been reached and there are no suitable means to identify them and generate required support. She raises the need for the difficulties faced by these students to be conceptualized in terms of their ability to respond to instruction as expected. Supporting students requires a comprehensive evaluation of classroom and student resources, as well as adjusting supports based on strengths and weaknesses. That is, understand how the student learns as a basis to determine how to teach them (Macotela, 2006). An example of these intervention alternatives is her work in relation to reading and writing, which integrates strategic teaching, the development of self-regulated learning, training, and collaboration with teachers (Cortés et al., 2001; Guevara & Macotela, 2005; Macotela et al., 2002; Vega & Macotela, 2007).

She was a guarantor of the alternatives that psychology can offer for the improvement of education and for this reason received various recognitions: the National Prize for Teaching in Psychology granted by the Consejo Nacional para la Enseñanza e Investigación en Psicología, CNEIP (National Council for Teaching and Research in Psychology in Mexico) in 2006; the Rafael Santamarina Solá Special Chair granted by UNAM in 1991; and her membership to the National System of Researchers of the National Council for Science and Technology from 2001 to 2006.

To continue her legacy, in Mexico the Fundación Doctora Silvia Macotela (Dr. Silvia Macotela Foundation) was created in agreement with UNAM in 2008.

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Mahoney, Abigail Alvarenga

Born *São Paulo, Brazil, 02 April 1929*

Died *São Paulo, Brazil, 25 May 2016*

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Keywords

Brazil · Educational · Psychology ·
Affectivity · Interpersonal relationships

Abigail Alvarenga concluded her major in Pedagogy in 1951, at the Universidade de São Paulo – USP (University of São Paulo). At a time when women were not encouraged to pursue advanced education, she was one of the Brazilian women avant-garde by attending the Master’s in Education Program at Indiana University, IU

Bloomington, EUA, in 1963–1964. Advised by Harold G. Shane (1914–1993), she developed the research entitled *Conditions to facilitate interpersonal relationships*, which focused her mostly challenging theme: interpersonal relationships.

She attended the post-graduate program of Psicologia da Educação (Doctoral Program in Educational Psychology) at the Pontifícia Universidade Católica de São Paulo – PUCSP (Pontifical Catholic University of São Paulo), 1973–1976. As Joel Martins (1920–1993) advises, she developed the research *Formal Logical Analysis of Carl Rogers’ Learning Theory*, based on the researcher who had great influence both in her personal and professional life.

Abigail was entwined with education since her concluding a Foundation Degree in Primary Teaching and Learning. Upon earning a degree in Pedagogy (1951), she became a Secondary School teacher in the Public Education System of the state of São Paulo, teaching at Primary Teaching and Learning Foundation Programs throughout the state. According to the Secondary School Organic Bill (n° 4.244, 09 Apr. 1942) private schools were only allowed to offer Primary Teaching and Learning Foundation Programs if there was one teacher nominated by the government to teach one or two subjects, and to act as course supervisor. Abigail Mahoney was, then, appointed to work in several country side cities.

After some years, she was encouraged by Prof. Joel Martins to apply for a 6-month scholarship to intern at universities in the USA. There she attended her master’s degree at Indiana University in 1963–1964. She lived in the United States until the end of the 1960s, when she returned to Brazil with the title of Master, a husband, and two children.

It was in 1970 that she was invited by Joel Martins to work at PUC-SP in the recently created post-graduate program of Educational Psychology (1969) and started her activities at the institution. There, she took teaching and administrative duties as a professor, advisor, coordinator, researcher, and editor of *Revista Psicologia da Educação* (Educational Psychology Journal), where she remained as Full Professor until 2006, when she retired.

Retirement, however, did not lead to her leaving the academic activities since she continued participating in examination boards at PUC-SP and other universities, and in presentations in scientific events. Between 2006 and 2010, she was president-director of Fundação Aniela e Tadeusz Ginsberg, named in honor to the couple Aniela Ginsberg and Tadeusz Ginsberg (1902–1986) to encourage studies and research in Psychology along undergraduate students at PUC-SP.

While working at the Educational Psychology Program, she held lectures in several courses, and did research that resulted in master's and doctoral students mentoring, having supervised 55 studies.

Her skillfulness as a professor, researcher, and adviser shows on the different topics she covered, part of which focused on the conditions of the Brazilian educational background. Another part of her work, however, presents theoretical and conceptual reflections over different theories in Psychology. She was a scholar and communicator of constitutive concepts and principals of David Ausubel's (2018–2008), Carl Rogers's (1902–1987), and Henri Wallon's (1879–1962) proposals, having introduced these authors' theories through the courses she offered, and the study groups she coordinated in post-graduation.

Coordinating and being a member of study groups was a facet of Abigail Alvarenga Mahoney, whose work always excelled in the study of the theories on which her research was based, aiming at correctness, clarity, and concept delimitation for scientific knowledge.

One of the first study groups she gathered started in the 1970s, within the Educational Psychology post-graduation program of PUC-SP. At that moment, post-graduation in Brazil was particularly marked by their courses, not by their study groups, nor by developed lines of research. That is one more example of Abigail Alvarenga Mahoney's innovative work, by creating the Carl Rogers Study Group, with both professors and master's students. She was one of the main disseminators of Rogers' theories in Brazil, which had significant impact on the national scientific production in Psychology.

In the 1990s, when the studies on Wallonian psychogenetics were coming to PUC-SP by her

initiative, Abigail decided to dwell on Henri Wallon's theory, creating a new study group. So, in 1994, she started coordinating the Wallon Group, also counting on the participation of professors and students, both from Educational Psychology Program and from other institutions. She would often refer to Wallon Group as "a place to share knowing and not knowing; I do not know everything, and I want to learn along with you" (Almeida, 2001, p. 139).

Those words clearly reveal Abigail Alvarenga Mahoney's attitude and respect toward the theoretical approaches she embraced, her students, fellow professors, and researchers. Being and living the academic activities through that perspective, both as a professor and a researcher, she allowed her students and advises not only cognitive learning, but also values and a way to act professionally.

She passed on in Perdizes, São Paulo, in her residence near PUC-SP, to which she dedicated most of her professional life with vigor and compromise.

Cross-References

- ▶ [Ginsberg, Aniela Meyer](#)
- ▶ [Martins, Joel](#)

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Maldavsky, David

Born *in Buenos Aires on February 2, 1941*

Died *in Buenos Aires on May 29, 2019*.

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Keywords

Argentina · Psychoanalysis · Undergraduate and graduate Psychology programs

His family was composed by his father, Samuel Maldavsky, his mother, Adela Linschisky, and her

minor sister, Susana Mabel. In 1965 he married Clara Roitman, a psychologist, with whom he had two daughters, Miriam and Noemí, who gave him four grandchildren.

He completed his elementary studies at a state school in the Villa del Parque neighborhood. The high school cycle began at the Hipólito Vieytes School of Commerce and ended at the Bartolomé Mitre National School, all of them in Buenos Aires city.

His early influences were linked to the Russian and Romanian origins of his grandparents: the maternal, a spiritual man, knowledgeable about Kabbalah and Hasidism and the paternal grandfather, a man integrated into the urban culture of Buenos Aires, whom he did not know, but from whom he inherited his name.

Music lover, he studied piano for years. He began working as a librarian in the Department of Cadets of the Sociedad Hebraica Argentina (Argentine Hebraic Society) at the age of 18, where he was part of the group “Library rats.”

Initially turned to letters, he graduated in 1973 at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) of the Universidad de Buenos Aires (University of Buenos Aires, UBA). Later, in 1977, he obtained his PhD in Philosophy and Humanities at the same University. His first publications dealt with the narrative of prestigious Argentine writers, such as Roberto Arlt (1900–1942) and Adolfo Bioy Casares (1914–1999), and a *Teoría Literaria General* (General Literary Theory) (Maldavsky, 1974).

Attending the seminars of Dr. Ángel Garma (1904–1993) at the UBA Facultad de Medicina (Faculty of Medicine) marked his first encounters with psychoanalysis and a change of course in his interests. In parallel to the preparation of his doctoral *dissertation*, he began in solitude, with the reading of Freudian texts. Already in contact with his teacher David Liberman (1920–1983), he began a fruitful collaborative trajectory that culminated in the publication of the co-authored book, *Psicoanálisis y Semiótica* (Psychoanalysis and Semiotics) (Liberman & Maldavsky, 1975).

He maintained personal contact with Argentine psychoanalysts such as David Liberman

(1920–1983), José Bleger (1922–1972), Herbert Rosenfeld (1910–1986), Isidoro Berenstein (1932–2011), Ángel Garma (1904–1993), Arnaldo Rascovsky (1907–1995), Ricardo Etchegoyen (1919–2016), and Fideas Cesio (1922–2012). He studied the work of León Grinberg (1921–2007), Enrique Pichon Riviere (1907–1977), and Marie Langer (1910–1987), as well as the work by Alfred Bion (1897–1979), Jacques Lacan (1901–1981), Melanie Klein (1905–1960), René Spitz (1887–1974), Donald Winnicott (1896–1971), Didier Anzieu (1923–1999), René Kaës (1936–), Francis Tustin (1913–1994), Pierre Martí (1918–1993), Helene Deutsch (1884–1982), Piera Aulagnier (1923–1990), among others.

His book, *Teoría de las representaciones* (Theory of representations) (Maldavsky, 1976), marked the beginning of the stage dedicated to psychoanalysis, in which it is possible to differentiate three periods.

The first is dedicated to *metapsychology*, in which he developed and refined fundamental concepts linked to the constitution of the mental apparatus and neuroses. An illustration of this period can be found in his chapter “Transformaciones representacionales constituyentes del aparato psíquico en la adolescencia,” which was part of Susana Quiroga’s book, *Adolescencia: de la metapsicología a la clínica* (Adolescence: from metapsychology to clinic), published by Amorrortu. For his part, in his book *Estructuras Narcisistas* (Narcissistic Structures) (Maldavsky, 1986), he developed a theory capable of encompassing and conceptualizing narcissistic, psychotic, and non-psychotic cases. He also understood the developments related to the theory and clinic of relationship structures, just as he understood the groups, family and couple.

The second phase was focused on what he called *patologías del desvalimiento* (pathologies of helplessness). For this he founded core concepts such as *intrasomatic libido* and *affection dismissal*, with which he specified the theoretical bases to account for toxic and traumatic affections. To this stage correspond fundamental books such as *Teoría y clínica de los procesos tóxicos* (Theory and Clinic of Toxic Processes) (Maldavsky, 1992), *Casos atípicos* (Atypical

Cases) (Maldavsky, 1998), and *Linajes abúlicos* (Abulic Lineages) (Maldavsky, 1995). Likewise, books based on social phenomena rather than clinical cases such as *Judeidad. Modalidades subjetivas* (Jewishness. Subjective modalities) published by Nueva Visión Publishing House in 1993.

The last period was focused on the development of a systematic instrument for the research of language in psychology and psychoanalysis, the *David Liberman algorithm* (ADL). This method, of fundamental origin in Freudian theory, studies discursive manifestations from the analysis of desires and normal and pathological defenses, including their state. One of the first works devoted to this topic was *La investigación psicoanalítica del lenguaje* (Psychoanalytic language research) (Maldavsky, 2003).

His contributions extended to Argentina, Brazil, Uruguay, Chile, Spain, England, and France. For 20 years he was a tenured professor at the Universidad del Salvador (University of Salvador). In 1994 he was appointed dean of the Facultad de Humanidades y Ciencias Sociales (Faculty of Humanities and Social Sciences) at the Universidad Hebrea Argentina Bar Ilan (Argentine Hebrew University Bar Ilan), within which he created as a postgraduate degree in the area of psychology the Maestría en Problemas y Patologías del Desvalimiento (Master Program in Problems and Pathologies of Helplessness), until the closure of the university in 1999.

Since 1999 and until his death, he directed the Instituto de Altos Estudios en Psicología y Ciencias Sociales (IAEPCIS) (Institute of Higher Studies in Psychology and Social Sciences) at the Universidad de Ciencias Empresariales y Sociales, UCES (University of Business and Social Sciences), within which areas for research were developed, as well as publications that included two peer-reviewed journals and an also academic sector that included the Doctoral Program in Psychology, a Master Program in Pathologies of Helplessness, a Diploma in Gender Studies, and other graduate specialization programs.

He taught seminars, courses, and conferences in the main psychoanalytic and university

institutions of the country and abroad, in Brazil (Catholic University of Porto Alegre), Spain (University of Salamanca, Complutense University of Madrid), France (University of Paris VII, Faculty of Bordeaux Medicine, University of Lyon, University of Caen), Israel (Hebrew University of Jerusalem), and Great Britain (London School of Economics, Anna Freud Center).

Throughout his career he received awards such as the Consulting Grant by International Psychoanalytical Association (IPA) for the research “Discourse analysis and psychic currents” in 2010. In 1909, both the Research Grant by IPA for the research “Discourse analysis and psychic currents” and the Research Grant by the Royal Society, UK (International Joint Projects 2009/R1) for the study of “Natural language processing (NLP) tools applied to the discourse analysis in psychoanalysis.”

Subsidies were also awarded. In 2010, from the Foncyt, a program at the Agencia Nacional de Promoción Científica y Tecnológica (National Agency for Scientific and Technological Promotion) within the Ministerio de Ciencia, Tecnología e Innovación Productiva (Ministry of Science, Technology and Productive Innovation) for the scientific meeting on “Natural language processing tools (NLP) applied to discourse analysis in Psychology. In 2008 for carrying out the project: “The gap between SMEs and auxiliary organizations. An approach from the problem of small entrepreneurs and intersectoral communications.”

Based on his deep knowledge of Freudian work, Maldavsky underlined certain concepts and went further, constructing theory from questions that Freud left open. The creativity and originality of his postulates, by deepening issues such as *original consciousness*, are a contribution to the clinic in pathologies that exceed the field of Neurosis and Psychosis, giving rise to psychosomatic conditions, addictions, traumatic neuroses and collective, disability, family violence including them in pathologies linked to the ego’s helplessness in the face of the drive.

From the epistemological point of view, Maldavsky argued that Psychoanalysis is a science and that studying subjectivity must be compatible with maintaining a strong methodological

rigor (Maldavsky, 2000). This led him to deploy a scientific project in an academic environment, considering that the university institution with its demand and rigor was the most appropriate context to develop a project of these characteristics. In this framework, he developed the ADL research method that has been used in multiple and varied investigations, both in Argentina and in other countries, and presented at national and international conferences and specialized congresses.

David Maldavsky’s outstanding trajectory deserved wide recognition and tributes after his death. Among others, to have given his name to the Instituto de Altos Estudios en Psicología y Ciencias Sociales of the Universidad de Ciencias Empresariales y Sociales IAPCIS “David Maldavsky” (Institute of Higher Studies in Psychology and Social Sciences of the Universidad de Ciencias Empresariales y Sociales IAPCIS “David Maldavsky”). Also the tribute by Aparain and Wainer at the 2nd International Meeting on “Serious Psychopathologies” held in Cuernavaca in 2019. Or the tribute in 2020 at the Argentine Psychoanalytic Association by Bodni, Manson, Marucco, and Quiroga, entitled “A la hora de evocar a David. Homage to Dr. David Maldavsky.” Beside those recognitions, a lot of tributes were published in well-known journals (Alvarez et al., 2019; Burstein et al., 2019; Título, 2020, among others).

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- ▶ [Bleger, José](#)
- ▶ [Garma, Angel](#)
- ▶ [Langer, Marie \(Glas Hauser, Marie Lizbeth\)](#)
- ▶ [Lieberman, David](#)
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Malgrat García, Carlos Manuel

Born in the city of Havana, Cuba, on March 9, 1918

Died in Panama City, Republic of Panama, on July 11, 2016

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Keywords

Panamá · Cuba · Clinical psychology ·
Forensic psychology · Applied hypnosis

Malgrat Garcia studied homeopathic and cybernetic medicine (1952) and a degree in psychology (1953), both at the National Technological University, Havana, Cuba.

Migrated to Panama in 1954, where he was nationalized and obtained professional suitability number 140, through the *Technical Council of Psychology of Panama*.

His professional career began as a physician at the Institute of Mental Hygiene and Neuropsychiatry of the Municipality and at the National Hospital of Dementia both in Havana, Cuba.

In Panama, he worked in the Department of Correction of the Ministry of Government and Justice as director of the vocational school Justo Arosemena, of the Directorate of Social Welfare (1954–1957), was head of the Department of Psychopedagogy, and director of Integral Planning of Education in the Ministry of Education (1957–1969). Worked also as a forensic psychologist *Ad-Honorem* in the Forensic

Medicine of the Province of Panama, (1969–1989) and the general director of the Psychopedagogical Institute (1974–1984);

He was founder and first director of the Department of Psychology at Santa María La Antigua University (1965–1969) and was full professor in the degree of psychology at the University of Panama (1957–1999). He also was the first director of Research and Psychological Orientation at the University of Panama (1972–1983) and member of the National Education Commission (1980–1984). He organized the XIII International Congress of the Interamerican Society of Psychology that was in Panama City (1971). He was the founder and president of the Istmeña Society of Psychology in 1956, of the Psychopedagogical Institute in 1974, of the Panamanian Association of Psychology in 1975, of the Institute of Superior Nervous Activity in 1982, and was a regional representative of Mexico, Central America, and the Caribbean of the Interamerican Society of Psychology between 1955 and 1980.

It belonged to international scientific entities such as the International College of Psychosomatic Medicine, International Association of French Cybernetics (Association Internationale de Cybernétique Française), International Association of Applied Psychology, Caribbean Medical Association (AMECA), and Interamerican Psychological Association too. In addition, he was an honorary member of the Panamanian Academy of Psychology and the Panamanian Association of Therapeutic Hypnosis, at the same time he was a member of the International Association of Applied Psychology, he stood out as Commissioner of Scientific Research of the Coalition for “Drug-free Panama” and of the editorial committee of the Latin American Journal of Psychology.

He was appointed father of Panamanian psychology in 2018, for his extensive work in the systematization of the bases of the training of psychologists. He participated in the creation of the ladder and professional suitability of the Panamanian psychologist.

In 1954, he pioneered the application of psychological tests for psychodiagnostics in Panama with instruments such as the Rorschach and Brainard Occupational Preference Inventory

(BOPI) of Brainard, PP, & Brainard, RT (1956) at the Justo Arosemena Vocational School, as well as used the PMK Myokinetic Psychodiagnostic test, by Emilio Mira y López in cases of forensic psychology since 1969. He also pioneered in professional guidance and the clinical application of hypnosis in Panamá.

Malgrat Garcia presented his conferences at national and international conferences with his theoretical, clinical, and forensic contributions.

He received several awards among which the recognition for his contributions in psychology in 1975 by the Salvadoran Society of Psychology, diploma of merit for 25 years of contribution to the development and strengthening of psychology in 1982 by the University of Panama, the recognition “Panama If You Have Values” in 1982 by the Ministry of Education and Presidency of Panama, and for its valuable contribution to the development and projection of therapeutic hypnosis in Latin America, in 2003, of the Caribbean and Panamanian Associations of Therapeutic Hypnosis.

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► [Mira y López, Emilio](#)

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Manço, Luiz Celso

Born *in Ribeirão Preto (Brazil) on December 23, 1943*

Died *in Santos (Brazil) on June 20, 2020*

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Keywords

Brazil · Armed struggle · Founder of Graduate course

Luiz Celso Manço was a psychologist who graduated from the University of São Paulo (USP) in Ribeirão Preto in 1970. His communist activism, before entering the psychology course, continued during his training, and until the end of his life. The context of the business-military dictatorship in Brazil (1964–1985) had consequences that haunted him throughout his personal and professional trajectory.

He belonged to the cadres of the Brazilian Communist Party (PCB). His first arrest was in

1967 when he was vice president of the *União Estadual dos Estudantes* (State Student Union). He participated in the VI Congress of the PCB, in which the so-called Marighella's wing split the party unity and took the initial steps toward the armed struggle in 1967. He adopted the code name Sebastião and was the one who read Ribeirão Preto's position, taking a position in favor of entering the armed struggle in the respective congress (Manço, L. C., personal communication, November 12, 2019). The split took shape and the *Ação Libertadora Nacional* (National Liberating Action) (ALN) was founded. Already integrated into the ALN, he was invited by the Brazilian revolutionary Carlos Marighella (1911–1969) to train guerrillas in two countries that had recently become independent, Cuba with the main objective of ideological improvement, and Algeria, for tactical and armed strategy actions (Manço, 2013; Manço, L. C., personal communication, November 12, 2019). He declined the invitation and took over the task in the *urban front* of the guerrilla group, remaining “legal on the student fronts, showing the face as far as he could and doing clandestine activities” (Manço, 2013).

He maintained close contacts with another Brazilian revolutionary, Joaquim Câmara Ferreira (1913–1970), the planner and responsible for the kidnapping of the US ambassador Charles Elbrick (1908–1983) in 1969. Marighella and Câmara Ferreira, the group's main leaders, were eliminated by Brazilian state terrorism in 1969 and 1970, respectively. Meanwhile, Luiz Celso Manço remained in Brazil, inserted between legality and clandestinity, while finishing his psychology course. So well done was the disguise in hiding that when the Military Justice requested information, the director of the Faculty signed a document saying: “We declare, upon request, that no occurrence is registered, [...] except for those relating to your performance as a student during the period from 1965 to the present date, as a student in the Psychology course of this Faculty” (Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, 1970). He was arrested again in 1969, with charges based on the *Lei de Segurança Nacional* (National Security Act), accused of

terrorism. The procedural indictment, which culminated in the *ALN case of 43*, in the *Supremo Tribunal Militar* (Supreme Military Court) (STM), collectivized the organization's responsibility, stating that its members: "resolved to join the organization led by Mariguella, which in late 1967 broke with the PCB, constituting a dissident wing, starting to use violent methods, to achieve Marxist ideals in Latin America [...] the denounced had been, since 1966, acting in the city of Ribeirão Preto" (sic), and characterized it as a "terrorist organization whose purpose was the takeover of power, through armed struggle, and the consequent change in the current political regime" (Military Justice, 1971). The book seized by the French psychologist Georges Politzer (1903–1942) was included in the evidence. He was tortured in a typical Brazilian type of torture called *pau-de-arara* (parrot's perch) by members of the *Esquadrão da Morte* (Death Squad). He did not report anyone. He remained in the central jail of Ribeirão Preto. He was released. He graduated from psychology, while his case remained pending judgment. After the arrest, part of the ALN of Ribeirão Preto was reincorporated to the party cadres of the PCB. He moved from Ribeirão Preto to the city of Santos where he worked at *Companhia Siderúrgica Paulista* (Steel Company from São Paulo) (COSIPA) as an industrial psychologist, while USP had not issued his diploma because of his criminal record. In 1971, he was denounced for his past activities by his chief psychologist. He was called into the office of the head of Human Resources, where he said: "You are fired [...] for reasons of "national security"" (Manço, 2019, p. 87). In 1971, he began teaching psychology-related subjects in various courses. He was called to organize the creation of the first psychology course in the region, inaugurated in 1972. But "as a psychologist, I could only start working at that time, because there was no certificate of good conduct" (Manço, 2013). In 1972, he was tried at the Supreme Military Court in Brasília and was cleared of the charges, which did not mean that he was not continued to be monitored by the repression. The files of the *Serviço Nacional de Informações* (National Information Service) (SNI) show that his information

and political activities were collected by agents of repression for decades, even after the end of the military dictatorship. In 1972, he was one of the founders of the psychology course at the *Universidade Católica de Santos* (Catholic University of Santos) (UniSantos), the first psychology course in the city, and was Coordinator of the University's Department of Psychology. He was also one of the founders of the *Sociedade de Psicologia da Baixada Santista* (Psychology Society of Baixada Santista) (SPBS) in 1977, in which he was one of those responsible for drawing up, in the previous year, for its provisional statute, which was "similar to that of the Psychology Society of Ribeirão Preto" (Manço, 2013), where he came from. It was the first psychology entity in the region, and he chaired its first board of directors. Later, it was transformed into the *Associação dos Psicólogos de Santos* (Santos Psychologists Association). Again, the figure of the whistleblower within psychology was present. The founding minutes were in the files of the *Departamento de Ordem Política e Social* (Department of Political and Social Order) (DOPS), along with the details of his criminal record. DOPS files link it directly to "Maringhela's Wing" (sic) and state: "The formation of the Psychology Society of Baixada Santista is being considered. The preparatory work is under the responsibility of the Organizing Committee made up of Luiz Celso Manço" (Departamento de Ordem Política e Social – Santos, 1977). For years, he continued to receive frequent visits from the police to his home in Santos as a form of intimidation. In another job, he worked as an industrial psychologist at Petrobras.

The documents of the *Divisão de Segurança Interna* (Internal Security Division) (DIVIN) of the state-owned company, in their confidential process, stated: "It is not advisable for the person named to remain as an employee of PETROBRAS [Brazilian Oil S.A.]. [...] he was linked to the group of [Carlos] Mariguella" (sic) (Petrobrás – Divisão de Segurança Interna, 1978). The psychologist was accused of using psychological tests "choosing some subjects to be part of his [criminal, terrorist] scheme" (Security and

Information Advisory, 1978). He was fired. He was a counselor in two terms of the Regional Council of Psychology (Conselho Regional de Psicologia) (CRP) and was the first one between 1980 and 1982. From 1982 to 1985, he was a member of the *Conselho Federal de Psicologia* (Federal Council of Psychology) (CFP). Still, he “militated in the anti-asylum movement that resulted in the intervention of Hospital Anchieta, in 1989, in Santos” (Conselho Regional de Psicologia de São Paulo, 2020, para. 5).

With the spread of Brazilian State terrorism after its dictatorial form, perpetuating itself in the democratic form, with the maintenance of investigative bodies, he continued to be investigated by repressive state apparatuses during democracy and after the 1988 Brazilian Constitution, appearing as security data until the decade of 1990. In 1987, the SNI reported that he was involved in organizing the Soviet delegation that visited the Santos and commemorated 70 years of the Russian Revolution (Serviço Nacional de Informações) (National Information Service, 1987). In 1988, the visit of Nicolai Boroda was registered, Soviet consul, “in the newspaper A TRIBUNA [The Tribune], together with LUIZ CELSO MANÇO” (Serviço Nacional de Informações, 1988) in Santos. In the same year, his activities were reported at the *União Cultural Brasil – USSR* [Brazil – USSR Cultural Union] in Santos. In 1989, his political activity within the PCB election plate was reported. In 1993, he appeared in the repression archives with his participation in the PCB congress, where he became part of the party’s Central Committee (Secretaria de Inteligência da Aeronáutica, 1993). In 1996, he included his participation in the XI Congress of the PCB.

Luiz Celso Manço was a particular case in Brazilian psychology. He entered communist studies in psychology, went into an armed struggle during the dictatorship, and faced the consequences of his political position within a reactionary society and profession. Pursued, imprisoned, denounced by fellow psychologists, and tortured, he did not bend. He incorporated the principles of his intense militancy into his practical-professional activity in the postprison

period. Within the development of his activity as a psychologist, he aimed to develop what he called a “more popular Psychology,” “a Psychology that freed itself from elitization or a Psychology of the worker.” To this end, in his classes, he used theoretical references from Soviet psychology by authors such as Vigotski (1896–1934), Leontiev (1903–1979), Rubinstein (1889–1960), Boris Pariguin (1930–2012), and others such as Maurice de Montmollin (1926–2013), Basaglia (1924–1980), among others. When asked a few months before his death and with a respirator that blew air into his lungs if he regretted his political options, including armed struggle, he replied: “No! It was worth it” (Manço, L. C., personal communication, November 12, 2019). More than a theoretical legacy, he was a man of action. He died as communist in a counterrevolutionary time, as his party, which was affiliated for more than five decades, said at the time of his death: “whoever tells the story of Santos’s fighters had an obligation to talk about Luiz Celso Manço, or he will be lying!” (Partido Comunista Brasileiro, 2020, para. 5).

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Mange, Roberto

Born *in La Tour de Peilz, Cantão de Vaud, Switzerland, December, 31, 1885*

Died *in São Paulo, Brazil, May 31, 1955*

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Keywords

Brazil · Germany · Switzerland · Psychology of work · Psychotechnics · Tests

The formation of Robert Auguste Edmond Mange – Roberto Mange (Zanatta, 1991; Antunes,

2001; Zanetti & Vargas, 2007; Araújo, 2013) – implies coming and going between Brazil and Europe (Castro, 2014). He had a primary education from 1895 to 1898 in the Canton of Neuchâtel, then studied in Germany in 1900, learned Portuguese in Lisbon as a boy (his father was appointed commercial representative of a Swiss watch factory in Portugal in 1902), graduated in mechanical engineering at the Eidgenössische Technische Hochschule de Zürich (better known as Polytechnikum) in 1913 (*undergraduate degree*), worked as an engineer in the Swiss branch of a Belgian company and came to Brazil still in the year he graduated, returned to Switzerland in 1914 (to report to the Army because of World War I), and returned to São Paulo in 1915. He participated in studies on mental hygiene and hygiene applied to work (carried out in the Paulista Section of Mental Hygiene) with Lourenço Filho and traveled back to Europe in 1923 to update himself on psychotechnics. He then began the activities of the Professional School of Mechanics at the Liceu de Artes e Ofício de São Paulo (School of Arts and Crafts of São Paulo), in 1924. Mange returned to Germany in 1929 to study the methods of learning at work on the railroads and organized in 1930 the Professional Education and Selection body of the Sorocabana Railway. In 1939 (in the context of World War II), he received the title of Brazilian citizen. In 1947, he was appointed president of the Psychology Society of São Paulo and traveled again to Europe to study professional education.

In 1913, the same year he graduated in engineering, Mange, together with Félix Hegg, both colleagues and former students of the same course, joined the teaching workforce of the Escola Politécnica de São Paulo (Polytechnic School), an engineering school founded in 1893, at the invitation of Antônio Francisco de Paula Souza (1843–1917), then director and also a former student of the school in Zurich. From 1915, Mange intensified his activities at the Polytechnic School, and his work would gain notoriety with the organization of the mechanic's course at the School of Arts and Crafts of São Paulo, a basic training school for apprentice

workers, created in 1873. His activity was innovative, based on the principles of scientific administration, since Brazil was beginning to industrialize.

In fact, the economic growth of São Paulo itself, until today the most developed state in Brazil, has given rise to various opportunities for Mange. The Sorocabana Railroad, which was an important means of transportation for coffee production and was under the control of the São Paulo state government since 1919, identified the need to train qualified mechanics for its workshops, where the trains themselves were maintained. Thus, The Sorocabana Railroad, from 1924, started to send students annually to the Mechanical School, directed by Mange, attached to the School of Arts and Crafts.

Mange's performance at the head of the Mechanical School earned him an invitation to expand his activities, and he became responsible for the creation of the Professional Teaching and Selection Service of the Railroad Company (Estrada de Ferro de Sorocabana). Over time, this initiative has led to the growth of small technical schools on different railroads and, later, to a broader project to create "Centros Ferroviários de Ensino e Seleção Profissional" (Educational and Professional Selection Railroad Centers – CFESP), which basically began to function as technical schools maintained by railroad companies in the state of São Paulo, including private ones, with government subsidy (Salvadori, 2006).

Years later, in a broader context, Mange also became one of the main figures in the creation of other institutions linked to the development of human factors at work. In fact, in 1931, together with Lourenço Filho and others, he organized the Instituto de Organização Racional do Trabalho (Institute for Rational Work Organization – IDORT), initially conceived as a psychotechnical society (Vizeu, 2018). This institute represented a strong influence in the context of Brazilian industrial development (Antonacci, 2011) because at that time, main initiatives regarding professional qualification were sometimes developed in São Paulo (Castro

and Ghiringhelo, 2011), Brazil's main industrial center. But it is important to remember that sometimes these initiatives took place in Rio de Janeiro (Castro and Alcântara, 2011), then the capital of the Republic, through the Instituto de Seleção e Orientação Profissional (Institute of Selection and Professional Guidance – ISOP), an institute also focused on the development of applied work psychology.

In the late 1930s and early 1940s, together with industrialists such as Roberto Simonsen (1889–1948) and Euvaldo Lodi (1896–1956), Mange participated in the organization of the Serviço Nacional de Aprendizagem Industrial (National Industrial Learning Service – SENAI), becoming the first director of the regional department of São Paulo, a position he held until his death.

The important aspect to be considered is that Roberto Mange, a Swiss engineer and professor naturalized Brazilian, was one of the main promoters of applied psychology and psychotechnics in industrial work in Brazil. In addition, he is considered the precursor of the application of psychological tests for the selection of personnel in Brazil, because he used professional aptitude tests developed by Fritz Giese (1890–1935) – one of the pioneers of applied psychology in Germany – in 1925, when he made the selection of candidates for the Practical Mechanics Course of the School of Arts and Crafts (Antunes, 2001; Castro, 2014).

Cross-References

- ▶ Lourenço Filho, Manuel Bergstrom

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Mankeliūnas, Mateo V.

Born in *Jieznas (Lithuania), July 27, 1912*

Died in *Bogotá (Colombia), December 20, 1993*

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Keywords

Colombia · Lithuania · Psychology of religiosity · Motivation

Matas Vytautas Mankeliūnas Staniulionis was born in Lithuania in 1912, when it was under the rule of the Russian Empire. Lithuania was an agricultural country with strong cultural features, such as a dominant Catholicism, and was striving to maintain its national identity (Eidintas et al., 2013). Mankeliūnas was the eldest of four brothers. His father worked in a post office until the beginning of World War I (1914–1918), when the family migrated to a small town in Russia (Alejo, 1993). In 1915, the German army, Russia's enemy in the war, took Lithuania. This favored the emergence of an independence movement that was consolidated in 1918, when Lithuania regained its recognition as a European state. After this date, the Mankeliūnas Staniulionis family returned to Lithuania to live on a small farm, as 84% of the population then did (Eidintas et al., 2013). There, the father homeschooled his children until he died in an accident in 1924 (Alejo, 1993).

Those six postwar years represented remarkable progress for Lithuania in all areas, including education (Eidintas et al., 2013). In 1924, Mankeliūnas entered the newly founded Alytaus valstybinė gimnazija (Alytus State Gymnasium) to study from the second year of high school. At the gymnasium, he approached the Catholic chaplain, who influenced him to devote himself to religious life (Alejo, 1993). After completing his baccalaureate in 1932, he entered the Kauno kunigų seminarija (Kaunas Priest Seminary) in

the Diocese of Kaišiadorys. He enrolled to study Catholic theology at the Lietuvos universitetas (University of Lithuania) in the same city (today the Vytauto Didžiojo Universitetas (Vytautas Magnus University)). He received his priestly ordination in 1936 and remained at the seminary as a professor and a prefect (Kiškis, 1996).

In that same year, 1936, he met the priest and psychologist Jonas Steponavičius, who had studied with Wilhelm Wundt. This sparked his interest in psychology, and he began his study in 1937 at the Katholieke Universiteit Leuven (Catholic University of Leuven), Belgium. There, he studied with Albert Michotte, who had studied in Leipzig with Külpe and worked on the experimental phenomenology applied to the perception of causality (Leysen, 2015). He also studied human motivation with Joseph Nuttin (e.g., Nuttin, 1961). The most notable intellectual influence was that of Wundt, Brentano, and Ebbinghaus, with a strong emphasis on basic psychological processes (Alejo, 1993). While studying psychology, he graduated as a Doctor of Theology on October 29, 1938, amid a controversy over the originality of his work (Liuima, 1997). The next year, 1939, he graduated as a psychologist. Before returning to Lithuania in 1940, he followed a course at the Pontificia Università Gregoriana (Pontifical Gregorian University) in Rome, Italy, on university teaching and pedagogy.

World War II (1939–1945) started when Lithuania was amid a political tension. Initially, it was pressured by Germany to cede part of its territory and was finally occupied by the USSR in 1940 (Eidintas et al., 2013). Kaunas, the provisional capital of the independent Lithuania and one of the cities the Russians occupied first, was the place where Mankeliūnas lived in the priest seminary. At the same time, he worked as an associate professor at the University of Lithuania, where he taught psychology (Alejo, 1993).

Since the occupation and for one year, there was a violent process of Sovietization that included the closure of organizations, the silencing of leaders, the imposition of the foreign Soviet culture, expropriations, assassinations, and mass deportations to Siberia, amid panic and widespread silence, including that of the Church

(Rimgaila, 2015). In 1941, the Soviet-German conflict broke out and led to the German occupation of Lithuania for three more years and the continuation of the same violence under another oppressor. In 1944, as German retreat was imminent along with the return of the Soviet Army, many Lithuanians decided to flee to Germany. Mankeliūnas was among them, and he emigrated in 1945 with four other priests, leaving the Diocese of Kaišiadorys with the permission of the bishop, who considered them in great danger (Kiškis, 1996).

In Germany, as in other countries, Lithuanians grouped together in communities preserving their religious traditions (Blažytė, 2008). Between 1945 and 1946, Mankeliūnas was part of a committee that organized donations from Switzerland for displaced Lithuanians. He saw himself involved in a controversy over the management of these resources, and it seems this influenced his decision to migrate to Colombia (Liuima, 1997). In the midst of that, he took a course on existentialist phenomenology with Karl Jaspers at the Ruprecht-Karls-Universität Heidelberg (Ruprecht Karl University of Heidelberg), Germany, between 1947 and 1948. Upon completion, he received an invitation from a Lithuanian priest residing in Colombia, Father Saldukas, who, along with the honorary consul, Stasys Sirutis, had organized the immigration of a group of Lithuanians (B. Rimgaila, Lithuanian immigrant, personal communication, February 28, 2020). Thus, on September 11, 1948, Mankeliūnas sailed from Bordeaux, France, to Cartagena, Colombia, to settle permanently in Bogotá.

In Bogotá, he worked in a parish from his arrival until 1952. After a one-year course and having homologated his studies, he graduated from the Pontificia Universidad Javeriana (Pontifical Javeriana University) with a doctorate in philosophy. His thesis was on philosophy of nature and the natural sciences according to the Aristotelian-Thomist doctrine, which became his first publication (Mankeliūnas, 1954). In the same year, 1952, he joined his *alma mater*, Javeriana University, teaching a course on psychology of religion.

In 1953, he joined the Instituto de Psicología Aplicada (Institute of Applied Psychology) of the

Universidad Nacional de Colombia (National University of Colombia) through another Lithuanian psychologist, Albinas Liaugminas. Both represented a new professor profile, with purely psychological training, since psychiatrists and philosophers predominated at the time at the Institute of Psychology. Between 1953 and 1954, Mankeliūnas taught psychology and religion. In 1955, he joined the same institute as a part-time professor and held this position until 1960. During this time, he taught new subjects, such as the history of psychology, experimental psychology, comparative psychology, philosophy and psychology of education, psychology of religious life, philosophical anthropology, and methodology of scientific research (Facultad de Psicología, 1960; Universidad Nacional de Colombia, 1958). His publications at this time and until 1961 were oriented toward specific aspects of the relationship between psychology and religiosity, a subject on which he published a book (Mankeliūnas, 1961). In these first writings, he wrote as a theologian analyzing psychological aspects of the subject. For example, Mankeliūnas (1956) reflects on the compatibility of psychoanalysis and Christianity. There, he wrote as the pastor who sanctions to what extent the believer can accept or not the Freudian theses.

In this first period of institutional enrollment in the National University of Colombia, it is highlighted that he was the first editor of the *Revista de Psicología (Journal of Psychology)*, founded in 1956 by the then director of the Institute of Psychology, Luis Jaime Sánchez. Mankeliūnas was its editor for 20 years (1956–1976). It was the only psychology journal edited in Colombia until 1969, even though its scope was local and institutional (Domínguez and Duque, 1999). During his editorship, the journal was published without interruption and with a clear editorial policy oriented to the dissemination of studies and reflections on psychology as a science and a profession.

Also, around this time, in the mid-1950s, Mankeliūnas was appointed chaplain to the Lithuanian community in Bogotá, a job he dutifully assumed for the rest of his life, despite distracting him from his academic interests. His

characteristics of being sparing with words and reserved, his philosophy-laden sermons, his reluctance to recognize female leadership in some cases, and changes in the cohesion of the community led to his pastoral role being reduced to liturgical celebrations only on commemorative dates, without undermining the appreciation and respect that the Lithuanian community always felt for him (B. Rimgaila, personal communication, February 28, 2020). In addition to that link, he continued looking for financial contributions to the Lithuanian Foundation, a Chicago-based nonprofit association for the promotion of Lithuanian education and culture (Dirva, 1981).

After 1960, he was appointed a full-time professor at the Faculty of Psychology of the National University of Colombia. On his initiative, the first experimental psychology laboratory in the country was founded in 1963, modeled on German experimental psychology, being Mankeliūnas himself in charge of importing the instruments (Ardila, 2019). In 1964, he received his naturalization as a Colombian. In the mid-1960s, his publications had a more systematizing purpose. In these texts, he wrote not as a theologian, but as a psychology theorist who tried to integrate the various approaches to a field. An example of this is the special issue of the *Journal of Psychology* on motivation, which was the seed of a compilation that 23 years later would be published and widely disseminated in Spanish (Mankeliūnas, 1991).

Mankeliūnas was in charge of the faculty deanship in 1965 and from 1968 to 1970 was director of the Department of Psychology. A few months before assuming the position of director, he was commissioned for three months to travel to Germany and learn about the curricular organization and operation of the laboratories in the psychology faculties. He visited the universities of Munich, Giessen, Göttingen, Bonn, Cologne, and Frankfurt (Alejo, 1993). On that same trip, he went to Rome carrying out some responsibilities assigned to him at the International Eucharistic Congress, held in Bogotá, as responsible for South American affairs (Draugas, 1968). After his commission, he came up with renewed ideas and led the renewal of the psychology study program,

which was finally approved in 1969 and would be valid for 20 years. His production in the late 1960s concentrated in reports and reflections on the formation of psychologists, which was congruent with his institutional position at that moment (e.g., Mankeliūnas, 1967).

In the 1970s, Mankeliūnas served as a scientific advisor to the Instituto Colombiano para el Fomento de la Educación Superior (ICFES) (Colombian Institute for the Promotion of Higher Education) for the approval of new psychology programs. At that time, he was part of the board of directors of the Federación Colombiana de Psicología (Colombian Federation of Psychology), which first proposed a deontological code for psychologists. In 1976, the same federation awarded him the National Prize for Psychology, the highest local recognition for his professional career in the discipline. In 1978, he submitted his resignation to the National University of Colombia and retired. Three months later, he was appointed director of the Oficina de Admisiones e Información Profesional (Admissions and Professional Information Office) at the same university, a position from which he coordinated the application of the admission examination until 1982, when he presented his definitive resignation from the university.

Mankeliūnas's academic production in the 1970s reflects his maturity in studying the epistemology of psychology. There are no longer vestiges of his religious position, but we mostly see an author concerned with the theoretical and methodological foundation of psychology as a science and as a profession. His methodological rigor was recognized among his colleagues and students, who used to call him "Father Mateo." From thinking of psychology as a science of consciousness in the 1950s, he now regarded it as a science of behavior (Mankeliūnas, 1976a). He also showed interest in the psychological study of thinking, but he did it with a systematizing purpose (cf. Mankeliūnas, 1976b).

In the last years of his life, Mankeliūnas reaped several fruits from his work. In 1983, he was the first dean of the newly opened Faculty of Psychology at the Instituto Universitario de Ciencia y Tecnología Konrad Lorenz (Konrad Lorenz

University Institute of Science and Technology), an experimentally oriented psychology training program. In 1986, he coordinated an ethics project requested by the Consejo Profesional de Psicología (Professional Council of Psychology). In 1989, he published his last epistemological reflection, which proposed the general systems theory as a model for the study of humans (Mankeliūnas, 1989). On September 9, 1992, he was appointed honorary professor at the National University of Colombia in celebration of the 125th anniversary of the institution. He died in the early morning hours of December 20, 1993, due to a heart problem, surrounded by his friends from the Lithuanian community.

Cross-References

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Mann Olderman, Wilhelm

Born *Bielefeld, (Germany), 14 June 1874*

Died *Santiago, (Chile), 6 April 1970*

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Keywords

Chile · Germany · Experimental Psychology · Pedagogical Institute · History of moral

Wilhelm Mann Olderman was born in Bielefeld, Germany, in 1874. He married with Blanca Fischer Klein, a Chilean of German origin. He received his doctorate in philosophy from the University of Frankfurt, Germany, and arrived in Chile as part of a plan to improve education, initiated by President José Manuel Balmaceda, with the creation in 1889 (Fernandois, 2011) of the Instituto Pedagógico (Pedagogic Institute).

Mann arrived in Chile in 1904, after the death of Georg Heinrich Schneider (1846–1904), who was his predecessor at the Instituto Pedagógico de la Universidad de Chile (University of Chile) (Salas, 2012), with the purpose of directing the Chair of Pedagogy, Psychology and Logic. In December of the same year, Rodolfo Lenz transferred to Mann the rectorship of the Lyceum of Application (Salas, 2012). As rector, Mann inaugurated the Experimental Psychology course and

promoted the importance of women's education, with the creation of the first Liceo Femenino del Estado (Women's State Lyceum) (Fernandois, 2011), also called the Liceo Superior de Niñas (Lyceum for Girls); he inaugurated Special Education for mentally weak children and organized the first Chilean Experimental School (Somerville et al., 1942).

As a professor on Psychology and Pedagogy, he was responsible for initiating his pupils and students in the methods of accurate research of mental phenomena (Somerville et al., 1942). To this end, during the years 1906 and 1907, he made trips to different European countries with the objective of managing the acquisition of apparatus to install a laboratory at the University of Chile. In 1908, under his direction, the first Experimental Psychology Laboratory was established in Santiago de Chile and the second in the country, after the one created by Rómulo Peña (1866–1938) (Salas & Lizama, 2009). Both Peña's and Mann's laboratories were influenced by Wilhelm Wundt himself, who collaborated in the very choice of the apparatus (Salas & Lizama, 2009). Later, and since 1923, it would be transformed into a cabinet mainly oriented towards the measurement of intelligence, by adapting the Binet-Simon Scale to Chilean reality (Salas et al., 2018). This laboratory gave birth to the future Instituto de Psicología de la Universidad de Chile (Institute of Psychology of the University of Chile) in 1942 (Fernandois, 2011).

For Mann, the founding of the laboratory had two purposes. The first was related to the intuitive and active teaching of the study of modern psychology and also to teach future pedagogues how to guide the teaching processes in relation to the individual characteristics of the students. The second one was related to the development of scientific research of its own, which dealt with the value of productive forms of work for learning (Mann, 1909; Salas, 2012; Somerville et al., 1942). These were the first outlines of a proposal whereby learning was understood as an action of the students themselves.

Related to Psychology in Chile, Mann generated important contributions that allowed its development. One of his most important

publications was related to psychopathology and mental anomalies, constituting a general taxonomy on mental deficiencies in the educational context and their treatment (Mann, 1912b; Salas, 2012). In 1912 the National Congress of High School Education was held, showing the important role that psychology had acquired in the field of education. Mann sets out an educational program in which "psychology would have a central role in providing the student with the means to recognize his style of mental work and to direct his personality and his self-educational processes" (Mann, 1912a, pp. 26–27). In this sense, the role of school psychology would allow to identify in the learner those factors involved in his development and behavior, offering an opportunity to improve his natural aptitudes. The incorporation of the psychology sections in the high school curriculum, and their special relevance in the development of mental processes, was therefore established (Salas et al., 2018).

In relation to this, the first links between psychology and pedagogy were established, which were strengthened by the incorporation of pedagogical tasks within the laboratory, such as the study of the student (Mann, 1911), and the need for the pedagogue, as a teacher, to submit to scientific self-control, establishing the scientific bases of pedagogy (Somerville et al., 1942). He also proposed the implementation of a school psychology office in teacher training colleges, similar to the Psychology Laboratory established in 1908 (Salas & Lizama, 2009).

In his text *The teaching of psychology and logic in the lycée*, he expresses the practical value of psychology, which provides the student with the necessary tools for self-direction and self-education of his own personality (Mann, 1915). So, psychological teaching emphasized mainly the treatment of functions like memory, representations, imagination, attention, logical functions, feelings, and the will (Salas et al., 2018).

Among the contributions that Mann made to the educational field, he notably specified the concepts and methods proper to education and proposed philosophy and ethics programs for high schools (Salas, 2012). In this way, Mann became one of the pioneers in the field of Chilean

educational psychology and, together with Peña, was responsible for introducing an experimental Wundtian-style psychology. His name, therefore, has remained linked to the foundations of modern academia in the areas of education, psychology, and humanities in Chile.

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- ▶ Schneider, Georg Heinrich

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Mansur, Gerardo Rubén

Born *La Paz, Entre Ríos Province (Argentina), 18 October 1942*

Died *Córdoba (Argentina), 18 December 2006*

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Keywords

Argentina · Psychology · Psychoanalysis · Profession · Lacanism · Associations

Gerardo Mansur developed an extensive career as a university professor and psychoanalyst in Córdoba. An active defender of the psychology profession and the democratic environment at the university, he also participated in the establishment of professional associations and societies related to Lacanism in Córdoba.

He studied psychology at the Psychology Program at the Facultad de Filosofía y Humanidades (Faculty of Philosophy and Humanities) of the Universidad Católica de Córdoba (Catholic University of Córdoba, UCC). In 1969 he graduated as psychologist and professor of psychology.

During his studies he experienced intense debate times at the UCC, a Jesuit university, due to the reforms that were being introduced after the Second Vatican Council and the increased politicization of the student movement (Morello, 2008; Ferreyra, Guzmán, Quiroga, Scherman, & Zúñiga, 2020). There he met Teresita Perla

Martínez (1944–2021), also a psychoanalyst, whom he married in February 1971; witnesses to the wedding were their professor Teodoro Elías Isaac (1932–2022) and their colleague Miguel Ángel Mirotti (1935–2020).

From his early beginnings his teaching activity was directed toward the psychologists' professional training, first at the Catholic University of Córdoba, and soon at the Universidad Nacional de Córdoba (National University of Córdoba, UNC). He continued later training psychoanalysts at the Ateneo Psicoanalítico de Córdoba (1978–1992) and at the Colegio Freudiano (1992–2001), both institutions he helped to found.

At the UCC he began his teaching work as a student assistant in several required courses such as Cultural Anthropology, Social Psychology, and Psychology II. In 1969 he joined the staff as a professor in charge of Psychology II and History of Psychology, a position he held until 1975, when the Psychology Program was closed for political reasons (Padvalskis & Petit, 2012). In addition to these courses, in 1974 he also taught the Seminar on Psychoanalytic Clinic and the Seminar on History of Psychology and Psychopedagogy in the Pedagogy Program at the UCC. On the other hand, in 1970, the Facultad de Ciencias Económicas y de Administración (Faculty of Economics and Administration) hired him to teach Methodology Learning, and the Theology Theory and Criticism Seminars.

His significant institutional involvement together with his concern in the development of the Psychology Program placed him for a brief period as director of the Psychology Program at the UCC, between the end of 1972 and the beginning of 1973.

As a professor at the National University of Córdoba, in the Psychology Program, he devoted himself to the History of Psychology issues from 1970–1975, where he introduced epistemological concerns and novel readings, such as the work of Georges Politzer (1903–1942), to the first-year students, enthusiastically received in a context of political and cultural effervescence in Argentina. He was dismissed from his position in 1976 by the government of the military dictatorship (1976–1983) and reinstated in 1984 to his teaching

duties together with the group of professors who had been dismissed. He continued teaching the same course until 1997, although in 1986 it changed its name to Schools, Trends, and Systems of Contemporary Psychology due to the change in the syllabus of the Psychology Program. In 1987, already strongly influenced by his knowledge of Lacan's work, following a process of selection by competitive exam and background submission he was appointed professor of the General Psychopathology course, a position he held until his death. In 1999 he added the teaching of Psychopathology II.

In addition to his teaching duties, and within the framework of a transformation process at the university system in Argentina that emphasized research tasks, in 1996 he began to direct research projects at the UNC. The first of them focused on the study of psychopathological theories applied to the treatment of psychosis in clinical hospital practice, held in public institutions in the city of Córdoba. He reached the second high level in the Argentine Ministry of Education research professorship program. In the last period of his life, he resumed his old interest and joined the research project in history of psychology, to study the precedents of professional psychology in Córdoba.

His participation in the political arena at the National University of Córdoba was also very relevant. Prior to the outbreak of the military dictatorship, he was appointed for a brief period of five months academic secretary of the Facultad de Filosofía y Humanidades (Faculty of Philosophy and Humanities) at the UNC in 1973, position he resigned to become director of the Psychology Department of that Faculty until December 1974.

After the restoration of the democratic system in Argentina, he collaborated decisively with the reconstruction of the University's democratic governance. Thus, through a rectoral resolution he was appointed to join the Mixed Commission for the Reinstatement of Professors – in representation of the dismissed professors. Immediately, from 1984–1986 he served as Decano Normalizador (Regularizing Dean) of the Faculty of Philosophy and Humanities of the UNC. In the 1990s he continued his participation in the Governing Organizations of the UNC. From 1992–1994, he was a member of the Consejo Asesor (Advisory Council)

of the Departamento de Psicología (Psychology Department), on behalf of the Professor's Staff. From 2002–2006, once the Facultad de Psicología (Faculty of Psychology) was established, he was elected member of the Honorable Consejo Directivo (Directive Council) of the Faculty. Finally, he was a member of the Honorable Consejo Superior (Superior Council), the highest governing organism of the UNC, representing his fellow Psychology Faculty peers.

In 1978 he participated in the foundation of the Ateneo Psicoanalítico de Córdoba (Psychoanalytic Athenaeum of Córdoba), an institution that later became Escuela de la Orientación Lacaniana (EOL) (Lacanian Oriented School) (Novotny, 2020). In the Psychoanalytic Athenaeum of Córdoba, in addition to founding member and member of the Steering Committee, he was director of the *Revista del Ateneo Psicoanalítico de Córdoba* (Psychoanalytic Athenaeum of Córdoba Journal) since 1981. In the 1990s he founded the Colegio Freudiano de Córdoba (Córdoba Freudian School), of which he was president and director of the Editorial Committee at the publication *Cuadernos* (Papers).

He is highly remembered for his activity in defense of the psychology profession. In August 1969, he participated in the Psychologists General Assembly of Córdoba and was nominated to be part of the first commission of the Asociación Pro Colegio de Psicólogos de Córdoba (Association Pro Psychologists Organization of Córdoba). In 1979, the Colegio de Psicólogos de la Provincia de Córdoba (Psychologists Association of the Province of Córdoba) was constituted based on the confluence of different personalities and scientific associations, such as the Psychoanalytic Athenaeum, after a process in which Mansur and his wife actively participated. In that time, in a strongly repressive context, which one of the most tragic events was the kidnapping and disappearance of Beatriz Perosio (1947–disappeared 1978) in Buenos Aires, the scientific and professional associations played a very valuable and cohesive role in that context (González Aguirre, 2012).

Then, in 1983 Gerardo Mansur, together with other colleagues, published a text that was crucial for the recognition of the autonomous practice of

the profession: *En defensa de la psicología. Un triple enfoque: científico, universitario y legal* (In defense of Psychology. A triple approach: scientific, University and Legal) (Mansur, Lobera & Calvo, 1983). The authors argued about the value of the profession in those three dimensions. The text was circulated throughout the country, and contributed to provide elements for the enactment of the laws that regulated the conditions for the psychology professional practice as well as rights, obligations, and prohibitions that were passed in the different provinces of the country and in the federal district of the city of Buenos Aires (National Law 23.277 passed in 1985). With this law, the professional activity was able to establish itself as autonomous and not considered as an auxiliary of physicians or psychiatrists (Klappenbach, 2000).

Pioneer in the reading of the Jacques Lacan (1901–1981) work (Ferrari, 2017; Mazza, n.d.), he was invited as a professor and lecturer at several universities in the country, such as Universidad Nacional de La Rioja (University of La Rioja), Universidad Nacional de Tucumán (National University of Tucumán), and Universidad del Aconcagua (University of Aconcagua, in Mendoza). He was also invited by the Universidad Mayor de San Simón and the Ateneo Psicoanalítico in Cochabamba city, Bolivia, in 1987.

At the UNC he taught numerous postgraduate courses among which stands out since 2000 the Postgraduate Program on Lacanian Clinic, from which it was generated a series of publications organized by Professor Mansur, Teresita Martínez de Mansur, and María Teresa Paz on “Lacanian Clinic,” “The analytic act,” and “The real in the Lacanian clinic” linked to be able to mathematize the clinical action.

Also, local health care institutions and professional societies permanently summoned Professor Mansur to lecture and professional updating. There he unfolded his epistemological concerns and crucial problems of analytical practice. At the Psychoanalytic Athenaeum of Córdoba he was part of the institution's permanent teaching staff, giving seminars and coordinating discussion groups on Lacan's work from 1978–1985, a task he continued later at the Córdoba Freudian School.

Professor Mansur left a deep mark in Córdoba. His book *In Defense of Psychology* was fundamental for the drafting of provincial professional laws, pioneers in the country, which represented a decisive contribution to the achievement of the full exercise of the profession. Recognized in the country as one of the major referents of the Lacanian orientation, he was a committed university professor, always encouraging his colleagues to follow their own paths. In everyday life, he introduced rhetoric and language games with which he called for witty dialogue in a humorous register that he maintained until his last days.

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Marchiori, Hilda

Born in *Córdoba, Argentina, September 16, 1941*

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Keywords

Argentine · México · Victimology · Criminal psychology · Human rights · Public policies

Hilda Marchiori studied at the Universidad Nacional de Córdoba (National University of Córdoba). In 1966, she obtained her degree in psychology and in 1971 her PhD, also in psychology. Between 1967 and 1969, she received a scientific initiation scholarship granted by the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council of Scientific and Technical Research, CONICET), for the research of aspects related to the individualization of punishment. That research allowed her to write her doctoral thesis “Study of the circumstances related to the personality of the offender usable for the purpose of determining the penalty.” Her director was the outstanding master of Argentine Criminal Law, Dr. Ricardo C. Núñez (1908–1997).

From a very young age, her work sought to articulate research, professional practice in the penitentiary system, and training of young professionals. In 1965, she worked as Technical Professional at the Servicio Penitenciario de la Provincia de Córdoba (Penitentiary Service, Córdoba Province), and between 1969 and 1971, she taught a Seminar of Criminal Behavior in the Psychology Program, at the National University of Córdoba.

In 1972, she moved to Mexico and joined the Toluca Penitentiary Center. There she specialized in criminology, training with the outstanding penitentiaries and criminologists Dr. Alfonso Quiróz

Cuarón (1910–1978) and Lic. Antonio Sánchez Galindo (1933–2019) at the Instituto de Ciencias Penales (Mexican Institute of Penal Sciences). In 1975, she obtained a degree of Specialist in Criminology, from the Procuraduría de México (Mexican Attorney General’s Office). In that country, she continued to develop her interest in professional, teaching, and research activities. Between 1973 and 1978, she was professor of psychopathology at the Universidad Autónoma México (Autonomous University of Mexico), and professor of criminal psychology and criminal psychopathology at the Instituto Nacional de Ciencias Penales (National Institute of Criminal Sciences) of Mexico in 1979 and 1980. Between 1972 and 1981, she worked as criminologist of the Centro Penitenciario (Penitentiary Center) of the State of Toluca, Mexico, and also as criminologist for social readaptation, as well as in the coordination with crime prevention programs.

In 1983, with the return of the democratic system to Argentina, she returned to her native Córdoba, where she still lives today, and where she developed an intense activity. In 1984, she served as Advisor to the Servicio Penitenciario (Penitentiary Service) of the Córdoba Province, and in 1986 and 1987 she was appointed Vice-Director of the Penitentiary Service. In 1985, she founded in Córdoba the Centro de Asistencia a las Víctimas del Delito (Crime Victims Assistance Center), the first governmental center of its kind in Latin America, of which she was its director for more than ten years. In doing so, she decisively marked the importance of professional engagement in the public policies design of victim care (Lima-Malvido, 2015) and thus stood out as a pioneer in the area (Dussich, 2015).

As a researcher, her activity began at the Centro de Investigaciones Jurídicas y Sociales (Center for Legal and Social Research) of the National University of Córdoba. Upon her return to Argentina, victimology became her main area of interest (Rodríguez-Manzanera, 2005, 2010). From 1988 onward, she investigated the relationship between the perpetrator-victim of the crime, family victim, known victim, and unknown victim. She continued with the study of the victim, complaints, and criminality, an approach from

which she developed the Encuesta de Victimización (Victimization Survey) for the knowledge of criminality in reported and unreported crimes, based on a model of inquiry that was also being developed in other countries (Atehortua & Kury, 2006). These activities were developed until 2009 and were supported by the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research).

As a professor, she was prominent in undergraduate and graduate training, in Argentina as well as other Latin American countries. She was a professor of criminological psychology at the National University of Córdoba from 1988 to 2010. Throughout her career, she has been invited to teach at several Latin American universities (Marchiori, 2005).

The defense of human rights was also an area to which she dedicated her interest. Between 1999 and 2008, she was Director and Secretary of the Oficina de Derechos Humanos y Justicia (Office of Human Rights and Justice) of the Judiciary and Superior Court of Justice of Córdoba.

Currently, she continues with her academic activities, as a member of international scientific societies related to criminology and victimology. She was founder of the Asociación Argentina de Victimología (Argentine Association of Victimology) and is an honorary member of the World Society of Victimology, since 2009. During her outstanding career, she has received numerous national and international awards and distinctions, by the World Society of Victimology in 1991, by the Congreso de la Nación Argentina (Argentine Parliament) in 1993, by the B'nai B'rith award for Human Rights, Argentina, in 1998, and by the Sociedad Mexicana de Criminología (Mexican Society of Criminology), in 2005, among others. In 2015, she was awarded the highest distinction *Magister Humani Mundial* in Guanajuato, Mexico, for her contributions to criminology and victimology. Various universities and associations of Spain, Mexico, and Argentina have distinguished Dra. Marchiori for her concern about the understanding of the processes that lead to crime,

criminality, and victimization, as well as the serious individual, family, institutional, social, and cultural consequences.

From a very young age, she maintained an intense intellectual production. She has published numerous books and articles and has been a member of many editorial and advisory boards on journals in the area, including the *International Perspectives in Victimology* journal. She has directed the collection *Criminología* (Criminology) in Mexico, and codirected the *Colección de Derecho Penal y Criminología* (Criminal Law and Criminology Collection), by Editorial Lerner, a publishing house specialized in law and legal issues, in Córdoba, Argentina. From 1989 to 1999, she directed the journal *Victimología* (Victimology), first series. From 2004 to the present, she edited and directed the second series of the *Victimología* (Victimology) Journal. Dra. Marchiori's tireless work in the translation and publication of victimology papers in Spanish has also been noted (Pearson, 2009).

One of Dra. Marchiori's main contributions was to deal with the processes of victimization, emphasizing the credibility of the victimological account. She also considers that the legal-clinical and social intertwining leads to a deep respect and understanding of the crime victim, in which prevention is a fundamental axis in the construction of a caring society. These conceptions were embodied in the Centro de Asistencia a las Víctimas del Delito (Crime Victims Assistance Center), where the assistance with a criminological clinical approach involved a practice of individualization in each specific case, taking into account the characteristics of the victim, their family, their personal history, and the aggression experienced.

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Marcondes, Durval Bellegarde

Born *São Paulo, (Brazil), 27 November 1899*

Died *São Paulo, (Brazil), 27 September 1981*

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Keywords

Brazil · Psychoanalysis · School psychology · Mental hygiene · Founding of official institutions

Durval Bellegarde Marcondes was the son of an employee of a law firm and a housewife from one of the aristocratic families in São Paulo. This meant that Marcondes had close ties to members of this elite, many of whom were in the high echelons of state government, and this influenced his professional career. Marcondes graduated from the *Faculdade de Medicina de São Paulo* (FMSP) [São Paulo School of Medicine] in 1924, specializing in clinical psychiatry. Soon after, he was hired as a psychiatrist for the School Hygiene and Health Education Inspectorship of the State Department of Education. He was also an assistant in Social Psychology (1934–1938) and professor of Psychoanalysis and Mental Hygiene (1940–1949) at the *Escola Livre de Sociologia e Política* [Free School for Sociology and Policy]. In 1938, the psychiatrist founded a Mental Hygiene Office in the State Department of Education, which he directed until his retirement in 1954. This office was responsible for child guidance clinics, psychology clinics, special classes for the “mentally weak” and also for a sector focusing on research, teaching, and dissemination of mental hygiene. Beginning in 1954, Marcondes taught Psychology at the *Faculdade de Filosofia da Universidade de São Paulo* (USP) [School of Philosophy at the University of São

Paulo], and the course was later transformed into a specialization in clinical psychology. After a law was enacted in 1962, regulating the profession of psychologists and the minimum training required, the course on clinical psychology was incorporated into the undergraduate degree in psychology at USP. Marcondes, in addition to teaching that course, was responsible for clinical psychology and for coordinating the clinical psychology group at USP until 1968 (Sagawa, 1989, 1994, 2007).

In addition to working in the areas of clinical psychology and mental hygiene in schools, Durval Marcondes is known in the historiography of psychoanalysis as one of the principal promoters of psychoanalysis in São Paulo. According to Sagawa (1989, 1994), Marcondes's first contact with psychoanalysis was through a text written by psychiatrist Franco da Rocha, the director of the Juquery Hospital for the Mentally Ill in São Paulo at that time, who published an article in 1919 in the newspaper *O Estado de São Paulo*, followed by a book intended for a general readership, entitled *O Pansexualismo na doutrina de Freud* [Pansexualism in the doctrine of Freud] and published in 1920. Although Marcondes was never a student of Franco da Rocha at FMSP, because the latter had retired from his position as professor of neuropsychiatry in 1923, the young physician was strongly influenced by him in his projects in the area of psychoanalysis.

In 1926, Marcondes, who in addition to his interest in medicine and psychoanalysis was enthusiastic about literature, participated in a selection process to become a professor of Literature at the Escola Normal (a teacher training institute) with the thesis "Aesthetic symbolism in literature. An essay on a literary criticism approach based on knowledge derived from psychoanalysis." He did not obtain the position, but his thesis was the starting point for direct contact with Freud via letter and also incentive for Marcondes to progress in his projects in the field of psychoanalysis. Thus, in 1927, together with other Brazilian physicians, educators, and writers, he founded the first *Sociedade Brasileira de Psicanálise* (SBP) [Brazilian Society for Psychoanalysis] and, the following year, the

periodical *Revista Brasileira de Psicanálise* as the society's official means of communication (de Oliveira, 2005; de Castro, 2014). However, they were both short-lived, as only one issue of the periodical was published and the SBP, focusing on talks and dissemination of psychoanalysis, lasted only a short time. In this context, the SBP created a section in Rio de Janeiro in 1928, called the *Sociedade Brasileira de Psicanálise – seção Rio de Janeiro* [Brazilian Society for Psychoanalysis – Rio de Janeiro section], which became the headquarters of SBP until the 1930s (de Castro, 2014), with the support of psychiatrists in Rio de Janeiro such as Juliano Moreira, Júlio Porto-Carrero, Murillo de Campos (1887–1968), and Carneiro Ayrosa (189?–1969) and the educator Deodato de Moraes. In Rio de Janeiro, psychoanalysis had already been employed in psychiatric clinics since the previous decade by physicians such as Juliano Moreira, and in the 1910s had begun to be disseminated and included in the training of educators (Facchinetti & de Castro, 2015).

In the early 1930s, Marcondes sought to bring a professor of psychoanalysis to Brazil in order to train the members of the SBP interested in becoming psychoanalysts and, thus, obtain accreditation of that institution by the International Psychoanalytical Association (IPA), but his initial attempts were unsuccessful. The establishment of the first psychoanalysis institute in Brazil along the lines of the IPA only occurred, however, in the late 1940s, in São Paulo, and led to the founding of a new SBP (1949–1969). The critical factor was the arrival in Brazil in 1936 of Adelheid Koch, an analyst from Berlin escaping Nazism. Soon after his arrival, Marcondes arranged for Koch to be a psychoanalysis instructor, authorized by the IPA, to train psychoanalysts in São Paulo, initially in study groups and later at the SBP, which was renamed the *Sociedade Brasileira de Psicanálise de São Paulo* (SBPSP) [Brazilian Society for Psychoanalysis in São Paulo] in 1969. Marcondes was president of the SBPSP and, in the 1970s, the Institute of Psychoanalysis was renamed in his honor (de Oliveira & Massi, 2011). The Psychology Institute of USP also paid tribute to his trajectory by giving his name to its School Clinic.

Marcondes published works about mental hygiene and psychoanalysis, the most important being: Os resultados do tratamento psicanalítico [The results of psychoanalytic treatment] (Marcondes, 1935); Noções de higiene mental da criança [Notions of mental hygiene of the child] (Marcondes, 1946); Medicina e psicologia [Medicine and psychology] (Marcondes, 1952); Posição da psicanálise na psicologia e na ciência em geral [Position of psycho-analysis in psychology and science in general] (Marcondes, 1970) and O conceito de interpretação em psicanálise [The concept of interpretation in psycho-analysis] (Marcondes, 1982).

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- ▶ Franco da Rocha, Francisco
- ▶ Koch, Adelheid Lucy
- ▶ Moreira, Juliano
- ▶ Porto-Carrero, Julio Pires

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Mariátegui Chiappe, Javier

Born *Lima (Peru), September 13, 1928*

Died *Lima (Peru), August 3, 2008*

Ramón León

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Keywords

Peru · Psychiatry · Mental health

Javier Mariátegui Chiappe was a Peruvian psychiatrist, son of José Carlos Mariátegui (1894–1930), the most important Latin American Marxist thinker. He studied medicine at the Universidad Nacional Mayor de San Marcos (UNMSM), graduating in 1956, and MD in 1972 at the Universidad Peruana Cayetano Heredia (UPCH). He was member of the National Academy of Medicine since 1987 (and become president from 1995 to 1997) and of the *Academia Peruana de la Lengua* (since 1993).

From 1957, he worked at the Víctor Larco Herrera Hospital (*Hospital Víctor Larco Herrera*) and in 1962 as head of the “Honorio Delgado” Mental Health Service (*Servicio de Salud Mental “Honorio Delgado”*) in Lima. He also entered teaching at his *alma mater*. After Honorio Delgado’s death (1969), he assumed the direction (until his death) of the *Journal of Neuro-psychiatry* (*Revista de Neuro-psiquiatría*) that Delgado and J. Óscar Trelles (1904–1990) founded in 1938. In the hard years (1985–1990) of the serious economic crisis of the Peru, Mariátegui managed to keep this journal, the oldest in psychiatry in Peru, to continue to be published.

In 1989, he founded the *Anuario Mariateguiano*, dedicated to the study of his father’s thought. He also animated for years the journal *Acta Herediana*, published by the UPCH, in which he stimulated the publication of papers not only of medicine but also of humanities.

In 1982, Mariátegui founded the Honorio Delgado-Hideyo Noguchi National Institute of Mental Health (*Instituto Nacional de Salud*

Mental “Honorio Delgado-Hideyo Noguchi”, INSM), an ambitious mental health project in Peru sponsored by the Peruvian state with the support of Japan, being its first director until 1987, when he was separated of the position due to a political decision of the first government (1985–1990) of Alan García (1949–2019), who appointed a person who was a sympathizer of his party, the APRA, to replace him. His separation led to numerous national and international protests, which is why the government decided to reinstate him as director (something that Mariátegui declined). His years as director of the INSM can be considered as the “golden period” of that entity due to the quantity and quality of projects and the assistance and research work carried out (León 2009). In order to publicize all this work, Mariátegui founded in 1985 and directed the *Anales de Salud Mental*, INSM’s journal.

When in 1961 Honorio Delgado, in company of numerous professors from the Faculty of Medicine of the UNMSM, resigned because he did not agree with the decisions of rector Luis Alberto Sánchez (1900–1994), Mariátegui was one of the group of resigners and also one of the founders of the Peruvian University of Medical and Biological Sciences (*Universidad Peruana de Ciencias Médicas y Biológicas*, today UPCH) that that group created. In the UPCH, Mariátegui promoted the publication of Delgado’s complete works, beginning with Freud and psychoanalysis (Mariátegui 1989a).

Mariátegui’s work includes also studies of literature and the history of Peruvian and Latin American medicine. Disciple of Honorio Delgado, his conception of mental health integrated psychiatry with psychology, anthropology, sociology, philosophy, and pedagogy, an integration that he considered essential to understand the complex social reality of Peru.

Mariátegui played a very important role in promoting research on Peruvian psychiatric and psychological issues, both through his works and those developed by his collaborators, and he also stimulated studies on the history of Peruvian and Latin American psychiatry (Alarcón et al. 1991). Through his journalistic articles, he made known to the general public the lives and ideas of some

leading figures of Peruvian and international medicine and culture.

Cross-References

► [Delgado, Honorio](#)

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Marín Carvajal, Gerardo

Born *Pereira (Colombia)*, 19 February 1947

Died *Baltimore (USA)*, 14 January 2018

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Keywords

Colombia · United States · Social psychology · Community psychology · Health psychology

Science is an enterprise of humanity where many people from different nations participate. When evaluating the progress achieved in the scientific knowledge and the contributions made in promoting a greater well-being in society, some individuals stand out. Such is the case of Gerardo Marín Carvajal, who as a researcher, teacher, and member of the community of psychologists in the region made multiple and very diverse contributions to the consolidation of psychology as a science, profession, and the guild both in Colombia and in the continent.

Gerardo Marín was a member of a Colombian family made up by Gerardo Marín Salazar and Noemí Carvajal Marín, who settled in the USA in 1964. He studied psychology in Chicago at the University of Loyola, receiving a Bachelor of Science in 1970. He also received a M.S. degree in general experimental psychology at DePaul University in 1972, and a Ph.D. in general experimental psychology also from De Paul University in 1979 (Organista & Balls Organista, 2018; Organista et al., 2010).

In his native country, Gerardo Marín spent several periods, the first of which corresponded

to his first years of life, and the second, as a psychologist, teaching, doing research and other professional activities of great significance for Colombian psychology (Giraldo & Rodríguez, 1997) and also for the Latin American region.

As a teacher, soon after obtaining his master's degree, Gerardo Marín returned to Bogotá and, during the 1970s, he worked for a short time at the Pontificia Universidad Javeriana (Pontifical Javeriana University) and later for a longer period at the Universidad de Los Andes (University of Los Andes) where he taught undergraduate courses (it is important to remark that at that time there were no graduate studies in psychology in Colombia). He wrote several impact publications on issues of psychological topics, particularly in experimental social psychology.

At that time, he was part of a small group of Colombian psychologists who had graduate training. Gerardo Marín tried to establish bridges between psychology in Colombia and psychologists from the Latin American region and, in general, from all of the Americas.

His efforts to establish ties between teachers and researchers from the continent, together with his initiatives for the diffusion and circulation of knowledge in the main languages of the region during those decades, secured him a prominent place in the discipline in the Americas and, in particular, in psychological areas such as social psychology, community psychology, and health psychology in Latin America, and later on in indigenous psychology and cross-cultural psychology in North America.

His leadership and commitment to the consolidation of scientific psychology in the Americas through academic projects that facilitated the dissemination of theoretical and empirical developments among psychologists of the region reached a high point with several reference books such as the *Research Manual in Social Psychology* (Marín, 1974), two volumes of *Social Psychology in Latin America* (Marín, 1975, 1981), *Readings of Contemporary Social Psychology* (Marín, 1978), and *Advances in Contemporary Psychology* (Finley & Marín, 1979). He was also instrumental in the foundation of the Latin American Association of Social Psychology – ALAPSO –

and in the organization of the Latin American Meeting of Social Psychology (Giraldo & Rodríguez, 2000) in 1974 in Bogotá.

Aware of the great differences that existed in the development of academic communities between the nations of the continent and, in the same way, knowing the difficulties that psychologists were going through in those countries where the discipline and profession was just beginning, he developed a strong interest in the consolidation of an academic community in the continent through its active participation in the Interamerican Society of Psychology, SIP (he was its president between 1989 and 1991), and in the creation of spaces that allowed circulation and the exchange of ideas and practices of psychologists of all regions of the Americas. Given several obstacles that made it difficult to access the main theoretical and empirical advances in the discipline in the world, Gerardo Marín, along with other leading psychologists on the continent, undertook several initiatives, such as publishing books and serial articles (in the *Interamerican Journal of Psychology*) and the organization of regional congresses (he collaborated in the organization of the Fifteenth Interamerican Congress of Psychology). Later on, as president of SIP he contributed to the organization of the Iberoamerican Congress of Psychology in 1992 in Madrid (Spain).

Thanks to those efforts, he was distinguished in 1995 with the Interamerican Psychologist Award in the English version granted by the Interamerican Society of Psychology (SIP) for his career and contributions to the Psychology of the Americas.

After moving to the USA, Gerardo Marín received his Ph.D. training in Chicago. He worked from 1982 to 2016 at the University of San Francisco where he consolidated and diversified his career with new thematic fronts that included the Latino population and, in general, migrants residing in the USA, cultural issues, and health psychology. At the University of San Francisco Gerardo Marín, together with his teaching, research, and union activities, also held administrative positions of an academic nature such as dean and vice president of said institution; he

promoted a training of quality and inclusiveness, which means an effective opportunity for personal and professional development for residents not only from the USA and Latin America but also from other nations of the world. He was one of the founders of the Center for Latina/Latino Studies at the same university (Ardila, personal communication, July, 2018).

It is also important to note that, around this same time, he carried out outstanding tasks in his role as an expert in institutions such as the Center for Latino Studies at the University of South Florida (Mazeyra Zúñiga, 2018) while he continued assuming responsibilities and carrying out activities that contributed to the consolidation of the discipline in both English and Spanish. Marín participated in editorial committees of high impact journals such as the *American Psychologist* and the *Journal of Personality and Social Psychology* (Organista et al., 2010).

Finally, Gerardo Marín not only received recognition from the psychological community, his career was worthy of distinctions issued by government health institutions in the USA. The University of San Francisco, for his interest in creating spaces of interaction between academics from diverse social and cultural backgrounds, established the Gerardo Marín Diversity Scholars Program that supports advanced students from ethnic minorities (Mazeyra Zúñiga, 2018).

His work is quite extensive, with more than a hundred publications including articles, chapters, and books, as author, editor, or compiler, which cover a wide range of topics. He also coauthored several scales to measure acculturation, cross-cultural methodology, and other topics. In short, Gerardo Marín contributed to the consolidation of scientific psychology in various specialties, fostered interaction between members of the community from across the American continent, and thereby promoted a teaching, research, and intervention activity governed by the values of psychology as a scientific discipline.

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Marín Rojas, Juan

Born *in Talca (Chile) on March 23, 1900*

Died *in Viña del Mar (Chile) on February 10, 1963*

Mariano Rupérthuz Honorato
Universidad Andrés Bello, Santiago, Chile

Keywords

Chile · Popular psychoanalysis · Antifascism · Psychological pedagogy

Juan Marín Rojas was a Chilean doctor, diplomat, and writer; after a poetic debut with a futuristic stamp, he focused on the novel and the essay, including psychoanalysis as one of his main specialties. In 1921, he graduated as a surgeon at the *Universidad de Chile* (University of Chile). Then, Marín entered the *Armada Chilena* (Chilean Navy), where he worked, since 1929, as a doctor in the National Squad. From 1932 to 1934, he practiced his profession at the Punta Arenas Naval Hospital in southern Chile. In 1939, he entered the Chilean diplomacy, which allowed him to travel the world, especially the countries of the East: China, India, Tibet, and Egypt. Thanks to these destinations, his work penetrated the landscapes and cultures that he lived in those places (Marín, 1954, 1956). Thanks to his writings, he obtained the Santiago Municipal Prize in 1936, the *El Mercurio* Short Story Prize (1937), and the Athena Prize from the *Universidad de Concepción* (University of Concepción) (1954).

Today, it is possible to say that Juan Marín was one of the foremost popularizers of psychoanalytical ideas in Chile, in the 1930s, and dedicated a good part of his career to disseminating the teachings of Freud. His interest in psychoanalysis came from his training as a physician, despite the fact that Marín never had instruction in psychiatry, nor did he practice it. Apparently, Marín's interest in Freud's theories was related, on the one hand, to his life as a writer and intellectual, understanding Freud's theories as a broader frame of reference for societal and cultural phenomena (Rupérthuz, 2012), and, on the other hand, it is possible to say that his work, as a physician at a venereal disease center, helped him to postulating the need for the general population to have sex education and uses Freud's ideas (Marín, 1937).

One of Juan Marín's most essential works in the psychoanalytic field was his 1938 book, *Ensayos Freudianos* (Freudian Essays) (Marín, 1938), and he sent a copy of the book to Freud (Plotkin & Rupérthuz, 2017; Rupérthuz, 2016). In this work, Marín introduced psychoanalysis as a broad theory that was born from medicine but managed to account for the real origin of scientific constructions, artistic realizations, and religions. Freud is seen as someone "rejected," a victim of harassment that hurt him, same as Giordano Bruno, Galileo Galilei, and Socrates. For Marín, Freud's precursors are Nietzsche and Schopenhauer, in particular for the weight they gave to the unconscious motivations in human conduct. Additionally, he reclaims Carl Jung's contributions about the collective unconscious, which, according to him, emphasize the archaic origins of the human mind. Marín's point of view is prizing psychoanalysis for its capacity to discover how the perverse and uncontrolled nature of the human being is transformed thanks to the role of sublimation, based on the psychic dynamism. The gods, for Marín, are sublimated men, parental imagos that the religious myths sustain, who rise thanks to the other myth of "the original sin"; Marín considers Darwin, Marx, and Freud as the great authors of humanity, especially for their power to liberate the human being from the yoke of religions and

their power. Marín shows psychoanalysis as a liberating discipline, given that it leaves behind the obscurantism of the traditional models of coexistence – such as the bourgeois moral, governed by religious norms – a discipline that becomes fundamentally committed to “betterment.” That is, the human being can surpass himself, climbing to ever-higher states of personal and collective development.

In 1938, Juan Marín was assumed as President of *Sociedad Médica de Valparaíso* (Medical Society of Valparaíso) and supported by the *Alianza de Intelectuales para la Defensa de la Cultura* (Alliance of Intellectuals for the Defense of Culture) – headed by Pablo Neruda – and the *Sociedad de Escritores* (Society of Writers) and asked the *Universidad de Chile* (University of Chile) to give Sigmund Freud political asylum on Chilean soil. In this sense, the antifascist fight of the *Alliance* managed to awaken a strong repercussion in the medical circle, where Marín participated too in the *Anti-racism Committee of Valparaíso*. Given these sensibilities, Marín wrote in the *Aurora de Chile* – official publication of the group – where he made a call to physicians, lawyers, engineers, journalists, writers, professors, and musicians to understand that Fascism was an enemy of culture since it deprived mankind of its fundamental right: the right to freedom of thought (Ruperthuz, 2017). Finally, the University of Chile did not endorse this initiative due to a lack of funds. However, it showed how Freudian psychoanalysis was valued beyond specialized professional circuits. Juan Marín remained adherent to Freudism until his death in Viña del Mar in 1963.

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Marinho, Heloisa

Born *São Paulo, Brazil, 14 September 1903*

Died *Rio de Janeiro, Brazil, 4 July 1994*

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Keywords

Brazil · Education · Teacher training · Educational psychology

In 1910, Heloisa Marinho began her studies at the American School of Petrópolis, a Methodist school where she studied elementary and middle school. In 1919, she joined the technical high school course for young adults at Bennett School in Rio de Janeiro. Simultaneously, she attended the training course for elementary teacher (called Normal Training Course, in Brazil). She traveled to the United States in 1923 to continue her studies at Wesleyan College, Macon Georgia, and Peabody College of Teachers. Between 1925 and 1928, Heloisa Marinho studied at the University of Chicago. She graduated in psychology followed by a specialization in philosophy (Leite Filho, 2000).

In 1929, Heloisa Marinho returned to Brazil and succeeded to be a professor of general psychology at Bennett School. Five years later, she started teaching at the School of Teachers of the Educational Institute of Rio de Janeiro (IERJ), as assistant to Professor “Manoel Bergstrom Lourenço Filho”, in Educational Psychology course. In 1936, she was invited by the University of the Federal District (UDF) to study Gestalt Psychology at the Frankfurt University, Germany (Leite Filho, 2000).

In 1938, Heloisa Marinho was appointed professor of Educational Psychology course in the Faculty of Education at UDF. During the same year, she taught Genetic Psychology Course for primary teachers at IERJ (Leite Filho, 2000). In 1939, Heloisa Marinho launched a new Technical Institute (IT) at Bennett School whose goal was the preschool teacher training course. In 1942, she held the position of full professor of educational psychology at IERJ (Kuhlmann, 2005).

In 1949, she organized the Higher Education Course for preschool educators at IERJ. At the same institution, she coordinated the Child Study Center. Heloisa Marinho led the training courses for all preschool teachers from public education of Rio de Janeiro. In 1951, she became director of the Normal Course at Bennett School (Leite Filho, 2000).

In 1952, she published her first book, about the educational function of kindergartens and their supportive environment for life. This book was used as a preschool education guide for many teachers. In 1957, as the result of research developed under her guidance, Heloisa Marinho launched the Brazilian Child Physical, Psychological and Social Development Scale (Leite Filho, 2000).

Inspired by structuralist principles and the ideas of Froebel (1782–1852) and Dewey (1859–1952), Heloisa Marinho created the Natural Method based on the individual natural transformations during the reading system growth (Oliveira, 2012). She stood for a ludic and free education that valued the child’s creativity, the experience as knowledge, and the protagonism of the student in the learning process. Based on the ideology of the New School, Heloísa Marinho aimed an education that respected the child rhythm (Kuhlmann, 2005).

From 1966 to 1975, she organized and coordinated the Special Pedagogy Course at IERJ. In 1976, she created the Helena Antipoff Research Center (CPHA) at Pestalozzi Society of Brazil, in order to organize courses and university research focused on education processes and human development. In 1979, she was part of the Child Development Center (NDC) at Bennett, later known as the Bennett Institute for Child Development. In 1982, she founded the Heloísa Marinho Research Institute (IPHEM) in partnership with Dr. Jairo Werner Júnior (1953–) (Leite Filho, 2000).

On the whole, Marinho focused her investigations on the child and structured her studies in three axes: teacher training, curriculum, and language study (Reis, 2014).

She had an outstanding career among Brazilian educators, and she was known as “the educator of the educators” of the kindergartens in Rio de Janeiro. Her professional career was based by teaching and organizing several training courses for teachers of preschool education, as well as literacy courses and special pedagogy. She was a great inspiration of the educational reforms of the twentieth century, being one of the most active voices in defense of early childhood education in Brazil (Leite Filho, 2000).

Heloisa Marinho contributed with fundamental knowledge for child and educational psychology, and her studies and research aimed mainly at teacher training. The relevance of the child development, the role of language and playing in the learning process, and the observation of the child behavior were marks of her thought in the articulation of pedagogical and psychological fields.

Cross-References

► [Lourenço Filho, Manuel Bergstrom](#)

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Martín-Baró, José Ignacio

Born *in Valladolid (Spain), May 6, 1926*

Died *in San Salvador (El Salvador), November 16, 1989*

Nelson Portillo
Boston College, Framingham, MA, USA

Keywords

El Salvador · Liberation Psychology · Social Psychology · Jesuits

Ignacio Martín-Baró is the most prominent psychologist from El Salvador and one of the most provocative Latin American thinkers in psychology during the last quarter of the twentieth century (for an expanded review, see Portillo, 2012). Trained in philosophy, theology, and psychology, he was a gifted writer and a prolific author of over 150 published works particularly in the areas of social and political psychology. His greatest intellectual contributions were his psychology of liberation, the first academic public opinion institute founded in the country, and the largest collection of studies ever written by a Salvadoran psychologist. Because of his academic work and his social commitment as a Jesuit priest, he paid the ultimate price along with his brothers and sisters at the University of Central America's massacre. His ideas have influenced critical scholars and practitioners around the world, interested in furthering his vision and creating a more just world.

José Ignacio Martín-Baró was born on November 7, 1942, the fourth child of renowned writer, poet, and local chronicler Francisco J. Martín Abril and Alicia Baró, in Valladolid, the capital of Castile and Leon in northwestern Spain. Nacho, a typical nickname for Ignacio, was marked early on by the Society of Jesus not only because he shared the name of the order's founder, Ignatius of Loyola (1491–1556), but also because he was educated by them during part of his childhood.

Martín-Baró was raised during the Spanish post-civil war years by a devoted Catholic family. Following in the footsteps of two brothers who were aspiring Jesuits and a sister who was a Carmelite nun, he responded to God's call by joining the Jesuit order as well. Shortly before his 17th birthday, he entered the Novitiate of Orduña in Vizcaya on September 28, 1959. From Orduña, he was transferred to Villagarcía de Campos, back in Valladolid, but very soon had to pack again and was sent by his superiors with other Jesuit brothers to El Salvador, where he completed his second year as a novice at the novitiate of the Society of Jesus in Santa Tecla in September of 1961.

From El Salvador, Martín-Baró travelled in 1961 to Quito's Catholic University in Ecuador

where Jesuit novices went to study classical humanities for 2 years. However, he transferred to Javeriana University in Colombia the following year to continue his studies in philosophy. There, he obtained his certificate in philosophy in 1964 and a bachelor's in philosophy in 1965. While completing his degrees, he found his true intellectual calling –psychology – and combined it masterfully with his studies in philosophy. His philosophy degree thesis, *To Be and To Suffer* (Martín-Baró, 1964), was the product of a seminar on existentialist psychology.

His Colombian period (1962–1965) also marked the beginning of his career as a dedicated and prolific writer at the early age of 22. His first published works dealt with clinical psychology, and his early interests in psychology were focused mainly on existentialist and psychoanalytic therapeutic approaches and theories. He developed a special fondness for logotherapy and an admiration for Austrian psychiatrist Viktor Frankl (1905–1997), who was one of his main referents for his philosophy degree thesis.

Moved by a fascination with Frankl's work and by his academic self-confidence, Martín-Baró wrote directly to the famous Austrian psychiatrist to describe his experiences with Colombian indigenous people. During that time, he had begun working as a clergyman in the dense jungles of El Chocó (near the Atlantic coast) with Afro-Colombian indigenous communities. This experience left a deep mark on him as he tried to understand the social roots of fatalism among disenfranchised people from the perspectives of logotherapy and existentialism.

Martín-Baró had also expressed to Frankl his interest in studying under him in Vienna. Impressed by his letters, Frankl welcomed him to come to Vienna, but he advised him to study experimental psychology in the United States first, in a phenomenological-existentialist program. Frankl was very specific and recommended that Martín-Baró attend Duquesne University in Pittsburgh, where logotherapy was taught. Although he never went onto studying in Vienna or Pittsburgh, his exchange with Frankl marked an early milestone in his career and what would become his own approach to psychology.

In 1965, Martín-Baró returned to El Salvador and started working at the Jesuit school, Colegio Externado San José (Beirne, 1985), where he took on the challenge of mastering several subjects while serving as the school's discipline prefect and library director for 2 years. In 1967, he started teaching philosophy at the University of Central America (UCA), but he left his post that same year to begin his studies in theology at Sankt Georgen Graduate School of Philosophy and Theology in Frankfurt, Germany. At Sankt Georgen, he coincided with Jon Sobrino (1938–), a UCA fellow brother who later became one of the main figures of Liberation Theology. Martín-Baró was, nevertheless, disenchanted with the atmosphere in Frankfurt and decided to transfer to Belgium's Catholic University of Louvain. With his ability to learn new languages, Martín-Baró took on French and rapidly became proficient. He combined his studies with pastoral duties during the weekends when he often worked with Spanish immigrants in Brussels. He returned to El Salvador in 1969 to complete his theology degree, but shortly after, he left for Europe again to finish it in Eegenhoven, Belgium, in 1970. Later that year, he was ordained and took his final vows as a Jesuit priest in his native Valladolid.

While studying theology, he formally began his undergraduate studies in psychology at the UCA, which he completed in 1975. There, he was mentored by Jesús Arroyo Lasa (1925–?), a Basque Jesuit who had studied applied psychology and psychoanalysis in Innsbruck and was an enthusiast of Marxist social psychology. Authors like Paulo Freire and Herbert Marcuse (1898–1979) and the like became referents for Martín-Baró, thanks to Father Arroyo. Under his guidance, Martín-Baró published in 1972 his first book, which contained early psychoanalytic views that he later shed and the seeds of what later became his liberation psychology. At that point, he had written 26 articles and become head of the editorial committee of the prestigious Jesuit journal *Central American Studies* (known as ECA for its acronym in Spanish), which he directed between 1975 and 1976. While still an undergraduate student, he had also started teaching psychology courses at the National School of Nursing in 1971 and at the UCA in 1972.

Immediately after finishing his undergraduate degree in psychology, Martín-Baró was awarded a Fulbright scholarship to pursue graduate-level studies in the United States. He completed his master's degree in 1977 and his doctorate in 1979 at the University of Chicago. For his master's thesis, he studied social attitudes and group conflicts in El Salvador, and for his dissertation, he focused on crowding among low-income Salvadorans. His mentors included well-known psychologists such as Milton J. Rosenberg (1925–2018), Salvatore Maddi (1933–), Suzanne (Kobasa) Ouellette (1948–), Norman Bradburn (1933–), and Mihály Csíkszentmihályi (1934–). As was usual in every place where he lived, Martín-Baró combined his studies with pastoral work during the weekends.

In 1979, Martín-Baró finally returned to El Salvador and to the UCA, to stay for good this time as a consecrated scholar and as a Salvadoran citizen. During his Chicago period (1976–1979), many things that influenced him had occurred in El Salvador and Latin America, including the III General Conference of the Latin American Episcopate in Puebla in which the preferential option for the poor was adopted, the rise of Liberation Theology and its emphasis on the plight of the oppressed, the persecution of the Salvadoran church, and most importantly the increasing radicalization of leftist and right-wing forces in the country.

As the sociopolitical tensions were reaching a point of no return in 1979, Martín-Baró decided to put his vast knowledge to work for the social change that he saw coming to El Salvador. He answered the call by becoming a militant psychologist and started actively collaborating with a psychology network organized by the People's Forces of Liberation (known as FPL), one of the main leftist organizations in the country. The psychology network was part of a larger clandestine health network coordinated by Eduardo Espinoza Fiallos (1949–), a medical doctor and professor at the National University of El Salvador (personal communication, June 2, 2019). Martín-Baró, whose nom de guerre was "Chungo," was introduced to the network by Ethel Pocasangre Campos (c. 1953–1986), alias "Crucita," a

psychologist working at the UCA and later killed by her own FPL comrades. He offered psychological counseling, diagnosed mental health issues, gave talks, and provided insightful analyses of the affairs taking place before the war broke out. He went as far as conducting a study of the guerilla fighters' morale in one of their main strongholds in the Chichontepec Volcano in 1980. This militant period lasted about 2 years and ended when the network coordinators moved to the war front at the end of 1980. Some of his experiences as a militant psychologist are covertly reported in his unpublished work, *Psychosocial Roots of War in El Salvador* (1981). There, Martín-Baró stated that his reflections about the Salvadoran conflict were produced not in the vacuum, but through his "active participation in the [historic sociopolitical] processes [that took place in 1980]" (Martín-Baró, 1981, p. 19). A great deal of Martín-Baró's intellectual production would later deal with the role of both psychology and psychologists as agents of change in processes of social conflict and liberation.

Martín-Baró continued his work for social change for the rest of the 1980s both as a scholar and a priest. At the UCA, he juggled several administrative posts (vice-rector, member of the board of trustees, chair of the psychology department, and director of research programs) as well as academic duties (instructor, principal investigator, director of the University Institute of Public Opinion, and student advisor). Despite his rich intellectual and academic life, Martín-Baró was happiest among the modest people of Jayaque and its vicinities, a village where he worked as a priest. He comforted, gave strength, and helped the poor to improve their material and spiritual conditions. Earlier in the 1980s, he had also worked in Zacamil, a large working class neighborhood in the north of San Salvador.

Martín-Baró's academic prestige and visibility skyrocketed in the mid-1980s, and he became a keynote speaker in high demand at national and international events. In the context of the Interamerican Congresses of Psychology organized biannually by the Interamerican Society of Psychology (known as SIP for its acronym in Spanish), he met some of his closest colleagues

and started playing a leading role in the field of psychology in Latin America. In 1979, at the 17th Interamerican Congress of Psychology, he met Silvia Lane, one of the most influential social psychologists in Brazil. At the 20th Interamerican Congress of Psychology held in Caracas in 1985, Martín-Baró gained major notoriety for his poignant ideas about the role of psychology as an instrument of change. In the same event, he became vice-president for Mexico, Central America, and the Caribbean of SIP. He had been invited by Maritza Montero, an influential Venezuelan social psychologist with whom he shared not only a close friendship but also a vision for a more committed and critical psychology. In 1986, he was reelected for the same position, and the following year, he initiated his second term at the 21st Interamerican Congress of Psychology held in Havana, Cuba. He received posthumously the Rogelio Díaz-Guerrero Interamerican Psychology Award from SIP in 1991. In 2019, SIP named its Student Award in honor of Martín-Baró who, coincidentally, was part of the group that conceived and introduced it originally in 1989 (Sánchez, 1990).

For Martín-Baró, traveling was not a perk of the academic intelligentsia; it was a strategy to survive by being in the public eye and a way to serve as a witness who could denounce the atrocities of war and the human rights violations inflicted by the Salvadoran government with the help of the United States. Martín-Baró traveled much more frequently to the United States than anywhere else in order to let people know what their government was doing “in their backyard.” He started close relationships with activist psychologists Adrienne Aron (1941–) in the West coast and with M. Brinton Lykes (1949–) in the East coast. Both friends helped him to organize talks and visits to key places.

Martín-Baró had a love-hate relationship with the United States even before the Salvadoran civil war started. He was well-versed in the topic of North American foreign affairs, and he distrusted almost everything that came from there, including the psychology originating in the United States. Studying in the United States was a form of getting to know the enemy from inside. In his two

main handbooks of social psychology from Central America, published in the 1980s, he opened a North-South dialogue rarely seen in the academic books on psychology available in Latin America, then or now. Martín-Baró not only articulated sharp critiques of American psychology but also proposed provocative ways to break away from it. A telling aspect of his deep-seated sentiment was his determination to write in Spanish only, despite the fact that Martín-Baró was fluent in English. Ultimately and regrettably, this decision put his writings at risk of going unnoticed by English-speaking scholars in the United States and beyond. A small selection of his works is available in *Writings for a Liberation Psychology* (Martín-Baró, 1994).

Friends and colleagues stood in solidarity with Martín-Baró and often advised him to be careful and leave the country if possible. He turned down several job offers in prestigious institutions, and instead, he asked for help in the form of books, travel funds, and moral support. He opened other channels of communications within academia in specialized journals such as the *Journal of Psychology of El Salvador*, group-edited books, and editorial committees. He accepted short visiting posts in the Central University of Venezuela, Zulia University, University of Puerto Rico, Javeriana University, Autonomous and Complutense Universities in Madrid, and the University of Costa Rica. By the end of his career, he had edited, compiled, or penned more than a dozen books and over 150 articles. He is best known for pioneering what he named liberation psychology (Martín-Baró, 1994), his own proposal of what a political and critical social psychology should aspire to be. With very few exceptions, he wrote most of his work as the sole author.

In 1986, Martín-Baró launched the University Institute of Public Opinion (known as IUDOP), one of his most ambitious research projects. In a context of propaganda and fear to express one's opinions, he established the first academic and independent polling research center in the country with the objective of creating an unfiltered channel that would measure reliably and systematically the opinions of Salvadorans about relevant issues and current developments (Martín-Baró,

1987). In that sense, he conceived public opinion research as a de-ideologizing instrument that could reveal the true sentiments of the Salvadoran people and the manipulation of reality and common sense. Thanks to a grant from the German Catholic Bishops' Organization for Development Cooperation (MISEREOR), his institute assembled a professional team that would conduct 23 national polls between 1986 and 1989. Many of his findings were published in two volumes (Martín-Baró, 1987, 1989). The institute gained prestige and became one of the most trustworthy sources of information in the country and abroad. He was equally attacked by the right and the left because his findings did not align with either ideological position. Sometimes military personnel would confiscate surveys to his team while conducting field work. His polls on the Salvadoran peace process were critical to show that the population favored a negotiated exit to the war and to dissuade the US congress to stop sending military aid to El Salvador. The institute is still active at the UCA after 34 uninterrupted years.

Beginning in 1987, the situation in El Salvador had become so difficult that he went into hiding for short periods of times. That same year, in his visit to Cuba, he told English psychologist Alison Harris (1990) that he had declined to appear on Cuban national TV because it would most certainly bring some kind of retaliation in El Salvador. He told her that he knew the rules that he could break without exposing himself to serious danger.

Toward the end of his life, his health deteriorated. In his last visit to Spain in 1989, his brother Carlos saw a nervous and overtired Martín-Baró with several medications on top of the nightstand. The end came about 2 weeks after his 47th birthday, during the early hours of November 16, 1989. Still dressed and awake, Martín-Baró was working when an elite military squad of the Atlacatl Battalion forced its way into the university campus and the Jesuit residence, using as a pretext a major operation launched by the guerrillas of the FMLN, 5 days before. The militia had come with orders to eliminate Ignacio Ellacuría (1930–1989), UCA's rector, and leave no witnesses. In total, six Jesuit priests were massacred

along with their cook and her daughter. According to the account given by Lucía Barrera de Cerna, the only witnesses of the crime, it was Martín-Baró who told his executioners before dying: "This is an injustice. You are carrion" (Bergman, 1998, p. 52).

His assassination cut short his intellectual production at a very early age, but his ideas have received greater attention and created a strong movement of psychologists across the globe in the years that followed. In Latin America, Montero played an important role disseminating and expanding the work of Martín-Baró since his death. In Spain, Blanco organized many of the works of Martín-Baró in two volumes (Martín-Baró, 1998; Martín-Baró, 2003). In Mexico, Pacheco and Jiménez published the first compilation of Martín-Baró's works available after his death (Martín-Baró, 1990). While most of the production related to Martín-Baró is available in Spanish, a selection of his writings are available in Portuguese (Martín-Baró, 2017), in Italian (Martín-Baró, 2018), and German (Riquelme, 1990). Montero and Sonn edited in 2009 the first work in English that systematically analyzed and built on Martín-Baró's liberation psychology. Outside Latin America, Geraldine Moane (1999) was among the first authors to use liberation psychology. Signaling the greater influence and acceptance of Martín-Baró's ideas into mainstream psychology, the American Psychological Association (APA) published *Liberation Psychology: Theory, Method, Practice, and Social Justice* (Comas-Díaz & Torres Rivera, 2020).

The growth of the liberation psychology movement mirrors the increasing relevance of Martín-Baró in global psychology. In Latin America, the movement grew out of the International Congresses of Social Psychology of Liberation held between 1998 and 2016 in several countries. The contributions presented in some of the meetings have also been published (e.g., Guzzo & Lacerda Jr, 2009). Abroad, critical and community psychologists (e.g., Kagan et al., 2011; Nelson & Prilleltensky, 2005) have introduced Martín-Baró's liberation ideas to problematize and decolonize psychological knowledge and practice. His ideas have been discussed in many of the International Conferences of Community Psychology

held between 2006 and 2020 as well. From critical to mainstream psychology, Martín-Baró remains one of the most prominent figures of psychology coming from El Salvador and Latin America.

Cross-References

- ▶ Freire, Paulo Reglus Neves
- ▶ Montero Rivas, Maritza

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Martínez Mont, Luis

Born **Huehuetenango, (Guatemala), 11 October 1901**

Died **Lima, (Peru), 25 June 1967**

Ramiro Tau

Université de Genève, Geneva, Switzerland

Keywords

Guatemala · Switzerland · Institut Jean-Jacques Rousseau · School of Geneva · League of Nations · Development · Moral judgment

He studied pedagogy at the Instituto Nacional Central para Varones (Central National Institute for Boys), Guatemala (1923), he obtained a certificate in Pedagogy from the Institut Jean-Jacques Rousseau (1930), and a Doctorate in Philosophy with a mention in Pedagogy from the Université de Genève (University of Geneva), Switzerland, where he also collaborated with Jean Piaget (1896–1980) in the study of children’s appropriation of norms.

Juan José Arévalo (1904–1990), who would later become president of Guatemala, was one of his teenage friends and a fellow student at the Instituto de Formación de Maestros (Teachers’ Training Institute) since 1918. About those formative years, Arévalo later wrote that “from the first days his cultural superiority over all of us was evident. He read literary books, wrote acclaimed verses and spoke admirably” (Arévalo, 1963, p. 300, our translation). In 1923, together with Arévalo and Barrera Rodríguez, Martínez Mont co-founded the pedagogical-literary journal “Alba.” He also worked on the 1925 Project to Reform the Guatemalan Teachers’ Curriculum, and towards the end of 1926, he was appointed Oficial Mayor en Educación Pública (Principal Officer in Public Education) (Arévalo, 1970).

As a result of his outstanding grades, in 1927, he won a competitive government scholarship to study pedagogy abroad. He thus arrived at the Jean-Jacques Rousseau Institute of the University of Geneva (precursor of the Faculty of Psychology), where he first studied Pedagogy (1927–1930) and then he joined the Faculty of Letters to continue his doctoral studies in Philosophy with an orientation on Pedagogy (Université de Genève, 1930a). During the years 1929–1930, he carried out a research under the direction of Jean Piaget (1896–1980) and Germaine Guex (1904–1984), on “the rules of a girl’s game” (Université de Genève, 1930b). His interest in the development of moral judgments and the appropriation of norms during childhood was reflected in the book *Le jugement moral chez l’enfant (Moral Judgment in the Child)* (Piaget et al., 1932), in which he participated as a research collaborator and co-author of the first chapter, together with Valentine Châtenay (1899–1983) and Marc Lambercier (1890–1972).

During those years, he joined the Société des Nations (League of Nations, SDN, 1930) to complement the income of the scholarship that the Guatemalan government had decided to cut back during that time. The difficulties to fully engage in academic activities forced him first to delay his studies and then to interrupt the completion of the doctoral thesis he had planned to write. In fact, in addition to his university duties, during those years he represented the Guatemalan government as Secretary and Head of the national delegation for the League of Nations. Among other activities, in 1930, he took part in the International Labor Conference held in Geneva. In July 1931, he signed the “Convention for Limiting the Manufacture and Regulating the Distribution of Narcotic Drugs,” as well as other international agreements and declarations (SDN, 1933). In the same city, in 1934, he participated in the Third International Conference on Public Instruction, where he was in charge of a session dedicated to contemporary developments in education (Le Temps, 1934). In 1935, after an 8-year stay in Switzerland, he returned to Guatemala, where he was quickly appointed Head of the country’s Normal Education Section (1936–1937), then Director of the Central Normal School for Boys (1938–1939), Professor at the Universidad de Guatemala (University of Guatemala) (1939–1942), and member of the Sociedad de Geografía e Historia de Guatemala (Guatemalan Society of Geography and History) (1941–1946). It is mainly because of his participation in public service during this period that, despite his few publications, he is still remembered today as a reference in teachers’ training and educational reforms in his country.

After a decade of collaboration in the public sector, the political situation in Guatemala changed completely. In the aftermath of 1944 revolution, many collaborators of the previous government of Jorge Ubico Castañeda (1878–1946) had to go into exile. Martínez Mont emigrated to the United States (Notas Varias sobre Hispanismo, 1944), where he was hired by Walt Disney (1901–1966) as an educational consultant (Sandoval, 2012). After 2 years in New York, he returned to Geneva and joined the Spanish team of the Editing and Translation

Division of the International Labor Organization (Payró, 2019). As part of the tasks requested by this international organization, he travelled to Brazil and then to Peru, where he died in the city of Lima in June 1967.

Cross-References

► [Arévalo, Juan José](#)

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Martínez, Juan Nicolás

Born on July 7, 1915, in Caguas, Puerto Rico

Died on July 5, 2002, in San Juan, Puerto Rico

Irma Roca de Torres

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · Clinical psychology · Measurements · Graduate education

Juan Nicolás Martínez was born in a rural area of central Puerto Rico (PR). At birth, he presented symptoms of albinism, a genetic condition that implies low visual acuity. At the beginning of his school career, he was registered at a special school for children with visual disabilities. As the developments of the science of optometry progressed, he was able to increase his eyesight with proper correction glasses and transferred to a regular public school in Caguas, where he graduated with the highest honors. He studied for his high school degree at University High School, a

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semi-public school administered by the University of Puerto Rico (UPR-RP). After his graduation, he entered college at UPR-RP, where he graduated in 1935 from Normal School, a two-year program to prepare school teachers (Roca de Torres, 2006).

He earned a scholarship and registered at Columbia University, New York City, where he completed, in 1938, a Bachelor of Science with double majors in psychology and education of exceptional children (today, children with functional diversity). At this time, he returned to Puerto Rico to teach English at various public schools of PR. At the same time, he traveled frequently to Columbia University to pursue studies toward a master's degree in educational and clinical psychology. By 1942, he had finished all his master's requirements and was ready to turn in his thesis, but on his way to Columbia University, he was in a plane accident where he was one of five survivors, but his master's thesis document did not survive (Roca de Torres, 2006). This experience was not enough to discourage him. Although he did not write again his lost thesis, he kept taking courses and finally turned in another thesis and obtained his master's degree in educational and clinical psychology in 1953.

Many of the courses Juan Nicolás Martínez took at Columbia during more than ten years of studies were in clinical psychology, but for diverse reasons, including financial, he transferred to New York University where he finished his PhD in 1958 in the area of human relationships (Personnel Record, 1948–1974). During his years at Columbia University and New York University, he studied with Goodwin Watson, Irwin Lodge, and Virginia Axline, among others. The title of his dissertation (1957) was *The attitudes and concepts of Puerto Rican professionals regarding mental illness: An exploratory study of a group of Puerto Rican professionals: medical doctors, social workers, nurses, teachers and religious workers*.

Juan Nicolás Martínez had a variety of jobs during the 1940s. From 1942 to 1944, he was director of San Juan Youth House, an institution for orphaned children. He was director of the Department of Psychology of the Psychiatric Hospital from 1944 to 1961. During this time, he also

worked part-time at Office of Vocational Rehabilitation of the Veteran's Administration Hospital. At the end of the decade, he opened a private office for the practice of his profession (1947) and started teaching psychology courses part-time at UPR-RP (1948). He also worked as a clinical psychologist at the Psychiatric Institute of PR. He kept collaborating with these institutions until 1966 (Roca de Torres, 2006).

When Juan Nicolás Martínez finally finished his PhD degree, he accepted a full-time teaching position at UPR-RP and being a director of their Program of Psychology. His collaboration with all mentioned institutions allowed for those of us who were his students to gain valuable practical experiences. He used to say, "you always have to put the student in contact with the people" (J. N. Martínez, personal communication, June 11, 1993).

He was the first director of the Program of Psychology at the Faculty of Social Sciences, UPR-RP, to remain at his post for four years, which gave stability to this program of studies and allowed him to stimulate the creation of a Department of Psychology and a graduate program of this discipline. These achievements were attained after he was no longer the director but were a product of his management. During his years at UPR-RP, he continued his private practice in the metropolitan area and opened a private office in St. Thomas to offer psychological services to children that at that time were not available in the Virgin Islands.

He enjoyed participating in international congresses of psychology in Europe, Latin America, and the United States. He frequently went to conferences organized by the Interamerican Society of Psychology, International Association of Applied Psychology, Spanish Association of Psychology, Interamerican Association of Rehabilitation Counseling, Association of Psychosomatic Medicine, American Psychological Association, and Puerto Rico Psychological Association, among others (Roca de Torres, 2006).

His research, as many of the psychologists of his time, was centered in the development of psychological instruments to measure cognitive abilities. With a group of collaborators, Dr. Martínez

translated to Spanish and adapted and standardized the Wechsler Adult Intelligence Scale (WAIS) (Green and Martínez, 1967). This instrument was used for 40 years, until 2008 when a translation, adaptation, and standardization of the WAIS-III was done by a group of researchers directed by Dr. José Pons (Pons et al., 2008). He also developed a standardization process for the WISC for the children of the Virgin Islands, a territory of the United States. Dr. Martínez also did a comparative study of the personality of children of Puerto Rico and the Virgin Islands.

Dr. Juan Nicolás Martínez finished his academic life as associate dean of studies and interim dean of studies at UPR-RP. He retired in 1974 and was named *emeritus professor*. This distinction was added to other honors bestowed on him by the Puerto Rican Psychological Association and by the Department of Psychology of UPR-RP for his contributions to the development of psychology in Puerto Rico.

After his retirement, Dr. Juan Nicolás Martínez lived a tranquil and peaceful life accompanied by Carmen, his wife of many years. His only son Piero died before his father. Dr. Martínez was survived by his daughter-in-law, Diana; his granddaughter, Michelle; and his students and colleagues who remember well his lessons about responsibility and ethics of our profession

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N., & Yang, J. (2008). Estudios de validez de la Escala de Inteligencia Wechsler para Adultos, Versión III, Puerto Rico (EIWA-III) [Validity studies of the Wechsler Intelligence Scale for Adults, Version III, Puerto Rico (EIWA-III)]. *Revista Puertorriqueña de Psicología, 19*, 75–111.

Roca de Torres, I. (2006). Algunos precursores/as de la Psicología en Puerto Rico: reseñas biográficas [Some precursors of Psychology in Puerto Rico: biographical sketches]. *Revista Puertorriqueña de Psicología, 17*, 61–88.

Martins, Joel

Born in Santos (São Paulo), Brasil, 27 Mar. 1920

Died in São Paulo (São Paulo), Brasil, 2 May 1993

Antonio Carlos Caruso Ronca
Pontificia Universidade Católica de São Paulo,
São Paulo, Brazil

Keywords

Brazil · Psychology of Education ·
Postgraduation

Upon concluding of a Foundation Degree in Primary Teaching and Learning in 1941, at Instituto de Educação Caetano de Campos (Caetano de Campos Institute of Education), Joel obtained a degree in Philosophy and Pedagogy in 1945, at the Faculdade de Filosofia, Letras e Ciências Humanas (Faculty of Philosophy, Languages and Human Sciences) of Universidade de São Paulo (University of São Paulo) (USP), when he began to take important positions at the Secretaria de Educação de São Paulo (Department of Education of São Paulo). He was headmaster at Instituto de Educação de Espírito Santo de Pinhal (Espírito Santo do Pinhal Institute of Education) in São Paulo and at Escola Normal Pe. Anchieta (Father Anchieta Foundation School), in 1948–1949, in the neighborhood of Brás (São Paulo), with over 2000 students at the time. He was also a teacher and headmaster at Instituto de Educação Castelo Branco (Castelo Branco Institute of Education) in Limeira, São Paulo, from 1949 to 1966.

He, then, pursued an advanced academic degree, obtaining a masters at the University of Louisiana, USA, in 1950. As he returned to Brazil, he was invited by Professor Noemy Rudolfer to be her assistant at the Department of Psychology of USP (Saviani, 2005).

In 1953, he obtained a doctoral degree at the Faculty of Philosophy, Languages and Human Sciences of USP, with a dissertation on Experimental Psychology. In 1954, Joel returned to the USA to attend a postdoctoral internship at University of Michigan.

In 1956, he was invited by Fernando de Azevedo to join the Educational Studies and Research Department of Centro Regional de Pesquisas Educacionais (Regional Education Research Center) (CRPE/SP) to work as a director, position he maintained until 1957, when he became Director of the *Diretor da Divisão de Aperfeiçoamento do Magistério* (Department of Primary Teaching and Learning Improvement) (DAM).

In 1959, he was invited to work for the Organization of American States (OAS) supervising educational programs across Latin America, which provided him with a thorough perspective of our continent, its differences, and profound disparities.

Due to his experience at the OAS, Joel was invited to join UNESCO in Paris, 1960–1962, where he worked in projects for the most impoverished populations in Africa.

As he returned from Paris, Joel Martins started his career at the Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo) (PUC-SP) as a Professor of Psychology. Given some time, he was involved in two major projects: the University Reform and the implementation of the postgraduation area. Being nominated a member of the Commission in charge of the University Reform in 1967 (Nagamine, 1997, p. 66), one of his main concerns was: “to create a basic cycle that allowed recently graduated High-School students to be welcomed to the university, and to take part in the great matters of contemporaneity through the study of Philosophy, Sociology, Anthropology and Psychology” (Ronca & Luna, 2017, p.15).

Assigned the specific mission to design and implement the postgraduation area to be

articulated to both the basic and the professional cycles, Joel created, in 1969, the first Psychology of Education postgraduation program of Brazil at PUC-SP.

He also collaborated with the creation of other postgraduation programs at the university, such as Communication and Semiotics, and Applied Linguistics and Language Studies in 1970, and, in 1971, Philosophy of Education.

A new phase of making Psychology of Education researchers and teachers started, in which he coordinated the recently created Psychology of Education program, lectured at least one course per semester – usually in Human Learning – and oriented research, thesis, and dissertations, while he also took the position of President at the Postgraduation General Commission at PUC-SP.

His doctorate at USP was based on behaviorism, by studying Clark Leonard Hull (1884–1952) and Edward Chace Tolman (1886–1959). In the 1970s, he concentrated on investigating cognitivism with David Paul Ausubel (1918–2008), who he brought to Brazil to give courses and discuss research. In the 1980s, he intensively dwelled with phenomenology, mainly via Martin Heidegger (1889–1976) and Maurice Merleau-Ponty (1908–1961). His uneasiness led him to make constant epistemological ruptures by questioning fundamentals of certain theories.

In his pursuit to contributing with teachers' and researches' education, his most compelling priority was to send students to study abroad. With vast international experience, he sought partnership with Ford Foundation, Fulbright Commission, and the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (Coordination of Superior Level Staff Improvement) (Capes) so that Brazilian students could study in the USA and Europe.

In 1992, he was elected Dean at PUC-SP. He took office on 28 November, unfortunately, for 5 months only. He passed on in May 1993. Joel Martins became one of the most significant names of Brazilian postgraduation scene. He was a professor and a trainer of hundreds of masters and doctors. He valued qualitative research, qualitative phenomenological in special. In his life and his work, he highlighted the intellectual emancipation of people, taking a stand in favor of research, science, and schools.

Cross-References

► [Rudolfer, Noemy Marques da Silveira](#)

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Masotta, Oscar Abelardo

Born *Buenos Aires, (Argentina), 8 January 1930*

Died *Barcelona, (Spain), 13 September 1979*

Hernán Scholten

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Argentina · Spain · Psychoanalysis · Lacanism · Freudian School of Buenos Aires

Oscar Masotta finished his high school studies at Escuela Normal (Normal School for Teachers) N° 4 “Mariano Acosta” in Buenos Aires in 1947. Although he followed some courses on the Philosophy Program at the University of Buenos Aires in the mid-1950s, he did not obtain any university degree.

During the 1950s, he wrote articles for several local magazines on literary criticism, politics, and philosophy such as *Centro (Center)*, *Clase Obrera (Working class)*, and *Contorno (Contour)*. His first publications were inspired by French literature, especially the existentialism of Jean-Paul Sartre (1905–1980) (Scholten, 2001; Terán, 2013). His first references to Freudian doctrine date from this period (Masotta, 1959), from his readings of *La Psychanalyse*, a journal published by the French Society of Psychoanalysis led by Daniel Lagache (1903–1972) and Jacques Lacan (1901–1980). Already in 1964 he presented Lacan’s ideas for the first time to the local public at the Instituto de Psiquiatria Social [Institute of Social Psychiatry], at the request of its director, the psychiatrist-psychanalyst Enrique Pichon-Riviere (1907–1977) (Borinsky, 2000).

His fourth book, *Conciencia y estructura (Consciousness and Structure)* (1969), compiled a large part of his previous publications and reflected the wide range of topics, inspirations, and theoretical tensions that permeated his writings in the 1950s and 1960s, and also showed his growing interest in psychoanalysis.

By this time, he had organized his first *study groups* on the work of Jacques Lacan, whose contributions were still largely unknown outside France. They gave rise to the first informal “Lacanian Congresses,” meetings of an informal nature.

His controversy on the dream interpretation technique with Emilio Rodrigué (1923–2008), a prominent member in the local psychoanalytic establishment, even though Rodrigué himself would move away from the Argentine psychoanalytic orthodoxy, demonstrated his definitive turn toward Freudian studies, with a clearly lacanian stamp (Masotta, 1970, 1971; Rodrigué, 1969).

At around this time, as director of various collections at the Argentine publishing house Nueva Visión, he highlighted the contributions

of outstanding figures of French psychoanalysis and published the first volumes in Spanish dedicated to the work of Jacques Lacan (1970).

Additionally, in 1971 he took over the direction of the *Cuadernos Sigmund Freud (Journal Sigmund Freud)*, a periodical publication that aimed to reinvigorate the study and research of Freudian work. In its pages were published some events in whose organization Masotta took an active part. For instance, the visit to Buenos Aires of Maud Mannoni (1923–1998) and Octave Mannoni (1899–1989), both members of the École Freudienne de Paris, the first lacanians to visit Argentina in 1972, and the Jornadas Sigmund Freud promoted by the Goethe Institut from Buenos Aires in October 1973.

Those events served as a precedent for the creation in 1974 of the Escuela Freudiana de Buenos Aires (EFBA, Freudian School of Buenos Aires), which introduced itself as an alternative space to the Asociación Psicoanalítica Argentina [Argentine Psychoanalytical Association], the local representative of the International Psychoanalytical Association that had monopolized the training of psychoanalysts until that moment. The founding act was signed by its 19 initial members, mostly young professionals, and characterized the EFBA as an institute of psychoanalytic research that proposed a 3-year program of seminars on diverse topics (nosography, clinical practice, epistemology, etc.).

At the end of that year, due to the volatile local political situation, Masotta emigrated to Europe and, after a brief stay in London, he settled in Barcelona. There, he dedicated himself to the dissemination of psychoanalysis, which at that time was not very widespread in Spain. He formed study groups, taught courses, and founded institutions such as the Biblioteca Freudiana de Barcelona [Freudian Library of Barcelona] and the Biblioteca Gallega de Estudios Freudianos [Galician Library of Freudian Studies] (Druet, 2017).

In 1975, Masotta introduced the EFBA, which he continued to direct from Europe, to Lacan himself, and he was admitted as a member (psychoanalyst practitioner) at the École Freudienne de Paris (Freudian School of Paris) (Masotta, 1976).

Soon after, tensions within the EFBA began to escalate, especially as a result of the controversies over the implementation of hierarchies in the institution. Toward the middle of 1979, a few months before his death, a split emerged that led to the foundation of the Escuela Freudiana de la Argentina [EFBA, Freudian School of Argentina] under the direction of Masotta.

Oscar Masotta was a key figure in the diffusion of psychoanalysis in its *lacanian version* in Argentina and Spain during the 1970s. Through his teaching, publications, and institutional initiatives, he propagated a novel interpretation of Freudian work, whose impact is still appreciable in the teaching of psychoanalysis and in the professional training of psychoanalytical psychologists in Argentina.

Cross-References

- ▶ Pichon-Rivière, Enrique José
- ▶ Rodrigué, Emilio Marcus

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Matlin, Norman

Born *on 1929 at Hudson City, NJ, USA*

Died *on 2007 at Hartford, CT, USA*

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Institute of Human Potential, San Juan, Puerto Rico

Keywords

Puerto Rico · USA · Graduate Programs in Psychology · Models for Psychotherapy · Ethics

Norman Matlin was born to Israel and Edith Matlin, a family from New Jersey and New York who practiced the Jewish religion. Norman Matlin had a son from a first-marriage with whom he maintained a close relationship and frequent communication. His second wife Anna was an inseparable companion who supported him in his

personal and professional life; they were married for nearly three decades.

After World War II, circa 1955, the new government of Israel invited all Jews in the diaspora to return to repopulate the newly created nation. Norman Matlin accepted the invitation and moved to Israel, where he lived and worked as school counselor for 2 years. During his time in Israel, he learned to speak Hebrew, which he added to other languages he already spoke: English, Spanish, French and Latin.

When Norman Matlin returned from Israel, and motivated by his experiences there, he entered The New School for Social Research at New York City to pursue graduate studies in General Sociology. He obtained a PhD in 1963 with his dissertation, *A heuristic model for education*.

Once Norman Matlin obtained his doctoral degree, he was invited to work at the University of Puerto Rico, Río Piedras campus (UPR-RP), and he moved to San Juan, PR. He taught courses in Sociology, Psychology, and Statistics at the Faculty of Social Sciences. He also worked as a researcher at the School of Public Health Of UPR-Medical Sciences. During the mid-1960s, Dr. Norman Matlin shared with Dr. Carlos Albizu-Miranda a concern about the way Psychology was taught in Puerto Rico and about the need to create graduate studies in Psychology at UPR-RP. He understood that the theoretical models used in Puerto Rico did not take into account the cultural idiosyncrasy and character of the Puerto Rican people. Dr. Albizu-Miranda and Dr. Matlin dedicated great efforts toward the creation of a private graduate school of Psychology, named the Psychological Institute of Puerto Rico. This graduate school would provide students with a theoretical background that took into consideration the Puerto Rican culture. This Institute was founded in 1966, but in 1974 was renamed as Caribbean Center for Post Graduate Studies, and today is Carlos Albizu University, with campuses in San Juan and Mayagüez, PR and Miami, Florida in the United States of America.

In early 1970s, Norman Matlin had a disagreement, with Carlos Albizu-Miranda and the administration of this graduate school, about policies and models of understanding and visualizing the field

of Psychology. He decided to leave and use his experience and ideas to initiate another graduate school in Psychology. In 1975, a group of educators from the Caribbean Center of Post Graduate Studies joined Dr. Matlin in creating The Faculty of Applied Social Sciences, in Cayey, PR (Boulon & Roca de Torres, 2016). This graduate school offered a Master's Program in Clinical Psychology. This new school based its curriculum of studies on discussions of humanity from the perspective of *Ethics of Respect*, critical analysis, and the decision-making process. The School was closed in 1984 (Rivera Alicea, 2011) and held about five graduation ceremonies, where several groups of students graduated with a master's degree.

In the mid-1980s, Dr. Francisco Domingo, Dean of the Faculty of Humanities at Central University of Bayamón, PR, asked Dr. Matlin to create a master's degree program based on decisional models. In 1991, the first graduation of students who completed the Master's in Decision Analysis was held. Two more graduation ceremonies (1993, 1995) were conducted before this program was discontinued. The program was later transformed into a master's degree program in Organizational Psychology, that is still offered at this University (J. Santiago, personal communication, October 24, 2020).

Early in the decade of 1980, Norman Matlin published his emblematic article: *What is wrong with psychology?* (1983b). In it, he describes the meaning of the concept he called Ethics of Respect in the development and implementation of Helping Models. The importance of Ethics of Respect was present in all his initiatives; it justified the creation of his theories and the graduate schools he established. Its principles guided him from his career at UPR-RP, to the Puerto Rican Institute of Psychology, The Faculty of Applied Social Sciences, to the School of Decision Analysis. Within this last endeavor, he gathered the mature fruits of his reflections.

Dr. Matlin's teaching method was Dialogic, as he called it, a "give and take," where the questioning and logical rigor prevailed. In the healing process he practiced from the perspective of art and science, and the process consisted of raising the right questions for the analysis, geared to solving problems and decision-making, according to the client's

values and goals, not by the definitions and values of the consultant, counselor, or therapist. While applying the rules of logic, its strengths included the use of reasoning with the client.

As a teacher, Norman Matlin's influence was present in the creation of graduate programs of Psychology, and also in mentoring former students who today are active in the education of future psychologists. His impact is also felt in over 21 books and articles published during his lifetime. He wrote about a variety of subjects: statistics, goal therapy, therapy of reality, decision-making, research, crises strategies, meditation, logic, individual consultation, counseling, group dynamics, and critical philosophy.

The essential paradigm of Dr. Matlin's thought is Ethics of Respect: respect for the personal values of the client. He developed the Goal Therapy model, where the goals of therapy are defined according to the personal needs and context of the person. He adapted to Puerto Rican culture the model of Reality Therapy developed in 1965 by William Glasser (1925–2013) and also Albert Ellis (1913–2007) model of Rational-Emotive Therapy (1962).

Norman Matlin and his wife Anna lived in Puerto Rico until 2005, when his wife had a stroke and they moved to Hartford, CT, to live with his wife's daughter. Both died in 2007.

Cross-References

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Matos, Maria Amélia

Born on *April 14th, 1939, in Birigui, a city in the state of São Paulo, Brazil*

Died on *May 17th, 2005, in São Paulo, Brazil*

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Keywords

Brazil · Experimental Psychology · Experimental analysis of behavior

Born in a countryside town in the state of São Paulo, Maria Amélia moved to the state's capital in 1957. She was admitted to the first class of psychology degree at the *Universidade de São Paulo* – USP (University of São Paulo), in 1958. In her last year as an undergraduate student, in 1961, she met Fred Keller (1899–1996) when he came to Brazil, for his Sabbatical year at USP. In this meeting, Maria Amélia became his assistant at the Behavior Analysis' laboratory and she was one of the pioneers in institutionalization of this theory in Brazil. The group was composed by Carolina Martuscelli Bori (1924–2004), Dora Selma Fix Ventura (1939), Isaias Pessotti (1939–), Rodolpho Azzi (1927–1993), among others.

In 1962, she left to the United States (USA) to do her graduate studies. She did her master's degree under supervision of Keller at Columbia University, in New York from 1962 to 1964, and in 1969, she completed her PhD for the same University. In Phd, she was supervised by William Nathan Schoenfeld (1915–1996), Keller's collaborator on the first Behavior Analysis' laboratory for Psychology teaching. As a complement, Maria Amélia was assistant in the Psychophysiology laboratory at Veterans Administration Hospital during her graduate studies, and she taught Psychology introductory courses and Experimental Psychology at Columbia University.

Maria Amélia returned to Brazil in 1969, during the military dictatorship and Brazilian University Reform. “Miss Matos,” as she was affectionately called by her students, started her teaching activities at USP's Psychology Institute in 1970. She contributed to the institutionalization of pioneer's lines of investigation including aversive controls, conditional discrimination and equivalence relations, recombinative reading, and rule-governed behavior. Maria Amélia made Experimental researches and published materials for didactic teaching to researchers.

She supervision 32 masters and 38 doctoral students. In the articulation between research and guidance, for example, it is possible to cite the book “Teaching about observation: An introduction,” derived from Marilda Fernandes Danna's masters research under Matos the guidance (Danna & Matos, 1982). The oeuvre was reissued in 2000,

under the title “Learning to observe” with updates that continued allowing the practical teaching of behavioral observation in Psychology from the selection of human participants (Danna & Matos, 2011).

Maria Amélia had her participation highlighted in scientific institutionalization Psychology in general and, specifically, of Behavior Analysis, in Brazil. She cooperated for the establishment and consolidation of associations, for example, *Associação Brasileira de Psicologia e Medicina Comportamental* – ABPMC (Brazilian Association of Behavioral Psychology and Medicine), in 1991, and *Sociedade Brasileira de Psicologia* – SBP (Brazilian Society of Psychology), in 1971. Maria Amélia was secretary of the SBP on two occasions, in 1991 and between 1991 and 1993, when the society was called the *Sociedade de Psicologia de Ribeirão Preto* – SPRP (Psychological Society of Ribeirão Preto). Moreover, she contributed to the strengthening of different scientific journals, for example, the *Cadernos de Análise do Comportamento* (1981–1985) and the *Revista Brasileira de Terapia Comportamental e Cognitiva* (1999 – onward). About the Behavior Analysis, she contributed to circulation and appropriation of proposals of Interbehaviorism of Jacob R. Kantor (1888–1984) in Latin America (Matos, 1981). In this sense, communicating with the author, Matos (1982) showed that her interest was related to works “Outline of Social Psychology” (Kantor, 1929) and “Psychological Linguistics” (Kantor, 1977). These interests seem to coincide with the Matos productions, involving verbal behavior, in addition to be part of *Zeitgeist* of Brazilians interested in verbal behavior relations, Social Psychology, and Behavior Analysis (cf. Sá, 1986).

Maria Amélia had interest in the Psychology Science consolidation in Brazil. She published many research mapping and analyzing scientific production in Psychology on the different societies, like *Conselho Federal de Psicologia* – CFP (Federal Council of Psychology) (Matos, 1988) and the *Associação Nacional de Pesquisa e Pós-graduação em Psicologia* – ANPEPP (National Association of Research and Postgraduate Studies in Psychology) (Matos, 1993). She has critical thinking about Psychology academic training in

Brazil in the 1980s: “[such training is] practically restricted to some laboratory exercises in the Experimental Psychology disciplines and some information on logic and statistics in the Methodology disciplines (these, if any)” (Matos, 1988, p. 100).

Matos’ trajectory exemplifies the participation of Brazilian women in elaboration of Psychology as a Science and Profession, especially in Behavior Analysis in Brazil. She contributed to the institutionalization Psychology Associations (e.g., SPRP) and Behavior Analysis (e.g., ABPMC), that phenomenon strengthens research in Psychology in Brazil. In fact, her research activities imprinted strong marks at USP – where she taught – and in the scientific community in which circulated. Researches about aversive controls, such as stimulus equivalence and reading practice, are themes in different universities where her ex-students continue her studies, e.g., *Universidade Federal do Pará* – UFPA (Federal University of Pará), *Universidade Federal de São Carlos* – UFSCar (Federal University of São Carlos), among others. Therefore, her contributions didn’t stop in her life, her legacy continues.

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- ▶ Bori, Carolina Martuscelli
- ▶ Pessotti, Isaías

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Matte Blanco, Ignacio

Born *Santiago, (Chile), 3 October 1908*

Died *Roma, (Italy), 11 January 1995*

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Keywords

Chile · Psychoanalysis · Chilean
Psychoanalytic Association · Bilogic

Ignacio Matte Blanco was one of the main responsible for the institutionalization of psychoanalysis in Chile and can be considered the most influential Chilean psychoanalyst worldwide, being his works from the 1970s the greatest expression of this (Arrué, 1991; Rupertthuz, 2015). His school years took place at *Liceo Alemán de Santiago* (Santiago's German Highschool), after which he studied medicine and trained as a physician at *Universidad de Chile* (University of Chile), obtaining his degree in 1930 (Rupertthuz, 2015). There he met Luciana Bon Guzmán, with whom he married and formed a family, having seven children together (Escobar, 2016).

In 1931, Matte Blanco was in charge of the Physiology chair at *Pontificia Universidad Católica de Chile's* (Catholic University of Chile) Medical School. Subsequently, after being psychoanalyzed by Fernando Allende Navarro, another key figure in the origins of the Chilean psychoanalytic movement, he moved to London in 1934 to continue his studies in physiology. During his 6 years in England, he trained in neuropsychiatry at the Northumberland House and the Maudley Hospital, becoming increasingly involved in the field of psychology. In those years, he received his training as a psychoanalyst at the British Institute of Psychoanalysis, being Walter Schmideberg his didactic analyst (Whiting, 1980). In the British Society of Psychoanalysis, of which he became a member (1938), he linked up with Melitta Schmideberg, James Strachey, Ella Sharpe, Melanie Klein, Ernest Jones, Edward Glover, Adrian and Karin Stephen, Anna Freud, John Rickman, and Helen Sherhan-Dare. This period marked a shift from his previous work towards psychoanalytic practice as his main activity. Matte Blanco was inserted in the quintessential psychoanalytic environment of those years and even had a direct epistolary exchange with Freud himself. In 1940, Matte Blanco headed to the United States, entering the John Hopkins University (Baltimore) and the Duke University (North Carolina), where he developed training, clinical and teaching activities under the supervision of neurologist Richard S. Lyman. This time was marked by an effort to systematize his psychoanalytic theories (Arrué, 1991; Jordan-Moore, 1995; Ojeda, 2001; Rupertthuz, 2015).

Once having returned to Chile in 1943–1934, Matte Blanco found a place in the academic world, obtaining a position in the Chair of Psychiatry at the Faculty of Medicine of *Universidad de Chile* (University of Chile). At the *Manicomio Nacional* (National Asylum), and after a public contest, Matte Blanco became director (Associate Professor) of the Psychiatry Chair in 1949. In addition to the above, and in parallel, he explosively developed his psychotherapeutic practice. In this context, he surrounded himself with a team of collaborators with whom he organized the *Grupo de Estudios Psicoanalíticos* (Psychoanalytic Study Group) in his own house, which was also open to other nonmedical professionals. Then, Matte Blanco assumed the commitment that this group be granted the rank of Psychoanalytic Association, which took place that same year, during the Zurich Congress, presided by Ernest Jones himself, creating the *Asociación Psicoanalítica Chilena* (Chilean Psychoanalytic Association). This fact gave rise to an institutionalized process of training psychoanalysts according to the official standards of the International Psychoanalytical Association (Arrué, 1991; Escobar, 2016; Ojeda, 2001; Ruperthuz, 2015). In this way, Matte Blanco is considered one of the main precursors of psychoanalysis as a scientific movement in Chile, particularly because of his links with the academic and psychiatric-hospitalary world, consolidating the triadic relationship between psychoanalysis, psychiatry, and academia; Matte Blanco was therefore a fluent psychoanalyst, psychiatrist, and academic (Arrué, 1991).

In 1966, after teaching psychiatry for 18 years, Matte Blanco resigned from his position and moved with his family to Italy. There, he continued to teach as a Professor of Psychiatry at the Faculty of Medicine of the *Università Cattolica del Sacro Cuore* (Catholic University of Sacred Heart) in Rome, carrying out his psychoanalytic activity both as a clinical psychoanalyst and a didactic analyst, culminating his own research with the publication of his latest works, which brought him international prestige. Matte Blanco wrote four books and more than 50 scientific papers (Escobar, 2016; Fink, 1997).

Matte Blanco's theoretical proposal is characterized by the incessant effort to formalize the psychoanalytic postulates, endowing them with an eminent sense of rigor and scientificity. Proof of this was his interest in looking at psychoanalysis from the points of view of logic and mathematics. In England, he had studied Bertrand Russell, and later, in New York, he deepened his mathematical studies, attending Professor Courand's weekly mathematics seminar at Columbia University (Florenzano, 2009). One of his main contributions to the general psychoanalytic field and to psychiatry is related to his concept of "bilogic," where he proposes that mental activity should be understood in the light of two principles: asymmetry (typical of the consciousness' processes), which generates distinctions and hierarchies, and symmetry (typical of the unconscious' processes), which treats everything equally and as belonging to the same class (Matte Blanco, 1975).

Cross-References

► [Allende Navarro, Fernando](#)

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Medeiros e Albuquerque, José Joaquim de Campos da Costa

Born *Recife, (Brazil), 04 September 1867*

Died *Rio de Janeiro, (Brazil), 09 June 1934*

Ana Maria Jacó-Vilela and José Felipe Vitor Machado

Universidade do Estado do Rio de Janeiro (Rio de Janeiro State University), Rio de Janeiro, Brazil

Keywords

Brazil · Psychological tests · Hypnosis

José Joaquim de Campos da Costa de Medeiros was the son of Joaquim José de Campos da Costa de Medeiros and Maria Carolina Ribeiro de Medeiros and the elder brother of Maurício de Medeiros. He was a journalist, teacher, politician, writer, speaker, essayist, and memoirist.

His studies began with his mother, who taught his primary education, enabling him to enter the Ginásio Nacional (National Gymnasium). At the age of 13, in 1880, he traveled with his father to Portugal, where he studied at Escola Acadêmica de Lisboa (Lisbon Academic School) until 1884. Returning to Rio de Janeiro, he studied Natural History with Emílio Goeldi (1857–1917) and was tutored by Silvio Romero.

He was one of the founders of Academia Brasileira de Letras (Brazilian Academy of Literature – ABL); due to his interest in simplifying writing, he was responsible for the first orthographic reform of the Portuguese language carried out in Brazil, promoted by the Academy in 1902. Occupying chair number 22, he was the head of the general secretariat between 1899 and 1917, integrated the Dictionary Committee and was the editor of the institution's Journal.

An active participant in the Republican movement, he was sympathetic to abolitionism and authored the lyrics of the Anthem of the Brazilian Federative Republic, a fact that favored his appointment in 1892 by the Minister of Public Education, Benjamin Constant (1836–1891), as Vice-Dean of the National Gymnasium, later known as Colégio D. Pedro II (Peter II School).

His political life started in 1894 as a federal representative of Pernambuco for three terms (1894–1896, 1901–1902, and 1904–1911). During his first term, he worked on the defense of the copyrights act. He defended when Brazil joined the First World War. Due to his stance against the government of Prudente de Moraes (1894–1898), he sought refuge at the Embassy of Chile; supporter of Washington Luís (1926–1930), he exiled the Embassy of Peru when Getúlio Vargas won the elections during what was called the Revolution of 1930.

In his contributions to the journalistic field, he signed his texts with different pseudonyms, having collaborated with several journals, such as: Fígaro, O Tempo, A Notícia, A República, O País, Revista da Semana, Gazeta de Notícias, A Ilustração, and A Noite e Gazeta de São Paulo.

In the field of psychology, he contributed with Pedagogium, a Pedagogical Museum, which he transformed into a cultural center and created the

first laboratory of experimental psychology of the country in this location. The laboratory was designed by Alfred Binet (1857–1911) and directed, invited by Medeiros e Albuquerque, by Manoel Bomfim. He was interested in hypnotism, having published a book about it with several editions by different publishing houses. However, his main contribution to psychology was his book about the use of pedagogical and psychological tests, the first work on the topic in the country, which had a unique role in the dissemination and use of this tool on the topic in the country. Isaías Alves, one of the most important names in psychological evaluation, states in his book that, reading Medeiros e Albuquerque's book made him interested in the use of psychological tests (Alves, 1930).

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Medeiros, Ethel Bauzer

Born *Rio de Janeiro (Brazil)* on *December 18, 1924*

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Keywords

Brazil · Educational psychology ·
Psychosociology of leisure and recreation ·
Assessment and measures

Ethel Bauzer Medeiros is a Brazilian psychologist and educator. Her parents, Samuel Bauzer and Maria Coppola Bauzer, immigrated from Italy to Brazil due to the First World War (Lima, 2009). Ethel was born after the family was definitely settled in Rio de Janeiro, the federal capital at the time.

In this same city, between the years 1932 and 1942, she did the *Curso Normal*, at the *Instituto de Educação* (Institute of Education), a school designed to train teachers to work in education. Part of this training included the practice of teaching in the suburbs of Rio de Janeiro (Lima, 2009; Amaral & Nunes Junior, 2011), where she started her career as a teacher in 1942.

In 1946, she entered a public contest to become an education technician for the Ministry of Education and Health, with approval for the area of professional guidance and selection, in the field of psychological measures and evaluation. She took office in 1947. She was in charge of developing, defining, and evaluating the tools, methodologies, and practices to be used in education in its different levels. She became close to Anísio Spínola Teixeira and Manuel Bergström Lourenço Filho, who were essential for the consolidation of the educational policies based on the *Movimento*

Escola Nova (New School Movement), during the governments of Getúlio Vargas (1882–1954), which occurred between 1930 and 1945, and from 1951 to 1954.

The *Escola Nova* program fostered the development of autonomy, in which recreation, including its ludic aspect, was considered a tool for the moral formation of a person and for the social development, especially in the historical scenario in which Brazil was undergoing changes due to the processes of urbanization and industrialization components of the beginning of the twentieth century. This bias, focused on the development of people inserted in a given culture, permeated Ethel's professional path, setting up her practice in education and psychology.

She took the master's degree in education at the Northwestern University, Illinois, the USA, in the area of measures in education and psychology. In 1949, she was granted the degree of master of arts in correlated areas of education and psychology (Lima, 2009; Amaral & Nunes Junior, 2011). Upon returning from the USA, she resumed her studies to obtain a teaching license degree in pedagogy at the National Faculty of Philosophy of the University of Brazil, currently the Federal University of Rio de Janeiro, concluding this stage of her education in 1951.

As reported in an autobiographical mode to Lima (2009), Anísio Teixeira entrusted her with the task to develop a recreation manual to be used at elementary schools complying with the features of the educational policies prevailing in 1954. After extensive bibliographic research surveying areas such as social anthropology and historiography, carried out between 1954 and 1959, the work *Jogos para recreação na escola primária* (*Games for Recreation at Elementary School*) was completed (Medeiros, 1959). In this work Ethel systematizes recreation practices, playful activities and games, as well as their planning and execution in organizations. The publication became a reference in the area of education, bringing various elements of developmental psychology, issued in other Latin American countries in the following decade.

Ethel's understanding of leisure, as the space of time not compromised with the obligations of life

and work (Medeiros, 1971), is that such a phenomenon constitutes a basic human need (Amaral & Nunes Junior, 2011), linked to individual development and in relation to collective historical and cultural processes.

Medeiros' work refers to the concept of leisure – a term derived from the Latin *licere*, related to what is allowed, to what is lawful – as a person's inherent characteristic (Medeiros, 1971), involving ludic and social aspects, in a view that is opposed to the understanding of this concept as a product from industrial society.

Thus, she was one of the first Brazilian authors to systematize this theme as an important factor for full development, as well as to deal with its relations with psychology, culture, and recreation, inserting these elements in public policies and in the planning of training actions.

In the early 1970s, she published the book *O Lazer no Planejamento Urbano* (*Leisure in Urban Planning*) (Medeiros, 1971) with the support of the Ford Foundation in partnership with the Getúlio Vargas Foundation, in which she develops dialogues between different areas such as psychology, urbanism, free time, and recreation. In the same decade (Medeiros, 1975) she published other works that dealt with the relationship between the fields of culture and psychology with the theme of leisure.

She participated as a cofounder of the World Leisure and Recreation Association (WLRA), in the USA (USA), in 1976, which came to be the expansion of the scope of the previous International Recreation Association (IRA), created in 1956 in Philadelphia (USA) also with her participation. In the 1980s she participated in the planning of public policies and in the development of organizations such as the Asociación Latinoamericana de Tiempo Libre y Recreación (ALATIR), which had its first headquarters in Santiago, Chile, in 1981.

Among her production in the field of psychology are works that date back to the 1960s and 1970s of the twentieth century, approaching the fields of measurements and evaluations (Medeiros, 1976). In the 1980s and 1990s she worked as a consultant and lecturer in the field of organizational psychology. In 1999 she

published *Medidas psico & lógicas: introdução à psicometria* (*Psycho and logical measures: introduction to psychometry*), which describes methods and techniques for the construction and use of instruments. From the 1970s to the 1990s, she worked for the Getúlio Vargas Foundation, in Rio de Janeiro, specifically in the areas of organizational and educational psychology.

In her professional career Ethel defined concepts and developed practices that enhanced the integration between psychology and other areas of knowledge, such as leisure, free time, work, and education.

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Medeiros, Maurício Campos de

Born in *Rio de Janeiro, Brazil, on July 14, 1885*

Died *in the city of Rio de Janeiro, Brazil, on July 23, 1966*

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Keywords

Brazil · Experimental laboratory · Psychoanalysis

Maurício Medeiros was a psychiatric physician with multidisciplinary works in the areas of Psychiatry, Psychology, and Education, at a time when the “psy knowledge” was generally present in different disciplines.

He was son to Joaquim José de Campos da Costa de Medeiros, an advisor to the Empire, and Maria Carolina Ribeiro de Medeiros, widow of the caricaturist Henrique Fleuiss (1824–1882). After his father’s death, he was under the supervision of his brother, José Joaquim Medeiros e

Albuquerque, a prominent character in letters and politics.

He attended basic education at the Ginásio Nacional (National School), now Colégio Pedro II (Pedro II School). He graduated in Pharmacy from the Faculdade de Medicina do Rio de Janeiro (Medical School of Rio de Janeiro) in 1903. His dissertation thesis, defended in 1907, was on “Methods in Psychology.”

Still in 1906, Maurício began his trajectory as a psychiatrist by being approved first as an intern at the Hospital Nacional de Alienados (National Hospice for the Insane, HNA), directed by Juliano Moreira. After the defense of his thesis, he was invited by Dr. Moreira to create the Gabinete de Psicologia Experimental (Office of Experimental Psychology) at the Pavilhão de Observação (Observation Pavilion) of the HNA. This Office, founded in 1907, is considered the second laboratory of experimental psychology in Brazil, the first having been created by Manoel Bomfim. Still in 1907, he went to Europe to improve his skills. He took a course with George Dumas (1866–1946), establishing himself at the Sainte-Anne asylum laboratory. He also took courses in Munich and maintained contact with Emil Kraepelin (1856–1926), referred by Dr. Moreira (Muñoz 2018).

Returning to Brazil, he continued to work at the Gabinete de Psicologia Experimental (Office of Experimental Psychology). He was approved in the selection process for associate professor of the Physiology Chair at the Medical School in 1912. Two years later, he participated in other selection processes and became professor of the psychology chairs at the Escola Normal do Distrito Federal (Normal School of the Federal District), now Instituto de Educação (Institute of Education), and of Patologia Geral da Faculdade de Medicina do Rio de Janeiro (General Pathology at the Medical School of Rio de Janeiro). One year after becoming an associate professor, he was appointed chief hygiene officer in the state of Rio de Janeiro and, in 1917, he became professor of General and Comparative Pathology at the Escola Superior de Agricultura e Medicina Veterinária (Higher School of Agriculture and Veterinary Medicine) (Calicchio 2010).

At the Medical School, he was also the director of the Institute of Psychiatry (IPUB), which replaced the former Observation Pavilion of the Universidade do Brasil (University of Brazil), now the Universidade Federal do Rio de Janeiro (Federal University of Rio de Janeiro – UFRJ), from 1946 to 1955.

After his graduation, under the influence of his older brother, Medeiros replaced him as the writer of the daily column in the newspaper *Gazeta de Notícias*, thus starting his career in journalism, which was marked by his activism. In the following years, he collaborated with other newspapers, such as *Correio Paulistano*; *A Notícia*; *Correio da Manhã*; *A Época* and *O Globo*. His journalistic experiences associated to medicine led him to become editor-in-chief of *Diário de Medicina* in 1924.

Besides his academic and clinical activities, Maurício de Medeiros had an active role in politics while occupying the position of federal representative and even Minister of Health. He was elected for the state Chamber of Representatives of Rio de Janeiro, representing the Republican Party (1916–1920) and, after leaving the Chamber, he returned in the following year elected as federal representative by the state of Rio de Janeiro. In 1922, he left his new term after he was approved at the selection process of School of Medicine of Rio de Janeiro, returning to the political scenario only in 1927, when he was elected federal representative again by the state of Rio de Janeiro during the administration of Washington Luís (1869–1957, term 1926–1930). After his reelection in 1930, he had his term interrupted due to the revolution that impeached Washington Luís, which led to the formation of the Government ruled by Getúlio Vargas (1882–1954, term 1930–1945).

Supporter of the Communist Party, he criticized the directions adopted by the Revolution of 1930 that was designed to eliminate the agricultural oligarchies and instruct a legitimate republican regime but became progressively conservative. Thus, even further away from politics, Medeiros ended up being affected, in 1935, by the repressive measures of the Vargas Administration,

being arrested and dismissed from the chairs of the National School of Medicine and the Higher School of Agriculture and Veterinary Medicine, charged for taking part in subversive activities. After that, he dedicated his time to the clinical activity in his psychiatric office.

However, his participation in the political realm was not over yet. During the administration of President Nereu Ramos (1888–1958, term 1955–1956), Maurício de Medeiros was nominated Minister of Health in 1955, and he was maintained in this position by President Juscelino Kubitschek (1902–1976, term 1956–1961) until 1958. In his term as Minister, he provided grants for the psychiatric physicians interested in obtaining their psychoanalysis degree in Argentina and England.

He was one of the introducers of Psychoanalysis in higher education, having invited Danilo Perestrelo to teach courses at IPUB and Alzira Perestrelo to organize the Clínica de Orientação Infantil (Clinic of Children's Orientation) created there. His interest in childhood issues was also showcased in his books.

His professional activity and multidisciplinary work in this period assisted the institutionalization of psychology in the area of mental health, in a moment when the main target was education-focused psychology.

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- ▶ Moreira, Juliano

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Mejía-Ricart, Tirso

Born *Santo Domingo, (Dominican Republic), 16 June 1936*

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Keywords

Dominican Republic · Dominican psychology · Psychology training · Social psychology

The academic and professional work of Tirso Mejía-Ricart has great importance for the development of psychology in the Dominican Republic. He is the founder of the first Department of Psychology at the Universidad Autónoma

de Santo Domingo (Autonomous University of Santo Domingo, UASD) in 1967. He designed the career of psychology at this university and developed the first study plan for the degree in psychology. His academic training has an integration of broad interdisciplinary, in health sciences and social sciences. He studied medicine at UASD (1954–1958); in parallel with medical studies, he studied philosophy and letters. His studies in psychiatry and psychology were carried out at Boon University, Germany, 1961–1965.

His interest in psychology studies is evident when he participated in the First Inter-American Psychology Congress, organized by the Inter-American Psychological Society (SIP), which was held in 1953, in Ciudad Trujillo (today the City of Santo Domingo). What it meant for Tirso Mejía-Ricart to have participated in this first psychology congress he refers to when he stated that: “For me, I attended the sessions of the First Inter-American Psychology Congress as a first-year medical student and since then I have dedicated myself to virtually devour the scarce psychology books that passed through the Dominican bookstores and libraries of classical and contemporary psychologists, and that since 1954 I took the courses of General Psychology, Abnormal Psychology and Applied Psychology as a parallel student of the Faculty of Philosophy and Letters” (Mejía-Ricart, 1998).

In 1957, he produced an essay entitled “Psychological Process of Violent Acts,” a pioneering publication of Dominican scientific psychology (Mejía-Ricart, 1998). With this, he received the “Doctor Báez” award from the Faculty of Medicine.

The beginning of professional studies in psychology, in the Dominican Republic, occurs within the framework of the University Reform, at the UASD, that took place in the 1960s, when significant changes were introduced at the University of Santo Domingo. The Renewal Movement places the university, the primacy of America, at the height of the proposals of the Manifiesto of Córdoba that was the basis of the University Reform of Córdoba. With the reform, teacher

and student participation is recognized and a new organization is given to the faculties. Tirso Mejía-Ricart was a leading figure in the Renewal Movement at the UASD. Professor Enerio Rodríguez highlights the following: “The Renewing Movement, as its promoters baptized it, deepened the process of democratization of higher education in the country, facilitating access to higher education for large groups of the population, opening new careers, in the humanistic and social areas as well as in the scientific and technological ones. . .” (Rodríguez Arias, 2009).

The first Department of Psychology in the Faculty of Humanities of the UASD was established in 1967, its first director being Tirso Mejía-Ricart.

His contributions to the advancement of psychology in Dominican society include his contributions to social psychology, carrying out teaching, research, and publication work.

Professor Tirso Mejía-Ricart also participated in the establishment and initiation of the first Master’s Degree in Community Psychology at the Autonomous University of Santo Domingo (1980).

His intellectual work in psychology has provided a wide bibliography in general psychology and social psychology, and many of his texts are used in the training of generations of Dominican psychologists.

From his activity, as a government official, he influences the design and promotion of social policies, in the municipalities and in the reform of the Dominican State. From 2000 to 2004, he chairs and directs the National Council for State Reform. Mejía-Ricart makes contributions to the integration of community psychology in municipalities. He created “. . . the General Directorate of Community Action of the National District City Council, in 1980, in this instance psychology actions were carried out, for which various psychologists were employed” (Mejía-Ricart, 1998). He has been designated as Historian of the City of Santo Domingo de Guzmán.

He is a Merit Professor at the Universidad Autónoma de Santo Domingo (UASD), and

member of the Academy of Sciences of the Dominican Republic.

Since his participation as Representative in the National Congress, he was a promoter of the law that establishes the Dominican College of Psychologists – CODOPSI in 2001. For his contributions to the constitution of the Dominican College of Psychologists (CODOPSI), he was granted in 2006 a Diploma of Recognition.

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Mendes de Oliveira, Ralfy

Born *Campos dos Goytacazes, (Brazil), 11 July 1917*

Died *Campos dos Goytacazes, (Brazil), 5 March 2008*

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Keywords

Brazil · Music Psychology, Educational Psychology · Research

Ralfy Mendes de Oliveira went to primary school in Itaperuna and Laje do Muriaé, in the countryside of the state of Rio de Janeiro. From 1930 to 1934, he attended high school at the Instituto Comercial Campos dos Goytacazes (Commercial Institute of Campos dos Goytacazes), where he received technical training as an accountant. He started working in his hometown, later moving to Rio de Janeiro and Niteroi. Since then, he showed interest in popular music and became famous as a composer and singer of samba-canção. In Niteroi, he established contact with the Salesian Fathers of Colégio Santa Rosa (Santa Rosa High School), choosing to devote himself to educational activity and religious life. In 1936, he was sent to the introductory course for seminary education in Lavrinhas, in the interior of São Paulo, becoming a Salesian novice in 1940. Between 1941 and 1943, he graduated in Philosophy at the Faculdade Salesiana de Filosofia, Ciências e Letras (Salesian Faculty of Philosophy, Sciences and Letters), in Lorena, where he had his first contacts with Psychology. Due to the values of the Salesian

Congregation, he was sent to study Pedagogy at the Instituto Salesiano de Filosofia e Pedagogia (Salesian Institute of Philosophy and Pedagogy) in São João del-Rei, an opportunity in which he proposed the hypothesis that Music could be a means for promoting human development. Between 1947 and 1950, he studied Theology at the Instituto Teológico Pio XI (Pius XI Theological Institute), in São Paulo, being ordained a priest at the end of this period. He began his teaching career in São João del-Rei, teaching Philosophy and Psychology at the Instituto Salesiano de Filosofia e Pedagogia (Salesian Institute of Philosophy and Pedagogy) (1951-1952) and participating in the negotiations for the creation of the Faculdade Dom Bosco de Filosofia, Ciências e Letras (Don Bosco Faculty of Philosophy, Sciences and Letters) in the same city.

Ralfy Mendes de Oliveira's became involved in Psychology before the regulation of the profession of psychologist in Brazil, which took place in August 1962, when the science was predominantly spread through its presence in the training of other professionals, notably teachers (Antunes, 2012). He contributed to the transmission of psychological theories and practices between European and Brazilian institutes, since, between 1953 and 1955, he took a Master in Pedagogy, with an emphasis in Psychology, at the Istituto Superiore di Pedagogia (Higher Institute of Pedagogy) of the Pontificio Ateneo Salesiano (Salesian Pontifical Athenaeum), in Turin. There, he received training that was divided into fundamental disciplines, such as Experimental Psychology, Psychology of the Evolutionary Age and Differential Psychology, and those of an applied character to the resolution of educational problems, namely: Methodology of Mental Tests, Bio-Pedagogical Problems of Adolescents, Pedagogical Psychology and Curative Pedagogy. He also worked as an intern at the Laboratorio di Psicologia Sperimentale (Laboratory of Experimental Psychology), directed by Giacomo Lorenzini (1930-2001), and visited research centers in Italy, France, Spain and Portugal. To obtain the title, he presented the research "Diagnosi del talento musicale" (Diagnosis of musical talent), in

which he assessed the musical aptitude, understood as a result of the articulation between tonal quality, sense of consonance, volume, and rhythm, of children and adolescents of different ages and cultural origins through the application of the Seashore Test. Mendes de Oliveira (1954) concluded that developmental stages and individual intelligence patterns interfere in the establishment of musical aptitude. During this period, he participated in the acquisition of psychological equipment and works that made up the Laboratório de Psicologia Experimental (Laboratory of Experimental Psychology) and the library of the Faculdade Dom Bosco de Filosofia, Ciências e Letras (Don Bosco Faculty of Philosophy, Sciences and Letters), taking charge of their transfer from Genoa to the city in Minas Gerais (Batista, 2015).

Back in São João del-Rei, he set up the Laboratório de Psicologia Experimental (Laboratory of Experimental Psychology), becoming its first director (Bomfim & Albergaria, 2004). Then, he began to organize the teaching practices undertaken there, even delivering the inaugural class "Dificuldades da experimentação em Psicologia" (Difficulties of Experimentation in Psychology) (Servo, 1964). He taught Experimental Psychology, Differential Psychology and Psychology of the Evolutionary Age in the Philosophy and Psychology of the Evolutionary Age undergraduate course in Educational Guidance. He also created the Centro de Estudos Pedagógicos (Center for Pedagogical Studies) (1955), an entity that brought together local teachers to receive psychological and pedagogical training and debate contemporary educational problems, and the Serviço de Orientação Educacional e Profissional (Educational and Professional Guidance Service) (1957), which specialized in surveying the mental level and attention index, observation of school performance, analysis of intellectual factors and care for children and adolescents (Servo, 1964). Due to his training and performance, Mendes de Oliveira participated in debates with the government of the state of Guanabara about the presence of Religious Education in the curriculum, an

opportunity in which he argued for the importance of considering the student's integral characteristics. In his perspective, it would be up to this discipline to promote the student's moral development and adequately form their values for life in society.

He was transferred from Faculdade Dom Bosco de Filosofia, Ciências e Letras (Don Bosco Faculty of Philosophy, Sciences and Letters) to various Salesian institutions in Southeastern Brazil, when he began to devote himself predominantly to the education of religious ministers and to pastoral and catechetical work: coordinator of religious education in Niterói (1957-1958); educator of novices (1959-1963) and delegate of Salesian Cooperators in Barbacena (1963-1969) and professor of Philosophical Anthropology, Pastoral Theology, Liturgy and Catechetical in São Paulo and Lorena (1968-1972). Between 1975 and 1979, he was a member of the first Conselho Estadual de Educação e Cultura da Guanabara (Council of Education and Culture of Guanabara State). In the 1970s and 1980s, he was responsible for editing Catholic publications and was an advisor to the Conferência Nacional de Bispos do Brasil (National Conference of Brazilian Bishops) (1973-1980) and the International Council for Catechesis (1988-1993), a committee of the Vatican. Between 1990 and 1999, he lived in Barbacena, working at the Centro Salesiano de Documentação e Pesquisa (Salesian Documentation and Research Center). In 2000, he moved to Campos dos Goytacazes, where he died in 2008.

Ralfy Mendes de Oliveira's path exemplifies the contribution of Catholic priests to the institutionalization of psychology in Brazil during the 20th century (Loureço Filho, 1955/2004). He played a pioneering role in studies in Music Psychology, a discipline that would articulate research on basic psychological processes, information on human development and the production of techniques applied in the school context. In a period prior to the regulation of the profession of Psychology in Brazil, Mendes de Oliveira also argued that the Psychology of Music should

propose techniques for the assessment of effective sensory capacities, create methods for selecting students for music schools and guide aesthetic education practices in educational institutions. Mendes de Oliveira worked in educational institutions and research laboratories promoting the institutionalization of Psychology in Brazil around the middle of the last century.

Cross-References

► [Servo, Geraldo](#)

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Mendonça, João Inácio de

Born *Salvador (Brazil)*, on *February 8, 1903*

Died *Salvador (Brazil)*, on *April 15, 1969*

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Keywords

Brazil · Psychology · Psychiatry · Forensic medicine

João Inácio studied at the Faculdade de Medicina da Bahia (Medicine School of Bahia) of the Universidade Federal da Bahia (Federal University of Bahia) (UFBA) and graduated in 1926. Throughout his professional career, he played relevant roles in the fields of psychiatry, forensic medicine/criminology, and as professor and founder of the first graduation course in psychology in Bahia.

As a psychiatrist, he held several public positions. He was appointed chief physician of the Penitenciária do Estado da Bahia (Bahia's State Penitentiary) from 1928 to 1935 and alternate member of the Conselho Penitenciário (Penitentiary Council) (1934–1940), having published, during this period, the book *Criminal Biotypology*, with Rio de Janeiro's endocrinologist Waldemar Berardinelli (1903–1956) (Berardinelli & Mendonca, 1933).

Between 1935 and 1938, he served as director of the Instituto de Criminologia da Bahia (Institute of Criminology of Bahia), and then took over the direction of the Manicômio do Estado Hospital Juliano Moreira (State Mental Institution Hospital Juliano Moreira) (1938–1947). In the 1940s, a period when repression against narcotics gained strength in Brazil, Mendonça integrated the Subcomissão de Fiscalização de Entorpecentes na Bahia (Subcommission for Narcotics Inspection in Bahia) and published an article entitled *The Social Dangers of Marijuana*, in a collection organized

by the Ministério da Saúde (Ministry of Health), through the Serviço Nacional de Educação Sanitária (National Health Education Service) and the Comissão Nacional de Fiscalização de Entorpecentes (National Narcotics Inspection Commission). In this article, Mendonça tried to evaluate, based on the report of a homicide case and the description of the medical-criminological examination performed on the prisoner, the medico-legal issues arising from the use of marijuana, such as, “imputability, responsibility, dangerousness, and civil capacity,” as well as the measures of prevention and repression of marijuana use among the poorer population (Mendonça, 1958, pp. 99–105). His resume contains a list of 124 works, most of them expertise, appraisals, opinions, reports, and bulletins, among other documents, which demonstrate his effective performance as a criminal medical expert (Carvalho, 2001; Costa, 1997; Jacobina, 2001; Silva, 2010).

As a professor, João Mendonça joined the Faculdade de Ciências Econômicas da Bahia (School of Economic Sciences of Bahia) in 1935. He taught in the graduation course of Administração e Finanças (Administration and Finances) and, in 1937, took office as full professor of *psychology, logic, and ethics* of the mentioned course. In 1942, he was admitted to the then called Faculdade de Filosofia da Bahia (School of Philosophy of Bahia), currently Faculdade de Filosofia e Ciências Humanas da UFBA (UFBA's School of Philosophy and Human Sciences), and was sworn in as founding full teacher of *psychology* by Director Isaias Alves.

The insertion of psychology in the licentiate courses at the Faculdade de Filosofia da Bahia (School of Philosophy of Bahia), in the period before the profession was regulated, made it possible to form the first psychology professionals and for them to work in sectors such as education, labor, and clinic in Bahia. Besides the chair of psychology at the Faculdade de Filosofia (Philosophy School), Mendonça was also a member of the Conselho Técnico Administrativo (Technical Administrative Council), which

became the Conselho Departamental (Departmental Council), as representative of the philosophy section, and coordinated the specialization course in educational orientation.

In 1947, he defended his dissertation at the UFBA, with the theme *Learning from the psychiatric clinic: introduction to the practical didactics of mental illness clinic* (Mendonça, 1947). From the 1950s on, when national groups started to organize themselves in favor of the regulation of the psychology profession, he followed the debates and participated in the national movement and in events organized in other states, such as the I Congresso Brasileiro de Psicologia (Brazilian Congress of Psychology), which took place together with the II Congresso Latino-americano de Psicologia (II Latin American Congress of Psychology), held in 1953. This congress had been planned by Radecki, who died before it was held. He was also part of the commission that drafted the draft regulation of the profession (Baptista, 2010).

In the early 1960s, he presented to the Universidade Federal da Bahia (Federal University of Bahia) his project for the creation of a graduation course in psychology, which went through bureaucratic obstacles and political and corporative disputes for almost a decade, until it was effective in 1968. He was the first coordinator of the course. He died in 1969, a year after the implementation of the course, the first in a state public institution and in the Northeast region of the country, an important fact for the developments of psychology in Brazil (Silva, 2020).

Cross-References

- ▶ Alves, Isaías
- ▶ Radecki, Waclaw

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Mendoza-González, Jaime

Born *Sucre (Bolivia)*, 25 July 1874

Died *Sucre (Bolivia)*, 26 January 1939

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Keywords

Bolivia · Psychiatry · Social psychology

Jaime Mendoza-González was a Bolivian physician and essayist who obtained his M. D. at the Mayor Real y Pontificia San Francisco Xavier de Chuquisaca University (Major Royal and Pontifical San Francisco Xavier of Chuquisaca University, Sucre, 1901).

Endowed with a great sense of social and philanthropic service, he founded the first schools, hospitals and sports complexes in the mining centers of Llallagua and Uncía (municipalities located in the Department of Potosí, southwestern Bolivia) (Campohermoso & Silva, 2007).

He stood out due to various roles that he held such as those of poet, novelist, military man (participating in the War of Acre –border conflict and war between Bolivia and Brazil between 1903 and 1905–, as a surgeon), and teacher (at the Faculty of Medicine, 1916–1929, of his *alma mater* – which earned him the “Maestro de la Juventud”, Teacher of Youth, award granted by his own students–, where later he would become Dean and even Rector in 1930). He was also politician (deputy and later senator of the republic, representing the Department of Chuquisaca, 1931–1936), and journalist (writing for various newspapers in La Paz and Sucre, in some even becoming founder or director of others, such *Nuevas Rutas*). In 1925 he was appointed director of the Hospital Psiquiátrico Gregorio Pacheco (Gregorio Pacheco Psychiatric Hospital, Sucre), today Instituto Nacional Psiquiátrico Gregorio Pacheco.

Between 1911 and 1914 he traveled to Europe to specialize but also to broaden his cultural horizons, visiting countries such as Spain, Germany, England and France where he met the poet Rubén Darío (1867–1916), who after reading some of his original writings nicknamed him “El Gorki Boliviano” (“Bolivian Gorki”), which is a reference to the great Russian writer Maxim Gorki (1868–1936).

From his extensive work, we can highlight two novels: *En las tierras del Potosí* (In the lands of Potosí, 1911), in which he presents the inhumane experiences of the exploited workers in the mining centers of Llallagua and Uncía; and *Páginas bárbaras* (Barbarian pages, 1917), that deals with the excesses committed by Bolivian *gamonales* in the Amazon region, where rubber was exploited. Making a display of his geographical knowledge, he wrote *El factor geográfico en la nacionalidad boliviana* (The geographic factor in Bolivian nationality, 1925), in addition to *El macizo boliviano* (The Bolivian massif, 1935) stating that “the environment makes man”, stating his opinion that the greatness of the spirit of Bolivian man is equated with the magnificence and beauty of the landscapes of his land (Mendoza-Pizarro, 2016).

He also wrote numerous medical works, where his knowledge expanded to other areas of knowledge, such as psychiatry, psychology and pedagogy, in which he published articles about the psychopedagogical study of child problems in his country regarding the three socioeconomic types of children in Bolivia, *indio*, *mestizo* and *blanco*. (indian, mestizo, white) which was published fragmentarily in various sources.

In *El tripode psíquico* (The psychic tripod, 1930) Mendoza-González proposed a scheme of three strata in which instinct, affectivity and intellectuality were located, from bottom to top. This concept allows analysis and deductions to be made for the study of certain mental diseases. He spoke too of “moral intoxication,” namely the influence of psychological traumas which causes somatic manifestations. Mendoza-González was a believer in geographical determinism and in his numerous works he outlines what can be called a social psychology of the Bolivian.

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Meneses Morales, Ernesto

Born *Cordoba City, Veracruz, Mexico, 30 July 1915*

Died *Mexico City, Mexico, 19 March 2001*

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Keywords

Mexico · Education · Educational psychology

Ernesto Meneses Morales was the son of José Meneses Molina, a visitor to the French Lacaud Bank and manager of the Banco Nacional de México (National Bank of Mexico), and Concepción Morales Moreno, granddaughter of the renowned lawyer Silvestre Moreno Cora (1837–1922), Presidente de la Suprema Corte de

Justicia de la Nación (President of the Supreme Court of Justice) (1899–1900) in the time of Porfirio Díaz (1830–1915). Due to the revolutionary conflicts between Venustiano Carranza (1859–1920) and Francisco Villa (1878–1923), who together with Emiliano Zapata (1915–1920), also an agrarian revolutionary, refused to dissolve their armies and recognize Carranza's authority as president of Mexico, who took office on May 1, 1917, and whose tendency was moderate and legalistic; like his father's work, Meneses's childhood was marked by upheavals, anxiety, and frequent changes of residence between the states of Tamaulipas, Tabasco, and Veracruz (Meneses, 2000).

At the age of 14, just after beginning his secondary studies in Orizaba, Veracruz, Meneses decided to become a Jesuit and joined the Compañía de Jesús (Society of Jesus) in 1929 in a residence of the order. In view of the uncertain religious situation in Mexico, at the beginning of 1930, he traveled to the United States to begin his career as a priest at Ysleta College of Paso, Texas, the house of formation for Mexican Jesuits exiled by religious persecution, which began in the nineteenth century with the War of Independence, then with the Reform Laws of 1859 proclaiming a Liberal and Secular Republic, and with the Mexican Revolution of 1910, the rebellion against the Catholic Church was radicalized. Priestly formation among Jesuits at that time involved 16 years of study (Meneses, 2000).

Because of the Second World War, Meneses was unable to travel to Europe to study the 4 years of fundamental theology that his priestly formation demanded, so in 1942 he returned to Mexico to extend his preparation in the magisterium for another year, which was another area of his priestly studies.

His stay in Mexico allowed him to attend the inauguration of the Centro Cultural Universitario (University Cultural Center) in March 1943, which in 1953 would become the Universidad Iberoamericana (UIA) (Ibero-American University). There he began his teaching work with high school students who had recently enrolled there (Meneses, 2000).

In July 1943 he returned to the United States to study theology at the Faculty of Theology in St. Louis, Missouri, Kansas (1943–1947). At the same time and at the end of his second year, he traveled to New York to begin his master's degree in education at Fordham University in the summer of 1945. He returned to Kansas to continue his theological studies, and at the end of the third year, he was ordained a priest on June 16, 1946. He remained one more year in St. Louis, Missouri, to complete his fourth year of theology. He returned to New York in the summer and fall of 1947 to complete his master's degree in education, graduating in 1948.

After his ordination to the priesthood and completion of his master's degree in education, he was appointed at Ysleta College in Texas as professor of history of philosophy, experimental psychology, and educational psychology. He also made his fourfold profession on September 8, 1950 (Vergara, 2011; Meneses, 2000).

Commissioned by the Compañía de Jesús (Society of Jesus), in 1951 Meneses moved Ysleta College to Mexico City and set up the Instituto Libre de Filosofía (Free Institute of Philosophy). The effort represented by this move demerit his health, so in 1953 his superiors assigned him to the UIA to teach the courses of general psychology and history of psychology, in addition to advising chemistry students, thus starting his career as a university professor (Meneses, 2000).

At that time, the teaching of psychology was just starting in Mexico; the teaching staff of the psychology career was mostly made up of psychiatrists, psychoanalysts, and philosophers, so the programs of the subjects and their development were poor.

In 1959, he traveled again to New York to continue his doctorate in psychology at Fordham University, returning to Mexico in 1960 to conduct his doctoral research. He obtained his doctoral degree in 1965 with a thesis entitled *An investigation of problems and leisure-time activities of a group of adolescent Mexican boys* (Meneses, 2000).

In addition to being a professor, advisor, and researcher, Dr. Meneses held various positions at the UIA. He directed the Departamento de

Psicología (Psychology Department) and the Centro de Orientación Psicológica (COP) (Center for Psychological Guidance) (1955–1958, 1960–1965) and became academic vice rector (1965–1968) and rector (1968–1977) (Meneses, 2000; Galicia, 2018).

Being simultaneously the director of the Departamento de Psicología (Psychology Department) and the COP, Meneses proposed to increase the academic level. To this end, he promoted the revision of the curricula and tried to avoid the medical and psychoanalytical bias that the degree took, opening it up to other currents such as the experimentalist, the humanist, and the study of psychometrics. Likewise, it favored the acquisition of equipment to carry out research in experimental psychology (Harrsch, 1994). He introduced the subjects of psychology of motivation, learning, and personality, and hired psychologists for the fundamental courses, which gradually gave a more genuine psychological sense to the career. In addition, he formed a library at the COP with numerous works, collections of journals, and projective materials, of psychoanalysis, psychology, and child and youth psychotherapy (Meneses, 1976a, 2000).

During his tenure as rector of the UIA (1968–1977), Dr. Meneses succeeded in granting the institution the autonomy to develop its own curriculum and official validity of its degrees and diplomas throughout Mexico. He promoted the academic reform by changing its structure to departments instead of schools or faculties, among other modifications, both structural and functional, which provided the University with a comprehensive and coherent project for the realization of its institutional ideology (Vergara, 2011; Meneses, 2000).

It also created the Fundación Ibero Ernesto Meneses (Ibero Ernesto Meneses Foundation) in 1999, now the Fundación Ibero Meneses (Foundation Ibero Meneses), as a nonprofit institution with the mission of promoting human development.

He belonged to several national and international scientific associations, and received several awards for his contributions to education, science, and community service, including an Honorary

Doctorate in Science from the UIA in 1981; honorary mention in the Premio Interamericano de Educación Andrés Bello (Andrés Bello Inter-American Award for Education), for contributing to the link between science and humanities, conferred in 1988 by the Organización de Estados Americanos (OEA) (Organization of American States, OAS); the Premio Tlamatini (Tlamatini Award) for his contribution to education, granted in 1996 by the Asociación Civil de Fomento de Investigación y Cultura Superior (Civil Association for the Promotion of Research and Higher Culture) (FICSAC); and the ANUIES Award with the Gold Medal in 1997 for his contribution to Higher Education (Meneses Flores, 2016).

Among his various publications, the book *Official educational trends in Mexico* stands out, written due to his concern for the philosophical bases of education. As there is practically no literature on the subject – it is the only history of education in Mexico written until then – he convened a team of Mexican historians who collaborated on the five volumes that make up the work, each covering a period of education in Mexico.

This book has become an obligatory reference for all research on the history of education in Mexico. In it, Dr. Meneses leaves a legacy of enormous value due to his careful analytical indexes, his extensive bibliography, statistical appendices that chronologically account for legislative changes, decrees, and legal agreements, but above all, for the identification of the major value orientations that have guided education in Mexico (Schmelkes, 1997). However, as Meneses himself warns, “. . . it is difficult to speak of a true philosophy of education in the history of Mexican education” (Proceso, 22 October 1988).

Other of his main books are *Educate by understanding the child*, derived from his experience in orienting mothers about the education of their children at the COP; *General Psychology*, the product of his experience throughout 14 years of teaching this subject; and *The Stelae of the Defeated. The Lords of Jaguar Hill*, the result of a trip to Oaxaca in which his taste for archaeology was born, among other books and articles in specialized magazines.

Dr. Meneses was devoted to the priesthood and educational tasks, and dedicated his life to guidance, service, administration, university teaching, and research. He promoted the teaching of psychology in Mexico, in proximity to history, literature, sociology, anthropology, and fine arts. By understanding man in all his complexity, he stimulated interdisciplinary and openness to all currents of thought in the teaching of psychology.

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Mercado Doménech, Serafín Joel

Born *in Mexico City, March 25, 1939*

Died *in Mexico City, December 2, 2017*

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National Autonomous University of Mexico,
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Keywords

Mexico · Environmental psychology ·
Cognitive psychology · Scientific psychology

He studied a bachelor's degree in psychology at the Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) from the Universidad Nacional Autónoma de México (National Autonomous University of México) (UNAM), obtaining his degree in 1964. Six years later, in 1970, he received his Doctorate in Philosophy from the College of Education of the University of Texas.

Mercado's entire working life was spent at the university sphere, particularly at the Facultad de Psicología (Faculty of Psychology) (FP) of the UNAM, which in turn, due to his teaching and research activities, in 2015 conferred him the highest academic appointment: Profesor Emérito (Emeritus Professor).

One of Mercado's main contributions, perhaps the least known, is his impetus to advancing scientific psychology which he defended as a young undergraduate since 1960. Then, he and other students created Galileo Galilei, a study group in which other contemporary undergraduates participated such as Emilio Ribes Iñesta and Antonio Gago Huguet (born 1940).

Undoubtedly, both Mercado's stay with Dr. Riley W. Gardner (1921–2007) at the Menninger Clinic in Topeka, Kansas, and his collaboration, as a student, with Dr. Rogelio Diaz-Guerrero reinforced his adoption of the position to advancing the case for scientific psychology. Another two of his great contributions, these fully known, are his continuous dissemination of cognitive psychology and his drive to the development of environmental psychology in México.

In the early 1970s, both his experimental conviction and his position on cognitive psychology influenced a change in the curriculum and on the programs of the psychology bachelor's degree. This change was conceived simultaneously to the creation of the FP, as an evolution of the Colegio de Psicología (College of Psychology), mitigating the enormous influence that the behavioral approach was taking.

Later on, this tendency came to influence the curriculum of the undergraduate degree in psychology of the Universidad Veracruzana (University of Veracruz) (UV). While Mercado remained as the Director of the Escuela de Psicología (School of Psychology), later appointed the Director of the Escuela de Ciencias (School of Sciences), an important group of young psychologists led by Emilio Ribes Iñesta bred and taught their innovative curriculum. Back then, the career of psychology from the UV was, notoriously, a pole of attraction as well as a pillar to the development of an avant-garde Mexican psychology.

Mercado also participated in modifying the curricula of the master's and doctoral degrees at the FP of the UNAM, convincing its academic peers so that both graduate and post-graduate levels of study focused their work on a research-based approach.

The most representative work of his cognitive approach is the book *Procesamiento humano de información* (Human Processing of Information 1978), which became a mandatory reference not only within Mexican psychology but also throughout Latin America. Extensive was Mercado's editorial work as an evaluator and technical reviewer of translations into the Spanish language of books on thought and language (Bourne et al. (1974), on memory (Anderson and Bowen 1973), on psychometrics (Thorndike 1989), and on methodology and experimental psychology (Kerlinger and Lee 1986; Osgood 1969).

While he adopted his cognitive and scientific approach early, an impulse toward environmental psychology was wrought as part of his work tasks and university experiences, especially during his sabbatical stay at the Universidad Autónoma Metropolitana (Metropolitan Autonomous University) (UAM). There, in a team with Arq. Javier Covarrubias (born 1941), he carried out what can be considered the first formal environmental psychology research work in Mexico. Mercado analyzed the perceptions and motivations of the academic body for not fully accepting the new constructed facilities, built willfully in order to replace the barracks that temporarily housed teachers and students of the first generations and to which an emotional attachment they had developed.

Back at the FP (UNAM), an interdisciplinary group was integrated, and this started a Seminar on Environmental Psychology which produced a curriculum for such study at a master's level, being approved in 1988 by the Consejo Universitario (University Council). With the advent and development of this postgraduate degree, the psychology field expanded its frontiers of knowledge and housed other disciplines, highlighting its multidisciplinary and scientific nature in addressing environmental problems,

both in natural ecosystems and in human built environments.

Within this field, although Mercado covered it broadly, he centered his interests on a concept that he named *habitability* and focused it particularly on urban housing, a labor of which he left evidence in his works. His pioneering works in environmental psychology, his frequent participation in international congresses, and his undeniable leadership led the Environmental Design Research Association (EDRA) to recognize him, in 1991, as the father of environmental psychology in Mexico.

In the same way, in 2005, the Inter-American Society of Psychology awarded him the Inter-American Prize for Environmental Psychology, and, in 2008, the International Association for People-Environment Studies (IAPS) granted him the International Recognition for Outstanding Work and Dedication to Environment-Behavior Research while inducting Mercado into its Hall of Fame.

Other awards that he received were the bestowment, on three occasions, of the Ezequiel A. Chávez Special Chair of the FP; the 2004 Premio Nacional de Investigación en Psicología (National Prize for Research in Psychology), granted by the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP); and the Herman Ludwig Ferdinand von Helmholtz National Medal Award, granted by the Instituto Mexicano de Acústica y la Sociedad Mexicana de Acústica (Mexican Institute of Acoustics and the Mexican Society of Acoustics).

One more of his important activities was his work as a promoter of scientific and professional meetings on environmental psychology, particularly of the Latin American Meetings of Environmental Psychology, held at the Facultad de Estudios Superiores – Iztacala (Faculty of Higher Studies – Iztacala) (UNAM). In addition to his productive work in teaching and research, Mercado had a strong institutional spirit which he demonstrated by accepting additional commitments. For instance, on various occasions he held academic or administrative responsibilities such as Dean of Academic Departments (Educational

Psychology and Experimental Psychology), Dean of the División de Estudios de Posgrado (Division of Postgraduate Studies), and the Secretaría General (General Secretariat) of the FP.

It should be noted that his simultaneous participation in six ruling commissions of the academic personnel of the Department of Psychology from 1979 to 1984 covered the areas of educational psychology, general experimental psychology, work psychology, social psychology, clinical psychology, and neuropsychology. All this work not only speaks to Mercado's vast understanding and knowledge in the various branches of the discipline, but it also tells about the explicit academic recognition that the academic peers always tendered him.

Of his numerous contributions to Mexican and Latin American psychology, these stand out his early work in the dissemination of cognitive psychology and its integration into study programs; his unwavering defense of a scientific approach to psychology, with conceptual solidity and ample vision; as well as his drive to the development of environmental psychology, which in turn opened new channels for interdisciplinary work. They were all his life then, and they are his invaluable legacy today.

Cross-References

► [Ribes Iñesta, Emilio](#)

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Mercante, Víctor

Born in Merlo, Buenos Aires, Argentina, February 21, 1870

Died in Los Andes, Chile, September 20, 1934

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Argentina

Keywords

Argentina · Child psychology · Pedagogy · Laboratory · Universidad Nacional de La Plata (National University of La Plata)

Pedagogue. He graduated as a teacher from the *Escuela Normal* (Normal School) in Paraná (Argentina) in 1889. He was Principal of the

Escuela Normal de Profesores (Teachers Normal School) of San Juan (Argentine) between 1890 and 1894. There he began his researches on behavior and knowledge of the child and published the results in *Museos escolares argentinos y la Escuela Moderna (Educación práctica)* [*Argentine School Museums and the Modern School (Practical Education)*] (Mercante, 1893) (Dagfal, 2010). He also was deputy head of the San Juan section of the *Sociedad Científica Argentina* (Argentine Scientific Society), member of the *Consejo General de Educación* (General Council of Education), *Director General de Escuelas* (General Director of Education), and member as provincial deputy in the provincial *Cámara de Diputados* (Chamber of Deputies) in San Juan (Argentina) for the *Unión Cívica* (Civic Union Party). Between 1894 and 1906, he was headmaster of the *Escuela Normal Mixta* (Coeducational Normal School) in the city of Mercedes, approximately 60 miles away from Buenos Aires city, where he implemented changes in the *curriculum* design, in teaching methods, and in school building infrastructure. In 1904, he published *Psicología de la aptitud matemática del niño* (Psychology of child's mathematical aptitude), awarded at the Universal Exhibition of Saint Louis (the United States). In 1906, Joaquín V. González (1863–1923), president of the *Universidad Nacional de La Plata* (National University of La Plata) (Argentina), summoned him to direct the *Sección Pedagógica* (Pedagogy Section) of the *Facultad de Ciencias Jurídicas y Sociales* (Legal and Social Sciences Faculty), one of the first Argentinian university institutions for education training. There he also served as psychopedagogy and methodology associate professor, and founded three laboratories: the nerve micrography, the pedagogical anthropology, and the experimental psychology, where he conducted researches with students from schools belonging to the *Universidad Nacional de La Plata* (National University of La Plata) (Vallejo, 2007) as research subjects.

He was dean of the *Facultad de Ciencias de la Educación* (Education Sciences Faculty) at this university from 1914 until his retirement in 1920. He directed the journals *Archivos de*

Pedagogía y Ciencias Afines (Pedagogy and Related Sciences Archives) (1906–1914) and its continuation, the *Archivos de Ciencias de la Educación (Education Sciences Archives)* (1914–1919) (Barletta, 2011). Between 1915 and 1916, he was *Inspector General de Enseñanza secundaria, normal y especial* (General Inspector of High School, education of elementary teachers and special education), and advised the Justice and Public Education Minister, Carlos Saavedra Lamas (1878–1959), in the implementation of an education reform valid until 1917. This reform incorporated an intermediate school level between the elementary school and the secondary school, and included professional education subjects, laboratories, and observation rooms. The theoretical foundation of the reform, related to the changes that young people experience during puberty, was exposed in *La crisis de la pubertad y sus consecuencias pedagógicas (Puberty crisis and its pedagogical consequences)* (Mercante, 1918) (Dussel, 1993). After his retirement, he was appointed honorary professor at the *Universidad Nacional de La Plata* and dedicated himself to writing and lecture. He was a member of the International Society of Paidology of Paris and the American Academy of Political and Social Science of Pennsylvania, among others (Malter Terrada, 1944). He carried out a sustained task of spreading scientific theories through lectures directed to a nonacademic audience and through publications in the media. He died returning from Chile, where he had participated as an Argentine delegate of the *Segundo Congreso Panamericano de Educación* (Second Pan-American Education Conference).

He developed naturalistic and evolutionary psychology, based on positivist philosophy (Ali Jafella, 2007; Talak, 2008). He called his area of inquiry *Paidology*, defined as the study of the child and considered as a preliminary science of pedagogy. Comte (1798–1857), Darwin (1809–1892), Spencer (1820–1903), Haeckel (1834–1919), Claparede (1873–1940), Stanley Hall (1844–1924), and Lombroso (1835–1909), among others, are the authors that are part of his theoretical and methodological framework (Ostrovsky, 2011).

He conducted several researches based on observation, experimentation, and administration of questionnaires to large groups of children and adolescents, whose results were statistically analyzed. His subjects of inquiry included affectivity, aesthetic feelings, sensory acuity, the mental type of the sexes, attention, memory, mental fatigue, knowledge development, behavior, and the learning process. The fundamental category of his theorization was the aptitude, analyzed in its relations with physical characteristics, ethnicity, nationality, sex, and environmental determinants (Aguinaga, 2018). He systematized a series of procedures for the teaching of mathematics, reading, spelling, composition, and natural sciences. Although he considered inheritance as a determining factor of psychological characteristics, his theorization and his methodological proposals contemplated educational intervention as a modifying action of skills and behavior in the medium or long term. Despite much of Mercante's theorizations being questioned by subsequent developments in Argentine psychology, his theoretical and methodological contribution at the early stage of the discipline in the country is unquestionable.

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Mettel, Thereza Pontual de Lemos

Born *Rio de Janeiro, (Brazil), 6 June 1927*

Died *Brasília, (Brazil), 3 December 2015*

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Keywords

Brazil · Developmental psychology · Clinical psychology · National psychology associations

Thereza Mettel was graduated in Language Studies in 1950 at University of Rio de Janeiro. From 1954 to 1956, she attended as a graduate student to a specialization course offered by the National Child Department of Brazil's Health Ministry, titled Health Clinical Psychology of Children and Youth. In 1958, she obtained a Fulbright scholarship to attend to a specialization course in Psychological Counseling at the University of Wisconsin in the USA, where she also obtained her Master and Doctoral degree in Psychology (1963), advised by Carl Ransom Rogers (1902–1987).

Back to Brazil in 1964, Thereza became a professor teaching clinical psychology at the Faculty of Philosophy, Science and Letters of Ribeirão Preto – University of São Paulo (USP) until 1965. There she helped the Faculty to organize and implement its undergraduate course in Psychology. Back to the USA in 1965, she worked as a clinical psychologist at the University of Wisconsin (1965–1968), and in 1967, she worked as a postdoctoral fellow at the *Children's Treatment Center*, Madison, Wisconsin. She returned to Brazil in 1969 and worked as the coordinator of the Child Psychology Service of the Neuropsychiatry and Medical Psychology Department of the Faculty of Medicine of Ribeirão Preto, São Paulo, until 1974. There she worked as part of a Health Psychology interdisciplinary team in charge of caring for hospital

inpatients, promoting innovative actions such as introducing mothers to care for their children in the infirmary. While in the United States, Thereza worked with Ole Ivar Løvaas (1927–2010), and this allowed her to become a pioneer in diagnosing and treating autistic children from a behavioral approach in Brazil. From 1970 to 1975, she also worked as an advisor of graduate students in the Graduate Program of the Experimental Psychology Department at the University of São Paulo.

From 1974 to 1975, Thereza was a professor at the Catholic University of Rio de Janeiro (PUC-RJ) and became an active member of the group in charge of implementing there the Doctoral Program in Educational Psychology, which involved the Department of Psychology and the Department of Education of that university. At that time, she became the president of the Regional Council of Psychology (Fifth Region), and in 1975 she moved to Brasília to help in the implementation of the Graduate Program in Psychology of the University of Brasília (UnB).

At the University of Brasília, she actively participated in the organization of Councils of Psychology in the country and in the preparation of psychologists, Masters and Doctors in Child Psychology, Developmental Psychology (concerning the study of children and adolescents) and also played an important role in the development of Health Psychology in the country. She carried out, and advised, relevant research in these areas of Psychology, adopting an integrated theoretical perspective stemming from her rich and productive experience as a scientist familiar with Behavioral Analysis, Client-Centered approach, Systemic approach, and Human Ethology. Some of her research topics were mother-infant communication, children's play, child-child interactions, family and teacher-students interactions, with emphasis on promoting children development by working with teachers and mothers of poor families, guiding them to deal with pupils and offspring. At the University of Brasília, she actively participated in a team work with medical doctors and psychologists to promote the recovery and development of undernourished children. She always insisted on the importance of health professionals to establish a positive and trust bond

with patients and their families, highlighting the role of good quality relations and communication with people as the cornerstone of any health improving therapy.

From 1976 to 1979, Thereza was a board member of the Federal Council of Psychology. In 1979, the 6th Regional Council of Psychology honored her with a medal, the “Scientific Psychology Centenary,” for her outstanding contribution to the development of Psychology in Brazil, and next, from 1980 to 1983, she presided the 1st Regional Council of Psychology. In 1981, the Brazilian National Council for Scientific and Technological Development (CNPq) awarded Thereza with a medal for her same relevant contribution to Psychology. She actively participated as member of CNPq and of the Higher Education Personnel (CAPES) of the Brazilian Ministry of Education. She helped creating two scientific journals: *Psicologia: Teoria e Pesquisa (Psychology: Theory and Research*, Institute of Psychology, University of Brasília) and *Psicologia Ciência e Profissão (Psychology: Science and Profession*, a journal of the Federal Council of Psychology). She was the chief editor of *Psicologia: Teoria e Pesquisa (Psychology: Theory and Research)* from 1989 to 1991 and of *Psicologia Ciência e Profissão (Psychology: Science and Profession)* from 1994 to 1998. After retiring in 1994, the University of Brasília honored Thereza with the Emeritus Professor title in 2006.

Thereza dynamically participated in the organization of Regional Councils of Psychology in the country as well as co-founded the National Association of Research and Graduate Programs in Psychology (ANPPEP), in which she worked as vice president from 1988 to 1990 and as president from 1990 to 1992. She also co-founded the Brazilian Psychological Association and became a permanent part of its board. Her work was seminal to consolidate scientific research in Clinical Psychology, Human Development, and Health Psychology, advising dissertations and supervising graduate and undergraduate students to work as future professors and professionals. Her training and experience under Carl Rogers supervision, together with her training and experience as a behavior analyst, allowed her to develop a broad

and systemic view on psychological science and profession. She highlighted the need to study children and adolescents within their natural contexts, in relation to family, school, and other contexts. She underlined the centrality of Ethics and considered empathy and care as utmost qualities of professionals and researchers in Psychology and in medical areas – like physicians, nurses, etc. The affective quality of human relations, according to her, should be the keystone of any psychological or medical intervention.

Thereza always positioned herself against any theoretical or methodological radicalisms. In an interview to the journal *Psychology: Theory and Research* (Branco et al., 2007 p. 133), she said that “in science, there is no final ‘truth’, but only the search for the truth.” According to her, “we need to know how to engage in dialogue, within the realms of Psychology. The dialogue is necessary!” As leader in the organization and development of Psychology in Brazil, she contributed as a constant speaker and discussant in scientific Conferences and Congresses and exerted a significant influence on renowned professionals and academics in charge of educating future psychologists and researchers in the country.

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Mier y Terán Rocha, María del Carmen

Born *in Mexico City, Mexico, August 1, 1942*

Laura Olivia Amador Zavala and Oscar Javier Carranza Plancarte
Autonomous University of Aguascalientes,
Morelia, Mexico

Keywords

Mexico · Social psychology · Migration ·
Violence · Gender · Violence against women

She was born and lived most of her life in Mexico City. She studied Psychology from 1962 to 1965 and graduated in 1973 at the Universidad

Iberoamericana (Iberoamerican University) (IBERO). Subsequently, she studied a master's degree in Social Psychology (1968–1969) and a PhD in Clinical Psychology (1993 generation) at IBERO. She specialized in Humanistic Psychotherapy at her alma mater (1970–1974) and later in Couple and Family Psychotherapy at the Instituto Personas (1987–1988).

Her first approach as a researcher was during the development of her undergraduate thesis, which she carried out in Chihuahua, between 1965 and 1966; during this time, she analyzed the psychosocial effects of the migration of a poor Tarahumara community.

Although her undergraduate curricular training was based on the psychoanalytic approach, her professional and clinical interest led her to focus on a social perspective on the diverse realities of individuals. The migration of families living in the countryside led to the accelerated population growth of Mexico City mainly in the late 1960s and early 1970s; this oriented her academic and professional interest toward social problems such as violence and migration and became one of the first referents in the development of studies on migration (from rural to urban) from a psychological perspective.

In 1987, she began her professional practice as a psychotherapist. Between 1968 and 1978, she worked as a researcher at the Center for Social Promotion of the IBERO. From 1972 to 1974, she was appointed Coordinator of Research Projects at the Mexican Center for Drug Dependency Studies.

She had a boost to social psychology not only for her contributions to research and clinical practice but also for her participation in the development of the curriculum for the creation of the bachelor's degree program in Social Psychology at the Universidad Autónoma Metropolitana-Iztapalapa (Autonomous Metropolitan University-Iztapalapa) (UAM-I), which was established in 1974. This milestone was relevant not only for the training of psychologists but also for the development of research in the social field up to the present day. This degree was promoted by the Department of Sociology of the UAM-I and the hand of Dr. Luis Villoro Toranzo

(1922–2014), Mexican philosopher, teacher, researcher, and diplomatic, as well as a great team of collaborators where Mier y Terán contributed from his academic and field experience to the design and curricular content of the program.

After which at UAM-I, she was a research professor from 1974 to 2006, when she retired from academic activity (Universidad Autónoma Metropolitana unidad Iztapalapa, 2020). In that institution, she held various positions; she served as Coordinator of the Bachelor's Degree in Social Psychology (1975–1978), Head of the Department of Sociology (1979–1982), and Coordinator of the Mental Health Program (1999–2002). At this university, she offered a total of 96 courses in the Bachelor's Degree in Social Psychology, teaching theoretical and applied subjects. In total, she directed and advised 98 theses in Social Psychology at UAM-I, emphasizing the topics of social psychology, migration, psychological and sexual violence, gender perspective, abortion, impact of divorce on children, and human rights of children, among others. From 1974 to 2005, she taught elective courses on gender construction and identity, family and couple relationships, field and community work, and, finally, violence from a psychosocial perspective (2002–2006).

She also taught in master's and doctorate programs at IBERO (1994–1996) and the Universidad de Morelos (University of Morelos) (1995–1996). Regarding graduate theses, she advised one master's thesis and three doctoral theses at UAM-I, IBERO, and Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM).

As part of the research team at UAM-I, in the 1990s, she joined the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACyT) with a research project on the treatment of violence in low-income families, resulting in one of his most interesting publications in which she addressed the experience in changing the lifestyle of migrant families from rural to urban areas. In this project, she was also linked to the “Reintegra” centers (which are still operating in Mexico City) and worked with street children and young people who had fled their homes due to violence and

were reintegrated into their families. This experience led her to visualize the impact of antisocial behavior and violence, integrating the social aspect of these problems into her work as a family therapist.

Once retired from UAM-I, Mier y Terán moved to the city of Querétaro where she worked as a psychotherapist at the Central de Servicios a la Comunidad (Community Services Center) (CESECO) of Santa Bárbara and San Juan del Río of the UAQ (2007–2015). She also has been responsible for the Programa de Prevención y Tratamiento de la Violencia (Prevention and Treatment Program), which is still in force (Universidad Autónoma de Querétaro, 2021).

Among the multiple activities she developed, it is worth mentioning her participation as a member of the International Editorial Committee of the journal “Alternativas en Psicología” coordinated by the Asociación Mexicana de Alternativas en Psicología (Mexican Association of Alternatives in Psychology) (AMAPSI) (from 2003 to date) (Revista Alternativas en Psicología, 2021). She was Guest Professor at the Universidad Autónoma de Barcelona (Autonomous University of Barcelona) (UAB) (June 1993 and September 2005); a judge in the Annual Research Awards of the Universidad Autónoma de Nuevo León (Autonomous University of Nuevo Leon) (UANL) (1994–2009); jury of the Academy Awards for the best doctoral theses in social sciences and humanities granted by the Academia Mexicana de Ciencias (Mexican Academy of Sciences) (2003); and coordinator of the Editorial Board of the Division of Social Sciences and Humanities of the *Revista Iztapalapa* (Iztapalapa Journal) of the UAMI (1988–1989), among others.

She published nearly 20 articles highlighting the perspective of migrants and the design of strategies to improve their quality of life. Based on gender perspective analysis, she detailed how women who migrated from rural to urban areas unwillingly perpetuated their roles by limiting themselves to family and household work without receiving economic remuneration; this caused frustration, feelings of dissatisfaction, doubts about their own capabilities, high levels of stress, and

an uncertain and pessimistic future. Another study, also focused on women, is working on the analysis of sociocultural and family characteristics of women deprived of their liberty and how these permeate both antisocial behavior and drug use.

She also received an acknowledgment for her career given by the Department of Psychology of IBERO, which can be found in the Journal of the Department of Psychology January to July 1992 Vol. 5 Num. 1 and 2 page 8. From this same institution, she received an acknowledgment for the investigation of his doctoral thesis on February 15, 1994.

Finally, it should be noted that doctor Mier y Terán currently lives in the city of Querétaro, where she continues to work in private clinical practice and collaborates with community centers for low-income people.

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Mikusinski, Eva

Born Lviv, Poland (nowadays Ukraine),
16 September 1921

Died Kyiv, Ukraine, 18 January 2020

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Keywords

Argentina · Psychology · Personality
assessment · University

Polish psychologist. She was one of the first graduates of the undergraduate psychology programs in Argentina. She mainly contributed to the

scientific studies of personality. She was a pioneer in the diffusion of Hans Eysenck's factorial model in South America.

Ewa Borkowska – according to the Polish spelling – was the daughter of Tadeusz Jan Kazimierz Borkowski and Elżbieta Raps.

Her access to early literacy was encouraged by her father. From her childhood, she frequented great classics of Polish national and world literature. She studied humanities and learned languages at the College of the Sisters of Notre Dame. However, her aspirations to enter university were long deferred.

The celebration of Ewa's eighteenth birthday was overshadowed and tragedy broke into the peaceful life of the Borkowski family with the invasion of their homeland – on September 1, 1939, by the Nazi Army, and on September 17 by the Soviets – triggering World War II. The family consequences of these events were magnified since Ewa's father was a military judge in the Polish army. He managed to escape the genocide known as the Katyn massacre, in which about 22,000 Polish citizens (officials, civil servants, landowners, intellectuals, Christian priests, under the accusation of being saboteurs) were shot on Stalin's orders (Biskupski, 2018). However, officer Borkowski was taken prisoner while Ewa, her mother, and her brother were deported by Narodny komissariat vnutrennikh-NKVD (People's Commissariat of Internal Affairs) to the region of Siberia for two years (Mikusinski, 1996). After losing contact with the father and living through shocking survival experiences, they were released in 1942 and the family managed to reintegrate. Ewa enlisted in the Women's Military Service acting under British command in administrative tasks and official missions. As a result, she went from Iran, Iraq, Egypt, and Palestine to England and Ireland, obtaining several awards. In 1945, shortly before the end of the war, she was transferred to France. There she met and married Zygmunt Jerzy Mikusinski (Kresy Siberia Virtual Museum, 2014; Mikusinski, 1996).

In search of work opportunities, the Mikusinski family migrated to Argentina, a country that seemed promising because it was

undergoing a process of modernization and industrialization. They settled in San Luis, a small city in the center of the country. There Eva Mikusinski – as she became known – was employed as a librarian and translator at the Departamento Técnico del Ministerio de Educación de la Provincia (Technical Department of the Provincial Ministry of Education) (Mikusinski, 1996).

From 1940 onwards, new cultural scenarios opened up in San Luis with the opening of university studies at Universidad Nacional de Cuyo-UNC (National University of Cuyo), due to the name of the region, Cuyo, which included the provinces of Mendoza, San Luis and San Juan. The new UNC gradually opened up the way for scientific development and, in particular, for psychology in the province of San Luis. In 1953, with the interest of making higher education for teachers a priority, a specialization course in psychology was opened. In 1956, under the direction of Plácido Horas (1916–1990), the Instituto de Investigaciones Psicopedagógicas (Institute of Psycho Pedagogical Research) was organized and, in 1958, the undergraduate Psychology Program was established (Klappenbach, Marincevich, Arias and Berastain de Montoya, 1995).

Within this framework, Eva Mikusinski managed to enter university in 1949. She graduated as Professor of Pedagogy and Philosophy and joined the Institute's teaching staff. She was among the first students in the undergraduate Psychology Program in 1958, and she graduated in 1963 with an undergraduate thesis on: *Elaboración de una escala actitudinal para medir la supersticiosidad. Estudio Preliminar* (Elaboration of an Attitudinal Scale to Measure Superstitiousness. Preliminary Study).

Immediately, she started her PhD in Psychology, and she was the second one to achieve this degree at the UNC, and possibly in the country (Piñeda, 2018b). Most of her postgraduate training was done between 1964 and 1966 at the University of London (Department of Psychology, Institute of Psychiatry, Maudsley Hospital) under the direction of Hans Eysenck (1916–1997). At the same time, she took several seminars at the

Tavistock Clinic and the West Hampstead Clinic directed by Anna Freud (1895–1982). This opportunity was provided by a grant from the recently created Consejo Nacional de Investigaciones Científicas y Técnicas-CONICET (National Council for Scientific and Technical Research) (Berastain de Montoya, 1995; Mikusinski, 1996), whose funding was unusual for the social sciences at the time (Hurtado, 2010).

On her return, in 1966, she became Director of the Institute of Psycho Pedagogical Research until 1973, when the UNC's San Luis headquarters became the Universidad Nacional de San Luis-UNSL (National University of San Luis). At this new university, Dr. Mikusinski continued her work as a professor and researcher in psychology. There she developed a training program for psychologists and research focused on the scientific study of personality, mainly from the Eysenckian perspective, but also integrated contributions from Paul Fraise (1911–1996) (La Sorbonne, Paris, France) and Robert Kastenbaum (1932–2013) (Wayne State University, Detroit, USA) who guided her in postdoctoral studies (between 1969–1970 and 1972, respectively). He conducted several research projects of the highest scientific level and social relevance for the region. He trained several generations of psychologists, directing a hundred theses on personality and motivation. These investigations contributed to the construction and validation of tests for psychological evaluation that were pioneers in Latin America, among them, the first adaptation of the Eysenck Personality Scale in South America (Andrade and Leone, 2013; Piñeda, 2018a).

In 1986, the researcher decided to retire in order to be free to emigrate to France to foster new family projects. However, the UNSL extended her academic work as Consulting Professor and Representative Member in France. CONICET hired her for two more years as Principal Researcher (one of its highest ranks in the scientist career). At that stage, Dr. Mikusinski joined the Laboratory of Experimental Psychology directed by Paul Fraise, continuing with the studies on personality and motivation.

In 1987 she took part in the founding ceremony of the Asociación Argentina de Ciencias del Comportamiento (Argentine Association of Behavioral Sciences-AACC), one of the most important scientific societies in the field of Psychology in Argentina (Piñeda, 2010).

In 1989 she decided to finish his scientific work and definitively retire to family life.

Cross-References

► [Horas, Plácido](#)

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Miñarro Llagostera, Andrés

Born *in Barcelona (Spain)*, 19 August 1937.

Died *in Caracas (Venezuela)*, 26 December 2006.

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Keywords

Venezuela · Organizational development ·
Cognitive psychology

Andrés graduated from the Universidad de Barcelona (University of Barcelona) in 1954 with a

degree in literature. When he arrived in Venezuela, he worked for International Business Machine (IBM) as a manager of orders and programs. He began his studies in psychology at the Universidad Católica Andrés Bello (UCAB) (Andrés Bello Catholic University) in 1961, culminating in 1965. Then he developed a postgraduate degree in psychological counseling, which he completed in 1967.

He directed the Escuela de Psicología (School of Psychology) of the UCAB (1969–1972), serving at the same time as a professor in the courses of general psychology, personality, and psychological counseling. During his tenure, he completed the curricular renovation of the undergraduate program in psychology, which had been in force since 1965; he changed the length of the curriculum from four (4) to five (5) years and incorporated the development and presentation of the graduate work for the completion of the degree.

The new curriculum was validated by Benjamin Wolman (1910–2000) and B. F. Skinner (1904–1990). Skinner visited the university and carried out academic activities during their presence as an external peer reviewer. In particular, Dr. Skinner visited UCAB in February 1972, being the first school of psychology in a country outside the USA to be visited by him due to the efforts made by Dr. Miñarro.

The curriculum proposed in 1970 has been revised every decade since then, only covering variations and not profound changes, which confirms the soundness of the study plan developed by Miñarro and his collaborators at the end of the 1960s.

Along with his work as director of the School of Psychology, he worked as a counseling psychologist (1970–1971) at the Centro de Orientación del Colegio La Salle La Colina (Counseling Center of La Salle La Colina High School), where he incorporated undergraduate students in professional practices related to psychological counseling (Gómez, 2008).

In 1972, a strong institutional crisis arose in the UCAB due to the demands for renewal in its management lines, made by students and professors, which caused the disincorporation and dismissal of some of them, as a result of the instructions of the rector and in response to the recommendations of the commission of the

Episcopate and Rome. These recommendations urged to leave Marxist thought out of the institution. This triggered a series of demonstrations and the closure of the university. The calm came with the resignation of Rector Pío Bello and the reinstatement of students and professors.

All these events led him to leave his position as director. Subsequently, he worked in market research and public opinion in the private sector (1973–1982), field in which he published one of his most important publications, whose content is oriented toward statistical analysis in market research (Miñarro-Llagostera, 1989).

He returned to UCAB (1983) as Dean of the Facultad de Humanidades y Educación (Faculty of Humanities and Education), which made him the first psychologist to hold such an important position. He received the degree of Doctor with honors for his dissertation on *Effectiveness of a psychotherapy based on Transcendental Meditation in modifying "type A" behavioral patterns in Ischemic Cardiopaths* (Miñarro-Llagostera, 1987).

During his tenure as a dean, he accompanied other professors in the creation of the postgraduate degrees in Desarrollo Organizacional (Organizational Development) and Psicología Cognitiva (Cognitive Psychology), subjects where his experience in the organizational area and his wide knowledge in artificial intelligence constituted excellent support for their development. He was part of the academic staff of these postgraduate programs.

He finished his work in the dean's office in 1991 and founded the Centro de Investigaciones del Comportamiento (Behavioral Research Center), and he remained in that position until his retirement (2003). He also coordinated the research line on culture and organizational climate and was part of the organization of the journal *Analogías del Comportamiento* (Behavioral Analogies), a publication that is still in force at the School of Psychology (Gómez, 2008).

He was appointed executive secretary of the Consejo de Desarrollo Científico, Humanístico y Tecnológico (Council for Scientific, Humanistic and Technological Development, CDCHT) of UCAB (1995), from where he contributed to the formulation and consolidation of the university's research policy.

His participation in activities of a professional nature was diverse: At UCAB he was a faculty advisor in different areas. In the public sector, he contributed to the creation of the Law for the Practice of Psychology – sanctioned in 1978 – and of the Federación de Psicólogos de Venezuela (FPV) (Federation of Psychologists of Venezuela), an institution in which he was accredited with the number 145.

For his academic merits and contribution to society, he received several distinctions: By the Venezuelan State, he received the Francisco de Miranda Order (1978) and the Andrés Bello Order (1988); by the FPV, the "Order of Merit" (1987), and by the UCAB the Order "Academic Merit" in its first class (1991).

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Mira y López, Emilio

Born *Santiago de Cuba*, 24 October 1896

Died *Rio de Janeiro, (Brazil)*, 16 February 1964

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Universidade do Estado do Rio de Janeiro, UERJ,
Rio de Janeiro, RJ, Brazil

Keywords

Spain · Brazil · Argentina · Uruguay ·
Psychotechnics · PMK

Son of the military doctor Rafael Mira Merino, a specialist in tropical medicine and subinspector of Health of the Spanish Army in Cuba, and Emilia López García, Emilio Mira y Lopez was born in Cuba when his father was serving there. The family returned to Spain after the independence of that Spanish colony (1898), settling initially in Galicia, soon moving to Barcelona. It was in this city that Mira completed his studies, did his medical studies, and built his professional life. In 1918, he was a clinical assistant physician at the Clinical Hospital of Barcelona. He obtained his doctorate at the Complutense University of Madrid, with the thesis *Las correlaciones somáticas del trabajo mental* (the somatic correlations of mental work), in 1922, in which he sought to demonstrate that there is a positive correlation between psychic processes and the activity of the vascular and vegetative systems (Miralles Adel, 1979). All his titles were obtained with praise.

After graduating, Mira and Mrs. Pilar Campins were married in 1919. The couple had three daughters.

He became a physician at the Barcelona mental illness dispensary and, in 1924, was appointed as a psychiatrist at the Municipal Assistance Office. In 1926, he became a physician in the Asylum Psychiatry Section of the Parque de Barcelona and participated in the creation of the Association of Neuropsychiatrists. In 1930, he became a member of the International Committee of Mental Hygiene and, in 1932, a medical consultant to the Instituto Mental Pedro Mata. Finally, he was appointed professor of Psychiatry at the University of Barcelona in 1933. He taught at the Clínica Psiquiátrica Municipal de Urgências (Miralles Adel, 1979; Pigem Serra, 1996). Also in 1933, he became director of the Instituto Psiquiátrico de Sant Boi (Sección de Mujeres) and took over a private enterprise, together with Jerónimo de Moragas: the Clínica Psiquiátrica Infantil La Sageta. He held other positions: in 1934, president of the Catalan Society of Psychiatry and Neurology, vice-president of the Spanish Association of Neuropsychiatrists, member of the Higher Psychiatric Council of Madrid; until 1937, he edited the *Revista Catalana de Neurologia i Psiquiatria*; in 1935, he was president of the Spanish League of Mental Hygiene and director of the Instituto

Psiquiátrico Feminino de Sant Boi; in 1936, he created the Preventorio de Psiquiatria Municipal. Mira's theoretical approach is seen by many authors (Miralles Adel, 1979) as developed in his psychiatric face, with some characteristics: (a) the relevance of the role of science in improving the conditions of everyday life, since science can be subdivided into "pure science" and "applied science"; (b) evolutionism as the main mark of this science; and (c) the psychophysical unity of the human being. These characteristics will be present in his entire work.

Parallel to his work as a psychiatrist, Mira became in 1919 in charge of the Psychometrics section of the Institute of Professional Guidance. The so-called School of Psychotechnics of Barcelona obtained international recognition, enabling the II International Conference of Psychotechnics, of the recently created International Association of Psychotechnics – after 1955 renamed the International Association of Applied Psychology (IAAP) – to take place in Barcelona in 1921 and Mira to be the president of the VI Conference, also in Barcelona, in 1930. When he took over, one of the questions was whether the institute would make professional orientation or selection, since in many countries where the psychotechnics selection was implemented, there were violent protests from the worker, under the consideration that many of them would be without work with the use of this model. In Mira's vision, the selection could be seen in a positive way, because instead of detecting who is not suitable to occupy a place, it would indicate who is the most suitable to carry out such work, and who would be more suitable for other functions. The institute has decided to dedicate itself fundamentally to guidance, without leaving the possibility of making any selection whenever the need so requires (Pigem Serra, 1996).

Mira also held various positions in the area of psychotechnics. In 1926, he became director of the Institut de Orientación Profesional which, with the proclamation of the Republic in 1931, became the Institut Psicotècnic de la Generalitat. He also taught courses in Legal Psychology in 1931, which allowed him to publish one of his best-known books (Mira y López, 1932). He created the first journal of psychology in Spain,

Revista de psicología i pedagogia (Saiz & Saiz, 1996).

He was due to be the president of the 11th International Congress of Psychology, which should have taken place in Madrid in 1936 and which, due to the Spanish Civil War, was transferred to Paris, to be held in 1937. Mira was against cancellation and transfer, arguing that the (war) situation would be an opportunity for participants to learn more psychology than in their peaceful universities (Carpintero & Lafuente, 2008).

In Barcelona, he was a member of the *Unió Socialista de Catalunya* and editor of its newspaper, as well as acting in popular clinics. With the Spanish Civil War (1936–1939), he became head of the Psychiatric Services of the Republican Army in Catalonia, also performing selection of pilots and recruits, on which occasion he created the first version of what would later be his myokinetic psychodiagnosis test (PMK). He directed the Women's Professional School, created to enable the replacement of mobilized men.

With the defeat of the Republican Army, Mira managed the evacuation of the patients who were under his care and went into exile with his family in France. His Cuban socialist friends sent him Cuban passports (Rosas, 1995), which enabled him to begin his tour in different countries: France, England, the United States, Cuba, Argentina, and Uruguay, before settling in Rio de Janeiro, Brazil (1947), until his death in 1964.

From France, Mira went to England with a scholarship as a research fellow of the Society for Protection of Science and Learning, where he completed the preparation of the PMK at the Maudsley Hospital in London, making the first communication about it to the Royal Society of Medicine on October 12, 1939.

After Europe, he went to the United States and Cuba, giving lectures and courses. He attained his first permanent post in Argentina, where his wife and daughters went to meet him in 1940. It seemed like a good choice, a Spanish-speaking country, known for its European references, and where many Spaniards were already exiled. He became a psychiatrist at the La Chapelle, a private sanatorium.

In 1941, he was invited to give courses in Chile. He returned to the United States also in 1942 where he gave lectures in different universities, becoming a fellow of the American Psychiatric Association.

His main work in Argentina took place in 1943, when he was named director of the Psychiatric and Mental Hygiene Services of the Province of Santa Fe, where he founded and directed the Psychiatric Hospital, named Psychiatric Hospital Dr. Emilio Mira y Lopez. He lost his post because of his political background (Rossi et al., 2014).

Although Mira y López lived in Argentina for only 4 years, his contribution was meaningful for certain groups of academics – such as Horacio Rimoldi (1913–2006), Nuria Cortada (1921–2013) – who aspired to a scientific psychology, seeking to overcome traditions oriented towards philosophy, deeply rooted in the academic culture of the country. Despite the scarce institutional insertion that he achieved in Argentina, through a solid, wide, and lasting network of informal relationships, he contributed mainly to the development of psychotechnology that influenced the beginnings of the process of professionalization of psychology during the 1950s (Piñeda, M. A., sep. 2020, personal comment).

Even after he had already settled in Brazil, he kept publishing in Argentine media such as Kapelusz and El Ateneo publishing houses, producing works of applied psychology that shaped several generations of scholars in that country. Also, his PMK continued to be widely used in the country during the 1950s.

As a result, in 1944, he migrated to Uruguay, hired by the Ministry of Education of that country to create and run the Institute of Professional Guidance of Montevideo. He directed the Sebastián Morey Otero Psychopedagogy Laboratory, where he began the systematic application of PMK in school children. It was on this occasion that he met Alice Galland, a sanitary nurse, trained in Switzerland. Mira divorced D^a Pilar, who returned to Spain with their daughters, and began a new life with Alice Galland.

In 1945, on the recommendation of Helena Antipoff, he held lectures in several cities in Brazil, at the invitation of governmental and private

institutions. With their success, he was invited to organize and direct the Instituto de Seleção e Orientação Profissional (Institute of Selection and Professional Guidance, ISOP), an autonomous organ of the Getúlio Vargas Foundation, an institution located in Rio de Janeiro (Brazil) that had as its objectives the documentation, study, and research in the field of work rationalization (Rosas, 1995).

Mira settled in Rio de Janeiro with his wife, D^a Alice, in 1947. The four children of this union were born in this city.

In Brazil, he did not restrict himself to psychotechnics, maintaining a private practice, although he did not revalidate his medical degree. He maintained his international trajectory. His routine in the following years was to go to universities in different countries, teach courses, and receive degrees: Guatemala, Mexico, Cuba, and Venezuela (1948); Cuba (1954 and 1956); Argentina (1955, as president of the Experimental Psychology Section of Unesco); Venezuela (1958); Cuba and Argentina (1960); and Ecuador (1962). He also continued his participation in international congresses, such as the International Congress of Applied Psychology (ICAP), in Bern (1949), Paris (1953), London (1955, where he was the delegate of Brazil), and in Rome (1958). He also participated in other congresses, such as the International and Latin American Psychiatry Congresses. He participated in the XIII International Congress on Psychology (ICP, 1951), which founded the International Union of Psychological Science (IUPsyS) and in whose assembly he was present, together with Helena Antipoff, representing Brazil (Rosenzweig et al., 2000). The proceedings of the I Interamerican Congress of Psychology (CIP), held in the Dominican Republic in 1953, state that he was cited six times by the lecturers, among them Werner Wolff (1904–1957), the first vice president of the new entity, the Interamerican Society of Psychology (SIP). In 1955, he was elected vice president for the Atlantic Region of the SIP, and 4 years later, he was secretary-general of the VI Interamerican Congress of Psychology, which took place in Rio de Janeiro, the first international congress of psychology held in Brazil.

Although the epicenter of his activities in Brazil was ISOP, he taught courses for several organs of the Armed Forces, probably as a result of his work focused on military psychology, and organized the Professional Guidance Service of the Education Secretariat of the State of Minas Gerais, as well as, together with Helena Antipoff, the National Department of Children.

At ISOP, it created the perspective of articulating the scientific work with the daily problems and with practical actions to solve them. The organ was constantly reported in the newspapers at the time, either by its activities or by the frequent interviews with Mira or the publication of his articles on psychosocial topics. ISOP branches were created in seven other Brazilian states. The Brazilian Association of Psychotechnics (1949) and the journal *Arquivos Brasileiros de Psicotécnica* (1949) were created, and Mira was the general secretary of the journal.

In Brazil, Mira was unable to join the university faculty because he chose not to validate his medical degree. Despite this, he was responsible for the training of a large number of the first Brazilian psychologists, through the numerous extension courses offered by ISOP as well as through his lectures. Its audience came mainly from those graduated in education and philosophy courses, avid for knowledge in psychology. This audience was the basis of the movement for the regulation of the profession and of psychology courses, which began with the draft law proposed by the Brazilian Psychological Association, published in the *Arquivos Brasileiros de Psicotécnica* in 1954 (Jacó-Vilela & Rodrigues, 2014).

ISOP, the journal and the association formed a cohesive whole that corresponded to the needs of the country at that time: With the emphasis on industrialization, it needed a type of knowledge, psychology, and technicians – the psychologists – capable of dealing with the implications of the “human factor” in the rationality of the new mode of production.

Mira’s written production is vast and varied, involving books, with various translations and editions; articles in scientific journals from

different countries; articles in newspapers; and interviews, which can be seen in the issue of *Arquivos Brasileiros de Psicotécnica* dedicated to his memory (volume 16, issues 2 and 3, 1964). This aspect had been initiated for financial reasons, as a translator of German psychiatry works as well as Freud's books. One of his most important works is the *Psychiatry Manual* of 1935, in three volumes. In general, his biographers saw a cut in his production – the effective one, which lays new intellectual foundations, was situated in the Spanish phase. In the intermediate phase, there was a great work, *Psychiatry in the War* (1944), fruit of his experience in the Spanish Civil War. In the Brazilian phase, however, his production is basically a recompilation of the previous production, often only translation into Portuguese; he used mainly Argentinean publishers, as many of these were also exiled from Spain (Klappenbach, 2007). His original works in the country were only two, *Military Psychology* (1950), in which he used his experience in war, and *Psychology and Soccer* (1964), published postmortem, derived from the use of PMK in the selection of players for the Brazilian National Team in the World Cups of Soccer in 1958 and 1962.

For Mira, psychotechnics represented an application of his understanding of the human being as a psychophysical unit, the PMK concretizing this orientation (Miralles Adel, 1979). For its use in Brazil, he had the collaboration of Alice Galland, who took care of the statistical procedures for its standardization and the training of the technicians for its use.

His career has been crowned by numerous awards, from the student period in Spain to posthumous awards in Brazil. His name appears in the census of the main psychologists of the world conducted by Annin et al. (1968).

Emilio Mira y López left his mark on several moments in the history of psychiatry and psychology. In the specific case of Brazil, Argentina, and Uruguay, the role he played in the dissemination of psychology and in bringing Brazilians closer to the psychology that took place worldwide was, without a doubt, his main mark.

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- ▶ [Galland de Mira, Alice Madeleine](#)
- ▶ [Rimoldi, Horacio José Ambrosio](#)

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Mira, Maria Helena Novaes de

Born *Rio de Janeiro, (Brazil), 13 July 1926*

Died *Rio de Janeiro, (Brazil), 17 September 2012*

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Keywords

Brazil · School and learning psychology ·
School diagnosis · High abilities

In 1946, Maria Helena Novaes Mira, at the age of 19, graduated in philosophy and languages from Universidade Santa Úrsula, USU (Saint Ursula University), Rio de Janeiro, and completed her course on *Historical and Artistic Museums* that same year at the Museu Histórico Nacional (National History Museum). The following year, she spent 6 months visiting art centers and museums in Portugal, Spain, France, Italy, and Switzerland when she became interested in psychology. On her return to Brazil, she found out that a psychology degree program was not yet available in the country. As a result, she chose to specialize in two areas of study: The first one was occupational therapy at the Associação Brasileira de Educação (Brazilian Association of Education), which “provided her with the opportunity to further advance her studies in Biology, Psychology and to acquire practice in the field of

re-habilitation” (Wintter, 1997, p. 84); the second one was developmental psychology at the Instituto de Seleção e Orientação Profissional da Fundação Getúlio Vargas (ISOP/FGV) (Institute of Selection and Professional Guidance of the Getúlio Vargas Foundation).

In 1952, still as a student, Maria Helena initiated a series of research projects in the area of evaluation and testing. In 1956, she traveled to England on a British Council scholarship to work as a rehabilitation intern in English public hospitals. On her return to Brazil, along with Emílio Mira y Lopes, she participated in the creation of the Centro de Testes Psicológicos e Educacionais (Center for Psychological and Educational Testing) in a joint venture between ISOP/FGV and Ford Foundation (1957). This joint effort granted her, during the same year, an internship at the Educational Testing Service of Princeton University in USA and the opportunity to visit reference centers in American universities (University of Illinois in Chicago (UIC); San Francisco State University; and Stanford University in Berkeley, Columbia University in New York). The following year (1958), Maria Helena returned to Brazil and launched the first standardized battery of Educational Development Tests, initiating this way her work focusing on diagnostic activities and professional counseling of adolescents and adults. In the late 1960s, she organized, as a coauthor, *The Glossary of Terms related to Psychological Tests and Measures* (Novaes & Martins, 1969), and in 1969, she published the book *Tests and Models in Education* (Novaes, 1970).

In 1954, along with a team of physicians, Maria Helena participated in the foundation of the Associação Brasileira Beneficente de Reabilitação (ABBR) (Brazilian Beneficent Rehabilitation Association) which aimed to provide specialized care for poliomyelitis victims and those with motor sequelae. From 1957 on, she becomes a faculty member of the Rehabilitation School of the ABBR and, for 20 years, taught psychology at the Escola de Formação de Fisioterapeutas e Terapeutas Ocupacionais (School of Professional Development of Physiotherapists and Occupational Therapists), creating the Centro de Testes Psicológicos e Educacionais

Center for Psychological and Educational Testing at the same institution. During that same period, she organized, along with Therezinha Lins de Albuquerque, the Psychology Bureau at the Escola Guatemala (Guatemala School), an experimental school of the Instituto Nacional de Estudos Pedagógicos (INEP) (National Institute of Pedagogical Studies) and created, within the same school, the Serviço de Orientação Psicopedagógica (Psychopedagogical Guidance Service) where she worked for 11 years (Wintter, 2004). In 1959, she was invited by Father Antonius Benkő to become a faculty member of the Instituto de Psicologia Aplicada Institute of Applied Psychology of the Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) Pontifical Catholic University of Rio de Janeiro to implement the course *School Psychology and Learning Problems*. For 40 years, she worked in the Psychology Department of PUC-Rio, where she coordinated the Núcleo de Estudos e Ação sobre o Menor (NEAM) (Center for Studies and Actions on Minors), and in 2004 was awarded the title of Professor Emeritus.

In 1960, Maria Helena returned to Switzerland to do a specialization course at the University of Geneva, a decision that proved to be key both for her doctoral dissertation "*Creativity with children*" as well as for her postdoctoral teaching degree thesis "*Adaptive modalities of school behaviors*" (1974). Her work on children creativity was further developed in a book (Novaes, 1986), and both research studies were defended at the Universidade Federal do Rio de Janeiro (UFRJ) (Federal University of Rio de Janeiro), where she had been teaching since 1960 (de Alencar, 2008). In 1978, she returned to the Center of Genetic Epistemology, at the Jean-Jacques Rousseau Institute, in Genève, for a postdoctoral fellowship with researchers such as Barbel Inhelder (1913–1997), Robert Dottrens (1893–1984), André Rey, and Jean Piaget himself (1896–1980); this was followed by another postdoctoral fellowship, this time at the Laboratory of Child Psychobiology of the University Paris V, with René Zazzo (1910–1995) and Bianka Zazzo (1915–2007). These studies inspired Maria Helena to create an interpretative model of

pedagogical action, presented in the book *Pedagogical Psychology*, published initially in 1982 (Motta, 1999).

Maria Helena worked as a consultant from 1973 to 1989, at the Centro Nacional de Educação Especial (CENESP) (National Center for Special Education), linked to the Ministério de Educação e Cultura (Ministry of Education and Culture), coordinating research studies and projects in the area of gifted and talented students. From 1974 to 1978, she was president of the Associação Brasileira para Superdotados (Brazilian Association for the Gifted) (Novaes, 1979). The experience with children suffering from dysrhythmia, hyperactivity, and neurological deviations at the Centro de Orientação Juvenil (COJ) (Youth Orientation Center) of the Instituto Fernandes Figueira (IFF-FIOCRUZ in 1978) (Fernandes Figueira Institute) in Rio de Janeiro consolidated a genuine interest in gifted children. She created an emotional literacy program with preschool children in the community of Rocinha (Rio de Janeiro) based on Daniel Goleman's (1946–) theory of emotional intelligence, which aimed at providing funding to schools to deal with "well-endowed children." The program generated a sophisticated "reference matrix for the development of potentialities of children with high abilities" (Novaes, 1997).

In the field of developmental psychology, Maria Helena contributed with research involving both children and the elderly. From 1996 until her death, she devoted herself to the "Programa de Ativação Cerebral Criativa" (PACC) (Creative Brain Activation Program), defending the importance of intergenerationality, the interaction between generations, and the conception of aging as a transgenerational passage. She developed techniques for the prevention of memory deficiency in the elderly, working with groups of elderly people of various socioeconomic groups and ages, winning the competition "Proposals for a university in the third millennium" sponsored by the Fundação Universitária José Bonifácio (FUJB/UFRJ) (José Bonifácio University Foundation) with her work "*The university in the third millennium: an imagined turnaround*." This paper reflects on the contradictions, uncertainties, and

complexities of today's society, themes discussed in the book "*Contemporary Paradoxes*" published in 2008. This book completes a previous one called "*Commitment or alienation facing the next century?*" (Mira, 2000).

In an interview to Geraldina Witter in 1997, Maria Helena pointed out that she participated in the commission that presented the project that "regulated the profession of psychologist (Law 4.119) at the National Congress which defended the specificity of the contributions of the psychology professional."

Dr. Novaes received the medal of the National Order of Educational Merit twice (1994 and 2001) from the Presidents of Brazil, and in 1998, she was Honored Professor at the VII Symposium of Research and Post-Graduation in Psychology by the Associação Nacional de Pesquisa e Pós-Graduação em Psicologia (ANPEPP) (National Association of Research and Post-Graduation in Psychology). Creative and with an innovative mind, she leaves a legacy of new ideas reflected on her scientific research studies, the training and development of new researchers, awards, and a vast academic production, composed of many books, sometimes reedited and translated into other languages, book chapters, and articles, almost all published in the *Arquivos Brasileiros de Psicologia Aplicada* (ISOP/FGV) (Brazilian Archives of Applied Psychology).

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- ▶ [Albuquerque, Therezinha Lins de](#)
- ▶ [Benkô, Antonius](#)
- ▶ [Rey, André](#)
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Miret Monsó, Josep

Born *Barcelona (Spain)*, 14 July 1918

Died *Barcelona (Spain)*, 7 January 1995

Virgilio Ibarz

Universidad Ramon Lull, Barcelona, Spain

Keywords

Spain · Venezuela · Adolescence · Psychiatry

José Miret Monsó was a Spanish psychiatrist. He studied high school at the Balma Institute. He began medicine, but the Civil War interrupted its studies. He showed his interest in psychiatry and, during the time that the Facultad de Medicina (Faculty of Medicine) was closed, he attends as an intern at the Dispensary of Psychiatry of the Medical Clinic, directed by Agustí Pedro Pons (1898–1971) at the Hospital Clinic de Barcelona. During the last years of his degree, he attends as an intern at the Psychiatric Clinic of Joaquim Fuster Pomar (1901–1982).

In 1946, Miret began to work at the Institut psicotècnic (Psychotechnic Institute) de la Mancomunidad de Catalunya (Barcelona Provincial Council) and was responsible for the Characterology Section. This institution (with international prestige) had been directed, before the Civil War, by Emilio Mira y López (1896–1964).

In 1953, Miret moved to Venezuela hired by the Universidad de los Andes, in the city of Mérida. Olivér Brachfeld had founded the Instituto de Psicosisíntesis y Relaciones Humanas (Institute of Psychosynthesis and Human Relations) at the Universidad de los Andes (Universidad de los Andes) where Miret held the chair of Psychiatry. However, at the end of the

1953–1954 academic year, the Institute was closed and Brachfeld returned to Spain. Miret remained in Venezuela and, in Mérida, he validated his medical degree and later obtained Venezuelan nationality.

Since 1954, he was professor of the chair of Psychiatry, adjunct professor of clinical semiology, and visiting professor of Anthropology at the Faculty of Humanities. He remained in Mérida until September 1957. In 1958, he was hired by the Universidad Católica Andrés Bello (Andrés Bello Catholic University) of Caracas to take over the chairs of General Psychology and Differential Psychology. Later he was appointed dean of the Facultad de Psicología (Faculty of Psychology) of the Andrés Bello University. Miret was appointed president of the “Cercle Català” of Venezuela in 1969.

Miret remained in Caracas from 1958 to 1982, holding these chairs. In 1967, he won the Carles Gardó prize for his work *La autoridad paterna y el entendimiento con los jóvenes* (Paternal authority and understanding with young people), published in 1970, in which he addresses the problem of tensions between generations. It exposes the mentality of the generation of young people of the 1930s in Spain, the “burned generation” after the Civil War and the generation of the 1960s. The time in which we live, states Miret, requires a new dialogue in the substance and the form. The “principle of authority” must be proscribed as being counterproductive. On the contrary, there must be a concern to establish a new ethic of dialogue and growth.

From 1973 to 1975, he was a professor at the Universidad Central de Venezuela (Central University of Venezuela, UCV) in Caracas and taught graduate courses, especially on adolescent psychology. He also collaborated with other Venezuelan institutions such as Instituto Universitario de Nuevas Profesiones [University Institute of New Professions] and Universidad Nacional Experimental Simón Rodríguez [Simón Rodríguez National Experimental University] with courses on sexology, drug addiction, and alcoholism.

In 1975, he presented his doctoral dissertation at the Universidad de los Andes *Psiquiatría y Psicología Clínica: confluencia y delimitación*

de campos y funciones profesionales (Psychiatry and Clinical Psychology: confluence and delimitation of fields and professional functions). In 1981, he won the Martí Julià prize for his work *Contribució a l'estudi de la imatge psicològica de la pell* (Contribution to the study of the psychological image of the skin), published in 1986.

Miret developed in Venezuela some jobs that he had started at the Barcelona Psychotechnic Institute. Many young people passed through this center to do professional orientation. Another facet of Miret's work in Venezuela is his publications on characters from the history of literature. His works on Goethe, Schiller, Manzoni, or Amado Nervo, published as book chapters of a literary collection from the years 1944–1946, stand out. He also published extensive works on Freud from 1954 to 1956.

In 1954, he published *Consideraciones médico psicológicas sobre la brujería y el curanderismo* (Medical-psychological considerations on witchcraft and quackery), a book which includes a series of articles published in the journal *Profesiones Médicas* (Caracas). In 1972, in Caracas, he published a book on the face, expression, and gesture, with photographs, and in 1987, a historical paper on astrological typology to the vector typology, a descriptive work, which connects with Miret's dedication to characterology at the Psychotechnic Institute from Barcelona. In the University of Los Andes, Miret had met Lluís Noguer y Molins (1886–1972), a medical doctor who was in Mérida from 1944 to 1958 and was an important figure of the local Faculty of Medicine.

During the years of stay in Venezuela, Miret publishes more than 30 works and articles on family mental hygiene, Szondi and Wartegg tests, and psychological problems of children and young people.

At the beginning of the 1980s, he regained Spanish nationality. On September 28, 1982, Miret returned to Barcelona. He dedicated himself to private practice and to researching in the history of medicine, especially Catalan physicians who had to go into exile. In 1992, he was appointed a corresponding member of the Royal Academy of Medicine of Catalonia. In the last Congress on the History of Catalan Medicine that Miret was able

to participate in, in 1994, he presented the theme “The Psychotechnic Institute of Barcelona (1914–1986),” where he emphasized that this institution was solid, balanced, and active.

Miret had an important role in the beginnings of psychology in Venezuela with his historical and literary-psychological studies, but also with his emphasis on nonverbal behavior.

Cross-References

- ▶ [Brachfeld, Ferenc Olivér](#)
- ▶ [Mira y López, Emilio](#)

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Miró Quesada de la Guerra, Óscar

Born *Lima (Peru), July 30, 1884*

Died *Lima (Peru), August 12, 1981*

Arturo Orbegoso-Galarza
 Universidad Nacional Mayor de San Marcos,
 Lima, Peru
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 Universidad César Vallejo, Trujillo, Peru

Keywords

Peru · Experimental psychology ·
 Psychological tests

Óscar Miró Quesada de la Guerra was a Peruvian intellectual best known by his journalistic pseudonym, “Racso.” He studied at the *Universidad Nacional Mayor de San Marcos* (National University of San Marcos, UNMSM, Lima), where he obtained the degree of Doctor of Letters (1910) and Doctor of Law (1911). In his *alma mater*, he taught sociology (1910–1912), pedagogy (1913–1914), criminal law (1915–1917), and criminology (1918–1929).

He is considered the pioneer of science journalism in Peru. His work deserved the recognition of Albert Einstein (1879–1955) for his articles on relativity (Miró Quesada, 1985). While in Europe between 1904 and 1908, he attended the *Sorbonne Université* [Sorbonne University, Paris] as a free student and was especially interested in the psychology laboratory of Alfred Binet (1857–1911), the creator of the intelligence scale that bears his name. In psychology, he opted for the experimental approach. He also highlighted the rise of psychological testing in the United States and was also an early diffuser of Freudian ideas in Peru.

Starting in 1923, he directed the Departamento de Antropología Crimninal (Department of Criminal Anthropology) of the Facultad de Derecho (Faculty of Jurisprudence) at UNMSM, which had a small experimental psychology laboratory equipped with psychological tests such as those of Binet and Yerkes intelligence, a taquitoscope, a scale of pressures, and a thermal suggestor among others. This team also served for Miró Quesada to act as a criminologist expert evaluating the inmates of the Lima prison (García, 2011).

Mainly concerned with the dissemination in Peru of scientific advances and new philosophical trends, Miró Quesada frequently used the pages of the newspaper *El Comercio* (owned by his family) also to deal with psychological issues or to invite specialists in psychology and psychiatry to write articles on their respective disciplines, such as Honorio Delgado (1892–1969) (Miró-Quesada, 1985).

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- ▶ [Hahn, Hans](#)

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Molina Avilés, Jorge Orlando

Born in Mérida, Yucatán, México, on April 30, 1944

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Keywords

Mexico · Critical Marxist psychology · History of psychology

Jorge Molina Avilés is a figure who stands out in the events that gave “life and identity” to the Facultad de Psicología (Faculty of Psychology) (FP) at the Universidad Nacional Autónoma de México (UNAM, National Autonomous University of Mexico) and to the discipline as a profession in Mexico. He was born to a provincial, extended, and well-educated family. His father, Max Molina, was a primary and secondary school teacher whose leftist political ideology led him to a confrontation with the State Governor and had to move his family to Mexico City when Jorge was 15 years old. In 1961, Jorge Molina started high school at the Preparatoria 5 (Preparatory School Number 5) at the UNAM, his alma mater and workplace to date. In 1964, after pondering between his love of biology and psychology, he entered the Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras

(Faculty of Philosophy and Literature (FFyL)) at the UNAM. His peaceful and amiable character, as well as his inclination for active participation, led him to immediately join a group of older students and some of his own generation, who identified themselves by their interest in scientific psychology and would later have a profound influence in other students.

His first 2 years of his professional training were a time of academic commitment and discovery of scientific psychology and learning theories, interrupted by a university strike in 1966 fueled by an academic reform proposed by Ignacio Chávez Sánchez (1897–1979), rector of the University. Paradoxically, the political conflict at the University favored an academic movement inside the FFyL that gave rise to a profound and radical change in the teaching and practice of psychology. At the time, the principal demand of the students and some professors was a new curriculum, but the idea that it was necessary to separate psychology from the FFyL to pursue the development of scientific psychology took over.

In the late 1960s, the UNAM and other universities in Mexico were in turmoil. For many psychologists, it was a preamble to a distinguished and productive academic or professional career. It was also a preamble for the founding of the FP in 1973.

A select group of students showed the interest in scientific psychology and searching for a more suitable environment for it; moved to the Universidad de Veracruz (Veracruz University) in Xalapa, Veracruz; and later left the country to pursue graduate studies abroad. The students who remained at the UNAM, accompanied by an outstanding group of professors, were the principal instigators of the events that transformed Psychology in Mexico. Jorge Molina was one of those students.

In 1969, Jorge Molina obtained his licentiate in psychology degree, and a year later, he and Héctor Enrique Ayala Velázquez presented the first case of behavior modification in Mexico at the XIX International Congress of Psychology in London, England. In 1975, Jorge Molina, Benjamín Domínguez (born in 1947), and Gloria Silvia

Macotela Flores (1947–2006) organized the III Congreso Latinoamericano de Análisis de la Conducta (III Latin American Congress of Behavior Analysis), presided by Jorge Molina with Frederic B. Skinner (1904–1990) as special guest and honorary president. This was the only occasion in which B. F. Skinner visited Mexico.

In 1971, Jorge Molina made his first trip to the Republic of Cuba and returned inspired and motivated to delve in the study of Marxist psychology.

Later on, his academic endeavors would take him to the study of human information processing, to the history of psychology in Mexico, and eventually to his current academic interest in social constructivism and postmodern and systemic psychotherapies.

From 1974 to 1977, Jorge Molina served as the head of the Experimental Psychology Unit, his first administrative job at the UNAM. Later on, as the head of the División de Estudios Profesionales (Professional Studies Division) of the FP (1980–1984), he organized a series of academic meetings and student exchanges as part of the Encuentro de la Psicología México-Cuba (Mexico-Cuba Psychological Meeting), in collaboration with the Facultad de Psicología (Faculty of Psychology) at the Universidad de La Habana (University of La Habana), and travelled extensively to the Caribbean and Central America establishing contact with many psychologists of the region that subsequently would visit Mexico. In this period, Jorge Molina starts writing about the history of psychology in Mexico.

From 1985 to 1989, he headed the División Universidad Abierta (Open University Division) of the FP at the UNAM and repeated at this post again in 2004 and 2018. In 1974, he was elected to the first Consejo Técnico (Academic Council) of the FP and in 1976 to the first Consejo Técnico of the Escuela Nacional de Estudios Profesionales Zaragoza (Academic Council of National School of Professional Studies Zaragoza) at the UNAM.

The critical exploration of new theoretical perspectives in psychology and an immovable commitment to social justice shaped the long road that took Jorge Molina Avilés from behaviorism to the

development of a dialectic-materialistic psychology, to his interest in the history of psychology in Mexico, and to his current interest in systemic approaches to therapy.

In a broad sense, the plurality of Jorge Molina Avilés' academic and professional career of more than 50 years mirrors the vicissitudes of the evolution and plurality of the FP at the UNAM.

Cross-References

► [Macotela Flores, Gloria Silvia](#)

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Miró-Quesada, Ó. (1953). *Nociones de psicología* [Notions of psychology]. Ministerio de Educación Pública.

Molina Garmendia, Enrique

Born *in La Serena (Chile) on August 4, 1871*

Died *in Concepción (Chile) on March 8, 1964*

Elizabeth Pardo-González

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Keywords

Chile · Educational psychology · Educational guidance · Pedagogy · Philosophy

Enrique Molina was born in the city of La Serena. Enrique's primary education began at *Colegio de Preparatorias de Pedro Boyle* (Pedro Boyle High School) and continued at *Escuela Pública Superior* (Public High School), directed by Mariano Araya. He later entered *Sección Preparatoria del Liceo de Hombres de La Serena* (Men's High School of La Serena) and *Escuela Pública de Niñas* (Public Girls' High School) of Juana Nepomucena. He then returned to the Men's High School of La Serena, where he completed his humanities studies. In 1887, he entered law school at *Universidad de Chile* (University of Chile), although he later entered the *Instituto Pedagógico* (Pedagogical Institute), where he obtained a degree in history and geography, before graduating as a lawyer. His life represented an open humanism, and his work focused on the areas of education, psychology, philosophy, and sociology (Molina, 1974; Ossandón, 2016; Oyarzún, 1964). Throughout his career, he held several different positions. He was rector of *Liceo de Hombres de Talca* (Men's High School of Talca) and *Liceo de Hombres de Concepción* (Men's High School of Concepción); was appointed rector for life of *Universidad de Concepción* (University of Concepción); served

as Minister of Education between 1847 and 1848; and was a member of the *Facultad de Filosofía* (Faculty of Philosophy) at the University of Chile (Bazán, 1954; Molina, 1974).

Molina pointed out the relevance of the knowledge of psychology in the teaching profession (Molina, 1974), and he gave great importance to the role of the teacher as a counselor and trainer of values and morals in young people (Molina, 1906). He stated that the bases of almost all the most transcendental problems found a solution in the principles of psychology, logic, and sociology. Molina considered it important to achieve an assimilation of basic notions about the functions of intelligence, will, feelings, and social evolution. The fact that such teaching was not carried out in Chilean education was particularly sensitive, since, without it, young people received an incomplete education (Molina, 1907; Villalobos, 2016). It is important to note that he showed great concern about the lack of guidance for young people, a situation that caused them to graduate with a moral void, without volition and character (Molina, 1912).

In his text *Educación Contemporánea* (Contemporary Education), he raised the need to incorporate the study of psychology and morality, as well as gathered critical reflections on the importance of personality in education and social life (Molina, 1914). Advances in psychology and pedagogy, mainly in the United States and Germany, led Molina to consider and enhance the value of individuality in education. In his opinion, a teacher should take the attitude of an open-minded psychologist in order to understand the complexities of the soul, since it is not possible to consider students as a uniform mass susceptible to being cast in a single mold (Molina, 1914). In this sense, he enhanced the relevance of child psychology in the construction of character and individuality. On the other hand, he incorporated the explanations of Jean Martin Charcot (1825–1893) and Alfred Binet (1857–1911) regarding psychological evaluation and mental pathologies. At the same time, Molina emphasized the importance of determining the types of abnormal children for pedagogy, and he considered that this approach avoided the application of

useless, counterproductive, and often cruel procedures. Abnormal children could be abnormal pathologically due to lack of intelligence, or pedagogically, if they had acquired instruction inferior to that which corresponded to their age (Molina, 1914). Additionally, he recognized the lack of establishments and specialized teachers to work in the field of special education (Molina, 1912).

Between 1918 and 1919, on behalf of the *Gobierno de Chile* (Chilean Government), he visited universities in the United States. At the University of Wisconsin, he met Joseph Jastrow (1863–1944), and at Harvard University, he visited the Psychology Laboratory founded by William James (1842–1910). Molina reported that, during his stay, he was able to appreciate the efficiency and advanced nature of the psychology departments he visited. He analyzed, in turn, the reality of education in Chile and concluded that it was following the example of German and French universities, where it was presumed that young people had reached the necessary maturity to know how to self-manage; however, on many occasions, they were overwhelmed and disoriented. In the United States, on the other hand, students were given careful, affectionate, and very accurate attention, with concern for their health, morality, exercise, and entertainment. The situation in Chile worsened when teachers were kept away from their students, which was understood to happen with teachers who were not university professors by profession, since they were there only to give classes and not to be *psychagogues*, that is, conductors of souls (Molina, 1921).

In one of his speeches, at the inaugural session of the *V Congreso Científico* (V Scientific Congress) organized by the *Sociedad Científica de Chile* (Scientific Society of Chile), Molina stated that psychology was one of the sciences whose lack of flourishing was notorious in Chile. For him, psychology was the science of the soul, studying people's intelligence, feelings, passions, and character. The different branches of psychology allowed for detailed study of the soul of children and men, making it useful not only for

education, but also for setting new directions for the social sciences and enriching their methods through the psychology of peoples, i.e., the study of the common elements of race, feelings, and beliefs of a nation (Molina, 1974).

In summary, beginning in the first decades of the twentieth century, Molina provided important reflections that led to the construction of an incipient educational psychology, necessary for the construction of character, the recognition of individuality, the orientation and formation of values of children and young people, and other essential elements in education (Molina, 1906; Molina, 1974).

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Molina Peralta, Ana

Born *in Angouleme (France), February 14, 1941*

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Universidad Central de Venezuela (UCV),
Caracas, Venezuela

Keywords

Venezuela · Psychoanalysis · Health
psychology · Hospital psychology

Ana Molina Peralta was the daughter of Antonio Molina Azpéitia (1916–1996) and Ana Peralta León (1908–2001), Spanish republican refugees in France at the end of the Spanish civil war, in 1939. They lived in that country until March 1948 when they emigrated to Venezuela, at which time she was 7 years old.

It was in Venezuela where she attended her elementary and high school, and later the Universidad Central de Venezuela (UCV) (Central University of Venezuela), where she graduated with a degree in Psychology in 1962, the third graduating class of a still nascent undergraduate program.

Parallel to the formal academic plan of the Escuela de Psicología (School of Psychology), she was trained as a psychotherapist; she sought a career in the study of Psychoanalysis; however, she faced, at first, the prevalence of psychiatric and positivist approaches, which led her to emphasize the need to train students in the Psychology undergraduate program, with the guarantee of a representation of the psychological models of the time.

She worked as an undergraduate professor at the School of Psychology of the UCV between 1963 and 1989. She lived in her academic life, the moment of greatest effervescence regarding the curricular changes of the preliminary studies program, as well as the raid of the UCV (1969), during the first presidency of Dr. Rafael Caldera (1969–1974). She was assigned to the Chair of Differential Psychology (1962–1963), to the Chair of Clinical Psychology (1964–1969) of the

Department of Clinical Psychology, to the Chair of Clinical Practices (1969–1975), of Theories in Clinical Psychology (1976–1989), and of Clinical Child Psychology (1969–1989) in the same Department. In addition to teaching required courses, she developed a syllabus for elective courses related to the approach to children, with clinical practice under the dynamic approach and the course Psychology of Health, which she taught from 1985 to 1988.

As a professor, special mention should be made of the first Dynamic Clinic undergraduate training project (1977), which gave way to the consolidation of the current Dynamic Clinic option in the School of Psychology at the UCV. She maintained the applied field as a core formative element, hence the imprint that marked her teaching practice, which is reflected in her expression “... Students must do applied for work, accompanied by teachers, from the first moment and see the usefulness of what they do, hence the need for the teacher to have his identity and give the student the freedom to define his own....” (Prieto Rodríguez, 2021, 8m1s; translation is mine).

As a postgraduate professor, she organized and coordinated the hospital postgraduate program *Residencia Programada en Psicología de la Salud* (Programmed Residency in Health Psychology), between 1987 and 1999, considered the first postgraduate program with these characteristics in Venezuela and genesis of the subsequent foundation of the Sociedad Venezolana de Psicología de la Salud (Venezuelan Society of Health Psychology) of which she was founder and first president (1990). She also collaborated with the Specialization courses developed by the Facultad de Medicina (Faculty of Medicine) of the UCV in Pediatrics and Child Care (1977–1987), was a teacher of the Specialization Course in Critical Medicine in Pediatrics (1981–2005), in Nursing (1984–2005), and the Specialization Course in Clinical Psychology (1991–2005) of the Facultad de Humanidades y Educación (Faculty of Humanities and Education) of the same University. In 2008, she was responsible for the Curso Introductorio a la Salud Mental (Introduction to Community Mental Health

Course) for mental health professionals and community leaders under the auspices of the Alcaldía Mayor de Caracas (Mayor's Office of Caracas), Venezuela.

In the health care field, since 1972, she worked as a psychoanalytically oriented psychotherapist in public institutions and in private practice; she worked as a psychologist in the Albergue Central del Consejo Venezolano del Niño (Central Shelter of the Venezuelan Children's Council) (1966–1973) and in the Hospital de Niños Jose Manuel de los Ríos (Children's Hospital José Manuel de los Ríos, Caracas) (1961–1998). She was also attached to the Servicio de Terapia Intensiva Dr. Xavier Mugarra (Intensive Care Service Dr. Xavier Mugarra) of the same center from 1980 until her retirement in 1998; however, she continued as a volunteer until 2006. She was also co-founder of the Oficina Nacional de Denuncias del Niño Maltratado (Fondenima) (National Complaints Office for Abused Children) in 1983 and remained as an advisor from 1998 until 2002.

She published as a co-author in 1983, on the first case detected in Venezuela of Munchausen's Syndrome by Proxy. She is a member of the Sociedad Psicoanalítica de Caracas (Psychoanalytic Society of Caracas) and still practices as a psychotherapist. In recognition of her work as a Hospital Psychologist, her name was given to the Servicio Autónomo de Psicología Clínica y de la Salud (Autonomous Service of Clinical and Health Psychology), which operates at the Hospital Jose María Vargas (José María Vargas Hospital) in the city of Caracas and also Award XIX Jornadas Nacionales de Pediatría y Puericultura Dr. Oscar Mayz Vallenilla (1992) and Honorable Mention Dr. Luis Ceballos: VI Congress of Burns (1997).

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Monasterio Cobelo, Fernanda

Born *Madrid, (Spain), 27 March 1920*

Died *Madrid, (Spain), 11 November 2006*

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Madrid, Spain

Keywords

Argentina · Spain · Spanish psychology · Latin American psychology · University programs

Fernanda Monasterio was a Spanish medical doctor and psychologist, which made an important contribution to the processes of the institutionalization of the degrees and profession of psychologist in Argentina.

She was born into a family whose father, Fernando Monasterio, was a member of the Spanish Army. He had to move to the city of El Ferrol, Galicia, for a few years, and then came back to Madrid. This is where the young girl did most of her studies. She was a high schooler as an internal student in a private religious school, but when she was 16 the Spanish Civil War took place (1936–1939), and, at its end, as a result of the war, her father, who had been an officer in the defeated Republican army, had to flee with the whole family first to France and then to Mexico, where they settled. Nonetheless, the young girl chose to come back to Spain for her medical studies which she had chosen at an early age, and became a student at the Universidad Central de Madrid (Central University of Madrid, now Complutense) where she graduated as a physician in 1941.

She became a doctoral student of the famous Spanish clinician Gregorio Marañón (1887–1960), both a great endocrinologist and a great humanist and essayist. This largely influenced her. Under his direction, she wrote an MD thesis on “Depressive symptoms in acromegalic disease” (1945). She then cultivated the psychiatric and psychopathological fields, collaborating with Jose Germain (1897–1986), a well-known psychiatrist and psychologist who had done important work on psychotechnics in the 1930s, and was then initiating a group on applied psychology in the country, which in the long run would pave the way for an updated Spanish contemporary scientific psychology (Carpintero, 2007). But in the 1940s and 1950s, she did not find a job that would satisfy her interests in combining clinical work and teaching delicacy in medicine. Then, after some failed attempts, and according to the advice of her teachers, she was forced to move herself to the Latin American countries, in search of such a desirable opportunity.

Many years later, she explained the reasons to move to the American continent: “Well, there were some reasons. First, my parents were there, and,

moreover, in Spain there hadn’t in those days been a program in psychology” (Dagfal, 2011, p. 39)

In 1952, Fernanda Monasterio moved to the Universidad de Cochabamba (University of Cochabamba) in Bolivia, where she entered as a professor of physiology, filling a vacant post left by the Spanish doctor Augusto Pi Suñer (1879–1965). Two years later, she moved to Argentina, the country in which her family gathered together anew. She spent a short period at the University of Cuyo, replacing there Dr. Horacio Rimoldi (1913–2006), who had left for the USA; then she changed to the Universidad Nacional del Sur (National University of the South) in the city of Bahía Blanca, and got in contact with the Universidad Nacional de La Plata (National University of La Plata), where she received an important support from Alfredo Calcagno (1891–1962), a very distinguished professor of education who had joined that university in substitution of Victor Mercante (1870–1934), a great educator pioneer in that university (Dagfal, 2009). The time was ripe for new developments; the Peron’s Era had come to an end, and a period of new freedom for the intellectual world of the country had begun.

In those days, the movement toward the creation of a degree in psychology was growing, and had received a great impulse at the First Argentinian Congress of Psychology that took place in Tucumán in 1954 (Klappenbach, 2000). Such an interest had also grown in La Plata. First, an Institute of Psychology was established, to care for those clinical aspects which were always present in educational activities. Monasterio obtained there a job, and was in charge of a course on “Psychology of childhood and adolescence.” From there, she was able to enlarge the activities of the Institute, and eventually a committee was implemented to design a curriculum for a professor of psychology. It was composed by three Spanish emigrants – Juan Cuatrecasas (1899–1990), who was teaching anthropology there; Angel Garma (1904–1993), a psychoanalyst who largely contributed to the process of institutionalization of this movement in Argentina, and Fernanda Monasterio herself – along with two local professors – Calcagno and Luis María Ravagnan (1902–1984) (Quintana & Feldman, 2007).

In 1957, the first steps were taken toward the creation of a chair and a degree in psychology. The following year, in 1958, there was a contest to name a professor that would be in charge or organizing these new studies. Two people applied for the job: Angel Garma, who conceived the degree according to a psychoanalytic model, and Fernanda Monasterio, who built her program according to a model of psychology as a natural and empirical science. This later one was selected, and in consequence, she was charged with the task of creating a career in psychology for the university. She introduced in it a high degree of professionalism, and conceived the individual's psychobiological development as its core dimension, clearly related with the educational needs of the institution. In some documents, she defined psychology as the "study of behavior and personality," far from psychoanalytical thought; she was always in favor of an academic and systematic science of human psychism.

Some well-known professors joined the new department: Luis María Ravagnan, Nuria Cortada (1921–2013), and Juan Carlos Pizarro, among others. Great attention was paid to educational and work psychology, and the clinician was mostly conceived as a collaborator for the medical doctors, who had mainly to focus on assessment and verbal psychotherapies.

During that time, she, as a member of the Sociedad Argentina de Psicología (Argentinian Psychological Society), was able to organize and chair the Eighth Congress of the Interamerican Society of Psychology (SIP), at the city of Mar del Plata (Argentina) in 1963. This was a success, and new support was garnered to its organizer (Carpintero, 2012). Nevertheless, at that time, the psychoanalytic movement was continuously growing, and its ideas and concepts were inspiring more and more the teachings of the psychological department in La Plata. In the end, Monasterio felt herself without support as its director, Calcagno, who had been always a firm defender of her work, had moved to UNESCO in Paris, and his support was then missing. In 1966, she finally resigned and ended her career at La Plata, and also in Argentina.

Coming back to Spain, she maintained a private clinical activity, with occasional participation

in scientific and social events at the Spanish Psychological Society. She considered herself as an anthropologist, always focusing on the human person. She also was a member of an association of humanistic doctors, contributing with some essays to its meetings. She felt herself close to feminist movements, although she lived as an independent person until her final days. She left a personal work, interesting but not very extensive, and without great recognized disciples.

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Monefeldt Müller, Malvina Louise

Born *Mayagüez, Puerto Rico, 26 December 1892*

Died *1 June 1967*

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Keywords

Puerto Rico · Educational psychology · Psychological testing

Malvina L. Monefeldt was the daughter of Jens Alexander Gerbhardt (also known as Gerdard Monefeldt), a British viceconsul born in Denmark, and Adriana J. Müller born in Saint Croix, Virgin Islands. Malvina Monefeldt studied in the public schools of Puerto Rico in Mayagüez and entered the University of Puerto Rico where she obtained a normal diploma in 1912.

As soon as she graduated, Malvina Monefeldt started working for the Department of Public Education of Puerto Rico first as a rural teacher and later as principal and supervisor. She worked for this agency from 1915–1919. In 1919, she moved to Río Piedras, Puerto Rico, and started working until 1926 as a critic teacher in the Practice School of the University of Puerto Rico (today *Escuela Elemental de la Universidad*, Elementary School of the University of Puerto Rico). She was then hired as an instructor at the Department of Education of the University of Puerto Rico in Río Piedras. Studying during the summer sessions, she earned a bachelor's degree in science at Columbia University in 1927, then a master's degree in Education in 1930, specializing in psychology of children and adolescence.

In 1927, Malvina Monefeldt was hired as a professor at the University of Puerto Rico, Río Piedras Campus (UPR-RP), where she worked until 1962 when she retired, but continued teaching part-time until 1963. She taught a diversity of psychology courses, including psychology of children and adolescence. From 1937–1939 she also offered psychological counseling services at both UPR and St. John's School, where she also spent 2 years administering psychometric tests (Personnel Record, 1919–1963).

Malvina Monefeldt was one of the pioneers in psychological testing in Puerto Rico. She worked with Dr. Fred Walters (1879–1962), Prof. Alfredo Silva (1897–1980), and Ms. Mercedes Chiqués Walsh (1893–1976) on the translation of Stanford Binet in 1933 and in the development of *Test Hispanoamericano de Habilidad y Logro, para grados 3–12* (Spanish-American Test of Skills and Achievement, for grades 3–12) (Álvarez, 2006; Roca de Torres, 2007). They constructed six forms of *Test Hispanoamericano de Habilidad y Logro* (Hispanoamerican Test of Skills and

Achievement) for high school students. This same group of researchers translated the 1916 edition of the Stanford-Binet Intelligence Test. Their translation was the one used in Puerto Rico to evaluate our children until Pablo Roca de León (1951, 1953) published his translation and adaptation of the Wechsler Intelligence Scale for Children (1949) and the 1937 edition of the Stanford Binet Intelligence Scale for Children (Roca de Torres, 2007).

In 1961 the University of Puerto Rico granted to Prof. Malvina L. Monefeldt the title of *Professor Emeritus*, the highest honored bestowed by the UPR-RP to retired professors (Personnel Record, 1919–1963). She was an active member of *Asociación de Psicólogos de Puerto Rico* (Puerto Rico Psychology Association, APPR) and American Association of University Professors.

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- ▶ Roca de León, Pablo
- ▶ Silva Cofresí, Alfredo
- ▶ Walters, Fred C.

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Montero Rivas, Maritza

Born in Caracas, Venezuela, November 11, 1939

Juan Carlos Canga Linares
Federation of Psychologists of Venezuela (FPV),
Central University of Venezuela (UCV), Caracas,
Venezuela

Keywords

Venezuela · Community social psychology ·
Political psychology

Maritza attended elementary and high school in Caracas, and at the age of 16, she began her university studies at the Universidad Central de Venezuela (UCV) (Central University of Venezuela). Her first degree was in Law, as was the tradition in her family. She graduated as a lawyer in 1962, but her interest in the life situation of people motivated her to study psychology, obtaining her degree in 1967.

In 1968, after graduating as a psychologist, she participated in a competition for credentials at the Institute of Psychology of the UCV, where she was finally selected, thus beginning her long career as a researcher. Shortly thereafter, she was offered to teach at the School of Sociology and Anthropology of the UCV. From that moment, she alternated her activities as a researcher and professor of the courses “General Psychology” and “Social Psychology.”

Her first research works from the School of Sociology and Anthropology were in the psychopolitical area: The first was an electoral survey in the city of Caracas in 1972, during the electoral campaign for the presidency won for the period 1989–1993 by Carlos Andrés Pérez (1922–2010); later, another survey on the political socialization of young Caracas residents, their forms of political decision, and the influences received.

Another of the relevant experiences he developed in the academic field was the fieldwork on cultural anthropology carried out in Guajira between 1972 and 1973. Several students, anthropology professors, and the psychologist Ileana

Recagno (1931–2015), a specialist in evolutionary psychology and who tested certain psychological tests that were translated into the Wayúu language, participated. In 1976, she developed a line of research on the national identity of Venezuelans, using as a reference the works on the nationalism of Professor José Miguel Salazar.

In 1979, for the Congress of the Sociedad Interamericana de Psicología (SIP) (Interamerican Society of Psychology) in Lima, she organized a symposium on aspects of social psychology, promoting the creation of the Community Psychology Committee. From that moment, she began to develop her theoretical approach to community psychology, inspired by the book of the Colombian sociologist, researcher, and writer Orlando Fals Borda (1925–2008), entitled “Communal action in a Colombian village: its application, its results, and its interpretation” (Fals-Borda, 1961). This work was published in 1980 and ended up becoming the first work of Venezuelan community psychology and one of the main definitions of community psychology, a contribution that is still valid today (Montero, 1984).

She obtained her master’s degree in psychology at the Universidad Simón Bolívar (USB) (Simon Bolivar University), where she received her degree in 1979. Subsequently, she began doctoral studies at the UCV. However, thanks to an agreement between the UCV and the University of Paris, she moved to Paris, France, where she completed her doctoral studies in Sociology at the L’École des Hautes Études en Sciences Sociales (School of Advanced Studies in Social Sciences) de Paris, obtaining her PhD in sociology in 1982.

It is worth noting that Prof. Montero, in addition to Spanish as her mother tongue, is fluent in 5 languages: English, French, Italian, Portuguese, and Russian. In parallel to her professional life, she married and had two daughters, one an architect and the other a writer.

Her teaching career began in 1968 at the UCV, where she was Professor of social psychology; Head of the Departamento de Psicología Social (Department of Social Psychology) at the UCV School of Psychology; Directora del Postgrado en Humanidades y Educación (1986–1989) (Director of the Graduate Program in Humanities and

Education); Cofounder of the Maestría en Psicología Social (Master’s Program in Social Psychology) and the Doctorado en Psicología (Doctoral Program in Psychology) at the UCV; and Coordinator of the same until 2006; she is currently a member of the Academic Committee of the Doctoral Program in Psychology at the UCV.

The national and international recognition of her work includes her participation as an invited lecturer in numerous scientific events inside and outside the country. She is a frequent guest lecturer at the most prestigious universities in the world, among which stand out the following: “Andrés Bello” Chair at St. Antony’s College; University of Oxford (1980–1981); Visiting Fellow at the University of London, Centre for Multicultural Education (1989–1990); Maître de Conférences at the Université de Paris VIII (1990); Professor of the Summer Courses in Psychology at the University of Oslo, Norway (2009–2011); and Professor invited by the British Psychological Society to give lectures and seminars at four academic institutions in the United Kingdom: University of London, Cardiff University, Manchester Metropolitan University, and Sterling University (date not yet given). She was a visiting professor at universities and research centers in the following countries: Argentina, Australia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, France, Germany, Wales, Guatemala, Italy, Mexico, Norway, Palestine, Paraguay, Peru, Scotland, Spain, Puerto Rico, United Kingdom, United States, United States, and Uruguay.

Professor Montero has served on editorial boards of several social and community psychology journals including the following: *American Journal of Community Psychology* (USA), *Annual Review of Critical Psychology* (UK), *Community, Work & The Family* (UK), *Espacios Abierto-Cuaderno Venezolano de Sociología* (Venezuela), *Journal of Community Psychology* (USA), *Psicologia di comunità* (Italy), *Revista de Psicología Social y Política* (Spain), *Revista Salvadoreña de Psicología* (Salvador), *Psicología Social Comunitaria* (Mexico), *Psicología e sociedade* (Brazil), and *Psykhé* (Chile), among others.

She belongs to more than 10 scientific associations and has participated in 26 Evaluation Commissions. She has held prominent positions, among which stand out the following: Founding Member of the Asociación Venezolana de Psicología Social (AVEPSO) (Venezuelan Association of Social Psychology) in which she was its President between (1978–1980) and (1983–1986); International Society of Political Psychology where she was Member of the Governing Council (1989–1991 and 1996–1998) as well as President (2005–2007); member since 1987 of the Society for the Psychological Studies of Social Issues (SPSSI); General Coordinator of the Commission of Community Social Psychology (1995–1997), Vice-President for South America of the SIP (1997–1999), and President of the XXVII Inter-American Congress of Psychology, Venezuela (1999); Member of the Network of Information and Scientific Documentation in Mental Health and Human Rights, Member of Radical Psychology since 1993; Member of The New York Academy of Sciences (1994–1997); Member of the Society for Community Research and Action, Division 27 of the American Psychological Association, Coordinator of the International Committee (2003); Honorary Member of the Peruvian Forum of Social Psychology (2005); and Member of the Society for Community Research and Action (SCRA).

Her intellectual production has been extensive. She has presented about 200 papers in scientific events, has organized 25 scientific events, and has given about 120 seminars and workshops by invitation in more than 70 academic centers and institutions in almost 20 countries. She has published a total of 156 publications up to October 2004, with 81 articles in journals and 46 chapters in books, and has coordinated 11 books, and another 6 of her authorship. She has tutored at least 56 theses at the Bachelor's, Master's, and Doctoral levels, 15 of which have received honorable mention.

For her outstanding career, she has obtained numerous recognitions and awards, among which the following stand out: Scientific Research Award (1985), Humanities Area-APUCV; "Francisco De Venanzi" Award (1993), Humanities Area- APIU; Interamerican Psychology Award (1995) by the Interamerican Society of Psychology; National

Award for Research in Psychology of the Federación de Psicólogos de Venezuela (FPV) (Federation of Psychologists of Venezuela) (1997); National Science Award (2000), Mention in Social Sciences, Consejo Nacional de Investigaciones Científicas y Tecnológicas (CONICIT) (Council of Scientific and Technological Research); Academic Distinction in merit for his intellectual trajectory and contribution to Latin American Psychology (2003), Universidad Nacional Mayor de San Marcos (San Marcos National University), Lima, Peru; Recognition for scientific work and contribution to Community Social Psychology and Health Psychology in Latin America (2003), Peruvian Forum of Social Psychology; and Researcher Promotion System (2002): Level 4 (PPI-4).

Professor Montero is considered one of the pioneers of Latin American Social Psychology for her contributions to community social psychology, political and critical psychology, and liberation psychology. In addition to being one of the most important researchers in the area, we are undoubtedly talking about a professional committed to the transformation and liberation of Latin American societies, for whom psychology is her passion.

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► [Salazar Jiménez, José Miguel](#)

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Monterrosa Coto, Carlos Filiberto

Born *San Sebastián Salitrillo (El Salvador)*,
November 28, 1902

Died *San Salvador (El Salvador)*, January 4,
1977

Nelson Portillo
Boston College, Chestnut Hill, MA, USA

Keywords

El Salvador · Psychopedagogy · Education · Intelligence

Carlos Filiberto Monterrosa Coto was the precursor of scientific and applied psychology in El Salvador in the decades of 1930 and 1940 (for an expanded review, see Portillo, 2006, 2008). His greatest achievements were founding and directing the Psychopedagogic Laboratory and the Department of Psychopedagogy of El Salvador, which performed rigorous psychological, pedagogical, physiological, anthropometric, and forensic assessments. In addition, the Department

of Psychopedagogy offered psychological training through an academic extension known as the Institute for Professional Advancement. He also authored the first comprehensive works on psychology in the country and performed the earliest documented adaptation of a psychological test for Salvadoran children.

Son of Valentín Monterrosa and Teresa Coto, Monterrosa was born in a rural town and was of modest origin. He completed his elementary education in El Salvador and both his secondary studies and teacher training in Coahuila, Mexico, thanks to the generous support of American and Mexican Baptist missionaries. While in Mexico, he held administrative and teaching positions in noncollegiate teacher training institutions in the cities of Tamaulipas and Durango. Based on the signature that appeared in Monterrosa's last book, published in 1965, he obtained both a Bachelor of Science (BS) and a Master of Arts (MA) degrees. According to one of his students (Alfredo Martínez, personal communication, September 23, 2019), Monterrosa studied in universities in the United States, Spain, and Mexico. However, facts about where, when, and what he studied have not been corroborated yet.

There is evidence that Monterrosa returned to El Salvador from Mexico in 1928 with his wife Mercedes Estrada de Monterrosa, who was Mexican, and established their residence in the town of Chalchuapa (González, 2002), in Santa Ana, near his native town. That same year, Monterrosa accepted the appointment of principal of the Official School of Boys, and the following year, he started training teachers from all public schools in Santa Ana. With his wife, Monterrosa founded "The Latin American School," a place that served children of primarily protestant families from the burgeoning Baptist Church. It was during this time that the Monterrosas lost their only daughter, Thelma Altair, and soon after this tragic event, they left Chalchuapa. The Monterrosas eventually would adopt at least five children later in life (A. Martínez, personal communication, September 23, 2019). In 1931, they moved to the north of Santa Ana, to the city of Metapán, where Monterrosa had accepted a new appointment as the principal of the Official School of Boys. They lived in Ahuchapán as well, but

eventually, the Monterrosas made their way to the capital, San Salvador, in the mid-1930s.

In the early years of the 1930s, Monterrosa began writing and publishing works related to philosophy, history, literature, and psychology. In 1932, he published the very first psychology book in El Salvador, *Psychology Applied to Education*. In 1937, he established his first psychology lab at a school in the city of Santa Tecla in La Libertad. This modest beginning was welcomed by the press and intellectuals of the time, including Jorge Luis Arriola Ligorria, an influential Guatemalan scholar with psychopedagogic training in La Sorbonne. For his own laboratory, Monterrosa used rudimentary material and equipment that he himself had crafted. This initial laboratory was followed by the creation of the Psychopedagogic Laboratory of El Salvador (*Gabinete Psicopedagógico de El Salvador*), a state-of-the-art experimental laboratory funded by the Ministry of Public Instruction. Monterrosa's wife was the chief of methodological applications during its early stage.

The Psychopedagogic Laboratory officially opened its doors on September 15, 1938, in the heart of the city of San Salvador. It employed medical doctors, psychiatrists, teachers, pedagogues, writers, and other intellectuals who were distributed in four main groups: pedagogy, methodology, psychology, and administration. The Psychopedagogic Laboratory started offering psychopedagogic training, introduced the first forensic evaluations of minors charged in the legal system, provided psychological services to children, exhibited short films of psychological experiments conducted in the United States, and conducted and filmed its own psychological experiments on site as well. The Psychopedagogic Laboratory organized conferences by influential scholars such as Carlos Federico Mora Portillo, a Guatemalan medical doctor who, during the 1920s, had studied psychology with John B. Watson in the United States and Freud, Jung, and Adler while living in Vienna.

The Psychopedagogic Laboratory of El Salvador was reorganized and its name changed to the Department of Psychopedagogy of El Salvador in October of 1939. An academic extension of the Department of Psychopedagogy known as the

Institute for Professional Advancement started forming teachers and the general public in several areas of psychology, almost 20 years before the first psychological program was established in the country in 1956. The academic program was designed for 4 years and was divided into two main areas: psychology and pedagogy. Among the courses offered were psychoanalysis, psychology of the masses, experimental psychology, psychophysiology, biology, psychotechnics, pedagogy, and philosophy. After completing 4 year of studies, students would receive a certificate on specialized teaching in pedagogy and philosophy.

Perhaps the most important function of the Department of Psychopedagogy was the systematic application of psychological, physiological, and anthropometric measures among public school students between the ages of 6 and 9 years old. In addition, Monterrosa studied the moral development of children, the influence of the family, the well-being of homeless children, intelligence, the adaptability of urban and rural children to their environment, personality and temperament typologies of children, academic achievement, psychological abnormalities, and the social organization of schools. The national press even made public that Monterrosa had found new typology of Salvadoran children as part of his studies.

Salvadoran president General Maximiliano Hernández Martínez (1882–1966) recruited Monterrosa and three members of the “Generation of the 28” to design the first school reform produced in El Salvador. The recruited members of the “Generation of the 28” had studied under German scholars at the normal school for men in San Salvador and had received college degrees from the University of Chile. Monterrosa was not part of the “Generation of the 28” as inaccurately reported earlier by Portillo (2006, 2008). The full commission was formed by Manuel Luis Escamilla, Celestino Castro, Luis Samuel Cáceres, and Carlos Monterrosa. They worked for the whole year of 1939 under the direct supervision of the president, and the final content of the reform appeared in the *Official Gazette* in December of 1939. With Monterrosa at its helm, the work of the Department of Psychopedagogy

provided the scientific basis of the reform based on the psychological and intellectual profiles of the Salvadoran children that had been systematically tested in schools for several years (Escamilla, 1981).

Monterrosa published the first compendium of scientific studies performed by the Department of Psychopedagogy in 1939. In this document, he detailed the array of measures administered to students and included a copy of the “Mental Scale Adapted for Salvadoran Schools,” a Spanish version of the Stanford-Binet Scale of Intelligence (Form M) (Terman & Merrill, 1937), adapted for Salvadoran children. Previously, Emilio Herodier Bossard and Adolfo Herrera Vega had administered the Binet-Simon Scale among Salvadoran students, probably as early as 1916; however, Monterrosa’s use of the Stanford-Binet Scale of Intelligence is the first documented adaptation of a psychological test done specifically for the Salvadoran population.

During the 1930s, Monterrosa became a celebrity in the news and in intellectual circles. In 1935, he was inducted into the Atheneum, the most prestigious group of intellectuals in the country. He published in its magazine the *Atheneum*, while other works appeared in the *Journal of the Ministry of Public Instruction* and local periodicals. In 1940, responding to an alarming Op-Ed published in the *Central America Newspaper* that claimed that a large percentage of Salvadoran children were psychologically abnormal, Monterrosa clarified that such percentage was slightly less than 5% based on the 25,000 subjects that had been assessed throughout the country, on par with figures found in South America.

Carlos Monterrosa had achieved a respectable scientific status by the late 1930s, and thanks to that, he presented his work at the Eighth American Scientific Congress held in Washington, DC, in May of 1940. According to the Congress proceedings (Oehser, 1941), Monterrosa presented two empirical studies based on the work that he had conducted among Salvadoran children. Renowned psychologists such as Arnold Gesell (1880–1961), Alfredo D. Calcagno (1891–1962), and Emilio

Mira y López (1896–1964) were among some of its distinguished attendees as well.

The vast success of Monterrosa’s project was greatly indebted to General Maximiliano Hernández Martínez who was fond of theosophy, the occult, and psychology. Nevertheless, Monterrosa’s vision, leadership, and endeavors were frequently challenged during his time. Based on several decrees and laws compiled in the *Official Gazette*, published between 1938 and 1944, it is known that the Department of Psychopedagogy operated only from 1939 to 1941. The Institute for Professional Advancement, which served as its academic extension, was formally ended in May of 1941 because it had failed to produce a single student who completed the full program of studies. That same month, Monterrosa was substituted by Rafael Ramírez Chulo as director of the Department of Psychopedagogy. Despite these setbacks, Monterrosa continued occupying a number of important posts at the Secretary of Public Instruction, officially until January of 1944.

Monterrosa, however, did not complete his last appointment and presented his formal resignation as a top official in 1943 and decided to leave El Salvador for San Francisco, California, in August of that same year. Based on documental evidence provided in 2009 by Monterrosa’s grandnephew Dagoberto Coto, it is now known that he managed to escape the fall of Hernández Martínez’s regime and did not return to El Salvador until December of 1945 for a three-month visit. During World War II, he was drafted into the US military service, and between 1943 and 1945, he worked as a ship scaler in the city of San Francisco (Ancestry.com, 2011). Ship scalers were the maintenance crews of the docks, doing the lowest-paying and dirtiest work available.

After staying in the United States for a few years, Monterrosa came back to El Salvador at the end of the 1940s, worked as a teacher, and became active once again in the field of research. However, his greatest achievements were behind him. In 1953, he presented his work at the 2nd National Child Congress and coincided with Albert W. Stahel (?–?) and Salvadora Tijerino Rizo (1912–1991), two of the driving forces

behind the establishment of the career of psychology in the country. Interestingly, Monterrosa did not play a role in it, notwithstanding all the work that he had previously done.

According to Gilberto Aguilar Avilés (Personal communication, May 17, 2005), Monterrosa lived in San Marcos, a town south of the capital. There, he established a private normal school named “Democracy Institute” that trained students to become teachers. Monterrosa was known for his generosity and often offered scholarships and shelter to students from low socioeconomic status. All his adopted children studied there and some taught there too. He died of natural causes in San Salvador.

Cross-References

- ▶ [Arriola Ligorria, Jorge Luís](#)
- ▶ [Calcagno, Alfredo Domingo](#)
- ▶ [Mora Portillo, Carlos Federico](#)
- ▶ [Mira y López, Emilio](#)

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Mora Portillo, Carlos Federico

Born *Quetzaltenango, (Guatemala), 28 July 1889*

Died *Quetzaltenango, (Guatemala), 9 September 1972*

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Keywords

Guatemala · Psychiatry · Forensic psychology · Forensic medicine

Carlos Federico Mora Portillo is regarded as Guatemala’s first psychiatrist. His profound intellect and vast preparation in the fields of medicine, psychiatry, neurology, and psychology led him to study with renowned scholars such as John B. Watson, Sigmund Freud, Otto Marburg,

Gustav Jung, Alfred Adler, and Julius Wagner von Jauregg. His major contributions to psychiatry and psychology focused particularly on their forensic applications. His professional, academic, political, and diplomatic career places him as one of the most important pioneers of psychology, psychiatry, and public policy in the Central American region.

Son of Dr. Enecón Mora Aguilar (1861–1909) and Mrs. Ángela Portillo de Mora, he was born into a prominent family in the city of Quetzaltenango, which lies within Guatemala's Western Highlands. In addition to having been mayor of his hometown, his father was a physician and served as dean of the School of Medicine of Quetzaltenango's Universidad de Occidente (University of the West), which closed in 1902. He also directed the School of Medicine's periodical, *Gaceta Médica de Occidente* (Western Medical Gazette) and Quetzaltenango's Asilo de Ancianos y Hospicio de Occidente (Nursing Home and Hospice). Carlos Federico attended primary school in his natal Quetzaltenango, but was forced to continue his secondary studies in Guatemala City due to the damages caused by the eruption of the Santa María Volcano in 1902. In Guatemala City, he continued his education at the Polytechnic School and obtained his high school degree in sciences and letters at the Central National Institute for Boys in 1909. Following in his father's footsteps, he entered Universidad de San Carlos (San Carlos University) to study medicine (von Ahn, 1996).

He obtained his medical degree on April 24, 1916, and his degree paper won second place in the José Felipe Flores Award of the School of Medicine. Subsequently, Mora received a scholarship to study in Mexico, where he conducted research on rabies. He completed his military service as a surgeon in Puerto Barrios and Puerto San José, Guatemala. He then moved to the USA, to John Hopkins University in Baltimore, Maryland, to pursue graduate studies in psychology and psychiatry. While there, he worked as an assistant to behaviorist John B. Watson (von Ahn, 1996). He also worked at the Henry Phipps Psychiatric Clinic, the first school of psychiatry in the USA, which was affiliated with John Hopkins

University. In order to cover his living expenses, he worked as a translator and Spanish instructor (Villalobos, 2015).

He continued his studies in forensic medicine and psychiatry at the University of Paris in 1921 and then moved to Rome to study psychology of criminals. Upon his return to Guatemala, he was appointed director of the Asilo de Alienados (Asylum for the Alienated) (1923–1927). During this period, he initiated psychiatric therapeutics in the country, employing methods such as abscess fixation, hydrotherapy, hypnosis, malariotherapy, Sakel's cure (insulin shock), von Meduna's cure (cardiazole shock), and Cerletti and Bini's technique (electroshock). He also introduced the use of straitjackets and was a lobotomy pioneer in Guatemala (von Ahn, 1996; Hernández-Gálvez, n.d.).

Toward the end of the 1920s, he returned to Europe as a diplomat, but he pursued further specialization studies as well. He took courses in psychoanalysis with Sigmund Freud (1856–1939) and neurology with Professor Otto Marburg (1874–1948) at the University of Vienna. He also did an internship at the Neurological Institute at the Wagner Clinic of the University and at the Steinhof Asylum (Universidad Francisco Marroquín, n.d.). Carl G. Jung (1875–1961), Alfred Adler (1870–1937), and Julius Wagner von Jauregg (1857–1940), the winner of the Nobel Prize in Medicine 1927, were some of his mentors while living in Vienna. He also studied neurology, psychiatry, and forensic medicine at the Universities of Berlin and Hamburg. As a diplomat in Germany, he was the consul general of Guatemala in Hamburg (1927–1928) and minister plenipotentiary (1928–1930) (Martin, 1940; von Ahn, 1996).

Once back in Guatemala, he served as director of the Hospital Psiquiátrico Nacional (National Psychiatric Hospital) (1930–1944). In 1932, he founded the chairs of psychiatry and forensic medicine in the Faculty of Medicine and the chair of legal medicine in the Faculty of Juridical and Social Sciences of the National University of Guatemala as San Carlos University was named then (Martin, 1940; von Ahn, 1996). In the 1930s, Mora maintained contact with other pioneers of

psychology in Central America, such as Carlos Monterrosa (1902–1977) from El Salvador. He visited Monterrosa's experimental psychology laboratory in San Salvador and gave talks on psychology and psychoanalysis at the University of El Salvador. In Guatemala, Mora had been the director of the Ministry of Education's psychology laboratory until 1933 when he was replaced by Jorge Luis Arriola Ligorria (1906–1995).

Federico Mora married Rosa Castañeda in 1925, who, supported by her husband, had a very uncommon professional development for women of the time. Rosa distinguished herself as a social activist and became the first woman deputy to the Congress of the Republic. She founded la Casa del Niño (the Child's Home) and the Liga Nacional contra la Tuberculosis (National League Against Tuberculosis). She also stood out as president of the board of directors of the Child Welfare Society and published *The Care of Children* (de Mora, 1938), a best seller used by different generations of mothers that addressed issues related to pregnancy, health, hygiene, early development, and child care. In 1955 she was selected as the first woman of the year by the newspaper *Prensa Libre* (Prensa Libre, 2016). The couple had three children: Federico, Ángela, and Cordelia Rosa (Martin, 1940; von Ahn, 1996).

Mora's political activism took center stage as he was one of the 311 citizens who signed a letter demanding the departure of the president of the republic Jorge Ubico (1931–1944) and the prompt restoration of constitutional rights. When Ubico stepped down and left office in July 1944, Mora was immediately proposed as interim president in the Guatemalan congress, but Federico Ponce Vaides, one of the three military officers delegated by Ubico to succeed him, demanded to be appointed as interim president himself at gunpoint (Sabino, 2007). His presidency, nevertheless, lasted barely over 3 months (July 4–October 20, 1944).

In a twist of fate, Federico Ponce Vaides was forced by the San Carlos University student congress to appoint Mora as rector for the 1944–1945 period as they rejected the one left in place by Jorge Ubico (Vrana, 2017). In October of 1944, Ponce Vaides was deposed by a growing

opposition and was succeeded by a three-person civilian transitional junta. In 1945, Juan José Arévalo (1904–1990), a philosophy professor who held a doctorate in education, became the country's first democratically elected president. Arévalo enlisted Mora as his Minister of Public Health and Social Welfare. During his tenure as Arévalo's minister, Mora founded the Mental Health Center for Children and Adolescents. Previously, during the administration of President General Lázaro Chacón (1873–1931), Mora had served in 1926 as Minister of Public Education.

Mora had a very active professional participation as well. He was a member of the Society of Legal Medicine of Paris, Wiener Psychiatrische Verein, the Guatemalan Red Cross – where he was vice president, the Society of Medicine and Surgery of Guatemala, the Society for the Protection of Children, Guatemala's Mental Hygiene League, the Patronato Anti-Alcohólico (Alcohol Rehabilitation Agency), Club Guatemala, the Spanish Academy of Language, and the Deutsch-Ibero-Amerikanische Aertze Akademie of Berlin. Together with a group of professionals, he founded the Psychiatric Society of Guatemala in 1971. Mora was also a cofounder of the Universidad Popular de Guatemala (Popular University of Guatemala), promoting the training of artists and the dissemination of art in the country, especially drama (von Ahn, 1996). He also received an honorary doctorate from the University of El Salvador (Martin, 1940; von Ahn, 1996).

Mora had a long academic life as a university professor and was a very prolific author. His teaching career lasted until 1970, training generations of physicians and lawyers. In addition to his medical degree paper, he published a number of seminal books, some of which were used to train medical and law students. In 1926, the journal *La Escuela Salvadoreña* published an excerpt from one of his books under the title "Psico-Pathología Infantil: Concepto Psico-Biológico de la Personalidad" (Child Psycho-Pathology: Psychobiological Concept of Personality). In this work, Mora incorporates many of the teachings of professor John B. Watson applied to pedagogy while seeking to explain the biological basis of

personality, without falling into a purely behaviorist perspective. It is worth mentioning that he was also director of the Guatemalan magazine *Vida*, of avant-garde style publication during the 1920s.

Federico Mora died on September 9, 1972, at the age of 83, as a result of a cerebrovascular accident. His Alma Mater, San Carlos University, decreed 3 days of mourning and the flag flew at half-mast. The Mental Health Hospital, Guatemala's main psychiatric public hospital, was inaugurated and named after him in 1975 (Gutiérrez-Martínez, 2020).

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- ▶ Monterrosa Coto, Carlos Filiberto

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Morales Castillo, María Luisa

Born *Mexico City*, 2 January 1929

Died *Mexico City*, 3 March 1985

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Keywords

Mexico · Psychometry · Social psychology

Morales studied at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM); she studied her master's degree in General History in the Facultad

Lucina Isabel Reyes Lagunes: deceased.

de Filosofía y Letras (Faculty of Philosophy and Letters) (FFyL), a bachelor's degree in Psychology in the Colegio de Psicología (College of Psychology) (at that time, part of FFyL), and a master's degree in Social Psychology in the Facultad de Psicología (Faculty of Psychology) (FP) (UNAM, 1981).

In 1962 she began his professional career at the UNAM as an Assistant Professor at the then College of Psychology. She participated in the reformulation of the psychology study program in 1966, 1971, and 1973. Also, she held academic-administrative positions, such as the General Secretary of the Colegio de Psicología (College of Psychology) in 1966 (Cueli, 1993); and the Secretary of the Teaching Staff in 1973, likewise served as coordinator of two programs: (1) Psychometric and Experimental Psychology Practice and (2) Psychological Measurement.

At the Instituto Nacional de Ciencias del Comportamiento y de Actitud Pública (National Institute of Behavioral Sciences and Public Attitude) (INCCAPAC), she was Secretary General in 1965 and Director of the Department of Social Psychology in 1973. At the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP), she served as Executive Secretary from 1980 to 1985.

She was a professor at the FP of the UNAM from 1973 to 1985, where she taught courses in culture, psychological methods and techniques, measurement, test, personality, intelligence, traits, human development, language, social groups, and evaluation.

In addition, she collaborated with other institutes and universities outside the UNAM. At the Universidad Autónoma del Estado de México (Autonomous University of the State of México) (UAEMex), she was a member of thesis committees of the Facultad de Ciencias del Comportamiento (Faculty of Behavioral Sciences) and a consultant to the Rectoría (1975) (Díaz y Serna, 2002). She also acted as advisor and collaborator in projects for the Hospital Psiquiátrico Infantil (Children's Psychiatric Hospital) and for the Instituto Mexicano del Seguro Social

(Mexican Institute of Social Security) (IMSS) in 1976.

Morales was the co-founder of the Centro de Investigaciones en Ciencias del Comportamiento (Center for Research in Behavioral Sciences) (CICC) in 1964, (later called INCCAPAC, in 1973), of CNEIP in 1971, and the *Revista de Enseñanza e Investigación en Psicología* (Journal of Teaching and Research in Psychology) of CNEIP in 1974.

At INCCAPAC, in collaboration with his mentors, Dr. Rogelio Díaz-Guerrero and Dr. Luis Lara Tapia, she formed psychological research groups on topics relevant to Mexican society at the individual, social, and institutional levels (Almeida & Díaz Guerrero, 1980). These research groups established collaborations with the IMSS in 1976 and the Secretaría de Educación Pública (Ministry of Public Education) (SEP). These research projects were financed by the Rockefeller and Ford Mexico foundations (Millan, 1982).

His work at INCCAPAC was developed in lines of research such as (1) differences in personality development between the United States and Mexico; (2) coping styles and school performance; (3) sociocultural factors that influence overpopulation, fertility, and family planning; (4) perceptions and attitudes toward menstruation; (5) translation, adaptation, and standardization of North American psychometric tests for use with Mexican samples; and (6) associations between psychometric tests and personality traits among individuals of different socioeconomic backgrounds.

With the research projects at INCCAPAC, undergraduate and master's theses and doctoral dissertations were prepared. Morales participated as a member in 73 undergraduate thesis committees and two master's thesis committees (Menéndez Menéndez, 1996). She also authored and co-authored research articles and made presentations at national and international conferences on the research results of these projects. She is the author of the book on *Applied Psychometry* (1975), which is still in use among students.

She was a member of the Sociedad Mexicana de Psicología (Mexican Society of Psychology), the Sociedad Interamericana de Psicología

(Interamerican Society of Psychology) (SIP), the Asociación Mexicana de Población, A.C. (Mexican Association of Population, A.C.), the CNEIP, and the INCCAPAC.

María Luisa Morales was a key psychologist in the formation of scientific psychology, psychometric methodology, and the identity of the psychologist in Mexico.

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- ▶ Lara Tapia, Luis

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Morales de Barbenza, Santos Claribel

Born *San Luis, (Argentina), 1 November 1932*

Died *San Luis, 28 December 2017*

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Keywords

Argentina · Psychoacoustics · Personality assessment · Psychology education · Behavioral sciences

She was part of the first generation of undergraduate psychologists in San Luis. Later on, she became a professor at both undergraduate and graduate levels. In Argentina, she was a pioneer in psychological research in psychoacoustics and personality assessment, becoming a national and international reference and a successful trainer of researchers in this field.

She began her academic career at the Universidad Nacional de Cuyo (National University of Cuyo), San Luis, where she graduated in 1958 as Profesora de Enseñanza Secundaria, Normal y Especial (Professor of Elementary, High School, and Special Education) in Philosophy and Pedagogy. In 1966, she obtained a degree in psychology. For the next 2 years, she studied in London where she specialized in Individual Loudness Functions under the direction of William Tempest and the collaboration of Michael E. Bryan (1932–2011) of the Department of Engineering, Audiology Unit, University of Salford.

There she obtained her Master of Science degree. Back in San Luis, she continued this line of research in her doctoral dissertation which she defended in 1969 under the direction of Plácido Horas (1916–1990).

In this work, Barbenza studied the perceived intensity of the sound, a subject that had great popularity in American and European centers of experimental psychology because of the many promising applications. She differed from an atomistic approach to sensation and studied it within the evaluation of individual differences in personality framework. She valued the unity, totality, and significance of the perceptual experience in processing external and proprioceptive stimuli as a result of an integration of mnemonic images, affects, and motivations of the perceiving person. She incorporated the British tradition from Francis Galton (1822–1911) to Hans Eysenck (1916–1997) in the study of individual differences. The latter author had been early known in San Luis thanks to Eva Borkowska de Mikusinski (1921–2020). Barbenza critically pointed out that, in general, experimental studies on perception had tended to ignore individual differences because of the methodological difficulty involved in such variables and that, rather, studies had focused on obtaining parametric values in the search for technical achievements (e.g., loudness scales for telecommunications). Barbenza, however, took up contributions (Witkin & Gardner, 1954; Krech & Crutchfield, 1948) that considered the total experience of perception including structural factors derived from the physical nature of the stimuli and their cerebral functional effects, such as the perceptual organization derived from the individual's needs, moods, past experience, and memory of perception. It was also supported by works on visual masking and personality traits (Bruner & Goodman, 1947; McLaughlin & Eysenck, 1966), recognizing backgrounds in Henri Piéron (1881–1964). Among the French-speaking contributions, she also highlighted the motivational studies of Paul Fraisse (1911–1996) and the contributions to the cognitive field of Jean Piaget (1896–1980). She was familiar with the work of S. D. G. Stephens (1942–2012), from the

University of Cambridge, and the work of the American S. S. Stevens (1906–1973), who also had an influence on the training of the Argentine researcher Miguelina Guirao (1925–) (Piñeda & Scherman, 2016). From S. S. Stevens, Barbenza valued his contributions on the measurement of psychological attributes of physical stimuli with comparative range scales, since he overcame the Fechnerian methods (scales of minimum perceptible differences), with their scales based on proportions. In this context, Barbenza introduced the studies of his English professors (McRobert et al., 1965) who, in controversy with Stevens, pointed out that the loudness submitted to the judgment of observers was not absolute, but relative to personality variables. In this direction, Barbenza noted the contributions of her colleague Guirao (Stevens & Guirao, 1964), who suggested the incidence of personality variables in recording the stable response of subjects in various sessions. Using experimental sessions and information on subjects' personality variables provided by the Minnesota Multiphasic Personality Inventory (MMPI), Barbenza demonstrated that inter-individual differences in loudness magnitude seemed to be related to differences in the basic personality structure of individuals. Thus, those persons who show high arousability seemed to be more sensitive to loudness and vice versa.

While analyzing Barbenza's production in the field of perception, it is possible to observe that she conducted research on this topic from the beginning of her doctoral studies until 1985. Her most relevant publications appeared in top international journals, some of them on an interdisciplinary scope (Barbenza et al., 1970; Barbenza, 1976; Barbenza and Uhrlandt, 1983). However, after that period, Barbenza continued her research, in the area of basic psychic processes and personality assessment, and gradually left psychoacoustics behind, perhaps because of the budgetary and structural difficulties of the Argentine Psychology Programs to support experimental psychology laboratories. As a matter of fact, in 1980, Barbenza organized the Experimental Psychology Laboratory of her university, which since 1973 became the Universidad Nacional de San Luis (National University of San Luis) (UNSL). The

laboratory was only kept for 3 years in operation. Nevertheless, she had the merit of bringing together a community of psychologists identified with the behavioral sciences, something unusual in local psychology programs. Those conditions led Claribel Barbenza to be elected in 1987 as the first President of the Asociación Argentina de Ciencias del Comportamiento (Argentine Association of Behavioral Sciences) (AACC), an institution that currently represents Argentina at the International Union of Psychological Science (IUPsyS).

In 1990, at UNSL, she created the Laboratorio de Investigaciones en Ciencias del Comportamiento (Behavioral Sciences Research Laboratory) and organized the Maestría en Psicología Clínica Cognitivo-Integrativa (Master's Program in Cognitive-Integrative Clinical Psychology) which she directed. She also headed the PhD Program in psychology at that university. She directed over 10 PhD Dissertations, including Angel Rodriguez Kauth (1941–2020). She was active in university management tasks being in charge of several secretariats and commissions in the academic area, science and technology, and postgraduate, among others.

In 1980, she became the first President of the Colegio de Psicólogos (Psychologists Association) of San Luis. She was also a member of several scientific societies that distinguished her international career, such as the Interamerican Society of Psychology, the Society for the Exploration of Psychotherapy Integration, the Asociación Argentina de Estudio e Investigación en Psicodiagnóstico (Argentine Association of Study and Research in Psychodiagnosis), the American Psychological Association, and the Asociación Iberoamericana de Evaluación y Diagnóstico Psicológico (Iberoamerican Association of Psychological Evaluation and Diagnosis). She was appointed as Professor Emeritus at UNSL in 1997.

Cross-References

- ▶ [Horas, Plácido](#)
- ▶ [Mikusinski, Eva](#)

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Moreira, Juliano

Born *Salvador (Brazil) on January 6, 1872*

Died *Petrópolis (Brazil) on May 2, 1933*

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Keywords

Brazil · Psychoanalysis · Circulation of psychoanalytic theory · Psychiatry

Juliano Moreira, an Afro-Brazilian, began his medical training at the *Faculdade de Medicina da Bahia* (Bahia School of Medicine) in 1886. He became a physician at the age of 19, in 1891.

In 1896 he was hired by the same school as a substitute professor of clinical psychiatry and nervous diseases. From 1893 to 1903, Juliano Moreira was an alienist and an adjunct physician at the São João de Deus Asylum linked to the *Santa Casa de Misericórdia da Bahia* Hospital. During this period, he also focused on neuropsychiatry, contributing to the periodicals *Gazeta Médica da Bahia* and *Revista Médico-Legal*, and also helped found the *Sociedade de Medicina e Cirurgia da Bahia* (Bahia Society for Medicine and Surgery), in 1894, and the *Sociedade de Medicina Legal da Bahia* (Bahia Society for Forensic Medicine) (1895).

From 1895 to 1902, Moreira took a series of trips to Europe and came into contact with the ideas of Richard von Krafft-Ebing (1847–1902), Emil Kraepelin (1856–1926), and Sigmund Freud (1856–1939), among others. After returning to Brazil, he visited psychiatric institutions in different Brazilian states and published a panorama of general medicine and Brazilian psychiatry during the years 1901–1902 in the *Gazeta Médica da Bahia* (Moreira, 1902).

In 1905, Juliano Moreira, together with Júlio Afrânio Peixoto (1876–1947), founded the *Sociedade Brasileira de Neurologia, Psiquiatria e Medicina Legal* (SBNPML) (Brazilian Society for Neurology, Psychiatry, and Forensic Medicine), the periodical *Archivos Brasileiros de Psiquiatria, Neurologia e Ciências Affins*, and the *Sociedade Brasileira de Psiquiatria, Neurologia e Medicina Legal* (Brazilian Society of Psychiatry, Neurology, and Forensic Medicine) (in 1907). In 1911 he helped found the periodical *Archivos Brasileiros de Medicina*. He was one of the founding members of the *Sociedade Brasileira de Ciências* (Brazilian Society for the Sciences) in 1916. He was also a member of other Brazilian associations, such as the *Instituto Histórico-Geográfico Brasileiro* (Brazilian Historical-Geographical Institute) and the *Academia Nacional de Medicina* (National Academy of Medicine). He was a member of the executive board and was honorary president of the *Liga Brasileira de Higiene Mental* (Brazilian League for Mental Hygiene) (1923), and also served on

the executive board of the periodical *Archivos Brasileiros de Higiene Mental*.

In 1903, Juliano Moreira was appointed director of the *Hospício Nacional de Alienados* (HNA) (National Hospital for the Mentally Ill), and in the same year he recommended that the institution's facilities be updated, in addition to indicating the importance of enacting legislation to assist the mentally ill in Brazil. As director of the HNA, Moreira followed the guidance of the German-language psychiatrists, whom he had met with Emil Kraepelin and whose thinking differed from that of the French psychiatrists traditionally admired in Brazil (Moreira & Peixoto, 1906). With the support of organicism (through the systemization of mental illnesses as nosological units), psychiatric science under Moreira began to favor and consolidate the interest in causal relationships between somatic disorders and mental consequences, seeking to systematize the psychiatric morbid entities, similar to that done for the organic ones (Moreira, 1910), for the purpose of nosographical classification (Facchinetti & Muñoz, 2013). Subsequently, Juliano Moreira was also appointed general director of *Assistência a Alienados* (the Mental Health Service) (1911–1930).

As part of the facility renovations carried out by Moreira, an Experimental Psychology Laboratory (EPL) was established in 1907. The lab consisted of a room with psychological instruments that Juliano Moreira had imported directly from Europe to update the department's equipment. After its inauguration, Moreira chose Maurício Campos de Medeiros to run the laboratory. With the new experimental technology, psychological exams of the mentally ill began to include objective assessments based on increasingly sophisticated research instruments and technology (Facchinetti & Jacó-Vilela, 2019).

Juliano Moreira was also an important promoter and articulator of psychoanalytic clinical practice in Brazil. He encouraged debate on this topic during meetings of the SBNPML, held at the HNA while he was president of the Society. Moreira stated that the merit in Sigmund Freud's work was that he systematized a set of techniques

and theories from a singular, coherent perspective. However, he also stressed that “one did not need to be an orthodox follower of Freud’s ideas in order to make the most of what was useful” (Moreira apud Austregesilo, 1922, p. 113). Precisely as a tool, using part of its theoretical apparatus, Moreira and other psychiatrists used psychoanalysis in private practice when treating society ladies in Rio de Janeiro. Similarly, psychoanalysis was gradually integrated into the practices of the HNA during that period (Castro & Facchinetti, 2015).

In 1927, the *Sociedade Brasileira de Psicanálise* (Brazilian Psychoanalysis Society), the first in Latin America, was founded in a meeting in the city of Sao Paulo (Castro, 2015). In 1928, the first issue of the *Revista Brasileira de Psicanálise* was produced, the only issue of the periodical published by the Society. The appearance of the periodical was not unnoticed by Freud, who declared: “I was very happy to see the *Revista Brasileira de Psicanálise*” (Freud, [1928]1994, p. 89), and wished the journal and the group great prosperity. In 1928, led by Juliano Moreira, a group of psychoanalysts met at the HNA (renamed the *Hospital Nacional de Psicopatas* in 1927) because they were interested in founding a Rio de Janeiro section of the *Sociedade Brasileira de Psicanálise* in São Paulo. Due also to the importance of Juliano Moreira, the Society’s headquarters moved to Rio de Janeiro, with Sao Paulo becoming a regional section (Castro, 2015).

Juliano Moreira left his positions as director of the *Hospital Nacional de Psicopatas* and general director of the Mental Health Service in 1930, when he was forced to retire during a major reform of the Federal District Mental Health Service (Vanancio, 2005). With the worsening of his chronic tuberculosis, his physician sent him to the Petropolis mountains for treatment. He died in 1933.

Cross-References

► [Medeiros, Mauricio Campos de](#)

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Moreno Benavides, Carlos

Born *in Bogotá (Colombia) on November 19, 1941*

Died *in Bogotá, on November 18, 2020*

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Keywords

Colombia · Ethology · Psychiatry

Carlos Moreno Benavides was born in Bogotá, but due to his father's health, his family moved to Fusagasugá, in the department of Cundinamarca, 3 h away from the capital of Colombia. He obtained a bachelor's degree there on November 1958 and graduated from the Universidad Nacional de Colombia (National University of Colombia) in Bogotá as medical doctor and surgeon on January 1966. He became a professor in that institution (National University of Colombia) once his rural year was over, in 1968. Years later, he completed postgraduate studies in education focusing on higher education lecturing. He received a master's degree from the Universidad Pedagógica Nacional de Colombia (National Pedagogical University of Colombia) in 1996.

Regarding his professional experience, Carlos worked as a rural doctor at Ecopetrol Hospital in the department of Santander and as a resident doctor in different hospitals in Bogotá. During his work at the Social Security Institute, he was medical advisor of the Evaluation Office, also involved in teaching and management, and he was the head of the Medical Education Section of that institution. He served as coordinating physician at the Neurological Institute Foundation of Colombia, where he worked next to the neuropsychologist Alfredo Ardila (1946–2021). That gave him the possibility of applying treatments and brain research studies with the patients who attended there.

Moreno was a professor in several psychology programs of universities such as National University, Pontificia Universidad Javeriana (Pontifical Javeriana University), Universidad de Los Andes (University of Los Andes), and Fundación Universitaria Konrad Lorenz (Konrad Lorenz University Foundation) (an institution he helped to organize with Juan Alberto Aragón, and he even suggested its name). However, most of his work was dedicated to the faculties of medicine of the National University of Colombia and the Universidad del Rosario (Del Rosario University). He was also a professor of the National Pedagogical University. He is recognized as emeritus professor at the National University of Colombia and Del Rosario University (2006), where he worked for 48 years and received special recognition from the institution and the students. He founded and actively worked in various associations such as the Ethology Association (Carlos Moreno established this area for the first time in a number of faculties of psychology, in Latin America), the Society of Biological Psychiatry, and the Society of Obesity and Metabolism. Moreno was also instrumental in the study of pain which he began to study in the 1970s and was a pioneer in the foundation of pain groups in Colombia.

The last research group, which belonged to Colciencias, was the interdisciplinary group Neuros, which he founded and worked with enthusiasm next to other colleagues from the

Faculty of Medicine of Del Rosario University. This group played a central role for medical doctors from various specialties, psychologists, and students from different areas. The group has stood out for having an active academic life and has been the source of valuable publications.

Moreno's interest in research led him to topics such as pain and perception. He was known as one of the precursors of ethology studies in psychology; he directed the first thesis of ethology of psychology students in Colombia, published articles in specialized journals in Colombia and other countries, and taught ethology at the aforementioned universities. In collaboration with Alfredo Ardila, he produced the book *Biological Aspects of Learning and Memory*, together with Mexican researchers in neurosciences and as a result of academic activities carried out in both Mexico and Colombia. He also coauthored two other books, one on aggression and violence and one on the evolution of the human mind.

Throughout his life, he has been awarded with various distinctions, such as the National Prize of Psychology for teaching merits in 1978, granted by the Colombian Federation of Psychology. He obtained the Monsignor Castro Silva Medal twice as an illustrious person by Del Rosario University. He was representative of the Higher University Council in the Faculty of Medicine of the National University of Colombia. As previously mentioned, Carlos Moreno was a founding member of the Colombian Association for the Study of Pain and the Colombian Association of Biological Psychiatry. He was honored with the membership of the International Society for Human Ethology, the International Association for the Study of Pain, and the International Society for the History, Philosophy, and Social Studies of Biology. He was also a founding member and first vice president of the Colombian Society of Neuropsychology.

Elsa Amanda Rodríguez Acosta was an undergraduate student at the National Pedagogical University, the same one where Carlos taught postgraduate classes. From the love that arose between them, three children were born, two

boys and a girl. It also put down roots in academic fields, because, at the beginning of the relationship, Carlos had the task of forming a group with other professors to carry out academic activities. Elsa Amanda recommended him to contact José Antonio Sánchez, a prominent figure in psychology in Colombia, who was dean of the Faculty of Psychology at the Pontifical Javeriana University. He appointed Carlos Moreno professor of neurophysiology. Later, Sánchez added Alfredo Ardila to his professors' team, who was working in Tunja, capital of the Department of Boyacá, in Colombia. This is how Carlos Moreno and Alfredo Ardila taught for the first time in the country the subject of psychophysiology, which would later become ethology, and they were one of the pioneers in Latin America with an evolutionary vision teaching in a Faculty of Psychology. From there, Carlos and Alfredo became close friends and, besides having fun, together had done a great job in Colombian psychology. It is worth remembering that Carlos was one of the persons who influenced Alfredo to study in Russia with Alexander Luria in neuropsychology.

In the words of Alfredo Ardila, "Carlos participated in the formation of many generations of psychologists, as a professor at the National and Javeriana universities. He took an active part and was on the board of directors of the First International Congress of Neuropsychology (Bogotá, 1981). He wrote several chapters and scientific articles on the biological bases of behavior. His evolutionary approach has had a great impact on the development of Colombian psychology."

Cross-References

► [Ardila, Alfredo](#)

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Moreno Olmedo, Alejandro

Born in *Torrealba de Oropesa, Toledo, Spain, on February 22, 1934*

Died in *Caracas, Venezuela, on December 25, 2019*

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Federación de Psicólogos de Venezuela (FPV),
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Keywords

Venezuela · Social psychology · Delinquent violence

Alejandro Moreno Olmedo studied philosophy at the Seminario Salesiano (Salesian Seminary) of Caracas, Venezuela, between 1950 and 1953. From 1956 to 1960, he studied theology at the Seminario Salesiano Internacional (International Salesian Seminary) of Ivrea, Italy. He returned to Venezuela and began studying psychology at the Universidad Católica Andrés Bello (UCAB) (Andres Bello Catholic University), where he obtained a degree in psychology, Summa Cum Laude in 1967.

In 1975, he completed a Specialization in Educational Psychology at the Universidad Complutense (Complutense University), Madrid, Spain. He returned to Venezuela in 1979 to study at the Universidad Simón Bolívar (USB) (Simon Bolivar University) in Caracas, where he obtained a degree as Magister Scientiarum in psychology. He began his doctoral studies at the Universidad Central de Venezuela (UCV) (Central University of Venezuela) in Caracas, where he obtained the degree of Doctor of Social Sciences in 1993.

In 1967, he founded the Centro Salesiano de Psicología (Salesian Center of Psychology), where he was director from 1967 to 1973 and 1979 to 1982. In 1990, he founded the Centro de Investigaciones Populares (CIP) (Popular Research Center); in this center, several types of

research have been developed oriented to the search for knowledge and understanding of the Venezuelan popular world of life; the researches are inscribed within the qualitative paradigm in social research, using the biographical approach or life stories. Moreno served as director of the CIP from its foundation until the day of his death. He developed activities in the field of teaching at the Universidad de Carabobo (Carabobo University), at Valencia, Venezuela, where he retired as a full professor. He also worked as a professor at UCAB (1986) and was a guest professor at the Universidad Nacional del Sur (National University of the South) at Bahía Blanca, Argentina, in 1990. He held management positions in higher education and from 1984 to 1987 was director of graduate studies at the Facultad de Educación (Faculty of Education) of the Universidad Central de Venezuela (Central University of Venezuela).

Alejandro Moreno, a Salesian by formation, dedicated himself to work for the neediest; he lived for more than 30 years in the San Isidro neighborhood in Petare, one of the most populated neighborhoods in the metropolitan area of Caracas, Venezuela; this scenario was his experiential laboratory, a context that inspired him to research and write. He wrote numerous reports documenting the criminal violence in Venezuela. He conducted several qualitative types of research; through life stories, he managed to understand the violence in Venezuelan neighborhoods and wrote journal articles and books, among which stand out the following: *Historia de vida de Felicia Valera* (Life story of Felicia Valera) (Moreno, 1998), *La Familia Popular Venezolana* (The Venezuelan popular family) (Moreno, 1995), *El Aro y la Trama* (The Ring and the Weft) (Moreno, 1993), *Buscando Padre. Historia de Vida de Pedro Luis Luna* (Searching for Father. Life story of Pedro Luna) (Moreno, 2002), and *Y salimos a matar gente* (And We went out to Kill People) (Moreno, 2007). This last book is considered one of the most complete investigations on Venezuelan delinquency and its popular origins. Moreno has published also approximately 90 articles.

His outstanding contributions were recognized; he obtained the distinction of University

Researcher of the Central University of Venezuela and received in 2018 the Honor Award for Merit, category “Academic-Research,” from the Federación de Psicólogos de Venezuela (Federation of Psychologists of Venezuela). He also received in 2021 the Premio *Valores Democráticos* (Democratic Values Award), category “Democratic Integrity,” from the Centro de Estudios Políticos y de Gobierno (Center for Political and Government Studies) of the Andrés Bello Catholic University.

Being of Spanish origin, Father Alejandro Moreno, was passionate about Venezuela due to which he became a Venezuelan national. He was an inhabitant of the neighborhood, a great reader, and a scholar, but above all a priest/psychologist with a great capacity to understand others. For that reason, when studying and addressing the issue of violence in Venezuela, the works of Father Moreno are referential documents. He is considered one of the researchers who could better understand through his research the essence of the social life of the neighborhoods and the importance of the maternal figure in the Venezuelan popular family (Prieto, 2019). The master, as he was called by his disciples of the CIP, left indelible traces impregnated with responsibility, work, discipline, study, and respect for the realities of people and social groups (Pérez, 2020).

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Moreno, Ricardo Vicente Agapito

Born *in Capital Federal, Argentina, April 23, 1917*

Died *in San Miguel de Tucumán, Argentina, August 22, 2012*

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Argentina

Keywords

Argentina · Psychology · Pioneers · Teaching · Psychology program

He was one of the pioneering promoters of the psychology program at Universidad Nacional de Tucumán (National University of Tucumán, UNT) in San Miguel de Tucumán (Ventura, 2009).

He promoted the clinical orientation in the psychology program in Tucumán and he was a fervent defender of psychoanalysis, considering it fundamental in the psychologist’s training.

He graduated in 1938 from the Universidad de Buenos Aires (Buenos Aires University) where he obtained the degree of National Normal Professor in Letters, and since then he devoted himself to studying psychology as an autodidact, because there was not yet a university psychology program in the country. His “self-taught” training was done at Hospicio de las Mercedes (Mercedes’ Hospice) (Buenos Aires) with the Argentine psychiatrist Gonzalo Bosch (1885–1967) in pathological psychology, and with the Spanish Emilio Mira y López (1896–1964) in general psychology (Ventura, 2009). He also attended lessons related to psychology in the Facultad de Medicina (Faculty of Medicine) and in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) both at Universidad de Buenos Aires (University of Buenos Aires) (Ventura, 2009).

In 1946, he was appointed as technical psychology advisor by the Consejo Nacional de Educación (National Council of Education), and from 1948 to 1952, as director of the Instituto de Psicología Educacional y Orientación Profesional (Educational Psychology Institute and Professional Guidance) in the city of La Plata, capital of the Province of Buenos Aires, one hour away from the city of Buenos Aires. He worked in such institution with Jaime Bernstein (1917–1988) and Bernardo Serebrinsky (1908–1956), among others collaborators. He joined the Universidad Nacional de Tucumán (National University of Tucumán) on December 17 (1952) as an associate professor in two courses: Pedagogical Psychology at the Education Science Program and Introduction to Psychology at the Philosophy Program, both from the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities). At the end of 1953, he also taught the course of Contemporary Psychology since the professor Oscar Oñativia (1919–1995) moved to Salta; for that reason, in early 1954, he was teaching three courses (Ventura, 2009).

The syllabus of the course Introduction to Psychology consisted in three different parts: the first was an organic perspective of psychology, the second was related to a general psychology, and the third one was an introduction to contemporary

psychology, being psychoanalysis the mainly orientation.

When he assumed the chair of Contemporary Psychology (1953–1956), the psychoanalytic perspective was emphasized and then it was continued by Dr. Jorge Galíndez (1912–1986), his successor and also a recognized pioneer of Psychology in Tucumán (Ventura, 2009).

In 1956, after *de coup d'état* in the country, the dean of the Faculty of Philosophy and Humanities ordered the rescission of his contract for political reasons, supported by a national regulation which declared all university professors “on commission,” that is, that they could be dismissed from their positions (República Argentina, 1955). In 1958, after his suspension was revoked, he returned to the university and worked continuously until his retirement in 1982. When the Program of Psychology was created in 1959, he resigned the Pedagogical Psychological course to assume the chair of *Métodos y Técnicas de Exploración Psicológica* (Methods and Techniques of Psychological Exploration) based on the Thematic Apperception Test (TAT) and *Psicodiagnóstico* (Psychodiagnostic) with orientation in Rorschach.

Moreno and Oñativia had a leading role as technical secretaries of the organization in the First Argentine Psychology Congress (1954) held in Tucumán, which was convened by three different institutions at National University of Tucumán: the Educational Science Institute, the Philosophy Institute, and the Psychotechnics and Professional Guidance Institute (Klappenbach, 1996). Moreno and Oñativia intended to include at least two issues on agenda of the congress: (1) to make an historical and epistemological report of psychology in the world; (2) to promote a declaration about the need for the creation of the university program in psychology in the whole country (Ventura, 2009).

Finally, such declaration was written by the professors Ricardo Moreno and Oscar Oñativia and then, checked by Professor Plácido Horas (1916–1990) and endorsed with the signatures of Juan Luis Guerrero (1899–1957), Eugenio Pucciarelli (1907–1995), Alfredo Palcos (1862–1930), Francisco González Ríos, Carlos

Astrada (1894–1970), and Luis María Ravagnan (1902–1984). The text was approved unanimously although there was no equal consensus regarding the place of insertion, whether in a humanistic or medical context.

The proclamation recommended a humanistic, anthropological, and broader orientation of the psychology program than simple application to the field of work or education (Ventura, 2009). In fact, within the following 5 years of this Congress, psychology programs were created in six of the national universities (Rosario, Buenos Aires, La Plata, Cuyo, Córdoba and Tucumán), and in two private universities, so it can be marked as a milestone in the history of psychology in Argentina.

It is important to note that in almost all cases, those who had signed the declaration, or who as active members had voted for its approval, were involved in creating the new psychology programs.

In 1959, Ricardo Moreno was the head of the Department of Psychology in the Faculty of Philosophy and Humanities at National University of Tucumán and since 1964, vice dean of the same institution.

As stated by Moreno (Ventura, 2009), the psychologist needed a professional image that identified them with the clinic orientation. For that reason, he promoted the entry (1962) of psychoanalysis into the program with the arrival of Andrés Nader (1928–1986), who specialized with Harald Schultz-Hencke and later organized the chair of Deep Psychology (Estofán de Terraf 2011, p.40).

With the arrival of Nader at the psychology program, Moreno had deepened his training in this particular psychoanalysis, while he began his private practice as a therapist that continued until his death (Estofán de Terraf, 2011, p.17).

In 1961, Moreno represented the Universidad Nacional de Tucumán (National University of Tucumán) at the UNESCO, and during that year, he received training in Padua (Italy) as an intern (Ventura, 2009).

In 2014, he was appointed as professor emeritus by the Universidad Nacional de Tucumán (National University of Tucumán) during Juan

Alberto Cerisola (1949–) principalship (2006–2010) in recognition of his pioneering work in psychology (Anónimo, 2012).

In conclusion, “Professor Moreno was due to his academic and human stature, a cornerstone in the architecture of what it is today the career of Psychology at this University (. . .) he has also been a beacon that illuminated the training of generations of psychologists from the Argentine Northwest” (Contini de González, 2004, p. 21).

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- ▶ Guerrero, Luis Juan
- ▶ Horas, Plácido
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- ▶ Ravagnan, Luis María

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Morey Otero, Sebastián

Born *Montevideo, (Uruguay), 16 February 1894*

Died *Montevideo, (Uruguay), 7 January 1939*

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Keywords

Uruguay · Experimental psychology · Psychopedagogy · Education

Sebastián Morey was born in the city of Montevideo; he started his studies at the Institutos Normales de Varones (Men’s Normal Institute) in the year 1910, obtaining his titles of 1st Grade Normalist Teacher and National 2nd Grade Teacher on 1913. The next year, he joined Normal Institutes as a professor, holding a chair of Morality and Constitution (Maggiolo 1939).

At the time he was appointed to the chair of Morality and Constitution to Normal Institute, the country found itself in a delicate situation when it

came to education; it demanded the training of “civic spirit” in citizenship between the leaders of educational institutions, in order to nail down the nation project made by the batllismo. Such designation is used to name the political experience that took place in the first three decades of the twentieth century which revolved around the action and thoughts of José Batlle y Ordoñez (1856–1929). The Pedagogical Society, created in 1920 and integrated by prominent intellectuals, made a proposal about civic training that consisted in being part of the school plans (Sociedad de Pedagogía 1924).

In the words of Sebastián Morey Otero (1924), it was decided that the first item would refer to the cultivation of patriotism; his proposal indicated to initiate the student in the knowledge of the government’s institutions, rights, and civil/political duties. The purpose of this was that the student acquired the sensation that civic life was a live reality and that the basis of civic culture was synthesized in the idea of patriotism. Morey Otero (1925) considered that: “As to the effects of its cultivation, patriotism, more than a simple feeling, must be dealt as a spiritual energy that forms an essential part of a system with representation in diverse aspects in the personality of the pupil” (p. 36).

In this context, Morey Otero elaborated various texts used in the school education: *Moral. Libros de textos para los alumnos de las Escuelas Públicas* (Moral. Books with texts for students that attended public schools) (1918), *Patria* (Homeland) (1925), and *Civismo. Nociones de Instrucción Cívica para los años 5° y 6° de las Escuelas Públicas* (Citizenship. Notions of Civic Instruction for 5th and 6th grade of public schools) (1937). In *Moral*, Morey Otero identifies and runs through, one by one, all of the expected behaviors in the relationship between the citizen and the homeland; he highlights that the homeland, as an organized society, needs the fulfillment of the civic duties, tax payment, military service, and the duty of suffrage.

At the start of the 1920s, he got a scholarship from the Uruguayan government to study in Europe. In Madrid, he followed courses by Gregorio Marañón (1887–1960); in Barcelona,

he attended the institute directed by Emilio Mira y López (1896–1964). In France, he was an assistant in the institute directed by Henri Pierón (1881–1964) and in Italia, at the Pende (1880–1970) Institute. This experience was the key to carry out the first initiatives in the Normal Institutes to orient school psychology in an experimental framework. The psychology taught in the education of Magisterio (institution of teacher’s formation) inspired by Herbart was found obsolete while also being theoretical and far away from the reality of the school. This situation was sustained by those who ran the destination of primary school (Chavez Bidart, 2016).

In January and February of 1925, Morey Otero dictates the first small experimental psychology course, in which 83 teachers and students of the whole country took part. The course was divided into a theoretical part and a practical one, developing simple experiences and result discussion. The next year, the teacher training, in the Instituto María Stagnero de Munar (Ladies’ Normal Institute), included a course in psychopedagogy, with a clear orientation toward experimental psychology that had its fair share of resistance (Morey Otero, 1928), but that was equally accepted by the new teaching generation. The orientation of the teacher training in that moment did not recognize the impact of psychology, biology, and other disciplines in the pedagogic work and student orientation; Morey Otero (1928) expressed that this would not change “until the teaching career doesn’t surround itself with essential scientific guarantees, in respect of the teacher training and practice” (p. 221). In order to take on this idea, he proposed performing deliberately planned observations, to acquire positive results, which he denominated “pedagogic experiments.” To Morey Otero (1928), the developments of experimental psychology influenced the teaching educational practice, contributing to the creation of differential classes in institutes of vocational and professional orientation, to the *New School* movement, and to the educational individualization. He claimed that teachers cannot be outsiders to these advances, and should know about them to apply them into their assignments/job. The generations that culminated the courses in 1926, 1927, and

1928 contributed a nucleated group of interested people in psychopedagogy, at the request of Morey Otero, which turned out to be the first scientific society in psychology: the Alfred Binet Association.

The *Anales de Instrucción Primaria* (Annals of Elementary Education) started to publish works by the students of these courses at the request of Morey Otero, who integrated its editorial committee. Morey Otero accompanied this disclosure activity heading the Normal Institutes radio program called “The Time of Normal Institutes” that broadcasted on CX 22. In this new period focused on psychology, Morey Otero (1930) edited a work for the university and teaching courses addressing historical and philosophical aspects of psychology. The work contributed with a look at diverse cultures, highlighting thinkers and approaches to psychology, going from Greek and Roman psychology, and culminating with psychology as a positive science.

On September 13, 1933, the Consejo Nacional de Enseñanza Primaria y Normal (National Council for Elementary and Normal Education) created the laboratory of experimental psychopedagogy, on the motion of Morey Otero. The laboratory was dedicated to psycho-pedagogic research, developing special worksheet of the normalist students and preparing norms for the scientific appreciation of the school performance.

He would contribute to the student’s exam for the special classes and also practice the professional orientation with students that graduated from public schools and also organize free courses for normalist teachers and students, about scientific pedagogy, experimental psychology, positive psychopedagogy, professional selection, and orientation. Morey Otero made significant contributions to the advance of the laboratory, like the creation of the Psychopedagogy File and the creation of the mental test of the “Fosforito” (Small match). He was also the head of the Pedagogical Library. When he passed away on January 7, 1939, he was the Director of the Normal Institutes.

Cross-References

► [Mira y López, Emilio](#)

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Mouchet, Enrique

Born *in Rosario, August 30, 1886*

Died *in Buenos Aires, September 22, 1977*

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Consejo Nacional de Investigaciones Científicas y Técnicas, San Luis, Argentina

Keywords

Argentina · Vital psychology · Psychopathology · Organization of psychological institutions

Enrique Mouchet was the son of Carlos Mouchet and Elena Pouget. He married Rosa Bernstein, with whom he had two children, Eugenia and Mauricio. After completing his high school studies, he simultaneously began studies in the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) and the Facultad de Ciencias Médicas (Faculty of Medical Sciences), both at the Universidad de Buenos Aires (University of Buenos Aires). In 1910, he obtained his degree in philosophy with the dissertation *Examen sobre el Concepto de identidad* (Examination on the Concept of Identity) published in the same year by the prestigious Printing Coni. In 1914, he obtained his doctoral degree in Medicine with the dissertation *Introducción a la Fisiología y Patología del espíritu o sea la naturaleza del alma* (Introduction to the Physiology and Pathology of the Spirit or the Nature of Soul) which was directed by Bernardo Houssay (1887–1971), the future Nobel Prize in Medicine (Mouchet, 1914).

Between 1912 and 1914, Mouchet joined, as an assistant, the experimental psychology laboratory directed by Horacio Piñero (1869–1919), whose laboratory head was Pastor Anargyros (Rodríguez-Sturla & Ferro, 2019). By the end of 1919, he was appointed Professor of Psicología Fisiológica y Experimental (Physiological and Experimental Psychology) at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the Universidad de Buenos Aires (University of Buenos Aires), remaining in that position for more than two decades until 1943. At the same time, in 1922, he was appointed Professor of Psychology at the Facultad de Humanidades y Ciencias de la Educación (Faculty of Humanities and Educational Sciences) at the Universidad Nacional de La Plata (National University of La Plata, UNLP). In the latter institution, he became professor of a free course of contemporary philosophy from 1926 until his resignation in 1929, he directed the journal *Humanidades* (Humanities) from 1923 to 1926 and reached the deanship between 1925 and 1926. In 1930, he resigned from his positions at the UNLP due to the criticisms that the reformist sectors led by Alejandro Korn (1860–1936) and

Coriolano Alberini (1886–1960) focused on his positivism (Graciano, 2015). In other words, Mouchet had an academic insertion for a little more than two decades.

At the University of Buenos Aires, he created in 1931 the Institute of Psychology, for which he was the director until 1943. He also founded and directed the *Anales del Instituto de Psicología* (Annals of the Institute of Psychology) between 1935 and 1941 (Klappenbach, 1997). A year earlier, he had reorganized the former Society of Psychology, which had existed between 1908 and 1914 under the name of Society of Psychology of Buenos Aires. He was its President in several periods: 1930–1932; 1936–1938; 1942–1945; 1945–1952; 1956–1958; 1958–1961; and 1961–1964 (Klappenbach, 1997).

Ardila has classified Mouchet's contributions in four major areas: (1) theory of thought and language; (2) the tactile perception used by blind; (3) the theory of emotion; and (4) the theory of vital psychology (Ardila, 2000). If to these contributions we add a fifth area, related to psychopathology in general, especially depersonalization processes, it can be seen that Mouchet covered very varied fields of psychology.

One of his major works was *Percepción, instinto y razón* (Perception, instinct, and reason), subtitled *Contribuciones a una psicología vital* (Contributions to a Vital Psychology) (Mouchet, 1941). Mouchet emphasized that the *vital* in his psychology “has nothing to do with Bergson, nor with Husserl, nor with Heidegger” (Mouchet, 1941, p. 14). On the contrary, Mouchet emphasized that vital psychology considered the soul as something living, nothing objective, but purely subjective, although it is exteriorized in somatic and therefore objective manifestations *within certain limits* (Mouchet, 1941). Mouchet considered that his *vital psychology* did not have an ontological status, but a *methodological* one, since his system was based on the *feeling of life*, which constituted the “irreducible principle of *objective and subjective knowledge*” (Mouchet, 1941, p. 15) and “the central nucleus of the other modes of sensibility,” including “of all mental life” (Mouchet, 1941, p. 25). In short, the *feeling of life* was the foundation of external perception

and of concepts such as time, space, unity, and causality. For this reason, it constituted the first empirical data in any research on psychological processes, the onto- and phylogenetic starting point and the foundation of Mouchet's theoretical formulations (Klappenbach, 1997).

In his classical work *Psicología en América Latina. Pasado, presente y futuro* (Psychology in Latin America. Past, present, and future) published by Ruben Ardila in 1986, Mouchet's *Vital Psychology* has been considered as one of the three original theoretical systems in Latin American psychology, together with Ingenieros' *Genetic Psychology* and Walclaw Radecki's *affective discriminationism*. However, only Mouchet's book was included in the list of the 100 most important books in psychology; the other Latin American was a text by Ezequiel Chavez (Ardila, 1974). Ardila considered that Mouchet's book integrated "perceptive, instinctive and cognitive factors" in a "highly original" way (Ardila, 1974, p. 201).

Indirectly linked to the *feeling of life*, Mouchet also excelled in the investigation of the perception of obstacles in blind people, where he followed the experiences of Pierre Villey (1879–1933). Mouchet demonstrated that this perception was not due to a special cutaneous sensation, but to a sensation perceived in an auditory way, although not of sonority. Mouchet differentiated between the functions of the *cochlear portion* of the membranous labyrinth, responsible for sound sensations, and the *vestibular portion*, responsible for at least three functions. First, the internal sensations of head position, as analyzed by Pierre Flourens (1794–1867), Friedrich Goltz (1834–1902), Josef Breuer (1842–1925), Ernst Mach (1838–1872), and Alexander Crum-Brown (1838–1922). Second, the sensations of bodily equilibrium, as Ernst Julius Ewald (1855–1921) and Luigi Luciani (1840–1919) had studied. And third, the sensation of "presence" of an object placed at a distance, according to Mouchet's own research (Mouchet, 1938, 1941).

Mouchet had a wide recognition in the region. The *Annals of the Institute of Psychology* intended to become "a specialized organ for all Latin American psychologists," as Mouchet stated in the

Preliminary Words of the first issue (Mouchet, 1935, p. 12). In fact, that would begin to be verified in the second volume published in 1938. In the same direction, his book *Nuevos tratamientos de los estados esquizofrénicos* (New treatments for schizophrenic states) (Mouchet, 1943) was reviewed in Brazil in the third issue of the prestigious *Arquivos de Neuro-Psiquiatria* (Neuro-Psychiatry Archives). Juan Cuatrecasas (1899–1990) considered Mouchet among the most eminent specialists of the American continent. But his international recognition was even broader. In 1929, he participated in the *Ninth International Congress of Psychology*, held at Yale University, in New Haven, Connecticut. Mouchet presented two papers there: (1) *La perceptibilité tactile de l'aveugle* and (2) *L'image verbo-visuelle dans le mécanisme de l'intelligence*. In turn, his book *Perception, Instinct and Reason* was reviewed by Babette Samelson (later Babette S. Whipple) in *The Journal of Abnormal and Social Psychology*, a publication initiated by Morton Prince (1954–1929) in 1906 under the name of *Journal of Abnormal Psychology*. In 1921, under the editorship of Floyd Allport (1890–1979) and Prince himself, the journal emphasized the interrelationship between clinical and social psychology and in 1925, that interrelationship was reflected in a change in the name of the journal (Hill & Weary, 1983). The book review highlighted the differences between American and Argentine psychology. And the conclusion of the review, taking into account such interrelation between social and psychopathology that characterized the publication, can be considered as an eloquent praise to Mouchet's book: "Furthermore, their interest is primarily in the broader aspects of behavior, and they consequently tend to rely more heavily on clinical data than on laboratory facts in their attempts to elucidate the basic nature of personality and perception" (Samelson, 1942, p. 422).

Finally, in 1932, Mouchet was the Argentine contributor, a sort of associate editor, to the celebrated third volume of the *Psychological Register*, edited by Carl Murchison (1887–1961). The book represented the greatest systematic effort up to that moment in the elaboration of an international

directory of psychologists and the compilation of the psychological bibliography in a truly international perspective (Murchison, 1932). This again highlighted the international recognition achieved by Mouchet, even if the New Haven congress had facilitated Murchison's meeting with Mouchet (Benjamin & Barker, 2012). Indeed, to put Mouchet's stature in perspective, it is worth noting those who played the same role as Mouchet in Argentina: Henri Pieron (1881–1964) in France, David Katz (1884–1953) and Kurt Lewin (1890–1947) in Germany, Frederic Bartlett (1886–1969) and Charles Spearman (1863–1945) in England, Albert Michotte (1881–1965) in Belgium, Sante de Sanctis (1862–1935) in Italy, Édouard Claparede (1873–1940) in Switzerland, Karl Bühler (1879–1963) in Austria, and Aleksandr Luria (1902–1977) in the Soviet Union, among others (Murchison, 1932).

Mouchet also practiced clinical psychiatry, both in his private practice, located at the charming 1159 Callao Avenue, in the heart of the sophisticated *Barrio Norte* (Northern Neighborhood) in Buenos Aires city, and in the neuropsychiatry clinic in Temperley, a suburb half an hour away from Buenos Aires, which he also directed (Mouchet, 1966). At the same time, he participated in the activities of the Socialist Party. His concern for the *social question* was shared by other intellectuals in those years, such as Enrique del Valle Iberlucea (1877–1921) or Alfredo Palacios (1878–1965) and had begun in his student years (Graciano, 2015). He was a national deputy for two periods, 1932–1934 and 1934–1938. His parliamentary activity was mainly directed towards educational and university issues. His first draft bill established the system for the appointment of secondary school teachers on the basis of their record. He also proposed a bill establishing the representation of elementary teachers on the board at the Consejo Nacional de Educación (National Education Council) and an organic law on physical education. Likewise, a draft university law drafted jointly with Alfredo Palacios and a draft for the creation of the National Council of Technical Education (Foradori, 1941). He also presented

draft bills related to health and children. These included a draft bill against leprosy, a draft bill creating the Institute of Paralysis and another one establishing the inspection of clinic devoted to mental illness. His last draft bill promoted the creation of the National Children's Department (Foradori, 1941).

Mouchet acknowledged his debt to Horacio Piñero and above all to José Ingenieros (1877–1925), of whom he considered himself a disciple (Mouchet & Palcos, 1925). His references to authors such as Théodule-Armand Ribot (1839–1916) and Georges Dumas (1866–1946) were constant, but also to Bergson (1859–1941), Scheler (1874–1928), von Uexküll (1864–1944), Köhler (1887–1967), or even Freud (1856–1939). Such a broad scope was not only due to an undoubtedly encyclopedic conception but also to an effort of synthesis in the domains of psychology in which he specialized: the phenomena of emotion, the perception of obstacles in the blind, vital feeling, and some psychopathological phenomena such as depersonalization, derealization, and language disorders. On the other hand, Mouchet was a central organizer of various institutions of psychology over several decades.

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- ▶ Ardila, Rubén
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- ▶ Dumas, Georges
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- ▶ Palacios, Alfredo Lorenzo
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Moura, Maria Lacerda de

Born *Manhuaçu, (Minas Gerais, Brazil), 16 May 1887*

Died *Rio de Janeiro, (Brazil), 20 March 1945*

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Keywords

Brazil · Experimental psychology · Tests · Childhood · Education

Maria Lacerda de Moura is widely recognized in studies approaching the history of feminism and anarchism but she is still a poorly known character in the fields of psychology and education, in which she engaged as a teacher, a researcher, and author.

In 1904, she completed the graduation at the *Escola Normal* of Barbacena in Minas Gerais state – a second grade teacher-training school –

where she became a teacher and taught from 1908 on. Bearing a spiritist and anticlerical background, she gradually built up a public role as a social reformer and defender of female causes, including the right to vote. She had an outstanding participation in the foundation of the Barbacena League Against Illiteracy, a mother's milk bank and a village for the city's low-income inhabitants.

She worked for 11 years at the *Escola Normal* of Barbacena, teaching, researching, and writing works on teacher training. In lockstep with the debates of her time, which were sponsored by republicans, Maria Lacerda de Moura attributed to the school the role of promoting social democratization, through the universalization of education. In order to accomplish it, education should be based on scientific principles that would guarantee its efficiency. She taught pedagogy and hygiene and was the head-chief of the Pedagogium, an institution attached to the *Escola Normal* focused on the students' teaching practice. In order to expand her performance, she developed studies and works aiming to divulge the scientific principles of education. She focused on the spreading of the most recent productions of psychology, understood as a science that renews education. Such productions were marked by a transition between a physiological psychology and the construction of a theory of psychic functions, to be applied in education. In her works, Maria Lacerda de Moura defended the investigation of students' psychological diversities, according to their ages, identifying individual differences and organizing classes according to children's learning abilities. Her studies were based on the understanding of the physiological and mental functions of childhood, approaching, at first, the sensations, perceptions, and attention, in order to come, later on, to conclusions on their derivatives: learning, motivation, and social influences, called higher mental functions.

She argued that nature and experience would be sources of learning in childhood, advocating the use of experimentation, observation, and other scientific methods in the development of an active education for the child. Maria Lacerda de Moura placed greater emphasis on psychology, signaling

the primacy of this science for the constitution of scientific pedagogy: "it is the psychological science applied to the art of education" (de Moura, 1925, p. 19). The importance of psychology for pedagogy lay in the fact that this science offers the teacher procedures of experience and methodology capable of revealing data about the students and, consequently, making it possible to ponder educational actions based on the children themselves, from their physical and mental state. Maria Lacerda de Moura emphasized that, far from being abstract and analytical, the psychology applied to education should be alive and concrete, since it was grounded on the child's own life and actions (Guimarães, 2020). Experimental psychology would help to gather data about the senses and physical and mental development. For the author, the teacher should not only master psychological knowledge, but also act as a researcher in the classroom. Thus, in 1919, Maria Lacerda de Moura wrote a project of experimental psychology applied to pedagogy, which was submitted to the state government's appreciation, remarked as the first attempt to use tests in schools in Minas Gerais. In this project, she demanded to carry out experiments focusing on tests and observation of students at schools in the city. The project was under analysis for almost 2 years, facing resistance from the state's educational authorities. When finally approved in 1921, Maria Lacerda had already left the institution. It ought to be underlined that, at the time she wrote the project, such studies were recent and still incipient in their dissemination, which highlights the pioneering spirit of her initiative.

Leaving the *Escola Normal* was a consequence of her gradual withdrawal from education. In a context of political and social unrest, with the growth of anarchist and communist parties in Brazil, Maria Lacerda de Moura radicalized her political positions, distancing herself from a republican view of belief in the reformist role of education, toward a revolutionary perspective, founded on the anarchist ideology. Facing hostilities in Barbacena and willing to get closer to social movements, she moved to São Paulo in 1921, when she actively participated in several

feminist and union movements (Leite, 1984), establishing herself as an important political leader. Her libertarian ideals led her to settle in an anarchist community in Guararema (SP), a period during which she developed intense intellectual production. More than 15 of her works were published. She wrote articles and addressed lectures not only in Brazil, but also in other countries, such as Argentina, Uruguay, and Spain.

Her production was extensive and diverse, reflecting the changes in her trajectory. Her books and articles approached the psychology applied to childhood and women and the defense of feminism. As Maria Lacerda de Moura herself stated in her first published book: “All my ideas gravitate towards women and children. And this book will be an introduction to other books that I have been writing for a few years, and that will deal more widely with the problem of education, child psychology, female psychology” (de Moura, 1918, p. 6). Some of these titles, especially those defending feminism, have been translated and published abroad.

Maria Lacerda de Moura died at the age of 57, in Rio de Janeiro. Her contribution to psychology was made not only for Brazil, but for all the countries in which her works were divulged, especially in Latin American countries.

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Muñoz Vázquez, Marya

Born on May 5, 1944, in Santurce, Puerto Rico (PR).

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Keywords

Puerto Rico · Social-community psychology · Gender issues and divorce

Dr. Marya Muñoz Vázquez has challenged long-held conceptions in psychology during more than 30 years. Her intellectual contributions have impacted the clinical and social-community research areas. Her mother, Beatriz Vázquez Berríos, was an educator with a master’s degree in Preschool Education, who worked in the Head Start Program. Her father, Luis Muñoz Rivera, was accountant, lawyer, senator from 1960 to 1968, and member of the Constituent Assembly of Puerto Rico, a group who wrote the Constitution of Puerto Rico in 1952.

Dr. Marya Muñoz Vázquez graduated from the University of Puerto Rico High School in 1961. In 1965 she earned her BA in Psychology, at the University of Puerto Rico, Río Piedras Campus

(UPR-RP). She got married in 1963 and had a child, Miguel Valcourt Muñoz. Since 2001, she shared her life, dreams, and love with Octavio J. Santi Figueroa until he passed away in March 2019. Her first jobs were as a teacher in Head Start and at her *alma mater* University High School. In 1974 she earned her master's degree, MA, in Psychology at the University of Puerto Rico and finished a doctorate degree in Counseling Psychology at the University of Missouri in 1978. She was hired by UPR-RP as professor at the Department of Psychology, Social-Community Program. From 1978 to 1997, she taught graduate and undergraduate courses, supervised theses and dissertations, mentored students, and did research in social issues.

Dr. Muñoz Vázquez's most powerful contributions to the field were in gender relations, small group processes, and dominant social standards. She coauthored a book with Dr. Edwin Fernández Bauzó, which revealed and revolted the social meaning of divorce, provoking enormous interest in the press and media, government agencies, and interest groups in Puerto Rico. They argued that divorce – in the US American society – is characterized as an individual event, as a failure of the people involved, due to the absence of the social meaning of marriage in today's society, meaning that we begin to understand when discovering the difficulties that men and women face in their relationships. They proposed that divorce is a product of the conditions that arise from the intersection between the specific form of family organization that frames the relationships of the spouses (patriarchy) and the socioeconomic conditions that they face and that are the result of the economic organization. The components of patriarchy – division of labor by sex, the authority of the husband, and man's sense of ownership over the woman – affect the male-female relationship. The authors concluded that divorce is not a failure of the couple, but rather a form of resistance – albeit absent from social reflection – which reflects the need to transform structures of oppression and subordination to make way for fairer and more egalitarian and solidaristic relationships. Ignacio Martín Baró invited her to publish about

divorce and its theoretical explanations in a journal published by the Central American University José Simeón Cañas, in El Salvador.

Another important contribution to the field of Dr. Marya Muñoz-Vázquez was to make visible the relation between Community Psychology and the social movements in topics such as power, power of women, community organization, action research, and empowerment, all of which should be analyzed within the vision of Social Movements. She wrote and spoke about community struggles and the power of women in social movements and politics. About these issues, she says: "I argued that the feminist movement has, like other social movements such as the student movement, a multi-class character. Due to this, it faces the difficulty of articulating common objectives between what are sectors with different class interests despite going through common experiences of oppression due to their gender condition. There is no feminism but several and different approaches to the oppression of women and the strategies to follow" (M. Muñoz Vázquez, Personal communication, June 16, 2020). In 1989, Dr. Marya Muñoz edited a book about state brutality and recognized the role of psychology in the structural violence of the state against a woman political prisoner.

As Dr. Marya Muñoz Vázquez has discussed, the intersection between social class and gender oppression brought the need to reflect on the forms of collaborative research by social researchers that can contribute to women's community struggles. In 1988, she wrote an important paper about occupational and environmental health. She continued her work on some of these links through collaboration projects about environmental and health struggles with broad participation of women. The agenda was dictated by the needs of women in the struggles and approaches of Community Psychology with a group of women workers in the clothing industry who were affected by gas emissions entering their workplaces. The toxic gasses affected hundreds of women, which led to medical diagnosis such as rhinitis, peripheral neuropathy, conjunctivitis, and memory, coordination, and concentration

problems. With the contribution of social, clinical, and neuropsychologists, the effects of the toxic gases on the workers' health were demonstrated: the gases were affecting the functioning of their central nervous system. The knowledge derived from these women's struggles for their health and well-being and their organization and strong collaborative leadership were recognized in the intersection of gender, community struggles, and environmental movement. Dr. Muñoz Vázquez was invited to discuss these issues at US Hunter College, at the Center for the Study of Women and Society, City University of New York in 1991, the Eco '92 World Conference in Brazil, and, in 1995, 3rd World Conference on Chinese Women.

Dr. Muñoz Vázquez's passion for small group work and group dynamics brought her to be a trainer from 1976 to 1984 with the National Training Laboratories Institute in the United States, an institute where the method of education based on experience was developed.

Dr. Muñoz addressed sound positions on topics of sexual harassment, women sexuality, community sources of knowledge, families in public housing and their legal rights, and domestic violence. In 1989 she coauthored a study on female sexuality. She also conducted academic work on racism with colleagues which included the Puerto Rican Civil Rights Commission. In 1994–1995 she was a designated member to the Commission to Study Gender Bias in the Courts to analyze discrimination by gender biases in the Puerto Rican court system, producing a report that was published by the Supreme Court in 1995.

In 1989, the Puerto Rico Psychology Association named her Psychologist of the Year.

Since her retirement in 1997, she has been very active as a consultant, educator, and researcher on topics such as domestic violence, group dynamics, and women's health, among others. She was advisor to the Social Summit, a group that brought together different sectors of civil society to analyze issues such as globalization of the economy, environmental issues, work, and health, among others. Her ongoing community work with the group *Collective Ideologies and Experiences of the Genders* and her insights on local politics keep her writing and publishing (2011).

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- ▶ [Martín-Baró, José Ignacio](#)

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Mussolini, Gioconda

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Keywords

Brazil · Social psychology · Creation of a psychology society

The daughter of an Italian immigrant father and a Brazilian mother, Gioconda Mussolini attended primary school at Regente Feijó School and Brás Model School in the city of São Paulo between 1922 and 1926. She entered Padre Anchieta Normal School in 1929, where she earned the title of Primary School Teacher. As a complement to this training, between 1933 and 1934, Mussolini completed the Continuing Education Program for Primary School Teachers at Caetano de Campos Institute of Education, popularly known as “Escola da Praça” [School of the Square] due to its location in Republic Square. This course was equivalent to the first 2 years of the Pedagogy Program of the School of Philosophy.

At the normal school, the study of psychology was both theoretical and practical. Procedures were performed in a laboratory where future teachers had access to psychometric, anthropometric, electrical, and sensation- and memory-related instruments and devices (Centofanti, 2006) to physically and mentally examine their students.

In 1934, when the University of São Paulo (USP) was founded and the Institute of Education was incorporated, Mussolini worked as a teacher in São Paulo schools and as a researcher of *The Standard of Living of Workers in São Paulo* project, a study coordinated by Horace Davis (1898–1999). In the following year, she enrolled as a student in the Political and Social Sciences Program of the School of Philosophy, Sciences,

and Arts (abbreviated as FFCL in Portuguese). As an employee of the Municipal Department of Culture of São Paulo, she participated in studies titled *The Standard of Living of Garbagemen in São Paulo* and *Philanthropic Care in the City of São Paulo* conducted by Samuel Lowrie (1894–1975) and Bruno Rudolfer (1894–1942) as well as by professors from the Free School of Sociology and Politics of São Paulo (abbreviated as ELSP in Portuguese), which is currently the Sociology and Politics Foundation School of São Paulo (abbreviated as FESPSP in Portuguese).

Considered milestones in the development of sociology in the country, the two studies on the standard of living of workers contributed to the combination of theoretical knowledge with empirical research and to making such knowledge applied, as the results were used for the implementation of a minimum wage in the country (Del Vecchio & Diéguez, 2009). Both studies reflected the purpose of the founding of the ELSP, which was to study problems of the Brazilian context by reorganizing the country’s economy and politics (ELSP, 1942) according to the expectations of São Paulo elite who drove the creation of the FFCL (Candido, 1996). This political context of scientific production responding to the demands of Brazilian society was shared among various social sciences and humanities disciplines, which led to an invitation for European professors to come to the FFCL and, primarily, for American professors to come to the ELSP.

According to Ciacchi (2015), these intellectual and social conditions helped awaken in Mussolini an interest in a teaching career in higher education. With the completion of her degree and as a graduate, in 1938 she initially joined the Center for Social Research and Documentation as a member and then became a teaching assistant and sociology chair I at the FFCL/USP. In 1944, Mussolini was commissioned to the anthropology chair of the same school, assuming the roles of graduate teaching assistant and first and second assistant. In this position, she taught a course titled *Introduction to Anthropology with an Emphasis on Personality and Cultural Problems* offered through the Psychology Program (Bosi, 1994).

Given the prestige of psychology at the time and with the goal to contribute to the development of psychology as a form of scientific knowledge and professional practice, in 1945, the Society of Psychology of São Paulo, currently the Psychology Association of São Paulo (abbreviated as APSP in Portuguese), was created. This institution served as a space in which those interested in psychology and related disciplines such as anthropology, ethnography, and physiology (Morais & Witter, 1996) could participate in lectures and courses. Mussolini, a founding member of the society, presented a discussion of racial and national stereotypes in 1949 and of anthropological methods of personality research in 1954. At other institutions, as part of an *adolescent psychology* extension course, she addressed topics such as childhood, adolescence, education, and the initiation rites of aboriginal peoples.

Mussolini's participation in these events was connected to her studies and research, which, despite being considered from the anthropological field, combined knowledge from various sciences such as history, geography, sociology, and psychology. This connection is evident from Mussolini's master's thesis and from her publications related to fishing, in which she analyzes social groups based on individuals' regulation of emotions, ideas, and feelings, demonstrating her understanding of psychology as a social discipline and as a study of personality and culture and contributing to the development of social psychology throughout her training and professional practice (Goes, 2016).

Mussolini's intellectual production was marked by her commitment to social issues and to the construction of scientific knowledge in Brazil. She was sensitive, restless, and driven with a demanding mental life and a taste for debating books and ideas (Candido, 1980). When Mussolini's students remember her, they speak with affection about her enthusiasm for her classes, and they recall not wanting her classes to end so that they could continue listening to and discussing the ideas she presented (E. Bosi, electronic mail, May 31, 2014).

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Mustaca, Alba Elisabeth

Born *Buenos Aires, July, 9, 1943*

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Keywords

Argentina · Experimental psychology · Comparative psychology · Founding member of laboratories and scientific societies

Dr. Alba Mustaca was initially trained at the School of Social Assistants of the Facultad de Derecho y Ciencias Sociales (Faculty of Law and Social Sciences, UBA), obtaining her degree in 1965. She then graduated as a Licenciada en Psicología (A person with a degree in psychology)

in 1972 from the Facultad de Psicología (Faculty of Psychology, UBA). Finally, she obtained her Doctor of Psychology degree from the Universidad Nacional de San Luis (National University of San Luis), Argentina, in 2001, whose dissertation was entitled *Frustración: Efectos inmunológicos y agonísticos* (Frustration: Immunological and agonistic effects). She received several awards, including the “Rubén Ardila Award for Scientific Research in Psychology in 2005” (this Award is granted by the Fundación para el Avance de la Psicología –Foundation for the Advancement of Psychology).

Dr. Mustaca has contributed to establishing an area that was vacant in Argentina, experimental psychology in general (and comparative psychology in particular) as a field of specialization for professionals in psychology. She had a leading role in the development of this area of study at the Faculty of Psychology (UBA) since the beginning of the 1980s, being in charge of the undergraduate courses on Methodology of Psychological Research, General Psychology, Introduction to the Psychology of Learning and Analysis and Modification of Behavior until the end of the 2000s.

During the 1980s, she also worked as visiting professor of comparative animal physiology (Comparative Psychology section) in the Department of Biology of the Facultad de Ciencias Exactas y Naturales (Faculty of Exact and Natural Sciences, UBA) and participated in the Training Seminars in Behavioral Sciences that were organized in the vivarium of that faculty.

Throughout her career, she has given several undergraduate and graduate courses in other institutions in the country, as well as abroad, such as the Universidad Nacional de Colombia (National University of Colombia) or the Universidad Autónoma del Perú (Autonomous University of Peru). Currently, she works as professor-researcher and permanent professor of the Integration Seminar-Workshop and the Thesis Workshop of the Facultad de Psicología y Relaciones Humanas (Faculty of Psychology and Human Relations) at the Universidad Abierta Interamericana (UAI; Interamerican Open University).

In her research area, she created the Laboratorio de Psicología Experimental y Aplicada (Laboratory of Experimental and Applied Psychology, PSEA) at the Instituto de Investigaciones Médicas (Institute of Medical Research, IDIM) dependent on both the UBA and the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council of Scientific and Technological Research, CONICET) in 1993, which she directed until 2014. From this laboratory, she promoted the scientific study of animal behavior in the field of psychology, becoming a place of reference for those students or psychologists interested in experimental training. The backbone of her research was the psychology of learning and particularly the phenomenon of frustration, understood as the reaction that occurs when events negatively contradict the expectancies that an individual has formed. She studied this phenomenon in animal models through the Successive Negative Contrast procedure, in which subjects experience an unexpected devaluation or omission of a reinforcer. In this framework, she has conducted studies with various species, including humans, although most of her work was carried out on rats (e.g., Pellegrini et al., 2004).

Numerous lines of research were developed around the analysis of this phenomenon, among them, the relationship of frustration with relevant social behaviors such as aggression and sexual behavior, the ontogenetic development of this phenomenon, evaluating it both in infant as well as old rats, and the investigation of the impact of other experiences such as exposure to novel stimuli, isolation, and early stress. Many of her works also included the evaluation of the physiological correlates of frustration, especially through the measurement of the effect that some drugs produced on it (e.g., the measurement of the effects of alcohol, anxiolytic drugs, and memory-modulator drugs; see Bentosela et al., 2006; Ruetti et al., 2014; Suárez et al., 2014, among others). Likewise, she analyzed the impact of frustration on health, venturing into the area of psychoneuroimmunology. Finally, throughout these years and even today, her contributions have been extended to the study of human behavior, with special emphasis on the evaluation of frustration and emotional regulation processes in children and

adults, as well as the study of effectiveness of various interventions for behavior modification.

The development of these lines of research was accompanied by the establishment of collaborations with numerous researchers, not only in the field of psychology but also in many other disciplines. This exchange expanded beyond the local sphere, including researchers from abroad, both from Latin America and the United States (e.g., Mustaca et al., 1991; Papini et al., 1988) and Spain (e.g., Cuenya et al., 2012).

Regarding the training of human resources, she was director of several doctoral and master's theses, as well as undergraduate theses at different national universities. In turn, she directed several fellows and researchers at CONICET.

Her scientific production includes the publication of numerous books and book chapters, more than 150 scientific articles in national and international journals of her specialty, and more than 300 communications and talks at conferences (both in the country and abroad).

Finally, Dr. Mustaca is a founding member of the Asociación Argentina de Ciencias del Comportamiento (Argentine Association of Behavioral Sciences, AACC), a very influential society dedicated since 1987 to the promotion of the scientific study of psychology and National Member of the International Union of Psychological Science –IUPsyS – for Argentina. Likewise, Dr. Mustaca is a member of several regional scientific societies, such as the Interamerican Society of Psychology (since 1992). On the other hand, she has also participated in the editorial board of various scientific journals in the area at local and regional level. In this way, Dr. Mustaca's activity has promoted and contributed globally to the integration of local researchers in the discipline with their Latin American specialist peers.

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- ▶ [Cortada de Kohan, Nuria](#)
- ▶ [Duarte, Dionisio Anibal](#)
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Mutis, José Celestino

Born *Cádiz, (Spain), 6 April 1732*

Died *Santa Fe de Bogotá, (New Granada), 11 September 1808*

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Keywords

New Kingdom of Granada · Royal Botanical Expedition · Botany · Ants

José Celestino Bruno Mutis y Bosio was born into the large family of Julian Mutis (1700–1775), bookseller by profession, and Gregoria Bosio (1705–1774). At the time of his birth, Cadiz was an important port of departure and arrival of ships traveling to the New World, so it is not surprising that José Celestino thought of overseas as a personal destination (De Hoyos Sainz, 1949).

After completing his studies in grammar and philosophy at the Jesuit College in Cadiz (1749), during which he already showed interest in the natural sciences, Mutis entered the Royal College of Surgery in Cadiz. However, without a clear explanation, he traveled to Seville in October 1750 to study philosophy and medicine. In 1753 he graduated with a Bachelor of Philosophy and shortly after as a Bachelor of Medicine. During this period of studies, he became interested in botany, which he combined with his studies in philosophy and medicine. Having practiced medicine in his hometown between 1753 and 1757, he traveled to Madrid, where he obtained the title of doctor-surgeon. During this period, Mutis studied and embraced the classificatory system of Carl von Linnaeus (1707–1778), which competed with the system accepted in Spain by the Frenchman Joseph Pitton de Tournefort (1656–1708). Linnaeus system became Mutis' working guide in America and was the basis of a long relationship with the famous Swedish naturalist (De Hoyos Sainz, 1949).

After obtaining his degree, Mutis remained in Madrid, where he taught anatomy as a temporary substitute. In September 1760, he traveled to America as a personal physician to the Viceroy-elect Pedro Messía de la Cerda (1700–1783). They arrived in Santa Fe de Bogotá on February 24, 1761, where he began to combine his work as a physician with his interest in botany and other sciences (De Hoyos Sainz, 1949).

The Bourbon reforms during the eighteenth century sought to modernize the administrative and social functioning of the Spanish colonies in America since they were considered out of control and unproductive for the Crown. Apart from institutional (e.g., creation of new administrative institutions), fiscal (e.g., increasing taxes and the tax base), and moral (e.g., ensuring religious control of daily life) measures, other social reforms took place in the second half of the eighteenth century. Among them, an increase in the State's participation in the population's health, including the distribution of water, the sanitation of spaces and the cleaning of cities, the displacement of cemeteries, different management of the sick, and the general adequacy of hospitals. Mutis assumed hygienist tasks, formulating a public hygiene policy in the viceroyalty, advising governors to resolve public health crises, enlightening the public in this matter, and performing practical tasks in the control of several diseases, including the primary epidemic disease of the time: smallpox. In the 1782 epidemic, Mutis played a central role as supervisor of an inoculation program and author of a set of recommendations for its correct application (Alzate, 1999).

The reforms also provided an opportunity for the Enlightenment of the colonies, leading to science development and changes in education and society's relationship with knowledge. In this context, Mutis and many others developed his scientific interests, always linked to the value of science as something useful for the Crown. He was a naturalist in a broad sense. He had sufficient knowledge of mathematics to offer a course on the subject in 1762 at the Colegio Mayor de Nuestra Señora del Rosario. He considered mathematics as the foundation of science and technology and promoted its teaching in all educational

contexts. He is credited with introducing Copernican cosmology and Newtonian physics in America; he published writings and gave lessons by invitation at the Colegio Máximo de la Compañía de Jesús in Santafé. This aroused the indignation of the Dominican fathers, who were against the ideas of Copernicus and considered Mutis' actions as part of a movement that threatened their privileges to grant degrees after the expulsion of the Jesuits in 1767; they initiated a process against him before the Inquisition, which prospered in favor of Mutis (De Hoyos Sainz, 1949).

Just 2 years earlier, in 1772, he had been ordained a priest, which, apart from satisfying his religious convictions, offered him the social status, security, and independence to pursue his interests and influence in the New Granada society. It was not unusual at the time for scientists to have a profession from which to survive and devote their energies and efforts to their true vocation in the study of nature. Thus, Mutis was a philosopher, a physician, a priest, and a naturalist, in a broad sense.

Mutis' contributions to the knowledge of botany are widely recognized and have constituted the central aspect of his identity as a scientist. Inspired by his scientific exchange with Carl von Linnæus, he carried out a systematic work of collection and illustration of the flora of the New Kingdom of Granada. He repeatedly proposed to the Crown and directed, from its foundation until his death, the Royal Botanical Expedition of the New Kingdom of Granada (1783–1816), which collected, documented, and organized some 20,000 samples of plants and 7000 animals. Among the justifications put forward by Mutis in his request to the Crown for the approval and financing of the Botanical Expedition, the idea of public utility (read "for the Kingdom") plays a central role and responds perfectly to the sense of the Bourbon reforms. His botanical discoveries include the tea of Bogota, the herb guaco, ipecacuanha, and especially multiple species of cinchona or quinine. His great work, the Flora of the New Kingdom of Granada, lasted for a quarter of a century.

Within the framework of the Botanical Expedition, the Astronomical Observatory was built, which Mutis was to commission with “Francisco José de Caldas” (1778–1816); in addition to the latter, he also hired a series of collaborators, including drafters, assistants, and naturalists of diverse specialties. Among them were Eloy Valenzuela (1756–1834), Pablo Antonio García del Campo (1744–1814), Pedro Caballero (1732–1796), Pedro Fermín de Vargas (1762–1811), Fray Diego García (1745–1794), Salvador Rizo (1760–1816), Francisco Javier Matiz (1774–1851), Jorge Tadeo Lozano (1771–1816), Francisco Antonio Zea (1766–1822), Sinfonso Mutis (1773–1822), Francisco Javier Zabaraín, José Cándamo, José María Cabal (1767–1816), Enrique Umaña (1771–1854), and others. The pictorial work of the Botanical Expedition has been awe-inspiring. That aspect of the Expedition most clearly demonstrated its value to the representatives of the empire, especially considering the slow pace of the written works. While his team produced some 500 detailed descriptions of plants, the team of draftsmen produced some 6700 illustrations. Images were central to colonial science’s observational and representational functions, and in this, the Botanical Expedition was unparalleled. In addition, the images served as a currency of exchange for funding, books, and as a reference for epistolary exchange with prominent naturalists, mainly in Europe (Bleichmar, 2009). The illustrated work of the Botanical Expedition is preserved in the Royal Botanical Garden of Madrid and other institutions, where it was sent in 104 crates during the attempt of Spanish pacification in the period of Independence in 1817.

Being a physician by profession, Mutis had interests in public health (as already mentioned) and physiology, an area in which he conducted a series of experiments on the “irritability” and “sensitivity” of animal tissues, using three dogs and a frog (Mutis, 1760). The strategy was to verify the tissue response and the manifest pain, produced by mechanical stimulation or by the spirit of vitriol (sulfuric acid), in the animal’s internal organs, the brain, and the extremities.

His purpose was to verify the doctrines of Albrecht von Haller (1708–1777), considered the father of modern physiology, who had put forward the differentiation between irritability and sensibility as immanent forces, disputing the doctrine of animal spirits as the source of movement and action.

A little-known aspect of José Celestino Mutis’ naturalistic work is his interest in ants. Between 1777 and 1783, Mutis was commissioned by the viceroy to manage the gold, silver, and copper mine at Cerro El Sapo in Tolima. Like a previous venture supervising the Montuosa Baja mine in Santander in 1766, this venture proved unproductive, despite his efforts to modernize the extraction technique. There Mutis devoted all the time he could to naturalistic observation and described 420 species of plants, more than 80 species of animals, and 24 species of ants. Apart from his records, he made many observations on their natural history (Hernández de Alba, 1983a, 1983b) and of particular interest to the behavioral sciences (and naturally to myrmecology), for which he is just beginning to be recognized. Carl von Linnaeus hinted at Mutis’ interest in studying ants. It was taken with such seriousness that many papers resulted from this work, totaling two volumes, which he sent to Linnaeus and which were unfortunately lost. However, the extraordinary documentary recovery effort of Guillermo Hernández de Alba has allowed experts to access a part of the memories of his dedicated work on ants. It includes valuable and novel behavioral observations of interest to zoologists and animal behavior studies (Fernández & Wilson, 2008; Wilson & Gómez Durán, 2010). In addition to his observations of ants, he also reported observations on termites, bees, wasps, beetles, bedbugs, crickets, flies, butterflies, and moths and promoted zoological records in the Botanical Expedition, especially by Fray Diego García, Jorge Tadeo Lozano, and Francisco José de Caldas (Amat-García & Agudelo-Zamora, 2020).

Mutis studied nature, making important discoveries, as is increasingly suggested by studies of his work available in the royal archives. He is increasingly better recognized as one of the most influential scientists of the eighteenth century and

generally of the colonial period in the Americas (see Wilson & Gómez Durán, 2010; Wulff, 2016).

José Celestino Mutis is known primarily as a botanist, the creator and director of the Royal Botanical Expedition, which was perhaps the most significant scientific enterprise in Spanish-dependent colonial America. He has been the subject of study by historians of science in recent decades for several reasons. First, he received little recognition for his work in Spain until well into the twentieth century, despite being considered the most important scientist during the colony in his adopted country. Second, his stature as a scientist was acknowledged by other universal naturalists and scientists such as Carl von Linnæus, Alexander von Humboldt (1769–1859), Aimé Bonpland (1773–1858), Luis Née (1735–1807), Antonio José de Cavanilles (1745–1804), Carl Peter Thunberg (1743–1828), Pehr Jonas Bergius (1730–1790), Jacques Julien Houtou de La Billardière (1755–1834), and many others who in their epistolary and personal exchange with Mutis gave an account of it (De Hoyos Sainz, 1949; Hernández de Alba, 1949). The historical study of these figures has made the figure of Mutis more than evident and inalienable. For example, it is well known that Humboldt and Bonpland's visit to Santafé in 1801 was mainly motivated by meeting Mutis, whom they considered by far the most relevant naturalist in America (Von Hagen, 1946/2008; Wulff, 2016, pp. 77–78). Third, his largely unpublished work has been “rediscovered” in the twentieth century thanks to a search project in historical archives and the Royal Botanical Garden of Madrid, where thousands of the Botanical Expedition's documents and plates rest. Their value only grows with the dramatic change in flora and fauna of the America that Mutis explored. Finally, the growing access to archives worldwide has made it possible to identify previously ignored relationships and connections that clarify the value of his work and that of other Spanish and Creole scientists in colonial America.

Mutis died in Santafé de Bogotá, where he lived and worked for almost half a century. His collaborators continued his work for a time, but this work was interrupted by the independence

movement in America. They became the prominent leaders of the liberation rebellion in the colonies of New Granada after the death of the master. Many of them were executed or exiled during the period of reconquest in 1816. However, in all cases, their commitment to the new nation and freedom has been attributed to the formative value of the Enlightenment, of which José Celestino Mutis is considered its most vivid representative in the New Granada colony.

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N

Nadelsticher Mitrani, Abraham

Born *in Mexico City, on May 23, 1955*

Died *in Mexico City, on March 10, 2002*

Graciela Lorena Matus García
Iberoamerican University, Mexico, Mexico

Keywords

México · Statistics · Marketing Research

Abraham Nadelsticher, better known by his nickname “Bumy,” studied Social Psychology at the Universidad Autónoma Metropolitana-Iztapalapa (Autonomous Metropolitan University-Iztapalapa) (UAM-I), 1970–1974, being part of the first generation at the University. His thesis was the first to be registered at the UAM, with the title “Cooperation and competition for sex and communication with the prisoner’s dilemma game” (Nadelsticher, 1978). He was a nature researcher in such a way that during the last semesters of his career, he ended up taking the professor role of the most advanced topics since there was no one with the knowledge of the subject available for classes and giving classes to his own classmates.

He studied a postgraduate degree in Social Psychology at the Universidad Nacional Autónoma de México (National Autonomous

University of Mexico) (UNAM, 1974–1976), and while studying, he was invited to participate in a well-known researcher team including Rolando Díaz Loving (born 1954) and Susan Pick (born 1952). He started giving several seminars and conferences at the UNAM. He did not complete the postgraduate degree but got immersed into research.

At the same time, he decided to study Physics (because he was an Albert Einstein passionate) and Philosophy while in the UNAM and was invited to seminars on these topics as well. He studied chess participating in many international competitions, where he traveled to Japan representing Mexico’s team in global tournaments. He also studied magic and was fascinated with this topic.

He worked at the Instituto Nacional de Ciencias Penales (National Institute of Criminal Sciences) (INACIPE, 1976–1985) as a researcher, giving seminars and courses to postgraduate students (Del Pont & Nadelsticher, 1981; Cosacov et al., 1983; Nadelsticher, 1983; Gorenc & Nadelsticher, 1985).

He was a professor in Psychology and Statistics at the Universidad Iberoamericana (Iberoamerican University) (IBERO, 1974–1980) (Matus, 2020) and UAM (1974–1990) (Nadelsticher, 1984; Nadelsticher, 1985; Díaz-Loving et al., 1986), his alma mater.

His first job related to Marketing Research was when he formed part of Publicidad Ferrer

(1984–1986). After this experience, he decided to embrace Marketing Research for the rest of his life, always complementing with many other topics (Judaism, Cabala, Astronomy, etc.).

He was the founder of three Marketing Research companies in México, Mexican Association of Market Intelligence Agencies (AMAI 1992), all of them currently positioned among the top 15 (AMAI Industry Census 2019–2020): (1) marketing group, originally Newell-Nadelsticher, its first market research company together with Juan Newell (1986–1988), (2) Pearson, together with Manuel Barberena (1988–1998) (Nadelsticher, 1997), and (3) BRAIN, with Laura Ruvalcaba (1998 up to date) (Pacurucu et al., 1994), current CEO, and his wife at that time – a Mexican Marketing Research Agency with Latin American scope (1998–2001).

He was founder member of the Asociación Mexicana de Agencias de Inteligencia de Mercado (Mexican Association of Market Intelligence Agencies) (AMAI) and second president of this organization. He was recently named a member of the Hall of Fame of the AMAI. He was representative of the European Society for Opinion and Marketing Research (ESOMAR) in Mexico.

He gave seminars and shared his knowledge through ESOMAR and AMAI to Mexico, Latin America, and Europe.

As he did in many other fields, Marketing Research was not the exception, and he gave many conferences and seminars worldwide. We must summarize his contribution in at least two areas: Social Psychology and Marketing Research Society (in Mexico mainly but also recognized in Europe through ESOMAR).

He was passionate about methods for research and statistics and its application in Psychology. His leadership involved alumni from different institutes, and many were persuaded to dedicate their professional studies in Psychology, thanks to him. He was thesis counselor for many of his students. He was an entrepreneur leadership and specialized in Marketing Research methodologies (Matus, 2019).

He introduced in Mexico many worldwide methodologies such as conjoint analysis by

attending seminars with V. Seenu Srinivasan (1944) as well as DQA (discriminant quadrant analysis); he was emeritus professor in 1969 at the Stanford Graduate School of Business, Stanford University (one of the most important figures in conjoint).

One of his most valuable strengths was about learning and understanding (as autodidact) which allowed him to have a clear vision on how to incorporate formal statistical methods into consumer behavior understanding. Formalizing the researcher “common sense” and making it easy to understand had a strong impact on everyone that work with him.

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Navarro y Santamaría, Juan Nepomuceno

Born in Morelia, Michoacán, Mexico, on May 8, 1823

Died in New York, United States, on September 25, 1904

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World Association for the History of Psychiatry,
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Keywords

Mexico · Psychiatry · Mental health

Juan Nepomuceno Navarro y Santamaría was the son of the lawyer and liberal politician José María Navarro and Guadalupe Sáenz de Santamaría. He lost her mother at an early age.

As a student he was an outstanding pupil at all stages of his academic training. His primary instruction took place in Morelia. When the time for his high school education came, he entered the Colegio Seminario, where he first studied Latinidad and afterward philosophy.

He began with the minor courses, also known as humanities (or grammarians), where he learned to read and translate Latin. Around the age of 11, in 1834, Navarro completed Castilian grammar. He was presented in public, like five other children, and since then he has attracted attention for his intellectual capacity (Rivas 1835, pp. 28–29). In 1835 he also concluded the course in Latin etymology in an outstanding way.

Between 1836 and 1837, he continued with the medium and major (rhetorical) subjects under the guidance of Clemente de Jesús Munguía



(1810–1868). For philosophy, Pelagio Antonio de Labastida y Dávalos (1816–1891) was his professor for 3 years. (AHFM-UNAM, ff. 4–6).

By 1841 he was already in Mexico City taking botany lessons in the garden in charge of Miguel Bustamante and French with Professor Claudio Gen at the Colegio Nacional de Minería (National College of Mining), essential subjects for those interested in obtaining a degree in Medicine, to which he registered on November 9 of the same year. At the end of the first school year (1841–1842), he had an excellent performance throughout the course until the final exam in 1847. Between January 25 and 26, 1847, his dissertation examination took place, obtaining the grade unanimously.

During that time, he was part of the Academia de San Juan de Letrán (San Juan de Letran Academy), founded in 1836 by Guillermo Prieto Pradillo (1818–1897), and others, one of whose purpose was to create a purely Mexican literature, with its own character, and this is confirmed in the publications of the same academy, where Navarro made known his poetic and historical production, descriptions of customs, literary criticism, short novel, and translation.

When he graduated, in early 1847, Mexico was facing a war with the United States. The young doctor Navarro took part in the defense of the nation as a volunteer in the “National Guards.” On August 20, he was captured during the defense of the Convento de Churubusco (Convent of Churubusco), where the attacks of the forces of the American general David E. Twiggs (1790–1862) were resisting. During his captivity he served as a physician. Under these circumstances, Navarro met soldiers such as Ulysses S. Grant (1822–1885), the engineer Robert E. Lee (1807–1870), George B. McClellan (1825–1885), and some other officers like him, whose friendship would continue many years later, during his long residence in the United States (Torres 1894–1896, 1915). After the North American intervention, he was elected deputy to the general congress for the biennium 1848–1849 and re-elected for that of 1850–1851.

With regard to the craft union, he participated in the creation of the Segunda Academia de

Medicina (Second Academy of Medicine) (1851), the most direct antecedent of the current Academia Nacional de Medicina de México (National Academy of Medicine of Mexico); of which he was a partner and where, by the way, he aspired to occupy the position of secretary.

In the second semester of 1850, he competed to obtain the position of deputy of the internal clinic chair, whose ownership was in the hands of Dr. Miguel Francisco Jiménez (1813–1876). That same year, and also by opposition, he became deputy of the external clinic. He earned the ownership of the first in 1852 and of the second in 1857. In 1851 he was appointed Secretary of the Escuela de Medicina de la ciudad de México (School of Medicine of Mexico City), replacing Dr. Rafael Lucio y Nájera (1819–1886).

His work on this campus was decisive; since coinciding that he was also serving as a representative, he supported the opinion that awarded the former convent of San Hipólito property to the Medical School, where he moved that same year, occupying the same place where the oldest hospital for the mentally ill of the American Continent was located (f. 1566–1567).

In his capacity as internal clinic professor, he also had the responsibility of being the director of the aforementioned asylum (1851–1853), which at that time was in lamentable conditions. In the first place, Navarro had it scrupulously cleaned, a circumstance that at the same time suited the image of the school itself; but, in addition, he improved the feeding of the sick and ordered the prohibition of containment instruments that could physically harm the inmates. He placed particular emphasis on the clinical and diagnostic precepts formulated by Adam Raciborski (1809–1871), a French physician of Polish origin. It is important to note that he was the first medically trained Director of a Hospital for the Insane, worth the term, very common at that time. Previously, and after him, it was common for these centers to be directed by an “administrator” and the doctor in charge occupied a secondary level of importance. On the other hand, there is no precedent in Mexico, nor in Latin America, where the students of a School of Medicine had such close contact with mental illnesses and patients with these clinical

conditions; set of circumstances, all of them, that made us propose such events as the starting point of Mexican psychiatry (Campos-Farfán 2006, 2007).

In August 1853 the school was evicted from the building, during the so-called second dictatorship of Antonio López de Santa-Anna (1794–1876) to enable it as a cavalry barracks. Professors and authorities, in a new and definitive attack, managed to raise a little more than 50,000 pesos, according to Flores (1888, p. 107), with which it was possible to buy the old building of the Inquisition, which by then belonged to the Seminario Conciliar de México (Conciliar Seminary of Mexico).

On the instructions of President Benito Juárez (1806–1872), in 1861, and with Dr. Gabino F. Bustamante (1816–1871) as his assistant, Navarro designed the Hospital de Maternidad e Infancia (Maternity and Childhood Hospital). However, he remained interested in the care of the mentally ill, because in the same year, in the company of the Italian doctor Luis Garrone, he paid a visit to the Hospitals of San Hipólito (for men) and El Divino Salvador, or La Canoa (for women), in order to report on “their current state, their funds, their regime and other essential circumstances, proposing the improvements that can be introduced and that science, humanity and civilization demand” (Zarco 1991, p. 353). This inspection paid off, and from then on, the mental healthcare landscape in Mexico changed dramatically. They found the Hospital de San Hipólito very “messy,” as well as the Hospital Real de San Pedro (Royal Hospital of San Pedro), also called the Holy Trinity (which at this time only cared for “insane” priests). Immediately, by Navarro’s indications, Dr. Miguel Alvarado (1820–1896) was appointed as the director of the “hospitals for lunatics,” giving himself the task of reforming such establishments, which he did successfully. Alvarado was the one who suggested that the ancient Hospital de La Santísima be closed, to find that it gave an “extremely poor care to its patients,” same who were transferred to San Hipólito the following year (1862).

Navarro and Garrone were also commissioned so that, in cooperation with the French architect

Enrique Griffon, they would assess the convenience of establishing both hospitals in the former Convento del Carmen (Convent of Carmen), in San Angel, excluding the temple that would continue to serve the Catholic cult. A journalistic note reported that “The San Angel City Council and the main neighbors support this government project, and some well-off people have offered to help with donations to improve the hospitals for lunatics” (The Monitor, p. 2). The project did not materialize, and the hospitals continued until 1910, when their patients were concentrated in the new National Psychiatric Hospital, known as “La Castañeda,” which was inaugurated on September 1, 1910, by the President of Mexico.

As the years passed, Juan N. Navarro’s life became more oriented toward diplomacy. In 1863 he was appointed consul of Mexico in New York, where he remained until his death. On October 24, 1966, the Children’s Psychiatric Hospital “Dr. Juan N. Navarro” opened its doors as the first of its kind in Latin America, in recognition of his work.

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Nazario de Hernández, Miguelina

Born *in 1915 at Guánica, Puerto Rico.*

Died *on June 24, 1989, in San Juan, Puerto Rico.*

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Keywords

Puerto Rico · United States · School
psychology · Psychological measurements

Miguelina Nazario Vega was born at the beginning of the twentieth century at a small town in the southern coast of Puerto Rico. Her father died while she still was a child and she grew up with her mother, Cruz Vega, and an older sister. She studied at the public schools of Guánica and Yauco, where she was known by her insatiable quest for knowledge, her responsibility, and her desire to help others (Roca de Torres, 2006). Hernández is the last name of her second husband, Martín, name she used most of her professional life. At the beginning of her professional life, she used the last name of her first husband, Miguel Ángel Lopategui, and signed Miguelina N. de Lopategui.

After graduating from Yauco High School, she enrolled at the Polytechnic Institute of Puerto

Rico (today Interamerican University of Puerto Rico) in San Germán, where she graduated in 1937 with bachelor's degree in arts (BA) with a concentration in English. With a degree in English, she immediately started teaching this subject in the public schools of Puerto Rico in both the primary and secondary level. Moreover, she started to take courses in the methodology of teaching at the University of Puerto Rico (UPR). Due to her knowledge, interest, and responsibility, she is soon promoted to Principal and School Director.

When Miguelina Nazario de Hernández realized that in order for children to learn English, teachers had to train themselves in the techniques to teach English as a second language, she decided to study a master's degree in this area. In 1944, she moved to New York City, NY, in the United States of America and enrolled in a graduate program in this area at Columbia University, what we can consider a very courageous move for a Puerto Rican girl in this era.

Although she finished her master's degree (MA) in 1946, she was not happy with her academic preparation because she realized that in order for children to learn, their cognitive abilities and psychological adjustment must be evaluated. She transferred to the Educational Psychology Graduate Program at Teacher's College of Columbia University and initiated her doctoral studies. She was unable to finish her doctoral studies at this time because she was offered a position as professor at UPR-RP to contribute to the development of Puerto Rican future teachers. This task was so important to Miguelina Nazario de Hernández that she immediately accepted the challenge.

After a year as a college professor, she accepted a position as psychologist at the Evaluation and Research Division of the government Department of Public Instruction (1951–1954). This Division, led by Pablo Roca de León, was responsible for the development of the first translations and adaptations of intelligence, general abilities, and achievement tests for the Puerto Rican children population. Miguelina Nazario participated actively in the adaptations of the WISC and Stanford-Binet (Roca, 1951 & 1953).

She directed the standardization of Draw a Person Test for children between 5 and 10 years of age ($N = 1322$, 1954). For a couple of years, she also worked as a psychologist at Veteran's Administration Office.

This early experience in developing tests and her previous training as teacher, added to her clinical experiences as psychologist at the Veteran's Administration, led Miguelina Nazario de Hernández to Purdue University at Indiana, to pursue doctoral studies in School Psychology. She graduated in 1957, becoming the first psychologist with a PhD in School Psychology in Puerto Rico (Roca de Torres, 1993–1994; Sumaza Laborde, 2006). Her doctoral dissertation was *Needs and problems of Puerto Rican high school students related to N variables (1957)*. She moved to Chicago for a year to work as a school psychologist in the Chicago Public Education System. Finally, her academic interests – English, Psychology, and Education – were united in her direct work with Puerto Rican children whose parents had migrated to Chicago, Illinois.

In 1958, with her doctorate and experience in the Chicago schools in hand, she returned to Puerto Rico, as psychologist-researcher at the Evaluation and Research Division of the Department of Public Instruction of the Commonwealth of Puerto Rico, where she worked until 1966. In her last 4 years at this office, she was promoted to Director. During these years she devoted her time to a study about Puerto Rican adolescents and developed instruments to survey their needs and problems. She held four patents at the Catalogue Office of Copyrights of the Library of Congress for *Inventario Juvenil, Grados 9–12 (Juvenile Inventory, Grades 9–12)*. She published articles about her research on local and US journals. She became interested in educational research in Puerto Rico, particularly the satisfactions and frustrations of teachers. In 1961, she received a Fulbright Scholarship and went to *Universidad Nacional Simón Bolívar* (Simón Bolívar National University) in Perú as a visiting professor.

In 1966, Dr. Miguelina Nazario de Hernández is offered a teaching position at Interamerican University-Metro as a professor of Psychology. She not only impacts the psychology students

and the curricula offered; she becomes Director of the Psychology Program, Coordinator of Graduate Studies, and, eventually, Dean of the Faculty of Behavior Sciences. She is one of the main organizers of Inter-Metro graduate offerings in School, Counseling and Personnel Psychology. She remains at Inter-Metro around 5 years (1966–1971), but then she returns to Chicago to her roots in School Psychology.

Dr. Miguelina Nazario de Hernández is contracted by the Department of Education of Chicago to be the Director of its Bilingual and Bicultural Psychological Services Office. For 6 years, until 1977 she is responsible of offering adequate psychological services for the bilingual population of Chicago, especially for those students of Puerto Rican roots. During these years she travels intensely in the United States and Canada offering lectures and workshops about the psychological evaluation of minority students and their educational needs. She works in important committees, both state and federal, about these important issues. Most of all, she defends the rights of Puerto Rican children to receive an adequate, valid, and just evaluation and an acceptable educational program just like their North American peers.

In 1977 she returned to Puerto Rico and opened a private practice office with her husband, Martín Hernández, to evaluate and treat Puerto Rican children with learning problems. She also worked as Consultant on Education to the School of Dentistry, UPR-Medical Campus, and to the Department of Public Instruction of the Commonwealth of Puerto Rico. She started to write a book about School Psychology in Puerto Rico. The conclusion of this book was interrupted by her illness and eventual death in 1989. She gave me a couple of chapters of her unfinished manuscript, and I used some of the information she provided, crediting her, to publish an article in *Revista Puertorriqueña de Psicología* and a chapter in a book (Roca de Torres, 1991, 2000).

Dr. Miguelina Nazario de Hernández left a great legacy. We will always remember her quest for adequate, valid, and fair psychological evaluations in bilingual and multicultural contexts and her insistence on developing the maximum

potential of our children. We will always remember that she taught us that all children are able to learn; it is just that as teachers and psychologists, we must find the specific way to evaluate and teach each child according to his or her particular way of learning.

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Neder, Mathilde

Born *Piracicaba, (Brazil), 30 November 1923*

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Federal University of Paraná, Curitiba, Brazil

Keywords

Brazil · Hospital-based psychology · Medical psychology · Brief psychotherapy · Psychosomatics

Mathilde Neder started her undergraduate studies in Pedagogy at the Pontificia Universidade Católica (PUC) (Pontifical Catholic University) of Campinas, in 1943. In the following year, she transferred her studies to the Universidade de São Paulo (USP) (University of São Paulo), where she graduated in 1946. She completed both Educational Psychology (1945–1947) and Clinical Psychology (1955–1956) specializations at USP, in addition to a Clinical Psychology (1954–1956) specialization at the PUC of São Paulo. At USP, she also earned her Master's (1951–1952) and Doctorate (1967–1972) degrees in Clinical Psychology. Between 1991 and 1997, she carried out

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post-doctoral studies in Family Psychotherapy in the United States, Mexico, and Italy.

Between 1952 and 1954, she began collaborating with the Orthopedic and Traumatological Clinic at the Hospital das Clínicas da USP (Clinical Hospital of USP), providing psychological support for children who underwent spine surgery, to promote treatment adherence. To this end, she also worked with the children's families and medical staff. This event marked the beginning of hospital-based psychology in Brazil. In 1957, she started working with patients who suffered from incapacitating physical disabilities at USP's newly created Instituto Nacional de Reabilitação (National Institute of Rehabilitation). To adapt to the needs imposed by the hospital reality, she developed brief psychotherapeutic treatments based on psychoanalysis. At the time, brief psychotherapy was not a common practice in Brazil, and there was no information about it. Mathilde only became aware of the "brief psychotherapy" designation in the late 1960s, as a result of attending a course offered by the Argentine psychoanalyst Mauricio Knobel (1922–2008). Only then did Mathilde learn the similarities between her work and that developed in the field of brief psychotherapy in other countries, such as Argentina, the United States, and England.

Mathilde began to publish her work on hospital-based psychology in the late 1950s (e.g., Neder, 1959, 1962). In 1967, her work on rehabilitation was reported in her paper published by the United Nations (UN) (Neder, 1967). In 1974, she began directing the newly created Serviço de Psicologia da Divisão de Reabilitação Profissional de Vergueiro (Psychology Service of the Vergueiro Professional Rehabilitation Division) at the Hospital das Clínicas of USP. In 1982, she assumed the coordination of the psychological services at the Instituto Central (Central Institute) of the Hospital das Clínicas of USP, organizing and directing the Psychology Unit. In 1987, she took on the general coordination of the psychologists' activities at the same hospital. In this role, she presided, between 1991 and 1998, the Board of Directors and the Editorial Board of the scientific journal *Revista de*

Psicologia Hospitalar (Journal of Hospital Psychology). Created by her own initiative, it was the first publication on the subject matter in the country. She was head of the last Psychology Department of the Faculdade de Filosofia, Ciências e Letras São Bento (São Bento's College of Philosophy, Science and Language) – which gave rise to the Faculdade de Psicologia (Psychology College) of the PUC of São Paulo. She played an important role in the creation of the Programa de Estudos Pós-Graduados em Psicologia Clínica (Postgraduate Studies Program in Clinical Psychology) at this university, which started its activities in 1976. In this Program, she created and coordinated the Núcleo de Psicossomática e Terapia Familiar (Center for Psychosomatics and Family Therapy). She promoted, in 1982, the first Encontro Nacional de Terapia Familiar (National Meeting of Family Therapy), which would later be held in other cities throughout the country. As a result of this meeting, the Associação Paulista and the Associação Brasileira de Terapia Familiar (São Paulo and Brazilian Associations for Family Therapy) were created. At the PUC of São Paulo, also in the early 1980s, she founded the specialization course in "Psicologia da Saúde: Psicologia Hospitalar" ("Health Psychology: Hospital Psychology").

She contributed substantially to the growth and consolidation of psychology as a profession, having a prominent role in the Sociedade de Psicologia de São Paulo (Psychological Society of São Paulo), starting in 1958, regarding the discussion and formulation of the project that would result in Law nbr. 4119 of 1962, which regulated the profession in Brazil. Influenced by the proposals made by members of the Sociedade de Psicologia de São Paulo in the context of this discussion, the psychology professional in Brazil is today called "psicólogo" (from the French word *psychologue*), a word that was chosen in opposition to the designation privileged by the Brazilian government: "psicologista" (from the English word *psychologist*). As president of the Sociedade de Psicologia de São Paulo (1969–1970), she worked for the creation of the Sindicato dos Psicólogos de São Paulo (Psychologists' Union of São Paulo) – the first of its kind in the country.

Starting in 1973, she took part on the first two administrations of the Conselho Federal de Psicologia (Federal Council of Psychology). In 1975, she was elected president of the Associação Brasileira de Psicólogos (Brazilian Psychologists' Association), which under her administration was renamed Associação Brasileira de Psicologia (Brazilian Psychological Association). In 1989, she created the Centro de Estudos e Pesquisa em Psicologia Hospitalar (CEPPHO) (Center for Studies and Research in Hospital Psychology). Between 1995 and 1997, she became a representative of the Sociedade Interamericana de Psicologia (Inter-American Psychological Society) in Brazil. In the same Society, she coordinated the study group in Clinical Psychology. She supervised 31 Master's dissertations and 19 Doctoral theses. Author of dozens of academic publications, she has always valued sharing her knowledge in numerous lectures and conferences, both within Brazil and abroad. She is a member of the Academia Paulista de Psicologia (São Paulo Academy of Psychology), occupying chair 14 by Anibal Cipriano da Silveira Santos (1887–1953).

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Nieto Caballero, Agustín

Born in *Bogotá (Colombia)*, August 17, 1889

Died in *Bogotá (Colombia)*, December 3, 1975

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Keywords

Colombia · Education · Cognitive measurement

The main concern of Agustín Nieto Caballero during his lifetime was education, based on his profound conviction that Colombia's development as a nation depended basically on changing the educational practices that were dominant in the country at that time.

Since the 1886 Constitution and the 1887 Concordat between Colombia and the Vatican, public education was under the control of the Catholic Church. The usual educational practices were characterized by a teacher-centered pedagogy, mainly verbalistic and authoritarian, where teaching was equivalent to instructing and learning was equivalent to memorizing (Cubillos-Bernal, 2007). In this context, Nieto Caballero, based on the ideas of psychologists such as Jean Piaget (1896–1980), Édouard Claparède (1873–1940), Alfred Binet (1857–1911), and William James (1842–1910) and pedagogues such as Maria Montessori (1870–1952), Ovide Decroly (1871–1932), Adolphe Ferriere (1879–1960), and John Dewey (1859–1952), and a particular adaptation of their proposals to the Colombian context, became not only a pioneer of the transformation of education in Colombia, but one of the main influencers through the creation of

several educational institutions and the development of several national educational policies with which he contributed to the transformation of elementary, secondary, and university education.

Agustín Nieto Caballero was the oldest son of three (a brother, Luis Eduardo, and a sister Paulina) of a family conformed by Agustín Nieto and Paulina Caballero. When he was 5 years old, his mother died; his father also died only 4 years later. Agustín, his brother, and his sister were placed under the tutelage of their uncles Isidro Nieto and Lucas Caballero Barrera (1869–1942). Agustín's elementary education took place in several private schools of Bogotá, such as the Escuela de los Hermanos Cristianos (Christian Brothers School), the Colegio Americano (American School), the Colegio Araujo y Ramírez (Araujo and Ramírez School), and the Liceo Mercantil (Mercantile Lyceum). Nieto's biographers say (Cuesta et al., 2017) that he was not a good student, because he was a restless, undisciplined boy and that he had continuous problems with his teachers; this was the reason for his frequent changes of school.

When Nieto Caballero was 15 years old (1904), his uncles sent him, his brother, and his sister to continue the secondary education in Suisse, London, and New York. In the last city, he finished high school in the Jonker's School in 1910 and then went to the Teachers College of Columbia University where his main interests were Biology and Psychology. However, shortly after, Nieto returned to Europe (France) where he studied at the same time Law and Pedagogy in the Law School at the Sorbonne of Paris. He graduated as Bachelor of Law in 1912, but his main interest became Education. Because of that, he got in touch with the Institución Libre de Enseñanza (ILE) (Free Institution of Teaching) in Spain and its founders Francisco Giner de los Rios (1839–1915) and Rafael Altamira (1866–1951). According to Cuesta, Galvis, and Romero (2017), they provided him with a new way of seeing education.

Nieto Caballero returned to Colombia in 1913, being 25 years old, with the idea of reforming Colombian education, by creating an experimental public school inspired in the model of the

Active School, but due to bureaucratic, ideological, religious, and political barriers, and following the suggestion of the President of Colombia, Carlos E. Restrepo (1867–1937), he founded in 1914 a private school, named Gimnasio Moderno (Modern Gymnasium), with the economic support of several businessmen such as José María Samper Brush, Ricardo Lleras Codazzi (1869–1941), and Tomás Rueda Vargas (1879–1943). With the initial collaboration of two Spaniard pedagogues, Pablo Vila (1881–1980) and Miguel Fornaguera (1893–1982), Nieto Caballero inaugurated the methodology of the New School inspired in Montessori and Decroly.

In 1916, Agustín Nieto married Adelaida Cano Villegas (1895–1976), daughter of the founder of an influential Colombian newspaper, *El Espectador* (*The Spectator*), Fidel Cano (1854–1919). They had six children and the union lasted until Agustín Nieto's death.

In 1925, Nieto invited Ovide Decroly to Bogotá. This important Belgian educator gave several lectures on his proposal of "Interest Centers" and on assessment tests. In 1935, Nieto was appointed as the National Inspector of Teachers Schools and Elementary Education. During his tenure, Nieto proposed a profound reform to the curriculum and methodologies used in elementary education. This proposal was finally approved in 1935, but it was implemented only in the central region of the country. As a follow-up of his reform ideas, Nieto participated in the foundation of the Escuela Normal Superior (Higher Teacher Training College) (1936), where he became a professor.

In 1938, Nieto Caballero was appointed as Rector of the Universidad Nacional de Colombia (National University of Colombia), being Alfonso López Pumarejo (1886–1959), the President of Colombia (1934–1938). During his tenure, he contacted the Spaniard psychologist Mercedes Rodrigo Bellido who had migrated to Switzerland during the Spanish Civil War and invited her to collaborate in his plan of reform for the National University. Mercedes Rodrigo moved to Bogotá in 1939 with her sister Maria and a young collaborator José María García Madrid and with the support of Nieto Caballero developed a program for the systematic selection of students of the

National University. Later on Mercedes Rodrigo founded the first program of psychology training in the country (Ardila, 2013). Nieto's main purpose as Rector of the National University was clearly stated in his words that are still valid: "We would like that the university was not only a professionals' factory, but also a research laboratory" (From the acceptance speech as Rector of the University).

In 1942, Agustín Nieto was appointed as Ambassador in Chile and between 1943 and 1960 participated as representative of Colombia in several international congresses on education and in international organisms on issues related to education. In the last part of Nieto's life, he was occupied with the organization of his writings.

As Cubillos-Bernal (2007) and Soto-Triana (2014) note, the Colombian education system was under the control of the Catholic Church since the Constitution of 1886. This educational system was guided by a series of moralistic precepts to educate students to have "virtue, responsibility and service as a Christian apostolate" (Soto-Triana, 2014, p. 14).

Agustín Nieto (1989) himself wrote that this type of education lacked life and motivation, because the classrooms only promoted homogeneity, with no space for creativity, dynamism, or any form of life. Moreover, among these pedagogical practices, the physical abuse was legitimized in and out of the classroom. Learning consisted in repeating to memorize and uncritically accepting the authority of the teacher.

In any case, these educational practices assumed that the student was a passive subject who could be shaped according to some precepts imposed by the teacher, the government, and the Church.

The stance of Agustín Nieto Caballero in Europe and the United States allowed him to have contact with functionalist, experimental, differential, and developmental psychology that were the conceptual background of his pedagogical conceptualizations and practices.

Several psychological questions were specifically pertinent for education: How do we obtain

knowledge? How do we learn? What environmental conditions foster the development of learning? Could cognitive abilities and capacities be measured? These questions are answered in several ways, but Piaget, Binet, and Claparède's conceptualizations regarding the development of cognition as adaptation to environment stand out. The development of an intelligence test by Binet is an illustrative example, given that he considered intelligence as the capability of an individual to cope with the problems of everyday life based on experience (Binet, 1922).

These authors contributed with a cognitive developmental theory that implied a radical change in the way of conceiving children and adolescents that was adopted by Nieto Caballero and applied to his pedagogical policies and work.

Belgian pedagogue Ovide Decroly developed the concept of "centers of interest" as a core part of his pedagogical practices based on the idea that learning really takes place when the child interacts with objects and events that are relevant to him. The focus in the meaningful interaction of children with their environment is the basis of the movement called Active or New School. Agustín Nieto Caballero brought and adapted these educational practices to Colombia, first to the Modern Gymnasium and later to other private and public schools.

Nieto Caballero was a pioneer in Colombia in developing a pedagogical proposal based on psychology, but also adapted it to the Colombian political and religious conditions at the beginning of the twentieth century.

Nieto Caballero's beloved child was the Modern Gymnasium; its creation is the beginning of the movement "New School" in Colombia (Cubillos-Bernal, 2007; Cuesta et al., 2017). This movement is an educational model based on the idea that the student is an active participant and the task of the school is to provide him with the possibility of having emotional and cognitive relevant experiences. However, it is also clear that education has a practical goal: "to educate individuals to fulfill the country needs" (Nieto Caballero, 1918).

Obviously, this consideration implied the creation of a physical environment to promote active learning. This was reflected in the architectonic structure of the Gymnasium and the importance that Nieto Caballero gave to school outings to different places in the country as a part of the students' learning process.

This way of conceiving learning implied a radical change of the teachers' work. Nieto was especially concerned with the teachers' education. Some illustrations of this preoccupation were the hiring of Spaniard pedagogues, the sending of several teachers to Europe to be formed in the Active School model, and later the creation of the Escuela Normal Superior [High Teachers' Training College]. As Cubillos-Bernal (2007) states: "Don Agustín had an idea, that we wish was the case today: 'If we don't educate the teacher, if we don't prepare the teacher, education will not change'".

In Rodríguez words (1925, cited by Soto-Triana, 2014, p. 304) the new idea of a good teacher is:

The teacher speaks little. His motto should be: few words, many facts. Presenting, doing, observing, analyzing, manipulating, experimenting, building, collecting. (...) The teacher will make his best efforts not to deny the student freedom, but to give full satisfaction to the children needs of activity and movement (...) The teacher will join the direct observation and the personal investigation of the student to the construction of the study materials.

The teacher is a guide, a model, an enabler who promotes the personal and social construction of reality by the students themselves. He/she is someone who observes and guides the student in the classroom, but who mainly works outside of the classroom by constructing study materials, readings, observations, etc., to create a stimulating environment for the next meeting with his/her students (*Gimnasio Moderno* 1917, cited by Soto-Triana, 2014).

However, considering the Colombian social and political conditions and in order to avoid the conflicts with the conservative government of that time (when the *Gimnasio* was founded) and with the Catholic Church that considered Nieto's secular proposal for education as contrary to their interest, Nieto adapted the model of the New

School. Some of these adaptations were the following: (a) an only male school, because in that moment a co-ed school was under suspicion by the Catholic Church; in fact, Nieto Caballero also founded in 1928 a girls school, the *Gimnasio Femenino* [Feminine Gymnasium] inspired in the same principles of the Modern Gymnasium; (b) a curriculum based on courses in the usual way; and (c) an educational model where the moral and spiritual issues would continue directed by the Catholic Church, whose teachings were considered the essence of being Colombian.

It is surprising the currency of Nieto Caballero's proposals, given the fact that they were implemented more than 100 years ago and that several of the educational practices he criticized are still in effect in many Colombian schools. As Romero, Galvis, and Cuesta (2017) point out: "Even though the ideas proposed by Nieto Caballero are still in effect in the Modern Gymnasium, it is also true that at the national level many of his postulates have been relegated on the paths of time, while the critiques that he made at the beginning of the 20th century persist today, after one hundred years" (p. 178).

Agustín Nieto Caballero was one of the Colombian intellectuals of the twentieth century. His contributions to education and psychology are acknowledged not only in his ideas and his writings but specially in the institutions he founded, directed, and promoted during his lifetime. Those ideas, works, and institutions continue to influence the development of the nation.

Cross-References

► [Rodrigo Bellido, Mercedes](#)

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Nieto Cardoso, Ezequiel

Born in *Guanajuato, Mexico, October 28, 1933*

Died in *Jaral del Progreso, Guanajuato, Mexico, in 2007*

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Keywords

Mexico · Humanist · Therapeutic orientation

Son of Ezequiel Nieto and Maria Cardoso. He received his B.A. and M.A. in Theology from the Universidad Letrán de Roma (Lateran University, Rome) (1959); his B.S. from the Universidad de Coahuila (University of Coahuila) in 1960; his M.D. from Loyola University in Chicago in 1971; his Ph.D. in Psychology from the same university in 1975; and his M.A. in Organizational Development from the Universidad de Monterrey (University of Monterrey) in 1976. He also had graduate studies at The Catholic University of America, Washington, D.C.

He was an active member of the Ecumenical Movement, Rome in 1970. In 1977 he participated in the World Movement for Peace in Mexico. In addition, he was a member of the Sociedad Mexicana de Psicología (Mexican Society of Psychology), the Asociación Humanista de Psicología (Association of Humanistic Psychology), the Asociación Americana de Asesoramiento y Desarrollo (American Association of Counseling and Development), the American Psychological Association.

He also held different managerial positions: Director of Colegio de La Salle in Matamoros, Tamaulipas (1962–1966), and President of the Consejo Nacional de Enseñanza e Investigación en Psicología (CNEIP) (National Council for Teaching and Research in Psychology) (1975–1977).

With respect to teaching, he participated as a professor and researcher in the following

institutions: Professor at the Universidad Iberoamericana, Mexico City (1978–1980), and Researcher at the Interdisciplinary Centro Interdisciplinario de Investigación y Docencia en Educación Técnica, Querétaro (Center for Research and Teaching in Technical Education, Querétaro) (1982–1984). He was a Professor at the Universidad Monterrey (1975–1982), Dean Emeritus since 1982 of the UDEM. He worked as a private consultant since 1984 and as a researcher since 1985 at the University of Monterrey.

Nieto Cardoso considered psychology as a discipline, school field, and professional activity. His global approach was directed to the study of animal and human behavior, to the anatomical bases, and to the physiological and mental processes related to it. As a school discipline, it considers that Psychology is in charge of the study in academic environments, with emphasis on the communication and explanation of the principles and theories of behavior.

For Nieto Cardoso as a science, researchers in psychology collect, quantify, analyze, and interpret data that describe animal and human behavior. As a profession, psychology involves the application of knowledge, skills, and techniques for the solution or prevention of individual or social problems.

He has translated the book *The Skilled Helper* by Gerard Egan (1981), which presents the basic technology for the exercise and training of the professionals of psychological help. It is based on the scientific knowledge in the field of therapeutic psychology and the interpersonal help relationship, besides the implementation of the counselor and the oriented.

In 1982 the second part, *The Expert Counselor's Manual* was published, of which he was also the translator, a material designed to complement the book, and consists of exercises for the student to put into practice the skills of the Model. From Nieto Cardoso's point of view, the student must acquire the cognitive understanding and skills, observe those skills from his teacher, and then be able to practice. The exercises help the student to clarify and experience the helping skills, which prepares him for real practice.

He worked on themes such as death, where he presents various essays, making an analysis from different positions, from the faith that death is the worst of all misfortunes and death the final and agonizing struggle against the extinction of life. At the same time, the incomprehensibility of death, its presumed purpose, has reverently frightened and terrified men and women since the dawn in which the human being awakened to his own consciousness. A spiritual perspective on death and dying does not involve dogmas, creeds, or absolute morals: like the air we breathe, death is inseparable from life.

During his career, he obtained different professional and academic recognitions; some of them were Honorary member of the National Council of Teaching and Research in Psychology (1975), and he obtained the Christian Brothers Scholarship (1968).

Other interests he had were archaeology, swimming, reading, writing, and travel.

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Nieto Gómez, Dionisio

Born *in Madrid, Spain, on March 13, 1908*

Died *in Mexico City, on January 2, 1985*

José Humberto Nicolini Sánchez

National Institute of Genomic Medicine, Mexico City, Mexico

Keywords

Mexico · Neuropsychiatry · Mental illness · Psychopharmacology

Dr. Nieto graduated as a doctor from the Universidad Complutense de Madrid (Complutense University of Madrid) in 1929 where he studied “pelagrous psychosis,” and later (from 1929 to 1934) he studied neuropsychiatry in Germany for 5 years at the Deutsche Forschungsanstalt für Psychiatrie (German Institute for Psychiatric Research), (currently the Max-Planck-Institut für Psychiatrie, Max Planck Institute of Psychiatry). Later he

returned to Spain in 1935 to the Instituto Cajal (Cajal Institute) in Madrid and left Spain in 1939 due to the Civil War, to Mexico. In 1940, he immediately joined the Laboratorio de Estudios Médicos y Biológicos (Laboratory of Medical and Biological Studies) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM). In this laboratory, now the Instituto de Investigaciones Biomédicas (Institute for Biomedical Research), Nieto began work to found the Departamento de Neurología Experimental y Neuropatología (Department of Experimental Neurology and Neuropathology) to study brain-mind interaction. His first studies focused on alcoholic psychosis, the neuropathology of schizophrenia, and neurocysticercosis, which were his lines of research for many years, in addition to psychopharmacology. The clinical study material is obtained through a job as head of the clinical analysis laboratory in the old Manicomio de La Castañeda (“La Castañeda” Asylum), which later became the current Fray Bernardino Álvarez Hospital. There he develops an immunohistochemical reaction test to detect human cysticercosis that is used up to this day and is known as the Nieto test.

In 1964 he joined the Instituto Nacional de Neurología y Neurocirugía [National Institute of Neurology and Neurosurgery] of the Secretaría de Salud (Ministry of Health), where he was head of the Departamento de Psiquiatría (Department of Psychiatry). In the 1940s and 1950s, Mexican psychiatry was intensely influenced by psychoanalysis. The School of Psychology was in the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature, UNAM) at that time and was directed by Freudian psychoanalysts. At the Facultad de Medicina (Faculty of Medicine) (UNAM), a Departamento de Psicología Médica, Psiquiatría y Salud Mental (Department of Medical Psychology, Psychiatry and Mental Health) was created by doctors Ramón de la Fuente Muñiz and Alfonso Millán Maldonado (1906–1975), both from the first group of disciples by Erich Seligmann Fromm in Mexico. Nieto kept his distance and dedicated himself to the defense of a biological psychiatry, with an orientation based on scientific research. In this context, as one of his students, Dr. José Luis Díaz Gómez

(1943) pointed out, “This happened at a time when the psychodynamic paradigm was prevailing and for which it was erroneously considered that the search for brain correlates of psychoses was not only useless but methodologically absurd. Although the attitude has changed diametrically, it is worth highlighting the role that I have called ‘uncomfortable’ that Nieto played for these and other of his investigations and that he was very healthy in our environment as an enlightened and courteous opposition to the majority, in the face of general skepticism” (Fernández-Guardiola, 1997; Escobar, 2008).

Another experimental line developed in parallel by his group, around the 1950s, was that of psychopharmacology, where its analysis methodology was fundamentally phenomenological and not with the methods of double-blind randomized studies that we see today, but with a great observation expertise that has made important results remaining to this day. He did research on the effect of hallucinogenic mushrooms, psilocybin, and LSD on volunteers, as well as the effects of phenothiazines, MAO inhibitors, lithium, and tricyclics. It should be noted that one of its pharmacological combinations has been one of the products that helped to found an important national pharmaceutical company and that to date this product continues to have a high prescription (Adepsique © psychopharmaceutical).

Another field that Nieto expanded was that of the historical documentation of mental illness. He reviewed the concept of insanity in ancient times, both in the descriptions of doctors and philosophers. He concluded that the notion of mental illness was well established for a long time, and denying that madness is the product of a determined civilization (as claimed by some anti-psychiatrists (Foucault, 2015)). To get there, he relied on modern anthropological studies that have verified the presence of mental disorders in all ethnic groups.

In 1970 Nieto was appointed head of a reference network on psychopharmacology by the World Health Organization.

I was fortunate to have been one of the last medical students to receive the teachings of the psychiatry course taught by Dionisio Nieto at the

Institute of Neurology, and thanks to that, I decided to study this specialty. Nieto guided his neuropsychiatry classes with constant references to the neuropathological structure of the nervous system and the need for better biochemical tracers of these anomalies. As well, he emphasized the importance of obtaining data with the methodological rigor of scientific information.

He was an unforgettable teacher for several generations of Mexican scientists. Among the many outstanding students and later great scientists who were influenced by Nieto, we can name Augusto Fernández Guardiola, Héctor Pérez Rincón (1942), Alfonso Escobar Izquierdo, José Luis Díaz Gómez (1943), Gastón Castellanos (1965), and Alfonso Martín del Campo (1986).

Dr. Nieto’s work in psychology established the study of behavior (scientifically measured) placing the brain as the responsible for human pathological behavior. Thus, he distanced from the prevailing psychoanalysts in Mexico, which used the anecdotal and phenomenological description of their therapeutic experience to explain people’s actions. This is why his school in Mexico, from the use of scientific rigor based on the proposal of hypotheses, follow-up of methods, evidence supported by the use of animal models, and biochemical measurements, laid the foundations for a biological vision, centered on the brain as source of psychopathology, and that remains to this day.

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- ▶ Fromm Krause, Erich Seligmann

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Nina Rodrigues, Raimundo

Born *Vargem Grande, (Brazil), 4 December 1862*

Died *Paris, (France), 17 July 1906*

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Keywords

Brazil · Racism · Forensic medicine · Anthropology

Raimundo Nina Rodrigues was born in the interior of the state of Maranhão, at Fazenda Santa Severa, Vargem Grande district. He was the son of Luísa Rosa Nina Rodrigues and Francisco Solano

Rodrigues. On his mother’s side, he was presumably descended from Sephardic Jews from the Iberian Peninsula who came to Brazil under political-religious persecution, according to a family member who reported without further details the oral story transmitted in the family (Corrêa, 2006). His father was a landowning colonel and a plantation master. Raised among seven brothers, it was at the headquarter of Vargem Grande that Nina started his primary studies. At the beginning of 1870, he carried out his studies in the humanities course at Seminário das Mercês (catholic school) and a preparatory course at Colégio São Paulo in São Luís, capital of Maranhão. In 1882, at the age of 20, he moved to Bahia when he entered the University of Medicine. In 1885 he transferred to the Faculty of Medicine of Rio de Janeiro where he completed the fourth year of the course. He directed *Gazeta Acadêmica* (Academic Gazette) between 1885 and 1887, a journal of the students’ academic production inspired by *Gazeta Médica da Bahia* (Bahia Medical Gazette) (May, 1995; Corrêa, 2005–6). In 1886, he went back to Bahia to attend the fifth year of the course and to intern at Santa Casa de Misericórdia. He completed the doctorate at the Faculty of Medicine of Rio Janeiro in 1888 with the thesis *Das amiotrofias de origem periférica* (Amyotrophies of peripheral origin). In 1888, he returned to São Luís, state of Maranhão, and started to practice at the clinic. Also in this period, he wrote works on public hygiene and leprosy, in an attempt to organize a classificatory framework of races in Maranhão (Corrêa, 2005–6; Rodrigues, 2015). In the following year, 1889, he returned to Salvador in Bahia, where he assumed the chair of clinical medicine at the Faculty of Medicine. From 1891, due to the Reform by Benjamin Constant (1833–1891) in medical education, his academic and professional performance turned to Legal Medicine, when he assumed the chair of the discipline as a substitute for Virgílio Damásio (1838–1913), who was elected senator. In this position, he carried through Damásio’s proposals, implementing practical education and the formation of Legal Medicine professors as

forensics, as well as he promoted the reach of forensic practices developed in the lunatic asylums for the courts. In the same year, he stood out as editor in chief of *Gazeta Médica da Bahia*, Brazil's first medical magazine founded in 1866. It was an extremely important vehicle for scientific dissemination at the time. After four years as a substitute, following Damásio's retirement in 1895, he assumed the chair of Public Health Medicine. Together with other doctors, he was the founder of Legal Medicine Society of the state of Bahia, of which he was also president of editorial board and member organizer of the *Revista Médico Legal da Bahia* (Bahia Medical Legal Magazine), an organ of the Society (Corrêa, 2005–6). Until his early death at 44 in 1906, he influenced the debates and institutionalization processes of Legal Medicine in Brazil. In 1894, he published his first book *The Human Races and Penal Responsibility in Brazil* and dedicated it to the founding doctors and jurists of the Italian criminology school formulated by Cesare Lombroso (1835–1909) (Corrêa, 2005–6; May 1995; Rodrigues, 2015). In the book, Nina Rodrigues systematized his lessons in Legal Medicine, whose direct associations between race and criminality consisted of a frank articulation between the criminalization of black bodies from the perspective of psychiatry and anthropology, instrumentalizing legal scientific-medical practice in the country. In addition, Nina Rodrigues also advocated the existence of different penal codes for different races.

Within the scenario of the late nineteenth and early twentieth centuries, Nina Rodrigues' intellectual trajectory spanned three scientific fields: legal medicine, psychiatry, and anthropology. His discussions in these fields made a mark on what, in the following years, came to be considered as a privileged theme of legal and social psychology. In the psi knowledge field, in his dialogues with peers in Bahia and Rio de Janeiro, he portrayed the scientific-institutional constitution in the Brazilian Empire. The Rio de Janeiro school, located at the headquarter of Imperial and later Republican authorities, had resources and was rapidly

advancing toward institutionalization at the time. But, as Nina Rodrigues himself pointed out in different journals and *Gazeta Médica*, Bahia did not keep pace with this process of the scientific field institutionalization and consolidation.

Nina studied typical themes of psychology in the writings of the early 1900s, such as *Psychic Atavism and Paranoia*, published in *Archives d'Anthropologie Criminelle de Lyon* in 1902; and *The Paranoia of the Negros*, from the following year, published in the same magazine. In this 1903 article, Nina Rodrigues pointed out the importance of the foundation of clinical studies in psychiatry and the education of medical professors in Brazil, after the reform of medical teaching (1879 and 1884), from the chair in Rio de Janeiro. At the time, the psychiatric school of Rio de Janeiro was under the supervision of João Carlos Teixeira Brandão who worked in the clinical service of the Hospital Nacional de Alienados, which was headed by Juliano Moreira, whose management between 1903 and 1930 expanded the institution's medical staff, fostered the psychiatry as a specialty and intensified medical teaching.

A pioneer in investigating Afro-Brazilian religious cults in Bahia (Corrêa, 2008), Nina Rodrigues noted that the development of psychiatry in the state of Bahia, at the time, was restricted due to the low organizational capacity of the only clinical institution with the potential for debate on psychiatric studies: the São João de Deus Asylum. It was even at this institution that Nina Rodrigues practiced and developed studies with Black people such as Umbelina Maria do Bonfim (1840–1914), hospitalized in 1901 and considered by him as a classic case of paranoia with delusions of persecution and auditory hallucinations.

Black people, such as Umbelina, were the target of Nina's interest, which characterized a relationship of origin from psychology in Brazil. This is because he was one of the Brazilian intellectuals who developed a unique interpretation of the scientific racism model that emerged in Europe, based on the artifice of miscegenation (at first, as an atavistic relationship associated with

degeneration, therefore, for Nina Rodrigues, racial crossing was considered undesirable). Such a medical-psychological model has since exercised a structuring influence in Brazilian society, with reflections felt, at the common sense level, until today. The Black was inserted in this network of meanings as an element that carries certain pathological characteristics and is consequently liable to be the object of investigation of psi knowledge (Martins, 2019).

Therefore, Nina Rodrigues's whole work is tainted with psychiatric practices under a medical-scientific pretext for proposing diagnoses with racial bias. Its permanent emphasis on the theme of criminality among Black people influenced Brazilian social thought and medical hospital, asylum, and legal practices throughout the twentieth century, a fact that allows elucidating aspects of how the racial issue was present in the historical construction of psychological knowledge in Brazil.

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O

O'Neill de Cooney, Norma

Born *November 25, 1925, at San Juan, Puerto Rico*

Died *June 15, 2007, at Florida, USA*

Frances Boulon-Jiménez
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Keywords

Puerto Rico · Developmental Psychology ·
Academic Leadership

Norma O'Neill de Cooney is the daughter of Luis O'Neill de Milán, librarian, and Josefa Calzada, catalog specialist. She attended Pedro G. Goyco Elementary School and Central High School, public schools located in San Juan, Puerto Rico. Her sister Celeste O'Neill was also a psychologist and professor at the University of Puerto Rico. Her aunt Ana María O'Neill was a psychologist and professor of Business Ethics, and her nephew Francisco O'Neill Susoni was a clinical psychologist, professor of Ethics, and lawyer. In 1948, she married Dr. Michael J. Cooney (1922–1981), professor of Economics at the University of Puerto Rico, and had two children: Michael John and Diane Marie. As used to be the custom in Puerto Rico, after her marriage, she added her husband's

last name to her own and became Norma O'Neill de Cooney.

At the University of Puerto Rico, Río Piedras Campus, Norma O'Neill earned a Bachelor of Science in Commercial Education, with High Honors, in 1945. She graduated with a Master of Arts Degree in Psychology at Teacher's College, Columbia University, in 1949. She completed her Doctoral Degree in Developmental Psychology at Columbia University in 1967. The title of her doctoral dissertation is *Control of Aggression in Child Rearing in Puerto Rico: A Study of Professed Practices Used with Boys and Girls in Two Socioeconomic Urban Groups*.

Norma O'Neill de Cooney's long career at the University of Puerto Rico, Río Piedras Campus (UPR-RP), began in 1949 as an instructor in Psychology at the Social Sciences College. She became assistant professor in 1955 and served as academic counselor since 1959. In 1962, she was appointed permanent faculty member and also served as vocational counselor to disabled veterans of the US Armed Forces. After completing her doctoral degree in 1967, she was appointed full professor and Director of the Psychology Department, College of Social Sciences (Personnel Record, 1949–1988).

Dr. O'Neill de Cooney was involved in several research and service projects at the UPR-RP. She was coresearcher with Myrna Sesman and Carlos Guevara in the study "Growth and Development of Children in Puerto Rico." In 1968 and 1969, she was a trainer for the Peer Counseling Program

at the University of Puerto Rico System, which involved students and faculty at several college campuses (Personnel Record, 1949–1988). She was active in promoting curricular reform at the Psychology Department and developed partnerships with institutions outside of Puerto Rico such as National Training Laboratories. She also recruited faculty members from prestigious universities in the United States to reinforce specialized areas of psychology such as Research Methods and Statistics.

In 1975, Dr. O'Neill de Cooney returned to teaching at the Psychology Department after serving as chair, during 7 years. She then traveled to several countries to study Training Centers for Industrial Organizational Psychology, in order to suggest innovations for this specialty at the UPR Psychology Graduate Program. She also traveled to professional conventions, including the XXIII International Congress of Psychology at Mexico in 1984. In 1988, she retired from her position as full professor and moved to Florida with her daughter.

Dr. O'Neill de Cooney was among the founding members of the Puerto Rico Psychological Association in 1954 and the first treasurer in the first Board of Directors of the Puerto Rico (Roca de Torres, 2006). In 1993, she was honored as distinguished female leader in Psychology by the same organization. In 1959, she represented the Psychology Faculty of the University of Puerto Rico at the Second Conference of Mental Health in the Caribbean, held in St. Thomas, US Virgin Islands. She was also a member of the American Psychological Association (APA) and Pi Lambda Theta Honor Society in Education.

Dr. Norma O'Neill de Cooney is remembered for her dedication to teaching, mentoring of students, and promotion of educational innovations. She was also a pioneer of Puerto Rican Psychology, supporting the development of psychological organizations and graduate programs since the middle of the twentieth century.

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- ▶ [O'Neill-Susoni, Francisco](#)

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O'Neill, Ana María

Born *on March 7, 1894, in Aguadilla, Puerto Rico.*

Died *on May 24, 1981, in San Juan, Puerto Rico.*

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University of Puerto Rico, Río Piedras, San Juan, PR, USA

Keywords

Puerto Rico · Educational psychology · Cooperativism · Ethics · Business communication · Women

Ana María O'Neill was the third daughter of Luis O'Neill and Ana Elenteria Milán, and her siblings were Luis, José, Arturo, Francisco, and Rita O'Neill Milán. Her father was a writer and notary for the government, two endeavors closely related to Ana María's future roles as author of several books and professor of secretarial students. She began her education at the city of her birth, Aguadilla, in the Northwestern Coast of Puerto Rico. She earned an associate degree in Education at the University of Puerto Rico (UPR-RP) in 1915. As a distinguished member of her graduating class, she was elected secretary and was recognized for her academic achievements. She became a public school teacher at Central High School, one of the best schools of the time in Puerto Rico. While working she continued to study at UPR-RP, where she completed the Bachelor's degree in

Education in 1924 with a major in Spanish. In 1927 she completed a Master's degree in Educational Psychology at Columbia University in New York City.

Upon her return to Puerto Rico in 1928, Ana María O'Neill was hired to teach at the College of Education, of the University of Puerto Rico, Río Piedras Campus (UPR-RP). Later she became the first female professor at the College of Commerce, now known as College of Business Administration, at UPR-RP. She was Chair of the Department of Spanish and Ethics in Business. A highly admired teacher for decades, she authored books that became required textbooks for students of business, ethics, and cooperativism. She retired from the UPR in 1961.

O'Neill was a humanistic psychologist who questioned the tenets of behaviorism, their emphasis on quantitative measures, and materialistic psychology that denied the existence of rationality, free will, and spirituality (Gonzalez Rivera, 2006). She explored ideas outside the behavioristic paradigms dominant in psychology in the United States, such as the writings of philosophers who embraced spirituality and research on parapsychology. According to O'Neill, human beings are rational, have values and free will, and are able to assume ethical behavior. She considered rationality an essential ingredient for ethical behavior and for a free society. These notions about human psychology and ethics and their importance for democracy are present in many of her writings and lectures (O'Neill, 1942, 1946, 1948). Her humanistic viewpoint was not always favored by colleagues in psychology, whose preferred areas of study adhered to quantitative measures, such as test construction, in which many psychologists in Puerto Rico were involved, and she was accused of being "nonscientific" (González Rivera, 2006; O'Neill, 1980). On the other hand, her commitment to humanistic psychology as a foundation for a democratic society is germane to the principles of cooperativism. Perhaps it laid the foundation for her intense involvement in the Cooperative Movement.

Prof. O'Neill became involved in this economic and sociologic movement, which promoted financial growth with participation of communities, during the first decade of her career as a

college professor. She identified herself with the philosophy and principles of the Rochdale Cooperatives and the Antigonish movement led by Catholic priests from St. Francis Xavier University at Antigonish, Nova Scotia, Canada. In 1939, she visited the Antigonish Social Movement in Canada and met several leaders of this social movement, including Father James J. Tompkins (1870–1953) and his cousin, Father Moses Coady (1882–1928) (Baralt, 2013). She enrolled at the Rochdale Institute of the National School of Cooperativism, where she became certified as a cooperative leader. She began to promote cooperatives as an option for economic growth with a humanistic perspective and community participation.

Ana María O'Neill invited Monsignor Moses Coady (1882–1959) to Puerto Rico, but he could not accept the invitation for health reasons. He asked Father Joseph A. Mc Donald (1908–1967), a professor at St. Francis Xavier University, to present lectures about the cooperative movement and principles, at the University of Puerto Rico. Father Mc Donald lectured at UPR during the summer sessions of 1945 and 1946. His teachings attracted the attention of several leaders in the community, including the Honorable Luis Muñoz Marín, then President of the Senate, who later became Governor of Puerto Rico. Muñoz Marín appointed a Commission to travel to Canada and study the development and implementation of the cooperative movement. The Commission recommended actions related to developing cooperatives in Puerto Rico, which included enhancing education and social reforms. One important achievement of these efforts was the approval of Law 291 of April 9, 1946, *General Law of Cooperative Societies of Puerto Rico*,

Ana María O'Neill continued to promote the cooperative movement, within the University of Puerto Rico, by supporting the creation of the Institute of Cooperativism in 1953. This institute has continued educating about cooperativism to this day and in 2021 offers courses at the Bachelor's level and a Master's degree and promotes research on cooperativism in Puerto Rico.

Prof. O'Neill was active in promoting women's participation in civic life, especially urging them to defend their right to vote. She was a founding member and secretary of the Block of

Non-Partisan Women, an organization that promoted women's vote. She also was cofounder and vice president of the Association for the Protection and Defense of Children, which promoted improvements in the school system of Puerto Rico.

The Puerto Rico Psychological Association invited Prof O'Neill, one of its members, to be keynote speaker at the sixth Annual Convention held in San Juan in 1960. The title of her presentation was *Another Dimension of Culture*, and she expressed the need to do research on the social impact of economic transformations such as industrialization (El Mundo, April 16, 1960). This presentation reveals her commitment to integrating psychology, with a humanistic perspective to her roles as educator within the College of Commerce, and her concerns for the social impact of economic growth.

In 1966, O'Neill was honored by the Union of American Women who named her the 1966 "Woman of Puerto Rico." That same year she was recognized by the cooperative establishment of the island and was named "Woman of the Americas."

O'Neill was the author of many books and articles that focused on a variety of topics: ethics, cooperativism, and business communication, among others. She received an award from Northwestern University in 1938 for her manuscript entitled *The Intangible Frontier*. This book was later translated as *Ethics for the Atomic Age*. Her text *Psychology of Communication*, written in Spanish, was published in 1971 and in 1991, 10 years after her death; the ninth edition was reprinted for the ninth time. These two books and others related to secretarial skills were used for many years as highly regarded textbooks for college course, and their editions were reissued many times.

Her contributions to the College of Business Administration at the University of Puerto Rico, Río Piedras Campus, were recognized by two outstanding honors: Professor Emeritus, after her retirement, and the naming one of the buildings on campus after her. The Certificate to change the name of the Business School building to Ana Maria O'Neill was approved by the Academic Senate on May 13, 1986, and certified by Chancellor Juan R. Fernández.

Prof. Ana María O'Neill was a trail blazer in many fields: promoting a humanistic and ethical education for leaders in business, enhancing the cooperative movement as an option for economic growth that included community education and participation and promotion of women's rights and empowerment in the community. Her contributions impact several disciplines but were inspired by her background in Educational Psychology and her commitment to the development and well-being of individuals and communities.

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O'Neill-Susoni, Francisco

Born *on January 7, 1931, in Arecibo, Puerto Rico*

Died *on July 1, 2019, in San Juan, Puerto Rico*

Frances Boulon-Jiménez
University of Puerto Rico, Río Piedras Campus,
San Juan, PR, USA

Keywords

Puerto Rico · Clinical psychology ·
Humanistic psychology · Ethics · Arts and
culture

Francisco O'Neill Susoni was the son of Dr. Francisco O'Neill Milán, a physician, and Ana María Susoni Lens. His father died when Francisco was a child and he spent his childhood in Arecibo and later in San Juan, Puerto Rico, in the home of his maternal grandparents Francisco Susoni Absen and Ana Lena Cuenca. His father's family included university professors of Psychology: Ana María O'Neill, Norma O'Neill de Cooney, and Celeste O'Neill de Pumarada. He married Alma Font and was the father of four children: Herman, Any, Jorge, and José.

He attended the University of Puerto Rico (UPR-RP) where he obtained a bachelor's degree and a Juris Doctor. In 1969 he completed a master's degree in Psychology. His master's thesis entitled *Intelligence and reason in mankind* focused on the applications of logotherapy to clinical practice in

psychology. He obtained a doctoral degree in Clinical Psychology in 1970 at Union Graduate School.

Francisco O'Neill Susoni began his career as a lawyer, serving in the Courts System of Puerto Rico. He was also judicial officer for the President of the Puerto Rico Supreme Court. He became a professor of Business Ethics at the University of Puerto Rico, Río Piedras Campus, where he began graduate studies in psychology during his sabbatical year in 1968. He also taught Ethics at Caribbean Central University, a Medical School in Bayamón, Puerto Rico. He was a consultant for a training program for public servants, Program for Excellence in Government, and offered seminars on family communication as a volunteer of the *Programa para Un Mundo Mejor* (Program for a Better World). This program is sponsored by a nonprofit organization which promotes spiritual growth in the community. It offers workshops and educational events for couples and families, with emphasis on communication, conflict resolution, and promotion of mental health.

Upon completing his degrees in psychology, he established a private practice in clinical psychology that spanned five decades. He was an expert in humanistic psychology and studied principles of Logotherapy with Victor Frankl (1905–1997), whom he invited to Puerto Rico to present specialized seminars. He also completed training in hypnotic regression and supported hundreds of patients in the process of recovering from traumatic events, catastrophic illnesses such as cancer, and other personal challenges. During the final years of his life, he had several health problems, including loss of vision, but this did not stop him from serving his extensive clientele. On the day of his final hospitalization, he first completed a therapeutic session, and there were appointments on his calendar for clinical services for weeks after his death.

Dr. O'Neill-Susoni was a talented singer and actor who belonged to the Choir of the University of Puerto Rico and performed in musical theater. Throughout his career as a university professor and practicing psychologist, he continued pursuing his love of music and acting and was an active supporter of arts and culture in Puerto Rico. He presided the Board of Directors of *Fondo Nacional para el Quehacer Cultural* [National Fund for Cultural Endeavors], the Board of

Fundación de Zarzuela y Opereta de Puerto Rico [Foundation for Spanish Musical Theatre and Operetta of Puerto Rico], and the Board of the Institute of Puerto Rican Culture.

During the celebration of the Puerto Rico Psychological Association's Fiftieth Anniversary in 2003, Dr. O'Neill was a keynote speaker and narrated how he integrated his career as a psychologist with his passion for arts and culture. He demonstrated the importance of cultivating arts within psychology, by performing with the University of Puerto Rico Alumni Choir in a musical presentation of their repertoire.

Francisco O'Neill-Susoni excelled in his careers as clinical psychologist, lawyer, university professor, public servant, actor, and promoter of arts and culture. He was appreciated by colleagues, patients, and the community for his warm, outgoing personality, sensitivity, and kindness. He made a difference in the lives of numerous people and contributed to the community in a variety of areas, including psychology, ethics, public service, and the arts.

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- ▶ O'Neill, Ana María
- ▶ O'Neill de Cooney, Norma

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Oblitas-Guadalupe, Luis Armando

Born *Lima, (Peru), 14 September 1950*

Died *Lima, (Peru), 12 October 2019*

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Universidad Privada del Norte, Lima, Peru

Keywords

Peru · Health psychology · Psychological journals

Luis Armando Oblitas studied psychology at the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, Lima), graduating in 1975, received a master's degree in Psychology (Clinical Area) from the Universidad de Santo Tomás (Saint Tomas University, Bogotá, Colombia, 1981) and a PhD in Psychology of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico, 1989).

Oblitas practiced undergraduate and postgraduate university teaching in Peru, Colombia, Mexico, Spain, El Salvador, Guatemala, Bolivia, Puerto Rico, Costa Rica, and Mexico, also holding different management positions in the university institutions where he taught. In recent years, he was a research professor at the Universidad Autónoma del Perú (Autonomous University of Peru, Lima) until his death. He participated as a lecturer and coordinator of symposia in international psychology congresses in Costa Rica, Chile, Brazil, El Salvador, Cuba, Colombia, Guatemala, Peru, and Mexico.

He published books dedicated to psychotherapy and health psychology. Likewise, he founded several journals: *Revista Intercontinental de Psicología* (1988), *Psicología Contemporánea* (1994), and *Psicología Iberoamericana* (1988).

His work focused on health psychology, based on the biopsychosocial approach and with an integrationist perspective (Oblitas, 2004, 2005, 2006a, 2006b, 2007). In her latest studies, she investigated the predictive psychological variables of quality of life in patients with breast cancer (Ocampo et al., 2011), risk indicators and communication in mental health on the use of psychoactive substances and intrafamily violence in community leaders (Ferrel Ortega et al., 2017), the incidence of mindfulness and qi gong in the state of health, psychological well-being, life satisfaction, and work stress (Oblitas-Guadalupe et al., 2017), the construction of psychometric instruments for measure depression and emotional regulation (Moscoso et al., 2018), the incidence of mindfulness in academic stress in university students (Oblitas et al., 2019), and the impact of mindfulness on health and work stress in university workers (Oblitas Guadalupe et al., 2019), among others.

Oblitas was an important specialist in the area of health psychology, known throughout Latin America for his numerous works.

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Ochoa Franco, Álvaro Norberto

Born *Valencia, Venezuela, 18 December 1944*

Clara Astorga G.

Universidad Central de Venezuela (UCV)
Federation de Psicólogos de Venezuela (FPV),
Caracas, Venezuela

Keywords

Venezuela · Humanistic psychology ·
Orientation · Psychological counseling

In 1962, at the age of 18, he entered the third cohort of the Psychology program at the Universidad Católica Andrés Bello (UCAB) (Andres Bello Catholic University), where he graduated at the age of 22 (1967). After completing his studies, he enrolled in the postgraduate

program of Psychological Orientation at the same university. During his graduate studies, he was presented with the proposal to organize the Psychological Counseling Center at Colegio La Salle, a Catholic educational institution located in Caracas. After founding it, he directed it for a year providing attention to a population of more than 250 high school students.

In 1968, he resigned from this position and became a Counseling Psychologist at the Center for Psychological Guidance (COP) of the UCAB, and that same year he assumed the direction of the COP. Simultaneously to this work, he taught in the Chair of Psychological Counseling and the Chair of Methods of Psychological Exploration in the Escuela de Psicología (School of Psychology) of the UCAB and collaborated with the Chair of School Counseling of the School of Education of the UCAB. At the age of 25, he graduated as a Specialist in the Postgraduate Program of Psychological Orientation (1970).

Ochoa identified with the humanistic movement, which was in full expansion in the 1970s. He was trained in various psychotherapeutic approaches centered on the person: Gestalt, Transactional Analysis, proposed Logotherapy and Existential Psychotherapy.

Between 1971 and 1974, he was trained as a group facilitator at the Escuela de Formación del Caribe (Caribbean Formation) and at the Instituto Venezolano de Formación Interprofesional Psicosociológica (IVEFIP) (Venezuelan Institute of Interprofessional Psychosociological Training). He also received training as a group facilitator at the *Institut Français de Formation et d'Enseignement Psychosociologique* (IFFEP, French Institute for Psychosocial Training and Education) in Paris, where he was also trained in *Orientation Analytique Existentielle* (Existential Analytical Orientation) (Ochoa, 1971).

In 1976, he was trained as a facilitator of the Effective Parenting with Systematic Training Program (Peces). In 1978, together with other colleagues, he founded at UCAB a School for Parents directed to the community. In the same year, he began training in Gestalt Psychotherapy with Manuel Martínez Toro (1940) and with the Chilean-Venezuelan psychologist Niksa

Fernandez. This training lasted 3 years and, in the end, he was invited to join the group of psychotherapists who worked in the foundation of the Venezuelan Institute of Gestalt (IVG). In addition to being a founder, for a time he worked as a teacher at this institute.

Between 1978 and 1980, he was part of the founding teams of several organizations aimed at training and psychological orientation, such as IVEFIP, Postgrado de Dinámica de Grupos (Group Dynamics Postgraduate – UCV), and Asociación Venezolana de Sexología Psicológica y Orientación Sexual (Venezuelan Association of Psychological Sexology and Sexual Orientation). Ochoa is also a board member of several organizations, among which are mentioned the following: Venezuelan Association of Psychological Counseling, International Association for Transactional Analysis (ITAA), Latin American Association of Transactional Analysis (ALAT), and Venezuelan Association of Transactional Analysis (AVAT). He was also trained in EMDR Therapy (Eye Movement Desensitization and Reprocessing), levels I and II.

He was a founding member of the Board of Psychologists of Venezuela (1968), serving as vice president of the Federation of Psychologists of Venezuela (the institution that replaced the Board of Psychologists of Venezuela), during the period 1982–1984, and president of its disciplinary tribunal.

He was appointed Director of the School of Psychology at UCAB (1983), a position he held for 9 consecutive years. After leaving the directorship, he continued as professor and psychologist of the Center for Counseling and Human Development (CADH), former COP, of which he was Director in two periods: 1968–1970 and 1980–1983.

He founded the Cognitive Psychology Postgraduate Program at UCAB (1985), where he taught the subjects Psychological Counseling Techniques and Group Counseling (1986–1988). He was also promoter and founder of the first postgraduate subjects in the psychological area at UCAB: “Organizational Development” and “Child Development and its Deviations.” In

addition to tutoring several undergraduate and graduate theses.

His main contribution has been in the foundation of organizations in favor of psychology in Venezuela, being an outstanding representative of the humanistic approach.

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Oliveira Vianna, Francisco José

Born *Saquarema (Brazil), June, 20, 1883*

Died *Niterói (Brazil), March, 28, 1951*

André Luis Masiero

Universidade Federal de São Carlos, São Carlos, Brazil

Keywords

Brazil, Social psychology · Anthropology · Race

Anthropologist, jurist, professor, and Brazilian historian. Graduated from the Faculty of Law of Rio de Janeiro in 1906, where he became professor of Criminal Law in 1916.

Nationalist, he dedicated several works to the analysis of racial miscegenation. Influenced by racist theorists like Joseph Arthur Gobineau (1816–1882) and Gustave Le Bon (1841–1931) he defended the idea that human races could be organized by their physical qualities and psychological aptitudes. Examining what he called “race psychology” or “ethnic psychology”. He favored the selection of immigrants by “assimilable psychological types” by the national environment and culture. He also argued that data from psychometric research showed statistically that the white races concentrated a higher number of superior intelligences, since the races would be in different evolutionary stages. For this reason, he opposed the reception of Japanese immigrants, who were “culturally insoluble”. When he allied with the dictatorial government of Getúlio Vargas (1937–1945), he opposed the granting of visas for the entry of Jewish refugees into Brazil during World War II, in line with the eugenic and social Darwinist conceptions, although he was a radical critic of German National Socialism, for its brutality and disrespect for the territorial sovereignty of neighbors and based on a biased racial theory.

However, he applied eugenics in the analysis of national populations. In the essay, *The Brazilian type and its forming elements from 1928*, he exposes what believes to be the differential subjective traits between whites, blacks, and indigenous people, basic national constituents. As a naturalist, he classified the races morphologically and psychologically and precisely because of their characteristics he considered it impossible to build a liberal nation along European lines.

With the publication of *Race and assimilation* (1932), he disputed with another Brazilian anthropologist, Arthur Ramos, who accused him of basing his conclusions on the “capabilities of the black race” on “science of the last century”. In response to Ramos’ criticisms, he reaffirmed his beliefs in the psychological superiority of the white races. Controversial and known for his authoritarian thinking, he says that “200 Hindus were not worth a handful of Englishmen, who dominate them”. Although psychology, as a natural and autonomous science, was not exactly the center of its scientific interests and activities, he was one of the pioneers in the interpretation of the

relationship between man and the environment and culture based on social psychology. He was undoubtedly one of the pioneers in Brazil from the perspective *Völkerpsychologie*, initiated by Wilhelm Wundt (1832–1920) at the beginning of the twentieth century and one of those responsible also for disseminating in the country many researches on Differential Psychology developed by American and European psychometrists.

In his intellectual trajectory, from his social psychology, another interdisciplinary area derives, political psychology, that is, the analysis of social and party organization based on the prevailing mental traits in a collectivity. Brazilians, accord him, would not have psychological traits for a good political organization, starting with the lack of a sense of collectivity.

In 1926, he assumed the position of Director of the Instituto do Fomento do Estado de Rio de Janeiro (Rio de Janeiro State Promotion Institute) and, in 1934, he was a collaborator of the Special Constitution Review Commission. In 1937, he was a legal consultant with the Ministry of Labor, Industry, and Commerce and in the same year elected to chair 8 of the Brazilian Academy of Letters. He was a member of many scientific associations such as: International Institute of Anthropology, Société des Americanistes, Paris, Academy of History of Portugal.

It can be said that Oliveira Viana brought a set of psychological knowledge to support his primary fields of activity, like anthropology, politics, legislation, etc., thus revealing the potential of this new science for national development.

Cross-References

► [Ramos de Araújo Pereira, Arthur](#)

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Olvera Lechuga, José

Born in *Toluca, State of Mexico, Mexico, on December 9, 1838*

Died in *Mexico City on April 15, 1908*

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Keywords

Mexico · Psychology of religion · Embryology

José María de Jesús Melquiades Olvera Lechuga was the oldest of ten siblings. He is a surgeon who graduated from the Facultad de Medicina (Faculty of Medicine) (1855–1862) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM). His father and grandfather were surgeons as well. Even his father, Isidoro Olvera Crespo (1815–1859), ventured into politics and was part of the Congreso Constituyente (Constitutional Congress) of 1856 and the I Legislatura (I Legislature) of 1857–1861. José Olvera's contribution in the field of medicine was the study of “embryology” that he wrote in 1902. In this work, Olvera demonstrates the relationship between psychology and religion.

Olvera's main objective is to make clear the influence of religion in Mexican thought in the late nineteenth century. His work rests on describing the intrauterine development of man, without omitting detail or circumstance; however minute it may seem. The author highlights each of the stages in the development of the embryo. The strength of the work in relation to religion is supported by the opinions of colleagues such as the Spanish histologist Ramón y Cajal (1852–1934) who congratulates Olvera for opposing any other explanation that departs from religion, making a strong emphasis on the power, wisdom, and providence of God. The way they describe the embryologist as well as the anatomist, the histologist, or the bacteriologist is not enough to understand human nature when they are truly in the hand of God; scientists are not capable of understanding divine nature. The relationship between religion and science for Olvera was evident so he lets us see in the following quote "It cannot be denied that a wise man, full of intelligence, with privileged understanding, is almost ignorant of anything in the current state of knowledge; but incredulous and materialistic, he does not know what matters most to him to know: that God is his creator and teacher; that everything that is, is owed to Him; granting only to the power of his reason" (Olvera 1904, p. 12).

Olvera's belief and deep-rooted faith led him to question his own discipline; for the author there is nothing in this earthly world that can be explained only with science. It is necessary that sciences such as chemistry, physics, mathematics, and medicine seek God, only through the explanation that comes from him. This world can be understood. Olvera shows that science cannot be explained without the help of God "Doctor! If you consider yourself wise, it is necessary, so that you really are, that you bow your head in adoration of the Almighty, the Wise, the Loving, the God the Father, God the Son, God the Holy Spirit, who made man" (Olvera 1904, p. 19).

The tireless struggle that Olvera sustained with the Marxist and positivist currents of thought can be seen in the dedication he made to Canon Emeterio Valverde Téllez (1864–1948), where he points out in his own hand the importance of having written this work that opened the eyes to

the world of science attached to the faith and religion it professes; finally, we can highlight that the publication of this work had the approval of the church, since the work includes on the second page the message of the Archdiocese of Mexico that "it has served to grant its superior license for it to be printed and published [...] For being the work of true merit and utility" (1904, p. ii). This allows us to speak of the fact that the explanation proposal of embryology, psychology, and religion obeyed the thought of the eighteenth century, where sciences (whether social or natural sciences) were tied to religious thought that manipulated any scientific explanation in favor of God.

His works focused on mental health considering the religious aspect as relevant to understand the human being. His 1904 text synthesizes his vision of the religious perspective in the human being; in the emerging discipline of "psychology," the influence of religion and the attachment to explanations of life from the perspective of the religious world and the way of narrating the events of the conception of life allows us to consider the proximity that science had in the nineteenth century, with a country attached to religion like Mexico.

Despite the fact that it is the only work that the author has, the influence of religion and the attachment to explanations of life from the perspective of the religious world and the way of narrating the events of the conception of life allow us to propose the proximity that occurs in the field of psychology and religion.

In his 1895 speech on marriage and mental health, he introduced the religious element to justify the subject. López Ramos (1997, p. 90) points out that "he sees neurosis as a social disease that can be treated with medications, a circumstance that was not feasible in his time. Given this, he proposes morality as an alternative, which must be the possible instrument so that the mentally ill do not marry and have children with hereditary and degenerative diseases," a discourse that clearly refers to the religious spirit of the time, which is shown in scientific analysis and thought.

Olvera's proposal influences the heart of Mexican psychology, since the antipositivist approach impacted on religious studies such as the one

developed by Olvera himself; years later his proposal would serve to explain the influence that religious thought had in Mexico. If we consider that José Olvera is a faithful believer in religion, his proposal rests on spinning two opposite poles, religion and science, under his gaze scientific thought that is incapable of knowing and explaining something as complex as “life.” Perhaps one of the strongest criticisms of his work is due to the fact that Olvera is strongly attached to the religious world, that is, it is not a question of a psychology of religion as we will know it later but of religious thought in psychological processes. In this regard, it is worth mentioning the study of religious pastoral care in psychological development; in fact, in 1976, at the Congress of Psychology of Religion in Lancaster (United Kingdom), it was argued that “the psychology of religion cannot be studied by those who adopt an agnostic activity on the content of religious beliefs” (190). And also the work of James (1902), and of American colleagues Milton Rokeach (1918–1947), Bernard Spilka (1926), Richard Gorsuch (1937–2016) and French (Jean-Pierre Deconchy (1934–2014), important researchers for the scientific study of the psychology of religion.

The discourse that is exposed in this work is a reflection of the Catholic and traditionalist thought that permeated the Mexican society at the end of the nineteenth century. The Catholic attachment of some doctors of the time such as José Olvera could not separate the religious explanations from science. This is why his work came before his other colleagues such as Pedro Noriega (1855–1901), Manuel Flores (1853–1924), and José Ramírez (1852–1904) of all those who sought to explain the creation of the human being from the positivist current of the origin and psychic thought.

Although it is true that the work of José Olvera is not recognized in the field of medicine as a scientific explanation, in the field of psychology, it is a precedent to understand Mexican scientific thought at the end of the nineteenth century that was still permeated by religion [Catholic]. For the Mexican society, the Spanish conquest not only occurred with the expansion and domination of the Spanish crown in Mexico [which had

conquered Mexican territory in 1510]; it was an ideological conquest that expanded in the scientific field. José Olvera’s work is an example of the predominance of religion in the Mexican society.

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Oñativia, Oscar Venancio

Born *Salta, Argentina, 18 May 1919*

Died *Salta, Argentina, 24 January 1995*

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Keywords

Argentina · Psychometrics · Psychotechnics ·
Perception · Educational psychology ·
Institutions

Oscar Venancio Oñativia attended elementary and high school in the city of Salta, Argentina, and university in the city of Buenos Aires, Argentina. He graduated as a professor of Philosophy in 1943 at the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities at the University of Buenos Aires). Later, in 1964, he obtained his PhD in the same institution. His doctoral dissertation was entitled “Interpretaciones táctiles como procesos proyectivos” (Tactile Interpretations as Projective Processes) and it was published in 1972 by Editorial Paidós (Paidós Publishing House) under the title “Rorschach táctil” (Tactile Rorschach) (Oñativia, 1972).

In academical settings, as a professor, he was in charge of undergraduate and graduate courses at the Profesorado de Enseñanza (Teaching Degree) of the Province of Catamarca and at the National Universities of Tucumán, Cuyo, Salta, and Córdoba. He was also a visiting professor at universities in Brazil and Spain. As a researcher, he participated in Research Council Programs of the Universidad Nacional de Salta (National University of Salta), the Consejo Nacional de Investigaciones Científicas y Técnicas (Argentine Scientific and Technical Research Council), and the Fondo Nacional de las Artes

(National Fund for the Arts). He wrote more than 50 scientific papers and over more than 30 books in the areas of Psychometry, Psychotechnics, Psychology of Perception, and Educational Psychology.

He also participated in key congresses related to the organization of the psychological field in Argentina. He took part in the First National Congress of Philosophy, held in Mendoza in 1949, where there was a whole section dedicated to Psychology. In 1954 he was general secretary of the First Argentine Congress of Psychology, held in Tucumán. There he presented “Psicología, ciencia joven” (Psychology, a young science) where he proposed overcoming the crisis in the discipline by means of a symbiosis of theories that would include all the psychological approaches (Oñativia, 1955). His participation in this last congress was of special relevance for the academic institutionalization of Psychology in Argentina; it was there that Oñativia, together with other attendees, signed a declaration postulating the need to create undergraduate programs in psychology, oriented to educating and training professional psychologists (Dagfal, 2008, 2009; Klappenbach, 2006).

At the same time, he held executive positions and founded institutions related to Educational Psychology. In 1957, in his native province, he created the Departamento de Psicología Escolar y Asistencia Escolar (Department of School Psychology and School Assistance) within the Consejo General de Educación (General Council of Education). Oñativia led this Department until 1975. He also organized the first Experimental School in that province, called “Maestra Jacoba Saravia.” In addition, he provided the guidelines of the Curriculum for elementary education in Salta, in vigor until 1985. At the National University of Salta, he also served as Head of the Psychological Area, as Director of the Humanities Department and Vice provost. At the National University of Tucumán, he was appointed Director of the Institute of Psychology and Educational Sciences, based in Salta, from 1955 to 1973. Oñativia also held positions in organizations

outside the local sphere. He was appointed Director of the Regional Centre for Border Areas Studies and Advisor to the National Ministry of Culture and Education. He was also recognized by national and international organizations. He was appointed life member of the Argentine Society of Psychology and member of the National Academy of Education of Argentina (Oñativia, n.d.). He received the award of the Spanish Society of Psychology in 1977 and was nominated for the first International Literacy Award of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1981.

Considering all the above, on the one hand, Oñativia can be regarded as one of the pioneers of Psychology in Argentina and one of the promoters of the creation of the first undergraduate programs in Psychology in the whole country. On the other hand, given his academic contribution, Oñativia became a theoretical reference of the psychological discipline, within the areas of Psychotechnics, Psychology of Perception, and Educational Psychology. His work in the creation, direction, and management of institutions aimed at promoting knowledge in Educational Psychology is also noteworthy. Finally, it is worth mentioning his work as a promoter of Psychology in the Spanish-speaking world, through his task of revising works translated from English into Spanish, for example, his work on the *A student's dictionary of psychological terms* by Horace English (1928/1951).

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Oribe Coronel, Emilio Nicolás

Born *Melo, (Uruguay), 13 April 1893*

Died *Montevideo, (Uruguay), 24 May 1975*

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Keywords

Uruguay · Vocational guidance · Institutional

Emilio Oribe was born in the city of Melo, in Cerro Largo, northeast of the country. The country's last civil war, known as 1904s Revolution, made the capital's urban culture face rural autocracy. This happening had its origin in Melo and led Emilio Oribe to move to Montevideo along with his family. He studied medicine in the Universidad de la República (University of Republic), graduating in 1919 (Scarone, 1918). He traveled to Europe the next year, where he came in contact with the artistic forefront, meeting European intellectuality personalities from that time, like Pablo Picasso (1881–1973), Paul Valéry (1871–1945), Henri Bergson (1859–1941), and Maurice Merleau-Ponty (1908–1961) (Rocca, 1993). On that trip he was designated as a Scientific Aggregate to Belgium's Uruguayan Legation. He practiced medicine until 1925, the year in which he went on to dedicate entirely to intellectual activity, also being a philosophy teacher until 1938 when he started taking over the Art and Literature-Aesthetic professorship, a chair that is free of superior studies in the Universidad de la República.

He published his first modernist style poems in 1909 under the name of Ismael Velarde in *La Razón*, a newspaper from Montevideo, as central references he had Julio Herrera and Reissig (1875–1910), Rubén Darío (1867–1916), and Leopoldo Lugones (1874–1938). Subsequently, French symbolism, particularly Paul Valéry, was a central reference in his poetic work (Rocca, 1993).

From 1925, the philosophical aspects that can already be seen in his first works became more relevant. As of 1930 he started publishing philosophical essays, fundamentally on the aesthetic field. Since the end of the 1920s he occupied different positions of institutional and political direction that led him to participate in different ways in psychology's institutionalization and professionalization process.

In 1929, in the midst of a reform proposal for primary education encouraged by Horacio Dura (1885–1977), he was nominated to integrate a commission that would promote the incorporation of psychology knowledge in the educational field. Psychology's concepts had a central role in the argumentation of a new teaching method.

In August 21, 1928, he was appointed Member of the Consejo Nacional de Enseñanza Primaria y Normal (National Council of Primary and Normal Teaching), and in December 16, 1931, he went on to occupy the position of vice president. In this context, he promoted the incorporation of experimental psychology in teacher training and presented a project for the creation of posts for medical specialists in psycho-pedagogy. This project encouraged the hiring of physicians with specific knowledge about experimental psychology and pedagogy so that they would be trained to perform medical-psychological exams and be collaborators of teachers and directors (Oribe, 1929). He encouraged the incorporation of vocational and professional orientation in educational institutions, a field of great development at the time that would play a fundamental role in the institutionalization of psychology in the country. In 1930 he proposed the creation of a vocational orientation specialized schools both for boys and girls. In addition, he dedicated himself to proposing laws that united the physical with the psychological, as well as to measuring abilities according to sex and detecting possible abnormalities (Oribe, 1930).

Later on, he participated in the process of the introduction of psychology in university settings. Along with the creation of the Facultad de Humanidades y Ciencias (Faculty of Science and Humanities), in 1945 he was designated member of the council that would lead the institution. He

was its dean two times: in 1951–1952, and then later in 1958 after the death of the then Dean Carlos Vaz Ferreira (1872–1958). He went on to fulfill duties for the complementary period from January of 1958 until October of the next year. Already as vice president in the year 1947 he was designated as president of the court for a competition for the Psychology Chair, which resulted empty. He was cofounder of the Sociedad de Psicología del Uruguay (Uruguayan Psychology Society) along with Vaz Ferreira, Clemente Estable (1894–1976), and Juan Carlos Carrasco (1923–2010) in 1953. In 1956, at the time of the approval of the undergraduate Psychology Program encouraged by Mario Berta (1920–2009), he integrated the Faculty of Science and Humanities' Council.

Emilio Oribe, from the positions he occupied in elementary education and in the University of Republic, took care of generating conditions for the institutionalization of psychology in those spaces. In 1964, he was named honorary doctor by the Faculty of Science and Humanities at University of Republic. In 1969 he was elected as president of the National Academy of Letters. And in 1975, in recognition for his intellectual trajectory and work, he received the National Great Price of Literature, awarded by the Ministerio de Educación y Cultura (Education and Culture Ministry). Emilio Oribe passes away in 1975.

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Orlando, Irene

Born 1913

Missing *Buenos Aires*, 8 December 1977

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Keywords

Argentina · Psychoanalysis · Clinical model of vocational guidance · Psychodiagnostics · Rorschach technique

Born in Argentina, her first profession was obstetrics, an activity she practiced for many years, being an active member of the team of an important gynecologist and obstetrician in Buenos Aires.

In the mid-1950s, due to the spirit of the times, she became actively interested in psychoanalysis, psychodrama, and the study of the Rorschach technique. She was also interested in art, especially painting and film. All this led her to undertake formal studies in the undergraduate Psychology Program, from which she graduated in the late 1960s.

She was in contact with important personalities of the Argentine intelligentsia, psychoanalysis, and art. The direct teachings of the psychoanalysts Enrique Pichon Rivière (1907–1977), Fernando

Ulloa (1924–2008), José Bleger (1922–1972), and Eduardo Pavlovsky (1933–2015), among others, had a direct influence on the construction of the “conceptual, referential and operative scheme” (Pichon Rivière, 1960/1975) which, as a pioneer, Irene Orlando applied in the field of vocational guidance.

In that field of work, she was the forerunner in introducing a clinical perspective not only as a complement to the use of psychometric techniques, and eventually projective techniques, but also as the central axis of the approach to vocational guidance from the perspective of psychology as a profession.

Risieri Frondizi (1910–1985), Rector of the Universidad de Buenos Aires (University of Buenos Aires), promoted the creation of the Departamento de Orientación Vocacional (Vocational Guidance Department). Irene Orlando was appointed head of the Interview Section between 1958 and 1966. That year, she resigned after the episode known as the “Night of the Long Sticks.” The administration by General Juan Carlos Onganía (1994–1995), who had come to power through a *coup d'état*, intervened the university and the police invaded classrooms and scientific laboratories of the university. Before that night, the Vocational Guidance Department was the setting for the development of an original theoretical and practical approach to vocational guidance, based on psychoanalysis. That approach was a novel complement to the line of work of the Department’s director, Prof. Nicolás Tavella (1918–1994) and his collaborator, Nuria Cortada de Kohan (1921–2013), who were both specialized in applying more traditional resources in vocational guidance, such as psychometric techniques.

Irene Orlando gave specificity to psychoanalytic theoretical concepts and improved the technique of the individual clinical interview and the technique of the “operational group” (Pichon Rivière et al., 1960), applied to vocational guidance.

She established the use of diagnostic interviews for the detection of the so-called “point of urgency” (Fernando Ulloa) as a motive for consultation, and for the study of personality. The

interviews also were fundamental for the exploration of family history and constellation in order to analyze identifications in the construction of identity in adolescence. She designed “vocational orientation processes” for the elaboration of the anxieties inherent in the passage from high school to university, from the field of study to work, and from the more restricted family and social sphere to the wider social and institutional sphere. This process made it possible to analyze the motivations for choosing a career or entering the labor market in terms of the contextual data. And especially to discover the imaginations or fantasies, family mandates, and identification figures, among other conscious and non-conscious components of the family, social, educational, and cultural environment of the consultants. It was to Irene Orlando’s credit that she redefined vocational guidance as a process of elaboration on the part of the consulting students, in the manner of a brief and focused psychotherapy, rather than advice limited to the results of the application of intelligence, aptitude, and interest tests (Orlando, 1970).

The reflection on the task based on the records of the observations made it possible to establish a modality of interviews, individual or group, and also a frequency, which was finally standardized at eight weekly sessions, with the option of four additional sessions, to be requested by the consultant in the case of individual interviews, or by the group as a whole in the case of group interviews.

She also developed training techniques for professionals and advanced students in Psychology and Educational Sciences. These were based on observation and reflection on the work of experienced vocational counselors, on the supervision of all activities, and also on the use of psychodramatic techniques for the “simulation” of individual and group interviews with the aim of training in such a field.

She also encouraged research activities, articulated with clinical activity. She directed exploratory research projects: motivations for the choice of university studies, professional profiles, university desertion, all of them at the Vocational Guidance Department of the University of Buenos Aires, between 1964 and 1966. She also

conducted research on “Determinants of university interruption of studies” in the same period but at the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research).

Irene Orlando’s interest in art, architecture, psychoanalysis, and the theories of perception of her time also led her to become interested in the Rorschach technique, a field in which she was also a pioneer in Argentina. Her disciple Nélica Álvarez, on the basis of unpublished manuscripts, was able to collect and systematize in a book with her main contributions, related to the categories of time and space, location, and movement. This makes it possible to collect the transformations that account for the singularity of the interpretations made by the subject in response to the pictures, in a process that is constructed over time (Alvarez, 2010). She considered that the location, more than the determinants and contents, made the mental structure visible, and not only the emotional dynamics. She used the “technique of tracing,” initially developed by Cecile Beizmann for the administration of the Rorschach to children, to achieve precision in the localization of responses. Orlando argued that the spatial cut-out revealed the architecture of thought and the underlying body image; for this reason, the gap that can exist between the verbal formulation and what is graphed on the tracing revealed what was hidden in the word, while registering creative potentialities.

Irene Orlando held leadership positions in the Asociación Argentina de Psicodiagnóstico de Rorschach (Argentine Association of Rorschach Psychodiagnosis, AAPRO), whose creation in 1952 preceded the existence of the undergraduate Psychology programs in Argentina. The AAPRO promoted the first Latin American Rorschach Congress and the organization of the Asociación Latinoamericana de Rorschach (Latin American Rorschach Association, ALAR) in 1966. She also promoted the journal published by the AAPRO in 1969, initially entitled *El Rorschach en la Argentina* (Rorschach in Argentina) and since 1982 *Psicodiagnóstico de Rorschach y otras técnicas proyectivas* (Rorschach Psychodiagnosis and other projective techniques).

She was abducted by the repressive forces of the military dictatorship and was last seen on 8 December 1977 in the detention and torture center of the Escuela de Mecánica de la Armada (Navy Mechanics School, ESMA). She was 64 years old. A small square in the San Cristóbal neighborhood in the City of Buenos Aires, Argentina, has been named in her honor since 2003.

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Orozco Hormaza, Mariela

Born *in Cali (Colombia) on January 13, 1941*

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Keywords

Colombia · Community psychology ·
Cognitive development · Math learning

Mariela Orozco Hormaza is the daughter of Juan Enrique Guillermo Orozco (1908–1986), one of the founders of the Faculty of Medicine at the Universidad del Valle, Cali (University of Valle, Cali), and Blanca Hormaza (1915–2014). Both of her parents belonged to peasant and muleteer families established in Antioquia, all descendants of the Basque Country who fled from the poverty of their homeland (Guerrero & Rovetto, 2010). Her father Guillermo, with only 11 years

of age, left Anserma, Caldas, to study medicine at the Universidad de Antioquia (University of Antioquia).

Mariela did undergraduate studies in counseling psychology, a program created within the Education Faculty at the University of Valle in 1965 (Giraldo & Rodríguez, 2000), where she met one of her first teachers, Rubén Lechter, a Colombian psychologist trained in the United States in the area of marketing psychology; he was also a pioneer of qualitative research in Colombia. Orozco graduated in 1971 at the age of 30. During her studies, she showed a remarkable interest in social psychology and education in vulnerable contexts. From 1971 to 1974, she worked at the Escuela de la Trinidad (Trinity School), in Cali, where, as she claims, she met “the greatest misery that I ever lived in my professional experience. The children that came to school were so malnourished that they couldn’t tolerate the food we gave them” (Orozco, personal communication, December 15, 2019). From the witnessed poverty, she began to perform home visits and designed and applied a program of compensatory education for children in poor neighborhoods.

After finishing his doctoral studies, Rubén Lechter was hired as a faculty in the University of Valle, where he stood out for his community activism, a topic that was always part of the professional interests of Mariela Orozco. Lechter’s work was determinant in Orozco’s studies in the education of children in poverty contexts.

In 1974, Mariela Orozco was enrolled as a teacher in the University of Valle, where she forged an interesting interdisciplinary research career of, as she says, “commitment with the community experiences” (Orozco, personal communication, December 15, 2019). The beginning of her research career was accompanied by the work of her colleague Carlos Arango (1951–). The help and consulting of Forest Tyler (1925–2018) (Zea, 2019), an American psychologist who worked in the community and social fields proved to be fundamental in the introduction of a community approach in the Unidad de Educación Popular (Unit of Popular Education). In 1976, Rubén Lechter and Sonia Meluk (1949–)

requested approval from the Instituto Colombiano para el Fomento de la Educación Superior (ICFES) (Colombian Institute for the Promotion of Higher Education) to convert the counseling psychology program into a formal psychology program aimed to grant the degree of psychologist.

Once open, the psychology program introduced four seminars with community approach as the spine of the basic training in psychology (Arango, 2006). The work made by Orozco and her colleagues in the 1970s was revolutionary, as it allowed them to insert for the first time in Colombia the term *community psychology*.

During her first years as a teacher in the University of Valle, another event would take place in the outcome of Orozco's academic training: she took the courses on Jean Piaget (1896–1980) taught by Rebeca Puche-Navarro (1946–), who arrived at the University of Valle in the early 1970s after finishing her training in psychology at the Université de Geneve (University of Geneva), where she met and received lessons from Piaget himself. The courses dictated by Puche-Navarro, pioneer in Colombia on the topics related to Piaget and the experimental studies on child development, allowed Orozco to fully immerse into the field of children mental processes psychology; also, it allowed her to answer one of her research questions: what are the mechanisms used by the child in order to solve problems? The question itself was strongly related to her original interest on the community experiences in poverty contexts.

Mariela had some basic knowledge of Piagetian work because of the study of John L. Phillips Jr. (1923–2017) and his book: *The Origins of Intellect. Piaget's theory* (1969). Her subsequent training on Piaget's theories concurred with the Marxist intellectual and militant environment in the University of Valle, and she surrounded herself with many thinkers from all disciplines that helped her to sharpen a critical insight on society and reality that Orozco would keep during her entire life.

In 1975, she started a strenuous task as the coordinator of the editorial committee of the academic journal *Cuadernos de Psicología* (Psychology Notebooks), a task she would carry

out until 1991. Both the journal and her work as an editorial coordinator were related to the revision and publication of works made by not only Colombian psychologists but also visiting professors like Sidney Strauss (1940–) and Valerie Walkerdine (1947–) (Strauss, 1986; Walkerdine, 1990). *Cuadernos de Psicología* aimed not only at the local production but also to an international worldwide academic production. Along with *Revista de Psicología* (Journal of Psychology) from the Universidad Nacional de Colombia (National University of Colombia) (1956) and *Revista Latinoamericana de Psicología* (Latin American Journal of Psychology) (1969), *Cuadernos de Psicología* was one of the pioneer journals in the country and the region (Ardila, 1986; Giraldo & Rodríguez, 2000).

Orozco traveled in 1979 to England, with the purpose of studying a diplomate in education at the University of London directed by Basil Bernstein (1924–2000), who had a strong behavioral emphasis and who also took aspects of sociology of education in his research. Educational sociology allowed Mariela to acquire stronger theoretical and methodological elements in order to acknowledge and explore the environments in which the child develops.

During her journey to England, Mariela Orozco found in the area of mathematical development in children her definitive research field. "It was fascinating to watch how all those kids learned" (Orozco, personal communication, December 15, 2019). At her return, to Cali, Orozco resumed her work as a professor of psychology and started some works with her undergraduate students on mathematical learning. In 1986, she spent her sabbatical year in the Institución Municipal de Investigación Psicológica Aplicada a la Educación (IMIPAE) (Municipal Institution of Psychological Research Applied to Education) founded in 1971 by Piaget's disciples in Barcelona, with the purpose of linking the present-day knowledge in psychology to the pedagogical practice (IMIPAE, 1979).

In 1990, Mariela Orozco developed a demonstrative plan for Latin America financed by UNESCO; the plan was named "El Niño y la Escuela" (The Child and the School). The purpose was to carry on a diagnosis of the mathematical

and reading-writing areas in children from poor backgrounds. Orozco, who was in charge of the evaluation in the mathematical education area, noticed a phenomenon surrounding the knowledge of mathematics. The phenomenon was soon named by her as “La matemática de los niños” (the math of children), and it showed that 10% of the diagnosed children knew to count up to 5000 and 10,000. The results of the demonstrative plans had a great reception.

In 1992, she returned to Barcelona to carry out her doctoral studies with the IMIPAE. She sought advice from Juan Pascual-Leone (1933–), one of the precursors of the neo-Piagetian research, whom she had met in Cali. Pascual-Leone became her dissertation adviser, and his influence would give an opening to the study of mental processing (Pascual-Leone, 1987). The thesis named “Análisis microgenético y procesual de la construcción de la operación multiplicativa” (Microgenetic and procedural analysis on the construction of the multiplicative operation) had the purpose of creating a causal theory able to analytically explain the mental processes of the child.

Mariela Orozco was an essential element that made possible all the institutional changes for psychology, both inside the University of Valle and the region. She was among those who made it possible that the counseling psychology program became a full-fledged psychology program. Later on, she contributed to the establishment of a specialization and master programs that would lead in the 1990s to the origin of the Psychology Institute, the first step for the beginning of doctoral studies in psychology. She was the first director of the Psychology Institute, a special entity in the University of Valle with a research center; three undergraduate programs in the cities of Palmira, Buga, and Cali; a master’s program; and soon in 2005, a doctoral program (the first in Colombia) created by her and Rebeca Puche-Navarro.

Her greatest contributions to Colombian psychology have focused into two areas: the arithmetic in the child and the work related to the cognitive development in children coming from poor environments. Mariela Orozco describes her life as a conjugation of chance and contingencies linked to her professional work, brave and

restless, that made her so important in Colombian psychology. Mariela’s work fascinates the younger generation of psychologists that are interested in the developmental psychology field, as it was demonstrated in the high participation during the launch of her last book: *1, 2, 3 ... hasta mil. La aritmética de los niños, la aritmética para los niños (1, 2, 3 ... up to a thousand. Arithmetic of children, arithmetic for children)* (Orozco-Hormaza, 2019).

Cross-References

► [Lechter Eidelman, Rubén](#)

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Orozco y Sevilla, Wenceslao

Born *Tenamaxtlán, Jalisco, on June 9, 1905*

Died *Guadalajara, Jalisco, on January 25, 1982*

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Keywords

Mexico · Psychiatry · Neurosciences

The academic career of Doctor Wenceslao Orozco y Sevilla, associated with the field of health sciences, began when he completed high school at

the Escuela Preparatoria de Jalisco (Preparatory School of Jalisco) of the Universidad de Guadalajara (University of Guadalajara) (UdeG). He entered the Facultad de Medicina (Faculty of Medicine) of the UdeG (1925–1930) obtaining the degree in Medicine, Surgery, and Midwifery, and that early brings him closer to the field of Psychiatry, to which he dedicated his professional life, being one of the main exponents of this medical specialty in Jalisco.

In 1930, he also began his career as a teacher, which he performed both at the Faculty of Medicine and at the Facultad de Psicología (Faculty of Psychology) of the UdeG in 1975, teaching courses such as Medical Pathology, Internal Pathology, Psychiatry, Medical Clinic, Physiotherapy, and Clinic of Psychiatry, among others. He was also head of the Laboratory Applied to the Clinic at the Instituto de Ciencias Médico-Biológicas (Institute of Medical-Biological Sciences); an extraordinary professor in courses such as Postgraduate Gynecology, Cultural Anthropology, History, and Philosophy of Medicine; guest professor of the Specialty of Gynecology-Obstetrics and History of Psychiatry; and interim professor of Cultural Anthropology.

During his professional career, he held various management positions, including the following: Secretario General del Sindicato Médico de Jalisco (General Secretary of the Jalisco Medical Union) and Presidente del Comité Estatal de Ayuda al Niño Indígena (President of the State Committee for Aid to Indigenous Children); he also collaborated in the revision of the Organic Law of the UdeG. In May 1962, he was appointed director of the Facultad de Medicina (Faculty of Medicine) at the UdeG, a position he held until 1965.

In addition, from 1956 to 1958, he was president of the Federación de Profesores Universitarios de la UdeG (Federation of University Professors) and Presidente electo de la Asociación Mexicana de Facultades y Escuelas de Medicina (president-elect of the Mexican Association of Faculties and Schools of Medicine) from 1960 to 1962.

He was a member of various academic institutions and founder and co-founder of some of them, among which are the Federación Médica

Mexicana (Mexican Medical Federation), of which he was a co-founder in 1948. He participated as co-founder of the Sociedad Jalisciense de Neuropsiquiatría (Jalisco Society of Neuropsychiatry), of which he would also be its president, and promoter of the Granja de Recuperación de Enfermos Mentales “La Esperanza” (Mental Illness Recovery Farm). He was also an active contributor to the World Health Organization. He founded the “Guadalajara” psychiatric sanatoriums for men and “San Camilo” for women, chaired the Comité del Premio Jalisco (Committee of the Jalisco Prize) in the modality of Sciences, and was part of the Asociación Médica Jalisciense (Jalisco Medical Association), the Sociedad Médica de Guadalajara (Guadalajara Medical Society), the Sociedad Médica del Hospital Civil de Guadalajara (Hospital Medical Society Civil of Guadalajara), as well as the League of Mental Health of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

It was characterized by its constant struggle for science and the development of thought, for the updating of the behavioral sciences, and for discovering the mechanisms of the human mind.

In 1975, the committee for the creation of the Escuela de Psicología (School of Psychology) of the UdeG was established, made up of psychiatrists who at that time gave courses in Psychology at the Hospital Civil de Guadalajara (Guadalajara Civil Hospital) and at various local educational institutions. Among the members of that committee was Wenceslao Orozco, who chaired it and who, due to his extensive and recognized career, would become on June 16 of the same year the first director of the Escuela de Psicología (School of Psychology) and later of the Facultad de Psicología (Faculty of Psychology) of the Highest House of Studies of Jalisco, Universidad de Guadalajara (University of Guadalajara).

Within this institution, he performed as researcher and head of the Departamento de Ciencias de la Conducta (Department of Behavioral Sciences), as well as representative of the rector in the Student Admission Commission of the School of Psychology for the 1975–1976 school year.

In May 1977, he was elected president of the Consejo Nacional de Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP), for 1 year.

The research work of Wenceslao Orozco y Sevilla focused on the study of various topics among which are epileptic syndrome, humoral mechanisms, subthalamic functional alteration, acromegaly, psychoneurosis, intersex states, sex chromatin, depression and maladjustment mechanisms, enzyme inhibition, depressive processes, alcoholism, and maladjustment mechanisms.

Among the many recognitions he received is the diploma of a founding member of the Unión Médica de Jalisco (Medical Union of Jalisco) and the diploma of a founding member of the Sociedad Jalisciense de Neuropsiquiatría (Jalisco Society of Neuropsychiatry). The 1976–1981 generation of graduates in Psychology from the UdeG bears his name; he was also recognized as a postmortem Emeritus Master of the UdeG. The Psychiatry service of the Antiguo Hospital Civil de Guadalajara (Former Civil Hospital of Guadalajara), an auditorium of the Facultad de Medicina (Faculty of Medicine), and one of the Faculty of Psychology bear his name.

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Otero Álvarez, Joel

Born *Santiago de Cali, Colombia, January 6, 1945*

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Keywords

Colombia · Mental health · Clinical
psychology · Addictions · Psychoanalysis

Joel Otero Alvarez completed his basic education in Cali at the *Colegio Santa Librada*, one of the most traditional educational institutions of the city, where countless intellectuals, academics, and artists were also educated. Otero attended the Universidad Nacional de Colombia (National University of Colombia) in Bogotá, where he graduated as a psychologist (1966) and also pursued his passion for theater: acting, teaching, directing, and writing plays conduced him to articulate his intellectual project based on finding the connection between aesthetics, philosophy, and literature. Otero choose psychoanalysis and addictions as subjects of his academic production in psychology, starting with his paper entitled “Psychoanalytic reflection of alcoholism.”

In 1967, Otero started his career in Bogota when he researched about the early consumption of psychoactive drugs in homeless minors and conducted psychological evaluations in order to give therapy to children and teenagers at youth detention centers. Throughout his academic life, Otero wrote several papers about addictions and drug addicts as a social phenomenon and a rising issue of the current times, which led him to categorize the traditional psychopathological models as “unsustainable and innocuous” interventions and proposed a different and novel approach from a transdisciplinary and aesthetic perspective (Otero, 2016).

Otero moved to Medellín in 1971 to start working at the Universidad de Antioquia (University of Antioquia), where he initiated the Department of

Psychological Investigations in 1975 that later became the Psychology Program which “was grounded on psychoanalysis with the purpose of educating in investigation based on a critic assessment of the traditional psychology; looking to gradually disassemble the vertical relationship professor-students and other structures of power” (Ortega, 1983, cited by Lopera, 2015). For 7 years, Otero taught introduction to psychoanalysis at this university and published a number of manuscripts questioning traditional psychology in its theory and methods. These publications became a reference for psychologists and psychoanalysts who would assume a position agreeing, reacting, or disagreeing, contributing to the psychology development in the region (Lopera, 2015).

In 1983, Otero joined the Universidad del Valle (University of Valle) in Cali, his hometown, where he worked as an associate professor and later as head of the Psychology Department. Otero taught courses on psychoanalytic theory and psychotherapy and also for other careers like theater, literature, economics, philosophy, social work, and sociology; he was also hired as guest lecturer for postgraduate courses in several universities of the country, in the areas of linguistics, pedagogics, and criminology. He directed theses and professional practices at the Hospital Psiquiátrico Universitario (Psychiatric University Hospital). He continued publishing his work in national journals and academic papers that reflected his concern to transcend the idea of a universal psychology by the application of psychoanalysis based on context to understand social changes.

Joel Otero Alvarez was well-known for his ability to understand psychoanalysis as a tool to drive change in the contemporary society; he was also aware of the role played by universities to contribute to the shaping of the cultural fabric of the country. This is the reason why Otero was deeply interested in addressing the possibility that psychoanalysis had to understand social, cultural, and political issues of the country. As a teacher, he deeply valued the engagement of the students, to whom he always considered that they could do remarkable contributions during his psychoanalysis and clinic psychology courses, a

scenario that he compared with a stage in the theater for the discussion of ideas and the shaping of new knowledge and new citizens.

In 1997, year of his retirement from the University of Valle, he created the Psychology Faculty of the Universidad de San Buenaventura (University of San Buenaventura) on its Cali branch and was its dean until 2003, during which time he obtained his master's degree as well. At this university, he developed an alternative proposal of psychology focused on the clinic and social context, understanding the society as multiethnic and multicultural. In his proposal, he highlighted the aesthetic language and sensibility as a tool to comprehend the human being, representing an innovative way to conceive psychology and its possibility to address the problems going beyond rationality and, in this way, achieving relevant and novel intervention responses.

Otero is acknowledged as the leader of an effort to develop an educational project that overcomes fragmentation in tendencies linked to psychology and, from theoretical approaches and clinical treatment, become more relevant and capable to address new social and cultural arising issues. He also contributed by promoting the importance of questioning foreign material when it comes to theories and approaches. Otero encouraged students, professionals, and teachers to look for the need to tailor their ideas and propose theories adapted to the complexity of the contexts in order to make effective interventions.

Otero argued that contemporary psychology was originated from what he called “the anthropological myth” to respond to the science and universal demands, neglecting the acknowledgement of diversity and the historic and social contexts. This is why he had a different proposal: a psychology that takes the city as a metaphor to name and integrate the human, social, and cultural perspectives, making a new paradigm for psychology to be understood from different disciplines to finally transcend the classic and universal conception of the human and address a plural conception of the society. This is the way to build knowledge that will transform the social issues based on questioning its social structures (Otero, 1999).

Joel Otero held a private clinical practice until 2007.

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Keywords

Ecuador · Psychoanalysis · Organization of institutions

Son of Fidel Arcesio Oyervide Durán and Rosa Delia Crespo, he was the second of five siblings. He was a seminarian at the *Congregación de los Redentoristas* (Congregation of the Redemptorists) in Cuenca (Guillermo García, personal communication, October 25, 2019). At the beginning of the 1970s he obtained a scholarship to continue his ecclesiastical studies in Paris and there he became interested in a subject of Psychology (López-Tello, 2018). Later, he abandoned his religious training and married Christiane Pelet with whom he had two daughters.

At the University of Paris 7, Dennis Diderot, studied Social Psychology under the direction of

Anne-Marie Rocheblave-Spenlé (1923–2000), who was a social-clinical psychologist, intricately linked to psychoanalysis. The title of his degree work was “Institutional Aggression,” in 1978. In France, he was directly related to Jacques Lacan (1901–1981), was part of his work team for some years, and acquired the fundamental bases for his exercise later as a Lacanian psychoanalyst. There he also met the psychoanalyst Charles Melman (1931–). For Oyervide (1996, p. 53), the “becoming a psychoanalyst through his own experience” means that only the personal experience of psychoanalysis can account for a preparation to be one; its clinical development started from that conception but it is not a guarantee of clinical action quality. From that vision the teaching of psychoanalysis is only possible from “a knowledge that produces domain effects and knowledge power” (Páez, 2016, p. 12).

Back in Ecuador, at the beginning of the 1980s, he joined the university academic activities in his hometown, in particular with the *Universidad de Cuenca* (University of Cuenca), and tried to form a working group on psychoanalysis, which ultimately did not materialize. However, Oyervide left the first seeds sown for the ideas of psychoanalysis to germinate later.

Oyervide migrated, in those same years, to the city of Quito, where he gradually entered the academic environment; later it was also linked with Guayaquil, in the same way through the university. However, Pedro Oyervide preferred to maintain a distant relationship with the university institutions that welcomed him: the Pontifical Catholic Ecuadorian University (Pontificia Universidad Católica del Ecuador) in Quito and the Catholic University of Santiago de Guayaquil (Universidad Católica de Santiago de Guayaquil). He chose to continue his work with more or less small groups of students and/or collaborators with whom he started the first Cartels, which is what work and training meetings are called from the Lacanian perspective (López-Tello, 2018).

In Guayaquil, he worked as the principal professor of the Profound Psychology seminary, with the support of the Catholic University, around 1980, despite the serious opposition that the name of the seminary had. Then, after leaving

the space offered by the university, he continued for 10 more years with his work of transmission of psychoanalysis through a seminar with the same name (Guillermo García, personal communication, October 25, 2019). As a teacher, he motivated his students to get involved with psychoanalysis by creating work cartels. He made these groups grow and injected dynamism into them by allowing their members to move between different cartels.

In 1991, together with a group of around 30 people, he founded the *Escuela Freudiana del Ecuador* (EFE, Freudian School of Ecuador) in Quito. Pedro Oyervide began the work of the EFE with the authorization of Charles Melman (1931–) and Marcel Czermak (1941–) of the French Freudian Field (internationally recognized psychoanalytic group) (Isabella, 2019). At the birth of the EFE, it is worth highlighting the participation of René Lew (1946–) and Néstor Braunstein (1941–) (Guillermo García, personal communication, October 25, 2019), psychoanalysts with extensive experience and particularly close to Pedro Oyervide. At present, the EFE continues to function as a place of study and work around psychoanalysis, closely linked to the Lacanian line, and has expanded its field of action to other cities in Ecuador.

One of Pedro Oyervide's greatest concerns was the transmission of psychoanalysis, a work to which he dedicated himself within the school he founded and also in other spaces. It is important to note that its modality was quite rigorous, which came to be taken as rigid because it was based on the detailed reading of selected texts (Álvaro Carrión, personal communication, November 20, 2019). According to Váscos (2016), this lent itself to the analyst being located as an idealized figure. With this pillar, the psychoanalytic circle around it supported a transmission model of exacerbated demand and difficult to understand for those who showed a first interest. Little by

little it was divided and a large number of the Lacanian psychoanalytic spaces that exist today in the country emerged in this way, in cities such as Quito, Guayaquil, and Cuenca. His greatest contribution was to sow interest in the study of psychoanalysis in Ecuador.

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P

Pacheco e Silva, Antônio Carlos

Born *São Paulo – SP (Brazil), 29 May 1898*

Died *São Paulo – SP (Brazil), 27 May 1988*

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Keywords

Brazil · Eugenics · Psychiatry

Physician and successor of Francisco Franco da Rocha (1863–1933) in the direction of Hospital do Juquery (Juquery’s Hospital), Antônio Carlos assumed the position in 1923, at the age of 25. He was the first to apply malaria therapy in cases of general paralysis at this hospital in 1925. He also carried out experiments with inoculation of *Plasmodium vivax* in patients, resulting in several scientific publications. In the 1930s, the technique was gradually abandoned at the Juquery’s Hospital (Tarelow, 2019, p.164).

Pacheco e Silva began his academic life as an audit student in the Pharmacy course at the Universidade Livre de São Paulo (Open University of São Paulo) and subsequently transferred to the Medicine course. Like his contemporaries, when the Open University of São Paulo ended

its activities in 1917, Pacheco e Silva transferred to the Faculdade de Medicina do Rio de Janeiro (Rio de Janeiro Medical School) – former Faculdade de Medicina da Universidade do Brasil (University of Brazil Medical School) – where he obtained his degree (Mott et al., 2007, p. 20).

He took further training courses in European clinics: In France, he specialized in neurology and psychiatry at the Faculty of Medicine of Paris (1920). He also attended the Nervous System Pathology Service (1921), located at the Hospital de Salpêtrière, coordinated by Professor Pierre Marie Charcot (1853–1940), as well as having attended the Hospital de Saint-Anne. He trained in Switzerland with Eugen Bleuler (1857–1939) and Constantin von Monakow (1853–1930). Afterward, he was in Germany where he followed the work of Emil Kraepelin (1856–1926) (Serra & Scarcelli, 2014, p. 86). In 1954, he completed his higher education at the War College (Escola Superior de Guerra) in Brazil.

In 1926, by invitation of the US State Department and commissioned by the governor of São Paulo, Carlos de Campos (1866–1927), he traveled to the United States to study the organization of assistance to psychopaths in that country. In that same year, he was in charge of establishing the plans for the Judiciary Asylum of the State of São Paulo (Manicômio Judiciário do Estado de São Paulo), whose construction was completed under his direction. Based on Morel’s Theory of Degeneration, he was one of the founders of the São Paulo League of Mental Hygiene (Liga

Paulista de Higiene Mental) (1926), of which he was the first president. He represented Brazil at the 1st Latin American Conference on Psychopathy and Legal Medicine (I Conferência Latino-Americana de Psicopatia e Medicina Legal), held in Buenos Aires (1927). In 1929, he inaugurated the “Pacheco e Silva” School (Escola Pacheco e Silva) at the Juquery’s Hospital – called “the first school for abnormal children” (Fiore, 1982, p. 167), where experimental psychology was applied, mainly from Osório César – and the Pinel Sanatorium (Sanatório Pinel) (both in the metropolitan region of São Paulo).

In 1930, he collaborated with the creation of the General Assistance of Psychopaths of the State of São Paulo (Assistência Geral dos Psicopatas do Estado de São Paulo), and after that he joined the chair of clinical psychiatry at the Faculty of Medicine of the University of São Paulo (Faculdade de Medicina da Universidade de São Paulo) (1935–1967). He was the founder of the Paulista School of Medicine (Escola Paulista de Medicina) (1933), where he was a full professor of psychiatry (1933 – 1960). At the Faculty of Law of the University of São Paulo (Faculdade de Direito da Universidade de São Paulo), he held the chair of Clinical and Forensic Psychiatry (1932–1933). He was vice president of the Institute for Rational Organization of Labor (Instituto de Organização Racional do Trabalho) (IDORT) (1931), developing recruitment techniques and professional “training” and also of the Open School of Sociology and Politics of São Paulo (Escola Livre de Sociologia e Política de São Paulo) (of which he was also full professor), having compiled his texts that were produced for the course on social service in a book format published in 1937. Pacheco e Silva also founded the chair of Psychosomatics at the Faculty of Medicine of USP (Faculdade de Medicina da USP) (1950), an area he already defended in the compilation of *Psychiatry and Modern Life* (1948), which highlights the entry of psychology into medicine from psychosomatic medicine.

He was superintendent of medical services and public assistance in the Constitutionalist Revolution of 1932, and president of the Society of Medicine and Surgery of São Paulo (Sociedade

de Medicina e Cirurgia de São Paulo). Still as director of Pinel Sanatorium (Sanatório Pinel), he was elected deputy to the National Constituent Assembly (1934) and deputy to the Legislative Assembly of São Paulo (1935–1937).

Pacheco e Silva held positions in scientific and corporate associations. He was vice president of the World Federation for Mental Health (1960), World Federation for Mental Health (1962), Psychiatric Association of São Paulo (Associação Psiquiátrica de São Paulo) (1967), Paulista Academy of Medicine (Academia Paulista de Medicina) (1933), Assistance to Psychopaths of the State of São Paulo (Assistência a Psicopatas do Estado de São Paulo) (1930), from the Union of Doctors of São Paulo (Sindicato dos Médicos de São Paulo) (1951), Brazilian Society of Medical Writers (Sociedade Brasileira de Escritores Médicos) (1974), “Forum Roberto Simonsen,” of the Federation of Industries of the State of São Paulo (“Fórum Roberto Simonsen” da Federação das Indústrias do Estado de São Paulo) (1931), and executive World Psychiatric Association (Associação Mundial de Psiquiatria) (1977).

He was also president of the International Anti-Communist League (Liga Anticomunista Internacional), in 1977. According to Talerow (2019, p. 66), his political bias reverberated in his work, and it is possible to identify in the first publications of the 1920s Pacheco e Silva’s aversion to ideals of socialists, communists, and anarchists.

Pacheco e Silva minimized psychoanalysis in the articles *Appreciation of Psychoanalysis* (1953) and *Basic Psychotherapy* (1959), claiming that the psychoanalytic method, if it had any value, would be inferior to the techniques of persuasion and suggestion (Alarcão and Mota, 2019, p. 281); in the preface to the book *Psychoanalysis: the mystification of the century*, he considered the area as “one of the greatest and most pernicious mystifications of this century” (Pacheco e Silva, 1970, p. 12). Although critical of psychoanalysis, Pacheco e Silva recognized its importance for the development of psychiatry and of Sigmund Freud’s work “stripped of exaggerations” (Pacheco e Silva, 1950, p. 334). According to

Alarcão and Mota (2019, p. 274), Pacheco e Silva's position on psychoanalysis and the defense to keep it as an exclusive practice of medicine fueled "distrust about the clinical performance of any other professionals, such as the psychologists."

On the other hand, as director of the Juquery Hospital (Hospital do Juquery), the actions undertaken by Pacheco e Silva, especially in the construction and creation of the School Pavilion, a locus recognized as "the first school for abnormal children" in asylum territory in the State of São Paulo, allowed the first dialogues between psychiatry, experimental psychology, and pedagogy in the beginning of the twentieth century.

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► César, Osório Thaumaturgo

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Pacheco-Maldonado, Ángel Manuel

Born *San Juan, Puerto Rico (PR)*, 10 August 1946

Died *San Juan, PR*, 20 May 1999

Irma Roca de Torres

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Keywords

Puerto Rico · Developmental psychology · Applied psychology and ethnopsychology

Ángel Pacheco was the only child born to Ángel M. Pacheco-Padró, a local government employee, and Catalina E. Maldonado, a federal government official in Puerto Rico. His maternal grandmother Juana Maldonado was a very important figure in his early years. She lived with the family and helped rear young Ángel. He was also strongly influenced by his aunt Antonia Pacheco, a teacher and educational leader, and his uncle Antonio

Pacheco, a legislator and close collaborator to Governor Luis Muñoz Marín (in office 1949–1965) His primary education years took place in parochial catholic schools; from 7th to 12th grade he attended *Colegio San José* (Saint Joseph College), a Marianist prep school. During school years, Ángel was president student council and class president and he got involved in social justice community projects and showed excellent academic achievement.

In 1968 he obtained a BA in Social Sciences with a minor in political sciences, from the University of Puerto Rico, Rio Piedras campus (UPR-RP). It was the Viet Nam era and Ángel was very active in the conscientious objectors' movement. Admission to the State University of New York at Albany PhD program in educational psychology and statistics spared him from the mandatory military service. He completed the doctoral degree in 1972. His dissertation put into test Lawrence Kohlberg theory of moral development in the Puerto Rican cultural setting.

Doctor Pacheco had the opportunity to spend a year of postdoctoral work (1972–1973) at Harvard Laboratory of Human Development under the sponsorship of the author of the theory of moral development, Lawrence Kohlberg (1927–1987). There he devoted his efforts to further analyze data on children's moral development demonstrating that cultural values and constructs play an important role in moral judgment development. Years later (1980–1983), he returned to the Harvard Graduate School of Education to further pursue his interests in anthropology and psychology under the auspice of renowned social anthropologist Robert A. LeVine (b. 1932). During those years he focused on the study of migrants' cultural adaptation and mental health issues. His experiences in this instance contributed to his conviction that culture is a potent dimension in the formation of the human being and to the consolidation of the person-in-environment paradigm to study and to better understand human behavior. The roots for his ethnopsychology lifelong project were already grounded. His years at Harvard were financed by a Ford postdoctoral fellowship and National Institute of Mental Health grant.

He also spent time at the Center for Advanced Study in the Behavioral Sciences, Stanford University, Palo Alto, in which occasion he participated at the Life Span Developmental Psychology Summer Institute, under the direction of German scholars Paul (1939–2006) and Margret Baltes (1939–1999). This experience reaffirmed Pacheco's belief in a competencies model of human behavior which strongly emphasizes the potential for optimization of human competencies across the life span vis a vis the deficit model. Successful aging is a key element within this perspective.

His first professional appointment was as scientific advisor to the Puerto Rico state antidrug agency, a position which allowed him to develop a broad research and evaluation agenda on the services needed by the drug-users population and the service programs targeted to them. During his incumbency in the early 1970s he developed strong collaborative ties with the germane agencies from various Latin American countries, such as Brazil, Argentina, and Venezuela.

Dr. Pacheco devoted most of his professional life (more than 25 years) to academic work in the Psychology Department, UPR-RP. There he combined teaching, research, and administrative skills serving as department chairperson. Throughout the years he developed strong academic collaborations with well-known colleagues from prestigious academic centers such as Seymour Wapner (1917–2003) and Bernard Kaplan (1925–2008) from the Heinz Werner Institute of Developmental Psychology at Clark University, MA; Rogelio Díaz-Guerrero from *Universidad Nacional Autónoma de México* (UNAM, National Autonomous University of Mexico); José Miguel Salazar from the *Universidad Central de Venezuela* (Venezuela's Central University); Paul B. Baltes (1939–2006) from the Max Planck Institute for Human Development, Berlin, Germany; C. Takiji Yamamoto from Hiroshima University, Japan; anthropologist Michael Agar (b. 1945) from UCLA; and sociologist Peter K. Manning (b. 1945), among many others.

As a researcher he devoted efforts to study a gamut of themes and problems such as substance abuse, violence, children's concept of law, moral

development, migration and mental health, and child rearing and parental values, among others. In Puerto Rico he promoted the study of Piaget's theory of cognitive development, the anti-psychiatry movement led by Thomas Szasz, the Soviet psychology school represented by Alexander Luria (1902–1977) and Lev Vygotsky (1896–1934), the life span developmental psychology approach in the study of human development, the importance of phenomenology in understanding the human beings, and the use of nonobtrusive measures and the qualitative methodology to study social behavior. He pioneered research in the fields of health psychology, environmental psychology, applied psychology, and aging. His late work focused in the importance of studying human behavior as it unfolds in the complex intricacies and meanings imposed by the culture in which the person evolves. This effort culminated in the publication of the book *Ethnopsychology: Scientia nova* (1994), a joint venture with the Mexican psychologist Rogelio Díaz Guerrero.

Dr. Pacheco also served as a private consultant to diverse entities, such as corporations, educational institutions, industries, and other professionals. He gave advice in curriculum development to medical schools, frontier drug control strategies to Latin American countries, hospitality services delivery and evaluation to international hotel chains, personnel selection and assessment in industrial settings, jury composition and psycho-legal litigation strategies to law offices, expert witness testimony evaluation criteria for the judiciary, and mental health quality assurance to health plans, among others.

His passion for knowledge and psychology lead him to organize an impressive professional library which he was always willing to share with both students and colleagues. Titles from the most diverse knowledge areas (i.e., philosophy of science, phenomenology, anthropology, statistics, research methods, history, literature, psychology, sociology, law, etc.) occupied at least five rooms of his house and covered the walls of his professor office at the University of Puerto Rico. Many of his students and colleagues considered him as one

of the most knowledgeable psychologists in Puerto Rico.

He is survived by his two sons Ángel Jaime, a lawyer, and Francisco Javier, a classical musician.

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Palacios, Alfredo Lorenzo

Born *Buenos Aires, (Argentina), 10 August 1878*

Died *Buenos Aires, (Argentina), 30 April 1965*

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Keywords

Argentina · Psychotechnics · Fatigue · Psychophysics · Socialism

Alfredo Palacios was an Argentinian writer, lawyer, legislator, and socialist politician whose forays into the psychology of work and labor made him a key figure in the history of Argentinian psychology.

Palacios was born in Buenos Aires, the son of a Uruguayan lawyer and a Uruguayan socialist. He was stimulated early on by his parents' mixture of socialism, Catholicism, and faith in rational science. Palacios attended the Colegio Nacional Central (the Central National College). In 1893, with 15 years of age, he collaborated with several newspapers and journals, thus being able to pay for his university studies. In 1895, the 17-year-old Palacios began his graduate studies at the Universidad de Buenos Aires (University of Buenos Aires), where he graduated with a law degree: his original dissertation, a powerful diatribe against the oppression of workers by the Argentinian oligarchs and dominant classes, was

famously rejected by the university and had to be redone (García Costa, 1998).

Albeit raised in a catholic-workers environment, during his secondary and university studies, Palacios became enthralled with atheist, socialist, and anarchist authors. As such, by the time he was elected to the Buenos Aires' legislature in 1902, he was clearly identified as a socialist concerned with the rights of laborers. His appointment to the Chamber of Deputies for the fourth Circumscription of Buenos Aires in 1904 made him the first socialist in the Argentinian Congress, and also the first in the entire American continent (Anonymous, n.d.).

As a member of the Congress, Palacios pushed for legal reforms that would widen the rights and benefits of laborers, especially those who were employed by large estates and companies. He managed to either pass or advocate for several such reforms regarding inheritance taxes (1905), the work conducted by children and women (1907), and the 8-hour work shift (1929) (Pigna, 2020; Poy, 2018). Reflecting his catholic upbringing, in 1905, he actually managed to persuade his fellow congressmen about the need for a law guaranteeing a “descanso dominical” – a mandatory Sunday rest – by claiming that not even God had worked on a Sunday (Anonymous, 1905).

Quoting the Holy Bible, however, was not enough to persuade most of Palacios' conservative-oriented colleagues. As such, he also championed science as a means for basing and justifying his proposed laws. Palacios argued that according to science, the secret of social evolution laid in class struggles and that a biological imperative drove the working class towards its own preservation and evolution; thus, attacking or neglecting laborers meant the attack or neglect of the entire Argentinian society (Poy, 2018). Such an amalgamated reference to Spencerism, biology, and social dynamics was keenly received at a time when Argentina was under the influence of positivism as an extended political program for both establishing the State and organizing its citizens (Vezzetti, 1988; Vilanova, 2001).

Widely defined as a natural science, psychology – especially its experimental and psychophysiological orientations – was a key part of such a

positivistic program in Argentina. And it was in these fields, where Palacios made its main empirical and theoretical contributions. He was both receptive and critical of the North-American developments in what Hugo Münsterberg (1863–1916) called “predictive applied psychology, or psychotechnics,” and he undertook original experimental research in order to advance his “primordial concern” about the health and well-being of laborers (Palacios, 1922/1944, p. 12). In his influential *La Fatiga y sus Proyecciones Sociales* (Fatigue and Its Social Consequences) first published in 1922, Palacios carried out an experiment that aimed at assessing the influence of physical and mental fatigue on the efficiency and behavior of workers in public services (Ibarra, 2014, pp. 94–102). He managed to prove that workers weakened as the work day developed, and that fatigue was not only a muscular and physiological phenomenon as seen in urine, heart rate, and respiration rates, but was also a phenomenon consisting of specific, inner, and purely psychical sensations (Palacios, 1944; Blanco & Carro, 2014). Palacios could then easily conclude that extended work shifts threatened the worker’s health and made them more susceptible to infections, diseases, and work accidents (Klappenbach, 2007; Vezzetti, 1988).

In 1923, Palacios himself set up the Laboratory of Psychophysiology at the Facultad de Ciencias Jurídicas y Sociales (Faculty of Juridical and Social Sciences) at the Universidad de La Plata (the University of La Plata) (Palacios, 1924). Backed up by the Laboratory, Palacios argued in favor of professional and vocational guidance as a part of psychotechnics and pushed for the need to establish guidance systems which would benefit both employers and employees. As a consequence, he backed up other psychology-related initiatives, such as Wundt’s alumni Carlos Jesinghaus’ (1886–1950) proposal in 1923 to establish an Institute of Professional Guidance, which was effectively opened in 1925.

Palacios was professor at La Plata’s Facultad de Ciencias Jurídicas y Sociales and at Buenos Aires’ both Facultad de Ciencias Económicas (Faculty of Economic Sciences) and Facultad de Derecho (Faculty of Law), of which he also

became Dean. He first resigned to his teaching posts in 1930, after Argentina’s first *coup d’état*. Over the following three decades, his tenure as senator was constantly interrupted as a result of either involuntary imprisonments (1951; 1953) or voluntary opposition to military regimes (1943–1944). Nonetheless, he maintained an active professional life, advocating for the establishment of both a National Department of Maternity and Child Hygiene and a National Bureau of Public Health and Social Assistance (García Costa, 1998).

The heir of both romanticism and scientism, Palacios maintained a lifelong commitment to the socialist cause, declaring just a few days before his death that “[the Argentinian] youth will see to obliterating those pledges and agreements that damage our [country’s] dignity and our sovereignty” (Palacios, 1965, n/p). Through his efforts, Palacios became a key figure in bridging political debates and legislation and experimental psychology; he remains a paradigm of the complex relations psychological science maintained with Argentina’s public sphere during the first decades of the twentieth century.

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Palomar Lever, Joaquina

Born in the city of Guadalajara, Jalisco, Mexico, on March 3, 1965.

Died in Mexico City, on October 8, 2016.

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Keywords

Mexico · Subjective wellness · Quality of life · Resilience · Poverty

She studied her undergraduate degree majoring in Psychology at Instituto Tecnológico y de Estudios Superiores de Occidente (Institute of Technology and Higher Studies of the West) (ITESO) (1984–1988), a specialty degree in Systemic Psychotherapy at Instituto de Psicoterapia Sistémica de Occidente (Systemic Psychotherapy Occidental Institute) (1985–1988), specialty course in Computing at ITESO (1990–1991), and a master's degree in Clinical Psychology at Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) (1992–1994), receiving Honorific Mention in her thesis and dissertation. She obtained the Gabino Barreda Medal by UNAM, as she had the highest-grade average when finishing her master's degree (May, 1997).

She also studied her PhD at UNAM from 1995 to 1998. She was a full-time academic worker in the Psychology Department at Universidad Iberoamericana (Iberoamerican University) (IBERO) in Mexico City from 1996 to 2016. She was also responsible for the research line regarding Vulnerable groups, Quality of life, and Family, all in said university.

She received diverse financial aid for research, among them, the mixed fund of the Secretaría de Desarrollo Social (SEDESOL) (Ministry of Social Development); dependence of the Federal Executive Power of the Mexican Republic, which is in charge of offering support programs for general

society; and the Consejo Nacional de Ciencia y Tecnología (CONACyT) (National Council for Science and Technology), entity specialized to articulate public politics for the federal government, as well as promote the development of scientific research and technological research and innovation, to boost technological modernization in the country. This, to carry out three different investigations, two of which have national representativity: the effect of psychosocial variables on social mobility in beneficiaries from the “Opportunities” Program as well as the identification of a Resilience Model and its relationship with social mobility in said beneficiaries (Palomar 2015).

Social mobility can be understood as the way in which people or social groups move upwards or downwards in class positions within a social hierarchy. The Opportunities Program was born in 2002 as an initiative from the Federal Executive to contribute to families in extreme poverty and help them leave said condition through impulse and strengthening of the development of individual and collective capacities, via entailing with development programs.

Palomar’s research had the objective of getting to know the individual, familiar, academic, and social factors that explain social mobility from the Opportunities Program beneficiaries that managed to cross the line of poverty, even when these people received aid for an additional amount of time, to avoid their falling into extreme poverty once more.

To achieve this, she applied questionnaires that considered at least 15 variables organized into 4 areas: individual, academic, familiar, and social. The selected sample from a universe conformed of 5,512 active homes in the Opportunities Program since 2003 was made up of 602 homes with 913 people, from which 692 were the program holders and 311 their spouses.

The questionnaire was applied through individual interviews, face to face, carried out at the homes of those selected participants. One of the most interesting findings of this research was the variable of belonging, which was included in the regression’s equation with a negative sign.

Besides showing the possibility that belonging and membership to groups helps decrease the

probability of living through social mobility, the research found that the factor of religiosity also predicts negatively the ascendant social mobility. This is to say, the lower the score in religiosity, the higher the level of social mobility. Therefore, people with strong beliefs about the existence of external factors that determine their life could be more prone to self-victimization and to remain in extreme poverty.

In marginalized groups, said the PhD Palomar (2016), “solidarity is a condition that has enabled survival, given that received favors, and instrumental and economic aid received compel individual to form relationships through reciprocity, which can limit their economic growth” (page 1).

Her trajectory in the field of research specified in topics such as vulnerable groups and quality of life and family. Because of this, she received the Prize Dr. Rogelio Díaz Guerrero, given to people who research on psychosocial and ethnological topics, awarded by the foundation named the same and the Asociación Mexicana de Psicología Social (AMEPSO) (Mexican Association of Social Psychology) in 2012.

Her psychosocial research wanted to demystify wrong ideas, for example, the belief that people are poor because they want to be or that they all live in a situation of promiscuity. Through her research, she pretended to confirm or refute hypothesis, theories, and beliefs like the ones mentioned above, getting to know the group of people and trying to understand the circumstances in which some behaviors can be seen. However, she was overwhelmingly worried about research only staying on paper and solely read in academic spheres.

She was a member of the Technical Council and the Academic Committee for the creation of the Examen General de Calidad Profesional-Psicología del Centro Nacional de Evaluación para la Educación Superior (CENEVAL) (General Quality and Professional-Psychology Exam from the National Assessment Centre for Higher Education), from 1997 to 2001. She was, as well, an advisory member of diverse collegiate bodies at IBERO, such as the Instituto de Investigaciones sobre Desarrollo Sustentable y Equidad (Research Institute for Sustainable Development and Equity), the Departamento de Educación

(Education Department), the Dirección de Investigación (Research Direction), and the Departamento de Psicología (Psychology Department). She belonged to the Sistema Nacional de Investigadores (National System of Researchers) (SNI level 2).

She was part of the Editorial Committee of different magazines, like the *Psicología Iberoamericana* (Iberoamerican Psychology), the *Revista Latinoamericana de Psicología* (Latin-American Journal of Psychology), the *Revista Mexicana de Psicología* (Mexican Journal of Psychology), the *Revista Mexicana de Investigación Educativa* (Mexican Journal of Educational Research), and the *Revista Interamericana de Psicología* (Interamerican Journal of Psychology) among others. Also, she judged in some magazines in Mexico, Latin America, and Europe: *Journal of Happiness Studies*, *Journal of Environmental Psychology*, and the *Revista de Psicología Social* (International Journal of Social Psychology). She evaluated graduate programs from the Programa Nacional de Posgrados de Calidad (National Postgraduate Quality Program) (PNPC), from CONACyT, and for a vast number of research projects from distinct announcements, both regionally and nationally, and for the process of candidate selection to study their graduate degree abroad.

She pertained to some institutions like the IACCP (International Association for Cross-Cultural Psychology), the International Society for Quality-of-Life Studies (ISQOLS), the Sociedad Mexicana de Psicología (Mexican Society of Psychology) (SMP), and the Sociedad Interamericana de Psicología (Interamerican Society of Psychology) (SIP/ISP). She was a member of the Directive Council at the SMP from 2005 to 2008.

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Pane, Ignacio A.

Born *Asunción, (Paraguay), 31 July 1880*

Died *Asunción, (Paraguay), 10 March 1920*

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Keywords

Paraguay · Sociology · Social psychology · Positivism · Socialism

Ignacio A. Pane was a Paraguayan intellectual from the 1900 generation, called *novecentist*, who stood out both at the university teaching and in his publications, as well as in the political and journalistic field. The son of migrants in the impoverished post-war Paraguay at the end of the nineteenth century, he completed his high school's studies in science and letters at the Colegio Nacional (National High School), and later received his law degree at the Universidad Nacional (National University) (Cattivelli Taibo, 2011).

He was, along with Cecilio Báez (1862–1941), one of the promoters in the country of social psychology from a positivist perspective, and also approached from the field of sociology. Like Báez, Ignacio A. Pane (1917) was a professor of sociology at the National University, which led him to write on the subject as a teacher concerned with the instruction of his students. In the text, Pane described the relationships between social, individual, collective, and mass psychology. Pane also opposed the *spiritual* approach to psychology, and defended the positivist theoretical model. He also showed a special interest in the psychology of art (García, 2005, 2009, 2017).

Although both were positivists in their approach to sociology, they were very different in terms of political and social thought: While Báez was a liberal, Pane was a member of the Partido Colorado (Colorado Party), holding ideas contrary to liberalism. Even Pane considered himself a socialist and opposed to liberal economics and individualism. This dichotomy between being intellectually positivist and politically anti-liberal or socialist was quite common at the beginning of the twentieth century, as was the case of the Italian criminologist Pietro Gori (1865–1911) who visited Paraguay in 1901 giving lectures, that he was academically positivist but politically anarchist (Fuentes Armadans, 2018). Likewise, Pane accompanied the revisionist demand of a nationalist nature undertaken by Juan E. O'Leary (1879–1969), and contrary to Báez perspective.

He was not the first with both social or socialist ideas in Paraguay at the beginning of the twentieth century: The intellectual Rafael Barret (1876–1910), of Spanish origin, was one of the critics of economic liberalism and individualism since anarchism. Feminism and socialist ideas emerged with other contemporary novecentist intellectuals such as Serafina Dávalos (1883–1957), and with Telemaco Silvera (1875–1931) and Ricardo Brugada (1880–1920), the last two belonging to the Colorado Party. His early death interrupted his academic and political career.

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Pascual del Roncal, Federico

Born *at Zaragoza, Spain, on February 13, 1903*

Died *at Mexico City, on January 31, 1958*

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Keywords

Mexico · Spain · Psychodiagnostics ·
Rorschach

He was a Spanish physician and psychiatrist. He studied his Bachelor Degree at Universidad de Santiago de Compostela (Santiago de Compostela University, 1930) and also a Ph.D. at Universidad de Madrid (Madrid University, Marco, 2010, quoted in León, 2015). From 1939 he lived in Mexico, because of the Francoist dictatorship in Spain, and spent almost all his life in this country, having his private practice as a physician and also teaching at Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM).

He was chief at the Psychiatry Services, Ministerio del Interior (Ministry of Interior), Spain. He worked at Prague and also at Moscow, Научно-исследовательский институт мозга (Brain Scientific Research Institute); hence, he spoke Czech and Russian (Marco Igual, 2018).

León (2015) considers that Pascual del Roncal also has an important place as a translator of basic works in the mental health field, such as “Sexual behavior in the human male” by Alfred Kinsey (1894–1956).

Pascual del Roncal is a pioneer in practicing the Rorschach test at Mexico. Three important Medicine students used the Rorschach Psychodiagnostics in order to complete their bachelor’s degree theses: Santiago Ramírez, psychoanalyst; Ramón de la Fuente, psychiatrist; and José Velasco Alzaga.

They were relevant practitioners in their fields of study (Facultad de Psicología, 1997).

Federico Pascual del Roncal wrote a very important book, *Rorschach Psychodiagnostics: Theory and Practice*. This text includes a relevant theoretical review and also contains an important contribution: scoring tables for the different responses in terms of localization, determinants, and contents. These tables are a valuable material for those professionals to psychological testing based on Rorschach test. In reviewing Pascual del Roncal’s book, Baranger (1949) points out that it is “a valuable and useful instrument,” stressing that the text is based on a research with 4500 subjects and that it includes “abundant practical material.”

Federico Pascual del Roncal recollected all of the Rorschach literature existing till those days. After introducing the book with some history about this psychodiagnostic technique, Pascual reviews the Scourig method for scoring and also its interpretation.

Pascual based his book on the Bruno Klopfer (1900–1971) scoring method (Klopfer and Kelly, 1974), because it was the most complete and valuable way to do it, and mostly because his main author, Herrmann Rorschach (1894–1922), died before he could complete his work.

Last, but not least, this book refers to the psychological and psychiatric uses of the Rorschach psychodiagnostics. It includes various original examples and many useful tables containing multiple possible responses. Baranger (1949: 314) considers this manual as “an excellent base for a dynamic interpretation of this test.”

In 1951, Pascual del Roncal became part of a commission for a new psychology bachelor’s degree curriculum, along Guillermo Dávila, José Luis Curiel, and Oswaldo Robles. They also made a master’s degree proposal with 27 subjects, including “Projective Testing Practice” as an optional subject that should include Rorschach test, among other techniques (Robles, 1952: 251–253).

An article by Ramón León (2015) includes a full list of publications by Federico Pascual del Roncal, as well as biographical data, context, and legacy by this author. His written works can be

divided into three sections: psychiatry, Rorschach test, and a short section about psychoanalytic theory.

Cross-References

- ▶ [Curiel Benfield, José Luis](#)
- ▶ [De la Fuente Muñiz, Ramón](#)
- ▶ [Robles Ochoa, Oswaldo](#)

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Pasquali, Luiz

Born *Gaurama, (Rio Grande do Sul)*,
14 December 1933

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University Center of Brasília (UniCEUB),
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Keywords

Brazil · Psychometrics · Psychological tests

Luiz Pasquali is responsible for the dissemination of theoretical and technical knowledge regarding Psychological Assessment, especially those related to the area of measures. He was concerned with the scientificity of psychology since the beginning of his professional life, acting actively in the search for strategies that would help the advancement of Psychological Assessment and Psychometrics in Brazil. His writings, for a long time, were exclusive references for those who wished to know and get deeper in these areas.

He has a wide and diverse background, which certainly contributed to the plurality of his contributions. During the 1950s and 1960s, he concluded several undergrad graduations, such as Philosophy [1957; Instituto Franciscano de Filosofia (Franciscan Institute of Philosophy), Paraná], Pedagogy [1961; Universidade Católica de Petrópolis (Catholic University of Petrópolis), Rio de Janeiro], and Psychology (1966; *Université Catholique de Louvain*, Belgium). Additionally, he earned a master's (1967) and a doctorate degree (1970) in the area of Psychology, both at the *Université Catholique de Louvain*, under the guidance of Antoine Vergote (December 8, 1921–October 10, 2013).

Regarding his academic life, in 1970, he was selected to work as an assistant professor in the Department of Psychology at Grand Valley State Colleges in Michigan (the United States), where he began his career as a university professor. Three years later, he returned to Brazil and joined the Pontifícia Universidade Católica do Rio Grande do Sul, PUC-RS (Pontifical Catholic University of Rio Grande do Sul), where he taught several subjects (for example, History of Psychology, Personality Psychology, and Research and Statistics Methods) and contributed to the creation and Coordination of the Master in Psychology.

In 1975, he moved to Brasília and joined the Institute of Psychology at the University of Brasília (UnB). Later, in 1991, he became Full Professor of Psychology at this university, retiring in 2004, but he became an Associate Researcher at the Programa de Pós-graduação em Psicologia Social, do Trabalho e das Organizações, PSTO (Postgraduate Program in Social, Labor and Organizational Psychology) of that institution. Shortly

after, in 2006, he received the honorary title of Emeritus Professor at this same university. At UnB, he taught dozens of subjects in undergraduate and graduate courses in the field of Psychology, especially related to the area of measures (for example, Factor Analysis in Psychology, Psychometrics and Psychological Examination Techniques). In addition, he founded the Psychology, Laboratório de Psicologia, Avaliação e Medidas, LabPAM (Evaluation and Measurement Laboratory), in which various researches that enabled the construction and validation of several psychological instruments were carried out, many of which were recognized and approved for use by the Conselho Federal de Psicologia, CFP (Federal Council of Psychology). Still at UnB, from 2001 to 2007, he joined the Centro de Seleção e de Promoção de Eventos (CESPE; atualmente Centro Brasileiro de Pesquisa em Avaliação e Seleção e de Promoção de Eventos, CEBRASPE) [Center for Selection and Promotion of Events (CESPE; currently the Brazilian Center for Research in Evaluation and Selection and Promotion of Events, CEBRASPE)], being responsible, along with his team, for the evaluation of more than 50,000 candidates.

Furthermore, in 1997, during the 27th Annual Meeting of the Sociedade Brasileira de Psicologia, SBP (Brazilian Psychological Society), Luiz Pasquali founded the Instituto Brasileiro de Avaliação Psicológica, IBAP (Brazilian Institute for Psychological Assessment). Its purpose is to represent the area in organs and institutions of interest to the psychologist, being present in discussions and assisting in decision-making. Therefore, it has proven to be highly relevant for the advancement of Psychological Assessment in Brazil. Later on, in 2002, with his colleagues on the IBAP board of directors, he founded the magazine Psychological Assessment, which remains the official vehicle of this Institute. It has published articles on adaptation and construction of instruments, emphasizing empirical studies that prove parameters of measures.

From 2014 to 2016, Luiz Pasquali was part of the Comissão Consultiva em Avaliação Psicológica, CCAP (Consultative Commission

on Psychological Assessment), created by the CFP. This commission is responsible for discussing evaluation processes, proposing technical rules and resolutions, booklets, and other resources that promote and ensure the quality of Psychological Assessment in Brazil, from its preparation, adaptation, commercialization, and use. Therefore, it is essential to ensure the advancement of this area in the country, allowing professionals to have access to quality information and, as a result, a practice based on scientific knowledge.

In addition to its direct management of regulatory agencies, he has been a member of the editorial board of several magazines on the national scene, highlighting *Avaliação Psicológica* (Psychological Assessment), *Boletim de Psicologia* (Psychology Bulletin), *Estudos de Psicologia – Campinas* (Psychology Studies – Campinas), *Psicologia: Teoria e Pesquisa* (Psychology: Theory and Research), and *Psicologia: Reflexão e Crítica* (Psychology: Reflection and Criticism). Furthermore, he has contributed as a reviewer for these and many other magazines [for example, *Revista Aletheia* (Aletheia magazine), *Interação em Psicologia* (Interaction Psychology) e *Psico-USF* (Psycho-USF)].

Beyond the university, Luiz Pasquali founded two companies over the years, both based in the city of Brasília. In 2006, already retired, he founded LabPAM, a company created from his experiences with the creation of the Laboratory of the same name at UnB. The aim of this corporation is to offer society products and services related to Psychological Assessment. Following this same line, in 2018, he founded P & T Psychodata, a company which purpose is to prepare and provide psychometric tests, conduct professional analysis and map organizational skills, through the use of advanced psychometric techniques.

Throughout his career, he published 78 scientific articles, some of which were highlighted in journals of impact in Brazil [some examples: *Psicologia: Teoria e Pesquisa* (Psychology: Theory and Research), *Avaliação Psicológica* (Psychological Assessment), *Psico-USF* (Psycho-

USF), and *Psicologia em Estudo* (Psychology in Study)]. In addition, he has published 36 book chapters and has published several books. His texts, in general, addresses theoretical and technical aspects concerning the area of measures in Psychology, having devoted special attention to the process of construction and adaptation of psychological instruments to the Brazilian context. Many of the instruments created by him and his team are references for other professionals, which denotes their technical quality [for example, *Teste Não-Verbal de Raciocínio para Crianças* (Non-Verbal Test of Reasoning for Children), *Escala de Autenticidade, Agressividade e Inibição* (Authenticity Scale Aggressiveness and Inhibition), and *Inventário dos Seis Fatores de Personalidade* (Inventory of the Six Personality Factors)]. He mentored more than 70 graduate students, between master's and doctorate degrees, some of whom have become a reference in their areas of professional practice. He taught several courses that ranged from broader aspects related to Psychological Assessment to the teaching of specific instruments. He participated in several events, having been honored in countless of them. For all these contributions, Luiz Pasquali is one of the main names in Brazilian Psychology, especially in the area of Psychometry, being revered by all those who had the opportunity to learn from him, either in person or through his writings.

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Paternostro, José Novaes

Born *in Cruzeiro (São Paulo, Brazil) on January 16, 1918*

Died *in São Paulo (Brazil) on May 29, 1997*

Filipe Degani-Carneiro

State University of Rio de Janeiro [UERJ], Rio de Janeiro, Brazil

Keywords

Brazil · Psychological assessment · Organizational psychology · Psychology of religion

José Novaes Paternostro had a remarkable performance in the field of psychotechnics, organizational psychology, and in the teaching of psychology. At the age of 14, he began to work in the administrative office of *Estrada de Ferro Sorocabana* (Sorocabana Railway) (Morais, 1999). Later, when the Swiss engineer Roberto

Mange was asked to create an applied psychology service in the Railway, Paternostro was selected to be part of his team. In order to take this job, he went to study Political and Social Sciences at the *Escola de Sociologia e Política da Universidade de São Paulo* (School of Sociology and Politics at the University of São Paulo, USP), majoring in applied psychology (1943–1947). After graduating, Paternostro worked as a technical assistant (1947–1949) and later became the director of the selection service (1949–1965).

His experience in the psychotechnical field involved working in several public and private institutions (Custodio, 2008). A great example is the *Departamento de Trânsito* (Traffic Department) of São Paulo (1952) where he organized the psychotechnical office for the selection of drivers. Also, he directed the *Instituto de Psicologia Aplicada ao Trabalho da Faculdade de Filosofia Sedes Sapientiae* (Institute of Psychology Applied to Work at the *Sedes Sapientiae* College of Philosophy) (1967–1969) and of the *Serviço de Psicologia Aplicada do Instituto Municipal de Ensino Superior de São Caetano* (Service of Applied Psychology at the Municipal Institute of Higher Education of São Caetano) (1970–1971).

Paternostro was also very much dedicated to teaching Psychology. His professional curriculum (Paternostro, 1979) registers that in the decades of 1950–1970, he taught courses related to Work Psychology, Psychotechnics and Psychology Applied to Administration, Statistics, Selection and Professional Guidance, and Psychology of Human Relations in the following institutions: *Escola Livre de Sociologia e Política de São Paulo* (Free School of Sociology and Politics of São Paulo), *Instituto de Organização Racional do Trabalho* (Institute of Rational Organization of Labor, IDORT), *Pontifícia Universidade Católica de São Paulo* (Pontifical Catholic University of São Paulo), *Universidade de São Paulo* [University of São Paulo], *Faculdade de Filosofia Sedes Sapientiae* (*Sedes Sapientiae* College of Philosophy), *Instituto Municipal de Ensino Superior de São Caetano* (Municipal Institute of Higher Education of São Caetano), and *Escola Paulista de Enfermagem* (Paulista School of Nursing).

In the end of the 1950s, Paternostro was a member of the Baptist Church of Vila Mariana, in São Paulo. Working as a volunteer, he provided psychotechnical, psychodiagnostic, and professional selection services for religious institutions. Among his activities, Paternostro applied psychological tests for vocational guidance and personality evaluation on candidates to the *Seminário Teológico Batista do Sul do Brasil* (Brazilian Southern Baptist Theological Seminary, STBSB) and the *Instituto Batista de Educação Religiosa* (Baptist Institute for Religious Education, IBER): respectively, a seminary for the training of pastors and an institute for the training of religious educators, both linked to Baptist churches and based in Rio de Janeiro. Every year, he met the candidates in order to give them the test and conduct the feedback interviews. This evaluation had a double objective: (a) help future pastors and educators know their psychological profiles or characteristics, in order to support them in their personal development; (b) identify possible characteristics that would make a candidate not recommended for the ecclesiastical career. The test battery included vocabulary, intelligence, logical reasoning, and aptitude tests; the Bemreuter Personality Inventory; the Rorschach Psychodiagnosis; and the Allport-Vernon Study of Values, which evaluated, among others, the religious value.

In addition to his volunteer work for the STBSB and IBER, Paternostro taught in theological colleges in São Paulo state, namely: *Faculdade Teológica Batista de São Paulo* (Baptist Institute for Religious Education, IBER); *Faculdades Teológicas da Igreja Metodista Livre* (Theological College of the Free Methodist Church), of São Paulo; *Seminário Teológico da Igreja Presbiteriana Independente* (Theological College of The Independent Presbyterian Church) of São Paulo; *Universidade Metodista de Piracicaba* (Methodist University of Piracicaba); *Seminário Teológico Presbiteriano de Campinas* (Presbyterian Theological Seminary of Campinas) (São Paulo section). In these denominational institutions, he offered several courses, such as Psychology of Religion, Pastoral Psychology, General Psychology, and Vocational Guidance.

Still in the Baptist field, he held lectures, offered workshops, and wrote booklets and pamphlets (Carelli, 1997).

Paternostro's trajectory as a Psychologist who offered his "collaborative" work (Berry & Berry, 1986, p.37) to religious institutions is what makes him stand out. Moreover, it allows us to understand that the phenomenon of the *evangelical psychologists* is not as recent as one would think.

In 1979, as a recognition of his professional achievements, Paternostro received the Wilhelm Wundt Medal, awarded by the *Conselho Regional de Psicologia de São Paulo* (Regional Council of Psychology of São Paulo). The medal is given to "pioneers of Experimental Psychology" in the region (Carelli, 1997). In 1980, he was nominated to the *Academia Paulista de Psicologia* [São Paulo Academy of Psychology], occupying the chair n° 22, whose patron is Joao Carvalhaes.

Cross-References

► [Mange, Roberto](#)

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Peixoto, Julio Afrânio

Born *Lençóis, State of Bahia, 17 December 1876*

Died *Rio de Janeiro, Federal District, 12 January 1947*

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Keywords

Brazil · Psychiatry · Criminology · Education

Afrânio Peixoto received a doctorate from the Faculty of Medicine of Bahia in 1897, with the defense of the thesis *Epilepsy and Crime*, republished in 1898, with a preface by Raimundo Nina Rodrigues (1862–1906), of whom he was a disciple, and by Juliano Moreira (1872–1933), with whom he worked at the National Hospital for the Alienated. He is also recognized as a writer, politician, historian, and educator. He was a member of the Brazilian Academy of Letters, the National Academy of Medicine, and participated in the Brazilian League of Mental Hygiene. He was one of the signatories of the *Manifesto of the Pioneers of New Education*, of 1932 (1991).

His thesis is cited by several authors, such as Manuel Bergström Lourenço Filho (1897–1970), for whom “[the thesis] had repercussions inside and outside the country” (1955/2004, p. 77), and by Pessotti (1933-), who states that the theses produced at the Faculty of Medicine of Bahia “(...) were oriented towards Criminology, Forensic Psychiatry, Mental Hygiene and the social application of Psychology. It is in this second orientation that the monumental work of Júlio Afrânio Peixoto is placed, which appeared in 1897, and which had great repercussion in Brazil and abroad: *Epilepsy and Crime*” (1975/2004, p. 123). The thesis of Peixoto is part of a set of works, including theses and books, which focus on the relationship between psychological characteristics and criminality, based on conceptions of hygiene and eugenics, which were linked to

scientific racism; thus, it is shown that the psyche was the focus of study from the perspective of Legal Medicine, with the purpose of social intervention (Antunes, 1991, 2001).

Peixoto settled in Rio de Janeiro, where he worked in various fields of health and education. He was inspector of Public Health (1902), director of the National Hospital for the Alienated (1904), professor of Legal Medicine at the National Faculty of Medicine of Rio de Janeiro (1907–1910), director of the Escola Normal of Rio de Janeiro (1915), director of Public Instruction of Rio de Janeiro (1916), professor of History of Education from the Institute of Education, and rector of the Federal District University – UDF (1932), created by Anísio Teixeira (1900–1971) (Antunes, 1991, 2001).

He had a significant role in the Brazilian Academy of Letters, having participated in several commissions. His literary work is extensive, including novels, literary criticism, biographies, and essays. In the field of medicine, he published several works in psychiatry and forensic medicine, addressing topics related to psychology, such as criminology, psychopathology, hygiene, and sexology; published works in the field of education, addressing pedagogical issues and female education, works whose contents are closer to what would later be typical of educational psychology. He also wrote about the *History of Brazilian Education*. References to Afrânio Peixoto are marked by a greater emphasis on his literary career, given his status as a member and president of the Brazilian Academy of Letters.

In the thematic range present in Peixoto’s vast work, there are writings on education that refer to psychological phenomena, such as Eunice or the education of women (1944), which establish behavioral and attitudinal goals for women to fulfill their role as mother and wife, with a view to building a hygienic family (Abrantes, 2010). Another work by the author is *Teaching to Teach: essays on pedagogy applied to national education* (1923), which can be included in the list of pioneering publications in the field of educational psychology in Brazil and with a New School influence, a concept that has psychology as one of its foundations, scientific.

Cross-References

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- ▶ Moreira, Juliano
- ▶ Nina Rodrigues, Raimundo
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Pellegrino, Hélio

Born *Belo Horizonte, Minas Gerais (Brazil), January 5, 1924*

Died *Rio de Janeiro (Brazil), on March 23, 1988*

Juberto Antonio Massud Souza
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Keywords

Brazil · Psychoanalysis · Brazilian Socialist Party

Hélio Pellegrino was a psychoanalyst doctor born in the city of Belo Horizonte. He graduated in medicine in 1947 and chose psychiatry. He stayed until 1952 in Belo Horizonte, then moving to Rio de Janeiro, where he remained until his death. In 1953, he participated in the first group of the *Instituto de Medicina Psicológica (IMP)* (Institute of Psychological Medicine), a psychoanalytic formation institution founded by the psychiatrist Iracy Doyle (1911–1956) (Rudge, 2011). He became a psychoanalyst in 1963. Initially, his didactic analysis was carried out by Iracy Doyle, later with Anna Katrin Kemper (1905–1978).

He had an intense participation with poems, poetry, and articles in newspapers and magazines throughout his life, including the following: *O Globo (The Globe)*, *Correio da Manhã (The Morning Post)*, *O Pasquim (The Pasquim)*, and

Folha de São Paulo (*The São Paulo Newspaper*), among others. In the field of arts and culture, he stands out as a poet, and he sustained relationships with relevant Brazilian artists such as Fernando Sabino (1923–2004), Mário de Andrade (1893–1945), Lya Luft (1938–), Nelson Rodrigues (1912–1980), etc. One of the main marks of his activity was the articulation between psychoanalysis and politics: “Hélio was able to balance two apparently opposing subjects, Politics and Psychoanalysis” (Mira y Lopez Filho, 2011, p. 258). In addition to being a psychoanalyst, he was a Christian Marxist, a supporter of Liberation Theology, of which he once wrote: “God is on the left, beside the poor people” (Pellegrino, 1988, p. 124). He had an active political life. In 1945, he tried to become a federal deputy for the Democratic Left wing of the UDN. In 1947, the Democratic Left created the Brazilian Socialist Party (PSB), where he is one of its founders. In 1967, he was sought by the group of Dominican friars sympathetic to the group of Carlos Marighella (1911–1969) that invited him to support the armed resistance against Brazilian dictatorship. He refused. In 1968, he made a speech at the “*Passeata dos Cem Mil*” (*March of the Hundred Thousand People*) that took place in Cinelândia, Rio de Janeiro. In it, he is elected representative of intellectuals to negotiate the release of imprisoned students with the President of the Republic, General Costa e Silva (1899–1969), who ruled the country between 1967 and 1969 in the military dictatorship, although unsuccessfully (Ventura, 2008). In 1969, he is framed by the National Security Law, and he became a fugitive from justice for a few weeks. After that, he is jailed for 2 months. As an associate member of the *Sociedade Psicanalítica do Rio de Janeiro* (SPRJ) (Psychoanalytic Society of Rio de Janeiro), he asks for a document that shows that his patients could have some problem resulting from the interruption of the therapeutic follow-up caused by his absence. SPRJ replies that: “Society could not meddle in political matters” (Vianna, 1994).

In 1971, together with Anna Kattrin Kemper, he was one of the idealizers of the *Clínica Social de Psicanálise* (Social Clinic of Psychoanalysis), which was founded in 1973, in which members of the Rio de Janeiro Psychoanalytic Circle had already been participating (Lannes, 2011; Ibrahim, 2011). The clinic was maintained financially with what each analysand could pay. Still in 1973, on the day of the bombing at the Palacio de la Moneda in Chile, he took to the streets with his son to spray paint: “Out with murderous dictatorship! Viva Allende!” (Mira y Lopez Filho, 2011).

In 1978, he assumed the direction of the Social Clinic of Psychoanalysis in Morro dos Cabritos, a slum in Rio de Janeiro, for 4 years. In the same year, he published *The dialectics of torture*. In 1980, with Eduardo Mascarenhas (1942–1997) and Wilson Chebabi (?–2008), in the debate cycle promoted by the Social Clinic of Psychoanalysis held at PUC-Rio, under the generic title of Psychoanalysis and Politics, he denounced the “Barons of Psychoanalysis” (Rodrigues, 2011), and the apolitical positions of SPRJ.

These same questions were part of an article published in *Jornal do Brasil* (Brazil Newspaper – sept. 23, 1980), and culminated in his expulsion (Ibrahim, 2011). There is an intense controversy about the nondemocratic forms utilized by the Psychoanalysis Society. He is one of those responsible to publicize the participation of Amílcar Lobo (1939–1997), candidate for SPRJ, in tortures at the DOI-CODI in Rio de Janeiro under the military dictatorship (Facchinetti, 2011). He supported the psychoanalyst Helena Besserman Viana who made the first complaint and was therefore intensely persecuted for reporting. He was one of the leaders, with her, of the *Fórum*, an opposition group within SPRJ in which former political prisoners, in 1986, narrated the participation of Amílcar Lobo in torture (Coimbra, 2005).

In 1980, he returned to participate in the union opposition movement in *Renovação Médica – Movimento Autônomo, Independente Sindical* (REME-MAIS) (Medical Renovation – Autonomous Movement, Independent Union). Together

with several intellectuals, he is one of the signatories of the founding manifesto of the Worker's Party. In 1985, he participates in the discussion at the 1st Seminar of *Grupo Tortura Nunca Mais* (Group "Torture Never Again"), with a mother of a forced disappeared person in the *Guerrilha do Araguaia* (Brazilian guerrilla), and with human rights defenders (Pellegrino, 1987). In the same year, he traveled to Cuba, with Frei Betto (1944–), and met Fidel Castro (1926–2016). He still maintained close relations with intellectuals and artists of his time, including his visit to Gabriel García Márquez's home. He was one of the leaders, with Helena Besserman Vianna, of the *Fórum*, an opposition group within SPRJ in which former political prisoners, in 1986, narrated the participation of Amílcar Lobo in torture (Coimbra, 2005).

Except for contributions in newspapers, his publications were few during his lifetime. At the time of his death, he maintained several incomplete writings. But, between 1988 and 2004, many of his works were published. Among them, a book of texts and testimonies from people close to him that was based on his concern about the relationship between psychoanalysis and religion; a box with letters, poems, texts, and paintings made by the author; some of his articles published in the press; and part of his poetry and a collection organized by his granddaughter that gathers letters, texts, and interviews.

Regarding the importance, he showed that the concern of a psychoanalysis aligned with a left-wing policy is possible. In this sense, it helped to widen the narrow limits of Brazilian psychoanalysis, operated until then in a purely individual sphere and reproduced in apolitical and undemocratic practices within the Psychoanalytic Society, which culminated with his expulsion. He brought concerns about broader social issues beyond those individual ones, as demonstrated in the practice of the Social Clinic of Psychoanalysis in Rio de Janeiro. Still, he took care of the persecuted and tortured of the Brazilian civil-military dictatorship.

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► [Besserman Vianna, Helena](#)

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Peña Maturana, Rómulo José

Born *Molina, (Chile), 10 September 1866*

Died *La Serena, (Chile), 14 February 1938*

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Keywords

Chile · Experimental psychology ·
Pedagogical psychology · Experimental
psychology laboratory

Rómulo José Peña Maturana, also known as Rómulo Peña, was born on September 10, 1866, in Molina, a village in the Maule region. As a child, he already stood out because of his intellectual capacities. Although he studied at the primary school of his village, he traveled to Santiago for studying in the “*Escuela de Preceptores*” (The Preceptors School). In this place, Peña Maturana became a schoolteacher. When he finished his studies in 1885, he received the highest

qualification because of his outstanding academic performance (Laborda & Quezada, 2010; Salas & Lizama, 2009).

After having worked 4 years as a primary schoolteacher, and as a result of the merits obtained while working as a teacher, the government of José Manuel Balmaceda (1886–1891) gave him a scholarship to study in Germany. There he had the chance to study at three prestigious higher education institutions from 1885 to 1893: the “*Königlichen Lehrerseminar zu Dresden*” (The Royal Seminary of Teachers of Dresden), the “*Königlich-Sächsisches Polytechnikum Dresden*” (Royal Saxon Polytechnic Dresden), and the “*Universität Leipzig*” (University of Leipzig). In the latter, specifically at the “*Institut für Experimentelle Psychologie*” (Institute of Experimental Psychology), Peña learnt about the main concepts and methodologies of experimental psychology with Wundt (1832–1920) (Figuroa, 1932). Besides, Peña thoroughly studied here the pedagogical doctrines of Johann Friedrich Herbart (1776–1841), author of the “formal steps” of Herbartian pedagogy and methodology prevailing in Chile at that time.

Halfway 1893, at the age of 27, Peña Maturana returned to Chile. Upon his arrival, he was appointed extraordinary visitor of the secondary schools of the north zone of the country. In this function, in 1894, he wrote an extensive report about the state and needs of the educational institutions placed in that zone. That same year, he was assigned teacher of the German module at the “*Liceo de Hombres de Copiapó*” (Men's High School of Copiapó) (Figuroa, 1932; Gutiérrez, 1941). In 1904, he also taught Natural Sciences at the “*Liceo de Niñas de Copiapó*” (Girls' High School of Copiapó) (Abarca-Brown & Winkler Müller, 2013). The production and dissemination of scientific knowledge was a priority in the life of Peña. In the General Congress of Public Education of 1902, he and Juan Serapio Lois presented the paper entitled “*Fines de la Enseñanza Secundaria*” (High School's Teaching Goals). At this congress, he argued that secondary education constitutes the broadest exercise of mental abilities and provides the individual with relevant knowledge to all industries or professions, and

educates feeling, intelligence, and will, as psychological phenomena in which the educator should have an active role in teaching (Salas & Lizama, 2009).

Following the request of the Ministry of Public Education of the Germán Riesco's government (1901–1906), Peña Maturana created the “*Escuela Normal de Preceptores de Copiapó*” (Copiapó Normal School of Preceptors) on July 10, 1905. The “*Escuela Normal*” (The Normal School) was the only teachers' training institution in the north of Chile. In its first generation, the Normal School had 49 students coming from cities such as Copiapó, Vallenar, Freirina, La Serena, Elqui, and Ovalle (Abarca-Brown & Winkler Müller, 2013).

In the Normal School, Peña Maturana developed different educational programs such as “The School Republic” (with its constitution), “Scouting,” and “The School-Workshop” where students learnt carpentry, mineralogy, and electricity, among others (Abarca-Brown & Winkler Müller, 2013). His colleagues valued the experience that he gained during his stay in Germany. Particularly, they recognized tools that he learnt regarding pedagogical innovation and new teacher training strategies. Despite the strong discipline of the German teaching tradition, Peña Maturana was considered to be a “kind” teacher by his students, as he managed to “soften” the practices that were commonly carried out in educational establishments (Ávalos, 1998).

In this context, Peña Maturana became the first Chilean psychologist. He founded the first Experimental Psychology Laboratory within the Normal School in 1905. He sought to assess students scientifically (Salas & Lizama, 2009). He built, together with his students, more than 200 psychology, physics, and chemistry devices, using normal and easily obtained elements which showed his practical and handicraft skills (Ávalos, 1998). The building of these devices led them, in 1910, to winning the gold medal in the National Exposition carried out because of the country's centenary (Salas & Lizama, 2009). Luis Valenzuela, Peña Maturana's colleague, stated during a conference held in the University of Chile in 1964: “Such small things –seemingly invisible- came out of his hands, and so easily, such as a Leiden jar,

that would complete the not well-stocked Classroom of Physics, or the brilliant Ergograph that would be used as illustration, through patient observations, for their Experimental Psychology classes” (Valenzuela Hermosilla, 1964, paragraph 3). With the creation of the laboratory, Peña Maturana put in practice the knowledge acquired in Leipzig as well as managed to situate psychological know-how within the educational environment, thus promoting innovation in teacher training (Luco, 2010; Parra, 2015).

Peña Maturana took great pains in passing on the recently known subject of pedagogical psychology at the Normal School. He taught psychology applied to education at the pedagogic seminary of schoolteachers, where they studied modern teaching methods in an innovative way (Figueroa, 1932). Peña Maturana also threw himself into translating books that became compulsory consulting material both for teachers and students of the different teacher colleges in the country. Some of those books were the following: *Social Pedagogy* by Paul Natorp; *Pedagogical Psychology* by Artur Stössner; *The New Method to Study the Child's intelligence* by Ernst Neumann; and finally, *Pedagogic and Didactic Elements* by the German Paul Barth. With this latter book, he got the first prize in the Centenary's pedagogic competition held in Santiago in 1910 (Ávalos, 1998).

Until his retirement in 1926, Peña Maturana transmitted knowledge and values to the new schoolteachers in the north of Chile. After this, he worked as an advisor to the Ministry of Education until 1931. On February 14, 1938, he died in La Serena. Years later, on September 10, 1966, a solemn ceremony was held in memory of his centenary in Copiapó. His family, colleagues, and former students deposited his mortal remains in a tomb located at the *Universidad de Atacama* (University of Atacama).

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Peñaherrera Mosquera, Gerardo Leopoldo

Born *Girón (Ecuador), December 16, 1933*

Died *Cuenca (Ecuador), April 15, 2021*

Claudio López-Calle and William Ortiz-Ochoa
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Keywords

Ecuador · Psychodiagnostic · Founder of
psychology programs

Gerardo Leopoldo Peñaherrera, commonly known as Leopoldo Peñaherrera, was born in Girón (Azuay, Ecuador). His parents were Leopoldo Peñaherrera Chico and Rosa Mosquera Alvear. He studied at the *Escuela San José* (San José School) of the *Hermanos Cristianos* (Christian Brothers, 1939–1944) in Cuenca and, in 1945, entered the Salesian Aspirancy and studied at the *Colegio Normal Orientalista Salesiano* (Salesian Orientalist Normal School) and graduated from it as a *Bachiller en Ciencias de la Educación* (High School Degree in Educational Sciences), in Quito in 1954. Then he studied at the *Instituto Salesiano de Filosofía y Pedagogía* (Salesian Institute of Philosophy and Pedagogy) in Quito (1955–1957) and obtained the degree of *Profesor de Segunda Enseñanza en Ciencias Sociales* (Professor of Second Education in Social Sciences, 1965) (Peñaherrera, 1976).

He studied at the *Instituto Internacioal de Teología* (International Institute of Theology) of the Salesians in Bogotá, Colombia (1957–1961), and in addition to studying theology, he took courses in pedagogy, sociology, and psychology and had as a professor José Rosario Vaccaro, Italian Salesian author of *Adolescencia, mundo desconocido* (Adolescence, unknown world,

Vaccaro, 1959). Peñaherrera was ordained as a Salesian priest in 1961 (Leopoldo Peñaherrera, personal communication, September 10, 2020).

He worked in different Salesian institutions, in Ecuador, and was professor of psychology and vocational counselor in various institutions: *Colegio Santo Tomas Apóstol* (Saint Thomas the Apostle School, Riobamba, 1961–1962), *Colegio Salesiano Cristóbal Colón* (Christopher Columbus Salesian School, Guayaquil, 1963–1965), *Colegio Salesiano Sánchez y Cifuentes* (Sánchez y Cifuentes Salesian School, Ibarra, 1965), *Colegio Don Bosco* (Don Bosco School, Quito, 1967–1968), and *Colegio Salesiano Cardenal Spellman* (Cardinal Spellman Salesian School, Quito, 1968) (Peñaherrera, 1976). In 1968, having requested his reduction to the lay state in accordance with the Code of Canon Law, he withdrew from the Salesian Community (Leopoldo Peñaherrera, personal communication, September 10, 2020).

In Cuenca, he was founder and rector in charge of the *Colegio Nacional Santa Isabel* (Santa Isabel National School, 1969–1971) and professor at the *Colegio Alejandro Andrade de Girón* (Alejandro Andrade de Girón School, 1971). He was a professor at the *Facultad de Pedagogía y Psicología* (Faculty of Pedagogy and Psychology) of the *Universidad Católica de Cuenca* (Catholic University of Cuenca, 1971–1988) where he was also dean (1976–1981). In this faculty, he obtained his Doctoral Degree in Educational Psychology (1976).

In the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Humanities and Educational Sciences) of the *Universidad de Cuenca* (University of Cuenca), he obtained a *Licenciatura en Humanidades* (Degree in Humanities, 1972) and that of *Profesor de Segunda Enseñanza en la especialidad de Filosofía, Pedagogía, Orientación Vocacional y Asociación de Clases* (Professor of Secondary Education in the specialty of Philosophy, Pedagogy, Vocational Guidance and Association of Classes, 1973) (Peñaherrera, 1976). He joined

the Faculty as a professor in 1973 and retired in 1994; he worked in the courses of developmental psychology, general psychology, psychotechnics, and psychodiagnosis.

His contribution to the psychology of Ecuador is mainly with the creation of the first undergraduate programs in psychology in the universities of the city. At the Faculty of Philosophy, Letters and Education Sciences of the University of Cuenca, he directed the first *Centro Académico de Pedagogía y Psicología* (Academic Center of Pedagogy and Psychology) and developed the first curriculum in Educational Psychology and Vocational Guidance in 1977 (Universidad de Cuenca, 1976–1978), with which he began training in psychology at this university. Furthermore, he promoted the creation of the *Escuela de Pedagogía y Psicología* (School of Pedagogy and Psychology) and was its first director (1989 to 1991). In this university, as a professor of psychodiagnosis, he acquired in other countries the first instruments for a rudimentary psychology laboratory (López-Calle et al., 2020). Also in 1977, as dean of the Faculty of Pedagogy and Psychology of the Catholic University of Cuenca, he created the first program in clinical psychology, which was the first specialization in the city; he also managed the purchase in Japan (Takei House) of the first psychology laboratory (Leopoldo Peñaherrera, personal communication, September 10, 2020).

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Penna, Antonio Gomes

Born *in Rio de Janeiro, Brazil, May 13, 1917*

Died *in Rio de Janeiro, Brazil, September 8, 2010*

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 Instituto de Psicologia, Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil

Keywords

Brazil · History of psychology · Cognitive psychology · Teaching

Antonio Gomes Penna holds a Bachelor's degree in law from the Faculdade Nacional de Direito (National College of Law) (1944) and a degree in philosophy from the Faculdade Nacional de Filosofia (National College of Philosophy) (1948), both colleges of the Universidade do Brasil (University of Brazil) (UB), now Universidade Federal do Rio de Janeiro (Federal University of Rio de Janeiro) (UFRJ). He began his studies in psychology at the College of Philosophy, in a period when psychology was configured as a specialization. He was a student of the psychiatrist Nilton Campos (disciple of Waclaw Radecki), who was responsible for the psychology course of the Department of Philosophy at UB. In 1948, he began his activities as a professor in psychology at UB and taught, for 15 years, the discipline history of psychology, dedicating himself to areas that involved learning, perception, intelligence, Gestalt, and phenomenology, among others (Figueiredo, 2002).

In 1953, there was interest in the introduction of psychology in military training courses of the General Staff, and Nilton Campos was invited to teach a course. Since he was ill, between 1953 and

1968, Antonio Gomes Penna was professor of psychology applied to the armed forces at the Escola do Comando e Estado Maior da Aeronáutica (School of command and General Staff of Aeronautics) (Ferreira, 2007). These classes marked the relationship between the Instituto de Psicologia (Institute of Psychology) and the Escola da Aeronáutica (School of Aeronautics). The course taught by Penna included the use of his Manual of Applied Psychology at work, which included a course in social psychology with themes such as leadership, discipline, propaganda, and selection (Penna, 1997).

He also taught at the Universidade do Distrito Federal (University of the Federal District), later the Universidade do Estado da Guanabara (University of the State of Guanabara), and the Universidade do Estado do Rio de Janeiro (University of the State of Rio de Janeiro), from 1950 to 1970, participating in the first group of teachers when the psychology course of this institution was created in 1964. At the Faculdade Nacional de Filosofia (National College of Philosophy) of the then UB, he was head of the Department of Psychology between 1964 and 1967, having been one of the creators of The Psychology Course UB (Krüger, 2001). In the context of the military dictatorship (1964–1985), despite his indications to take over the direction of the Instituto de Psicologia (Institute of psychology), he had his name approved only in 1979. In fact, during the dictatorship, Penna suffered persecution for not standing against student movements at the UB. Thus, critical of the university education offered, he pointed out that he could not punish students who refused to attend classes of low quality (Penna, 1997). On the other hand, an undercover security agent accused his phenomenology classes, as well as those of Gestaltism, of being a cover for the dissemination of Marxist ideas. Despite this, after investigations, the accusations were not proven.

Throughout his career, Antonio Gomes Penna has published several books in cognitive psychology, work psychology, and phenomenology, among others. Such studies were made possible

due to his habit of preparing scripts for the subjects taught (Penna, 1997). At UFRJ, Penna created the Boletim do Instituto de Psicologia (Bulletin of the Institute of Psychology) with Eliezer Schneider (Ferreira, 2007).

When observing Penna's work and trajectory, the variety of themes worked by him stand out, who, throughout his life, published more than 26 books and had pioneering actions in the teaching of psychology and in the field of institutionalization of Brazilian Psychology (Jacó-Vilela, 2010).

Cross-References

- ▶ Campos, Nilton
- ▶ Radecki, Waclaw

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Pereira da Silva, Gastão

Born in *São José Do Norte or Rio de Janeiro (Brazil) on 1896 or 1898*

Died in *Rio de Janeiro (Brazil), on May 25, 1987*

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Keywords

Brazil, Psychoanalysis · Scientific dissemination

Gastão Pereira da Silva was one of the first and main promoters of psychoanalysis to the general public in Brazil. However, the few sources of biographical information on him are often contradictory, beginning with his memoirs, published in 1959, and the book written by his son Helius (H. Silva, 1993), which contain little chronological data of a precise nature and are narrated in a romanticized style. The difficulty begins with the details of his birth, about which different sources disagree. Some say that he was born in São José do Norte, in the state of Rio Grande do Sul, and others that he was born in Rio de Janeiro. Similarly, both 1896 and 1898 are given as his birth year.

Pereira da Silva said he obtained his medical degree in Rio de Janeiro in the late 1910s. However, no evidence has been found to confirm this. From the late 1910s to the early 1920s, he practiced medicine “on the back of a donkey” in small cities in the countryside of the states of Rio de Janeiro and Minas Gerais. Beginning in the second half of the 1920s, his articles began to appear in Rio de Janeiro newspapers; in addition to some texts on psychiatry, he published literary

narratives and articles on other cultural topics. In 1928, he published a novel entitled *Sangue* [Blood] and sent a copy to critic Medeiros e Albuquerque, who said that the author had no literary talent, but was “a latent psychoanalyst.” From that period on, Pereira da Silva, already established in the city of Rio de Janeiro, turned to psychoanalysis and began to publish a series of books for the general public, beginning with a book about Freud in 1931.

His books dealt with a variety of subjects, always in combination with psychoanalysis: for example, criminology (*Crime e psicanálise* [Crime and psychoanalysis], 1932), education and childcare (*Conheça seu filho* [Understand your child], 1942), animal psychology (*Os bichos amam assim* [This is how animals love], 1944), and religion (*O ateísmo de Freud* [Freud’s atheism], 1966). However, the most famous books among his many publications, referred in selected works, involved pedagogical, accessible explanations for the general public of Freud’s theories.

Although he began his dissemination work by publishing books, Pereira da Silva soon diversified in order to reach the general public. In 1935, he began publishing a column in the weekly magazine *Carioca*, entitled *Psicanálise dos sonhos* [Psychoanalysis of dreams]. In the column, he analyzed dreams sent via letter by people from all over Brazil. The column lasted almost 2 years and published more than 2000 responses to letters. In 1936 and 1937, the author published a series of ten columns in the magazine *O Malho* entitled *As curiosidades da psicanálise* [The curiosities of psychoanalysis] (Marcondes, 2015), and from 1939 through 1943, he published several columns in the magazine *Vamos Lêr!*, such as *Uma página para as mães* [A page for mothers], *Psicologia da vida cotidiana* [Psychology in daily life], *Doentes célebres* [Famous patients], and *Criminosos célebres* [Famous criminals]. He also published in other magazines such as *Dom Casmurro* and *Seleções sexuais*, the latter in the 1950s.

Beginning in the 1930s, Silva also participated in radio programs, and beginning in the 1940s, he presented a program on National Radio entitled “In the World of Dreams”; at the same time, according to Silva himself in an interview in 1985, he wrote “100+ scripts on National Radio,

all with a psychoanalytic basis” (Silva, 1985). He also wrote plays that were staged by the company of actor Procópio Ferreira (1898–1979), and he wrote a psychoanalytic biography of the actor in 1934. In the 1950s, he began offering a psychoanalysis course via correspondence.

All of this activity to disseminate psychoanalysis was done outside official institutions, such as medical schools and academies linked to psychoanalysis or psychology. According to Silva himself, he refused to take exams in order to be considered a psychoanalyst, which began to be a requirement of candidates at the psychoanalysis institutions recognized by the International Psychoanalytical Association (IPA). Consequently, he always adopted a discourse that valued independent learning and his personal reading of Freud, in addition to a letter he received from Freud in 1934, as his principal sources of legitimacy. Nevertheless, in 1978, near the end of his life, he was a founding member and the first president of an institute of psychoanalysts, the *Associação Profissional dos Psicanalistas do Estado do Rio de Janeiro* (APPERJ) [Professional Association of Psychoanalysts of the State of Rio de Janeiro]. Also due to his career outside official institutions, the name Gastão Pereira da Silva has been little cited by Brazilian historians of psychoanalysis, with the exception of the work by Elisabete Mokrejs (1993) and Jane Russo (2002, 2007).

Cross-References

- ▶ [Porto-Carrero, Julio Pires](#)
- ▶ [Roxo, Henrique de Brito Belford](#)

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Pereira Manrique, Francisco

Born *Bogotá (Colombia), August 16, 1951*

Died *Bogotá (Colombia), January 19, 2021*

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Keywords

Colombia · Experimental psychology

Francisco Pereira Manrique graduated from the Colegio San Ignacio de Loyola [San Ignacio de Loyola School], Bogotá, in 1969. Through his

early school years, he was always interested in medical sciences, which resulted in many charitable activities, serving as a volunteer for the Cruz Roja Colombiana (Colombian Red Cross). Those activities shaped his interest in the biological and medical field and sciences and his later interest in psychology as a science. In 1970, he was accepted as a student at the Faculty of Psychology at Pontificia Universidad Javeriana (Pontifical Javeriana University). There, he discovered the all-important connection between philosophy and psychology. He also met Jose Antonio Sánchez, dean of the Faculty, and Rubén Ardila, a professor at the Universidad Javeriana, sharing an interest in experimental psychology (Flórez, 2003). As a student, Pereira was always promoting academic activities and was very active in playing a role in the foundation of different academic groups, such as the Asociación Latinoamericana de Análisis y Modificación del Comportamiento (ALAMOC, Latin American Association of Behavior Analysis and Modification). During that time, he also served as a teaching assistant for José Antonio Sánchez at the then renewed Laboratory of Psychology, where he shaped his later career pathway and increased his interest in the foundations of psychology as a science and its connection with the development of the psychology laboratories. Under Rubén Ardila's direction, Pereira did an experimental thesis as a requisite for graduation (Pereira & Pardo, 1975).

Also, along with Rubén Ardila, he founded the *Distribuidora de Tests y Aparatos Psicológicos (DISTAP Ltda.)* (Psychological Apparatus and Tests Distributor, DISTAP Ltd), a privately held company that developed, produced, and distributed some of the first Colombian-made psychological apparatuses, along with imported ones. This achievement constituted a milestone in the Latin American development of psychological science and technology, being one of the initiators of this field in the region. Their equipment still lasts in some laboratories in Colombia, as referenced by Raúl Oyuela in his historical book about Colombian psychology laboratories (Oyuela, 2008) as a testimony of Pereira and his colleagues' work placed in such endeavor.

In 1975, he married Nydia Pardo, who was also studying in the same Faculty and later fathered Francisco and Maria Gabriela. During that year, he graduated from the Universidad Javeriana as a psychologist and formally started his professional career. Soon after, he started teaching at the Universidad de Los Andes (Los Andes University), Universidad Jorge Tadeo Lozano (Jorge Tadeo Lozano University), and Universidad Católica de Colombia (Catholic University of Colombia), showing a vocational inclination toward teaching and research in psychology.

Between 1978 and 1995, Pereira moved to Venezuela, where he taught psychology at the Universidad Nacional Abierta de Caracas (UNA) (National Open University of Caracas, UNA), where he influenced psychology teaching on a distance learning setting and was the author and editor of diverse productions on that area. During that period, he taught a seminar on Scientific Research Methodology that influenced several students at the UNA, a course in Experimental Psychology, and an introductory course to psychology at the Universidad Católica Andrés Bello (Andrés Bello Catholic University). He also served as a consultant for the Federal District of Caracas Government.

Shortly after his return to Colombia, in 1995, he joined the Universidad Nacional Abierta y a Distancia (UNAD) (National Open and at Distance University, UNAD). The psychology program's orientation was greatly influenced by his previous work in Venezuela and his personal view of psychology as tied with basic research. During his tenure at the UNAD, between 1995 and 2003, he published numerous materials about distance learning. He was also the editor of the *Revista Informe de Investigaciones Educativas* (Journal of Reports on Educational Research).

In 1998, he joined the recently founded Escuela Colombiana de Medicina, later Universidad El Bosque (Colombian School of Medicine, later El Bosque University). From there on, he developed most of his career in that university. Given his experimental psychology background, he was appointed as the director of the Laboratory of Experimental Psychology at the Faculty of Psychology. In 2010, he co-founded the Instituto de Neurociencias (Neuroscience Institute) at the

Universidad El Bosque and served as vice-president of the Institute from 2010 until 2021. He was also director of the psychosocial area at the Faculty of Odontology in the same university. He remained in those two last positions until his passing in January of 2021.

As director of the Laboratory of Experimental Psychology at the Universidad El Bosque, Pereira organized the first meeting of psychology laboratory directors of programs associated with the Asociación Colombiana de Facultades de Psicología (ASCOFAPSI) (Colombian Association of Psychology Faculties, ASCOFAPSI) a meeting held at the Universidad El Bosque in 2004. As a result, he and other colleagues created the first Grupo de Laboratorios de Psicología (GRUPLAB) (Group of Colombian Laboratories of Psychology, GRUPLAB), later, Red Colombiana de Laboratorios de Psicología (REDLAB) (Colombian Network of Laboratories of Psychology, REDLAB). The formation of this group promoted the unity of the field in the country and served as an influence for the later creation of the Red Latinoamericana de Ciencias del Comportamiento (REDLACC) (Latin American Network of Behavioral Sciences, REDLAC). Pereira was appointed as the first director of GRUPLAB and served in that position until 2005. During his presidency, he served as a consultant for many institutions and helped with the formation of new laboratories of psychology and the renewal of others around the country, including the Universidad de Pamplona (University of Pamplona), Universidad del Sinú (University of Sinú), and Universidad del Magdalena (University of Magdalena).

The development of experimental psychology in Colombia and generally in Latin America has often been controversial. During the 1940s, under the influence of international psychology and Mercedes Rodrigo Bellido's arrival at the Universidad Nacional de Colombia (National University of Colombia), an empirical view of psychology prevailed. However, this view was replaced by a nonempirical one, provided by the new program directors, whose approach was a medical one. One decade later, following the influence of social movements in Latin America, psychological science was viewed as

“positivistic” in nature and a “psychology of imperialism” (Gutiérrez, 1999). Psychology programs pulled back from experimental psychology until the 1970s, when the field regained importance under the leadership of Rubén Ardila, Alfredo Ardila, and Juan Alberto Aragón, among others. They published textbooks and research papers in Spanish, promoted a renewal of the field, created new psychology programs, and promoted behavior analysis and other experimental psychology areas (Ardila, 1976; Flórez, 2003). A deliberated series of attacks by some students without the disapproval of some faculty members, on the animals used as models at the Laboratory of Animal Learning at the National University of Colombia carried out by the mid-1980s, are a testimony of the turmoil of that era of science in Colombia and also in Latin America and a measurement of the climate toward science at that time, as accounted by the then director of the Learning Laboratory, Aristóbulo Pérez (Pérez, 1999).

This “stormy” climate toward empirical psychology extended until the last portion of the 1980s, and the growth of an experimental psychological science in the region continued at a relatively slow pace until the first part of the 1990s decade and regained high importance from then and toward the first decades of the twenty-first century.

Pereira’s contributions must be understood within this context. As the experimental psychologist he was, with the rigor and methodology expected for the area, the development of a psychological science based upon the experimental foundation proved difficult. He promoted the consolidation of laboratories as pillars of psychology teaching in Colombia, the generation of new research, and the strong connection between psychology and its scientific bases. He greatly influenced the development of new laboratories in new psychology programs between 1990 and 2010. His books, *Manual de prácticas de laboratorio de condicionamiento operante* (Pereira, 1980) (Manual of Practices of Operant Conditioning Laboratory) and *Senso percepción: Manual de demostraciones, ejercicios y prácticas experimentales* (Pereira, 2000) (Sensation and

Perception: Manual of Experimental Demonstrations, Exercises, and Practices), have greatly influenced the area of basic psychological process research in Colombia and Venezuela and have become a reference for Latin America, the latter being a regular textbook in the teaching of those areas in many universities in the region.

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Pereira, Carlos

Born *Bogotá (Colombia), 13 October 1942*

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Keywords

Colombia · Behavior analysis · Behavioral economics

Carlos Hernando Pereira Vargas is a Colombian psychologist and psychology professor born in

Bogotá (Colombia), where he has spent most of his life. He was the only child of Carlos Arturo Pereira Ortega, who died when Carlos was 5 years old, and Ana Rosa Vargas Guzmán, who raised him as a single mother. Both of his parents were born and lived in Bogotá. In 1967, Carlos Pereira married Martha Restrepo (1947-), who has also played a significant role in Colombian psychology history. They had a daughter, Ana Carolina Pereira-Restrepo, and a son, Sebastian Pereira-Restrepo.

Pereira's academic history began in Bogota. In 1966 at the Colegio Miguel Antonio Caro, he obtained his high school diploma, where he demonstrated such proficiency in math and science even to help his classmates. Once he had finished his high school studies, he applied to the Universidad Nacional de Colombia [National University of Colombia], the largest and most important public university in the country, to study a 5-year psychology program as a professional career. For different reasons, in the 1960s and 1970s, Colombian students always took more than 5 years to obtain their first degree. At the time, the Colombian higher education system was terminal, which means that students received professional degrees such as physicians, teachers, engineers, and, of course, psychologists. No Colombian university offered master's or Ph.D. programs in psychology. As it was a terminal degree and few students pursued graduate studies abroad, Colombian higher education students had to write, submit, and defend a final thesis to obtain their degree.

In comparison to today's standards, those theses could have, in most cases, the length, breadth, and quality of a current North American University Master thesis. Carlos wrote, presented, and defended the second thesis written from a behavior analysis perspective in Colombia. The title was: *Teaching Machines and Token Economy Systems as Instruments for the Individualization of Teaching*, which, because of its quality and originality, received a meritorious mention by the university. His thesis' subject also reflected what would be his academic interests throughout his life.

Carlos Pereira obtained his degree as a psychologist in July 1975. He enrolled 1 month later in the Experimental Analysis of Behavior Master's program at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico). He dropped 1 year later after establishing a fruitful and long-lasting academic relationship with professor Florente López with whom he kept collaborating for a long time. In 1993, Carlos enrolled in the master's program in analytic philosophy at the National University of Colombia. In 1993, he enrolled in a course on consumer psychology. He earned a diploma as a specialist the same year at the Fundación Universitaria Konrad Lorenz (Konrad Lorenz University Foundation), which, by the way, financed his studies.

Pereira started to work while he was pursuing his undergraduate degree as he had to support himself. In 1970, he collaborated with the malnutrition and mental development project, funded by the Universities of Harvard and Cornell. Afterward, Pereira worked for the reeducation school for minors Antonio Ricaurte at Cajica, administered by the Instituto Colombiano de Bienestar Familiar (Colombian Institute for Family Well-Being), a national public institution created mainly to protect underage children and family rights. Later, he would dedicate most of his professional life to psychologists and educators' academic training. From 1971 to his retirement, Pereira gave courses and lectures mostly on subjects related to learning, motivation, teaching, and behavior analysis at several universities in Colombia, such as the Universidad Católica de Colombia (Catholic University of Colombia), Pontificia Universidad Javeriana (Pontifical Javeriana University), Universidad Santo Tomás (Saint Thomas University), and Universidad de Los Andes [University of the Andes]. At the Catholic University of Colombia, Carlos Pereira trained a whole generation of psychologists who devoted themselves to teaching and researching within the experimental analysis of behavior tradition, to apply the experimental analysis of behavior principles to solve socially relevant problems or to do both. He was a full-time faculty member of the Universidad Pedagógica Nacional (National

Pedagogical University), the largest University for Colombian teachers and educators training, where he led a research program on motivation applied to higher education teaching and learning. Pereira was also a full-time professor for the Konrad Lorenz University Foundation, from which he is currently a member of its governing board. In 1993, the Konrad Lorenz University Foundation appointed him an honorary member and in 2011 awarded him the title of distinguished teacher, acknowledging his long contribution to their Psychology Faculty. Carlos introduced innovative courses in their curriculum and, on different occasions, coordinated teachers' teams in the learning, experimental, and motivational areas.

Pereira contributed in many ways to the dissemination of psychology from the behavior analysis perspective in Colombia. He was a founding member of the Asociación Colombiana de Análisis y Modificación del Comportamiento (Colombian Association for Behavior Analysis and Modification), and member of the editorial board of the Association's journal. He also made significant contributions to disseminating an experimental approach to Colombian psychology when behaviorist and empirical conceptions were not taught in most psychology programs and were frequently misrepresented and openly rejected. Carlos also promoted basic psychological research in a period in which people regarded psychology as a professional career oriented to solve applied problems mostly in the traditional fields of clinical, organizational, and educational psychology. Because of his influence, Premack's reinforcement theory, reinforcement regulatory theories, the matching law, and other quantitative approaches to studying behavior became part of several psychology programs' study plans.

Among his leading publications, there is a paper published together with Florente López in the journal *Behavioural Processes* on how conjunctive fixed ratio and fixed time schedules affect the post-reinforcement pause López and Pereira (1985). He wrote along with some of his former students, who later became prominent Colombian psychologists, two influential papers in the Colombian context about reinforcement theory Pereira et al (1983, 1984) and a conceptual one

on self-reinforcement Castro and Pereira (1985). He also edited the *Colombian Association for Behavior Analysis and Modification* journal and the journal *Suma Psicológica*. He is still a member of its editorial board.

Carlos Pereira's main contribution to Colombian psychology has been in psychologists' and educators' academic training, mostly in the experimental analysis of behavior. Virtually all of his closest students are now professors and researchers themselves hired by different universities in Colombia or abroad. Some of them were not students at the universities for which Carlos worked. He voluntarily guided independent study groups on behavior analysis, analytic philosophy, and reinforcement theory for periods spanning almost 10 years. At the time, some public and private universities advocated a kind of anti-experimental psychology, which spurned topics such as the quantitative analysis of behavior or comparative psychology. In the same spirit, he oriented numerous undergraduate theses awarded meritorious mentions at the National University of Colombia and other universities. He was the first psychology professor in Colombia to introduce the behavioral economics' emerging area by orienting the first thesis and creating the first course on the subject. The first program in Colombia in consumer psychology greatly benefited from his work. Many Colombian researchers working in the country and abroad acknowledge Carlos Pereira's influence on their work. Behavior analysis and scientific psychology in Colombia owe much to his generous contributions as a teacher, both inside and outside the classroom. Most of those who worked with him as his students, on any of his study groups, at the same university team, or just in a friendly relationship, recognize his extraordinary sense of humor, intelligent remarks, and gentle personality.

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► López Rodríguez, Florente

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Pereira, Maria Solange Félix

Born *Lins São Paulo, (Brazil), 18 April 1953*

Died *Campo Grande (Mato Grosso do Sul, Brazil), 21 December 2009*

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Keywords

Brazil · Traffic psychology · Federal Council of Psychology

In 1976, Maria Solange Felix earned a licentiate in psychology and in 1977 a degree in psychology from the Universidade Estadual Paulista (São Paulo State University). Throughout the 1980's,

she completed nondegree courses in various fields of psychology, such as educational psychology and social psychology. Her focus was mainly the relationship between psychology, traffic, and education. She developed countless activities related to traffic education until her passing. Solange believed psychology could contribute in the dissemination of a culture of peace in traffic, of respect toward citizenship and solidarity among people. In 1978, she served as a psychologist for the Departamento Estadual de Trânsito de São Paulo (São Paulo Traffic Department, DETRAN/SP). Once she moved to Campo Grande, in 1979, Solange joined DETRAN/MS, the Traffic Department of the state of Mato Grosso do Sul, where she served as one of the first psychologists. In this institution, she was an expert examiner psychologist, chief of the Traffic Psychology Division, and technical director of the Engineer and Traffic Operation, Education and Traffic Fiscalization Services. Between 1992 and 1998, she was scientific director of the Associação Brasileira de Educadores do Trânsito (Brazilian Association for Traffic Educators, ABETRAN).

Solange liked to be called “militant” (Homenageado 2010). This denomination seems to be a characteristic of the first women psychologists working in Campo Grande during the 1970s. Other psychologists of her generation also call themselves “militants” (Curado 2015), even now. This seems to be related to two factors: (1) These women had a striking cooperation with orientation boards’ movements; and (2) their belief in psychology’s social commitment, specially through traffic education, to reduce accidents and deaths. Solange was a representative in the board of psychologists in the state of mato grosso do sul from 1980 to 1986. Between the years of 1994 and 1997, she was a member of the Commission of Nonmotorized Vehicles, Citizenship and Education for Traffic in the Departamento Nacional de Trânsito (National Traffic Department, DENATRAN) assisting in the elaboration of the Brazilian Traffic Code, which came into effect in 1998. In the Conselho Federal de Psicologia (Federal Council of Psychology, CFP), she occupied various positions, e.g., member of the Commissions for Traffic Psychology policies and actions, Representative of

the CFP in the Thematic Chamber of Health and Environment along with the DENATRAN from 2001 to 2007, in a crucial point that redirected the practice of psychological evaluation in the context of traffic while the then new Brazilian Traffic Code was in effect (Silva 2012). In her conception, traffic is a field of social relationship. Thus, social psychology was a way to think about the psychosocial practices of drivers. Therefore, Solange (2005a,b) analyzed the culture of driving and how people, besides being socially influenced to use automobiles due to the impoverishment of collective transportation in the country, exercised this activity as a power relation, the property and usage of the automobile being the highest expression of this. In 1996, she obtained the title of Master in social psychology with the dissertation “The representation of drivers’ actions on driving skills” in the Pontifícia Universidade Católica de São Paulo (PUC – SP) guided by Dr. Peter Kevin SpinkPereira.

The relation between psychology and traffic was also present in her practice as teacher. Her influence on traffic education was recognize by her history in different Brazilian institutions between 1990 and 2000. Solange was visiting professor in Faculdade de Medicina of the Universidade de São Paulo (School of Medicine of the São Paulo University, FMUSP), membership of Pontifícia Universidade Católica do Paraná (Pontifical Catholic University of Paraná, PUC-PR) and at the Certification and Studies in Traffic and Transport (ICETRAN). At the Universidade Católica Dom Bosco (Dom Bosco Catholic University, UCDB) located at Campo Grande, she was one of the first professors of psychology’s undergraduate degree, teaching multiple disciplines. Solange was coordinator of Psychology’s Program twice, between 1980 and 1984, also in 2000 until 2006. She was, also, responsible for coordinating several nondegree courses in traffic at UCDB specific of psychology and other disciplines like traffic management and traffic education, etc. She was one of the pioneers with the Graduate Program in Multidisciplinary Studies of Traffic in 1993 at Faculdade Unidas Católicas de Mato Grosso (United Catholic College of Mato Grosso, FUCMT), currently UCDB, teaching Traffic Education: A Citizen Perspective,

in partnership with Renier Johannes Rozestraten (1924–2008). She was his student and since the second half of 1980 was a contributor. Together, they produced congresses and meetings on Traffic area and also papers and projects on traffic education including honor participation in writing the IV, V, and VI chapters of the currently Brazilian Traffic Code (CTB) that mention about pedestrian, citizen, and traffic education, besides the creation of Studies and Research Core at Traffic and Transport at UCDB.

Her work collaborated with the expansion of the Psychology Act at the interface of traffic besides others materials in Conductors Psychology Evaluation. She was coresponsible for the foundation of ABETRAN and also for the National Movement for the Democratization of Traffic (MNDT). She was also education director of education for the State Traffic Department of Mato Grosso do Sul (DETRAN/MS) creating in this organ a career of traffic psychology connecting to traffic education, which was new in the country. In 2012 at the occasion of 50 years of psychology as a profession in Brazil, she received a tribute from the Conselho Regional de Psicologia at 14th region (Regional Council of Psychology, CRP-14), with the creation of the Maria Solange Felix Pereira Library at organ. Since 2016 in tribute made by Municipal Chamber of Campo Grande, she lends her name to the Legislative Medal granted annually to psychologists with honor in the capital from Mato Grosso do Sul state.

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- [Rozestraten, Reinier Johannes Antonius](#)

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Pérez Enciso, Guillermo

Born in *Barcelona, Spain in 1917*

Died in *Caracas, Venezuela in February 2007*

Eduardo Santoro
Universidad Central de Venezuela (UCV),
Caracas, Venezuela

Keywords

Venezuela · Applied psychology · Academia

Guillermo Pérez Enciso was the son of Francisco Pérez Castro and Dolores Enciso Amat. He studied and graduated at a young age in Psychology at the Universidad de Barcelona (University of Barcelona), Spain (1939). In 1940, he actively participated in the political struggles with the Federación Nacional de Estudiantes de Cataluña (National Federation of Students of Catalonia) against the dictatorship of Francisco Franco. He ended up in a refugee camp in France, where he was sought by his older sister María Dolores Pérez Enciso (1908–1949). With the death of his sister in Mexico (1949), he was left in the care of his niece, Rosa del Olmo. Initially, he moved to France, but later, together with a group of prestigious intellectuals he moved to Chile, emigrating to Venezuela in the mid-1940s.

Once in the country, he began his activity as a teacher at the Instituto Pedagógico Nacional (IPN) (National Pedagogical Institute) (1946). In 1956, he joined the Philosophy Section of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the Universidad Central de Venezuela (UCV) (Central University of Venezuela), where he taught Psychology for the next 2 years. He married the Caracas writer and historian Gisela Morazzani, and they had no children.

During that time, the Instituto de Psicología y Psicotecnia (Institute of Psychology and Psychotechnics) was created, which emphasized research in psychometry, topics related to education, and applied research in general. Guillermo Pérez Enciso was appointed by the decision of the dean as Director of the Institute (1957). Professor Perez decided to reorganize the institute, for which he requested the collaboration of the Catalan psychologist Emilio Mira y Lopez (1896–1964), who was in Venezuela collaborating with the Faculty of Medicine of the UCV. In 1957, parallel to his teaching work, he developed research and service activities, which led to the creation of the Psychology Section, which consisted of a 2-year study plan in common with other sections.

In 1958, with the fall of the dictatorship of Pérez Jiménez (1914–2001), a transition project was elaborated to transform the Section into a School, which was approved, appointing Pérez Enciso as Director of the School of Psychology

(1958–1961). The challenge was evident, to stop being a course in Psychology to become an undergraduate program, constituted a radical change, which brought with it the development and application of strategies that made possible such implementation.

During his tenure as Director of the School of Psychology, Professor Guillermo Pérez Enciso maintained academic quality as his main value. This vision implied for the Director of the School, to incorporate specialized teaching staff for each of the applied courses, to identify the centers for the realization of the practices: schools, high schools, hospitals, and organizations. In addition to the incorporation of professionals with post-graduate degrees and experience in the applied areas, the student took all the courses to educate him or her as an integral graduate. Agreements were made with institutions to create Psychology Services where internships could be carried out, fulfilling a double function: assistance and teaching (Cadenas, 1981).

At the end of his term as Director (August 10, 1961), he left a rigorously selected teaching staff, thus guaranteeing the quality of graduate training. He returned to teaching General Psychology, Developmental Psychology, and, in the final stage before his retirement, Psychological Theories (Cadenas, 1981).

In 1958, he published his textbook *Elementos de Psicología* (Elements of Psychology) for high school, which was widely distributed and replaced the first psychology textbook published in the country, *Apuntes de Psicología, para la educación secundaria y normal* (Psychology Notes Psychology notes, for high school and normal education) by Luis Beltrán Prieto (1902–1993), also dedicated to special Education (Prieto, 1940).

Dr. Guillermo Pérez Enciso also served as Director of the Instituto de Psicología (Institute of Psychology) of the UCV (1973–1977), during which time the Laboratorio de Análisis Experimental de la Conducta (Laboratory of Experimental Behavior Analysis) was created (1976), opening a new and productive line of research.

He was honored during the 50th anniversary of the school, where a bust was unveiled in respect to the role he played in the creation of psychology studies at the undergraduate level, creator of the first graduate degree in Psychology and for having laid the foundations for the academic and professional development of the school.

Cross-References

► [Mira y López, Emilio](#)

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Pérez Pastorini, Valentín

Born *Florida, (Uruguay), 21 December 1895*

Died *Montevideo, (Uruguay), 13 October 1948*

Fernando García Press
Universidad de la República, Montevideo,
Uruguay

Keywords

Uruguay · Psychoanalysis · Psychosomatic · Psychiatry

Valentín Pérez Pastorini was the son of Valentín Pérez Pérez and Dolores Aniceta Pastorini. They

lived in Florida until 1904, year in which they moved to Vigo, Spain. Valentín Pérez attended school in Vigo and Pontevedra and attained his secondary education diploma in arts and science.

He returned to Uruguay at the beginning of the 1910s and took the Uruguayan high school exam in order to enter the Facultad de Medicina (Faculty of Medicine). He entered the faculty in 1912, and received the title of Doctor in Medicine and Surgery in 1920. He dedicated his first 2 years of professional practice to Health Clinic and Home Care tasks.

In 1923 he began his training in psychiatry at the Hospital Vilardebó (Vilardebó Hospital), the only hospital that existed for patients with psychiatric pathologies at the moment. His trainer was Bernardo Etchepare (1873–1925), first holder of the 1908-inaugurated psychiatry chair. In the 1920s, psychoanalytic ideas had as their main critics two of the most renowned psychiatrists in the local medical environment, the aforementioned Bernardo Etchepare and Dr. Santín Carlos Rossi (1884–1936), who published virulent texts against psychoanalysis (Etchepare, 1926; Rossi, 1926). Bernardo Etchepare considered that “Freud was a great suggestive” (Etchepare, 1926, p. 78), “dreamer of dreams, of nightmares” (p. 79), whose doctrine “must fall at its base” (p. 80). Santín Carlos Rossi, likewise, considered Freudian theory to be dogmatic, pansexualist whose etiology and therapy were inefficient. This did not prevent the physicians of the time from considering and starting to visualize an incorporation of Freud’s ideas in a partial and fragmentary way.

Valentín Pérez Pastorini held the position of Deputy Head of Clinic and Assistant of the Clínica Psiquiátrica (Psychiatric Clinic) at Vilardebó Hospital. In 1927 he obtained the position of Alienist through contest at the Colonias de Alienados (Alienated Colonies). He was also a founding member of the Sociedad de Psiquiatría del Uruguay (Uruguayan Society of Psychiatry) in 1923, part of the collaborators committee of the *Revista de Neurología* (Journal of Neurology), *Psiquiatría y Medicina Legal de Uruguay* (Psychiatry and Legal Medicine of Uruguay) in 1927, head psychiatrist of one women room at the

Vilardebó Hospital in the 1940s, and president of the Uruguayan Society of Psychiatry in 1946.

In the 1930s Valentín Pérez Pastorini began to study psychoanalysis rigorously (Korovsky, 1985) and practice it. In the section “Protective Doctors of the Journal of Psychiatry” of the *Revista de Psiquiatría del Uruguay* (Uruguayan Journal of Psychiatry) in 1930, he was introduced as “Alienist at the Dr. Bernardo Etchepare Colony, specialist in the nervous and mental” (1930), while in 1936 he was introduced as “Psychiatrist and psychoanalyst” (1936, p. 32).

In 1936, the *Uruguayan Journal of Psychiatry* published a note made by Valentín Pérez Pastorini (Payssé, 1936) that can be considered as initiatory. Valentín Pérez Pastorini criticizes a partial use of psychoanalysis, emphasizing that by using traditional psychology it is not possible to reach the unconscious conflict level and “that psychoanalysis has its own technique, and that it is essential to use it (. . .) if one wants to reach that unconscious conflict level” (1936, pp. 69–70). He concluded that: “with a rationalist and conscious spirit it is not possible to judge the phenomena of the unconscious” (1936, p. 70). This comment discussed not only an exposition made by a contemporary physician, but the fragmentary use of psychoanalysis prevalent at the time. Likewise, it is of particular importance since it linked psychoanalytic theory with its method and demonstrated a concern to give psychoanalysis a specificity within the medical field.

In the 1940s, Pérez Pastorini maintained an assiduous link with various psychoanalysts from Buenos Aires. Psychoanalysis was institutionalized in the capital of Argentina with the formation of the Asociación Psicoanalítica Argentina (APA) (Argentine Psychoanalytic Association) in 1942. His friend and teacher Enrique Pichón Riviere (1907–1977) and Angel Garma (1904–1993), a Spanish physician and Pérez Pastorini’s analyst, were both part of that institution.

In Montevideo during the 1940s, psychoanalysis found diffusion in medical and nonmedical magazines, and Valentín Pérez Pastorini was the first psychoanalyst to gain acceptance and create a

following (Pérez Gambini, 1999). Among his psychoanalytic patients there were Rodolfo Agorio (1903–1990), Gilberto Koolhaas (1912–1994), and Héctor Garbarino (1918–2001), three of the founders of the Asociación Psicoanalítica del Uruguay (Uruguayan Psychoanalytic Association) in 1955.

In 1945 he published a text on psychosomatics in the *Revista de Psicoanálisis* (Journal of Psychoanalysis) edited by the Argentine Psychoanalytic Association, “Value of associative anamnesis in psychosomatic medicine” (Pérez Pastorini, 1945), which was published a year later in the *Journal of Psychiatry of Uruguay* (1946). This text proposed the use of a method that, based on free association, aims to “diagnosing the structure of personality and conflicts, which are deeper than what usual techniques can reach” (Pérez Pastorini, 1945, p. 44). He attended the Primer Congreso Inter-Americano de Medicina (First Inter-American Congress of Medicine) held in Rio de Janeiro in 1946, along with a group of psychoanalysts from APA, where he presented a paper called “Psychoanalytic Considerations on a Respiratory Disorder.” His psychoanalytic works were influenced by psychosomatic theories. In Uruguay, he disclosed the usefulness of psychoanalysis in child psycho-prophylaxis of neuroses in radio programs, carried out study groups, and used psychoanalytic tools when conducting expert reports and medical-legal reports.

The International Psychoanalytical Association (IPA) required that there be a training analyst to form a group that could count on the legitimacy of this institution. Pérez Pastorini was exercising this function given that he was the only training analyst in Uruguay who was authorized by the Argentine Psychoanalytic Association.

He passed away on October 13, 1948, at the age of 52, “in his law, working” (Freire, 1988, p. 4) at the Vilardebó Hospital (Freire, 1988; Korovsky, 1985) as a consequence of a cerebrovascular accident. His death left the “incipient psychoanalytic movement (. . .) plunged into despair, loneliness and hostility” (Korovsky, 1985, p. 32).

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- ▶ Garma, Angel
- ▶ Koolhaas, Gilberto
- ▶ Pichon-Rivière, Enrique José

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Pérez-González, Aristóbulo

Born in *Gámeza, Boyacá (Colombia)*, July 18, 1941

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Keywords

Colombia · Animal behavior · Psychology of learning · Experimental analysis of behavior

Aristóbulo Pérez-González is the eighth child of Carlos Julio Pérez and María del Carmen González; he was born in Gámeza, Boyacá, a small town located 220 km northeast of Bogotá. Pérez-González's father was a farmer, and, due to this, Aristóbulo spent his childhood surrounded by animals and shared his daily life with chickens, sheep, and cows. Growing up in this context awoke in him much interest in the behavior of these and other species. By 1962, he graduated from the José Joaquín Ortiz High School in Tunja, Boyacá. Then he moved to Bogotá and started psychology studies at the Universidad Nacional de Colombia (National University of Colombia), where he graduated in 1975. His undergraduate thesis on the effects of maternal deprivation on the feeding behavior of chickens, done in collaboration with Alvaro Benavides (1945–2017) and under the supervision of Carlos Moreno (1941–), received a Laureate Award. Their research was one of the first experimental studies carried out in Colombia in the emerging field of animal psychology.

A few days after receiving his degree, Pérez-González was hired as an instructor in the Department of Psychology of the National University of Colombia, where he conducted various administrative and teaching functions. Among the courses he taught were ethology, psychology of learning, and experimental analysis of behavior. Convinced that the theories and concepts seen in these

courses should have a practice that allowed students to apply what they learned in the classroom, in 1976, Pérez-González began efforts to acquire laboratory space for the development of these activities.

The career of Pérez-González as a researcher and as a professor was continuously intertwined with his pioneer work in the laboratory using animal models; he was the director of the Learning Laboratory (now Animal Learning and Behavior Laboratory) from 1976 to 1999, and it was there that he built his legacy for psychology in Colombia.

On August 25, 1977, Pérez and his colleague Alvaro Benavides were granted access and permission to use a rusty building in a facility near the laboratories of the Faculty of Veterinary Medicine and Zootechnics. There, students experimented with animals by training arbitrary responses in subjects of different species, such as rats, monkeys, horses, ducks, and chickens, using operant techniques (Gutiérrez 2006; Pérez-González 1999). Since the laboratory did not have standardized equipment such as operant chambers, the trained responses were somewhat peculiar, like climbing stairs, discriminating geometric figures, and even “dancing.”

The first goal of Pérez-González in the laboratory was to demonstrate basic principles and replicate classic learning studies. At the time, the resources for research were nonexistent; thus, most of the apparatus used in the laboratory were constructed by students with discarded materials from the university or purchased with their own resources. Pérez-González supervised and encouraged hands-on training in experimental psychology; he incentivized his students' curiosity and was very interested in developing their observational competencies as a fundamental part of the scientific repertoire of any psychologist.

Rather than imposing research questions on his students, Pérez-González encouraged them to formulate a question of their own interest and an adequate method to answer it. In this sense, the equipment created in the laboratory was oriented to answer a specific inquiry, more than trying to simply replicate an existing experimental

paradigm. This approach began a long tradition of the Learning Laboratory at the National University of Colombia to work on a variety of research problems using innovative methodological and instrumental approaches (A. Segura, personal communication, November 23, 2019).

By 1994, despite the various difficulties that Pérez-González and many of his students had to face, he achieved some remarkable goals such as the publication of *Psychology of Learning: A Laboratory Handbook*, in which he presented an organized set of activities conducted as part of the psychology of learning course. This handbook became an important reference for activities at many other laboratories in Colombia and other Latin-American countries (Gutiérrez 2006). Among the works published by Pérez-González, there are several undergraduate theses supervised by him, which implies that the main goal of the laboratory had grown from teaching to the production of new knowledge in the area of animal learning (J. Roza, personal communication, November 16, 2019).

In 2015, he published *Animal Play*, and, in 2018, he published *Handbook of Observational Research of Behavior*, an updated version of his handbook, but directed at training psychologists and other behavioral scientists in observation skills (A. M. Pérez-Acosta, personal communication, November 16, 2019).

Another important accomplishment of Professor Pérez-González is the publication, in 1998, of three issues of a bulletin called *Leipzig* in collaboration with Andrés M. Pérez-Acosta (1970–) and the editorial support of students of the Learning Laboratory. Later (2000), Pérez-González and Germán Gutiérrez (1965–) founded a journal edited by students under the title *Laberinto (Labyrinth)*, aiming at publishing experimental research conducted by psychology students in Colombia and the Latin-American region. Nowadays, this publication has reached over 20 volumes and offers an important opportunity for students to publish their first papers in animal behavior studies, often in collaboration with their supervising professors (see selected works in this chapter).

Pérez-González has received many acknowledgments during his career. In 1992, 1995, 1998,

and 1999, he was recognized as an outstanding teacher by the Consejo Superior Universitario (Board of Directors) of the National University. In 1999, he held the title of professor emeritus. In 2016, when the laboratory celebrated 40 years since its foundation, Pérez-González was honored, and the building where the laboratory has been located since 1983 was named after him (G. Gutiérrez, personal communication, November 15, 2019).

Pérez-González was a teacher at the National University of Colombia for 25 years, where he taught many generations of psychologists and, as acknowledged by most of them, he gave them their first glimpse of experimental psychology and animal behavior as fields of study in psychology. He is fondly remembered by his former students for his openness and generosity, for seeding in them an interest in research and for promoting their vocations for the behavioral sciences.

Cross-References

► [Moreno Benavides, Carlos](#)

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Pérez-Ramos, Aidyl Macedo de Queiroz

Born in *Ribeirão Bonito, São Paulo (Brazil)*,
 March 14, 1925

Doris Lieth Nunes Peçanha
 Universidade Federal de São Carlos, São Carlos,
 SP, Brazil

Keywords

Brazil · History of psychology · Clinical psychology · Hospital psychology · Special education

Full Professor Dr. Aidyl Macedo de Queiroz Pérez-Ramos, scholar in clinical psychology, special education, and history of psychology, with experience in Latin America, North America, Africa, and Europe.

Aidyl has a degree in Education from the Faculdade de Filosofia da Universidade de São Paulo (Faculty of Philosophy of the University of São Paulo, USP-SP, Br. 1943–1948). She had attended specialization courses in psychology at the University of Chile (Chile, 1948 and 1950), at the Sorbonne (Paris, 1951), and at American universities (Harvard, Ohio, and Columbia, 1960). She took part in the 1st Congress on Psychiatry and Criminology in Paris (1950), attended by Ana Freud and Melanie Klein (Pérez-Ramos, 2006). She graduated in Psychology from Columbia University (USA, 1956). She earned her doctorate in Clinical Psychology at the Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of Saint Paul, PUC-SP, 1956–1960) with a thesis (Queiroz, 1960) that still surprises for its depth, clinical, and theoretical-methodological rigor. She did post-doctoral studies at Columbia University (USA, 1968) and medical residency at the Student Services Center of Northern Illinois University (USA, 1978).

She has contributed as a professor in Brazilian universities [Pontifícia Universidade Católica de São Paulo – PUCSP (Pontifical Catholic University of Saint Paul); Universidade Estadual Paulista-UNESP, Assis campus (Paulista State University); and Universidade de São Paulo – USP (University of Saint Paul)] and in special missions in Brazil; abroad, as Visiting Professor at the Central University of Venezuela (UCV, Venezuela, in 1963, 1973, and 1979–1986) and at La Laguna University (Spain, 1978); in research-intervention with support of scientific organizations (FAPESP, CAPES, and CNPq in Brazil) and publications that exceed one hundred.

Pioneer in pediatric hospital psychology. Expert in national and international projects in psychoeducation. She has advised governments in Brazil (Paraná, 1963–1983) and abroad on the creation of integral care centers for people with disabilities. She was the first Brazilian psychologist to work in the ONU (UNO, 1970; Leal, 2006),

acting in the following projects: “SPA-70” (UNO: Canary Islands, Spain, and Western Sahara, Africa); Multinational Education (OUS: Brazil, Paraguay, and Uruguay); and Family Project (UNICEF: Venezuela). Co-founder of the Academia Paulista de Psicologia (APP – The Psychology Academy of Saint Paul, Saint Paul, 1979), holder of Chair (number 30) Geraldo Horácio Paula de Souza (1889–1951), currently in the honorific position of Past President. Aidyl pushed forward the scientific journal of this APP, the *Boletim Academia Paulista de Psicologia (Bulletin of the Psychology Academy of Saint Paul)*, the second oldest in psychology in Brazil; she was its first Editor and composes its editorial board.

She married (1964) the psychologist, academic, and professor Juan Pérez-Ramos, PhD (1918–2006), who was also her scientific partner.

Aidyl was one of the pioneers in the use of the transactional system of psychological assessment-intervention integrating these phases. She supervised dozens of theses, especially in the Clinical Psychology post-graduate program at the Instituto de Psicologia da Universidade de São Paulo (Institute of Psychology of the University of Saint Paul, IP-USP, from 1979). She supervised the first doctorate in cotutela (IP-USP and Sorbonne, Paris V, 1993–1997) in clinical psychology (Peçanha, 2015), in partnership with another pioneer in psychosomatics, Rosine Debray (?–2012).

She has won honors for her services as a plaque from the children’s centers in the oil fields of Venezuela and a vase inlaid with arabesques made by the Berber tribes assisted by Aidyl in Africa (1970s). Another honor was what Aidyl calls of *jameo del agua* (“jameo” of water, Lanzarote, Spain, 1973), a representation of a blind crab from this volcanic lake, for his work on behalf of people with disabilities.

A pioneer in interdisciplinary work with medicine, Aidyl contributed to the scientific foundations of psychosomatics in Brazil (Queiroz & Strauss, 1958), highlighting the role of colleagues such as Dr. Pedro de Alcântara Machado (1901–1979), then Director of the Clínica Pediátrica da Faculdade de Medicina – USP, Hospital das Clínicas, SP. (Pediatric Clinic of the

School of Medicine, USP, Hospital of the Clinics, SP), patron of Chair number 19 of the Academia Paulista de Psicologia (*Psychology Academy of Saint Paul*). He launched the bases for pediatric hospital psychology (1956–1961), including the family context. The “sociobiopsychological” vision (Pérez-Ramos, 2006, p. 38) and the integrated evaluation-intervention that already guided Aidyl’s work were decisive for the extension of her clinic to other patients of that Hospital. She participated in the creation of the first specialization courses in psychology in Brazil at the Faculdade São Bento, SP, 1959 (Saint Benedict Faculty, SP, 1959), being one of the founders of the Psychological Clinic (PUC-SP, 1959) along with Ana Maria Poppovic, Enzo Azzi, and Aniela Ginsberg. This Psychological Clinic of PUC-SP (1959), innovative for its openness to the community, also resulted from the efforts of those professors. Aidyl received the “Founders’ Trophy” at the 40th anniversary of that Clinic (1999).

Member of several associations: Associação de Psicologia de São Paulo, former Sociedade de Psicologia de São Paulo (the Association of Psychology of Saint Paul, former Saint Paul Psychology Society), American Psychological Association, Interamerican Society of Psychology, and lifetime membership in the New York Academy of Sciences (1994). Her name appears in *The world who’s who of women* (Kay, 1988). She stimulated the creation of the first associations in special education in Latin America (“Associação de Pais e Amigos dos Excepcionais,” “Association of Parents and Friends of the Exceptional” – APAEs in São Paulo, Paraná, and Venezuela) and implemented the first program of integral attention to the mentally deficient in Spain, bequeathing to this country model centers in psychopedagogy.

In the Associação Nacional de Pesquisa e Pós-graduação em Psicologia (ANPEPP - National Association for Research and Post-graduation in Psychology), she participated in the first Working Group on “Toy, Learning and Health.” In the aspect of preservation of the memory of psychology in Brazil (Pérez-Ramos, 2012), Aidyl, in partnership with the coordination of the Virtual Health Library – Psychology Brazil (BVS-Psi

Brasil), was one of the members of the module History of Psychology (Pérez-Ramos, 2006).

She contributed with case studies and projective techniques (Queiroz, 1955) throughout her career and developed scales on child development. She participated in the first Brazilian version (Peçanha, 2006) of the Inventory of coping with stress at work (Moos & Schaefer, 1993) whose general form was translated and validated worldwide. He has produced extensive material for the stimulation of child development, including blind children.

Aidyl, nearly a century old, remains productive and, in her words, believes in professional practice, grounded in ethics, and solid training. “Always have as a priority the welfare of the human being in the most varied contexts” (Pérez-Ramos, 2006, p. 42).

Cross-References

- ▶ [Azzi, Enzo](#)
- ▶ [Ginsberg, Aniela Meyer](#)
- ▶ [Poppovic, Ana Maria](#)

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Pernambucano de Melo Sobrinho, Ulisses

Born *Recife, PE (Brasil), February 6, 1892*

Died *Rio de Janeiro, RJ (Brasil), December 5, 1943*

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Keywords

Brazil · Social psychiatry · Education · Psychology

Ulysses Pernambuco de Melo Sobrinho graduated in 1912 at the Faculdade de Medicina do Rio de Janeiro (Faculty of Medicine of Rio de Janeiro), with the final work *Some Nervous Mani-festations of Herêdo-Syphilis*. Between 1913 and 1917, he worked as a general practitioner in the counties of Lapa, in Paraná, and then in Vitória de Santo Antão, in Pernambuco. In 1917, he returned to Recife, starting to work at the Hospital for nervous and mental diseases, known as Hospital de Alienados da Tamarineira (Tamarineira's Asylum of Alienated) current Psychiatric Hospital Ulysses Pernambuco. The following year, he took first place in the contest for professor of psychology at the Escola Normal Oficial do Estado de

Pernambuco (Official Normal School of the State of Pernambuco), with the work *Classification of Abnormal Children*. However, it was passed over, and the second place was indicated for the function. In the same year, he obtained the chair of psychology at Ginásio Pernambucano (a Pernambuco's School). As we can see, since the beginning of his career, Ulysses Pernambucano showed interest in psychological issues (Rosas, 2001) and in the works of three areas: psychiatry, education, and psychology.

In 1919, an extremely striking fact touched his personal life and medical career: a charity hospital admitted three orphans at the Tamarineira's Asylum of Alienated (Hospital for Nervous and Mental Diseases). The young women had disagreed with the methods used by the nuns, and hospitalization would be a form of punishment. Ulysses Pernambucano opposed the admission and denounced the fact in the city's newspapers. This event had great repercussion and was fundamental for him, in 1923, to assume the direction of the Official Normal School and, in 1924, the direction of the Hospital for Nervous and Mental Diseases. In both institutions, he promoted important reforms: in education, based on the principles of Escola Nova (New School), and in psychiatry, based on the anthropology of Gilberto Freyre (1900–1987) and on the conceptions of Amaury de Medeiros (1893–1928) for public health. Thus, he moved away from purely biological proposals and cast the distinctive mark of his work: establishing connections between individual problems and the collectivity. In this way, he positioned as activist for the defense of public and free education, regardless of gender, as well as establishing the first pole of social psychiatry in the country (Cerqueira, 1984).

In the field of education, in 1925, he founded the first Psychology Institute in Brazil, with support from the state government of Pernambuco. The initial objective was to measure the population's intellectual capability. For this purpose, for 10 years, with the collaboration of Anita Paes Barreto (1934), he revised the Binet-Simon metric scale, validating it then for the local reality. The Institute of Psychology was annexed in 1929 to the Secretaria de Justiça e Instrução (Secretariat

of Justice and Education) and was renamed the Instituto de Seleção e Orientação Profissional (Institute for Selection and Professional Guidance). This was exactly the year of the arrival of Helena Antipoff in Brazil, invited by Francisco Campos (1891–1968), then Secretary of the Interior of the state government of Antônio Carlos Ribeiro de Andrada (1870–1946), to effect the educational reform in Minas Gerais. The exchange between Ulysses Pernambucano and Helena Antipoff began, as the Russian researcher was interested in standardizing intelligence tests for the Brazilian context. Taking his educational ideas forward, Ulysses Pernambucano directed, between 1926 and 1928, the (Pernambuco Gymnasium) (Medeiros, 2001).

In the field of psychiatry, he returned to direct the Tamarineira's Asylum of Alienated in 1931 and, in 1933, founded the Liga de Higiene Mental de Pernambuco (LHMP – League of Mental Hygiene of Pernambuco), with independent status of the Liga Brasileira de Higiene Mental (LBHM – Brazilian League of Mental Hygiene). The latter's activities begun in 1923, founded in Rio de Janeiro by Gustavo Riedel, with the intention of transforming psychiatric care. However, in 1926, changes were made to the institution's statute, aimed to preventive, educational, and eugenicist work. The members of LBHM considered that the country's small development rate had its reasons in two aspects: the unfavorable climate and the mixture of races. The focus then became the control of social factors for improving the breed. So, racism started to guide the so-called scientific assumptions. And in 1931, Renato Kehl (1889–1974) founded the Comissão Central Brasileira de Eugenia (Central Brazilian Commission of Eugenia), proposing, for example, the sterilization of people undergoing psychiatric treatment as a form of prevention. These conceptions interfered directly in the LBHM which, in 1934, started to openly defend racist propositions. In the first year of activities, the LHMP followed the guidelines of the LBHM in relation to actions against alcoholism, but it was not in line with the eugenicist theses. The following year, in 1934, the LHMP became autonomous.

Diverging from the eugenic assumptions, through the LHMP, Ulysses Pernambucano started calling the population for mental health actions, jointly with the medical crew. Ulysses Pernambucano's social psychiatry is characterized as a participative mode of health actions and also as a political position. Following Helena Antipoff's proposals, LHMP gathered funds for the creation of the Escola para Excepcionais (School for the Exceptional). And, in collaboration with Gilberto Freyre, he implemented studies in candomblé houses. Thus, he removed the African religion from the persecution of the police. In 1934, they both organized the 1st Afro-Brazilian Congress, positively qualifying the black race (Freyre, 1941).

Also in 1934, the director of the National Health Department, Adauto Botelho (1895–1963), designed the Mental Hygiene Service project, based on the reforms promoted by Ulysses Pernambucano over the years. In 1935, Ulysses Pernambucano developed, in partnership with Luiz Cerqueira (1911–1984), a socioeconomic investigation to ascertain the living conditions of sugar mill workers. In addition to this research, which presented data that showed the subordination of the working class to the interests of the oligarchies, he refused to give information about a hospital inpatient, suspected of practices considered subversive. As consequence, Ulysses Pernambucano was arrested for 40 days and then forced to retired.

In the following year, he founded a private institution focused on mental health care: Sanatório Recife (Recife Sanatorium). In 1938, he founded the Sociedade de Neurologia, Psiquiatria e Higiene Mental do Nordeste (Society of Neurology, Psychiatry and Mental Hygiene of the Northeast) later called of the Brazil and began the publication of its scientific dissemination body, *Revista Neurobiologia* (Journal of Neurobiology). Ulysses Pernambucano participated in the first three congresses organized by this society: in 1938, in João Pessoa, Paraíba; in 1940, in Aracaju, Sergipe; and, in 1943, in Natal, Rio Grande do Norte. That same year, Ulysses Pernambucano passed away, leaving as a legacy

the conceptions of social psychiatry that are imprinted in some aspects of the Brazilian Psychiatric Reform, carried forward from 1978 (Melo, 2004).

Cross-References

- ▶ [Antipoff, Helena Wladimirna](#)
- ▶ [Freyre, Gilberto de Mello](#)
- ▶ [Kehl, Renato Ferraz](#)
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Perosio, Beatriz Leonor

Born *August 18, 1947*

Missing *August 8, 1978*

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Keywords

Argentina · Professional and union organizations · Federación de Psicólogos de la República Argentina (FePRA · Federation of Psychologists of the Argentine Republic) · Asociación de Psicólogos de Buenos Aires (APBA · Association of Psychologists of Buenos Aires)

Beatriz Perosio was born in the city of Buenos Aires on August 18, 1947. Her home was typical of the middle class, and her first school education took place in religious institutions. Her family consisted of her two parents, both deceased, and her younger sister Graciela Perosio, herself a well-known literary critic and poet with several publications.

She studied psychology at the Facultad de Psicología (Faculty of Psychology) at the Universidad del Salvador (University of Salvador, USAL) from which she graduated in 1973.

Her professional career was oriented in three areas: as an institutional psychologist in different schools; as a market researcher in groups in the company Lautrec (Buenos Aires, Argentina); and as a clinical psychologist, psychoanalytically oriented, in the city of Buenos Aires. It is appropriate to consider that in Argentina, psychotherapy, and

especially the clinical practice of psychoanalysis, was the most common form of professional work for the vast majority of Argentine psychologists. It was so in those years (Ardila, 1979; Litvinoff & de Gómel, 1973), and it is still so today (Alonso et al., 2018).

Although they may seem dissimilar tasks, the common denominator was her interest in listening and understanding human subjects, in different areas and moments of everyday life. Therefore, as well as being a dedicated professional, she was also an outstanding political, labor, professional, and cultural activist and leader.

Her professional, union, and cultural development were parallel, and her political practice was developed in the field of professional and union associations of mental health and education.

It is not possible to understand her trajectory outside the social and political framework experienced in Latin America and throughout the world in the 1970s (Ardila, 1979; Biagini, 2000; Hobsbawm, 1995). Many young people, coming from the middle sectors, turned to political activism. Beatriz Perosio was no exception, and early on she became linked to the revolutionary left, even though she did not abandon her religious beliefs, which she maintained until the last moment. She was both Catholic and communist, and the common point was her interest in the people and the creation of more humane and equitable conditions for everyone.

In relation to her professional and institutional practice in the educational field, she basically worked in the city of Ascensión (Province of Buenos Aires, approximately three hours away from the city of Buenos Aires), in a school run by French nuns who proposed a liberating education (Garaventa, 2020; Sevilla, 2005). Recommended by a colleague who was already working there, she was then in charge of listening to and guiding the young students, not so much in their personal problems but in issues related to their schooling and their professional orientation. A small fruit of that task was that some of her students decided to study psychology.

The community of Ascensión has always recognized her and on March 23, 2018, a street was inaugurated with her name. That day was

chosen because on March 24 Argentina celebrates the day of memory, in remembrance of the terrible crimes committed by the last civil-military dictatorship, which began on March 24, 1976, and lasted until December 1983.

Both in her work as a market researcher in groups and in her psychotherapeutic practice, she stood out for her interest in listening to and understanding others, as well as for her healthy curiosity to know what the other person was thinking and wanting in whatever environment. Her activism in professional and union organizations was brief but of tremendous impact. She began in the Asociación de Psicólogos de Buenos Aires (Association of Psychologists of Buenos Aires, APBA), where she held various positions, all with determined commitment and deep gratitude from her peers and colleagues. Between 1975 and 1977, she was Secretaria de Asuntos Profesionales (Secretary of Professional Affairs), and in the last year, by democratic majority election, she was elected President of the organization.

As Secretary of Professional Affairs, Beatriz Perosio was responsible for APBA's union activities, and for this reason she visited most of the hospitals in the city of Buenos Aires where psychologists worked. In all of them, she showed interest and pride in the profession of psychology and in the role that psychologists should and could play. In the same way, she always emphasized the defense of professional rights, at a time when legislation was in force that still subordinated psychologists to mere "auxiliaries" of psychiatry and when there were numerous limitations to the full professional practice of psychology in almost all the country (Avelluto, 1983). She also emphasized the institutional growth from the incorporation of recently graduated psychologists. Some quantitative data are eloquent in this respect. In 1975, the APBA had 434 new members, the following year 491, and between March and the end of May 1977 alone, 170 new colleagues joined (Perosio, 1977a).

Perosio assumed the position of President of the APBA under the harsh conditions imposed by the dictatorship. In spite of them, she remained firm in her guidelines, trying to take advantage

of every space to continue defending the interests of psychologists, always within the framework of community welfare. This was translated into the axes that were the backbone of its union and professional activity: respect and hierarchy of the psychologist's profession, defense of public health, and defense of the needs and interests of the popular majorities.

In 1974, the APBA, together with other associations and boards of psychologists from all over the country, had organized the Confederación de Psicólogos de la República Argentina (Confederation of Psychologists of the Argentine Republic, CoPRA). However, by the time Perosio assumed the presidency of the institution, CoPRA had almost ceased to exist. One of the first tasks taken on by Beatriz Perosio was the "national reorganization of psychologists," with the aim of raising the legal status of the profession in different parts of the country and generating teaching and research teams that would travel from the more developed centers to the more peripheral ones (Perosio, 1977b).

Months later, in December 1977, this reorganization was achieved, the Federación de Psicólogos de la República Argentina (Federación de Psicólogos de la Republica Argentina, FePRA) was organized, and Perosio was elected as its first President. Also as the highest representative of the national entity, and despite the short time of her mandate for the reasons previously mentioned, she gave a great impulse to it, which became recognized by colleagues as the representative entity of psychologists throughout the country, a recognition that lasts until today.

Perosio was unable to produce a great academic work, first because of the needs of practical life and later because of her kidnapping, issues that made it impossible to verify the scope that she would surely have achieved in that field. One of her research works questions the separation of mental health from public health in general and highlights her update on the problems of public health in the country (Perosio, 1974).

On August 8, 1978, she was kidnapped at her workplace. In illegal captivity, on August 18, she

turned 31 years old. On August 9, the Secretary of Professional Affairs of the Association of Psychologists of Buenos Aires, Alfredo Smith, one of the authors of this biography, and his wife Celia Kriado were also kidnapped. From several testimonies, among them that of Alfredo Smith, in those days it is known that she was taken to the illegal detention center called “El Vesubio,” in the Province of Buenos Aires where she was repeatedly tortured (di Biase, 2004). Up to date, she is still missing.

In her tribute, August 8, the day of her kidnapping, is commemorated in Argentina as the “Day of the psychologist detained and disappeared by state terrorism” (Smith & Codina, 2017). The institutions to which she belonged, the APBA, the FePRA, and human rights organizations, continue to demand truth and justice for her memory.

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Pessotti, Isaias

Born in São Bernardo do Campo, (São Paulo), Brazil, on September 28, 1933

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Keywords

Brazil · Experimental analysis of behavior · History of psychology and science · Learning in bees

Isaias Pessotti studied in a public elementary school in São Bernardo do Campo. Then, in 1944, he went on as an internal student at the Seminário Seráfico São Fidelis (St. Phidelis Seraphic Seminar), in the city of Piracicaba that is located in the countryside of the state of São Paulo, Brazil. There, he has acquired solid and fundamental bases of the Greek and Latin languages, taught by the Franciscan priests who, at

the same time, stimulated and prepared him for the constant search for expertise in different areas of knowledge. He graduated in Philosophy in 1955 at Faculdade de Filosofia, Ciências e Letras da Universidade São Paulo – USP (School of Philosophy, Sciences and Letters of the University of São Paulo – USP), which was originally known as *Maria Antônia* since it was located in a street with this name. From 1956 to 1961, he worked as an assistant professor at this same university and as a researcher at the Centro de Pesquisas Regionais de Educação – CPRE (Regional Center of Education Research).

In 1959, he got the title of Specialist in Education by the Universidad de Chile (University of Chile) in a course offered by the Organização das Nações Unidas para a Educação, Ciência e Cultura – UNESCO (United Nations Educational, Scientific and Cultural Organization). In 1961, the dean of USP (University of São Paulo), wishing to create a “scientific Psychology” to be taught by the university, invited Professor Fred Keller (1899–1996), a North American psychologist, to come to Brazil. Professor Keller then gave the first Experimental Psychology course in Brazil, and this was Isaías’ first contact with the Experimental Analysis of Behavior.

In the early 1960s, he was invited by Professor Carolina Bori from USP (University of São Paulo) to be a professor at the Faculdade de Filosofia, Ciências e Letras de Rio Claro (School of Philosophy, Sciences and Letters of Rio Claro) in the countryside of the state of São Paulo, where he has worked from 1961 to 1964. In this last year, he got a 6-month scholarship at the Istituto Agostini Gemelli di Milano (Agostini Gemelli Institute of Milan) in Italy. In early 1965, he was hired by Universidade de Brasília – UNB (University of Brasília), where he taught until October in that same year, the month in which the dean dismissed 200 professors from different departments due to the military dictatorship that was taking place in Brazil then (and which lasted until 1985). In the years to come, 1966/1967, without having any employee connection whatsoever with any Brazilian institutions, he went to Italy where he has worked as a researcher and visiting professor in

Animal Psychology and Experimental Psychology at Scuola di Specializzazione in Psicologia (School of Specialization in Psychology) in the Istituto di Psicologia della Facoltà Medica, Università di Milano (Psychology Institute of the Medical School, University of Milan). Back to Brazil at the end of the year 1967, he got approved in a public contest and was hired as a professor at USP (Universidade de São Paulo). In the years of 1969/1970, USP (University of São Paulo) granted him a sabbatical period which allowed Isaías to return to Italy to resume his researches in Milan and also, as a visiting professor, to teach General Psychology at Istituto di Psicologia Sperimentale dell’ Università di Padova Italia (Institute of Experimental Psychology, University of Padova Italy) in 1972/1973.

In 1969, he got his PhD in Sciences with distinction from USP (University of São Paulo), having Carolina Bori as his advisor. His academic career was centered in the Departamento de Neurologia, Psiquiatria e Psicologia Médica da Faculdade de Medicina de Ribeirão Preto – USP (Department of Neurology, Psychiatry and Medical Psychology from the Medical School of Ribeirão Preto – USP), where he joined in 1967. He became a faculty member in 1977, an Associate Professor in 1981, and a Full Professor in 1984, always under assessments of qualification by examination boards.

Parallel to his research and teaching career at USP (University of São Paulo), and also conquered through assessments of qualification, Isaías got the following titles: Full Professor at the Centro de Educação e Ciências Humanas at Universidade Federal de São Carlos – UFSCar (Center for Education and Human Sciences of the Federal University of São Carlos) in 1982; Full Professor of Educational Psychology at Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, USP (School of Philosophy, Sciences and Letters of the University of São Paulo, campi Ribeirão Preto) in 1983; and Full Professor of the Chair of Scientific Methodology in Psychology at Università degli Studi di Urbino – ITC (Urbino Studies University, Italy) in 1997. Note: this last title was obtained by “notorious

knowledge” (*chiara fame* in Italian), recognized not only by the collegiate deliberative body of the University, but also by the Consiglio Universitario Nazionale CUN (National University Council) and by Ministero dell’ Università and della Ricerca Scientifica e Tecnologica (Italian Ministry of University and Scientific Research and Technology) in Italy. In 2004, he also got a Master degree in Philosophy and Methodology of Sciences at UFSCar (Federal University of São Carlos).

In the years 1972/1973, Isaias has taught classes as an inviting professor at Scuola di Specializzazione in Psicoterapia e Cognitiva (Specialization School in Behavioral and Cognitive Psychotherapy) connected to Psychology and Medicine courses at the following universities in Italy: Università de Urbino ITC (University of Urbino), Università degli Studi di Padova (University of Studies of Padova), and Università degli Studi di Palermo (University of Studies of Palermo).

He was the vice president in 1976 and the president in 1977 of Sociedade de Psicologia de Ribeirão Preto – SPRP (Psychological Society of Ribeirão Preto), currently Associação Brasileira de Psicologia – SBP (Brazilian Psychological Association). During a long time in his presidential terms, he has coordinated the History of Psychology Division.

Professor Isaias has also participated in the creation of Undergraduate Specialization and Graduation Courses in Brazil, i.e., the Master Course on Special Education for the Mentally Disabled of the Universidade Federal de São Carlos UFSCar (University of São Carlos) in 1979. In 1983, he has also offered advisory work to the Secretaria de Educação do Estado de São Paulo (São Paulo State Department of Education) in the creation and establishment of educational policies for the care of people with special needs in the State.

Isaias was an advisor to the Fundação de Amparo à Pesquisa do Estado de São Paulo – FAPESP (State of São Paulo Research Foundation) from 1982 to 1987. He was also an advisor to different scientific magazines and publishers throughout his entire academic career, citing

only as an example EDUSP (publisher of the University of São Paulo) and *Ciência e Cultura* (Science and Culture Journal) of the Sociedade Brasileira para o Progresso da Ciência – SBPC (Brazilian Society for the Advancement of Science).

Professor Isaias has more than 70 papers published in national and international scientific journals. Due to his pioneering research on learning in bees, he was on the cover of the Italian version of the Scientific American Magazine, *Le Scienze* (The Sciences), version number 33, May 1971. This work led him to his doctoral thesis: *Conditional Discrimination in Melipona Semi-nigra Merrillae*. Until then, researches about operating behavior were basically performed with rats and mice confined in experimental boxes. In this context, only some selected variables were manipulated by the researcher. By using bees as the subject of the studies, Isaias brought up a new methodological vision and has initiated a line of research introducing the use of experimental subjects in open environments without having to confine them into cages or experimental boxes, using sugar as reinforcement. In the new condition of the research, the “experimental situation” had to compete with the diversity of flowers and fruits and its available sugar in nature. His research asked which variable would control the processes of learning, reinforcement, extinction, or punishment of an answer. It was necessary to be able to bring each bee, which used to live freely in nature, inside the laboratory where the experimental equipment was placed. For the researcher to have the freedom to choose where to go, either to the fields or to the experimental room, made all the difference in the obtained results since they were more “pure” and closer to the occurrence condition of the human behavior. Once the procedures of training and maintenance of bees in open experimental situation were patterned, various studies were accomplished by young researches under the supervision of Professor Isaias. The experiments of color discrimination with different species of bees allowed classifying the bees in the evolution scale.

Another great emphasis of Professor Pessotti has been the study of historical facts in general,

especially those related to Psychology. In a 1976 book, he talks about the achievements and theories of physiologists who had for centuries studied the nervous system, reflex behavior, among other aspects, and were the precursors of what later came to be known as operant conditioning. Also mental disability was studied and historically discussed in a 1984 book where he reviews the concepts and the different ways in which its carriers were treated. In the 1990s, Isaias has published books where he analyzes how madness was seen in different historical moments, presenting the evolution of the concept and the history of madness since ancient Greece until the nineteenth century, mentioning the conflicts of medical practices when dealing with madness, especially in the eighteenth century.

In 1993, Professor Pessotti received the Prêmio Jabuti de Literatura (Jabuti Literature Award), one of the most important literature awards in Brazil, with his first novel: *Those Damned Dogs of Arquelau*. It is a science fiction book, immersed with investigations of historical data, filled with the discovery of a text about Euripides, and sprinkled with the seductions of a romance. This was followed by the books *The Mediavilla Manuscript* and *The Moon of Truth*. In the year of 2020, he published the book *The Concept of Schizophrenia*.

Cross-References

► [Bori, Carolina Martuscelli](#)

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Petrželová de Serrano, Jana

Born *Vracov, Czechoslovakia (Czech Republic), October 6, 1943*

Joel Zapata Salazar

Autonomous University of Coahuila, Saltillo, Coahuila, Mexico

Keywords

Czechoslovakia · Mexico · Clinical psychology · Psychopathology · Child and adolescent psychology · Deficit of attention and hyperactivity disorder

Petrželová is originally from the Czech Republic. Permanent resident in the city of Saltillo, Coahuila, Mexico, since 1983, where she constantly practiced her professional activity. In her native country, she did her higher studies; first, in the area of Economics between 1966 and 1970, developing in the field until 1975. This year she decided to study a degree in Psychology at the Univerzita Palackého v Olomouci (Palacký Olomuc University), the oldest in Moravia, province of the 1975s Czechoslovakia. At the same

time, she developed her studies of German and Russian languages.

During her time as a university student, she became interested in the care of children and adolescents, working as a psychology assistant in the Regional Office of Children and Adolescents, a government entity oriented to the care of the mentioned before population. Upon graduation, she joined the same institution as a professional psychologist. In it, she had a privileged space for the study and approach of childhood emotional disorders and particularly, deficit of attention and hyperactivity disorder (ADHD), which at that time was called minimal brain dysfunction, disorder that would occupy an important part of her work as a psychologist. The approach model that was practiced with child patients was comprehensive, covering the following aspects: medical, emotional, cognitive, behavioral, family, social, clinical hypnosis, and interaction with the environment and nature.

During this period, she began her studies in clinical (classical) hypnosis, forming part of the Czech society of hypnosis, subsequently obtaining the state exam. Likewise, she also began with the professional training workshops in Gestalt Psychotherapy under the tutelage of the Dr. Ivo Plaňava (1934-), disciple of the American psychotherapist Virginia Satir (1916–1988).

In 1981, she started her doctorate in psychology with orientation in Clinical Psychology, in her “Alma Mater.” During this period, she did her clinical practices at the Kroměříž Psychiatric Hospital, in the departments of emotional disorders in childhood, neurosis, schizophrenia, and addictions.

In 1983, she married a Mexican citizen, reason why she settled in Mexico permanently. This change motivated her to learn the country’s language. In a different professional environment, in 1985, she started her life as an academic, an activity that she continues to cultivate to this day. In the 1980s, psychology as a profession and as a discipline were incipient in the state of Coahuila. The psychology program was taught primarily in two institutions, one private, Universidad Autónoma del Noreste (Autonomous University of the Northeast) (UANE) and other, public, the

Universidad Autónoma de Coahuila (Autonomous University of Coahuila) (UAdeC). UAdeC had trained psychologists since 1965; however, the development of the discipline and the profession in particular spaces, such as: clinical intervention, research and development, innovation; specific areas of application, such as educational and social, in terms of development, were far from the reality of the universities in the center of the country and foreign universities.

Furthermore, Petrželová joined first as a professor at the UANE Coordination of Psychology (1985) and then as a full-time professor at the then Escuela de Psicología (School of Psychology) of the UAdeC (1996), positioning herself as the only professor with a doctorate in the area of Social Sciences in the mentioned before school. Her experience and work promoted her as Coordinator of the Department of Child Psychology, where she was able to consistently train psychologists, in accordance with current techniques that were applied in Europe, both for the attention of emotional, behavioral, and learning problems.

In this way, she began the first works in the state in the field of research on the subject of ADHD, presenting her results in national and Latin America congresses. This served to link her research activity with the training of basic education teachers in the state, through a collaboration agreement with the Secretaría de Educación Pública (Ministry of Public Education) (SEP), resulting in an informative manual for detection, channeling, and care in educational contexts.

As a student, she was a pioneer in the publication of the results and advances of her research on issues related to child psychology and mental health, both in various national and foreign journals, for which the University entrusted her with the task of forming the first Cuerpo Académico de Psicología (Academic Group of Psychology) in the state of Coahuila, Mexico (1997), which still works until today with her as the current leader, changing its status to full-time professor-researcher. This was the consequence of becoming the first full-time teacher to join the then Programa de Mejoramiento del Profesorado (Teacher Improvement Program) (PROMEP), in the Perfil Preferente (Preferred Profile) category

(1996), today the Programa para el Desarrollo Profesional Docente (Teacher Professional Development Program) (PRODEP), same which has been renewed to date.

It is worth mentioning that Petrželová did not abandon her interests in clinical hypnosis, continuing between 2016 and 2017, her training in Strategic Ericksonian Hypnotherapy at the Facultad de Estudios Superiores Iztacala (Iztacala Faculty of Higher Education) (FES) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), in coordination with the Centro de Estudios Superiores de Hipnosis Clínica, S.C. (Center for Higher Studies of Clinical Hypnosis C.S.) and the Milton H. Erickson Institute in Mexico City. To this, a robust list of continuing training courses and workshops were added, highlighting those of supervision of cases of the therapeutic process, training in cognitive-behavioral psychotherapy, formulation of clinical cases and various courses in the area of teaching and tutoring. Likewise, she has designed and taught a variety of extracurricular courses and workshops to various institutions with related topics.

Within the academic management processes, she has distinguished herself by being part of the Núcleo Académico Básico (Basic Academic Core) of the Master's Degree in Clinical Psychology with cognitive-behavioral orientation, recognized for its quality by the Programa Nacional de Posgrados de Calidad (National Quality Postgraduate Program) (PNPC) of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACyT) and the doctorate program in Health Psychology, both unique for their orientation and nature in the northeast of the country. Likewise, she has served as President of the Academy of Psychology, member of the Curricular Reform and Curricular Monitoring and Evaluation commissions of the degree program in Psychology, member of the Accreditation Commission of the degree program in Psychology by the Accreditation Committee (CA) of the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP), evaluator of the CA and, on various occasions, member of the

Consejo Directivo de la Facultad de Psicología (Board of Directors of the Faculty of Psychology) and of the Consejo Universitario (University Council) of the UAdeC; academic coordinator of the XI Cátedra de Investigación en Psicología (Chair of Research in Psychology) “Dra. Julieta Heres Pulido” of the Consorcio de Universidades Mexicanas (Consortium of Mexican Universities) (CUMex), member of the scientific committee of various national and international congresses, director and advisor of undergraduate and graduate thesis, among others.

Her research work has been based on three lines: ADHD, suicide, and sexual abuse of minors. All three, substantive problems in the state, to which it has responded through the generation of knowledge in indexed articles, book chapters, and books, among which the following stand out: “Sexual abuse of minors and the silence that surrounds them” (2013) where it explores the vulnerability of the patient in the family context and presents an evaluation and care proposal based on the child's age. In the study of suicide, Petrželová's contributions have been able to establish an emotional and personality profile of people with a suicide attempt in the state of Coahuila and of the committed suicide in the state of Nuevo León from the analysis of posthumous letters. Therefore, she has been invited to participate as a keynote speaker in various Latin American countries. Part of it has been disclosed in: “Why and how do you get to despair?” (2007) and “Analysis of posthumous letters” (2012).

Among the main awards and distinctions, she received: recognition as a professor with a preferential profile by the SEP (2006), the Medalla Miguel Ramos Arizpe (Miguel Ramos Arizpe Medal) for her distinguished academic work (UAdeC, 2006), the only professor of the Faculty of Psychology and the third at the university level to obtain the Medalla al Mérito Académico “Dr. Mariano Narváez González” (Medal of Academic Merit) through a competition and evaluation of merits by the University Council.

Cross-References

- ▶ [Heres Pulido, Julieta Cecilia](#)

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Pi Sunyer, August

Born *Barcelona, Spain, 12 August 1879*

Died *México DF (Mexico), 12 January 1965*

Virgilio Ibarz

Universidad Ramon Lull (Spain), Barcelona, España

Keywords

Spain · Venezuela · Psychophysiology

August Pi Sunyer was born into a family of physicians and politicians. His father, Jaume Pi Sunyer (1851–1897), professor of Pathology at the University of Barcelona, is considered one of the founders of Catalan scientific medicine. His friendship with Ramón Turró (1854–1926) passed on to his son and influenced the founding of the School of Physiology and the School of Psychology of Barcelona.

August Pi Sunyer obtained an M.D. in 1899, with the thesis *The anaerobic life*, where he posed important problems for experimental work. In 1904, he obtained the position of Professor of Physiology at the Facultad de Medicina [Faculty of Medicine] of Seville.

In 1908, he resigned his chair in Seville to stay in Barcelona, occupying the chair of General Physiology on an honorary basis. He explained to his students that the simplicity of an experiment reduced the chances of error. To carry out the practices, he commissioned the construction of the apparatus used in the laboratory to the artisans of Barcelona. These experiments were highly appreciated by the students since such teaching practically did not exist. One of these students was Emilio Mira y López (1896–1964).

In 1919, he published *La Unidad funcional* [The functional unit] and *Los mecanismos de correlación fisiológica* [The physiological correlation mechanisms], with a very original biological vision. It states that the nervous mechanism is basically associative in nature. Within the associative mechanisms, reflexes have a complex character. The brain influences the viscera and vice versa.

In 1920, the Instituto de Fisiología [Institute of Physiology] was officially created, thanks to the contribution of the *Societat Catalana de Biologia* (Catalanian Society of Biology), a subsidiary of the *Institut d'Estudis Catalans*. The Institute was officially inaugurated on April 11, 1921, as an annex to Pi Sunyer's chair of Physiology. Pi Sunyer's research was aimed at giving experimental support to the so-called doctrine of "trophic sensitivity" proposed by his teacher Turró. This doctrine is based on the ability of various organic tissues to perceive slight changes in the chemical constitution and in the physical situation of the body or blood. These perceptions would trigger nervous mechanisms, which directly or through chemical processes would allow the conservation or restoration of physiological normality.

Díaz Moreno (2016) points out that scientific psychology found in the Institute of Physiology a space to disseminate its research. Emilio Mira y López and George Dwelshauvers (1866–1937) published works in the journal *Treballs* of the *Societat Catalana de Biologia*.

For Pi Sunyer, the mind is given by adaptability. The opening to the outside is based on the processes of conservation of the individual. These processes are trophic in nature, since the individual needs to feed to maintain a stable structure.

This individuality has an inherited factor, the received chemical base, and another acquired one, the experiences. The metabolism is adjusted to the conditions of the environment and the needs of the organism.

Pi Sunyer's thesis is that adaptation occurs first, then intelligence, and finally consciousness. The psychic is biological. There is no separation between physiology and psychology. The reflexes, habits, and memory make the psychic individuality be constituted. Our life shapes our psyche.

Trophic experience occupies a basic position. The organism, when it begins to live, begins to require food. The first perceptions are trophic and the others originate from them. The unconscious is important, but it rejects the identification of the psychic with consciousness. Subjective processes represent a new dimension, parallel to the physiological one, within adaptive activity. Pi Sunyer defends the continuity between physiology and psychology. The psychic is a dimension within the organic.

For Carpintero (2004), Pi Sunyer outlines the biological framework in which to place psychology studies conceived as an analysis of the most complex form of adaptation to the environment.

Pi Sunyer's research represents a great advance towards the construction of an objective psychology. Homeostasis, reflexes, trophism, and adaptation could be the last concepts of this psychological vision, from physiology, which was to be dominant in the School of Psychology of Barcelona.

The concept of *functional unit* developed by Pi Sunyer, derived from the theory on the trophic origin elaborated by Turró, acquires a fundamental significance and significance in the psychological thought of the School of Psychology of Barcelona. The acceptance of this theory by Mira y López culminates in the holistic conception of the person.

At the end of the Civil War in Spain, in 1939, Pi Sunyer went into exile with his family in Paris. In 1940, he received an invitation from the Venezuelan Education Minister Enrique Tejera Guevara (1889–1980) to work as a professor of physiology at the Faculty of Medicine of the Universidad

Central de Venezuela [UCV, Central University of Venezuela]. Since 1942, he was a professor of biology and biochemistry at the National Pedagogical Institute of Caracas. He founded (1940) and directed the Institute of Experimental Medicine, where he founded a school of physiology like the one in Barcelona.

Pi Sunyer's work in Venezuela, similar to the one he had previously developed in Barcelona, was extraordinary. In addition to the Faculty of Medicine, he taught at the Faculty of Dentistry [Facultad de Odontología] and the Facultad de Medicina Veterinaria [Faculty of Veterinary Medicine] of the UCV, as well as in the Biology and Chemistry Section of the Pedagogical Institute [Sección de Biología y Química, Instituto Pedagógico].

In November 1948, a coup d'état overthrew Venezuelan President Rómulo Gallegos (1884–1969). The UCV was closed and hundreds of professors and students were expelled. Then Pi Sunyer applied for the retirement (1951).

While in Venezuela, he published a dozen books, two novels, essays, and monographs, which earned him the Kalinga Prize, awarded by UNESCO in 1955, for his work presenting scientific theories and facts to the lay public. In 1963, he moved to Mexico, where he died in 1965.

Cross-References

► [Mira y López, Emilio](#)

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Pichon-Rivière, Enrique José

Born *Geneva, Switzerland, 25 June 1907*

Died *Buenos Aires, Argentina, 21 July 1977*

Fernando Adrián Fabris

Primera Escuela Privada de Psicología Social fundada por E. Pichon-Rivière, Ciudad Autónoma de Buenos Aires, Argentina

Keywords

Argentina · Social psychology · Psychoanalysis · Psychiatry · Social psychiatry

Physician graduated from the Universidad de Buenos Aires (1936), psychiatrist, psychoanalyst, and social psychologist. Member of the Sociedad de Neurología y Psiquiatría de Buenos Aires (Society of Neurology and Psychiatry of Buenos Aires), the Sociedad Argentina de Psicología (Argentine Society of Psychology) and the Sociedad de Psicología Médica, Psicoanálisis y Medicina Psicosomática de la Asociación Médica Argentina (Society of Medical Psychology, Psychoanalysis, and Psychosomatic Medicine of the Argentine Medical Association), of which he was president in 1950. He also was the President of the

Asociación Psicoanalítica Argentina (APA), in 1946, 1950, and 1951, and President of the Segundo Congreso Argentino de Psiquiatría (1960).

He worked at the Asilo de Torres (Torres Asylum), first, and then at the Hospicio de la Mercedes (Hospice of the Mercedes), now known as Hospital Borda (Borda Hospital), from 1932 to 1947. At the hospice, he worked professionally in the admission offices and then in the Servicio de la Edad Juvenil [Adolescence Service], of which he was its founder. He was Professor in the chair of Psychiatry at the School of Medicine, directed by Gonzalo Bosch (1885–1967).

Together with Arnaldo Rascovsky (1907–1995), Ángel Garma (1904–1993), Celes Cárcamo (1903–1990), Guillermo Ferrari Hardoy (1907–2002), and Marie Langer (1910–1987), Pichon-Rivière promoted and founded the Asociación Psicoanalítica Argentina (APA) (Argentine Psychoanalytic Association), which began operating in 1942 and became official in 1949, with the recognition of the International Psychoanalytical Association (IPA).

After quitting his job at the psychiatric hospital, due to political pressures, he founded in 1948 the Instituto Privado de Asistencia, Docencia e Investigación (Private Institute of Assistance, Teaching, and Research), also called the Instituto de la Calle Copérnico (the Copérnico street Institute) or Instituto Pichon-Rivière (Pichon-Rivière Institute). He pioneered several fields of mental health, particularly in the treatment of psychosis, family groups, and the use of the Grupos Operativos (Operative Groups) as an instrument of therapy, learning, and social intervention, as well as, in psychosocial research in organizational and community fields.

After working within the framework of dynamic psychiatry (neo-Jacksonian orientation) and Freudian and Kleinian psychoanalysis, he created institutions that supported his discoveries (Pichon-Rivière, 1970; Fabris, 2007, 2012). Among them, Instituto Argentino de Estudios Sociales (Argentine Institute of Social Studies) (IADES) in 1955, the Primera Escuela Privada de Psiquiatría (First Private School of Psychiatry) (1959), the Primera Escuela Privada de Psiquiatría Social (First Private School of Social Psychiatry)

(1963), and the Primera Escuela Privada de Psicología Social (First Private School of Social Psychology) (1967). (Pichon-Rivière, 1969).

The formulation of his own psychological theory, differentiated from Freudian and Kleinian psychoanalysis, which he had cultivated with enthusiasm for several years, had great repercussions in Argentina and throughout Latin America (Pichon-Rivière, 1975, 1976, Fabris, 2014).

He published about 150 articles in journals such as the *Índex de Neurología y Psiquiatría* (Neurology and Psychiatry Index), the *Revista Argentina de Psicoanálisis* (Argentine Journal of Psychoanalysis), the *Acta Neuropsiquiátrica Argentina* (Argentine Neuropsychiatric Journal), *Acta Psiquiátrica y Psicológica de América Latina* (Psychiatric and Psychological Journal of Latin America), *Revista Argentina de Psicología* (Argentine Journal of Psychology), *Actualidad Psicológica* (Psychological Newsletter), and cultural magazines such as *Nervio* (Nerve), *Ciclo* (Cycle), *Mundo Deportivo* (Sports News), *Primera Plana* (Front Page), *Crisis* (Crisis), and *Los Libros* (The Books), among others.

His papers were grouped in 1970 and 1971, into two volumes, entitled *Del psicoanálisis a la psicología social I y II* (From psychoanalysis to social psychology I and II). Another book, *Psicología de la Vida cotidiana* (Psychology of Everyday Life), brought together newspaper articles written during the years 1966 and 1967, in collaboration with Ana Pampliega de Quiroga. His work was reorganized, starting in 1975, into books whose titles are: *El proceso grupal* (The group process), *La psiquiatría una nueva problemática* (Psychiatry, a new issue), *El proceso creador* (The creative process) – all of them, respectively, included in *Del psicoanálisis a la psicología social I, II y III* (From Psychoanalysis to Social Psychology, volume I, II and III) – *Psicología de la vida cotidiana* (Psychology of Everyday Life), *Teoría del Vínculo* (Attachment Theory), *Psicoanálisis del conde de Lautréamont* (Psychoanalysis of the Count of Lautréamont), and *Conversaciones con Pichon-Rivière sobre el arte y la locura* (Conversations with Pichon-Rivière on Art and Madness), by Vicente Zito-Lema.

Among his main disciples are José Bleger (1922–1972), David Liberman (1920–1983), Horacio Etchegoyen (1919–2016), Ricardo Avenburg (1933), Ángel Fiasché (falleció 2011), Fernando Ulloa (1925–2009), Armando Bauleo (1932–2008), Abelardo Gilabert, Alfredo Moffatt (1934), Hernán Kesselman (1933–2019) and Ana Pampliega de Quiroga (1937).

Pichon-Rivière's contribution to the psychology of Argentina and Latin America was the elaboration of an original theoretical framework, which he called Esquema Conceptual Referencial Operativo, ECRO (The Conceptual Referential Operative Scheme or CROS). At the core of this new theory, are concepts such as bound, emergent and spokesman, task and pre-task, single disease theory [Teoría de la enfermedad única], internal group, mobility of structures, convergent epistemology, and active adaptation to reality.

The theoretical framework formulated by this author, corresponds to a mode of clinical practice and psychosocial intervention, which is based on dialectical thinking (Quiroga, 1986) and is conveyed through a framing and technique that he called operative, this it is, focused on change, from the perspective of philosophy of the praxis.

Its most characteristic feature can be defined as the systematic analysis of the contradictions that intervene in the text and the context of the task, being its specific content, learning, cure, clarification of conflicts, as well as, capacity development, at the individual, bound, group, organizational, institutional, and community levels.

Understanding that the mental patient is a spokesman of his group and the social-historical order, meant a remarkable change in the understanding of the mental illness, similar and simultaneous to the generator by Gregory Bateson (1904–1980), with his theory of the double bond, in the United States. (Pichon-Rivière, 1967, 1978). For Pichon-Rivière, what the patient tries to repair is not only his inner world but also his family and social group, of which he is emerging and spokesman. The conflict that expresses him as suffering is referred to his own contradictions, but also to the contradictions of the social structure and the historical time in which he lives.

Cross-References

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- ▶ [Garma, Angel](#)
- ▶ [Kesselman, Hernán](#)
- ▶ [Langer, Marie \(Glas Hauser, Marie Lizbeth\)](#)
- ▶ [Liberman, David](#)
- ▶ [Ulloa, Fernando O.](#)

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Piga Dacchena, Arturo

Born *Talca (Chile), September 1, 1898*

Died *Santiago (Chile), May 17, 1987*

José Ramos-Vera

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Keywords

Chile · Developmental psychology · Adolescence and youth · Vocational orientation

Arturo Piga Dacchena, son of Catalina Dacchena and José Piga, was born at the end of the nineteenth century in the city of Talca. He attended high school at the *Liceo de Aplicación* (Application High School) in the city of Santiago. He continued his education as a teacher of mathematics and physics and obtained the certificate

that guaranteed his competence to work as a teacher of philosophy and began to establish links with psychology (Núñez, 1979).

Throughout his working life, he worked in various educational institutions, such as the *Escuela Normal José Abelardo Núñez* (José Abelardo Núñez Normal School), the *Application High School*, and the *Instituto Pedagógico* (Pedagogical Institute). The curriculum that he began to forge propelled his career in ministerial management positions, among them the position of head of the *Sección Técnico-Pedagógico* (Technical-Pedagogical Section) of the *Dirección General de la Educación Media General* (Directorate of Secondary Education) belonging to the *Ministerio de Educación* (Ministry of Education).

Piga's foray into psychology is understood within the framework of adolescent psychology, in a period when young people were considered adults. Indeed, he framed adolescence or youth as the period beginning between the ages of 11 and 13 and ending between the ages of 18 and 21 (Piga, 1931). This age demarcation had an important effect at the time because, in much of Chile, people in this age range were considered capable of working. Thus, the adolescent stage was invisible for decades, an issue that Piga strove to amend through theory and practice, attending to the understanding of phenomena related to young people. He began to develop these contributions mainly in the academic world in the *curso de Psicología del adolescente* (Psychology of Adolescence course) at the *Pedagogical Institute*, which he taught based on theory from leading authors in the field, as well as the knowledge he acquired through experience and research. His works *Escuela para la adolescencia: Ensayo de psicopedagogía juvenil* [School for adolescence: Essay on youth psychopedagogy] (Piga, 1931), *Adolescencia y cultura* [Adolescence and culture] (Piga, 1946), *La juventud de un mundo en crisis* (The youth of a world in crisis) (Piga, 1966), and *¿Por qué se rebelan los jóvenes?* (Why do young people rebel?) (Piga, 1972) dealt with different topics related to adolescents, such as rebelliousness, discipline, and integral development. However, he paid more attention to the psychological

characteristics of adolescents to differentiate them from those in other stages of development (Piga, 1946). Through his writings, he provided important guidelines for teaching that considered the particular needs of young people, in addition to promoting the importance of psycho-pedagogy in the school environment. He saw the school space as a social institution in which people of different socioeconomic levels coexisted and displayed different abilities and needs. For this reason, he addressed issues such as problems or concerns about sexuality in adolescence, discipline, and the rebelliousness usually associated with this stage.

Piga, together with Abelardo Iturriaga (1907–1964), Egidio Orellana (1903–1962), and Carlos Nassar (1912–2010), elaborated the project for the creation of the *Curso Especial de Psicología* (Special Course in Psychology) at the *Pedagogical Institute*, which for the first time in Chile had the purpose of starting the training of psychologists who could respond to the different demands beginning to emerge in this area (Salas, 2014; Salas & Lizama, 2013). It should be noted that this team had traveled to Europe and the United States, where they trained with prominent psychologists, who were referents for the theories, courses, and implementations needed to promote the course starting in 1947 (Ligüeno et al., 2010).

From a totally different perspective and toward the end of his outstanding career, he ventured into parapsychology without neglecting the rigorosity he had maintained in his times of greater scientific-literary production. Thus, in *La Parapsicología, un enigma* [Parapsychology, an enigma] (Piga, 1976), a wide range of concepts, ideas, methodologies, and interrelations with other disciplines can be appreciated, showing his expertise to approach a diversity of fields with lucidity and depth.

It is interesting to note the perseverance and courage of Piga, who, despite having another profession, contributed to several areas in developmental psychology, particularly adolescent psychology in the school context. These contributions were not easy, considering that, according to historical records of the second half of the twentieth century, there was a constant debate between

teachers who were psychologists by profession and those who worked and taught psychology but were not trained in this scientific field (Ligüeno & Parra, 2007).

Piga was considered an intellectual who maintained an important dialogue with the scientific and academic community, presenting papers at important national, Latin American, and European congresses. For example, he was invited by Maria Montessori (1870–1952) through the *Ministerio de Relaciones Exteriores* (Ministry of Foreign Affairs) to attend an international course led by the aforementioned pedagogue in Italy in 1931. Without neglecting his academic ties, he also maintained a constant dialogue with the rest of society through his columns in newspapers and articles in mass magazines.

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Piñero, Horacio Gregorio

Born *in Buenos Aires, March 12, 1869*

Died *in Mar del Plata, January 28, 1919*

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Keywords

Argentina · Physiology · Psychology · Laboratory of experimental psychology · Clinical psychology

Son of Ismael Ignacio Piñero and Fortunata Olivera, he had several brothers. He married Hersilia Rubio y Otamendi and they had a daughter, María Hersilia Piñero y Rubio, who later married Jorge Otaño. He completed his high education studies at the Colegio Nacional Central (Central National High School) of Buenos Aires and was later admitted to the Facultad de Medicina de la Universidad de Buenos Aires (Faculty of Medicine at the University of Buenos Aires). He graduated in 1892 with a thesis on Clinical Observations, a practical study of semiology and diagnosis, which was directed by Ignacio Pirovano (1844–1895) and had as jurors the renowned professors Abel Ayerza (1861–1918), Gregorio Chaves (1855–1905), and Enrique del Arca (1854–1911) (Piñero,

1892). In 1893, he began collaborating with Gregorio Araoz Alfaro (1870–1955) in the Servicio de Pediatría del Hospital San Roque (Pediatric Department of the San Roque Hospital) until he was appointed in the same year at the Hospital Rawson (Rawson Hospital) (Araoz Alfaro, 1938). In 1896, he made a trip to Europe, visiting Paris, Italy, and Berlin, for which he studied German at night (Araoz Alfaro, 1938).

On his return, he specialized in teaching physiology. In 1897, he was appointed Chief of the Laboratory, the following year he won by public competition the position of Substitute Professor and in 1904 that of Full Professor at the Faculty of Medicine of the University of Buenos Aires (Mouchet, 1965).

At the same time, he began to specialize in psychology. In 1899, he organized the Laboratorio de Psicología Experimental (Laboratory of Experimental Psychology) at the Colegio Nacional Central (Central National High School) and in 1901 at the Facultad de Filosofía y Letras de la Universidad de Buenos Aires (Faculty of Philosophy and Humanities at the University of Buenos Aires) (Klappenbach, 1996). In March 1902, he was appointed professor at that institution, and in 1904, he was appointed Professor of General Experimental Psychology and Special Child Psychology at the Escuela Normal de Profesores de la Capital, with the task of also organizing there a Gabinete de Psicología Experimental y de Antropometría Escolar (Laboratory of Experimental Psychology and School Anthropometry) (Piñero, 1904/1916a).

He studied psychology in Paris with Janet (1859–1947), Dumas (1866–1946), Richet (1850–1935), and Joffroy (1844–1908). In 1903, he was invited by the Societé de Psychologie de Paris (Society of Psychology of Paris) to speak on the development of psychology in Argentina, where he gave a famous lecture at the Institute Général Psychologique (General Psychological Institute) (Piñero, 1903). This lecture was first published in the *Bulletin de l'Institute Général Psychologique* (Bulletin of the General Psychological Institute) and was reprinted three times in Argentina, always in the original French (Klappenbach, 1996).

In addition to physiology and psychology, Horacio Piñero excelled in other fields: clinics, university teaching, hygiene, and public assistance, becoming the Director de la Asistencia Pública (Director of Public Assistance) in the city of Buenos Aires. This breadth of interests justified the testimony of Araoz Alfaro, “of all the doctors who received our degree in 1892, Piñero was undoubtedly the most brilliant” (Araoz Alfaro, 1938, p. 141; translation is mine).

Piñero recognized the importance of the *new psychology* emerging in Europe. In particular, he highlighted the contributions of Wundt (1832–1920), Charcot (1825–1893), and Ribot (1839–1916), since “from this trio emerged: clinical observation, experimental research and scientific dissemination” (Piñero, 1902a, p. 117; translation is mine).

His conception of psychology was based on the analogy between the inorganic and organic worlds, on the one hand, and the continuity between the physiological and psychological worlds, on the other one (Piñero, 1904a). In this way, he rejected dualistic theories, in particular those of Descartes (1596–1650) and Leibniz (1646–1716). Piñero emphasized that psychology should only admit and investigate facts, since, “for psychology, for our investigations, there are no schools, there is neither materialism nor spiritualism; life does not arise from matter nor from spirit; for us, it is only a *manifestation*” (Piñero, 1904a, p. 327, emphasis original).

On the other hand, Piñero adopted the *polygonal scheme* of Joseph Grasset (1849–1918), for whom the phenomena of personality disaggregation could be analyzed physiologically on the basis of the disturbances between the lower automatic or lower mental centers and the higher mental center or O-center, responsible for the conscious personality and the responsible self (Grasset, 1903). Piñero’s own evolutionary diagram of psychological phenomena, starting from the sensory receptor organs and ending in higher consciousness and personality, evoked Grasset’s polygonal scheme (Anargyros, 1916).

Nor did Piñero differentiate between “mind” and “brain,” neither considered there were any mediation mechanisms between the two phenomena. On the contrary, he considered that “*mental*

tonism, cerebral tonicity, is the physiological state of the brain which seems to correspond to consciousness” (Piñero, 1902b, p. 514, emphasis original). He also interrogated “whether these physiological processes described correspondence to the psychological phenomena called consciousness and attention” (Piñero, 1902b, p. 517; translation is mine). For this reason, there was no *correspondence* between consciousness as a psychological phenomenon and brain tonicity as a physiological phenomenon. Piñero simply considered the identity between both phenomena: *consciousness was brain tonicity*. Consequently, in the case of pathology, this made it possible to affirm that “the illness of our subject, which seriously compromises the *anatomical integrity* of the cerebral cortex, makes it difficult if not impossible to achieve *attention, which is mental accommodation*, and *consciousness, which is nothing other than cerebral tonicity*” (Piñero, 1902b, p. 521, emphasis original; translation is mine).

In one of his more mature works, he stated that “mental function is an organic function and its study is and will be a problem of pure physiology” (Piñero, 1910a, p. 512; translation is mine). Piñero considered that the phenomenon of attention was located in the mental cortex and was, “first of all, a phenomenon of nervous activity, of central origin, which is initiated by a period of inhibitory concentration, followed by another of *invisible* activity, and which constitutes attention itself” (Piñero, 1910a, p. 512, emphasis in original; translation is mine). In other words, all higher mental processes are nothing more than modifications of the reflex act.

Nevertheless, when he closed the Psychological Sciences sessions of the American International Scientific Congress held in Buenos Aires from 10 to 25 July 1910, he declared himself in favor of “the mental-physical parallelism that determines the acquisitive aptitudes of each subject” (Piñero, 1910b, p. 393; translation is mine). He also recognized that psychology “is confused at its base with physiology and receives the effective influx of all the sciences of man” (Piñero, 1910b, p. 394; translation is mine). This seemed to affirm the existence of *another psychology* or another level in psychology, which did not correspond to that of its *physiological basis*.

Such a position of Piñero was consistent with a report he presented in 1904, related to the teaching of psychology. Piñero considered that the teaching of psychology “is solidly based on brain-muscular physiology,” but that a second course was needed to cover the domains of philosophical, metaphysical, or higher psychology (Piñero, 1904b, p. 391; translation is mine). Piñero advanced in this report by proposing the contents of both psychology courses. The first, called the “general experimental psychology” course, would cover the physiology of the nervous system and of simple feelings, attention, movements, and motives, and would be based on information provided by “the laboratory, in nervous and mental pathology and in the biological sciences” (Piñero, 1904b, p.393; translation is mine). The “second course,” which he called “Philosophical, metaphysical or pure psychology,” was based on the study of the previous course, and taking advantage of “the historical-social sources of information,” it reached “the critical study of psychological systems and doctrines” (Piñero, 1904b, p. 394; translation is mine). In this report, then, Horacio Piñero adopted a Wundtian position, describing two levels in psychology, based on an evolutionary criterion: an *experimental psychology* and a *philosophical or metaphysical or pure psychology*. A few years later, in 1907, the Faculty of Philosophy and Humanities of the University of Buenos Aires adopted Piñero’s criteria and organized a Second Psychology Course, which continued for 50 years (Klappenbach, 1994).

Continuing with the *teaching of psychology*, its characteristics can already be seen in two of his early lectures (Piñero, 1902a, 1903). First, Piñero emphasized the role of the laboratory, above all as a pedagogical instance suitable for the training of students in the basic course of psychology, rather than as an instance intended for the original production of knowledge. Secondly, the importance of the psychopathological clinic, in the conviction that pathology carried out a natural experimentation of normal physiological and psychological processes, as Claude Bernard (1813–1878) had established in his classic *Introduction a l’Étude de la Médecine Expérimentale* (Introduction to the Study of Experimental Medicine). For this

reason, he set aside 1 day a week to present clinical cases (Foradori, 1944; Piñero, 1903). And thirdly, the emphasis on a teaching that covered the whole range of psychological problems, from methodological to psycho-physiological questions and from affectivity, judgments, and consciousness to psychopathology, in accordance with the vast program outlined by Théodule Ribot in the classic Foreword form *Psychologie Anglaise Contemporaine* (Contemporary English Psychology).

Gregorio Aráoz Alfaro, recalled that Piñero’s outstanding disciples in the physiological field, Soler, and above all Houssay, future Nobel Prize for Medicine in 1947, had been trained by Piñero (Aráoz Alfaro, 1938). Horacio Piñero’s course on Experimental Physiology, which was first published in different issues of the *Revista del Centro de Estudiantes de Medicina* (Journal of the Medical Students’ Centre) in 1908, stated “Cátedra de Fisiología Experimental. Conferencias del Profesor Dr. Horacio G. Piñero” (Chair of Experimental Physiology. Lectures by Professor Dr. Horacio G. Piñero) extracted by Bernardo A. Houssay, assistant” (Piñero, 1908, p. 3; translation is mine).

In 1908–1909, Piñero was President of the Sociedad de Psicología (Society of Psychology), which he himself had helped to organize together with José Ingenieros (1877–1925), Francisco de Veyga (1866–1942) and Víctor Mercante (1870–1934), among others. And a year later, he was also the President of the Psychological Sciences Section at the American International Scientific Congress (Foradori, 1944).

At the same congress, Piñero gave the closing address of the Psychological Sciences Section (Piñero, 1910b) and presented the paper “The medical concept of mental retardation,” in which he proposed that children with mental retardation should be examined by means of a triple examination: medical, psychological, and pedagogical. He also pointed out that some retarded children were healthy people who had not had the means to develop their aptitudes. For this reason, he proposed an *eclectic classification* of “inferior types into backward, abnormal and physiological retarded, physiological abnormal, feeble-minded, degenerate and pathological abnormal” (Sociedad

Científica Argentina, 1910, p. 447; translation is mine). When the paper was published, Piñero further detailed the causes of some of these types, established subdivisions within each of them and suggested the educational regime that corresponded to each of them (Piñero, 1910/1916b). This classification was one of the recommendations voted unanimously at the closing session of the Congress, as proposed by Víctor Mercante (Sociedad Científica Argentina, 1910). For its part, the Consejo Nacional de Educación (National Council of Education) appointed a commission to study its application, composed of José Ingenieros, Luis Morzone (1874–1956), and Piñero himself (Piñero, 1910/1916b).

In 1916, Piñero edited in two volumes the works produced in the Laboratory of Experimental Psychology of the Faculty of Philosophy and Humanities at the University of Buenos Aires in one of the most important books on early twentieth century Argentine psychology, *Trabajos de psicología normal y patológica* (Works on normal and pathological psychology). The first volume included works produced between 1905 and 1910 and the second one from 1911 to 1915 (Piñero, 1916c).

In short, Piñero was one of the most prominent pioneers of psychological studies and the organization of psychological institutions in Argentina (Aráoz Alfaro, 1938; Foradori, 1944; Mouchet, 1965).

Cross-References

- ▶ Dumas, Georges
- ▶ Ingenieros, José
- ▶ Mercante, Víctor

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Pinto Villatoro, Roberto

Born *in Chiapas, Mexico, on October 30, 1942*

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Keywords

Mexico · Organizational psychology ·
Training · Human resources · Administration

Graduated in Business Administration from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) in 1970, with specialization studies in industrial psychology, management, and andragogy.

His contribution to the development of psychology and administration in Mexico and specifically to the field of organizational psychology and the administration of training extends to different spheres.

He was the founder and from 1985 to 2004 the CEO of Capinte S.C., one of the first large independent consulting firms that directly offered private training services to some of the most important Mexican companies becoming the groundbreaking leader for other business consultants and for a large number of trainers throughout the country. In 2001 his business activity increased, and he rebranded his office as Grupo Capinte, which allowed him to expand his training services to a broader area of knowledge. More recently, its consultancy was renewed and now works under a new corporate image under the name Efectus. Through Capinte S.C., he participated in the training of thousands of workers, managers, and training and human resources specialists in Europe, Mexico, and Central and South America. He actively participated in national and international conferences in his field of expertise; especially he participated as a speaker at the Universidad de San Carlos (University of San Carlos) (Guatemala), speaking about the current training situation in Mexico (2010); at the Ibero-American Training and Development Congress in Lisbon, Portugal (1998); at the Ibero-American Training and Development Congress organized by FIACYD-ACHECYD in Santiago, Chile (1997); at the International Training and Development Congress organized by IFTDO-ABTD, in Fortaleza, Brazil (1996); at the IFTDO International Training and Development Congress in Hamburg, Germany (1995); and at the National Training and Development Congress AFIDE in Madrid, Spain (1990).

He participated in the creation of human resources specialized in training administration by offering courses independently and in several higher education institutions. In the 1980s he was

a professor in the División de Estudios de Posgrado (Graduate Studies Division) at the Facultad de Contaduría y Administración (Accounting and Administration Faculty) (FCyA) of the UNAM, as well as at the Instituto Tecnológico Autónomo de México (Autonomous Technological Institute of Mexico) (ITAM) and the Universidad Hispanoamericana (Hispanic-American University) (now the Centro de Estudios Profesionales de Chiapas [Chiapas Center for Professional Studies]), of which he is a founding associate. Additionally, he participated as an instructor and consultant for 30 years (1980–2010) for the Instituto de Administración Científica de las Empresas (Institute of Scientific Business Administration) of Confederación Patronal de la República Mexicana (Patronal Confederation of the Mexican Republic) (COPARMEX).

He worked to systematize and shape this field of knowledge by publishing a series of books that has allowed the professionalization of specialists; among the most important are *Training Process* (Pinto, 1990) and *Strategic Planning of Business Training: How to Align Business Training to Critical Business Processes* (Pinto, 2000).

He was involved in labor regulation by participating in groups that developed technical standards applicable nationwide. He collaborated as a counterpart for Mexico in the chapter of Labor Education of the Puebla-Panama Plan (2000–2001) “Demand System and Training Services for Mesoamerica” – SIDCAM (Diagnosis of the Labor Training Market in the Mesoamerican Region) and most importantly in the Consejo Nacional de Normalización y Certificación de Competencias Laborales (National Council for Standardization and Certification of Labor Competencies) (CONOCER) especially on the Technical Standards of Labor Competencies developed for the administration of training and the training of instructors from 2007 to 2012.

He actively participated in the trade union organization of professionals in the area, founding and managing civil associations that bring together professionals in the field. In his union activity, he participated as Vice President of the Colegio Nacional de Licenciados en Administración, A.C. (National College of Administration Graduates) (CONLA), President of the Asociación Mexicana de Capacitación de Personal y

Empresarial, A.C. (Mexican Association of Personnel and Business Training) (AMECAP), management 2006–2009, as well as President of the Federación Iberoamericana de Capacitación y Desarrollo (Ibero-American Federation of Training and Development) (FIACYD), management 1990–1992, and this last management allowed his work to have an important influence in Latin America and especially in Brazil.

In addition, he served as a Human Resources Training and Development Manager for public and private companies and participated in the planning and execution of various business projects. From 1969 to 1979, his participation as Gerente de Entrenamiento y Desarrollo (Manager of Training and Development) of Fertilizantes Mexicanos (Mexican Fertilizers) (FERTIMEX) and of the Dirección General del Impuesto sobre la Renta (General Management of Income Tax) for the Secretaría de Hacienda y Crédito Público (Ministry of Finance and Public Credit) (SHCP).

In general, Roberto Pinto Villatoro is one of the main builders of the foundations that currently support training management in Mexico; reading his works is essential to understand the history of this field of application. His influence has been remarkable for many generations of professionals. His work is an example of entrepreneurship, teaching, research, systematization, and professional solidarity. His professional practice has modeled the processes in which these professional tasks are executed in companies throughout the country, and his contributions are constantly referred by the community that is part of organizational psychology and by consultants in the field of training administration.

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Pinto-Hamuy, Teresa

Born *in La Cruz (Chile) on April 5th, 1921*

Died *in Santiago (Chile) on November 13th, 2004*

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Keywords

Chile · Physiological psychology · Experimental psychology · Learning and memory

María Teresa Pinto Santa Cruz was born on April 5, 1921, in Pochay, an estate in the locality of La Cruz, Valparaíso Region, Chile. Her father, Anibal Pinto del Río, was a rancher and the grandson of Anibal Pinto Garmendía, who was the president of Chile from 1876–1881. Her mother was Inés Santa Cruz, a housewife who practiced social work and was fond of lyrical singing. Teresa, as she liked to be called, was the fourth of five siblings. She studied in the Colegio Sagrados Corazones Monjas Francesas (Sacred Hearts of French Nuns School) in Santiago, Chile. With the support of her mother and some resistance from her father, she studied medicine in the Universidad de Chile (University of Chile), at

a time when there were few vacancies for women (T. Hamuy, personal communication, March 23, 2020). She received the title of surgeon and a master's degree in biology and medical sciences from the Universidad de Chile in 1947. She worked as a researcher in neuropsychology in the USA, in Johns Hopkins University and Wisconsin University (1947–1951) and later on in Stanford University (1961–1962). She was influenced by prominent neuroscientists of the time such as Phillip Bard, Clinton Woolsey, Karl Lashley, Harry Harlow, and Jerzy Rose (Robles et al., 2008). Before leaving for the USA she met the sociologist Eduardo Hamuy Berr, director of the Instituto de Sociología (Sociology Institute) and founder of sociology degree program at Universidad de Chile between 1952 and 1961. They married in the USA in 1948; they had two children: Teresa Hamuy, who was born in 1951 and became an architect specialized in the evaluation of public policy, and Eduardo Hamuy, who was born in 1958, is a designer and M. Ed. in educational technology. He is currently a professor at the Department of Education of the Universidad de Chile.

Dr. Pinto-Hamuy had an important and unexpected influence in the development of psychology in Chile (Lira et al., 2016; Laborda et al., 2019). She was director of the Laboratorio de Psicología Fisiológica (Laboratory of Physiological Psychology) at the Departamento de Fisiología y Biofísica (Department of Physiology and Biophysics) from the Facultad de Medicina (Faculty of Medicine) at Universidad de Chile, which was founded in 1958. She trained medical students in research and undergraduates in psychology who were interested in experimental psychology and psychobiology (Robles et al., 2008). Her laboratory was soon recognized as one of the most respected and productive in Chile (Poblete, 1980). She promoted the development of new experimental psychology laboratories at the Universidad de Chile, including the Laboratorio de Análisis Experimental de la Conducta ANEXCO (Laboratory of Experimental Behavior Analysis), which functioned in 1977–1978 in Instituto Pedagógico (Education Institute) of the Universidad de Chile (Miguez, 2015), the

Laboratorio de Psicobiología (Psychobiology Laboratory), and the Laboratorio de Psicología del Aprendizaje (Laboratory of Learning Psychology) at the Facultad de Ciencias Sociales (Faculty of Social Sciences) (Miguez et al., 2010). The latter continues to function until today and was renamed in 2015 as Laboratorio de Psicología Experimental: Prof. Ronald Betancourt Mainhard (Prof. Ronald Betancourt Mainhard Laboratory of Experimental Psychology).

During the 1960s, she organized the first *Psicología Fisiológica* (Physiological Psychology) semester course at the School of Psychology of the Universidad de Chile. Teresa Pinto was visiting professor at prestigious universities, including the University of Rochester (1974), University of Wisconsin (1977), University of California S.F. (1985), and Harvard University (1988). She was awarded several national and international grants and she published in the best journals of her field of knowledge. She was awarded a Guggenheim Foundation scholarship to work at Stanford University (1961). In Chile she received the Amanda Labarca award (1990), which is destined to highlight the personality and work of university women who stand out exceptionally in their professional area.

Dr. Pinto-Hamuy's research interests and publications were mainly devoted to studying the role of several areas of the brain in learning and memory. In the first stage these studies dealt on the function of the neocortex in avoidance learning in mice (Saavedra & Pinto-Hamuy, 1963), and on the temporal cortex in visual discrimination in monkeys. After that, the exploration of the motor cortex in monkeys during an instrumental response (Moneta et al., 1974). These studies were followed by others on visual discrimination learning in mice (Aronsohn et al., 1987), the cerebral basis of visual-somatic conditioned responses, and on visual-spatial discrimination (e.g., Guic-Robles et al., 1982). Studies on the effect of environmental enrichment in learning were particularly relevant and on memory and spatial cognition (see selected works).

Her contribution and legacy are visible at the special edition of the journal of the Sociedad de Biología de Chile (Biological Society of Chile),

Biological Research, volume 41, issue 4, published in her honor in which invited editors asked colleagues and disciples of Dr. Pinto to contribute with articles which denoted her research lines or continued with her scientific contribution. The editorial of this special number summarizes well who María Teresa Pinto was:

She was a woman who lived ahead of her times. She studied medicine at a time when this was an unusual profession for women and, moved by her intellectual curiosity, she decided to dedicate her life to scientific research, which was still more unusual (Robles et al., 2008, p. 367).

She died on November 13, 2004, at the age of 84 years. She spent her last days at her home.

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- ▶ Labarca Hubertson, Amanda
- ▶ Letelier Madariaga, Valentín
- ▶ Lira Kornfeld, Elizabeth
- ▶ Mann Olderman, Wilhelm
- ▶ Peña Maturana, Rómulo José
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Pires, Nelson de Campos

Born *Botucatu, (São Paulo, Brazil), 7 September 1921*

Died *São Paulo, (Brazil), 21 December 2004*

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Keywords

Brazil · Psychological assessment · Psychology applied to work · Professional entities

He graduated as an elementary school teacher at the Escola Normal Oficial de Botucatu (Secondary Official Teaching Training School of Botucatu) in 1940, where he began teaching. He

was interested in Psychology and had the opportunity to study this subject attending the Pedagogy and Didactics courses at the Universidade de São Paulo (University of São Paulo) (USP). He had classes given by Noemy da Silveira Rudolfer, Annita de Castilho, and Marcondes Cabral, who were in charge of teaching psychology at the Faculdade de Filosofia, Ciências e Letras (Faculty of Philosophy, Science and Letters) of USP and teachers who were members of the French Mission (Queirós, 2005), who were hired when the USP was opened, in 1934, aiming at offering new courses and strengthening the cultural and scientific policy in Latin America (Brasil, 2009).

He started working for the Serviço Nacional de Aprendizagem Industrial (National Service for Industrial Learning) (SENAI) in São Paulo, where he was hired as a technical aid and, later, as a technical assistant. At SENAI, he took care of the application of Psychology and the organization of the first courses in the vocational field, in the Divisão de Seleção e Orientação Profissional (Selection and Professional Guidance Department), collaborating for the development of the Psychotechnical Laboratory organized and directed by Roberto Mange, the vocational courses and the department in charge of selection and school and professional guidance (Queirós, 2005; Morais, 1999; CRPSP, Timeline).

He was granted a scholarship from the French government and SENAI in 1947. He traveled to France and studied Occupational Psychology and Professional Guidance at the National Institute for Labor Studies and Professional Guidance, directed by Henri Piéron (1881–1964) (Queirós, 2005; Morais, 1999).

Between 1955 and 1967, Nelson de Campos Pires worked at the Instituto de Psicologia (Institute of Psychology) of the Pontifícia Universidade de São Paulo (Pontifical University of São Paulo) (PUC-SP), joining the team of Dr. Enzo Azzi, founder and head chief of that Institute. He was responsible for the sector of assessment of specific occupational skills, developing studies and research at the Laboratório de Psicologia Experimental (Experimental Psychology Laboratory) of the same Institute (Pires, 1999; Macedo, 2019).

In the 1960s, a period of expansion of psychology in the areas of professional selection and guidance, due to industrial development and the growth of the railway network in the State of São Paulo, tests were considered essential for selection procedures.

Nelson de Campos was responsible for the Experimental Psychology Laboratory of the Psychology Institute of PUC-SP for 15 years (Pires, 1999).

Sponsored by the Fundação de Amparo à Pesquisa do Estado de São Paulo (Foundation for Research Support of the State of São Paulo) (FAPESP), he, Aniela Ginsberg, and Enzo Azzi carried out the research: Comparison between projective and experimental methods in the study of some aspects of personality. This study used the following instruments: the R. Bernreuter Personality Inventory; Rorschach's Psychodiagnostic, PMK and Berg's Thinking Flexibility Test, in addition to tests: mirror image, visual perception, diffuse attention, among others (Ginsberg et al., 1968).

Still at PUC-SP, he took part of the editorial board of the *Revista de Psicologia Normal e Patológica* (Journal of Normal and Pathological Psychology), published quarterly from 1955 on, which was a source of exchange collaboration with other research institutions and recognized as an important journal for the dissemination of scientific articles on mental health (Azevedo, 1994). Upon leaving the Institute of Psychology at PUC-SP, Nelson de Campos Pires joined the undergraduate courses at the Faculdade de Filosofia São Bento (São Bento Faculty of Philosophy) and at the Faculdade de Filosofia, Ciências e Letras *Sedes Sapientae* (Sedes Sapientae Faculty of Philosophy, Science and Letters), precursor courses incorporated into PUC/SP, in the early 1970s (Queirós, 2005).

While working for the Instituto de Psicologia da PUC-SP (Psychology Institute of PUC-SP), Nelson Pires was approved in a public contest in 1958, and admitted to the Departamento Estadual de Administração (DEA) (State Department of Administration), in São Paulo, keeping his activities related to Occupational Psychology (Morais, 1999). After leaving this position in 1961, he joined the Faculdade de Higiene e Saúde Pública

da USP (Faculty of Hygiene and Public Health of USP), to teach Occupational Psychology in the course Occupational Medicine and Hygiene (Queirós, 2005). He started the assistance service for university students, collaborating with the direction of the Conjunto Residencial da USP (USP Residential Complex) (CRUSP) and with social workers in the establishment of criteria for selection of residents. He also helped the Coordenadoria de Saúde e Assistência Social da USP (USP Health and Social Assistance Coordination) (COSEAS) to provide psychological care. He took part of the selection and exam committees for positions in the institutions where he worked (Queirós, 2005; Morais, 1999).

With the regulation of the profession of psychologist in Brazil in 1962, Nelson de Campos Pires obtained the professional registration number 167, at the Conselho Regional de Psicologia 6ª Região (Regional Council of Psychology 6th Region), São Paulo (Morais, 1999).

He was a founding member of the Academia Paulista de Psicologia (São Paulo Psychology Academy), opened in 1979, with the objective of spreading the work carried out in the area, via the Academy Bulletin and seminars, symposiums, and other scientific events. He was the head chief of the Academy in 1990 and 1991, a period considered to be of effective growth and organization of the institution archives (Queirós, 2005). He was editor of the Academy Bulletin and held the chair number 40, whose patron is Professor Walther Barioni (1900–1978).

He participated in the Associação de Psicologia de São Paulo (São Paulo Psychology Association), formerly the Sociedade de Psicologia de São Paulo (São Paulo Psychology Society), founded in 1945, aiming at collaborating with the development of Psychology as a science and profession. At that institution, he was a member of several boards, including the position of head chief. In 1980, he was honored by the Federal Council of Psychology for his dedication to teaching, scientific production, and for his professional activity (Queirós, 2005; Morais, 1999).

Nelson de Campos Pires is recognized for having committed himself to the study, research, and

professional activity of psychology in Brazil, linked to the themes of mental skills, occupations, studies of personality characteristics and psychological assistance for university students, among others. These themes were also the focus of his published works in the following journals: *Revista de Psicologia Normal e Patológica* (Journal of Normal and Pathological Psychology), *Arquivos Brasileiros de Psicotécnica* (Brazilian Archives of Psychotechnics), *Boletim da Sociedade de Psicologia de São Paulo* (Bulletin of the Society of Psychology of São Paulo), and *Boletim da Clínica Psiquiátrica da Faculdade de Medicina de São Paulo* (Bulletin of the Psychiatric Clinic of the Faculty of Medicine of São Paulo) (Queirós, 2005).

Cross-References

- ▶ [Azzi, Enzo](#)
- ▶ [Ginsberg, Aniela Meyer](#)
- ▶ [Mange, Roberto](#)
- ▶ [Rudolfer, Noemy Marques da Silveira](#)

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Pittaluga Fattorini, Gustavo

Born *Florence (Italy)*, 10 November 1876.

Died *La Habana (Cuba)*, 27 April 1956.

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Keywords

Cuba · Spain · Personality · Temperament · Character

Gustavo Pittaluga Fattorini studied medicine at the Sapienza Università di Roma (University of Rome), obtaining his MD in 1902 with a thesis on acromegalia. Later he was assistant of Giovanni Battista Grassi (1854–1925), a physician and zoologist who demonstrated the transmission of malaria by anopheles mosquitoes. Interested in

epidemics, he visited Spain on several occasions. In 1904, he became a Spanish citizen and in 1905 was appointed head of the Disinfection Service of the Instituto Nacional de Higiene de Alfonso XIII (Alfonso XIII Hygiene Institute), led by Santiago Ramón y Cajal (1852–1934), who invited him to work in the service. In 1911 he was appointed professor of parasitology and tropical pathology at the University of Madrid, and in 1915 entered the Royal Academy of Medicine. From 1920 he took charge of the fight against malaria in Spain. In 1922 he published *Enfermedades de la sangre (Diseases of the blood)*, with several editions. About this topic he published *La patología de la sangre y el sistema reticulo-endotelial (Fisiología, semiología y terapéutica) (The pathology of blood and the reticulo-endothelial system. Physiology, semiology and therapeutics)*, when he was living in Cuba (Pittaluga, 1943).

With great interest in Spanish politics, he participated (1924) as a delegate of the Hygiene Committee of the League of Nations on a trip to the Balkans and Soviet Russia, and in 1931 was elected deputy of the Constituent Cortes attached to the Republican Liberal Right. In 1935 he was appointed director of the National Institute of Health. In July 1936, the Civil War began in Spain, and in December Pittaluga was dismissed from this position.

The purge as a professor took place in 1939, along with other professors. At the end of the Civil War he had to go into exile first in Paris, then in Biarritz, and finally in Cuba, thanks to Professor Domingo F. Ramos (1884–1928), a doctor who was at that time Minister of Defense of the Caribbean country. At the Havana University, he was a visiting professor to give courses at the recently created Institute for Scientific Research. Despite the difficulties and uncertainties of exile, he continued his scientific work giving to the press books on hematology, and was appointed editor-in-chief of the *Bulletin of the Instituto Nacional de Hidrología y Climatología Médicas (National Institute of Medical Hydrology and Climatology)*, which allowed him to publish many of his works.

Pittaluga, nationalized Cuban, had an official recognition in Cuba. Since 1948 he was appointed correspondent of the Academy of History and the

National Academy of Arts and Letters of Cuba. However, his popularity was due, more than to the writings of historical, social, or psychological subjects, to the broadcasting that he himself did from the so-called “University of the Air” (Bosch-González et al., 2014).

He had a permanent interest for psychological topics and psychiatry. In 1939 he published *Seis ensayos sobre la conducta* (Six essays on behavior), where he showed his interest in the analysis of temperament and character. In 1948 he gave his entrance speech at the Academy of History with *Ensayo para un análisis de los sentimientos* (Essay for an analysis of feelings) and in 1950 he published *Sangre y sexo* (Blood and Sex). In 1954 he published *Personalidad, carácter y temperamento* (Personality, character and temperament), his most influential work in psychology and psychiatry, which was well received in Spain and Latin America.

For Pittaluga, humans are born with a temperament; humans are not born with a character. Later, circumstances, more or less dominated by intelligence and will, will give the person, endowed with character, the values of personality. He states that the problems posed by the study of temperament, character, and personality are nourished by physiological, psychological, and sociological factors and pointed out that the most valuable contributions are due to Kretschmer (1888–1964) and Jung (1875–1961), and considered psychotechnics as an auxiliary technique.

Pittaluga was a very appreciated author among Latin American psychology students and his *Personality, character, and temperament* was used in the courses on personality at the universities in Latin America.

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Pizzoli, Ugo

Born *Piacenza, Italy, on March 19, 1863*

Died *Bologna, Italy, on December 12, 1934*

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Keywords

Italy · Brazil · Experimental Psychology · Scientific Pedagogy · Pedagogical Positivism

Ugo Pizzoli received his doctorate, as a scholarship holder, at the *Facoltà di Medicina e Chirurgia dell'Università di Bologna* (College of Medicine and Surgery of the University of Bologna) in 1888, with the thesis *Lo scleroma dei neonati* (The scleroma of newborns). At the University of Modena, he became an associate professor in Experimental Psychology. He was a student of Giuseppe Sergi (1841–1936), Pietro Loreta (1831–1889), Pietro Albertoni

(1849–1933), Francesco Roncati (1832–1906), and Augusto Murri (1841–1932), who taught pedagogy, Pizzoli's area of interest after graduation. At the institutes of Rome and Florence, he learned experimental techniques in psychology and anthropology. He is defined by Centofanti (2006, p. 32) "as a pedagogical physician or as a specialist in scientific pedagogy and, truly, as a representative of a given psychology, through which he intended to edify the science of Education."

He deepened his studies in the scientific foundations of pedagogy, becoming one of the main representatives of Italian pedagogical positivism. Says Centofanti (2002, p. 77), that "the need [for Pizzoli] for this form of constitution of Pedagogy [Scientific] had as a reason the fact that the child is a "bio-psychic organism in formation" in their relationship with the school and the teacher. (Pizzoli, 1900, p. 6), a developing organism.

In 1899, he created, in Crevalcore, with the scientific support of Augusto Tamburini (1848–1919), the Scientific Pedagogy Laboratory, the first pedagogical anthropology office in Italy and headquarters, in 1902, of the first scientific pedagogy course, aimed elementary schools' teachers. The second edition of the course had at its opening, the only woman on the faculty, Maria Tecla Artemisia Montessori (1870–1936).

In 1910, Pizzoli founded the *Scuola Normale Maschile (Male Normal School)* in Bologna, which he directed until 1920. Between 1919 and 1920, he created a popular arts and crafts school and an occupational psychotechnics office. He became, in those years, director of the *Scuola Popolare Operaia "Fermo Corni" (Popular Workers' School "Fermo Corni")*.

Pizzoli, according to Centofanti (2002), was given great importance in the context of the history of didactics, in Educational Psychology and in the school reform that took place in Italy. He valued the use, by the physician, of instruments that made it possible to carry out anthropological examinations – which "served the subsequent record of the general morphological characters of the individual organism of the student, such as height, weight, constitution, sex, age, general harmony in proportion to the body" (p. 78), physiological – which "aimed at the registration of organic functions and the functions of senses and

movements" (p. 78), and psychological – which proposed to "decompose the content of consciousness into its elements, study the qualitative and quantitative of these elements and discover exactly the relationships of consistency and succession" (p. 78).

One of the devices, called by Pizzoli the "portable psychometric cabinet," made it possible to carry out different tests and promote the development of skills.

Despite Pizzoli's many publications, there are few theoretical-conceptual elaborations. Noteworthy are *Il fato educativo è fatto biologico e sociale (The educational fate is a biological and social fact)* and *Il substrato scientifico della Pedagogia (The scientific substratum of Pedagogy)*, both from 1899. Also important is the volume titled *Pedagogia Scientifica (Scientific Pedagogy)*, from 1910, contained in the *Trattato di medicina sociale (Treatise on social medicine)*, edited by Angelo Celli (1857–1914) and Augusto Tamburini (1848–1919).

The ideas of Pizzoli's Scientific Pedagogy arrived in Brazil, specifically in São Paulo, through Clemente Quaglio (1872–1948), an Italian elementary school teacher who lived in the city of Amparo.

In 1913, São Paulo state governments invited Pizzoli to visit the *Laboratório de Pedagogia Científica (Scientific Pedagogy Laboratory)* at *Escola Normal Secundária de São Paulo (São Paulo Secondary Normal School)*, in *Praça da República (Republic Square)*. The invitation was probably due to the difficulties faced by experimental psychology professors in Brazil in carrying out their activity with resources and instruments that they did not know how to use. In addition, the presence of Italian educator would give visibility and credibility to the Brazilian project. Pizzoli remained in São Paulo for 6 months, during 1914. An implication of his Scientific Pedagogy in the activity of teachers took place, in 1915, in public schools in the state of São Paulo. It was mandatory to use the so-called School Biographical Card, in which students' psychological, physiological, and anthropological data were recorded.

Pizzoli spent the last years of his life in Bologna. In his trajectory, he marked the history of

Italian and, also, Brazilian education. With their ideas, normalist teachers from São Paulo schools began the exercise of psychometrics. By observing, recording, and measuring student data, they began to reflect on their educational practice. It is recognized at this juncture, some evidence that determined the establishment of psychology in Brazil, as a science and profession.

Cross-References

► [Centofanti, Rogério](#)

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Poiry, Isidore

Born *Brussels, (Belgium), 17 November 1868*

Died *Brussels, (Belgium), 1954*

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Keywords

Peru · Pedagogy · Psychology

A Belgian educator graduated from the École Normale de Virton (Virton Normal School) and specialized in Educational Manual Work, Isidore Poiry arrived in Peru integrating a mission of Belgian educators specially hired to reform public education in this country.

Between 1905 and 1909, he was, successively, deputy director of the Colegio Nacional Nuestra Señora de Guadalupe (Our Lady of Guadalupe National College, one of the most important state schools in Lima) and director of the Escuela Normal de Varones (Normal School for Men, predecessor of the current Universidad Nacional de Educación Enrique Guzmán y Valle (National University of Education Enrique Guzmán y Valle), in Chosica, east of the Peruvian capital), in Lima, being in charge of methodology, pedagogy, sociology, paidology, and teaching practice (Galván, 1966).

By assuming the leadership of the newly founded Normal School for Men in 1905, Poiry gave a modern direction to this institution, especially in educational sciences and psychology (Encinas, 1932). During his tenure, the first child psychology and psychology courses were introduced for Peruvian teachers. At the level of pedagogy, he spread the New School, based on

the ideas of Jean Jacques Rousseau (1712–1778), Johann Heinrich Pestalozzi (1746–1827), Maria Montessori (1870–1952), John Dewey (1859–1952), and Ovide Decroly (1871–1932). In the Normal School, Poiry inaugurated the use of observation and experimentation in the classroom.

He returned to Belgium and in 1910 he was professor at the École Supérieure de Commerce (Higher School of Commercial Studies) in Liege. During the 1930s, he served as Honorary Consul of Peru in Belgium and in 1945 as technical advisor of the Ministry of Education of Peru.

Although he was a pedagogue by profession, Poiry recognized the great importance of psychology in the training of educators. His work in Peru disseminated the latest advances in European pedagogy and psychology, as well as the modern pedagogical theories and methods that emerged in Belgium, the leading country in education in those years (Encinas, 1932). Although psychology as a profession did not exist at the beginning of the twentieth century in Peru, Poiry's contribution to the dissemination of psychological science in that country was considerable (Orbegoso, 2016; Poiry, 1903, 1906, 1923, 1931, 1940).

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Pollitt-Burga, Ernesto

Born *Lima, (Peru)*, 12 April 1938

Died *Lima, (Peru)*, 5 January 2016

Walter Arias

Universidad Católica San Pablo, Arequipa, Peru

Keywords

Peru · Developmental psychology · Nutrition and behavior

Ernesto Pollitt-Burga studied at the Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru, PUCP, Lima), being a member of the first group of Psychology students at the PUCP (Arias, 2016). After his studies, he worked in the United States in the Psychoendocrinology Unit directed by John Money (1921–2006), at the Johns Hopkins Hospital (Baltimore), publishing with him some works in American journals of pediatrics and psychiatry (e.g., Pollitt & Money, 1964; Money & Pollitt, 1964). He did his Ph.D. studies in evolutionary psychology at Cornell University in Ithaca (New York, Ph.D., 1968) and worked as an assistant professor in the Department of Pediatrics at Yale University and at the Child Study Center. He then traveled to Europe where he obtained an appointment at the United Nations Research Institute for Social Development (UNRISD) in Geneva.

Pollitt was an associate professor in the Department of Nutrition and Food Sciences at the Massachusetts Institute of Technology (MIT) in Boston and later at the University of California at Davis. During those years, Pollitt executed

several research projects in Egypt, Guatemala, India, and Indonesia, experimentally studying the effects of functional or fortified foods that governments provide to combat malnutrition (Arias, 2016).

In 1967, he published his first paper on malnutrition (Pollitt & Granoff, 1967). Another work carried out with children from impoverished areas of Peru (Pollitt & Ricciuti, 1969) is important because it was one of the first investigations that suggest that the characteristics of the mother have a great influence on the nutritional status of infants, a topic that would be addressed in various later studies.

In the 1980s, he studied the effects of an experimental school breakfast program in boys and girls from Huaraz (Peru) on cognitive processes such as attention and memory, and school performance, showing that government nutrition programs were beneficial and should be strengthened from the corresponding political strata. Likewise, he identified in protein-energy malnutrition and iron and iodine deficiencies, some of the main causes of retardation in intellectual functioning and low academic performance, within the framework of the conditions of poverty and cultural deprivation in which rural populations live or from marginal urban areas of Peru.

In 2009, he found that motor development milestones are an excellent indicator of the general development of children under 2 years of age (Pollitt & Bacallao, 2009). This idea was also explained in previous works in which he proposed a probabilistic theory of child psychological development, so that the motor milestones that emerge as a natural behavior during the first 24 months of life constitute a valuable predictor of intellectual development and the future academic performance, above the emotional or social areas of the development scales (Pollitt, 1999; Pollitt & Caycho, 2010). Likewise, Pollitt was one of the first authors to investigate the effects of the interaction of the mother and the child on the psychobiological development of the latter, as well as the importance of breastfeeding and breast milk in the nutrition and cognitive development of infants (Arias & Núñez, 2018).

His work has contributed to various sciences such as psychology, nutrition, psychiatry, and education. His research topics have focused on the consequences of malnutrition on the psychological development and academic performance of children from various countries around the world, generating intervention policies that have benefited thousands of children living in poverty.

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Ponce, Anibal Norberto

Born *Dolores, Province of Buenos Aires, Argentina, 6 June 1898*

Died *Morelia, México, 18 May 1938*

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Keywords

Argentina · México · developmental
psychology · Marxism · Latin-American Left

Anibal Ponce was a leftist intellectual and referent in Argentine psychology well known in the 1920s and 1930s. He studied at the *Colegio Nacional Central* (Central National College, currently, National School of Buenos Aires) and then studied Medicine at the University of Buenos Aires. He discontinued his formal university studies in its third year and started to research on psychology issues, publishing various works such as *Fisiología funcional* (Functional Physiology) (1921), *Los problemas de la herencia psicológica* (The problems of psychological inheritance) (1922), or *Psicología y clínica* (Clinical Psychology) (1924); all framed in the naturalistic scientism of the time.

Early, he wrote and participated in the creation of cultural and scientific journals. He published in *Revista de Filosofía* (Philosophy Journal), which he co-directed with José Ingenieros (1877–1925) between 1923 and 1925 and whom he had met personally in 1920. When Ingenieros died in 1925, Ponce assumed the direction of that Journal until 1929. Around 1917, he also wrote as a literary critic for the magazine *Nosotros* (We) and in the monthly newspaper *Renovación* (Renewal) where he signed his articles with the pseudonym Luis Campos Aguirre. He also wrote for the journals *Cursos y Conferencias: Revista de la Escuela Libre de Estudios Superiores* (Courses and Conferences: *Journal of the Free School of Higher Studies*) and *Nueva Revista* (New Journal) (in 1934). In 1936 he created the journal and the publishing house named *Dialéctica* (Dialectics).

In 1918, he actively participated in a student movement to democratize the university that started in the city of Córdoba known as University Reform. This had an impact on him as big as the Russian Revolution in 1917. As a teacher, he taught Psychology at the *Instituto Nacional de Profesorado Secundario* (National Institute of High School Professorship), at the *Colegio Libre de Estudios Superiores* (CLES) [Free College of Higher Studies], and studied clinical psychology and worked with alienated at the *Hospicio de las Mercedes* (Hospice of the Mercedes) located in the city of Buenos Aires.

Around 1930, he was part of the Argentine antifascist intellectual front and his theoretical thinking and texts showed the incorporation of Marxism to which he fully adhered from 1933 (Wanschelbaum, 2018). In 1935, he participated in the creation of the *Asociación de Intelectuales, Artistas, Periodistas y Escritores* [Association of Intellectuals, Artists, Journalists and Writers] (AIAPE), an institution that organized conferences and exhibitions and published the magazine *Unidad por la defensa de la cultura* (Unity for the defense of culture) (1936–1939) and that intended to defend the culture against the fascist offensive (Petra, 2013). In 1936, Ponce was removed from his positions in the chair of Psychology at the *Instituto Nacional de Profesorado Secundario* (National High School Teachers Institute) by Jorge de la Torre (1875–1953), the Minister of

Justice and Public Instruction in the National Administration. This happened during the *Infamous Decade*, a period marked by electoral fraud and corruption in particular during the presidency of General Agustín P. Justo (1932–1938). There were two arguments for dismissing Ponce. The first one, that Ponce was a communist intellectual (the same type of argument had been used at the National University of Córdoba to remove Gregorio Bermann and Jorge Orgaz from their positions because of their antifascist militancy). The second argument was based on a moral disqualification because Ponce had prescribed hospitalization orders at the mental health hospital, *Hospicio de las Mercedes*, without the corresponding medical license (Pasolini, 2013).

Given this situation and the impossibility to publish due to the prevailing climate of censorship in Argentina, he moved to Mexico in 1937 during the government of Lázaro Cárdenas del Río (1934–1940), which was characterized, among other actions, by the economic intervention of the State, the Socialist education, the agricultural distribution, and the nationalization of the oil industry and railways. There Ponce continued teaching, collaborating with the Ministry of Instruction and writing for magazines such as *Futuro*, *Mensual de Cultura Popular*, *Frente a Frente*, *CEN* (Future, Monthly of Popular Culture, Face to Face, CEN), *Órgano mensual del Consejo Estudiantil Nicolaita* (monthly organ of the Nicolaita Student Council) and others, in addition to having a permanent literary column in the newspaper *El Nacional* (the National).

He taught Psychology, Sociology, Ethics, and Marxism at the *Universidad Nacional Autónoma de México* (National Autonomous University of Mexico), the *Escuela Normal de Maestros* (Normal School of Teachers), the *Universidad Michoacana de San Nicolás de Hidalgo* (Michoacan University of San Nicolás de Hidalgo) in Morelia, and the *Universidad Obrera de México* (University of Workers of Mexico). He was part of the *Liga de Escritores y Artistas Revolucionarios* (League of Revolutionary Writers and Artists) that fought against fascism and imperialism (Rivera-Mir, 2019). He died in May in a car accident, when he was travelling to Mexico City to give a lecture to commemorate the

55th anniversary of Marx's death. From the analysis of Ponce's work, it may be noticed that his contribution is inescapable as a Marxist and a referent in the conformation of the Argentine Left. However, his specifically psychological work, which continued until the 1930s, was addressed less frequently. His interest in Psychology can be explained by his belief in the potential of science for interpretation and intervention on social problems. Among the influences of Poncean thought, positivism, the generation of the 1880s (a conservative ruling elite between 1880 and 1916), the generation of the 1837s (a group of Argentine intellectuals of the mid-nineteenth century who defended the ideas of freedom, progress and democracy), and the ideas of freedom of Mariano Moreno (1778–1811) and the May Revolution of 1810 can be recognized (Agosti, 1974). Domingo Faustino Sarmiento (1811–1888) and José Ingenieros (1877–1925) have been two key authors in their developments: From Sarmiento, he revisited the approach of national history as the evolution of civilization-barbaric tension based on a liberal perspective (Arpini, 2006). The relevance of Ingenieros' ideas was key through *La evolución de las ideas argentinas* (The evolution of Argentine ideas, 1918) and *Principios de Psicología* (Principles of Psychology, 1919), where he proposed a Genetic Psychology.

Grounded in these ideas, Ponce's Psychology had a materialistic approach and based on the postulates of Haeckel and Lamarck on the relationship between the organism and the environment. In the 1920s and from his experience at the *Hospicio de las Mercedes*, he became interested in the psychological processes of the intellect and its physiological and pathological alterations. Afterwards, he addressed child and adolescent development and published, for example, *Gramática de los sentimientos* (Grammar of Feelings) (Ponce, 1929) and *Problemas de psicología infantil* (Problems of Child Psychology) (Ponce, 1931) where he incorporated the developments of Lucien Lévy-Bruhl (1857–1939) and Jean Piaget (1896–1980). Between 1931 and 1933, his courses in the CLES focused on adolescence and socialization, where he highlighted the role of socio-political aspects in mental functioning and

incorporated the ideas of Alfred Adler (1870–1937) and Félix Le Dantec (1869–1917) (García, 2014). Then, he no longer wrote works specifically on Psychology, although his teaching, including in Mexico, remained linked to this discipline. While it is true that in those years Ponce neither appealed directly to psychology nor had an explicit objective to inquire about those issues, some of their works such as *Educación y lucha de clases* (Education and class struggle, 1936) admit a psychological interpretation that highlights the contribution of this science to the education as a specific psychosocial problem (Grassi, 2013a, 2013b).

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Poppovic, Ana Maria

Born *Buenos Aires, Argentina, on March 22, 1928*

Died *São Paulo, Brazil, on June 30, 1983*

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Keywords

Brazil · Educational psychology

Ana Maria Poppovic, from Buenos Aires, arrived in Brazil at the age of six. When she married Pedro Poppovic, she stopped using her baptism surname, Belotti. She was graduated in pedagogy (1949) and specialized in clinical psychology at the Faculdade de Filosofia Sedes Sapientiae (College of Philosophy Sedes Sapientiae), in São Paulo, in 1954.

Her interest in the education of culturally needy children goes back to the beginning of her career, from 1954–1957, when she worked as a psychologist in the Serviço Social de Menores do Estado de São Paulo (Social Service of Minors of the State of São Paulo).

In 1953, together with Enzo Azzi (1921–1986) and Helena Antipoff (1892–1974), she organized and founded the Sociedade Pestalozzi de São Paulo (Pestalozzi Society of São Paulo), to attend and support exceptional children. In the following year, she established the Psychological Clinic of this institution, which she ran for four years.

Five years later, in 1958, she accepted the invitation of Dr. Azzi to create and direct the Psychological Clinic of the Faculdade de Filosofia, Ciências e Letras São Bento (Faculty of Philosophy, Sciences, and Letters of São Bento). In 1963, this Clinic was incorporated into the Instituto de Psicologia da Pontifícia Universidade Católica de São Paulo (IPPUC-SP) (Institute of Psychology of the Pontifical Catholic University of São Paulo – IPPUC-SP), the current Faculty of Psychology of this University.

Shortly after the Clinic's inauguration (in 1959), it was already a reference institution for its pioneering work with the diagnosis and treatment of minimal brain dysfunction (MBD). It also stood out for its equipment, being considered the first Brazilian clinic to have a mirror for observing appointments – whose prototype was designed by Poppovic – a resource that, until then, only existed in the USA.

In 1962, during the process of regulation of the profession of psychologist in Brazil and the respective definition of the minimum training curriculum, Poppovic participated in the organization of the psychology course at Pontifícia Universidade Católica de São Paulo (PUC-SP) (Pontifical Catholic University of São Paulo – PCU-SP), which began its activities in 1964 (Wuo, 2009), and, at the same time, headed the Departamento de Psicologia Aplicada à Educação (Department of Psychology Applied to Education), performing the function until 1971, when she left this university.

From 1963 to 1966, between the various activities carried out, the highlights were the visits, in Buenos Aires, to the speech therapy service of Professor Júlio Bernaldo de Quirós (1922–1994), one of the precursors of this field of work in South America. Based on these experiences, Poppovic established the area of psychoneurology at IPPUC-SP (IPPCU-SP), counting on Quirós himself as one of the invited professors.

The researches of the period culminated in the publication of the “Metropolitan Test of Readiness,” in 1966, which replaced the “Teste ABC para Verificação da Maturidade da Leitura e da Escrita” (ABC Test for Verification of Reading and Writing Maturity) – by Lourenço Filho (1897–1970) – as a literacy measuring instrument.

According to Poppovic, her test would make it possible to differentiate children whose learning difficulties were not a result from disorders such as MBD, dyslexia, auditory disorders, or psychomotor syndromes, but difficulties arising from the learning conditions offered to children, “. . . problems unrelated to mental disabilities, sensory difficulties and other clinical conditions, . . . that transcended the scope of psychological clinics”

(Pimentel, 1997, p. 53), therefore issues of the educational and social spheres.

The work with “Metropolitan Test of Readiness,” besides resulting in the doctoral thesis defended in 1967, titled “Psychoneurological Disorders of Learning to Read and Write,” denoted a clear change of interest, leaving the Clinic to get closer to education, as the author herself points out in the book derived from the thesis in 1968, “Literacy: psychoneurological disorders”: putting the Clinic at the service of society, through actions focusing on education.

In the words of her advisor, “IPPUC-SP [IPPCU-SP], a natural refuge for non-conformists, . . . is proud of this original and stimulating work, directly focused on the real problems of our country” (Azzi as cited in Poppovic, 1968, p. 6). Azzi also indicated that Poppovic’s research brought a methodological innovation, for the interdisciplinary treatment of data collection and analysis as well as for being based on case studies, a method that diverged from the usual standards of the time, based on quantitative samples and statistical precepts.

From this work, Poppovic began to focus on the educational needs of “culturally marginalized” children, which led her to question educational decisions based on psychological tests, putting her previous convictions into question and opposing the hegemonic thinking of those years.

In fact, the production made before leaving PUC-SP (PCU-SP), in 1971, constituted the three pillars of Poppovic’s career continuity: (a) the concern with a certain age group, that is, the period before the beginning of literacy; (b) the relationships between cultural environment and psychoneurological functions; and (c) a sociocultural position related to school failure that first based studies on cultural marginalization and, later, became reference for the early childhood education and teacher training.

Still in 1971, Poppovic assumed the position of senior researcher at the recently opened Departamento de Pesquisas Educacionais da Fundação Carlos Chagas (Department of Educational Research at the Carlos Chagas Foundation).

With her team at this Foundation, she formulated and implemented a major literacy project – the “Alpha Program” – focused on teaching children from the first 3 years of school and, at the same time, on training in-service teachers.

The Alpha Program was established in 1977 (reaching 20 Brazilian states), with the mission of promoting school success by overcoming the process of cultural marginalization, a central theme of the investigations developed between 1971 and 1975, in which Lev Semenovitch Vygotsky (1896–1934) was among the reference authors.

According to Alpha’s four guiding principles, the program articulated: (1) greater appreciation in the learning processes than in contents; (2) the importance of language in the development of psychoneurological functions and cognitive operations; (3) the relationship between self-concept development and school success; and (4) respect for sociocultural differences (Alfa, 1987).

The Alpha results drove a new project. Thus, in 1979, Thought and Language Program was born, containing a proposal for the continuation of the education of early elementary school teachers, based on the following topics: the cognitive processes and the psychoneurological mechanisms necessary for literacy; the decisive role of language in the development of thought; the learning process involving three types of cognitive operations (concepts, principles, and problem-solving); and the positivity of self-concept as inherent in the learning process.

Beyond Poppovic’s legacy – theoretical-methodological formulations and concrete proposals – throughout her work, “doing research” only made sense if it generated new practical developments. Conversely, the concerns about reality guided the production of new theoretical knowledge.

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Porto-Carrero, Julio Pires

Born *Recife, 07 September 1887*

Died *Rio de Janeiro, 30 December 1937*

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Keywords

Brazil · Psychiatry · Psychoanalysis · Forensic medicine · Eugenics

Júlio Pires Porto-Carrero was born in Pernambuco in 1887, the son of a traditional family of educators, and died in Rio de Janeiro in December 1937. His father, professor Carlos Porto-Carrero, owned a school in Recife, the capital of Pernambuco, where Júlio taught since he was 15 years old. He studied medicine at the Faculty of Medicine of Rio de Janeiro, having defended the doctoral thesis “Early diagnosis of tuberculosis by the rays of Roentgen” in 1910. The following year, he began to work as a doctor at the Brazilian Navy, as corvette captain. He wrote poetry until the age of 25, when he got married.

In 1929 he became full professor of the chair of Forensic Medicine (Medicina Legal) at the Faculty of Law of the University of Rio de Janeiro. He was a prominent member of the Brazilian League of Mental Hygiene (having created in 1926 the Psychoanalysis Clinic at the League) and an honorary member of the National Academy of Medicine. He actively participated in the Brazilian Education Association, since it was founded in 1924. He participated as a speaker at several congresses, and worked with the most prominent Brazilian psychiatrists at that time, such as Juliano Moreira (1873–1933) and Afrânio Peixoto (1876–1947). He was undoubtedly one of the greatest enthusiasts and disseminators of psychoanalysis at the beginning of the last century. Before devoting his work to psychoanalysis he worked with syphilography, medical specialty dedicated to the study and treatment of syphilis.

At least two of his works prior to the 1920s deal with this theme: “Anti-venereal prophylaxis in the navy,” presented at the 1st Dermatology Congress in 1918 and “Legal Consequences of Syphilis,” also from 1918 (both appear in a list of “others author’s works” published in his *Psychoanalysis Essays*). In addition to propagating psychoanalytic theory, he claimed to practice psychoanalytic therapy in his office and in the institutions where he worked, calling himself a psychoanalyst. In 1928, he was a founding member of the Rio section of the Brazilian Society of Psychoanalysis, created in São Paulo by Durval Marcondes (1899–1981) and Franco da Rocha (1864–1933). (This society never became a proper training institution.) In the Rio Section he assumed the position of Secretary General. In order to spread the new doctrine, he gave numerous public conferences for lay people, gave interviews to newspapers, and participated in radio programs.

He learned German as an autodidact to read Freud in the original, even translating *The Future of an Illusion* into Portuguese (which was published in 1934). His various writings demonstrate in fact a very broad knowledge of Freudian theory and a reasonable care with the manipulation of concepts. He spoke with ease about the changes undergone by the theory over time, about the splits and ruptures that occurred in the psychoanalytic movement, as well as about the theoretical disagreements underlying them. It can be said that Porto-Carrero was, in Brazil, one of the great authorities in Freud of the time.

He published nine books on psychoanalysis or on topics analyzed in light of psychoanalysis. The first of them, *Essays on Psychoanalysis*, from 1929, is a collection of sparse articles, most of them with the clear objective of disseminating the new doctrine, aimed either at specialists or the lay public. Also in 1929 he published *Psychoanalysis and Forensic (Medico-Legal) Applications*. In 1932 he published two other books related to Forensic Medicine, a discipline of which he was a professor – *Criminology and Psychoanalysis* and *Juridical Psychology* – the second consisted in a series of eight lectures given in a university

extension course on criminology held in the same year. Still in 1932 he published *Deep Psychology or Psychoanalysis*. In the following two years, he published two books successively – *Psychoanalysis of a Civilization* and *Greatnesses and Misery of Sex* – in which he intensely developed a theme that had already appeared in his previous writings: how the State should control the reproduction of individuals aiming to improve the species, a eugenic proposition par excellence. This reorientation of his writings coincides with eugenic-oriented psychiatrists’ dominance in the Brazilian League of Mental Hygiene, which occurred in the 1930s.

He had controversial opinions for his time. He criticized machismo and the consequent oppression of women, opposing the taboo of virginity and the dual morality, which requires different behaviors from men and women. Such criticisms, however, did not lead him to affirm equality between the sexes. Women and men must be at the same height, but within the specificity of their feminine or masculine condition. According to Porto-Carrero, women should be valued in their condition as women, which means, first of all, the ability to be a mother. It is motherhood that puts women on Eros’ side and, therefore, on the species side. In view of this, feminism is an aberration to be fought. Both sexes must “grow at the same height,” but never be the same. He was also critical of the excessive paternal authority over his children, therefore calling for greater freedom within the family. At the same time, he favored a strong State, with power centralized in the hands of competent technicians and specialists, guided, not by popular will, but by science.

His criticism of democracy was coupled with a declared sympathy for the Soviet Union, seen as the future of humanity. The Soviet Union, due to its distance from the liberal conception of democracy, would be a kind of achievement, albeit incomplete, of the long-awaited government of specialists, based on the inescapable fact of difference. Equality, according to Porto-Carrero, is the “death certificate of civilization.” To each one according to his ability or aptitude. Therefore,

despite his sympathy for the Soviet Union, he was against the equality advocated by communism.

From the 1930s onwards, relying on eugenic theses, Porto-Carrero unfurled the flag of eugenic abortion – which was intended to “avoid imperfect offspring” – and the sterilization of the incapacitated. He considered that it would be up to the State to control the reproduction of individuals, since the interests of the species should override individual interests. Based on the Darwinian theory of natural selection, he asserted that the progress of mankind had the undesirable result of preventing the beneficial effects of selection, that is, the survival of the fittest. On the contrary, it protects those who would not be able to survive on their own, thereby allowing their vices or defects to be perpetuated (and even worsen) through their offspring. In 1931, he publicly defended eugenic abortion at the 1st Brazilian Medical-Unionist Congress, in which he was tasked with presenting a report on the Medical Code of Ethics draft. He defended not only eugenic abortion but also the prophylactic, the therapeutic, and the economic abortion (all three also having the eugenic purpose of avoiding imperfect offspring). He also considered justifiable the performance of moral abortion (of the “deflorated virgin” and of the “adulterous wife”), of aesthetic abortion (in the case, for example, of great dance artists) and of professional abortion, when “collective interests – police, political-international, scientific – may be at stake.” His report caused quite a stir and provoked intense debates at the National Academy of Medicine (GMS, pp. 31 ff.).

He shared with the Brazilian intellectuals of the time a Lamarckian view of eugenics. This view, embraced by intellectuals in Latin America, gave rise to a more optimistic conception of human nature, capable of enhancement as the improvements acquired by the individual could be transmitted genetically to their offspring, allowing for a combination of eugenics and hygienic prophylaxis. Distancing himself from the most radical eugenicists, Porto-Carrero affirmed that the ideal would not be so much “to limit the right of sexual conjunction,” but “to obtain that everyone could breed in health.” In this sense, “eugenic

procreation” was, for him, a matter of hygiene, assistance, and education.

Porto-Carrero died in late 1937, when the first certified psychoanalyst – Adelheid Koch (1886, Berlim – 1980, São Paulo) – arrived in São Paulo to start psychoanalytic training in Brazil. In Rio de Janeiro, the two societies that were formed – Sociedade Psicanalítica do Rio de Janeiro (Psychoanalytic Society of Rio de Janeiro – SPRJ) and Sociedade Brasileira de Psicanálise do Rio de Janeiro (Brazilian Society of Psychoanalysis of Rio de Janeiro – SBPRJ) – also started with the arrival of two European psychoanalysts in charge of training new followers in the subsequent decade. It is difficult to imagine what role a character like Júlio Porto-Carrero would play in this new “officialized” scenario. His “savage psychoanalysis,” which was mixed with eugenics and hygiene, was perhaps a long way from Freud’s orthodoxy. But it said a lot about the social and political context in which it flourished.

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Prado Huante, Héctor

Born *in Mexico City, April 14, 1919*

Died *in Mexico City, June 6, 2005*

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Keywords

Mexico · Mental health · Psychoanalysis

Prado Huante was born in Mexico City, in the farm “Los Alcanfores,” in Iztacalco, a country house of his paternal grandparents, where the family took refuge due to the insecurity that prevailed in those times after the Mexican Revolution (1910–1917). The family, in the face of severe socioeconomic instability, as a result of the Revolution, remained around the traditions and idealized figures of the grandparents. This affective relationship is seen in the influence it has on the professional choice of Dr. Prado, and the presence of his grandfather Ramón N. Prado, who as a doctor had traveled to Paris at the time when Jean-Martin Charcot (1825–1893) performed hypnotic healing practices, made a big impact on him. On one occasion, his grandfather, through hypnotic inductions, cured him of the hiccups that afflicted him with some frequency; this incident may have defined his inclination toward the study of the human mind. Undoubtedly, this background was decisive in his vocational training and interest in human groups (Prado Huante, 1976).

He studied at Escuela Primaria Benito Juárez (Benito Juárez Elementary School), the Secundaria Número Tres (Secondary School Number Three), and Escuela Nacional Preparatoria (National Preparatory School). His first professional career was at the Facultad de Medicina of the Universidad Nacional Autónoma de México (Faculty of Medicine of the National Autonomous University of Mexico) (UNAM) (1937–1943). Since then, he planned to specialize

in psychiatry so, in parallel, he began studying psychology at the Facultad de Filosofía y Letras of the UNAM (Faculty of Philosophy and Humanities of the UNAM) (1940–1942; 1953–1955), where he met his future wife, Sumie Arai Espinosa.

His father’s death forced him to work as a practitioner in the medical service of the Instituto Politécnico Nacional (National Polytechnic Institute) (IPN) (1942–1943), just as he was in his fourth year of medicine and the first year of psychology.

The social service was held in Bacobampo, Sonora (1943–1944), where he founded the Sociedad Médica del Río Mayo (Rio Mayo Medical Society). In Los Angeles, California, he took a course in individual Adlerian psychology at the University of Southern California (1946).

He returned to Mexico City to get the medical degree (1944) and, later, to get married. He began working in the Unidad de Neuropsiquiatría del Instituto Mexicano del Seguro Social (Neuropsychiatry Unit of the Mexican Social Security Institute) (IMSS), where he was a founding member of the Grupo de Estudios Sigmund Freud (Sigmund Freud Study Group) (1947). Also, at that time, he began as an adjunct professor of clinical psychiatry at the Facultad de Medicina of the UNAM (Faculty of Medicine of the UNAM) and at the Escuela Superior de Medicina del IPN (High School of Medicine of the IPN). He was professor and the chair of mental hygiene at the Escuela de Trabajo Social de la Secretaría de Educación Pública (School of Social Work of the Ministry of Public Education) (SEP) (1947–1948), founder of the journal *Higiene Mental (Mental Hygiene)* (1947), and member of the Liga Mexicana de Higiene Mental (Mexican League of Mental Hygiene) (1947–1956).

He obtained a scholarship from the French government to study at the Université de Paris *La Sorbonne* and in the hospitals of *Sante Anne* and *La Salpêtrière* (1948–1952). He obtained a degree of specialization in neuropsychiatry, nervous system diseases, brain diseases, and aphasia; he also obtained a diploma as foreign professor assistant.

After almost five years in Paris, accompanied by his wife, he returned and resumed his previous

occupations at the Instituto Mexicano del Seguro Social (Mexican Institute of Social Security) and at the Secretaría de Educación Pública (Ministry of Education), where he worked until 1964. He was reinstated to his professorships at the Facultad de Medicina (Faculty of Medicine), as holder of the chair of clinical psychiatry at the UNAM (1953–1982) and at the Escuela Superior de Medicina (High School of Medicine), and as holder of the chair of clinical psychiatry at the Instituto Politécnico Nacional (National Polytechnic Institute) (1953–1993). He began his teaching work at the Facultad de Psicología (Faculty of Psychology) (UNAM), where he worked until his death (1953–2005) (UNAM, 2005).

He contributed to the founding of the Epilepsy Service at the Hospital Juárez (Juarez Hospital) and to the Departamento de Neurología, Psiquiatría y Salud Mental at the Secretaría de Salubridad y Asistencia (Department of Neurology, Psychiatry and Mental Health in the Ministry of Health and Assistance) (SSA) (1958). He became a member of the Asociación Médica Franco-Mexicana (Franco-Mexican Medical Association) (1948) and was a psychiatric consultant in the Cruz Roja Mexicana (Mexican Red Cross) (1947–1960). He participated as an expert and dictator in the case of the notorious criminal “Goyo Cardenas” by the SSA (1952) (Quiroz Cuarón, 1952). He was a founding member of the Sociedad Mexicana de Neurología y Psiquiatría (Mexican Society of Neurology and Psychiatry) (1948–2005), the Sociedad Mexicana de Psicología Profesional (Mexican Society of Professional Psychology) (1957–1961), and the Liga Mexicana contra la Epilepsia (Mexican League against Epilepsy) (1953–1964) and certified member of the Consejo Mexicano de Psiquiatría (Mexican Council of Psychiatry) (1974–2005).

He approached colleagues who had trained as psychoanalysts abroad and joined the newly integrated Asociación Psicoanalítica Mexicana (Mexican Psychoanalytic Association) (1956–1962), where he was professor and didactic psychoanalyst (1968–2000) and director of the institute of the Asociación Psicoanalítica Mexicana (Mexican Psychoanalytic Association) (1982–1984).

He studied psychoanalysis applied to groups and was a founding member of the Asociación Mexicana de Psicoterapia Analítica de Grupo (Mexican Association of Analytical Psychotherapy of Group) (1962–1966), where he was professor and didactic psychoanalyst (1968–2005) (Almazán et al, 2000; González Nuñez, 1999, 2000).

He worked in various mental health institutions, private consultation, and teaching. In 1993, he received the medal Ignacio M. Altamirano, for his high performance in teaching at the Secretaría de Educación Pública (Ministry of Education); in 1997, he got the University Merit medal from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico); and in 1989, the Ciudad de México (Mexico City), gave him the medal of Citizen Merit Jesús Silva Herzog. As well, he received many distinctions and recognitions at the psychoanalytic institutes.

He also belonged to various scientific and professional associations, both national and foreign: Sociedad Interamericana de Psicología (Interamerican Society of Psychology), International Psychoanalytical Association, American Association for the Advancement of Science, Confederación de Organizaciones Psicoanalíticas de América Latina (Confederation of Latin American Psychoanalytic Organizations), Federación Latinoamericana de Psicoterapia Analítica de Grupo (Latin American Federation of Analytic Group Psychotherapy), Group Analytic Society of London, American Group Psychotherapy Association, American Orthopsychiatric Association, and International Association for Group Psychotherapy.

He attended and participated in countless congresses and published articles in national and international journals (King, 1960; McLaughlin, 1978). In 2000, at the age of eighty, the Universidad Nacional Autónoma de México (National Autonomous University of México) and Instituto Politécnico Nacional (National Polytechnic Institute) paid tribute to him for his academic work and published a book containing much of his writings: *Corrientes Posmodernistas de la Psicología. Homenaje al Dr. Héctor Prado*

Huante (De Laroz-Sánchez, A., Lopátegui Martínez, M., Prado Arai, S. 2000).

His academic and professional training allowed him to develop a recognized work in the field of neurology, psychiatry, psychology, and psychoanalysis (Vitaver, 1988; UNAM, 2000; Fiorini, 2012). Dr. Héctor Prado Huante, in his writings, leaves a legacy; the result of his scientific research; his clinical experience; and, as a teacher, over more than 60 years of uninterrupted work in favor of mental health.

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Puig Arvelo, Héctor

Born on December 1, 1933, in Puerto Rico

Ivonne Moreno-Velázquez

University of Puerto Rico, San Juan, Puerto Rico

Keywords

Puerto Rico · Work Psychology · Human Resources · Clinical Psychology

Héctor Puig Arvelo is the son of Consuelo Arvelo de Puig and Mr. Puig. He was raised in his grandmother's house María Santiago, widow of Arvelo, with his mother and his three aunts. He spent his youth in Lares, a small town in the mountains in the center of Puerto Rico.

Héctor Puig Arvelo obtained a bachelor's degree from the University of Puerto Rico, Río Piedras Campus (UPR-RP) in 1953, a master's degree in Industrial Psychology from the University of Toronto (1954), Canada, and a doctorate in Clinical Psychology from the University of Michigan (1960), becoming the first Puerto Rican to hold a graduate degree in industrial psychology. For his dissertation he combined his interest in Industrial Psychology with his clinical degree by studying job satisfaction in the United States, Italy, and Puerto Rico (Puig Arvelo, 1960). It is interesting to note that the University of Michigan at Ann Arbor initiated its graduate program in Industrial Psychology in 1958 (Lowman et al., 2014), probably when Héctor Puig was already a student there. After his graduation he returned to Puerto Rico to establish his office and work in private practice and as a university professor (Moreno Velázquez et al., 2006).

Upon his arrival to Puerto Rico, he worked as an adjunct professor at UPR-RP (1953–1955; 1960–1962), the Puerto Rico Institute of Psychiatry (1953–1955), and the Polytechnic Institute of Puerto Rico (today, the Inter-American University). He was director of the Department of Psychology of the Polytechnic Institute at San Germán, from 1955 to 1957 (Asencio Toro, 2006). He developed and taught a course on Industrial Psychology, several seminars on Supervision and Management, and served as a consultant to multiple industrial, commercial, educational, federal, and governmental organizations. He has lectured and participated in radio and television programs and written various articles in the press and in professional journals.

Dr. Puig Arvelo explained to his students that the first thing in dealing with people is to recognize the differences and similarities in the human beings: “there are different people and there are

people who are alike” (Moreno Velázquez, et al., 2006, p.400). He considers it important to recognize the work of Industrial Organizational Psychologists to intervene in the diversity of scenarios found in the world of work.

Dr. Puig Arvelo has been member of the American Psychological Association, the Puerto Rico Psychology Association, the Chamber of Commerce, the National Rehabilitation Association, the Association of Vocational Experts, and other professional organizations. He has received various distinctions, among them, being the first Puerto Rican to receive the *Rotary Foundation Fellowship* and the *John Hay Whitney Foundation Recognition*, grants that allowed him to pursue his graduate degrees. Dr. Puig Arvelo has been recognized as a forerunner of Industrial/Organizational Psychology in Puerto Rico by the Society of Organizational Industrial Psychology of Puerto Rico.

Dr. Puig Arvelo's contributions to the development of Psychology in Puerto Rico include several publications. Among them are a book about his experiences and professional work and one about characteristics of successful managers. Moreover, he was among the first group of psychologists offering clinical services from his private office and especially industrial organizational services to companies and enterprises.

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R

Rabello, Sylvio de Lyra

Born *Aliança, (Brazil), 29 November 1899*

Died *Recife, (Pernambuco, Brazil), 1972*

João Carlos Alchieri

Universidade Federal do Rio Grande do Norte,
Natal, Brazil

Keywords

Brazil · Educational psychology ·
Developmental psychology · Psychological
tests · Culture

Son of Heliodoro de Paula Ferreira Rabello (1855–1934), merchant, and Joaquina Gomes de Lyra (1862–1945), teacher, he finished his studies at the German School of Ponte d’Uchoa and the Pernambucano Gymnasium in 1918, and later entered the Law School of Recife, whose bachelor’s degree in Legal and Social Sciences concluded in 1922. He worked as a student in a representative office and taught Portuguese in private schools. He joined the Recife newspaper *A Notícia*, was a public prosecutor in Petrolina, Pernambuco, and collaborated with *A Província*, a newspaper directed by Gilberto Freyre (1900–1987) at the time (Gaspar, 2020).

He held several positions, such as professor of Psychology at the Institute of Education of Pernambuco (1926) and at the Faculty of Philosophy

of the University of Recife, now the Federal University of Pernambuco (1950). He was Director of the Department of Education of Pernambuco (1948), Secretary of Education and Culture of Pernambuco (1949–1950), Director of the Department of Social Psychology of the Joaquim Nabuco Institute, current Joaquim Nabuco Foundation (1966–1972), Director General of the Regional Department of the National Service of Commercial Learning (SENAC) in Pernambuco from 1947 to 1962. He has developed a professional career dedicated mainly to the areas of education and psychology. In the 1960s, he was a permanent member of the Tropicologia Seminar, as a social psychologist. He also expressed in his works the culture of his native Pernambuco, described in detail in his work over 40 years.

His scientific production in the period from 1931 to 1940 was mainly focused on issues of child development, education, cognitive processes, and child psychology. His work, focused on the theme of human development in childhood, characterized investigations focused on the methodological aspects of psychology, children’s drawing, the use of instruments, processes of temporal elaboration and visual perception. Such diversity of interests focused on child development, thus supporting educational practices.

The interest in methodology and use of tests can be observed in *Psychology of children’s drawing* (1935), where it is possible to verify the sequence of chapters characterizing the methodological, transcultural, developmental, and

analytical aspects, in an exhibition based on relevant references, in an active posture justified by the author to contribute to the psychological study of Brazilian children.

Under the title *The Child Psychology* (1937), Rabello presented a development work based at the time on the most current understandings of the children's evolutionary plan in a clear exhibition aimed at supporting educational processes, as it was addressed to parents, judges of minors, pediatricians, directors of shelters, day care centers, orphanages, and schools and all those who intend to start in the study of the educational sciences (Rabello, 1937a). In this work, the author made a presentation that covered topics such as conceptual aspects, methods of investigation, physical development, neurobiology of development, psychic development, sensory processes, psychomotor, emotional reactions, perceptual, verbal, graphic, playful construction, creativity, learning, abstract reasoning, logical and social development.

The Representation of Time in the Child (1938) evidences the scientific basis of the use of methods and instruments in psychological work in Brazil. Based on the studies of Antônio de Sena Faria de Vasconcelos (1880–1939) in Portugal, it is an essay about the characteristics of drawings through ages analyzing the reasons that led children to draw spontaneously. It presents an extensive description from the historical, conceptual, methodological aspects of the investigations conducted at the time, integrating theoretical and philosophical lines. The proposition of investigating the mental processes concerning the idea of time leads him to create his own method of verification (Cronometria), employed together with the interrogation “detailed and conducted in the research gradually expanding the understanding of the construction of the notion of time. It aimed to outline the mental physiognomy of children from Pernambuco encompassing the influences of their social inheritances.”

Rabello's contributions have supported investigations into educational processes in the national context. The wide dissemination of his works with journals such as *Neurobiology* and books at

Companhia Editora Nacional, among others, allowed the dissemination of interest in the evolutionary aspects of childhood with educators from all over the country.

In addition to Psychology, Rabello presented in other publications an interest in culture, mainly northeastern, in productions for almost three decades such *Itinerary of Silvio Romero* (1944), *Euclides da Cunha* (1948), *Paths of the province* (1965b), *Hairy here comes* (1965a), and *The artisans of Father Cicero* (1967).

His work demonstrates a critical and original thought for a psychology with autoctonic characteristics, enabling the collection of information and construction of knowledge from the object of study.

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Radecka, Halina

Born *Warsaw/Poland, 5 July 1897*

Died *Argentina, 1980*

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Keywords

Brazil · Poland · Uruguay · Argentina · Child psychology · Social psychology · Experimental psychology · Affective discriminationism

Halina Peplowska attended secondary school at the Emilia Plater Gymnasium between 1906 and 1913, the Higher Pedagogical Course between 1913 and 1915, then the Faculty of Human Sciences (1915 and 1918), and Psychology (1919 and 1920) at the Faculty of Psychology of the Free University of Warsaw, having defended the theses *Legal approach of emancipation* (1917) and *The functional psychic characteristics of progressive paralysis* (1920). She was a teacher of the gymnasium between 1916 and 1919, and of higher classes at the Free University of Warsaw between 1918 and 1920. She became Halina Radecka because of her marriage with the psychologist Waclaw Radecki (Centofanti, 2001).

At the beginning of 1923 she migrated with her husband to Brazil and they settled in Curitiba, in the state of Paraná, where her brother, the municipal veterinarian Adolpho Peplowski, resided. Curitiba, at the time, had a great Polish colony, a factor that must have influenced the choice of that city as a point of arrival. The Radeckis were welcomed by the Consul of Poland and the Paraná press was informed that the reason for their departure from Europe had been the difficulties of that continent in the post-war period, particularly in Eastern Europe.

During the first months of 1924 the Radecki couple moved to Rio de Janeiro. Halina worked at the newly created Laboratório de Psicologia Experimental na Colonia de Psychopathas (Laboratory of Experimental Psychology at the Colonia de Psychopathas in Engenho de Dentro), as secretary and assistant to Waclaw Radecki, who was appointed head of the Laboratory (Centofanti, 1982). Along with another assistant at the Laboratory, the municipal teacher Lucília Tavares, she dedicated herself to research and social activities in the fields of child psychology and school, publishing papers on this subject. She collaborated, for example, with research by Lourenco Filho on ABC Tests, created in 1928.

In 1932, as a professor at the newly created Instituto de Psicologia do Rio de Janeiro (Institute of Psychology of Rio de Janeiro), which incorporated the Laboratory and its staff, Halina was in charge of the classes on Psychology Applied to Education, which would start in the school year of 1933, as part of the training program of Brazilian psychologists idealized by Radecki. This, however, did not happen, because the Institute was dissolved in 1932, the same year it was created. Still, she published two articles: *Bases psicológicas da escola moderna (Psychological bases of modern school)* and *A deformação das representações perceptivas pela atualização dos complexos afetivos (The deformation of perceptive representations by updating affective complexes)*, the latter being guided by Radecki's Affective Discriminationism Theory.

With the closing of the Institute of Psychology, the Radecki couple moved in early 1933 to Buenos Aires, Argentina, alternating their activities in this city and in Montevideo, Uruguay. In 1936, Halina worked at the newly created Centro de Estudios Psicológicos de Buenos Aires (Center of Psychological Studies of Buenos Aires), later called Instituto de Psicologia de Buenos Aires (Institute of Psychology of Buenos Aires). In 1941, at the Congreso Americano de Enseñanza Especial (American Congress of Special Education), in Montevideo, she presented the work entitled *Procedimientos psicologicos en la profilaxia de la histeria infantil (Psychological procedures in the prophylaxis of child hysteria)*.

In 1944, she worked at the Centro de Estudios Psicológicos (Center of Psychological Studies) in Montevideo, in partnership with the homonymous Center, in Buenos Aires. In 1947, this Center was transformed into the Facultad Libre de Psicología (Free College of Psychology). During this period, she published not only about childhood, but also about other topics, such as visual impairment.

She turned to the area of social psychology and, in 1950, wrote the article *Algunos factores psicopatogenos en la sociedad actual* (*Some psychopathogenic factors in today's society*), presented at the First Latin American Congress of Psychology, which took place in Montevideo in the same year. In this paper, Halina proposes to demonstrate how social life of the time became an enabling ground for psychopathy, considering the society's psychopathology as a mirror of individuals, based on the same criteria used by Radecki in his characterology.

In 1960, she published her best-known work, *Psicología Social* (*Social Psychology*), at the Institute of Psychology of Buenos Aires, which was part of the program of the Institute's first course on social psychology, in the academic year of 1957. She defined herself as a supporter of the Systematized Biological Psychology and inserted social psychology as a new application field of criteria that governs general, individual, and psychopathology psychology. She lectured on functional social psychology and considered Wilhelm Wundt (1832–1920), Gabriel Tarde (1843–1904), and Radecki alike, concerning this concept. In her opinion, differently from sociology, social psychology should be pluricausal and functional, correlative, and hierarchical, like all psychological sciences.

For Radecka, all men, as individuals and as an organized set of individuals or not, are biosocial beings. In the book *Psicología Social* (*Social Psychology*), Radecki's theory of Affective Discriminationism permeated the idea of the emergence of a psychology-unity, oriented toward the intellectual, affective, and active aspects of societies, in a similar way to that presented in the individual, as she had already been outlining in her text from 1950. With this understanding, she set out to establish characterological classes

within societies and characterological classes of societies themselves, open to analyses and classifications of psychopathological typology. She attributed to Waclaw Radecki the creation of a functional Psychological System, through which she would have guided her scientific training.

In Brazil, she had contributed to the development of measures of a psychological nature, especially in the areas related to Education and Child Psychology. In Uruguay, and especially in Argentina, she emerges as a psychologist who stands out for the elaboration and teaching of a Social Psychology with an original character.

Cross-References

- ▶ [Lourenço Filho, Manuel Bergstrom](#)
- ▶ [Radecki, Waclaw](#)
- ▶ [Tavares, Lucilia](#)

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Radecki, Waclaw

Born *Warsaw, Poland, 27 October 1887*

Died *Montevideo, Uruguay, 25 March 1953*

Rogério Centofanti

Autonomous Researcher, São Paulo, Brazil

Keywords

Uruguay · Brazil · Argentina · Poland · Switzerland · Psychology laboratory · Experimental laboratory · Affective discriminationism

He developed his studies at the 4th Philological Gymnasium of Warsaw between 1896 and 1905, attending the Faculty of Philosophy of the University of Kraków in 1905 and 1906, the University of Munich's Medical School in 1906, the University of Florence's School of Natural Sciences in 1908 and 1911, where he obtained the title of Doctor in Natural Sciences with his dissertation *Os fenômenos psicoelétricos (The Psychoelectric phenomena)* (1911). He also attended the Faculty of Medicine of the same city between 1910 and 1912, where he obtained the degree of bachelor in medical sciences. During his passage through Florence, he became a trained cello player and an orchestra conductor at the local conservatory.

In 1913, he became an assistant to Édouard Claparède (1873–1940) at the Laboratory of Psychology at the School of Sciences of the

University of Geneva and a professor of Psychology at the same school. Returning to his hometown, in 1914, he taught Psychology at the Faculty of Sciences of the University of Kraków and became the head of the Psychology Laboratory at the Psychiatric Clinic of the Faculty of Medicine in Kraków. From 1914 until 1922, he was a professor of Psychology at the Faculty of Human Sciences at the Free University of Warsaw, and the director of the Psychology Laboratory of the same institution.

Due to the difficulties experienced by Europe, particularly Eastern Europe, after the First World War, he emigrated to Brazil, living in Curitiba, in the state of Paraná, in the beginning of 1923 accompanied by his wife, Halina Radecka. They remained there throughout the rest of that year. Before getting to know the psychologist, people from Curitiba knew Radecki, the musician, who performed to the artistic and economic elite with his cello in several chamber music concerts. In August, he directed the classes of an optional course on Experimental Psychology carried out as an initiative of the Law School of Universidade do Paraná (University of Paraná). From this month until the end of December, he worked as a psychologist at Hospício Nossa Senhora da Luz (Hospice Nossa Senhora da Luz), maintained by the sisterhood of Santa Casa de Misericórdia de Curitiba (Holy House of Mercy of Curitiba). Curitiba in 1923 served as a reference from which Radecki disseminated Psychology in general and his Psychology in particular with the audiences who demonstrated interest in this new science. Thus, he carried out several lectures for physicians and educators in São Paulo and Rio de Janeiro, and after these lectures he received an invitation to direct the recently created Laboratório de Psicologia Experimental na Colônia de Psicopatas em Engenho de Dentro (Laboratory of Experimental Psychology at the Colony of Psychopaths in Engenho de Dentro), in Rio de Janeiro.

He took over the direction of the Laboratory in the beginning of 1924 (Guimarães, 1928), moving to Rio de Janeiro. Leading this institution, he set the following goals related to its functioning: to be an auxiliary medical institution, an auxiliary of the

social and practical needs, a scientific group and didactic center to train Brazilian technicians, as the case of physicians Nilton Campos, Jayme Grabois, Gustavo de Rezende (?-?), Agnello Ubirajara da Rocha (1896–1984), Arauld da Silva Bretas (1881–1971), Alberto Guilherme Moore (1850–1968), Antônio de Bulhões Pedreira (?-?), Flávio Rodrigues Dias (1899–1994), Oswaldo N. de Souza Guimarães (?-?), the municipal teacher Lucília Tavares and the lawyers Edgard Ribeiro Sanches (1891–1972) and Euryalo Vianna Cannabrava (1909–1978). Between 1928 and 1929, his assistants published papers on *Annaes da Colônia de Psychopatas (Anals of the Colony of Psychopaths)*, which were also published separately and organized by Radecki, composing two volumes called *Trabalhos de Psicologia (Psychology Works)*. Also, between 1928 and 1929, he taught Psychology classes at Escola de Aplicação do Serviço de Saúde do Exército (Application School for the Health Care Service of the Army), which resulted in 17 issues gathered and bound together by the Military Press, a work that contains the methodological, theoretical, and conceptual framework of his psychology (Penna, 1992, 2001).

Using his contacts, he managed, in 1932, to approve the Decree 21,173, from March 19th, 1932, which converted the Laboratório de Psicologia da Colônia dos Psicopatas (Laboratory of Psychology at the Colony of Psychopaths) into the Instituto de Psicologia (Institute of Psychology), an institution that maintained the purposes of the Laboratory, but introduced a new section: the Escola Superior de Psicologia (Superior School of Psychology), focused on the training of Brazilian psychologists during a regular course of two to four years. Radecki became the dean, and some of his assistants became professors: Lucília Tavares and Halina Radecka coordinated Psychology Applied to Education; Agnello Ubirajara da Rocha and Arauld da Silva Bretas, Psychology Applied to Professional Selection; Jayme Grabois, Psychology Applied to Medicine; and Edgard Ribeiro Sanches and Euryalo Vianna Cannabrava, Psychology Applied to Law. However, the classes did not start in 1933 as predicted, because the Institute was closed in

the same year of its creation by the Decree 21,999, from October 24th, 1932. The Radeckis, then, left Brazil and moved to Buenos Aires (Argentina), and later to Montevideo (Uruguay) (Campos, 1953; Centofanti, 1982; Roxo, 1932).

In 1933, Radecki was invited by Dr. Alfredo Cáceres to teach courses on General Psychology at Facultad de Medicina da Universidad de la República (School of Medicine of the University of the Republic).

He organized the Laboratório de Psicología de la Aviación Militar (Laboratory of Psychology of the Military Aviation) and translated his *Tratado de Psicología (Essay on Psychology)* into Spanish, with the support of Prof. Dr. Victor Delfino and Dr. Camilo Payssé (1879–1955), which was published in Argentina. He continued with his publications and simultaneous activities, from 1933 to 1939, between Uruguay and Argentina.

In 1936, he founded, in Buenos Aires, the Centro de Estudios Psicopedagógicos (Center of Psychopedagogical Studies), where he promoted regular courses on psychology and created a laboratory dedicated to practical courses on experimental psychology techniques and a psychology office. In 1944, this Center was transformed into Centro de Estudios Psicológicos (Center of Psychological Studies), with systematic studies on General, Individual Psychology and Social Psychology. On January 29th, 1945, he founded the Centro de Estudios Psicológicos de Montevideo (Center of Psychological Studies of Montevideo), a brother center to the one in Buenos Aires, besides the Escuela Profesional de Psicólogos (Professional School of Psychologists), transformed, in 1951, into the Facultad Libre de Psicología de Montevideo (Free School of Psychology of Buenos Aires), which, in turn, became the Instituto de Psicología (Institute of Psychology) in 1948.

In Uruguay and Argentina, following the example of what he did in Brazil, he surrounded himself with regular partners, among renowned experts and especially psychiatrists.

Radecki dedicated himself to the creation and organization of laboratories, courses, and congresses until very close to his death, when he was taking care of the preparations for the 2nd

Latin American Congress of Psychology, as he did in 1950 with the 1st Latin American Congress of Psychology, held in Montevideo. The Psychology created by him and explained in his *Tratado de Psicologia (Essay on Psychology)* from 1928/29, besides being original, contains a theoretical and methodological framework that suggests that it was conceived before his arrival in Brazil, since many of his elements were exposed during the lectures he gave in 1923. It is a synthesis of his own training. His anchorage in determinism and naturalism points to a Psychology as an empirical science, even if defined as a science of subjective facts. Even with roots in Biology and approached with the functional perspective, this Psychology cannot be treated as a mere imitation of methods and techniques taken from other biological sciences, since it included the idea of the individual, a biological unit in which a biography is developed, a story of one's own life, as a product of the dialectics that is processed in the relationship between topographic realism and the behavioral realism. Therefore, we have a Psychology permeated by epiphenomenalism. Finally, Radecki adds the affection to Psychology, presenting the individual on the plan of its three-dimensional nature. From such perspective, his *Tratado (Essay)* speaks about the Psychology of the Intellectual Life, the Affectionate Life, and the Active Life. The man who thinks, feels, and acts. To this wholesome psychology, Radecki gave the name of Affective Discriminationism, even though with different meanings in different moments. For example, in the *Tratado (Essay)* of 1928/29, Affective Discriminationism (Centofanti, 2003) appears as a study method that conducts to the elaboration of a characterology, understood by Radecki as the ultimate end to individual Psychology. Since there are many functional variants present in the organisms' psychic processes, Radecki indicates the choice of discrimination and affectivity as primary functional variants and, from them, he establishes correlations with the other variants, now understood as secondary. As a result, discrimination and affectivity were taken as essential variants for any individual therapeutic process. Given this wholesome character, in the Argentine edition of the *Tratado*, Affective Discriminationism appears as a system that is

proposed as capable of including, absorbing, and surpassing all others. Affective Discriminationism is, therefore, Waclaw Radecki's psychological system. However, his system was forgotten, as none of his assistants followed this guideline. Radecki's memory remains for his contribution to the institutionalization of Psychology in Uruguay, Argentina, and Brazil.

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- ▶ Campos, Nilton
- ▶ Grabois, Jayme
- ▶ Radecka, Halina
- ▶ Tavares, Lucilia

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Ramírez Collazos, Luis Hernando

Born *in Dagua (Colombia) on June 15, 1928*

Died *in Cali (Colombia) on December 12, 1987*

Stefano Vinaccia Alpi
Universidad del Sinú, Montería, Colombia

Keywords

Colombia · Behavior modification · Special education

Luis Hernando Ramírez Collazos was born in the bosom of a family of eight children of peasant ancestry dedicated to the cultivation of the land, especially to the sowing of coffee.

He did primary studies at El Peñón School in Cali and secondary studies at the Conciliar Seminary in the same city. There, the seed of priesthood sprouted in him, being ordained in 1950. At that time, he founded in Darién (Valle) the Calima School; also, in Darién, he created the Calima Broadcasting Station.

As for his ecclesiastical career, between 1951 and 1960, he worked as chaplain in Roldanillo and as parish priest in the municipalities of Águila and Darién. Later, between the years 1961 and 1964, he worked as chaplain of the Instituto Del Seguro Social (Institute of Social Security), Valle del Cauca Section, in the city of Cali.

In 1965, he traveled to Bogotá and began studies of sociology at the Universidad Nacional de Colombia (National University of Colombia), but the bishop of Cali demanded that he return to this city, having to stop his studies.

Then, he decided to go to Mexico City, in the year 1967, to study psychology, at the Universidad Iberoamericana [Iberoamerican

University] and later on a master of science – experimental psychology, at the Universidad Veracruzana de Xalapa (Veracruzana University at Xalapa), state of Veracruz, Mexico.

In 1968, he asked the Holy See for a dispensation from his priestly vows, which was favorably resolved by Pope Paul VI. Later, in 1971, Luis Ramírez married Mercedes Patiño and returned to Colombia that same year, establishing himself in the city of Bogotá. From this union, two daughters were born.

When Luis Ramírez returned to Colombia, he became a professor at the National University, later at the Pontificia Universidad Javeriana (Pontifical Javeriana University) and Universidad de los Andes (University of Los Andes), and after that at the Instituto Colombiano de Pedagogía (ICOLPE) (Colombian Institute of Pedagogy), a part of the Universidad Pedagógica Nacional (National Pedagogical University), being one of the pioneers in the dissemination and teaching of psychology, fundamentally in the experimental analysis of behavior and in the modification of behavior. Ramírez's teaching contributed to the experimental approach of some of the faculties of psychology of Colombia.

In 1973, he founded the Centro de Educación Especial Skinner (Skinner Special Education Center) with the purpose of serving children and young people with intellectual disabilities. In this center, in addition to clinical attention to children and young people with developmental retardation, the first courses of behavior modification principles for psychology students were carried out. It is important to highlight the importance of these courses in a period of Colombian psychology history where it was being discussed whether psychologists could develop clinical interventions.

He also continued some research projects initiated with his teacher Emilio Ribes Iñesta (1944–) and with Florente López (1940–), at the Veracruzana University at Xalapa in Mexico.

Toward the year of 1976, in the company of his wife Mercedes Patiño, Luis Ramírez presented to the Ministry of National Education the project of the Instituto de Pedagogía Infantil (INPI) (Institute of Child Pedagogy). After being

approved in August of 1979, the INPI began its work with 38 students enrolled in the technical careers of special education and preschool education. A few years later, in 1984, the Corporación Universitaria Iberoamericana (Iberoamerican University Corporation) would emerge from this project.

In 1987, Luis Ramírez received the Simón Bolívar Award from the Ministry of National Education for his work as a teacher, researcher, and author in the field of behavioral sciences. He died the same year. His imprint as a transparent, frank, and direct man was so solid that he left as a legacy a work team consolidated and committed to the mission and the institutional vision of what is today the Iberoamerican University.

Luis H. Ramirez's contribution to Colombian psychology was seen in several fronts: he was the first Colombian psychologist who created a special education center where the principles derived from learning theory were used in a clinical context; he was also a pioneer in the country in teaching behavior modification courses at the higher education level. In addition, he founded two centers of higher education, INPI and the Iberoamerican University Corporation, centers that had an emphasis on the training of professionals in behavioral and health sciences.

Cross-References

► [Ribes Iñesta, Emilio](#)

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Ramírez López, Ramón Gerónimo

Born *Cabo Rojo, Puerto Rico, 30 September 1910*

Died *San Juan, Puerto Rico, 15 March 1991*

Nydia Lucca-Irizarry

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · Educational psychology · Psychological testing · Education administration

Ramón Gerónimo was the seventh child born to Mr. Abad Ramírez Bonilla and Mrs. Alejandrina López, after the birth of six girls in a row. Eight more siblings were born after him, five boys and three more girls, in a parental reproductive career span of 20 years. The family, composed of 17 members, lived in the suburban area of Miradero, Cabo Rojo, famous for its beaches, fishing spots, and beautiful scenery. The mother was a housekeeper and the father, a landlord, had business in the field of agriculture. Mr. Ramírez was also a political leader. The ancestors of the family were the Ramírez de Arellano and the López de Victoria, two of the most known and wealthy families of Western Puerto Rico in past times, originally from the Spanish royalty lineage who arrived into Puerto Rico by the sixteenth century. Both family names were shortened with the pass of the years.

After his primary years of education, Ramón enrolled in the *Instituto Politécnico de Puerto Rico* (Polytechnic Institute of Puerto Rico), a small religious institute opened in 1912 as a school, in the neighboring town of San Germán. In the *Instituto Politécnico*, he earned the BA degree in 1934, the eighth graduating class. Just after graduation, when he was 23 years old, he married to Patria Armida Tió, who happened to work on campus as secretary and treasurer of the

institution. The wedding ceremony took place in the chapel of the *Politécnico*, and it was officiated by the Reverend John Will Harris, founder and president of the institution. The couple established their household in San Germán for 3 years, having with them Patria's mother and a servant.

In 1935, Ramón moved to New York in order to pursue his first graduate degree, an MA in Psychology from New York University, which he completed in 1937. A year after, his only child, Diana Armida, was born. When Ramón returned to Puerto Rico in 1937, he was appointed to teach in the College of Education at the University of Puerto Rico, a position he held until his retirement in the early 1970s. He moved to live in San Juan in an extended family arrangement, consisting of the couple, their daughter, the mother-in-law, a 23-year-old niece who was a teacher, and a maid. In 1941, his mother died in Ramón's house in San Juan. Considered a worthy matriarch in their hometown, all political, social, and cultural activities were suspended in respect to her memory; even flags were at half-mast for 3 days in sign of mourning (Avilés, 1941). To that extent was the family respected in Cabo Rojo. Years later, Ramón became widowed.

Ramón's leadership in the field of higher education and psychology was evidenced from his achievements as an administrator, professor, researcher, and author and in his professional endeavors outside the academia. From 1946 to 1956, he was the chairperson of the General Education Department at the UPR College of Education. In that period of time he was actively involved publishing about values and testing, among other topics, and delivering invited lectures to diverse audiences, in topics such as mental hygiene, family relations, child rearing, and so forth. He translated into Spanish the following tests: Bells Adjustment School Inventory (Bells, 1934), Pintner Aspects of Personality Inventory (Pintner et al., 1937), and the Lee-Thorpe Occupational Inventory (Lee-Thorpe, 1940 in Ramírez-López, 1956). Measurement, evaluation, and testing were the core components of the courses that he taught at the College of Education (Álvarez, 2006). In 1957, he finished his EdD degree from the University of Texas at Austin,

presenting his dissertation *A comparative study of the values of teachers, students of education, and other university students in Puerto Rico*. His major field of study was Educational Psychology.

Doctor Ramírez joined Efraín Sánchez Hidalgo and other colleagues in the foundation in 1954 of the Puerto Rico Psychology Association (APPR, in Spanish). He was a member of the first Board of Directors. Around that time, he married for the second occasion with a fellow colleague doctor, Marion García Castillo. In 1959, he became the sixth president of the Association of Psychologists. As such, he represented this professional class in different international meetings, especially in Latin American countries. During his presidency of the APPR, he was very vocal on the local newspapers about the profession of psychologists and their responsibilities in modern society (Ramírez López, 1959). As a matter of fact, the 1960 annual meeting of the APPR, the convention under his presidency, was dedicated to the psychologist's functions in modern society (Roca de Torres, 2006). He also served as editor of *El Psicólogo* [*The Psychologist*], the official newsletter of the APPR during the 1960s. Dr. Ramírez was a visiting professor at the University of Wisconsin, Milwaukee (1965–1966), and the University of Maryland (1968).

Ramón Ramírez López passed away at the age of 81 years. He was survived by his wife, Marion García de Ramírez; his daughter, Diana Ramírez de Sotomayor; and his four grandchildren (Antonio, David, Ramón, and Brenda) and a great grandchild, Paulina.

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Ramírez Ruiz, Santiago

Born in Mexico City, on October 6, 1921

Died in Cuernavaca, Morelos, on April 14, 1989

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Keywords

Mexico · Psychoanalysis · Psychology of the Mexican · Cultural psychology

Santiago Ramírez Ruiz or Santiago Ramírez Ruiz Sandoval, as he also appears in some official documents, was the son of the renowned neurologist Santiago Ramírez and Margarita Ruiz Sandoval. In the years he entered college, México was a country that was in ways of consolidating his process of institutionalization and political stability, two decades after the ending of the Mexican Revolution. His enrollment in the career of medicine in the Universidad Nacional Autónoma de México (UNAM), (National Autonomous University of México) happened in 1938, setting of development of the social politics in favor of the working and dispossessed classes. He got his degree in the Facultad de Medicina [Faculty of Medicine] (FM) in 1945 with the Medical Surgeon thesis, *Estandarización del psicodiagnóstico de Rorschach (Rorschach's psychodiagnosis standardisation)*.

The attachment of Ramírez Sandoval with psychoanalysis was in the psychiatric specialty in the FM of the UNAM. His specialization in Freudian theory was held outside México, in Buenos Aires, Argentina, where he studied at the Psychoanalytic Institute during 1948 and 1952. He carried out his didactic analysis with Dr. Arnold Rascovsky and afterward with Dra. Marie Langer.

He was a professor at the UNAM at the College of Psychology from 1945 to 1984 (in 1945, it was part of the Facultad de Filosofía y Letras [Faculty of Philosophy and Literature], FFyL; in 1973, the

Faculty of Psychology was founded). He was a coordinator of clinical psychology (1966–1984); head of a laboratory at the Institute of Professional Orientation, position he held for two decades (1945–1965); tribune from which his academic contributions started under the psychoanalytic influence. During his career as a teacher, he taught Mexican culture, history, and personality; culture, psychoanalysis, and philosophy (with Ricardo Guerra); as well as seminars on psychoanalytic techniques and readings from Freud.

He evolved as the counselor for the College of Psychology from 1973 and for the Faculty of Philosophy and Literature of the same university, from 1988. In 1984 he was rewarded with the acknowledgment of Emeritus Professor at this university.

Santiago Ramírez had an outstanding participation as a member and in some cases as a founder and executive of several groups related to his expertise areas. He was a founder member of the Sociedad Mexicana de Neurología y Psiquiatría (Mexican Society of Neurology and Psychiatry). In 1952 he was part of the founders of the Grupo Mexicano de Estudios Psicoanalíticos (Mexican Group of Psychoanalytic Studies) which in 1978 changed its name to Sociedad Psicoanalítica de México (Mexican Psychoanalytic Society) (SPM). In that same year, he founded and directed the Psychoanalysis of the Cultural Expressions of the Mexican Seminar, benchmark for his relevant contributions about the psychology of the Mexican. In 1957 he joined the Asociación Psicoanalítica Mexicana (Psychoanalytical Mexican Association) (APM), in which he was also a founder and occupied several directorial positions, among those was the presidency in 1960. In 1971 he resigned from this Association. Afterward he took part and was a director and honorary member of the Asociación Mexicana de Psicoterapia Psicoanalítica (Mexican Association of Psychoanalytic Psychotherapy) as well. He was also distinguished as a member of the Asociación Mexicana de Sexología (Mexican Sexology Association) (1969).

During his facet as author, two books are noted reaching a remarkable international recognition: *The Mexican, psychology of his motivations* and *Childhood is Destiny*; publications which set

marked a universal input to the field of cultural psychology, since these helped understand the personality, philosophy, and psychic motivations either consciously and unconsciously of the Mexican in the middle of the twentieth century.

The book *A homosexual, his dreams*, in collaboration with Enrique Guarner and Isabel Díaz Portillo (1978), delved into a complex and controversial topic for the Mexican society at that time and set the basis to make “observable” sexual diversity, facing the living and dominant homophobic machismo of the Mexican culture, leaving at plain sight homosexuality as a common condition in numerous Mexican families, but commonly disregarded, censored, and repressed under the dominant Catholicism which rules the lives of Mexican people and determines their public and private behavior.

In his last book, *Reckoning* (1979), in co-authorship with Roberto Escudero and Santiago Ramírez Castañeda (his son 1945–1997), he makes a self-evaluation of his scientific work and the environment around the practice of psychoanalysis in México (Ocampo 2004).

As a lecturer he kept a formative and progressive profile for the career of psychology of the UNAM, as a true advocate of the theory and practice of psychoanalysis reaching an interdisciplinary status with his psychoanalytical, historical, and anthropological integrated approaches to the service of the understanding of the Mexican culture.

An important part of the contribution and discussion about cultural psychology of the Mexican carried out by Santiago Ramírez was his method of construction of knowledge based on his splendid work on social research through a vast collection of data, analysis, and interpretation. This established a substantial difference regarding the critical perception of the Mexican culture made by his predecessors like Samuel Ramos and Octavio Paz, with whom he discussed and debated and, in some ways, influenced his methods of understanding and explaining the psychology of the Mexican.

Some critics of his work have pointed that, despite he was not entirely aware of the complexity of the psychological and social diversity of the mentalities and cultures of México regarding the

regional and local variety which characterizes this nation, they acknowledge that his contributions determined new methodological basis, for example, how to build an intrinsic construction of the conduct and behavior of people identified with a specific culture and nationality. The view of Ramírez Sandoval about “traumas” and “signs” which bestow identity to Mexicans, surpassed the boundaries of the discipline of psychology, included as compulsory texts in the schools of social psychology, anthropology, sociology, cultural history, and philosophy.

His great input to the psychology in Mexico was constituted by diffusing into his lectures and writings the ideas and texts of Sigmund Freud (Sigismund Schlomo Freud 1856–1939) in México, as well as the introduction, teaching, and administration of projective tests like the Rorschach in the clinical and work environments. His instruction to cultural psychology to understand the personality, the unconscious, and the philosophy of the Mexican in the middle of the twentieth century is invaluable, reason why they have transcended Mexican frontiers, granting him international recognition.

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Ramos de Araújo Pereira, Arthur

Born *Pilar (Alagoas, Brazil), 7 July 1903*

Died *Paris (France), 31 October 1949*

Fernando A. Figueira do Nascimento
University of São Paulo, São Paulo, Brazil

Keywords

Brazil · Social psychology · Psychoanalysis · Psychiatry · Anthropology

Arthur Ramos de Araújo Pereira was born in 1903, in Pilar, Alagoas. Between 1920 and 1949, he published some of the first works on psychoanalysis in the country and played an important role in the constitution of social psychology and in the studies on ethnic-racial relations in Brazil (Barros, 2005).

Despite his untimely death, at age of 46, he wrote an extensive work that reflected the important themes of his time. The criticism of biological determinism and the notion of racial inferiority, as well as the criticism of the authoritarian elements present in the country – especially after the establishment of the Estado Novo (New State) dictatorship (1937–1945), were linked to his analysis on the psychic dynamism in individuals and in specific social groups. In this way, he characterized himself as an intellectual who devoted his work not only to interpreting Brazil but to finding ways to overcome its main problems.

Arthur Ramos joined the Faculty of Medicine of Bahia in 1921, and 5 years later, he received the

title of Doctor in Medical-Surgical Sciences defending the thesis entitled *Primitivo e loucura* (*Primitive and madness*, 1926), published by the Official Press of the State of Bahia. While still at graduation, he presented to his colleagues the letters received from Sigmund Freud (1856–1939), Lucien Lévy-Bruhl (1857–1939), Eugen Bleuler (1857–1939), among others, and was recognized by his colleagues as a dedicated scientist and a modern intellectual (Barros, 2005).

In his thesis, he starts from a broad research project whose object is the relationship between the psychiatry and the folklore; therefore, he elaborated the concept of primitive of folkloric unconscious: a synthesis between the interpsychic and ancestral unconscious. Following these elaborations, he defended the hypothesis that neurotic and psychotic symptoms had a transgenerational and phylogenetic basis (Ramos, 1926). In this perspective, the psychotic symptoms would return the magical-animist ancestral elements that constitute personality (Pereira & Gutman, 2007).

At the end of the Medicine course, he took on the position of assistant physician at the Hospital São João de Deus, a psychiatric asylum in Salvador, Bahia, where he carried out studies on the psychopathologies that helped him write his thesis on *A sordice dos Alienados: ensaio de uma patologia da imundice* (*The sordidness of the Alienated: an essay on a pathology of filth*, 1928) (Ramos, 1928). In this text, starting from the reading of Freud and Karl Abraham (1877–1925), he resumed the idea that the primitive aspects of the psyche found representation in cultural formations such as folklore, and that the psychopathological symptoms, like the eschatology of the alienated, would correspond to fixation points in the psychosexual development (Ramos, 1928).

Still in 1928, he became a coroner of the Medico-Legal Institute of Bahia (Instituto Médico Legal da Bahia), which was later named after Nina Rodrigues (1862–1906), a physician from the state of Maranhão, Brazil. Under the influence of reading the texts from Nina Rodrigues and Professor Estácio de Lima (1862–1906) – his successor in the chair of Legal Medicine, in the Faculty of Medicine of Bahia, he began his research on black population and African religions, as well as

his studies on forensic psychopathology and psychoanalysis.

In 1934, he published *O negro brasileiro: etnografia religiosa* (*The Black Brazilian: religious ethnography*, 2001), where he analyzed the psychological mechanisms at work in supposedly primitive cultures, in children, and in psychopathological processes. He explained that the notions of “primitive” and “archaic” did not refer to a supposedly racial inferiority, but to psychological phenomena related to historical-cultural and educational processes in the formation of population (Ramos, 2001). His elaborations was again opposed to biological determinism, although, according to Dante Moreira Leite (1927–1976), it did not escape the racism of his time, as he understood religions of African origin and non-monotheists as primitive expressions of prelogical thought.

In that same year, at the invitation of Anísio Teixeira (1900–1971), director of the Public Instruction of the Federal District, Ramos moved to Rio de Janeiro, capital of the country at that time, and began to direct the Service of Orthophrenia and Mental Hygiene [SOHM] (Serviço de Ortofrenia e Higiene Mental – SOHM), an institution linked to the Department of Education and Culture of the Federal District (Departamento de Educação e Cultura do Distrito Federal), which aimed to diagnose and correct students’ maladjustments. The SOHM was characterized as a space for the application of child psychoanalysis in conjunction with mental hygiene (Mercadante, 2015).

In *A criança problema* (*The Problem Child*, 1949), he presented a set of clinical observations from the period he was at SOHM. Social maladjustment became a fundamental concept to the notion of problem child in contrast to the previous notion of abnormal child, which meant a shift from the role of the heredity to the role of social and family conditions as determinants for the study of personality and its maladjustment (Ramos, 1949). Ramos reaffirmed his distance from the racist conceptions by expressing to a certain extent the racial prejudice of his time in the analysis of the supposed inferiority complex of the proletariat or even in the cultural and

religious hierarchy based on psychological aspects (Mercadante, 2015).

Ramos joined the Brazilian League of Mental Hygiene (Liga Brasileira de Higiene Mental), founded in 1923 by Gustavo Köhler Riedel (1887–1934), in September 1933. In the Brazilian Files of Mental Hygiene (Arquivos Brasileiros de Higiene Mental), a periodical maintained by the League, he published three articles, between 1933 and 1935, referring to psychoanalytical theory and techniques that deal with the principles of mental hygiene. In these articles, in addition to considering therapeutic and corrective actions in the childhood as fundamental for the prevention of mental illness, he outlined the intersections, potentialities, and limits between mental hygiene, psychoanalysis, and education. More than that, as a whole, he presented the possibility that the guidance of teachers on psychoanalytical theories could facilitate the identification of children's maladjustments and the correction of mild cases in the school environment.

In 1935, he analyzed African myths and states that they could only be fully understood in light of psychoanalytical theories, especially from the point of view of family romance. The doctor from Alagoas reaffirmed the idea of an ancestral element in the constitution of the collective and individual psyche and also that the role of Social Psychology would be to present the ideological aspects that expressed the racial prejudice presented in the studies that took black population as an object.

In that same year, with the creation of the University of the Federal District (Universidade do Distrito Federal), he was invited by Anísio Teixeira and Afrânio Peixoto (1876–1947), a direct disciple of Nina Rodrigues and also a member of Nina Rodrigues School, to which Ramos was also affiliated, to take on the chair of Social Psychology. Between the months of July and December, he taught the discipline of Social Psychology at the School of Economics and Law and, in the next year, he published a book resulting from his course – one of the first books published in the country that aimed to systematize the discipline of Social Psychology within the social sciences.

Social maladjustment became the main object of the psycho-sociologist's work and, when considering the collective and individual factors, the author established different perspectives for its causality: hereditary aspects, social conflicts, as elaborated by Floyd Henry Allport (1890–1978), regression and fixation to primitive stages of development, inferiority complexes, the permanence in the psyche of ancestral images, psychic atavism, in addition to educational and affective factors. Thus, Ramos defined the approaches of his social psychology: psychiatry should deal with the studies of psychopathological processes, while psychoanalysis and the scientific foundations of psychology would make it possible to identify the psychic dynamism of social groups and individuals; finally, it would be a form of applied mental hygiene.

With the closing of the University of the Federal District (Universidade do Distrito Federal), which already had the participation of social scientists who gained prominence at the time, such as Gilberto Freyre (1900–1987) and Sergio Buarque de Hollanda (1902–1982), Ramos became professor of Anthropology and Ethnography at the National Faculty of Philosophy (FNFi) (Faculdade Nacional de Filosofia) at the University of Brazil (Universidade do Brasil), where he remained between 1939 and 1949 (Barros, 2005).

In 1939, Ramos received an invitation from the head of the Department of Sociology at the Louisiana State University, Thomas Lynn Smith (1903–1976), to teach a course and seminar on the relations between race and culture in Brazil. During this period, he established contact with several anthropologists, such as Franz Boas (1858–1942) and Melville Herskovits (1895–1963), and gave lectures and courses at the Universities of Yale, Minnesota, Harvard, Utah, and Columbia (Tamano, 2013).

In the 1940s, in addition to reevaluating his works, Ramos became closer to the cultural anthropology of Boas, who was Gilberto Freyre's teacher, "(...) although he maintained the use of social psychology and psychoanalysis in his analyses" (Tamano, 2013, p. 59). It is also during this period that he maintains close relations with Abdias Nascimento (1914–2011), the Black Brazilian Front (Frente Negra Brasileira), Black

Brazilian Union (União Negra Brasileira), and the Black Club of Social Culture (Club Negro de Cultura Social).

In 1949, with the collaboration of Paulo Carneiro (1901–1982), ambassador of Brazil in the United Nations between 1946 and 1958, and the Mexican intellectual James Torres Bodet (1902–1974), Director-General of UNESCO between 1948 and 1952, he was invited to direct the Department of Social Sciences [DSS]. In that same year, in Oslo, he chaired the Conference of the International Association of Sociology on behalf of the Director-General and, in UNESCO's General Conference, defended the program of the Department of Social Sciences for the following years, which affirmed the scope of his international prestige. It was in his short period as Director of the DSS that UNESCO created the UNESCO Project, a research project on ethnic-racial relations in Brazil that in the 1950s brought together Brazilian, American, and French sociologists and anthropologists, such as Roger Bastide (1898–1974) and Florestan Fernandes (1920–1995) (Maio, 2015).

In that same year, on a Sunday night, between the 30th and the 31st of October, Ramos passed away in Paris.

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- ▶ Nina Rodrigues, Raimundo
- ▶ Riedel, Gustavo Kohler
- ▶ Teixeira, Anísio Spinola

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Ramos Magaña, Samuel

Born in *Zitácuaro, Michoacán (Mexico), on June 8, 1897.*

Died in *Mexico City (Mexico), on June 21, 1959.*

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Keywords

Mexico · Social psychology · Mexican psychoanalysis

In 1909 he entered the Colegio de San Nicolás (Saint Nicholas College) in Hidalgo where he published his first works entitled “El Crepúsculo” (“The Twilight”) and “La Fotografía” (“The Photography”) in the magazine *Flor de Loto*. He began to study philosophy at the Michoacán school, leaving his studies unfinished due to political disturbances of the time due to the conspiracies of the Mexican Revolution and the death of his father in 1917. He returned to Mexico City where he began his studies in the area of Military Medicine, of which he gave up to return to the philosophical sciences at the Escuela de Altos Estudios de la Universidad Nacional de México (School of Higher Studies of the National University of Mexico) (Martínez, 2014).

Between 1919 and 1922, he taught Introduction to Philosophy (1919), Philosophical Problems (1921), and Ethics (1922) at the *Escuela Nacional Preparatoria* (National Preparatory School). In the *Normal de Maestros* (Normal School of Teachers), he taught the subjects of Logic and Ethics. He began to collaborate in the “New National Education Project” with the Mexican politician, thinker, and writer José Vasconcelos Calderón (1882–1959) who founded the *Antorcha* magazine, in which Ramos collaborated. Later he directed the magazine, before the exile of Vasconcelos from the country, being this the project where he developed his inclination for the Philosophy of Mexican Culture. Later Samuel

Ramos wrote the texts “*El caso Strawinsky*” (The Strawinsky Affair) (1929) and “*Filosofía de la vida artística*” (Philosophy of Artistic Life) (1950) in which he described the experience of meeting Salomón Kahan (1885–1965), a Polish pianist and music critic. He also collaborated with Benedetto Croce (1866–1952), who was an Italian writer, philosopher, historian, and politician, in the preparation of the translation of his *Breviary of Aesthetics* (Martínez, 2014).

Subsequently, in 1926 he made a trip to France where he studied the philosophy of Nicolai Hartmann, Max Scheler, Wilhelm Dilthey, Edmund Husserl, Martin Heidegger, and especially José Ortega y Gasset, in addition to learning German with the intention of a deeper study of German philosophy (Magallón, 2007). Upon returning, he was appointed Oficial Mayor de la Secretaría de Educación Pública (Senior Officer of the Ministry of Public Education) and, finally, Jefe del Departamento de Cooperación Intelectual (Head of the Department of Intellectual Cooperation) in 1940.

In 1927 he made an essay on Antonio Caso (1883–1946), a Christian Mexican philosopher, who would be rector of the Universidad Nacional de México (National University of Mexico) from 1921 to 1923, and a year later (1928), he published *Hipótesis* (Hypothesis) book in which his articles published between 1924 and 1927 were compiled; hence he wrote “La Cultura Criolla” (The Creolo Culture) (1931). In the course of 1932, he published *Psicoanálisis del mexicano* (Psychoanalysis of the Mexican) and *Motivos para una investigación del mexicano* (Motives for an investigation of the Mexican) (Martínez, 2014).

In 1934 he published one of the texts that defined specific characteristics about the profile and culture in Mexico, where Ramos is given the task of interpreting Mexican history and behavior since under his analysis culture is strongly influenced by the mental structure (psychic) and historical errors. That, for him, basically hides a feeling of inferiority rooted from the moment of the conquest, where the indigenous people allowed themselves to be conquered because of this “passive” nature, although it does not exactly

mean a real inferiority. Also, it portrays the passage through independence, where the Mexican people sought to imitate the European model, forgetting the true needs of this society.

For 1920 after the Mexican revolution, it is when the Mexican begins to be interested in himself and by his own means; however, the search towards the unknown and a hostile nationalism without objectives and isolated to the rest of the world begins. Ramos describes a type of Mexican whom he calls *El Pelado* (macho) to refer to a distrustful Mexican closed off from criticism and paralyzed to self-criticism due to his high susceptibility, since to strengthen his self-perception it is necessary to convince himself of inferiority of others to him, which increases his thirst for power (Zabludovsky, 1991).

In 1945 he represented the Mexican Government in the UNESCO Constituent Conference, in the first general assembly of UNESCO in 1946 and in 1951 in the first meeting of the Inter-American Council. In 1940 he published *Hacia un nuevo humanismo* (Towards a new humanism) and in 1941 *Veinte años de educación en México* (Twenty years of education in Mexico), where it submits to a critical review the educational projects that had been launched during the previous years. In this same year, he created the chair of History of Philosophy in Mexico at the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters) of the Universidad Nacional Autónoma de México (UNAM), where he entered in 1941. In 1943 he published *Historia de la Filosofía en México* (History of Philosophy in Mexico). In 1958 he produced a compilation of Esthetics Studies from an analytical perspective, which would be published posthumously. He began his studies in the area of ontology of the Mexican, which has earned him the title of initiator in the current called *Filosofía del mexicano* (Philosophy of the Mexican) (El Colegio Nacional, 2019).

In 1944 he obtained his Ph.D. in Philosophy from the UNAM. He directed the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters) from 1944 to 1952. In 1954 he was appointed Coordinator of Humanities at UNAM, a position that he would hold until his death. Between 1954 and 1959 he participated with Eli

de Gortari and Guillermo Haro (1955) in the formation of the *Seminario de Problemas Científicos y Filosóficos* (Seminar on Scientific and Philosophical Problems); the first publication of this seminar is his own contribution entitled *Relaciones entre la filosofía y la ciencia* (Relations between Philosophy and Science). One year later (1956), he traveled to Puerto Rico as a UNAM delegate to the *Primer Seminario sobre la Historia de las Ideas en América* (First Seminar on the History of Ideas in America), and in 1957 he made a visit as an assistant to a Conference in Washington and the XII World Congress of Philosophy in Venice, in September 1958 (Martínez, 2014).

In conclusion, the writings of Samuel Ramos contribute to psychology by understanding what is “to be Mexican,” the problem of the inferiority complex, and the “feelings of inferiority” of the Mexican, who expresses himself, in the desire to disguise himself as “foreigner” and not accepting him as he is. This is understood as not being “oneself” but a “strange” other.

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Ravagnan, Luis María

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Keywords

Argentina

Luis María Ravagnan was a leading figure in the field of psychology and philosophy in Argentina during the 1950 and 1960 decades. Ravagnan played an important role in the reception and diffusion of authors of French philosophy, particularly about the existential phenomenology, which contributed to the construction of the discourses of psychology in the 1960s (Dagfal, 2012). Likewise, his work and influence in the creation of the Psychology Program at the Universidad Nacional de La Plata (National University of La Plata) (UNLP) was highlighted.

In 1940, he obtained the degree of Professor of Philosophy from the Instituto Nacional del Profesorado (National Institute of Professorship), and, according to Dagfal (2009), in 1947 he graduated as a doctor in odontology at the Facultad de Medicina de la Universidad de Buenos Aires

(School of Medicine of the University of Buenos Aires). His education in these two different fields probably shaped his performance.

His deep commitment to university life was reflected in his prolific publications, in his teaching work, and in his contributions from management tasks. His passion in education and transmission of knowledge, as well as the ability to motivate his students, has left a vivid impression: “. . . his classes were crowded, we waited on time to listen to his words” (Laría, 2015, p. 16).

In 1957, he was a professor at the Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata (Faculty of Humanities and Educational Sciences of the National University of La Plata), teaching introductory courses on Psychology and Contemporary Psychology. In 1964, he was appointed Head of the Department of Psychology of the UNLP, and during his management the *Revista de Psicología* (Journal of Psychology) was created. Between 1956 and 1958, he was in charge of the Dirección de Psicología Educacional y Asistencia Social Escolar de la Provincia de Buenos Aires (Educational Psychology and School Social Assistance Direction of Buenos Aires Province) (González, 2012).

Ravagnan’s role in the creation of the undergraduate Psychology Program at UNLP deserves certainly particular consideration.

In 1906 at the UNLP, the Pedagogical Section of the Faculty of Legal Sciences was created, directed by Víctor Mercante (1870–1934). This one attracted the interest in an experimental psychology applied to educational problems, which combined laboratory experiments with the use of statistical methods (Dagfal, 2014). This characteristic, which defined the beginning of the psychological studies at UNLP, was one of the factors that shaped the characteristics of the beginning of the professionalization of psychology at this university and the context in which Ravagnan began his influence.

In fact, experimental psychology was gradually occupying a less prominent place in scientific pedagogy. The Pedagogical Section became the Faculty of Educational Sciences in 1914 (Dagfal, 2014). The introduction of new professors in the

1920s and 1930s defined a more humanistic than scientific vocation, linked to more philosophical positions, and in the 1940s it seemed to be related to a “religious humanism” where Catholic existentialism syncretized Sartre with Saint Thomas Aquinas (Dagfal, 2014). During this period, the presence of important professors stood out, and they became prominent references for that time.

In May 1957, the Dean of the Faculty of Humanities and Education Sciences appointed a commission dedicated to draw up the first curriculum for the Psychology Higher Teacher Program. Such commission was integrated by some of the most prominent professors at that Faculty: Ravagnan, Fernanda Monasterio (1920–2006), Juan Cuatrecasas (1899–1990), and Angel Garma (1904–1933) (Dagfal, 2012; Vadura & Fernández, 2013). What seems to be undoubted (Dagfal, 2014) is that both the Faculty of Humanities and Education Sciences and the Educational Psychology and School Social Assistance Direction of Buenos Aires Province came together to demand the creation of a university program in psychology. This project was achieved in 1958 (González, 2008).

It is to highlight that the organization of the Psychology Program at UNLP was intended “to contribute to the characterization and solution of the large number of problems that arise in all the activities and conflicts inherent to man” (Monasterio et al., 1961, p. 247; translation is mine). Considering that the country needed psychologists, universities should “be in charge of educating them because they are the highest centres of cultural activity” (Monasterio et al., 1961, p. 248; translation is mine).

Ravagnan played a prominent role in the beginnings of the Psychology Program at the UNLP and in the teaching of the first courses. His teaching of the courses of Psychology I, Introduction to Psychology, and Contemporary Psychology showed theoretical plurality and the richness of his imprint in the field of philosophy. This was possible due to his extensive knowledge of French culture and authors, such as Bergson and Merleau Ponty, as well as the scientific and

humanist project and also his interpretation of psychoanalysis, which was biased by his adscription to existentialism and phenomenology. He integrated all these approaches in the comprehension of the behavior, which he proposed to be an “I-You” experience (Klappenbach, 2009; Dagfal, 2014).

From the very beginnings of the UNLP Psychology Program, it was provided a balanced and comprehensive training in the knowledge of the “individual being,” with the aim of helping in the realization of the person (Monasterio et al., 1961).

Ravagnan’s intellectual trajectory, with his contribution to the field of philosophy and psychology, was of great relevance. Perhaps one of the distinctive characteristics of Ravagnan was the relationship and importance that he gave to philosophy in the general framework of science, and particularly in the framework of psychology, considering the close relationship between science and philosophy both in its contents and its methods, as he stated in his works (Ravagnan, 1948, 1965).

Ravagnan’s psychological approach, enriched by the speculative contributions of an anti-positivist philosophy (Vilanova, 2003), was opposed to any conceptual reductionism, in the attempt to understand man and his behavior. His anthropological conception recognized the biopsychological totality in relation to the world (Ravagnan, 1952). From this point of view, he proposed to reintegrate aspects of psychology, which until that moment had been disaggregated because they presented segmented aspects of the human being.

Luis María Ravagnan, was a man of great trajectory and prolific in actions committed to the field in which he worked.

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- ▶ Garma, Angel
- ▶ Mercante, Víctor
- ▶ Monasterio Cobelo, Fernanda

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Reca, Telma

Born **Buenos Aires, (Argentina), 8 January 1904**

Died **Buenos Aires, (Argentina), 16 June 1979**

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Keywords

Argentina · Psychiatry · Psychology · Mental hygiene · Child guidance

Argentine physician, specialized in child and adolescent psychiatry. In contrast to early twentieth-century psychiatry, she emphasized the influence of environmental conditions on psychological development and on the potential for adaptation to social life. She developed a psychotherapeutic model inspired by the principles of Mental Hygiene, which in turn incorporated consideration of the subject's inner conflicts. She planned to integrate medicine, psychology, and psychoanalysis under a single conception of scientific knowledge based on plurality of approaches and theories, progress, and critical perspective.

She had an initial interest in arts and philosophy but then she studied medicine at Universidad de Buenos Aires (UBA) [University of Buenos Aires] at a time when women's access to and success in a medical program was almost unheard of (Ramacciotti & Valobra, 2011; Reca, 1979). She graduated in 1928 and between 1929 and

1937 was a physician at the UBA's Hospital de Clínicas [Clinical Hospital] in the Chair of Paediatrics under Professor Mamerto Acuña (1875–1957). Her interest in psychology and child and adolescent psychiatry allowed her to link her humanistic leanings with her medical training. In 1930, she travelled to the United States on a scholarship from the Institute of International Education and Vassar College, New York, where she obtained a Master of Arts in 1931. There she researched juvenile delinquency and visited Juvenile Courts and Child Guidance Clinics based on those experiences she completed her doctoral dissertation, "Juvenile Delinquency in the United States and Argentina," submitted to the UBA in 1932. The supervisor of her PhD was the psychiatrist Nerio Rojas (1890–1971) and it enabled her to earn the Eduardo Wilde Prize. Her thesis expounded a conception of juvenile delinquency as a socio-medical problem linked to the living conditions of the poorest sectors and proposed solutions based on social and educational reforms (Reca, 1963; Stewart de Costa et al., 1992).

Reca showed from the beginnings a certain social concern that led her to approach the problem of child development based on the ideas and practices of the Mental Hygiene Movement (Borinsky, 2009). Between 1932 and 1937, she taught on the Hygiene Visitors course of the Institute of Hygiene in the UBA's Faculty of Medical Sciences and eventually became the Institute's deputy director. In 1934, she opened the Mental Hygiene Clinic of the Chair of Paediatrics, located at the Clinical Hospital. The Clinic was a pioneering initiative in outpatient care for a wide range of behavioral disorders (enuresis, learning difficulties, eating disorders) that could not be classified as cognitive deficits (retardation, mental debility, idiocy) or serious breaches of the law. In its early days, the clinic's work followed the model of the United States' Child Guidance Clinics. It proposed treatment focusing on prevention of and intervention in environmental factors through prescriptions and counseling. In 1937, Reca published *Personality and behaviour in the child: The principles of mental hygiene as*

guidelines for education in childhood, her first parent-oriented work to be widely disseminated.

Between 1937 and 1948, she headed the Abandoned, Sick and Abnormal Children Division (later referred to as the Second Childhood Division) of the Dirección de Maternidad e Infancia [Directorate of Maternity and Childhood] of the Departamento Nacional de Higiene [National Department of Hygiene] (Foradori, 1939). In such position, she promoted the development of technical reports on the situation of child protection institutions and conducted research into the neuropsychological development of children attending them in order to plan far-reaching social policies (Briolotti, 2015; Ramacciotti, 2018).

Her training in the United States continued in the following decades. Between December 1942 and April 1943, with Rockefeller Foundation support, she visited the Judge Baker Guidance Center in Boston, the Philadelphia Child Guidance Clinic, the Department of Paediatrics at New Haven General Hospital in Yale University, the Cornell Medical Center, and the Department of Paediatrics of Johns Hopkins University in Baltimore, directed by child psychiatrist Leo Kanner (1894–1981).

In 1942, the Mental Hygiene Clinic expanded its facilities and was renamed the Centre for Psychology and Psychiatry. Reca received Rockefeller Foundation funding to research the findings of the psychotherapeutic treatments performed there. She published results of this work in 1951 in the book *Psychotherapy in Childhood*, which expounded a psychotherapy aimed at releasing affective obstacles, conflicts, and blocks, while, at the same time, educating and re-educating parents (Reca, 1943). The progressive incorporation of psychoanalytical ideas into her model accentuated Reca's interest in child personality and the way children processed external influences. The focus was thus placed on children's inner worlds in order to transform their relations with the outside world. In any case, this idea of transforming the subject's inner world coexisted in Reca's model with the need to introduce environmental changes (family, school, social life, and so on) (Borinsky, 2009).

In 1955, Reca again visited the United States, where she worked as a supervising psychiatrist at St. Luke's Hospital in Columbia University and the Northside Center for Child Development in New York. After her return to Argentina in 1957, she joined the committee of professors responsible for developing the project to set up the undergraduate Psychology program at the UBA. Between 1957 and 1966, she was the Full Professor in the chairs of Childhood and Adolescent Psychology and Clinical Child Psychology. In those years, the Centre for Psychology and Psychiatry separated from the Chair of Paediatrics to become the UBA's Department of Development Age Psychology and Psychopathology, home to the chairs of Child Psychiatry in the postgraduate Specialization in Psychiatry and of Clinical Child and Adolescent Psychology in the undergraduate Psychology program. In 1966, Reca and other colleagues left the university after the military coup led by General Juan Carlos Onganía (1914–1995). In 1967, she founded the Centro de Estudios Médico-Psicológicos de la Niñez y Adolescencia [Child and Adolescent Medico-Psychological Study Centre] (CEAM) in order to continue privately her care, teaching, and research activities started at the university, interrupted by the military regime (Reca, 1963; Stewart de Costa et al., 1992).

During the 1960s, she developed a theoretical approach which she characterized as *genético-dinámico-profundo* [genetic-dynamic-deep] and systematized in her work, *Psychology, Psychopathology, Psychotherapy* (1973). In such approach, *genetic* referred to the total development which, unlike in psychoanalysis, did not focus exclusively on psychosexual development and the first 5 years of life. The *dynamic* dimension postulated the existence of an interplay of forces in three areas: the outside world, the child's inner world, and the inter-relationship of both of them. Last, *deep* referred to the consideration of lesser-known, difficult-to-access aspects of the mind. From such a perspective, Reca characterized the therapeutic relationship as a corrective and constructive emotional experience intended to promote the expression of deep conflicts (Stewart de Costa et al., 1992).

Telma Reca promoted the development of psychiatry and child and adolescent psychology in Argentina. She made fundamental contributions to the study and treatment of psychopathological problems in children and adolescents, which, until the 1930s, had been almost exclusively interpreted in terms of antisocial behavior or mental impairment. She introduced and disseminated the concept of dynamic psychopathology in Argentina, combining psychoanalytic, experimental, and genetic approaches. Under her administration, the Centre for Psychology and Psychiatry became a sought-after training locus for those interested in child psychiatry and its in-take included students from Chile, Brazil, and Colombia. It also became one of the professional spaces for the training and practice of the first generations of undergraduate psychology program students and young graduated psychologists from the UBA.

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Reidl Martínez, Lucy María

Born *in Mexico City, on August 15, 1944*

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Keywords

Mexico · Psychology of emotions · Cognition · Creation of plans and programs · Jealousy · Envy

She began her undergraduate studies in Psychology in 1963, at the then Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras, FFyL (Faculty of Philosophy and Humanities) at the Universidad Nacional Autónoma de México, UNAM (National Autonomous University of Mexico). In addition to a bachelor's degree (1969), she obtained a master's degree in Social Psychology (1985) and a doctorate in Psychology (2002) at the Facultad de Psicología (Faculty of Psychology) (UNAM), where she received the Medalla “Alfonso Caso” [“Alfonso Caso” Medal] for her brilliant performance as the most distinguished graduate. All these studies were obtained with an Honorable Mention and a Suma Cum Laude Bachelor's Degree.

She has distinguished herself for her extensive academic and scientific career at UNAM,

developed particularly in Social Psychology, in which she has worked tirelessly for more than 50 years.

Reidl began her teaching career in 1969 as a temporary teacher; later in 1970 he was a part-time teacher. And from 1971 she was a full-time professor, becoming Professor C of the División de Estudios Profesionales (Division of Professional Studies) of the Facultad de Psicología (Faculty of Psychology) of the UNAM, from 1990. Since 2005, she was distinguished with the D level in the Programa de Primas al Desempeño del Personal Académico de Tiempo Completo (Premium Program to the Performance of Full-Time Academic Staff, PRIDE). Her high level of productivity and the quality of her research work made her a creditor of level II in the Sistema Nacional de Investigadores (National System of Researchers, SNI) of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology, CONACYT), since 2004.

She has received several awards and recognitions, among them Premio Dr. Rogelio Díaz Guerrero (Dr. Rogelio Díaz Guerrero Award) for Psychosocial Research and Ethnopsychology (2010) (granted by the Asociación Mexicana de Psicología Social (Mexican Association of Social Psychology, AMEPSO), Distinción de la Cátedra Extraordinaria “Maestro Ezequiel A. Chávez” (Distinction of the Extraordinary Chair “Maestro Ezequiel A. Chávez”) from the Universidad Latina de México (Latin University of Mexico), Celaya, Guanajuato, 2009; Recognition for the outstanding work as president of the Asociación de Facultades, Escuelas e Institutos de Psicología de América Latina (Association of Psychology Faculties, Schools and Institutes of Latin America), Cuba, 2009, and Premio Nacional de Psicología (National Award of Psychology) by the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for the Teaching and Research in Psychology, CNEIP) in 2007.

Diversification in different fields and paradigms has allowed her to be an excellent high-level teacher and researcher who has been able to articulate evaluation, research, and dissemination. Reidl began her work in General Psychology in

high school and then continued in social psychology and in cognitivism, having, as lines of research, emotions and culture, measurement and evaluation, and health psychology.

She has made fundamental contributions to the three substantive functions of UNAM: teaching, research, and dissemination of culture. In teaching, her career at UNAM began in 1969; subjects were taught at the Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) of the UNAM until 1990. As of September 27, 1990, she changed her assignment to the División de Estudios de Posgrado (Division of Postgraduate Studies) at the Facultad de Psicología (Faculty of Psychology), UNAM. Up to now, she has taught more than 240 curricular courses at the undergraduate; master’s degree levels in the social, clinical and health areas; and in the doctorate both at the Facultad de Psicología (Faculty of Psychology) and at the Facultad de Medicina (Faculty of Psychology) at UNAM on very diverse topics related to the Methodology and Statistics areas, with an emphasis on measurement and evaluation, research methodology, and multivariate designs.

Her vocation for teaching and research has allowed her to train high-level human resources and work independence; she has directed 147 theses of which 91 are for bachelor’s degrees, 44 for masters, and 12 for doctorates, many of which have received honorable mention. She has participated in more than 122 postgraduate thesis committees and as synodal in numerous undergraduate (222) and postgraduate (142) exams.

She is fluent in several languages, Danish, English, and Russian which led her from an early age to translate and technically revise books that were necessary to promote Psychology in Mexico [e.g., she translated the book *Conceptual Approach to Behavioral Research* by Fred Nichols Kerlinger (1910–1991; Kerlinger, 1981) and did the technical revision of the book *Fundamentals and Techniques of Attitude Measurement* by Robyn Mason Dawes (1936–2010; Dawes, 1975)].

Her strong background in psychology met many of the expectations of a high standard psychologist. In the area of dissemination, she has presented more than 200 lectures at national and international conferences, which have had an impact on the training of undergraduate and graduate students within the different fields of psychology.

The training of human resources that have spread psychology as a science and profession also stands out. With this work in the training of human resources, she has been a reference in Psychology in different national and international institutions and in the field of training and research in the area, positioning herself as a high-level researcher in the country and internationally.

Regarding the contribution in research, she has trained, advised, and collaborated in the creation of research teams that now work independently and successfully in various national and international universities. Her vocation for research and teaching has borne many fruits. To date, she has developed 16 research projects funded by PAPIIT, CONACYT, and the Fundación UNAM (UNAM Foundation), in which she has worked alongside undergraduate, master's, and doctoral students, who have been incorporated into them and have had a great social impact.

Her outstanding career in research and teaching is also reflected in her numerous publications. She is the author of 70 articles and 55 book chapters and has published 64 books, as well as 60 extensive abstracts. Her books include *Juventud, cultura y consumo de sustancias en contextos escolares* (Youth, culture and substance use in school contexts) (Reidl & González, 2011), *Celos y Envidia: emociones humanas* (Jealousy and Envy: human emotions) (Reidl, 2005), and *Teorías de la Personalidad* (Theories of Personality) (Cueli & Reidl, 1972/Cueli, Reidl, Martí, Lartigue & Michaca, 1999, Fifth reprint). Many of them are currently classic textbooks in psychology and marked a milestone in the history and teaching of Psychology in Mexico.

Her outstanding work also includes her participation in numerous collegiate bodies of the University, such as the academic committees at the

Facultad de Psicología (Faculty of Psychology), Facultad de Estudios Superiores Zaragoza (Faculty of Higher Studies Zaragoza, FES-Zaragoza), Comisiones Programa de Primas al Desempeño del Personal Académico de Tiempo Completo (Commissions for the Performance Bonus Program for Academic Time Staff Complete, PRIDE), Programa de Apoyo a Proyectos de Investigación e Innovación Tecnológica (Support Program for Research and Technological Innovation Projects, PAPIIT), National Council of Science and Technology, CONACYT, Fondo Sectorial de Investigación en Salud y Seguridad Social (Sectorial Fund for Research in Health and Social Security), Secretaría del Trabajo y Previsión Social (Ministry of Labor and Social Welfare), Programa de Apoyo a Proyectos Institucionales para el Mejoramiento de la Enseñanza (Project Support Program Institutions for the Improvement of Teaching, PAPIME), and Programa de Apoyo a la Incorporación del Personal Académico de Tiempo Completo (Support Program for the Incorporation of Full-Time Academic Staff, PAIPA). She has been a member of various ruling commissions, both in the Faculty of Psychology and in other entities of the UNAM, within these collegiate bodies. She has also been representing the Faculty of Psychology, as a jury for various awards and committees, and has been part of editorial committees in various magazines and has collaborated in the organization of national and international academic meetings.

She has also actively participated in the review of study plans and programs at the Faculty of Psychology, both undergraduate and graduate. Note that during her tenure the new study plan (2008) for the Facultad de Psicología [Faculty of Psychology] was approved. She served as a Member of the Comisión del Cambio Curricular (Curriculum Change Commission) (2008). She participated in the process of reviewing the Operational Norms of the Programa de la Coordinación del Programa de Maestría y Doctorado en Psicología (Coordination Program of the Master's and Doctoral Program in Psychology) (2008). She developed the program of nine subjects in the field of Clinical and Health Psychology (2008), participated in the process of Adaptation of the Study

Plans of the Coordination Program of the Master and Doctoral Program in Psychology (2008), and participated in the Commission for Expanded Curriculum Change Faculty of Psychology, at National Autonomous University of Mexico (2006). This commitment to the institution and her contributions to programs based on her vast experience have led to the spread of Psychology in Mexico nationally and internationally.

Reidl has actively participated in different academic societies, such as the Sociedad Mexicana de Psicología AC (Mexican Society of Psychology, SMP), the American Psychological Association (APA), the Asociación Mexicana de Psicología Social (Mexican Association of Social Psychology, AMEPSO) (President 2008–2010), the Colegio de Psicólogos Sociales (College of Social Psychologists) of the Faculty of Psychology of the UNAM, the Colegio Nacional de Psicólogos (National Board of Psychologists, CONAPSI) (President, 2003–2005, and founding member), and the Sociedad Interamericana de Psicología Interamerican Society of Psychology, SIP).

She has held various academic-administrative positions, with a high commitment and responsibility for the UNAM in general and for the Faculty of Psychology in particular, such as Secretaria del Profesorado del Colegio de Psicología de la Facultad de Filosofía y Letras (Secretary of the Faculty of the College of Psychology of the Faculty of Philosophy and Humanities) (1970–1972); Secretaria Auxiliar de la Coordinación del Colegio de Psicología (Assistant Secretary of the Coordination of the College of Psychology) at the Faculty of Philosophy and Humanities (1972–1973); Secretaria Escolar (School Secretary) of the Faculty of Psychology (1978–1979); Jefe del Departamento de Psicología Social de la División de Estudios Profesionales (Head of the Department of Social Psychology of the Division of Professional Studies) (1979–1982); Coordinadora de Investigación del Departamento de Psicología Social. Facultad de Psicología. División de Estudios Profesionales (Research Coordinator of the Department of Social Psychology. Faculty of Psychology. Professional Studies Division) (1986–1990);

Secretaria General (General Secretary) of the Faculty of Psychology, UNAM (1990); Directora (Director) of the Faculty of Psychology, UNAM (2001–2009); and Coordinadora del Consejo Académico de Ciencias Sociales (Coordinator of the Academic Council of Social Sciences, CAACS), UNAM (2011–2016).

Her constant work in teaching and research was not only limited to the work itself but also left a personal and close mark on each of her students, for her human and maternal treatment and she knew how to amalgamate work and personal relationships between peers.

In 2020, she retired from UNAM, where her work left a legacy and a deep mark on the life and academic work and research of Psychology, which has transcended nationally and internationally.

Reidl has stood out for her work in psychology, the influence of her thought and work, and research and activities that contributed to the beginning and development of psychology, whose current social impact is standing.

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Rey Álvarez, Sara

Born *in Uruguay, July 20, 1894*

Died *in Uruguay, August 20, 1949*

Santiago Andrés Navarro
Universidad de la República, Montevideo,
Uruguay

Keywords

Uruguay · Feminism · Pedagogy ·
Psychoanalysis · Literature

Sara Rey Álvarez studied philosophy at the Institut de Hautes Études (Institute of Advanced Studies) from Brussels and psychology at the London University in the second half of the 1920s. In 1928 she returned to Uruguay. These first years since her return would be the ones in which she would have the most public visibility, due to her participation in the suffragist movement, becoming the general secretary of the Alianza Nacional de Mujeres (Women National Alliance), hereditary organization of the Consejo Nacional de la Mujer (Women's National Council). Her education allowed her to occupy a relevant position in the State as a member of the Patronato de Delincuentes y Menores (Patronage of Criminals and Minors) between 1929 and 1933 (Scarone, 1937).

She was very close to the leader Dr. Paulina Luisi (1875–1950), who found in Sara Rey a spokesperson in the different discussions in the feminist movements. In 1932, when the feminine vote was approved Luisi, undisputed leader of Uruguayan feminism, was in Europe, and Sara Rey was one of the women that subrogated her leadership in Uruguay. In the same year she founded the Partido Independiente Demócrata Feminista, PIDF (Independent Democratic Feminist Party), strongly linked to the magazine *Ideas y Acción* (Ideas and Action), instrument in which Sara Rey deployed through good part of her political positions. The creation of the party distanced her from Paulina Luisi's positions, who prioritized other strategies in order to continue with women's political conquests. The PIDF in the beginning was close to the then President and later Dictator Gabriel Terra (1873–1942) through the personality of Sofia Álvarez Vignoli de Micheli (1899–1986) who participated in the beginning of the party. Nevertheless, both in Sara Rey's resignation to the Patronage of Criminals and Minors three months after the putsch in 1933, and in the nonappearance of Sofia Álvarez Vignoli in the lists of PIDF in the elections of 1938, a distancing between Terra and the PIDF can be observed (Lavrin, 1995). The party presented lists in the provinces of Montevideo and Canelones in the elections of 1938, obtaining a meager vocation being the end of the party and

also of the public participation of Sara Rey in the partisan political terrain. Her participation in feminist movements has been mainly resumed by historians since then (Bonansea-Aguirre, 2017; Cuadro-Cawen, 2016; Lavrin, 1995).

In the psychology field she published about ten articles in education and pedagogy journals throughout her life. Already in her first publication of 1925 titled *Psychologie différentielle des sexes* (Differential psychology of sexes), she presents an essayist style based on putting different authors in tension around a subject. Such strategy can be found in all her academic work. In the three lectures she gave at the Universidad de la República (University of Republic) in 1928 upon her return to Montevideo it is possible to find an interest in incorporating psychological knowledge and practices into different institutions within the public administration, fundamentally in the education field.

Both her manual entitled *Introducción a la Psicología* (Introduction to Psychology) (1932) and *Curso Elemental de Filosofía* (Philosophy Elemental Course) (1947) showed an intellectual who was in contact with the theoretical and conceptual developments of her time in the fields of psychology, philosophy, and pedagogy. Such updated knowledge on her fields seemed to come from her early education in Europe. William James (1842–1910), Henri Bergson (1859–1941), William McDougall (1871–1938), Théodule-Armand Ribot (1839–1916), Alfred Binet (1857–1911), Edward Titchener (1867–1927), and Sigmund Freud (1856–1939) are a few of the most referenced authors in her published work and her lectures, demonstrating a deep knowledge of their works. Sara Rey Álvarez emphasized the tensions and differences in the different approaches, and sometimes offering its own synthesis.

In the case of her reading of Sigmund Freud, at least two aspects were original. On one side, her essay *El freudismo en la literatura contemporánea* (Freudism in contemporary literature) (Rey Álvarez, 1929) would probably be the first national publication in which ties between psychoanalysis and literature are established, without resorting to the enforcement of

psychoanalytic theories to literature characters or authors. Her focus is observing the influence of Freud's work in European literature in the beginning of the twentieth century. On the other hand, unlike medicine and psychiatry at the time which mainly incorporated or discussed psychoanalysis as a psychological knowledge isolated from its method, Sara Rey Álvarez emphasized in 1932 that the greatest accomplishment that Freud made was developing a therapeutic and investigation method for the knowledge of unconscious processes.

Despite the complexity of her works and the consistency and breadth of her education, she did not play a leading role in the institutionalization of psychology in Uruguay, and her work was not taken up again in the field of psychology until the present day.

Her position contrary to dogmatism, especially in the area of religion and knowledge, along with some positions initially contrary to the decriminalization of abortion, could lead to categorize her work inside of liberal feminism. Nevertheless, in her last work *Antinomias de la convivencia humana* (Antinomies of human coexistence) (1944), a commitment to cooperativism and a distrust toward the market and political organizations under the form of parties can be found, which could introduce nuances in such categorization.

She published two realistic novels *Proyecciones* (Projections) (1936) and *Refugio en el bullicio* (Refuge in the bustle) (1942), both awarded by the Ministerio de Educación Pública (Public Instruction Ministry). In them she explored from a realistic and psychological point of view the life of women in the first half of the twentieth century, paying special attention to the topics of education, erotism, and power in relationships. Both novels included aspects strongly linked to her own biography, such as discussions with the Catholic Church and with men within political parties.

She served as a philosophy and psychology teacher in high school education and in the training of teachers.

Sara Rey Álvarez collaborated significantly in the psychology discussion in different areas of

society. In her specific work in the field of psychology, in her participations in the first line of public debate about women's place, in her academic work and political participation in the field of education, in her literary review essays, and in her fiction works, she promoted the validation and incorporation of psychological knowledge in multiple settings of Uruguayan society on a par with other scientific knowledge.

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Rey, André

Born in *Lausanne (Switzerland)* on *November 10, 1906*

Died in *Geneva (Switzerland)* on *June 27, 1965*

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Keywords

Switzerland · Brazil · psychology of learning · founding of professional associations

Son of Armand C. Rey (?-?) and Amélie L. Egly (?-?), married to Brazilian educator Teresinha Rey-Pinto (1929-), founder of the Instituto Pestalozzi de Goiânia (Pestalozzi Institute of Goiânia), in the State of Goiás, Brazil. André Rey's mother, an educator, was interested in the ideas of the German pedagogue Friedrich Froebel (1782–1852), and encouraged her children, André and his sister Annie, to interact with nature from an early age. As a child, Rey practiced mountaineering and cultivated nature observation, having set up a laboratory in his home for dissecting small animals.

André Rey obtained a professor's diploma from the *École Normale Vaudoise* in 1926, and subsequently licentiates in the Social Sciences – emphasis on Pedagogical Sciences (1929) and Sociology and History (1930) from the *Université de Lausanne*, Switzerland. Between 1929 and 1935, he became a volunteer assistant of Édouard Claparède (1873–1940) at the *Institut Jean-Jacques Rousseau*, at the time already part of the *Université de Genève*, substituting Helena Antipoff (1892–1974), who had withdrawn to take up professional positions in Brazil. At that time, he collaborated with the master in the publication of the periodical *Archives de Psychologie* and deepened his studies and research in experimental

psychology taking on different themes such as the illusion of weight in abnormal subjects and the maternal instinct in Guinea pigs. From 1933 on, he led the medical-psychological consulting section of the *Institut Jean-Jacques Rousseau*. He defended his doctoral thesis in 1934 at the *Université de Genève*, having adapted tests utilized on primates to study practical intelligence in children. The thesis was published in Paris by Alcan Publishers, in 1935, with a preface by Jean Piaget. The methods of study of the cognitive processes developed in it were also utilized in the study of cranial traumas at the *Hôpital Cantonal de Genève* (Geneva Canton Hospital). He then became a *privat-docent* at the *Faculté de Lettres, Université de Genève*, charged with the courses on psychological techniques at the *Institut Rousseau*, through recommendations from Édouard Claparède and Pierre Bovet (1878–1965).

In 1937, he did an internship at the physiological psychological laboratory directed by Karl Lashley (1890–1958), at Harvard University, with a scholarship from the Rockefeller Foundation for Medical Sciences. Returning to Geneva, he continued to collaborate at the clinical psychological laboratory of the neurological service of the *Hôpital Cantonal de Genève* (Geneva Canton Hospital), having succeeded Claparède in the direction of this Laboratory after 1940. He then dedicated himself to clinical psychology, to applied psychology and to professional guidance, and built up a series of instruments and an original methodology for psychological examination, a sort of “fine neurology,” in his own words (Rey, 1958, 1990). As a member of the faculty of the *Institut Rousseau*, he contributed to the establishment of a new program at the University, entitled “Psychology applied to the clinical treatment of children,” focused on professionalization in applied psychology, offering disciplines in the fields of techniques of psychological examination, psychology of the child, and clinical psychology. At that time psychology was set apart from pedagogy in the ambit of the *Université de Genève*, initiating the process of the building of the profession of psychologist, in view of the scientific evolution of the area, social demands, and the need to legitimize the work of professionals

(Hofstetter, 2010). Rey then published, in the first issue of the *Revue suisse de psychologie et de psychologie appliquée*, an article in defense of the formation of psychologists at university level, and of the legal recognition of the profession.

In 1943, he became Secretary of the *Société Suisse de Psychologie*, under the presidency of Jean Piaget (1896–1980). Following that, he published in 1947 the two volumes of his studies on psychological insufficiency – *Études des insuffisances psychologiques* (Vol. 1: *Méthodes et problèmes*, Vol. II: *Le diagnostic psychologique*). His leadership of the movement for the professionalization and qualification in psychology was responsible, in 1949, for Rey being appointed professor of Applied Psychology at the *Université de Genève*, and successively associate professor at the Faculty of Science (1955) and titular professor of Physiological Psychology at the Faculty of Medicine at the same university. He also acted as counsellor at several non-university institutions, such as the Geneva *Office de Formation et d’Orientation Professionnelle* (Professional Guidance and Training Office) and the *Association Genevoise de Parents d’Enfants Mentalement Déficients* (Genevan Association of Parents of Mentally Deficient Children) (Hofstetter et al., 2012).

Among his international activities, his visit to Brazil in 1956 stands out, at the invitation of Helena Antipoff, to give a course of Psychology of Learning promoted by the Psychology Laboratory of the Higher Institute of Rural Education, located in Ibirité, Minas Gerais. The course, organized as a specialization, contributed to the formation of one of the first groups of Brazilian professionals legally recognized as psychologists, when the profession was recognized and regulated in Brazil in 1962. The course dealt with the General and Comparative Psychology of Learning, covering aspects of genetic psychology, mental development and differential psychology, the psychology and psychopathology of learning. On this occasion, in a talk given to teachers on courses for primary-teacher training (*Normal School*), Rey defined psychology as the science of behavior and suggested that its teaching in teacher education courses should cover the organic and social

conditioning factors, processes of acquisition, conservation and regulation, and evolutionary forms and anomalies of behavior. Behavior should be broken down into exteriorized or interiorized behavior, introspection being the proper method for the study of this latter while the study of exteriorized behavior should be done using experimental methods. Also in Minas Gerais, Rey participated in the foundation of the Psychological Society of Minas Gerais, in 1956, having suggested carrying out studies on psychosocial questions of interest for the country (racial questions, popular religions, slum populations), experimental studies utilizing native animals as Guinea pigs – armadillo, snake, local birds – and the professionalization of psychologists in specialties such as orthophonology, reading disorders, psychomotor re-education, clinical psychology, psychotechnics, and professional guidance (Campos & Lourenço, 2001).

On his return to Europe, he also lectured at the Université de Lyon, where he was awarded the title of *Doctor Honoris Causa* in 1961. Between 1930 and 1965, he published more than 170 works in the areas of clinical psychology, neuropsychology, experimental, and compared psychology.

His book on psychological deficiencies was translated into Portuguese in 1960 by Maria Antonieta Bianchi (Rey, 1960). Centered on the etiology and diagnosis of psychological disorders, the work covers psychological and psychophysiological aspects of these anomalies, stages in their analysis, the available psychological and psychometric methods, and their ranges and limitations.

Recently the works of André Rey have aroused renewed interest for their contribution to psychological evaluation and neuroscience, with translations in countries in Eastern Europe (Hungary, Poland, Czechoslovakia, and Romania), in the United States (through the Psychological Assessment Resources, Inc.) and in Brazil, where the publisher *Casa do Psicólogo* published, in 1998, the test “Complex Figures of Rey”. In 2014 the test was published again, with a Brazilian adaptation by Margareth da Silva Oliveira and Maisa dos Santos Rigoni, valid until 2025. In Paris, in 1998,

the book *La Figure de Rey: Une approche de la complexité* (The Rey Figure: an approach to complexity), organized by Philippe Wallon and Claude Mesmin, came out, published by Les Pluriels de la Psyché, containing commentaries on Rey’s work and a bibliography of more than 300 titles related to it. The psychologist’s collection was donated by his wife to the *Université de Genève* in 2002 and currently constitutes the *Fonds André Rey* (<https://www.unige.ch/archives/aijtr/fonds/reyl/>), under the guardianship of the *Archives de l’Institut J.-J. Rousseau*.

Cross-References

► Antipoff, Helena Wladimirna

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Reyes Lagunes, Lucina Isabel

Born *in Tampico, Tamaulipas, Mexico, on July 8, 1942*

Died *in Mexico City, Mexico, on March 4, 2020*

Rolando Diaz-Loving
National Autonomous University of Mexico,
Mexico, Mexico

Keywords

Mexico · Personality · Culture · Test theory · Measurement · Ethno-psychometrics

The academic work and legacy of Lucina Isabel Reyes Lagunes are an essential portion of psychology in Mexico. Teacher, professional, and researcher describe her full and productive contribution to the field.

Isa, as she was known to her friends, strived diligently to train generations of very successful practitioners and researchers with whom she shared knowledge, experiences, and conceptual and methodological competence. Dozens of students became capable, sensitive, relevant, and original professionals and researchers as a result of her teachings. As for her research, she made important contributions to the fields of ethno-psychometrics, cross-cultural psychology, social psychology, personality psychology, educational psychology, and political psychology. Her work is an inevitable reference in the psychological literature.

Her basic education takes place in the north of the Mexican Republic, to later continue with the baccalaureate school in Mexico City. In 1961, she entered and completed her undergraduate studies in psychology at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM), in the College of Psychology of the Facultad de Filosofía y Letras (Faculty of Philosophy and Letters). She was part of the second generation of the career in Mexico, receiving the bachelor's degree with honorable mention in 1965. Starting as an undergraduate student, she was already a teaching assistant and taught psychometrics. She was also able to collaborate and be influenced by great professors and researchers, among them Dr. Rogelio Diaz Guerrero (1918–2004) of the UNAM and Dr. Wayne Holtzman (1923–2019) from the University of Texas at Austin, to name just a few. Some years later, she rounded up her training by earning a PhD in social psychology in 1982 from UNAM, along with postdoctoral studies at the University of Texas at Austin and San Antonio in the United States of America. As part of her doctoral thesis, the role of field independence-dependence on the capacity of rural primary school teachers became deeply clear. The result indicates that more than 90% of the teachers in these schools were deeply field dependent, giving them competence to

instruct the subjects of history, geography, and Spanish, which require a holistic perspective. However, field dependence is also closely related to the difficulty involved in teaching subjects related to mathematics which requires an analytic perspective that considers the components of a whole rather than the integrated whole.

Every time Isabel Reyes Lagunes was asked what her greatest passion is in life was, her unequivocal and constant response was to be a teacher. Her teaching and research career was characterized by the affection, commitment, and dedication with which she trained her students. After her work as an assistant professor, in 1968, she attained the position of assistant professor at the Colegio de Psicología (College of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) at the UNAM.

After 52 years, and after teaching more than 35 different subjects at the bachelors, masters, and doctoral programs, and after having directed more than 100 theses at all 3 levels, she became the second female Emeritus Professor of Faculty of Psychology of the UNAM. In fact, 46 undergraduates, 65 masters, and 49 doctoral students have completed their thesis under her direction. Most of her students successfully carry out management, teaching, research, and professional position throughout Latin America. In addition, her theoretical and methodological sapience has led her to create and advise successful autonomous research groups in various universities.

The pillars of her teaching focused on psychometrics. Thus, the curricula about measurement theory and psychometrics always went through her diligent advice. At the same time, not only did she create the relevant curriculum, she trained the teachers that then taught the subjects. As for the conceptual framework, her orientation always led to the promotion and recognition of sociocultural variables that made psychological theories relevant and coherent in the contextualized reality of indigenous populations.

Her research interests focus on two major areas. On the one hand, she was a relentless researcher on the impact of culture on individuals and society. On the other hand, her interests in methodology and psychometrics led her to innovate methods for the development of culturally

sensitive and relevant psychological tests, in a new technique she called ethno-psychometrics. She participated in projects funded by the Ford Foundation, Yale University, Consejo Nacional de Ciencia y Tecnología (the National Council for Research and Technology) (CONACYT) and the Graduate Studies Division Support Program at the National Autonomous University of Mexico, among others.

Among her most relevant publications and collaborations are “The development of personality in two cultures: Mexico and the United States”; “The Impact of Educational Television on Child Development; Evaluation of Sesame Street in Mexico”; “The Personality of the Mexican”; “The other self of the Mexican”; and “The measurement of personality in Mexico.” In recent years she has made important contributions in the field of political and health psychology. She published 141 book chapters and 124 articles in journals, and participated in 11 books as coordinator and/or co-author. She also participated on editorial boards of *Psychological Research Records*, *Journal of Psychological Research*, *Inter-American Journal of Psychology*, *Journal of Cross-Cultural Psychology*, *International Journal of Intercultural Relations*, *Spanish Language Psychology*, and *Revista de Psicología Social y Personalidad (Journal of Personality and Social Psychology)*, among others.

She was elected to hold positions in several associations. Isa was the first woman to become president of the Interamerican Psychological Society (1983–1985). She was president and co-founder of the Asociación Mexicana de Psicología Social (Mexican Association of Social Psychology) (AMEPSO); president of the Asociación Iberoamericana de Diagnostico Evaluación Psicológica (Ibero-American Association for Psychological Evaluation and Diagnostics) (AIDEP), and the Colegio Nacional de Psicólogos (National Board of Psychologists) (CONAPSI). She was also a member of the National Accreditation System of Higher Education of San José, Costa Rica. She was the president and organizer of the Cross-Cultural Psychology Congress held in Acapulco, Mexico, in 1984, the only time the International Association for Cross-Cultural Psychology has had a congress in a Latin-American country.

Dr. Reyes Lagunes received many awards and recognitions in her lifetime. Some of the most significant ones for her were the National Award from the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP) in 1997, Premio a Creadores de Psicología Social de la Asociación Mexicana de Psicología Social (the Award to Creators of Social Psychology from the Mexican Association of Social Psychology) (AMEPSO) in 2002, and the Inter-American Society of Psychology Award she received in 2007. In 2009 she was awarded the Premio Mexicano de Psicología de la Federación Nacional de Colegios, Sociedades y Asociaciones de Psicólogos de México (Mexican Prize for Psychology from the National Federation of Boards Societies and Associations of Psychologists of Mexico) (FENAPSIME). She was named Emeritus Professor of the National Autonomous University of Mexico in 2015.

On March 4, 2020, we learned of the departure of our dear colleague Lucina Isabel Reyes Lagunes. Her legacy and teachings remain in our consciousness, and her passion and fervor for teaching is a constant reminder of the path we should always follow.

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Rhodakanaty, Plotino Constantino

Born *Athens, Greece, 14 October 1828*

Died *Mexico City, Mexico, 2 February 1890*

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Keywords

Mexico · Metaphysical and transcendental psychology · Phrenology · Libertarian socialism

His father was a Greek physician and writer, and his mother was of Austrian descent. His father participated in the Greece's war of independence against Turkey (1821–1829); however, he died before Greece was recognized as sovereign by the London Conference in 1830. His mother took him to Vienna to leave him in the care of his maternal grandparents, who were in a comfortable economic situation (Illades, 1998).

In 1848 he began his medical studies at the Universität Wien. Around 1848 he moved to Berlin, where he apparently finished his degree (Valadés, 1970). In 1849 he was part of the uprising against Franz Joseph I of Austria (1830–1916), which resulted in the proclamation of the Republic led by Lajos (Louis) Kossuth (1802–1894) and the abolition of feudalism. In 1850, he traveled to Paris to personally meet Pierre-Joseph Proudhon (1809–1865). Between 1850 and 1857, he lived in Berlin and became interested in political philosophy, particularly in Friedrich Hegel (1770–1831) and Baruch Spinoza (1632–1677). In 1857, he moved permanently to Paris where he focused on his studies in philosophy and learned several languages, including Spanish. In France, he learned about the work of Charles Fourier (1772–1837). This journey marked a strong intellectual influence that would crystallize in his mature thinking: romanticism and the first socialism (Illades, 2019). In Paris, he published his first philosophical essay (1860) called “De la Natureza” (On Nature). It is certain that it is in Paris where he learned of the decree issued by Ignacio Comonfort (acting president of Mexico, 1855–1857) that promoted the establishment of agrarian colonies and encouraged foreigners to migrate to Mexico by granting them naturalization (Illades, 1998). Motivated by the issuance of this decree, at the end of 1860, he moved to Barcelona where he embarked for Mexico (Illades, 1998).

Upon his arrival in Mexico in February 1861, he found an intellectual environment in which some ideas of the French socialists were already known, coupled with a heated debate between liberals and conservatives. This meant an opportunity to introduce the ideals of libertarian socialism, mainly from Henri de Saint-Simon (1760–1825), Jean-

Baptiste Joseph Fourier (1768–1830), Pierre-Joseph Proudhon (1806–1865), and Mikhail Bakunin (1814–1876), to “ensure that the new agricultural communities were organized and developed as communes based on socialist utopian concepts” (Hart, 1980, p. 29) in a young and optimistic country that was discussing and rehearsing its Project of Nation (González Loyola Pérez, 2013).

In 1881, Rhodakanaty began to work at the Escuela Nacional Preparatoria (National Preparatory School) (ENP) at the expense of José Ezequiel Montes Ledesma (1820–1883), then entonces Ministro de Justicia e Instrucción Pública (Minister of Justice and Public Instruction), who asked Rhodakanaty to propose a psychology course to the then director of this Preparatory School, Alfonso Herrera Fernández (1838–1901). Herrera did not accept the proposal and decided that psychology should be taught within the course of Logic.

The relevance of Rhodakanaty for psychology in Mexico is centered on the fact that he was the first to promote the formal teaching of psychology in the ENP as a new discipline of modern thought, putting a distance between it and philosophy and theology, which implied the abandonment or displacement of scholastic thought and its replacement with real logic based on true “metaphysics” (Rodríguez Preciado, 2014).

He sought to promote the development of his School of Transcendental Philosophy, based on French rationalism (Descartes, Pascal), German philosophy (particularly romanticism) (Kant, Fichte, Schelling, Hegel, Feuerbach, Schopenhauer, and Hartmann) and metaphysics, as well as Spinozian pantheism in open opposition to positivism. In this context, he promoted the “incorporation of the text of logic by Guillaume Tiberghien (1819–1901) with which he promoted the development of a transcendental spiritualist psychology as a critique of positivist thought, so popular in those years in Mexico in education and science” (Illades, 2002, p. 31).

It is common to find in his work a permanent criticism of the precepts of positivism of a time in which psychology was conceived as a minor branch of physiology. Thus, he considers that the spirit does not have a life of its own outside the body, so

behavior can be explained if the physiology is known. Under this argument, Rhodakanaty found a serious problem in positivism, being based on an epistemology of the senses, it was limited by a methodological monism and a restrictive language with which it tried to impose analytical and experimental procedures limited to the intellectual and moral sciences, which was misleading, since each discipline requires a special method (Illades, 2002).

From this epistemological perspective, Rhodakanaty translated some passages from the work *Philosophy of the Unconscious* (1869) by Eduard von Hartmann (1840–1906) through a serialized essay published in *El Socialista* (The Socialist) in 1894, in which he wanted to make palpable that the development of German metaphysics was being followed from Mexico. This conception of Hartmann would later influence Freudian theoretical formulations on the unconscious. In this essay, as Illades (2008) points out, Rhodakanaty conceptualized the unconscious “as a universal and omnipotent will that governs the human psyche, an immanent rationality that acts intentionally and consciously (. . .) although without self-awareness, like the Hegelian spirit, (. . .) An absolute substance that constituted all things” (p. 140).

Plotino Constantino Rhodakanaty died in Mexico City on February 2, 1890, at the age of 61, as recorded in the death certificate found in the Civil Registry of Mexico City (Wikimedia, 2019; Illades, 2019).

Rhodakanaty’s work was prolific and diverse. Among the newspapers in which he published various essays and/or participated as editor-in-chief are *El Socialista* (1871–1888), *La Internacional* (July–September, 1878), *El Hijo del Trabajo* (1876–1884), *La Comuna Internacional* (1875), *El Combate* (1877), *El Cranioscopio* (April–June 1874), *La Democracia* (1872), *El Correo de los Estados* (1877), and religious publications such as *La Verdad* (1878) and *La Voz del Desierto* (s/f). However, as Illades (1998) points out, there are very few brochures of the original publications of his texts, some incomplete, others only in reviews; some more are in personal or private libraries, which makes it difficult to access them. Some images of

some brochures are preserved in Wikimedia Commons (2019).

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Ribeiro da Silva, Athayde

Born *Minas Gerais (Brazil)*, January 30, 1915

Date and Place of Death Unknown

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Keywords

Brazil · Sport psychology · Football

Before entering the field of psychology, Athayde Ribeiro da Silva had a comprehensive training in several areas of knowledge. In 1938, he was admitted through a selection process in the *Instituto de Aposentadoria e Pensões dos*

Industriários (I.A.P.I.) (Institute of Retirement and Pensions of Industry Workers), filling the position of clerk. In this same Institute, he filled several other positions: 1939 – Administrative officer; 1945 – Head of the Recruitment and Improvement Section; 1949 – Assistant at the Recruitment and Assistance Division; 1950 – Mediator; and 1951 – Head of the Service of Analyses and Information and Head of the Recruitment and Assistance Division (Espírito Santo 2017).

From 1936, he worked as an English, geography, and history teacher. In 1939, he finished his bachelor's degree in law, at the National School of Law of the former University of Brazil, current Federal University of Rio de Janeiro (UFRJ), in Rio de Janeiro. He also taught at the *Escola de Formação de Juizes de Futebol* (Training School for Football Referees), besides having given conferences at the *Curso de Treinamento Total da Divisão de Educação Física* (Full Training Course of the Physical Education Division) of the Ministry of Education and Culture, to physical education professionals and others. From 1938 to 1944, he worked as an actor (in theater and radio) and as a professor of theater history and psychology applied to drama (Espírito Santo 2017).

He gave lectures on sport psychology at *Escola de Educação Física do Exército* (Army Physical Education School) (EsEFEx) and *Universidade do Ar* (Air University) (Unar) – the latter was a distance learning course created by the *Sistema Nacional de Aprendizagem Comercial* (National System of Commercial Learning) (SENAC) of the city of São Paulo, in the period between 1947 and 1961, which used the radio for teaching (Espírito Santo 2017).

In 1953, he entered the *Instituto de Seleção e Orientação Profissional* (Institute of Selection and Professional Orientation) (ISOP) of Fundação Getúlio Vargas (Getúlio Vargas Foundation) (FGV), an important Brazilian institution headquartered in Rio de Janeiro, which worked mainly with activities of personnel recruiting and selection and professional orientation. He was the head of the *Centro de Informação e Pesquisa Ocupacional* (Center of Information and Occupational Research) (CIPO), coordinator of the adult

section, employee in charge and then coordinator of the employment section, secretary of the magazine *Arquivos Brasileiros de Psicotécnica* (Brazilian Archives of Psychotechnics), and editor in chief of the magazine *Arquivos Brasileiros de Psicologia Aplicada* (Brazilian Archives of Applied Psychology). He became an important member, occupying positions on the board, especially as a temporary substitute of directors, among them Emilio Mira y López (Espírito Santo 2017). He was responsible for the nomination of Athayde Ribeiro da Silva to collaborate in the evaluation of the Brazilian national football team that would compete for the FIFA World Cup in Chile, in 1962, in response to a request of the former *Confederação Brasileira de Desportos* (Brazilian Confederation of Sports) (CBD) (Confederação Brasileira de Desportos 1962).

In 1964, in the occasion of Mira y López' passing (who had been a director of ISOP for many years), Ribeiro da Silva was the official representative of Fundação Getúlio Vargas during the ceremony carried out at the *Universidade de São Paulo* (University of São Paulo) (USP), on March 31. Still as a posthumous tribute, he integrated the project elaboration commission for establishing the Mira y López Award, granted by FGV to research projects in theoretical or applied psychology (Espírito Santo 2017). In that same year, he published his book *Futebol e Psicologia* (whose first section is composed of texts by Mira y López and the second is written by Ribeiro da Silva), where he narrates his experience with the Brazilian national football team in 1962 and 1963 (Mira y López and Ribeiro da Silva 1964).

He obtained his degree in psychology in 1962, after the publication of the law 4119/62, which regulated the profession in Brazil, having integrated the commission that monitored the development of the bill of law in the House of Representatives.

He took part in several international events on sport psychology. At the 1st and the 2nd International Congresses, carried out in Rome (1964) and Washington (1968), respectively, he was elected to be part of the Board of the International Society of Sport Psychology (ISSP), representing Portuguese-speaking countries (Arquivos Brasileiros de Psicologia Aplicada 1969). In

Washington, he cochaired, with J. Yovanovic, from Chile, the Interim Organizational Committee to create a South American Federation of Sport Psychology (Arquivos Brasileiros de Psicologia Aplicada 1969). In 1970, during the 1st South American Congress of Sport Psychology, in Antofagasta, Chile, he was elected as one of the honorary chairs of the definitive board of the already created federation (Arquivos Brasileiros de Psicologia Aplicada 1970b). On the 3rd International Congress of Sport Psychology, held in Madrid in 1973, he paid a posthumous tribute to Emilio Mira y López (Arquivos Brasileiros de Psicologia Aplicada 1973).

In 1965, according to Athayde Ribeiro da Silva himself, he was the psychologist of the Brazilian military pentathlon team (specific sport for military athletes, composed of five modalities: shooting, obstacle swimming, cross-country running, grenade throwing, and obstacle run) and became a member of the Academy of the International Military Sports Council (CISM). Probably for this reason, at the aforementioned 1st International Congress of Sport Psychology, he represented the Armed Forces Sports Commission (CDFA). In his second book, *Psicologia esportiva e preparo do atleta* (Sport Psychology and Athlete Preparation), published by FGV in 1967, he included an appendix only on military sports: *Notas sobre aspectos psicológicos do esporte militar* (Notes on the Psychological Aspects of Military Sports) (Ribeiro da Silva 1967).

He was namely requested by the Brazilian Confederation of Sports for the 1966 FIFA World Cup in England, being released by the director of ISOP at the time, Elim Pedro (1907–1975), to conduct the psycho-technical exams of the players who would compete in the World Cup (Confederação Brasileira de Desportos 1966; Brasil 1968). Ribeiro da Silva achieved, then, a feat that his predecessor, João Carvalhaes, who was considered the pioneer of sport psychology in Brazil, could not. He repeated his participation in the psychological preparation of Brazil's national football team players for a World Cup.

He considered that the work with athletes consists of three stages: psychological interview; application and interpretation of psychological tests; and

preparation itself. He reports the creation of a test entitled “My feet,” inspired by Helena Antipoff’s “My hands” test, but he never published it. He used “My feet” tests in the evaluation of line players and “My hands” tests in the evaluation of goalkeepers (Ribeiro da Silva, 1965).

In 1968, he joined the Brazilian delegation at the Olympic Games in Mexico. The mission, led and coordinated by the Physical Education Division of the Ministry of Education and Culture, was intended only to gather information about the physical and psychological preparation methods of athletes around the world, so Ribeiro da Silva did not participate directly in the preparation of athletes (Espírito Santo 2017).

In 1970, he participated in the creation of the *Associação Brasileira de Psicologia Esportiva e Atividade Física* (Brazilian Association of Sport Psychology and Physical Activity), with headquarters in ISOP, integrating its provisional Board of Directors together with Ernesto dos Santos, Lamartine Pereira da Costa, Alice Madeleine Galland de Mira, Catarina de Carvalho Ribeiro, Luiz dos Santos, Gualter Portela Filho, and David Ferreira (also known as Duque) (Arquivos Brasileiros de Psicologia Aplicada 1970a).

In addition to two books published in the sports field, he had a vast literary production on a wide range of subjects. In 1968, he published three chapters on psychology in a pioneering book about physical education (Da Costa, 1968), a milestone in the field, introducing the concept of total training, including psychology and nutrition.

In the Brazilian Archives of Psychotechnics, Brazilian Archives of Applied Psychology, and *Arquivos Brasileiros de Psicologia* (Brazilian Archives of Psychology) (basically the same journal on psychology, which has changed its name over the years), between 1957 and 1984, he published nine original articles, including four about sports. Between 1959 and 1988, he published 95 bibliographical reviews, 19 on sports, including reviews of relevant books, such as João Carvalhaes’ *Um psicólogo no futebol: relatos e pesquisas* (A Psychologist in Football: Reports and Research), 1974. He also had 17 case studies published in this journal, mostly on clinical psychology subjects; five editorials, between 1971 and 1973; four obituaries, including that of

João Carvalhaes; and a small testimony that preceded the lecture of Eliezer Schneider (presented by ISOP, the Brazilian Association of Psychology, and the Brazilian Association of Applied Psychology), at the opening of the Seminar on Educational Reevaluation, the Labor Market and Interdisciplinary Relations of the Psychologist, held in 1987, and published in the journal in 1988 (Espírito Santo 2017).

Ribeiro da Silva was a professional who was extremely concerned about the future, and his publications showed the effort to leave a legacy to the next generations, in order for sport psychology to continue developing. He proved to be a professional attentive to his time. It was not the current globalized times, but, even so, he participated in international events and entities – speaking English and French, also understanding Spanish and Italian – always updated with the ideas circulating in the intellectual environment. Despite his great relevance to the sport psychology in Brazil, the final part of his trajectory is still unknown.

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- ▶ Carvalhaes, João
- ▶ Galland de Mira, Alice Madeleine
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Ribera González, Julio César

R

Born *on March 4, 1954 in San Juan, Puerto Rico (PR)*

Died *on June 2, 2017 in San Juan*

Beatriz D. Rivera Urrutia
VA Caribbean Healthcare System, San Juan,
Puerto Rico

Keywords

Puerto Rico · Clinical psychology ·
Counseling psychology · Research · Services
administration

Julio C. Ribera's parents were Awilda Ribera González, a housewife, and Julio Rivera López, a businessman. When he was 11 years old, his parents divorced, and he was adopted by his grandparents. Julio's grandfather, José Joaquín Ribera Chevremont, was a poet and a journalist who inspired on Julio an appreciation for poetry and art as well as his critical thinking. He was raised in a neighborhood in San Juan enriched by cultural and social diversity. When growing up, he enjoyed learning, but also sharing with adult neighbors and children. He was a sociable, a well-behaved student, good learner, and critical thinker. Julio's elementary, intermediate, and high school education was in the Puerto Rico public school system. He developed love for math and science and graduated with honors.

In 1973, he was admitted to the University of Puerto Rico, Río Piedras Campus (UPR-RP) to major in psychology. He completed his undergraduate degree in 1975, magna cum laude, and was awarded the Leonardo Rodríguez Medal as the most distinguished student for his dedication to humanistic values in psychology. In 1978, he obtained his Master of Art degree in clinical psychology at the UPR-RP. His thesis was on *Decision-Making Process in Normal, Maladjusted, and Schizophrenic Families*.

In 1977, Julio married Beatriz D. Rivera Urrutia, also a psychologist. In 1990 his beloved daughter, Alejandra B. Ribera Rivera, was born. Alejandra developed Julio's love for art and became a graphic and interior designer, and a photographer.

In 1978, Julio was admitted to the Doctoral Program in Counseling Psychology at Temple University. He was awarded the APA Minority Fellowship (1979–1983). His internship was completed at Coatesville Veterans Administration Hospital in Pennsylvania, an APA Clinical/Counseling Psychology Internship. His dissertation was on *Family Environment Correlates of Vocational Identity*. In 1983 he completed his PhD.

Julio C. Ribera's experience in research began early in college and continued all through his career. He was a research assistant in the Psychology Graduate Program at the UPR-RP

(1973–1975). He was also research assistant in a project entitled *Acculturation, sex role values, and mental health among Puerto Rican in the mainland United States* (1978). After completing his doctorate, he became research project director in a Child Psychiatry Epidemiology Study in Puerto Rico (1985–1986) under the Psychiatry Department, UPR Medical Sciences Campus. Then he was co-investigator for the Psychiatric Epidemiology of Mental Disorders in Puerto Rico (1987–1989) and for the Child Psychiatry Epidemiological Collaborative Study (1989–1995). From 1996–2004, he was co-investigator in the research *Mental Health Service Use Among Puerto Rican Children and Adolescents* sponsored by the Behavioral Sciences Research Institute. He presented the results of some of these research projects in Puerto Rico and in North and South America.

His experience in education was broad. Julio was a teaching assistant at the Behavioral Sciences Division of the Public Health School in Puerto Rico (1975–1976). He was appointed junior faculty at College of Allied Health Professions, Hahnemann College and Hospital, Philadelphia (1977–1980). While in his doctoral program, he was teaching assistant in the Department of Counseling Psychology at Temple University (1979–1980). Julio was assistant professor at the Department of Psychology, University of Puerto Rico, initially part time (1983–1985) and then full time (1985–1987). He was the first Graduate Program Coordinator of the Doctoral Program in Psychology at the University of Puerto Rico (1986–1987) and contributed to make operational a complex program with four specialty areas. Then he was adjunct faculty at the Department of Psychiatry, UPR Medical Sciences Campus (1987–1999).

Julio C. Ribera started working as staff psychologist at Veterans Administration Hospital (VAH) in San Juan in 1988 and in 2006 was named Chief of Psychology Service and worked until his retirement in 2017. His clinical work was comprehensive in his service to veterans and their families at the VAH, actually known as Veteran's Administration Caribbean Health Care System (VACHS). He was well appreciated for his work

by his patients, their family, his employees, and the hospital administration. Julio was a clinician that went beyond his office to help veterans. At times he did home visits to help veterans with post-traumatic stress disorder (PTSD) to return to the hospital for services.

As a professional, Julio C. Rivera always wanted to contribute to the advancement of the psychologists' career within the Veterans Administration system. He became a leader in the Psychology Service and always looked after his peers and/or supervisees for their professional development and well-being. In 2000, he established the first APA doctoral internship in Puerto Rico, which facilitated APA-approved doctoral programs in the Island to have a training site of excellence providing skills in clinical psychology, family therapy, and knowledge about the impact of physical illnesses on psychological functioning. The creation of the internship also contributed to the employment opportunities of psychologists in the VACHS, by expanding its services to rehabilitation programs (Spinal Cord Injury, Blind Rehabilitation Program, and Pain Clinic) and to ambulatory services (Day Hospital, Primary Care, Health Psychology, Mental Health Care Intensive Management Unit, Trauma Clinic, Intensive Out-patient Program, Primary Care, and Substance Abuse Unit).

In 2006, Julio became the chief of the Psychology Service of VACHS. As chief, he thrived to broaden the services provided by the psychologists at the Veterans Administration (VA). He was well respected by his coworkers, and had a holistic perspective in management. During his tenure, over 65 new positions were opened. On 2008, he became the chairperson for the Mental Health Executive Council of the Veterans Administration Hospital. As an administrator, his major goals and challenges were to protect the cultural perspective and needs of his employees and consumers (veterans and their families), to recover and strengthen the clinical privileges of psychologists (like hospitalizations), and to develop innovative local solutions adapted to Puerto Rican cultural nuances without necessarily relying on trends in other VA Hospitals. He felt very satisfied with the outcome of his journey at VA.

In 2008, the Puerto Psychology Association recognized him as *Psychology of the Year*, one of the most prestigious awards it bestows.

Julio B. Ribera retired at 63 on March 2017. He passed away on June 2, 2017, after a long battle with lung cancer. His employees and the administration commended him for his achievements at VACHS.

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Ribes Iñesta, Emilio

Born *in Barcelona, Spain, on June 24, 1944*

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Keywords

Mexico · Experimental psychology · Behavior analysis

At only 15 years of age, Emilio Ribes enrolled at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) to study psychology (1960–1963). Even though the main focus of his thesis was on the psychology of the self, he integrated psychoanalysis into experimental psychology (Santacreu, 1996). He graduated with honors from the bachelor's degree program in 1966. The next year, he began his master's degree studies at the University of Toronto. In 1968, he defended his thesis *Reinforcement Value and Pleasingness of Visual Figures in Human Operant Behavior*. Between 1980 and 1981, Emilio decided to study a doctorate in philosophy at the UNAM. He graduated with honors in 1995 with his thesis *The Concept of Reflection: An Analysis of the Paradigmatic Influence of Cartesian Mechanics on the Theory of Conditioning, with Special Emphasis on the Case of Language*.

The interest of Ribes Iñesta in experimental psychology can be observed from his early training. In an interview, Dr. Rogelio Díaz Guerrero (1918–2014) recalled that a young Emilio approached him to express his interest in experimental psychology and its relationship with learning, and his belief that it was the future of psychology (Carrascoza, 2003). Throughout his college years, Ribes Iñesta, along with his fellow students Víctor Manuel Alcaraz Romero (born, 1939), Serafin Joel Mercado Doménech (1939–2017), and Renato Ravelo Lecuona (1934–2007), actively engaged in the improvement of the study plan. Around this time, Emilio first came into contact with experimental psychology. He was involved in a project with Serafin Mercado (coordinated by Riley Gardner) about concept formation in children (Ribes, 2010).

In 1963, Víctor Alcaraz took a teaching position in the Clínica de Conducta (Behavioral Clinic) at the Facultad de Pedagogía y Filosofía y Letras (Faculty of Education and Philosophy and Humanities) of the Universidad Veracruzana (Veracruz University) (UV). Emilio Ribes had always been a close colleague and friend of Alcaraz, so he decided to come on board as part of that project. A year later, Dr. Ribes started teaching undergraduate courses at the UV. In his own words, this entailed a “self-training discipline, which would enable them to carry out our plan” (Ribes, 2010, p. 36). Later that year, together with Victor Alcaraz, he founded and designed the curriculum for the BA in psychology at the UV. This was one of the first degrees in this discipline in Latin America that integrated basic science and applied knowledge, with service centers that facilitated teaching, research, and application of knowledge to community problems.

Three years later, in 1967, shortly before leaving for the University of Toronto to study his master's degree, he organized with Rogelio Díaz Guerrero the first Mexican Congress of Psychology. Great personalities participated in this congress: Teodoro Ayllon (born, 1929), Harry Frederick Harlow (1905–1981), Daniel Erlyne Berlyne (1924–1976), Orval Hobart Mowrer (1907–1982), and Sidney William Bijou (1908–2009), to mention a few. On his way to

Toronto, he visited Mowrer and Bijou. This short stay was enough for Ribes Iñesta to develop a significant interest in Burrhus Frederic Skinner (1904–1990) and Clark Leonard Hull (1884–1952) (Carrascoza et al., 2017). After he finished his master's studies, he returned to Xalapa with the intention of consolidating everything that he had learned (Carrascoza et al., 2017).

Emilio Ribes is an Emeritus Researcher of the Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACYT), whose scientific work includes more than 300 articles for scientific journals and more than 20 published books (Pérez-Almonacid & Gómez, 2014). His most notable publications include his first book *Behavior Modification Techniques: Their Application to Developmental Delay* (Ribes, 1976), and what is perhaps his most influential book *Behavior Theory: A Parametric Field Analysis* (Ribes & López, 1985). In the former, he describes his work and discoveries in the Centro de Entretenimiento y Educación Especial (Center for Entertainment and Special Education) (CEEE). This is practically a manual of behavior modification, complete with a theoretical support and detailed information for the programming of basic, social, and academic behaviors. Additionally, it includes a step-by-step guide for behavior modification in people with developmental delay, as well as case examples and technical support for behavior programming. In the latter, Emilio Ribes, in his continuous search for making sense of psychology, describes his theory of behavior based on interconnectedness proposed by Jacob Robert Kantor (1888–1984). However, in 2018 he reformulates his theoretical approaches (Ribes, 2018; Sandoval, 2018) in a new book entitled *El estudio científico de la conducta individual: una introducción a la teoría de la psicología (The Scientific Study of Individual Behavior: An Introduction to the Theory of Psychology)*.

Ribes Iñesta has dedicated his life to the promotion of experimental psychology in Mexico and other Latin American countries. Upon his return from his master's degree studies, he was in charge of designing the Behavior Modification Postgraduate Course at the University of

Veracruz. He also founded the CEEE. His contributions to the academic training strengthened over the years. In 1973 he was responsible for organizing the postgraduate program in experimental behavior analysis in an external headquarters of University City (Ciudad Universitaria) at the UNAM (Ribes, 2010). In 1975, he led the creation and design of the curricular model of the Psychology Degree at the Escuela Nacional de Estudios Profesionales Iztacala (National School of Higher Studies – Iztacala) at the UNAM (Martínez, 2006; Parra et al., 2017). Seven years later, in 1991, he transferred to the Universidad de Guadalajara (University of Guadalajara), where he founded the Centro de Estudios e Investigaciones en Comportamiento (Center for Studies and Research in Behavior) and the postgraduate program in behavioral science. After a 20-year stay, he returned to Xalapa where he created the Centro de Estudios e Investigaciones en Conocimiento y Aprendizaje Humano (Center for Studies and Research in Knowledge and Human Learning).

Ribes Iñesta is a founding member of academic societies such as the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP), the Sociedad Mexicana de Análisis de la Conducta (Mexican Society of Behavior Analysis) (SMAC), and the Sistema Mexicano de Investigación en Psicología (Mexican System of Research in Psychology) (which he resigned from in 2020). He also stands out for his role as founder of the scientific journals *Revista Mexicana del Análisis de Conducta (Mexican Journal of Behavior Analysis)* (1975) and *Acta Comportamental (Behavioural Act)* (1992). In addition, he has organized and managed important events for the growth of psychology, such as the International Symposium on Behavior Modification and the Biennial Symposium on Behavior Modification, the renowned International Congress on Behaviorism and Science of Behavior, as well as other congresses on behavior analysis.

The life and work of Emilio Ribes have been the object of multiple acknowledgments and awards, including the Interamerican Award of Psychology, granted by the Interamerican Society

of Psychology; the International Award to the Dissemination of Behavior Analysis, granted by the Society for the Advancement of Behavior Analysis; Doctorate Honoris Causa, granted by the UV; the Premio al Mérito (Merit Award) of the CNEIP (1999) for the foundation of this council; the Recognition tribute to his contribution to Psychology, granted by the University of the Americas Puebla (Universidad de las Américas Puebla); and the appointment as National Researcher Emeritus, by CONACYT.

Dr. Emilio Ribes Iñesta continues to provide valuable input to the study of psychology based on scientific and experimental research. His key contributions in elucidating the object of study of psychology, as well as in the scientific training in behavior analysis, are undoubtedly part of his legacy.

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- ▶ Mercado Doménech, Serafin Joel

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Riedel, Gustavo Kohler

Born *Porto Alegre (Brasil), 14 August 1887*

Died *Rio de Janeiro (Brasil), 16 May 1934*

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Casa de Oswaldo Cruz (Fiocruz), Rio de Janeiro, Brazil

Keywords

Brazil · Assistance to psychopaths · Mental hygiene

Gustavo Kohler Riedel was the son of Henrique Riedel (1859–1910), dental surgeon and professor of pathology, therapy, and dental hygiene at the Curso de Odontologia, Faculdade de Medicina e Farmácia de Porto Alegre (Dentistry Course at the Faculty of Medicine and Pharmacy of Porto Alegre), and Hermínia Kohler. He married Edith Hasch Riedel and had two children, Lia and Leo.

He took his humanities course in the city of Porto Alegre and joined, in 1903, the Faculty of Medicine and Pharmacy of Porto Alegre, where he studied the first 4 years. In 1907, he came to Rio de Janeiro and concluded his medical course at the Faculty of Medicine of Rio de Janeiro, where he came to obtain a degree, in 1908, with the thesis about epilepsy.

On June 1, 1907, he was appointed permanent resident of the Hospício Nacional de Alienados (HNA) (National Hospice for the Alienated), a hospital that had been created on July 18, 1841, to treat the alienated. In this same institution, he became, in 1908, assistant to the anatomopathological laboratory and later deputy alienist, on April 28, 1910. In the HNA, he was appointed effective alienist by the decree of July 26, 1911, served as assistant alienist of the Colônia de Alienados (Alienated Colony), in Ilha do Governador (Rio de Janeiro), and was chief alienist of the services of the biological

chemistry laboratory and interim director of the anatomopathological laboratory (1911).

Riedel organized the Biological Chemistry Laboratory, at HNA, with the objective of putting the Abderhalden Reaction into practice. Riedel commented that, after the scientific acquisition of the Abderhalden test, he obtained the support of Juliano Moreira, then general director of Assistência aos Alienados (Assistance to the Alienated), to develop, at HNA, his investigation on the topic, which enabled him to present his studies at the HNA itself, and in 1915, at a session at the Sociedade Brasileira de Neurologia, Psiquiatria e Medicina Legal (Brazilian Society of Neurology, Psychiatry and Legal Medicine).

Riedel took a competition, in 1911, for freedom of the chair of medical chemistry at the Faculty of Medicine of Rio de Janeiro with his thesis. In early 1919, he was appointed to the post of chief assistant of the laboratory of the first chair of clinical medicine at that institution.

In 1915, he became professor of the first chair of veterinary medicine at the Escola Superior de Agricultura e Medicina Veterinária (Superior School of Agriculture and Veterinary Medicine), installed at Rua General Canabarro n° 338, in the city of Rio de Janeiro.

According to Academia Nacional de Medicina (1916) (National Academy of Medicine), in a solemn session on July 14, 1916, was granted to Riedel the “Alvarenga Award”, with the memory “New research method for Abderhalden proteolytic ferments”.

In the context of the epidemic crisis surrounding the Spanish flu (Spanish influenza) in 1918, when around 66% of the population in Rio de Janeiro fell ill, the city’s hospitals and health departments were insufficient and in precarious conditions. In this scenario, other institutions, such as the Colônia de Psychopathas (Alienated Women Colony), opened their facilities to serve many of these patients. On this occasion, Riedel was appointed to replace the physician Simplicio de Lemos Braule Pinto (1865–1918), director of the Alienated Women Colony in Engenho de Dentro, who died on September 19 of that year, having been appointed on October 9, 1918, when

he sought to reform the institution in order to improve the assistance provided. He remained in the direction of that institution until 1932.

In 1919, Riedel created, at the Alienated Women Colony, the Rivadavia Correia Ambulatory, with the objective of carrying out preventive actions in psychiatry and other medical specialties, an initiative considered to be relevant for having transformed that establishment into one of the assistance institutions best viewed by the population. Considered a model outpatient clinic, it was named Rivadavia Corrêa in honor of the minister who had been responsible for the founding of the Alienated Women Colony in 1911.

Since 1920, he was responsible, together with Mario Pinheiro de Andrade (?–1943) and Eduardo Marques, for the scientific direction of the Laboratório de Biologia Clínica Limitada (Clinical Biology Laboratory), established at Largo da Carioca ns.16–18, in the center of city of Rio de Janeiro.

Riedel founded in the Alienated Women Colony a female section of the Escola Profissional de Enfermeiros e Enfermeiras (School of Males Nurses and Nurses), a school that had been created in 1890, later called Escola de Enfermagem Alfredo Pinto (Nurse School Alfredo Pinto), of which he was director in 1921. At the Alienated Women Colony, in 1923, he created the Mental Hygiene outpatient clinic, thus enabling the formation of “mental hygiene monitors” by the Escola Profissional de Enfermeiros e Enfermeiras (School of Males Nurses and Nurses), and in 1925 the Psychological Research Laboratory, having invited the Polish psychologist Waclaw Radecki (1887–1953) to direct it.

Under the direction of Riedel, the Liga Brasileira de Higiene Mental (Brazilian League of Mental Hygiene) was founded in November 1922, with the aim of promoting the modernization of psychiatric care and the improvement of care for the mentally ill. Riedel was its first president, member of the Executive Council, and president of honor. He participated, as a member of the Sponsoring Committee, in the Pro-Higiene

Mental Campaign, undertaken by the Brazilian League of Mental Hygiene in October 1933.

In 1929, he was appointed alienist of the Assistência a Psicopatas do Distrito Federal (Federal District Psychiatric Care Assistance to Psychopaths); on October 29, 1931, he was appointed director, in commission, of the Assistência Hospitalar do Brasil (Hospital Assistance in Brazil); and on October 10, 1932, he became general director of the Assistência a Psicopatas (Assistance to Psychopaths).

He participated as an editor and contributor to numerous journals in the area of mental hygiene, having been a secretary writer, member of the board and the Advisory Council of the *Archivos Brasileiros de Higiene Mental* (Brazilian Archives of Mental Hygiene), official body of the Brazilian League of Mental Hygiene, launched in March 1925. He was also one of the founders of the *Archivos Brasileiros de Medicina* (Brazilian Archives of Medicine), launched in 1911 and directed by Juliano Moreira and Antônio Austregesilo Rodrigues Lima, editor of the *Annaes da Colonia de Psychopathas* (Annals of Colony of Psychopaths), collaborator of the *Archivos Brasileiros de Psychiatria, Neurologia e Medicina Legal* (Brazilian Archives of Psychiatry, Neurology and Legal Medicine), and editor of the *Arquivos Brasileiros de Neuriatria e Psiquiatria* (Brazilian Archives of Neuriatrics and Psychiatry).

Gustavo Kohler has integrated several scientific societies, national and foreign, such as the Royal Medico-Psychological Association, which had been founded in 1841, in London (England). On April 4, 1909, he was accepted as a member of the Sociedade Brasileira de Psychiatria, Neurologia e Medicina Legal (Brazilian Society of Neurology, Psychiatry and Legal Medicine Brazilian Society of Psychiatics, Neurology and Legal Medicine), founded in 1907, and then chaired by Juliano Moreira. In this society, he joined the psychiatry and neurology section, became first vice president (1925), and was a member of the neurology committee and chairman of the Comissão de Psicologia e Biologia

Aplicadas à Neuro-Psiquiatria (Commission for Psychology and Biology Applied to Neuro-Psiquiatria) (1928). He was elected, on August 30, 1917, a member of the National Academy of Medicine, in the section of applied sciences, with the presentation of the memory “The proteolytic wounds of Abderhalden. Its importance in pathology and biology. New research methods.”

He participated in numerous national events, having presented a communication at the IV Congresso Médico Latino-Americano (IV Latin American Medical Congress) (Rio de Janeiro, 1909), as part of the steering committee of the psychiatry section of the Primeiro Congresso Brasileiro de Neurologia, Psiquiatria e Medicina Legal (First Brazilian Congress of Neurology, Psychiatry and Forensic Medicine) (Rio de Janeiro, 23 / 08/1916), member of the psychiatry section of the 2° Congresso Brasileiro de Neurologia, Psiquiatria e Medicina Legal (2nd Brazilian Congress of Neurology, Psychiatry and Forensic Medicine) (Distrito Federal, 1922), and president of psychiatry section of the Congresso Inter-estadual de Neurologia, Psiquiatria e Medicina Legal (Interstate Congress of Neurology, Psychiatry and Forensic Medicine) (Rio de Janeiro, 3/09–3/10/1931), and a communication was presented at the Primeiro Congresso Brasileiro de Eugenia (First Brazilian Congress of Eugenia) (Rio de Janeiro, 30/06 to 07/07/1929).

On the international stage, he represented Brazil at the Sexto Congresso Médico Latino Americano (Sixth Latin American Medical Congress) (Havana, Cuba, November 1922) and was part of the Brazilian delegation that participated in the Congrès International de Propagande d’Hygiène Sociale et d’Éducation Prophylactique Sanitaire et Morale (Congrès International de Propagande d’Hygiène Sociale et d’Éducation Prophylactique Sanitaire et Morale) (Paris, 24–27/05/1923), and the Exposition Internationale du Centenaire de Pasteur – Hygiène Scientifique et Appliquée (Exposition Internationale du Centenaire de Pasteur – Hygiène Scientifique et Appliquée) (Strasbourg, France, 06/06/10 / 10/1923), both commemorating Pasteur’s centenary. He was a Brazilian delegate at the First

International Congress on Mental Hygiene (First International Congress on Mental Hygiene) (Washington, 5–10/05/1930), an event in which Clifford Whittingham Beers (1876–1943), honorary president of the World Federation for Mental Health, was elected secretary-general. Riedel represented Brazil on the International Committee for Mental Hygiene, which had been organized for the first time in 1919 by Clifford Whittingham Beers, and reorganized on the occasion of the First International Congress on Mental Hygiene, when he was elected one of the six Honorary Presidents of that Committee and South American representative in the new entity.

On the 14th anniversary of the Alienated Women Colony, by Engenho de Dentro, on July 11, 1925, Plínio Olinto (1886–1956), interim director of the institution, paid tribute to the effective director, Gustavo Riedel, who was away for health reasons, noting that, during his term of office, he had performed in that Hospital-Colony what the efforts of other specialists in earlier countries had failed to accomplish, such as the creation of numerous pavilions.

On May 10, 1934, a session was held in honor of Gustavo Kohler Riedel, at the Alienated Women Colony, on the occasion of his retirement from the position of general director of Assistência a Psicopatas (Assistance to Psychopaths). Gustavo Augusto de Rezende (1889–1966), on this occasion, pointed out that Riedel was a follower of Philippe Pinel (1745–1826) and Francis Galton (1822–1911), the implementer in Brazil of Clifford Whittingham Beers’ ideas and that he had always impressed his actions with a stamp of originality.

Also on this occasion of the tribute session, the clinical staff and the technical and administrative personnel of the Alienated Women Colony sent a memorial to the then President of the Republic, Getúlio Vargas (1882–1954), highlighting the importance of Riedel and claiming that that colony started to receive its name, “Colônia Gustavo Riedel” (“Colony Gustavo Riedel”), this longing that was realized that same year.

In relation to psychology, it can be said that it had a relative influence. Its clinical aspect was very marked by the conception of the physical

and psychic stigmas of degeneration and by the ideal of the working man and the docile woman. In the laboratory, he focused on madness, above all on the notion of metabolic deviations resulting from nutritional dysfunctions. In the context of mental hygiene, on the other hand, it introduced the problem of pauperism in relation to health, a theme that was absent, for example, in clinical histories. Riedel sought to apply his theoretical assumptions about the etiopathogenesis of mental disorders to a hygienist polyclinic, and the creation of the Laboratory of Psychology.

The theoretical production of Gustavo Kohler Riedel can be divided into two phases, the first, from 1908 to 1918, marked by degenerationist thinking, in the search for the etiology of mental illnesses, especially for his work in the biological chemistry laboratory. The HNA was the major field of observation for his clinical and experimental work. The second phase, from 1921 to 1931, is characterized by the author's transition to medical-social conceptions, specifically hygienists.

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- ▶ [Moreira, Juliano](#)
- ▶ [Radecki, Waclaw](#)

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Rimoldi, Horacio José Ambrosio

Born *in Buenos Aires, Argentina on April 11, 1913*

Died *in Buenos Aires on January 19, 2006*

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Keywords

Argentina · USA · Uruguay · Psychometrics · Problem solving

Horacio Rimoldi studied in Buenos Aires and received a gold medal from the University of Buenos Aires as a physician in 1938.

Bernardo Houssay (1887–1971), an eminent physiologist and Nobel laureate, guided Rimoldi in a new research methodological direction in psychology: psychometrics. In 1939, Rimoldi

moved to England on a scholarship from the British Council to learn psychometrics.

Rimoldi made an initial stay at the Maudsley Hospital in London where he continued his studies on fatigue, and in 1941, he published with Eric Guttman (1896–1948) *Fatigue and the Effort Syndrome*, based on the study of soldiers evacuated from Dunkirk (Guttman & Rimoldi, 1941).

Later, he was accepted as an advanced student at Oxford-Corpus Christi College, under the direction of William Stephenson (1902–1989). At the Institute of Experimental Psychology Rimoldi began his research on rhythm. Stephenson, a direct disciple of Spearman, taught him factor analysis.

Before finishing his doctoral studies at Oxford, he was required to return to Argentina by Bernardo Houssay, who had recommended him to join the recently created Universidad Nacional de Cuyo (National University of Cuyo), in Mendoza. Rimoldi was appointed Professor of Biology and Psychology II and organized the Instituto de Psicología Experimental (Institute of Experimental Psychology) in 1941. There, the first foreign version of the Raven Progressive Matrices Test was applied to factory and school populations in the Province of Mendoza. The publications of the Instituto de Psicología Experimental (Institute of Experimental Psychology) of the Universidad de Cuyo (University of Cuyo) began, which, among other topics, included the first norms for Argentina of the Raven Test (Rimoldi, 1948). During his time at the Universidad Nacional de Cuyo (National University of Cuyo) between 1941 and 1946, in addition to being a researcher, professor, and director of the Instituto de Psicología Experimental (Institute of Experimental Psychology), he fulfilled a fruitful teaching task by giving courses and conferences in Argentina and other South American countries (Calabresi, 2010). He also began an international exchange task, receiving students and professionals “mainly from the United States and South America who saw in the Instituto de Psicología Experimental (Institute of Experimental Psychology) a center to consider in relation to updating psychological research and methodology in the social sciences” (Rimoldi, 1996, p.277).

It was during this period that he continued with his studies on Rhythm and Fatigue, the subject on which he wrote his doctoral dissertation in Medicine, which was awarded the Thesis Award and gold medal in 1945 (Rimoldi, 1995).

Rimoldi referred psychological fatigue to the depletion of mental energy, which leads to the paralysis of the soldiers because of the traumatic event (today post-traumatic stress) and to depersonalization and lack of performance at work (today work stress and burnout). Rimoldi's innovative contribution can be appreciated there: the drastic mutation of the experimental psychology's design from physiological criteria to psychological-psychometric criteria (Rossi & Richaud, 2011).

In August 1946, Rimoldi traveled to the United States to work under the direction of Louis Leon Thurstone (1887–1955), at the Psychometric Laboratory of the University of Chicago, where he investigated stimulus scaling and multifactor analysis.

In 1947 and in use of a Guggenheim fellowship obtained in 1946, Rimoldi worked at Harvard University under the direction of Gordon Allport (1897–1967) and Edwin Boring (1886–1968) dedicating himself to the study of Personal Tempo (Rimoldi, 1951a).

In 1948, he returned to Chicago to rejoin the Psychometric Laboratory. There he presented himself as a candidate for the PhD, specialty Psychology, under the direction of Thurstone and Stephenson, at that time in Chicago. In 1949, he obtained his PhD degree, with a dissertation on the central intellectual factor, reconciling the theories of Spearman and Thurstone, which led to the paper "The central intellectual factor" published in 1951 in *Psychometrika* (Rimoldi, 1951b).

Until 1951, he remained at the University of Chicago as a Special Research Fellow of the US Department of Public Health, at the medical school (Billings Hospital), and at the Department of Psychology. It is at that time that he was appointed consultant and professor of psychometrics at the National University of Colombia.

Between January 1951 and the end of 1952, he was hired as a professor by the Facultad de Humanidades y Ciencias (Faculty of Humanities and Sciences) at the Universidad de la República

(University of the Republic) in Uruguay. There he organized his second Laboratorio de Psicología (Psychology Laboratory), in which he did teaching and research. He started a modern library and contributed to the formation of a group of young researchers, who would later participate in the creation of the undergraduate program in psychology. As a result of the investigations carried out there, Thurstone's Primary Mental Skills were typified (Rimoldi, 1996).

Between 1952 and 1955, again in the United States, he was invited to join the Educational Testing Service at Princeton University, New Jersey. His curiosity about processes led him to his first discoveries in cognitive psychology, creating a new problem-solving technique.

Back in Chicago in 1955, he joined the Committee on Behavioral Sciences as a Research Associate Professor. There he designed the Problem Solving and Information Apparatus which was a concrete application of the principles and ideas that founded the Test of Diagnostic Skills. His principles on medical education were applied, among other university institutions, at Jefferson Medical College in Philadelphia, and made him an international reference in the field.

Invited by Loyola University in Chicago, he joined as Associate Professor. In 1957 he became Professor and in 1965 Distinguished Professor and Director of the Measurement Program. It is in this period that he organized his third laboratory: the Loyola Psychometric Laboratory (1955–1970).

In 1957, Rimoldi was appointed Extraordinary Professor at the Facultad de Filosofía y Humanidades de la Universidad Nacional de Córdoba (Faculty of Philosophy and Humanities of the National University of Córdoba), Argentina. Between 1957 and 1965, during summer vacations in the United States, he taught different courses in psycho-statistics and theory of mental tests, through which he formed a group of psychologists, some of whom obtained scholarships to study a doctoral program in United States under his leadership. In this way, he contributed to the development of the undergraduate Psychology Program at the aforementioned Argentine university (Piñeda, 2020; Rimoldi, 1996).

When Bernardo Houssay founded the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research) (CONICET) of Argentina in 1957, he invited him to return, and it was only in 1970 that he returned to organize the Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental (Interdisciplinary Center for Research in Mathematical and Experimental Psychology) (CIIPME) through which psychology entered into the Argentine scientific system through the big door. As its name indicates, in this Center the interdisciplinary approach to research was prioritized, which cuts as unpublished topics to address, the problem of psychological measurement, stimulus scaling, the study of cognitive processes, and problem solving. This vocation for interdiscipline was shown in the formation of research teams made up of psychologists, sociologists, doctors, and mathematicians.

He developed his own style of relationship both with respect to the configuration of research networks, which included fellows from CONICET and from different parts of Argentina and the world, doctoral students and researchers, as well as in reference to the search for collaboration through agreements and exchanges with different academic institutions (Richaud, 2017).

In 1980, Dr. Rimoldi created *Interdisciplinaria: Revista de Psicología y Ciencias Afines* (*Interdisciplinary: Journal of Psychology and Related Sciences*), which became one of the most important psychology journals in Latin America.

In 1987 the Asociación Argentina de Ciencias del Comportamiento (Argentine Association of Behavioral Sciences) (AACC) was created – currently an Argentine member of the International Union of Psychological Sciences (IUPsyS) – which Rimoldi enthusiastically supported, for which years later he was named Honorary President.

He received numerous awards and distinctions among which are: UBA Thesis Award, Lyon Civil Hospital Award, France Silver Medal (1964), Emeritus Professor of the University of Buenos Aires, Honorary Professor of many universities,

among them, National University of Cuyo, National University of San Luis, National University of Tucumán, and National University of Córdoba. He was also honored as Doctor *Honoris Causa* from the Universidad del Salvador, Dean's Medal from the Jefferson Medical College, Prize for Scientific Merit from the Secretariat of Science and Technology of the Argentine Nation, and many others.

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Ríofrío González, Luis Aníbal

Born *Tisaleo (Ecuador), July 13, 1922*

Died *Quito, (Ecuador), June 28, 2014*

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Keywords

Ecuador · Dialectical materialist psychology · Institution building

Luis Aníbal Ríofrío González was born in Tisaleo, in the province of Tungurahua. His parents were José Ríofrío Rodríguez and Ermelinda González Villalba. When he was 25 years old he married with Rosario Mora Rivera and they had five children: Vilma, Luis Aníbal, Iván, Guadalupe, and Linda (Facultad de Ciencias Psicológicas, 1974).

He studied elementary school in his province, at the *Escuela Mariano Castillo* (Mariano Castillo School), and the high school in Quito, in two

institutions at the same time, at the *Colegio Juan Montalvo* (Juan Montalvo School) and the *Colegio Nacional Mejía* (Mejía National School). He obtained the title of *Normalista* (Normalist), in the first, and *Bachiller en Ciencias Biológicas* (Bachelor in Biological Sciences), in the second.

He entered the *Universidad Central del Ecuador* (Central University of Ecuador) in the forties. He studied at the same time in the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Letters and Education Sciences) and in the *Facultad de Medicina* (Faculty of Medicine). In 1950 he obtained the title of Professor of Secondary Teaching, and, in 1951, he graduated as a Doctor of Medicine. He was the student with the highest score of his program, so he is awarded a First Prize Diploma of Honor and an economic recognition.

In 1945, at 23, while studying at the university, he assumed the position of ad-honorem Professor of Applied Psychology at the *Escuela Nacional de Educación Física* (National School of Physical Education) of the Central University of Ecuador. He also dictated several courses related to psychology, such as General Psychology, Biological Bases of Psychology, Psychiatry, and other courses related to medicine and obstetrics.

In the fifties he completed his specialty in Psychiatry at the Central University of Ecuador. He worked as a psychiatrist in several places. He was medical secretary of the Assistance Department of the *Junta Central de Asistencia Pública* (Central Public Assistance Board); physician at the *Hospital San Lázaro* (San Lázaro Hospital) and the *Hospital Psiquiátrico de Conocoto* (Conocoto Psychiatric Hospital); medical psychologist at the *Escuela de Educación Especial* (School of Special Education); chief physician of the Psychiatry Service in the Medical Department of the *Hospital Carlos Andrade Marín* (Carlos Andrade Marín Hospital). He was the main vocal of the *Honorable Consejo Directivo* (Honorable Directing Council) of the Faculty of Medicine and the Faculty of Philosophy, Letters and Education Sciences; Director of the *Escuela de Psicología* (School of Psychology) of the latter from 1966 to 1968 and director of the *Departamento de Psiquiatría* (Department of

Psychiatry) of the Faculty of Medicine from 1972 to 1974. He was also vice-rector and rector in charge of the Central University of Ecuador on several occasions (Facultad de Ciencias Psicológicas, 1983).

In 1962, he received the Central University Award for his books: *Scientific Foundations and Biological Bases of Psychology* (1980) and *General Psychology* (1980). The books were used as reference texts of the Faculty of Medicine and other faculties. The Ecuadorian government granted him the National Award for Teaching Merit.

In 1950, as a student and together with other colleagues from the Faculty of Philosophy, Letters and Education Sciences, he supported the creation of the first *Instituto de Psicología* (Institute of Psychology). Later he also supported the creation of the School of Psychology. By order of the dean of that time, he collaborated with the development of the first Curriculum for the undergraduate program of the School of Psychology. However, when the curriculum was approved, he did not agree with the dynamic-psychoanalytic orientation, because of his medical training, he always leaned toward the orientation of dialectical materialistic psychology.

Since he was director of the School of Psychology, he sought to make independent the psychology of the Faculty of Philosophy, Letters and Education Sciences that educated teachers. Finally, the Faculty of Psychology (later called Psychological Sciences) was created on December 7, 1972, being rector Gonzalo Luzuriaga and dean of the Faculty of Philosophy, Letters and Education Sciences, Rafael Almeida. Luis Riofrío was designated as the first dean of the new faculty for being the oldest professor in the School of Psychology. He continued as dean until 1987 (Facultad de Ciencias Psicológicas, 1988).

As dean, Luis Riofrío implemented the training of psychologists based on science, breaking the dualistic and idealistic conception of that moment. Over time, there was resistance to the exclusively biological approach to psychologist training; the medical and psychiatric influence on the curriculum was very strong. The first Faculty of

Psychology in Ecuador trained psychologists in the principles of the Russian School, understanding the human being as a functional organic unit and including research as an unequivocal path for science.

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Riquelme, Manuel

Born *Asunción, (Paraguay), 5 May 1885*

Died *Asunción, (Paraguay), 2 February 1961*

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Keywords

Paraguay · Lessons of psychology · Education

Manuel Riquelme carried out his elementary studies in the city of Asunción, to later continue his teaching career at the Escuela Normal (Normal School) of the same city, and later at the Escuela Normal de Profesores de Paraná (Normal School of Teachers of Paraná), Argentina. At that time, this institution represented a fundamental reference for the training of Argentine educators, as well as foreign ones, among whom were some Paraguayans. It was also a very important center of radiation for positivist ideas. In Paraná, Riquelme obtained the titles of normal teacher and high school teacher. Although he returned to the country, intended to study laws at the Universidad Nacional de Asunción (National University of Asunción), he did not complete his training as a lawyer (López Moreira, 2000).

Riquelme's involvement in the public service began with his entry as secretary to the Ministerio de Justicia, Culto e Instrucción Pública (Ministry of Justice, Worship and Public Instruction). In 1915, he received the appointment as Director General de Escuelas (General Director of Schools) (Centurión, 1948), a position that also allowed him to jointly preside over the Consejo Nacional de Educación (National Council of Education). In compliance with these functions, he drew up a new Plan de Estudios y Programas Sintéticos (Synthetic Curriculum and Programs) for the elementary schools of the Republic. Between 1915 and 1916, he served as editor of *Letters* (Letras), a cultural magazine that historian Efraim Cardozo conceptualized as a platform for the Paraguayan intelligentsia (Cardozo, 1985). The content of the magazine was also made up of some articles of a psychological nature (García, 2015). In its pages, authors of relevance to Paraguayan psychology such as Cecilio Báez (1862–1941) and Manuel Domínguez (1868–1935), as well as foreign authors such as the Argentines José Ingenieros (1877–1925) and Víctor Mercante (1870–1934) wrote at some time. Riquelme was affiliated with the Partido Liberal (Liberal Party) and in that character he entered the parliamentary scene, winning a seat as a deputy in 1918, representing that political party.

Riquelme suffered the consequences caused by the instability that characterized the Paraguayan politics at the time. In particular, he was a victim of the intolerance that unleashed the civil war of 1922, which lasted until 1923, and that forced him to go into exile in neighboring Argentina (Montefilpo Carvallo, n.d.). In that country, he devoted himself to university teaching, between 1922 and 1931. He was able to perform functions as a professor of pedagogy at the Facultad de Ciencias de la Educación (Faculty of Educational Sciences) at Universidad Nacional del Litoral (National University of Litoral), campus Paraná, Entre Ríos, and of History of Education in Buenos Aires (López Moreira, 2000). His return to the country took place in 1932 (Foradori, 1954), and he dealt with the teaching of Psychology and Philosophy of Education at the Escuela Normal de Profesores (Normal School of Teachers) of Asunción, as well as logic and pedagogy at the Colegio Nacional (National High School). He also gave lectures on psychology at the Escuela Superior del Estado Mayor del Ejército (Superior School of the Army General Staff College) (Beebe-Center & McFarland, 1941).

From that time dates the publication of his *Lecciones de Psicología* (Lessons of Psychology), a text printed in Argentina, for the first time in 1936, having had some subsequent reprints. The book has a great historical relevance as it was the first general introduction to psychology that was published by a Paraguayan author (García, 2006). Its pages are focused on topics such as consciousness, attention, memory, association, and the subconscious, in addition to the definition of psychology, the explanation of its methods, and the study of sensation, perception, space and the time, imagination, intelligence, concept, judgment, and language, as well as affectivity, feelings, will, and personality. In the work a spiritualist orientation is perceived, and in many passages, a critical position to experimentation is recognized. Riquelme considered that the method par excellence of psychology continued to be introspection (García, 2006). A characteristic of the book is that it had attached chapters, and in the first of them, Riquelme essayed a history of psychology, although conceived as the evolution of

the different notions of the human soul. In this sense, Riquelme was also the first to refer to this issue in Paraguay (García, 2008).

Riquelme's bibliographical production also includes works on some topics other than psychology, including his *Educación romántica. La pedagogía del romanticismo alemán* (Romantic education. The Pedagogy of German Romanticism). He was the architect for the creation of a Facultad Libre de Humanidades (Free Faculty of Humanities) in Asunción, which began operating in 1942 (Centurión, 1948). Among the hobbies and interests that he maintained during his life, poetry also stood out, producing some important pieces. Today, Riquelme continues to be remembered as one of the most outstanding educators in the history of Paraguayan education. In his time, his work also transcended the borders of the country. The mentions he received from authors such as Beebe-Center and McFarland (1941) or Foradori (1954) are an objective proof of this.

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- ▶ [Domínguez, Manuel](#)
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Rísquez Iribarren, Fernando

Born in *Caracas, Venezuela, on May 14, 1925.*

Died in *Caracas, Venezuela, on September 8, 2019.*

Guillermo Yaber-Oltra

Federación de Psicólogos de Venezuela,
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Keywords

Venezuela · Analytical psychology · Critical psychology · Creator of psychology course

Fernando Rísquez Iribarren was a psychiatrist, professor, and founding member of the Escuela

de Psicología (School of Psychology) at the Universidad Católica Andrés Bello (UCAB) (Andrés Bello Catholic University). He completed his high school studies at the Colegio San Ignacio de Loyola (San Ignacio de Loyola High School) (Caracas, 1941). He graduated as a Surgeon and Doctor in Medical Sciences at the age of 21 from the Universidad Central de Venezuela (UCV) (Central University of Venezuela) (1947).

He studied and trained in the city of Montreal, Canada, in Psychoanalysis with Dr. Theodore Chentrier (1887–1965), in Depth Psychology in Zurich with Dr. Frank Riklin (1878–1938), and in Psychodrama with Dr. Levy Moreno (1899–1974) in Madrid (1947–1952). He received a diploma in Psychiatry from McGill University, City of Montreal, Province of Quebec in Canada in 1950, where he was an instructor in Psychopathology.

He joined the Sociedad de Neurología y Psiquiatría (Society of Neurology and Psychiatry) (1952). He was a founding member of the Sociedad Venezolana de Medicina Interna (Venezuelan Society of Internal Medicine) (1952) and the American Psychiatric Association (1957). He founded the study of homeopathy in Venezuela.

Along with his career as a psychiatrist, he served as an assimilated military for 30 years (1946–1976), retiring with the rank of Colonel of the Army (1976). He was Chief of Service at the Hospital Psiquiátrico de Caracas (Psychiatric Hospital of Caracas) (1952–1959) and worked as a free professor of psychotherapy at the Central University of Venezuela (UCV).

In 1960, he was called to UCAB by the Jesuit Fathers Luis Arismendi (1920–2010) and Luis Azagra (1928–2007) and founded the Chair of *Crítica a los sistemas psicológicos* (Criticism of Psychological Systems), a course he taught for more than 40 years. The title of the chair, as indicated by Rísquez, comes from the terms “Critique” (search for the truth, goodness, and beauty of something); “System” (related set of concepts people or things that function as a unit); and “Psychological” (treatise of the psyche) (Rísquez, 2017, pag.12).

He received the appointment of full professor at both UCV and UCAB (1974). He was

incorporated in position #32 in the Academia Nacional de Medicina (National Academy of Medicine) and the Academia de Medicina del Estado Zulia (Academy of Medicine of the State of Zulia) (1983), and that same year, he joined as an individual full member of the International Association of Analytical Psychology in Zurich. Subsequently, he chaired the chair of psychiatry at the Escuela de Medicina Luis Razetti (Luis Razetti School of Medicine) of the UCV (1984) and was Chief of the Servicio de Psiquiatría (Psychiatry Service) of the Hospital Universitario de Caracas (University Hospital of Caracas). He had a great academic contribution, with more than 160 publications.

Among his awards and honors are: Orden Francisco de Miranda (Order Francisco de Miranda), Orden Libertador (Liberator Order), Orden General Rafael Urdaneta (General Rafael Urdaneta Order), Cruz de las Fuerzas Terrestres y de las Fuerzas Armadas de Cooperación (Cross of the Land Forces, and the Armed Forces of Cooperation). Member of the Asociación Venezolana de Psicología Analítica (Venezuelan Association of Analytical Psychology) and the Instituto Venezolano de Psicología Analítica (Venezuelan Institute of Analytical Psychology). Order Francisco de Miranda, Liberator Order, General Rafael Urdaneta Order, Cross of the Land Forces, and the Armed Forces of Cooperation.

Dr. Rísquez exalted the search for intimacy as one of the fundamental pillars for the exercise of health and helping professions. His contribution as a professional psychiatrist, chief of service, and head of the professorship has been a valuable contribution to the development of Venezuelan Psychology; he was one of the main promoters of opening the door to clinical psychologists in hospitals as well as to the integration of depth psychology to the hospital clinic.

The Venezuelan Association of Analytical Psychology published a special issue of the journal *Aletheia* dedicated to honoring Dr. Rísquez (Asociación Venezolana de Psicología Analítica, 2019), as well as the book entitled *Polyphony* (Himiod, 2019) becoming a reference reading for those who wish to delve into the human and professional side of this doctor-psychiatrist,

promoter of the training of psychologists in Venezuela.

His son, Dr. Francisco Alejandro Rísquez indicated, “He leaves a long legacy on theories and practices in mental health; he conceptualized psychosomatic diseases, exalted and deepened femininity, introduced hospital clinical psychology” (Francisco (Rísquez, 2021), n.p.).

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Robles Ochoa, Oswaldo

Born in *Monterrey, Nuevo León, Mexico, on 8 March 1905*

Died in *Mexico City, Mexico, in 1969*

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Keywords

Mexico · Thomist philosophy · Clinical psychology

Robles Ochoa was raised during the Mexican Revolution (1910–1920) by his mother, Guadalupe Ochoa, and his father, Juvencio Robles, who served in the federal army under the command of President Porfirio Díaz (1830–1915, rule 1876–1880 and 1884–1911). The revolutionary conflict in Mexico forced Robles Ochoa and his family to leave the country, settling in San Antonio, Texas (United States). There he enrolled at St Mary’s College, a Marist-run educational institution (Gallegos & Colotla, 1991; Aceves, 2014). When his father died, in 1917, he returned to Mexico, where he continued his studies at the Colegio Francés (French College) and then enrolled at the National School of Medicine to become a physician. He was forced to interrupt his studies, however, and fled to the United States, where he concluded his medical training at the Catholic University of Nebraska in 1929. His exile might have been related to a possible involvement in an illegal activity, given his association with groups opposed to the anti-clerical policies of Plutarco Elías Calles (president from 1924 to 1928) (Gallegos & Colotla, 1991; Aceves, 2014). It seems that Robles Ochoa was detained at the Santiago Tlatelolco military prison and escaped, although it is not known for how long he was imprisoned or whether his “escape” implies that someone saved him or released him.

On his return to Mexico, probably in 1930, he studied philosophy in the Department of

Philosophy and Advanced Studies at the Universidad Nacional Autónoma de México (UNAM or National Autonomous University of Mexico). In 1935, he obtained his master's degree with a thesis entitled "The Body and the Soul," and then obtained his doctorate in philosophy in 1936 with the dissertation "The theory of the idea in Malebranche, in the philosophical tradition." (Robles, 1937). That year he also began working at UNAM, teaching courses related to epistemology and logic and advocating Thomist philosophy. He became the director of UNAM's Department of Philosophy in 1942 (Gallegos & Colotla, 1991; Aceves, 2014).

From 1938 onward, Robles taught Experimental Psychology at the Department of Psychology, in the UNAM's Facultad de Filosofía y Letras (FFL). He also worked as a professor at the Colegio Francés, the Motolinía University, and the Escuela Nacional Preparatoria (ENP or National Preparatory School) (Aceves, 2014). It seems that he was one of the first to teach new subjects, such as psychobiography, sex psychology, and psycho-endocrinology. Years later, in the 1960s, he taught both adolescent psychology and the clinical psychology seminar, from 1958 to 1964.

It should be noted that, in 1952, he was appointed tenured professor and was one of the first designated to this category in the Department of Psychology at UNAM's FFL (UNAM, 1954), in light of the need to consolidate the department. However, health problems forced him to withdraw somewhat from academic activities (Aceves, 2014). In spite of these difficulties, he was able to obtain his master's degree in psychology (at the time, a master's degree was the equivalent to a contemporary undergraduate degree) in 1956 with the thesis "Symbol and Desire." He also obtained a doctorate in psychology, in 1958, with a thesis on "The problem of anguish in the psychopathology of Jaspers" (Gallegos & Colotla, 1991; Aceves, 2014).

In 1954, Robles was awarded an honorary doctorate in social sciences by the Autonomous University of Guadalajara (which also published a book in his honor) and participated in congresses in the areas of philosophy, psychology, education,

and mental health. He is recognized as the First General Secretary of the Inter-American Society of Psychology and organizer of the First Inter-American Congress of Psychology in 1953 (Gallegos, 2012), although it appears that he did not form part of the first group that designed the Congress's statutes (Colotla & Urra, 2006). He was a member of the International Society for the Study of Völkerpsychologie, the Institute of Psychosynthesis and Human Relations of the University of the Andes (Mérida, Venezuela), and the American Catholic Philosophical Association. He also served as a corresponding member of various philosophy societies (in Peru and the Dominican Republic, among others). Although he was associated with various researchers and, as a psychologist, was the guest speaker at the Inter-American Conference on Education held in Ecuador, and appeared as a delegate at conferences in Peru, Venezuela, and other countries in Latin America (UNAM, 1954), he was not able to attract followers to his school of thought. No obituary was published when he died (Gallegos & Colotla, 1991).

Robles Ochoa wrote books and articles on both philosophy and psychology. He was also a translator of texts, on various subjects, from both English and French. He conducted research on a variety of disciplines such as anthropology, axiology, ontology, the theory of knowledge, psychology, the history of philosophy, and the history of psychology in Mexico. He also translated from Latin and wrote commentaries on the *Libros del alma* by Fray Alonso de la Veracruz (1509–1584), published by UNAM in 1942 (Robles, 1942; Rovira, 1998). Notable among his work is the thesis he produced for his master's degree in philosophy on the soul and the body, which he expanded on and published under the title *Esquema de antropología filosófica* (or *Outline of Philosophical Anthropology*). Given his academic trajectory, his training of students, and the subjects dealt in his publications, he is considered a philosopher and a psychologist (Gallegos & Colotla, 1991).

His *Introducción a la psicología científica* (Robles, 1948) (*Introduction to Scientific Psychology*) was published in various editions

(1945, 1948, 1959, 1961, and 1963). His publications appeared mainly on the *Revista de Filosofía y Letras* journal, most of which are related to the history of clinical psychology and about his reflections on Freud.

It should be noted that Robles's academic production, his role as a reader of prominent authors in psychology, and the manner in which he translated and organized their writings contributed to promoting psychological theory in Mexico at the beginning of the twentieth century. Most of his academic work, however, is dedicated to philosophy, a perspective that can be observed in his texts on psychology. There is no doubt as to the significance of the role he played, for three decades, as a promoter of Thomist philosophy, especially during the period of Manuel Gómez Morín (1897–1972) as Rector of UNAM (1933–1934).

Gallegos and Colotla's (1991) biography of Robles Ochoa describes how he was incarcerated for participating in actions taken against the post-revolutionary anti-clerical laws of the Calles presidency, but the authors do not provide details about his involvement. Writing on the creation of clerical and non-clerical societies in twentieth-century Mexico, Ramírez (2018) relates how Oswaldo Robles participated in the so-called Unión del Espíritu Santo (Union of the Holy Spirit), also known as the "U," for which he drafted the organization's general plans. Robles's political activism goes beyond these two experiences as he is also identified as the founder of a group known as *Los Conejos* (The Rabbits), which was dedicated to promoting conservative ideology in Mexico (González, 2005, and Contreras, 2002, as cited in Ramírez, 2018). It seems that these groups, organized into "cells" or subgroups (Contreras, 2002) and, acting in secret, dedicated themselves to activities similar to the U, which employed radical and violent actions to defend Catholicism.

Finally, his contributions to psychology can be summarized in his involvement in guiding the formation of the discipline via his pedagogy and the publication of his book *Introduction to Scientific Psychology*. As Gallegos and Colotla (1991)

argue, from his university days onward, Robles contributed to the formation of psychological thought and theory, incorporating elements established during that era, in a search of an epistemological and organizational basis that would earn scientific status for the discipline of psychology.

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Roca de León, Pablo

Born on May 16, 1907, at Quebradillas, Puerto Rico

Died on February 10, 1999, at Coral Gables, Florida, United States

Irma Roca de Torres

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico United States · Tests and measurements · Education

Pablo Roca de León was the third son born to Pablo José Roca Díaz and Isidora de León Rodríguez, farmers who grew coffee and minor fruits. He had six brothers and just one sister. Like most children of his time, Pablo Roca de León studied his elementary grades at the public school of his town in the northern coast of Puerto Rico, but he moved to Río Piedras, near the capital city, to enroll in secondary school, at University High School, a semipublic school administered by the University of Puerto Rico at Río Piedras (UPR-RP). He obtained his High School Diploma in 1924 and was the First Honor (*Valedictorian*) of his graduating class.

Pablo Roca de León registered at the *Escuela Normal* (School for Teachers that certified a person as a teacher in 2 years) at the College of Pedagogy, UPR-RP. He obtained his Diploma in 1926 and a commission as Second Lieutenant of the US Army. His first professional years were devoted to teaching children in the rural schools of Quebradillas. This experience was essential to him in his posterior development as a psychologist specialized in testing (P. Roca de León, personal communication, June 1, 1993). Although his students obtained the second highest average in their punctuation at the standardized achievement test given by the Assistant Superintendent of

his School District, he questioned the methods followed in the evaluation because the norms used had not included students from rural schools. At the end of these experiences at rural schools, he was promoted to School Principal with functions as Assistant School Superintendent (Roca de Torres, 1993–1994).

His experience as School Principal was just a year, at the end of which he started working as Statistic Officer at the central offices of the Department of Public Instruction (DPI) of the Government of Puerto Rico in San Juan. Realizing the importance of furthering his education, he registered as a night student at UPR-RP and in 1933 finished his bachelor in education, *magna cum laude*, with a concentration in mathematics and English.

In 1940, while working as a General Supervisor at the DPI, he was invited to participate in a research project to study the teaching of English as a second language, sponsored by the American Council on Education and directed by Hershell T. Manuel (1887–1976) of the University of Texas. He moved to Texas by ship and was accompanied by Teobaldo Casanova, Ismael Rodríguez Bou, and Abigaíl Díaz Alfaro from UPR-RP, who had also been invited to participate. This research implied the construction of bilingual instruments to measure general ability, reading, and language, in both English and Spanish. The selected sample of students included children from Texas, México, and Puerto Rico. This collaboration was interrupted by his being called to serve as Lieutenant Commander of the US Navy during World War II.

After the war he returned to finish his collaboration in the aforementioned research project and also registered in the graduate program at the University of Texas. He obtained a Master's in Education (MEd) with a specialization in Supervision and Administration in 1948. His master's thesis, *A study of a Test of Word-Relations for Spanish-speaking children*, tried two-word relation tests in a sample of 250 students from 4th to 12th grade in the public schools of Isabela and Quebradillas in Puerto Rico.

Pablo Roca de León obtained his doctoral degree (PhD) in Psychology with a specialization

in Testing and Guidance in 1952. Most of his doctoral work is in the development of measurement instruments, area to which he devoted most of his professional life. His dissertation, *The construction of an Interest Inventory for students of different linguistic and cultural backgrounds*, develops parallel tests to measure interests for both Spanish- and English-speaking high school students using a sample (N=2607) of high school students from Puerto Rico and Texas. This instrument was published and used for many years.

After his graduation, Pablo Roca de León, as Director of the Division of Research and Evaluation at the DIP in Puerto Rico, master minded the development of many tests to measure the general abilities, intelligence, interests, personality, and achievement of Puerto Rican school children (Herrans, 2000). Some of these tests were translations and adaptations of foreign tests, like the WISC (1951) and the Stanford-Binet (1953), but many were specially constructed for the Puerto Rican population.

Dr. Roca de León, in collaboration with Miguelina Nazario de Hernández, developed in 1950 and 1956 the *Pruebas Cooperativas Interamericanas* (Interamerican Cooperative Tests), with parallel forms in Spanish and English and norms for Puerto Rican children. These tests measured general ability. In 1961, they were revised, renormed, and renamed as *Pruebas Interamericanas* (Interamerican Tests) by Dr. Roca de León and his collaborators. Dr. Roca de León also led the development of *Prueba Colectiva Puertorriqueña de Capacidad Mental* (Collective Puerto Rican Test of Mental Capacity) in 1954, a pictoric test to measure cognitive abilities of children from first to third grade, and *Prueba Puertorriqueña de Habilidad Mental* (Puerto Rican Test of Mental Ability) in 1960, to measure cognitive abilities of students from fourth to twelve grade (Roca de Torres, 1991). These tests were used as screening instruments to identify students that were behind and to lead them to proper teaching programs to develop their skills (División de Evaluación, 1966). The DIP used to normalize their instruments every 3 years (Nazario de Hernández, n.d.). To get an idea of the samples used to normalize these instruments,

in the 1967 renormalization of *Prueba Colectiva Puertorriqueña de Capacidad Mental*, more than 70,000 elementary school students were used (Roca de Torres, 2000; División de Evaluación, 1968).

During the 1950s, Dr. Roca de León participated in educational meetings organized by the Caribbean Commission of the Progress Alliance and celebrated in Trinidad, was visiting professor at the University of Maine, and offered lectures about the problems encountered when adapting intelligence tests to other cultures. He also prepared items for an Army test of reading that was to be offered to Puerto Rican soldiers.

The office he directed was so well appointed in psychometric developments that it was in this office in Puerto Rico that a machine to correct tests developed by IBM was first used in the United States (P. Roca de León, personal communication, June 1, 1993). Although Dr. Roca de León developed and published many psychological tests, he insisted that his major contribution to this field was to eliminate the secretiveness of the evaluation process and making it a crucial part of the administration of an educational system. Another contribution he emphasized was his insistence that all tests must have reliability and validity in order to be useful. At the DIP he was also crucial in the development of Night School, for adult learners, and an afternoon alphabetization program for children who were not attending school.

He retired from his position at the DPI in 1963 and devoted his time to teaching at Interamerican University-Metro and at directing their Program for Adult Education. Later on, he moved to Washington DC and worked at the United Nations Education, Scientific and Cultural Organization (UNESCO), Organization of American States (OAS), and World Bank of Reconstruction and traveled to all Latin America countries as an educational consultant (Roca de Torres, 2006). Before his death in 1999, he lived with his wife of many years, Zulma, in a quiet neighborhood in Coral Gables in Florida. He was survived by his brother, who was my father, and several nieces and nephews.

Cross-References

- ▶ Casanova, Teobaldo
- ▶ Díaz Alfaro de Concepción, Abigaíl
- ▶ Nazario de Hernández, Miguelina
- ▶ Rodríguez Bou, Ismael

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Roca de Torres, Irma Eneida

Born *on September 30, 1941, in Arecibo, Puerto Rico.*

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University of Puerto Rico, Río Piedras, San Juan,
Puerto Rico

Keywords

Puerto Rico · Clinical and school psychology · History of psychology · Developmental disabilities

Irma Roca de Torres is the eldest daughter of Fernando Roca de León, an educator, and Angelina Saavedra Amador, a sociologist. She had four siblings, three brothers and a sister. She married Francisco Torres-Santos, endocrinologist, and is the mother of four children – Javier Francisco, Irmaylis, Leilaní, and Ilianai – and grandmother to five: Sofia Isabel, Diego Enrique, Armando André, Mateo Enrique and Camila Angelina.

Her close-knit family was connected with the University of Puerto Rico (UPR) and the Puerto

Rico Department of Education, where her parents served as professors and researchers. She mentions the university campus in Río Piedras, a section of the capital city of San Juan, as her playground since childhood (Roca de Torres, 2018). Irma Roca de Torres completed the Bachelor's degree in 1962 at Universidad de Puerto Rico, Recinto de Río Piedras (UPR-RP) (University of Puerto Rico, Río Piedras Campus), and earned a Master's in Clinical Psychology at the University of Minnesota in 1964. She has a PhD degree in School Psychology from Temple University in Philadelphia, Pennsylvania. Her Doctoral Dissertation completed in 1987 was entitled *The Psychological Impact of Handicapped Children on their Siblings: A Comparative Study*. Temple University recognized Dr. Roca de Torres with the College of Education Distinguished Alumni Award in 1995.

Irma Roca de Torres was a faculty member at UPR-Río Piedras since 1964, where she taught courses in social sciences and psychology and participated in many faculty committees. She also served as Academic Counselor, Associate Dean, and Acting Dean of Social Sciences. When she retired in the year 2001, she was a full professor at the Psychology Department. She has continued to serve in Dissertation Committees at Interamerican University of Puerto Rico as adjunct faculty in the Graduate Programs of the Department of Psychology.

Dr. Roca de Torres has published many articles in professional journals, written book chapters, edited special issues for journals and has been a contributing editor for several books. She was on the Editorial Board for the *Revista Puertorriqueña de Psicología* (Puerto Rican Journal of Psychology) and the *Interamerican Journal of Psychology*. She has presented at hundreds of professional meetings in Puerto Rico, Latin America, the United States, and Canada. Her research interests include children with disabilities, school psychology, psychological tests and measurements, history of psychology, and women with AIDS, among others.

Irma Roca de Torres describes as significant achievements in her career the opportunity to contribute to the professional development of

psychologists and other graduates of universities in Puerto Rico who have become leaders in their fields (Roca de Torres, 2018). Many professors of Psychology, directors of Psychology programs, and practicing psychologists who were her students recognize the impact she had on their successful careers. Another important contribution is promoting awareness of the needs of persons in disabilities and stimulating students to be sensitive towards this population. She supervised practicum courses in which students assisted children with cognitive and physical conditions such as learning disabilities, sight and hearing impairments, autism spectrum disorders, and other serious cognitive and behavioral conditions. This hands-on experience was unique for many students and contributed to their choice of professions serving these populations. She also promoted support for families who cared for persons with disabilities, especially siblings, and the impact on their social and emotional development.

Dr. Irma Roca de Torres has contributed to the area of psychological testing in Puerto Rico through research and publications. In collaboration with Dr. Margarita Rodríguez-Aponte (born 1949), she translated the Piers Harris Self Concept Scale and developed reliability and validity measures for this test. She also created a scale for exploring relationships among siblings, *Escala Roca de Relaciones entre Hermanos* (Roca Scale for Measuring Relationships among Siblings), that has excellent reliability indexes. She belonged to the team of researchers which standardized the Escala de Inteligencia Wechsler para Niños-EIWN-R PR (Wechsler Intelligence Scale for Children-Revised for Puerto Rico). She edited a special volume of the *Puerto Rican Journal of Psychology* [Vol. 19, 2008] that focused on psychological testing in Puerto Rico, with the intention of recognizing work in this area that was little known. The volume includes contributions to testing in the early years of the twentieth century that had not been published before, biographies of pioneers in the testing movement, and current research carried out in different universities and research centers.

Since very early in her career, Dr. Roca de Torres became active in the Puerto Rico Psychological Association (APPR), in the Interamerican Society of Psychology (SIP), and, later, in the American Psychological Association (APA). She has occupied important positions in all of them: president of APPR (2003) and representative from Puerto Rico at SIP (1993–1997) and at APA (2003–2008), among other governance roles. Her leadership roles in APPR span over 50 years and include responsibilities in the Board of Directors and coordinating numerous committees. In 2005, she was the first person to receive the Lifetime Achievement Award by PR Psychological Association, the year this award was established. In 2020, she is still active in the International Relations Committee and the Interest group for Persons with Disabilities of APPR.

As a representative of APPR in the Council of Representatives of American Psychological Association, Irma Roca de Torres was instrumental in ensuring that needs of psychologists in Puerto Rico were considered as well as stimulating participation of colleagues from her country in APA activities. She held leadership roles in groups related to her interests such as children's issues. An avid traveler, she attends international conferences regularly and has shared information about history, research, and other achievements related to psychology in Puerto Rico, in several countries. She was inspired to explore and present the history of psychology in Puerto Rico when attending a conference in Cuba about Latin American Psychology, in 1987, and there was no mention of any activities related to psychology in Puerto Rico. That conference was sponsored by Interamerican Society of Psychology, and after that, presentations about Puerto Rican psychology and the growth of the profession have been a constant presence. In 2006, she edited an extraordinary volume of the *Puerto Rican Journal of Psychology* about the History of Puerto Rican Psychology [Vol. 17], which was a continuation of a section she had edited for that journal in 1994.

Irma Roca de Torres has volunteered for community work in Puerto Rico and abroad. Some

salient events in which she offered services to assist communities in need are the World Trade Center disaster of September 11, 2001, the Aids Quilt project, and spiritual support for hospitalized children with disabilities in Puerto Rico. Since 2002, she has represented APPR in the Puerto Rico Mental Health and Addictions Council, an advisory group for the Department of Health of Puerto Rico, thus contributing to improving services for persons with mental disorders and disabilities.

Dr. Roca de Torres continues active in academia, professional organizations, community service groups, and writing and editing scientific publications. She has mentored generations of professional and academic leaders in psychology and other disciplines that contribute to mental health services and training of psychologists in Puerto Rico. Her international activities include leadership roles in organizations, collaboration in publications, and presenter at meetings in several countries. She also continues in a lifelong quest in favor of persons with disabilities and their families, which contributes to the quality of life of hundreds of Puerto Ricans and residents of her native land.

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Rodrigo Bellido, Mercedes

Born *in Madrid (Spain), on May 12, 1891*

Died *in San Juan (Puerto Rico), on September 18, 1982*

Aura Nidia Herrera and Laura T. Roncancio-Henao
 Universidad Nacional de Colombia, Bogotá,
 Colombia

Keywords

Colombia · Puerto Rico · Spain ·
 Psychometrics · Institute of Applied
 Psychology

Recognized as the first female Spanish psychologist (see Herrero González, 2003) and the founder of the first university training program in psychology in South America, María de las Mercedes Rodrigo y Bellido was an academic of great importance in Spain, Colombia, and Puerto Rico. She lived in Colombia for 10 years and is considered one of the most emblematic figures of psychology in the country.

Mercedes Rodrigo was born in Madrid, Spain, where she lived during her childhood and most of her youth. She studied at the *Escuela Normal de Maestras (School for Female Teachers)*, where she obtained her degree as a superior teacher in 1911. At the time, higher studies in teaching were the most common and accessible for Spanish women (Herrero González, 2000, p. 114). Later, she continued her studies in special education for the deaf and blind. She worked for a year in the Colegio para Ciegos de Madrid (Madrid's School for the Blind). In 1920, she received a scholarship to study psychopedagogy, in Geneva, Switzerland.

The time she spent at *l'Ecole des Sciences de l'Education*, attached to the *Rousseau Institute* of the University of Geneva, under the direction of Édouard Claparède (1873–1940), was decisive in Rodrigo's approach to psychology. She attended seminars and classes, including *experimental*

psychology with Claparède, *psychological technique* with Jean Piaget (1886–1980), *psychology and pedagogy of moral feelings* with Pierre Bovet (1878–1965), *educational psychoanalysis* with Sabina Spielrein (1885–1942), and *experimental pedagogy* with Marjorie Duvillard (1911–2004). During her stay in Switzerland, besides collaborating with Claparède in the Psychology Laboratory, she carried out practices in education for abnormal people and worked in the Vocational Guidance Office. Together with Pedro Rosselló (1897–1970), a close collaborator of Piaget and recognized theorist in comparative education, Rodrigo participated in some of Jean Piaget's studies. She also participated in Piaget's research on children's ideas about dreams and meteorology and took part in his research on child causality, which was later published in the book *La causalité physique chez l'enfant* (Piaget, 1927). Rodrigo is acknowledged in the book edition by her contributions to some of the research presented in the book. In addition, she created a scale of the perception of colors in children and adults, *Echantillons de couleurs (Color samples)*, and a professional orientation test; these works were published in Claparède's book *Comment diagnostiquer les aptitudes chez les écoliers (How to diagnose aptitudes in schoolchildren)* (Claparède, 1924). Additionally, she translated into Spanish some of the works written by the representatives of the Geneva School, such as Audemar and Lafendel's text (1926) entitled *La Maison des Petits (The house of children)* and some of Claparède's other works (Herrero González, 2000).

After her return to Spain, in 1923, in collaboration with Roselló, Rodrigo published the Spanish revision of Claparède's test. In this work, Rodrigo and Roselló explicitly reject genetic and geographical explanations on the observed differences among groups of children. They also recognized the effects of socioeconomic conditions in the performance to tests and recommended the construction of different scales for different socio-cultural and geographical contexts.

Moreover, Rodrigo started to work at the Instituto de Reeducción de Inválidos del Trabajo (Institute of Reeduction of Invalid People at

Work), which was created to offer a rehabilitation and orientation service for injured workers. She worked with José Germain (1897–1986) in the technical section of the institute and was part of the team of professional orientation and the programs of reeducation. The psychotechnics laboratory at the institute allowed her to articulate two of her main interests: the professional guidance with a clear emphasis on the development of strategies for the evaluation of individual differences and the prevention of accidents at work with a psychoeducational approach in school. The development of her work in those fields continued in the National Institute of Psychotechnics of Madrid where Mercedes Rodrigo worked as the assistant of José Germain, who was appointed as director in 1927; she was later appointed as director of the Institute between 1936 and 1939 (Monteagudo Soto & Chisvert Perales, 2007).

In his autobiography, Germain recognized the role of Rodrigo as his colleague and described the time they worked together as a period of very intense activity in the preparation of materials for exploration and test, such as the adaptation of the Ballard test in 1925. They also studied and protocolized tests of memory, personality, knowledge, attention, aptitudes, and manual skills. One of the most successful was the adaptation of the Lewis Terman system, the first adaptation of the Binet-Simon test, originally published in 1928. A big part of the material produced in these works, including some unprocessed data, was lost or destroyed during the Spanish Civil War (Germain, 1980).

Although Mercedes Rodrigo's contribution in the fields of professional guidance and education for the prevention of occupational accidents is recognized (Herrero González, 2000, 2003; Monteagudo & Chisvert, 2007), her thoughts about women's role in this process are less known, as well as her sensitivity to children's living conditions. Regarding the female role in society, Rodrigo herself was an example of empowerment in a moment when women still experienced limitations in the professional field. For example, Rodrigo was the only woman lecturer at the VI Congress of Basque Studies. She presented a speech about the professional guidance of women. She also participated in an

international congress on women's professional guidance in Bordeaux. The beginning of her first lecture was a statement of principles for her time: "...that women can aspire to occupy positions reserved so far only for men; that female intelligence is not inferior to males; that the so-called 'weak sex' can face difficult situations..." (Rodrigo, 1927, p. 147). She defended the role of women in professional guidance for men and women and challenged her male colleagues to think about the reasons for the "fear of the educated woman."

Her interest in childhood development, especially during times of war, can be appreciated in one of Rodrigo's earlier works in which she studied the perception of Spanish children on war (Rodrigo & Roselló, 1922, cited by Herrero González, 2000) and also in the reports of her performance as a psychologist of the Juvenile Court of the Superior Council for Child Protection.

Due to the persecution of republicans and democrats at the end of the Spanish Civil War by Franco's regime, Mercedes left her country and traveled for a short time to Switzerland before moving to Colombia. Mercedes arrived in Colombia in August 1939 together with her sister María and, a good friend of both, José García Madrid. María Rodrigo (1888–1967) is considered the first Spanish woman composer; during her stay in Colombia, she was a professor at the National Conservatory and choir director of the Gimnasio Moderno [Modern Gymnasium] and Gimnasio Femenino (Feminine Gymnasium). García Madrid had been Mercedes Rodrigo's assistant at the Institute of Psychotechnics of Madrid and continued helping her with the new projects in Colombia where he also obtained his degree as a physician at the Universidad Nacional de Colombia (National University of Colombia).

It was an auspicious moment for working in Colombia. The liberal regime that ruled the country at that time (the Liberal Republic, as it was called the period when the liberals were at the government, lasted from 1930 to 1946) had supported the Spanish Republic during the war, and after the republican's defeat, it welcomed some of the citizens that left Spain fleeing from the dictatorship as well as from other fascist

regimes in Europe. Mercedes Rodrigo was invited to Colombia by Agustín Nieto Caballero, the rector of the National University of Colombia, to organize the psychotechnical services for student selection at the university.

When Mercedes Rodrigo arrived in Colombia, there was still no psychology degree at the university level. However, the discipline was growing and gaining institutional spaces, especially from the field of pedagogy at the Education Faculty of the National University of Colombia and later in the Escuela Normal Superior (Superior Teacher Training College) where an institute of experimental psychology had been founded. That was how, in a mature moment of her professional career, at the age of 49, Rodrigo found an ideal niche for her new contributions to psychology, discipline that she helped consolidate in Colombia.

Rodrigo's first job was to build mental tests to classify candidates at the Faculty of Medicine of the National University of Colombia. This work was led from the psychotechnics section, created in 1939 and directed by Rodrigo, with García Madrid as her closest assistant. Rodrigo and García Madrid adapted a number of tests such as the *Yerkes Test*, the *Army Alpha Test*, the *Scholastic Aptitude Test for Medical School*, and the *Attention Test of Toulouse-Pieron* (Hernández-Vargas et al., 2002). The results of this work were published in Rodrigo's 1940–1941 report and made it possible to organize processes of student's selection in different faculties at National University of Colombia as well as in other institutions such as the Superior Teacher Training College, the Modern Gymnasium, the Escuela Industrial (Industrial School), the National Police, and the Municipal Tram (Ardila, 1997; Hernández-Vargas et al., 2002).

By 1947, the psychotechnics section had another function: to provide psychological and psychiatric services for students with adaptation or orientation problems. After recognizing the need to expand and strengthen the activities of the psychotechnics section, the University Board decided to create, that same year, an Institute of Applied Psychology, independent from any university department.

The *Institute of Applied Psychology* was formally opened in 1948, and Rodrigo was in charge. She proposed the creation of the first university program in psychology and its curriculum, based on the North American model. The first group of students entered in February 1949 and graduated in November 28, 1952. This was the event that gave Rodrigo the title of being the pioneer in the institutionalization of psychology in Colombia and one of the pioneers in Latin America.

Unfortunately, Rodrigo couldn't be in charge of the whole training for the first generation of psychologists in Colombia. Changes in the political situation in Colombia gave rise to the conservative party to the government in 1946. Then, there began one of the darkest periods of intense political violence in Colombia and the turn to the right in the educational and labor policy, making things difficult for European immigrants. Rodrigo, in particular, was unfairly accused of favoring communist applicants at the National University, and she, as well as other Spanish immigrants, were subject to suspicion and hostility by the conservative regime (Hernández-Vargas et al., 2002). Minded of the threat this political winds meant and facing open hostility from the government, Rodrigo, together with her sister María and their friend García Madrid, was forced to emigrate again, this time to Puerto Rico (Ana María García Blanco, personal communication, October 9, 2020; José Rodríguez-Valderrama, personal communication, September 8, 2020).

Mercedes arrived in San Juan at the age of 60, and she started working as a teacher of education at the University of Puerto Rico. Later, she dedicated herself to clinical psychology and first worked in the *Clinic Juliá of San Juan*. Rodrigo was one of the founders of the Association of Psychologists of Puerto Rico and its president (1958–1959). She worked as a clinical psychologist at Veterans Administration Hospital until her retirement in 1972 (Ardila, 2019). Her sister, María, continued composing and teaching at the Universidad de Puerto Rico in Río Piedras (University of Puerto Rico at Río Piedras). After María's death in 1967, Mercedes moved to live with the family of García Madrid until her death in 1982.

Rodrigo had a broad conception of psychology, as is evident in her book *Introduction to the Study of Psychology*, published in 1949. It is clear in this work that her understanding of psychology was influenced by her training in education and her interest in psychological testing. Rodrigo reconciles the methodological rigor of empirical psychology and psychometrics with a sensitivity to the people's needs, particularly children, women, and youngsters. Her contributions to the discipline in three different countries place her among a select group of highly relevant female psychologists of the twentieth century. Furthermore, not only her awareness and sensitivity of the importance of psychological knowledge but also the difficulties that the profession of psychology has had for the past century are very enlightening for the history of psychology, as she said the following:

Almost the same [as Don Quixote] could psychologists have said in the heroic times when we started this profession: *out of time, out of their time* as was the case with the immortal dreamer of La Mancha. [...] Old people like me, and several times transplanted to different landscapes and cultures, we also made the profession of faith in the knight-errantry's order of psychology. Without the fear of adventures and difficulties that we could find along the way. Always with the firm decision to offer our efforts and our scant knowledge to help the *skinny and needy*, and those who suffer from *evil melancholy* [...] (Rodrigo, 1955).

Cross-References

- ▶ [García Madrid, José](#)
- ▶ [Nieto Caballero, Agustín](#)

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Rodrigué, Emilio Marcus

Born *in Buenos Aires, Argentina, January 9, 1923*

Died *in Salvador de Bahía, Brazil, February 21, 2008*

Hernán Scholten
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Argentina

Keywords

Argentina · Brazil · Psychoanalysis ·
Kleinism · Group therapy

Raised in a large and wealthy family in the city of Buenos Aires, after finishing high school, Emilio Marcus Rodrigué studied medicine between 1940 and 1947 at the Universidad de Buenos Aires (University of Buenos Aires).

His interest in psychoanalysis arose initially from his youthful readings of Freudian works, but especially from *La mujer frígida* (*The Frigid Woman*) by Austrian psychoanalyst Wilhelm Stekel (1868–1940) (Rodrigué, 2000). In 1943, he began

psychoanalytic therapy with Dr. Arnaldo Rascovsky (1907–1995), a founding member and didactic analyst of the Asociación Psicoanalítica Argentina (APA, Argentine Psychoanalytical Association). In 1946, he entered the training seminars at APA and began to collaborate on the *Revista de Psicoanálisis* (*Journal of Psychoanalysis*) writing reviews and translations from English.

In 1947, after a disagreement with Rascovsky, he interrupted his analysis and was unable to continue his training in Argentina, since an APA resolution stated that a candidate who abandoned his therapy could not continue his training with another training analyst (Rodrigué, 2000). Then, Rodrigué contacted Paula Heimann (1899–1982), a member of the British Psychoanalytic Society, close to Melanie Klein (1882–1960), and continued his studies in London.

There, he attended seminars given by John Rickman (1891–1951), Hilde Abraham (1906–1971), and Donald Winnicott (1896–1971) and participated as an observer in the group therapy sessions led by Wilfred Bion (1897–1979) at the Tavistock Clinic. He was also responsible for the analysis of Hazel Bentall, the youngest granddaughter of Melanie Klein – who was the training supervisor of the case (Rodrigué, 2000). During the 1950s, he published a series of articles in the *International Journal of Psychoanalysis* and was the only Latin American author to contribute to the collective volume on *New Directions in Psychoanalysis*, edited by Melanie Klein, Paula Heimann, and Roger Money-Kyrle (1898–1980) (Rodrigué, 1955).

Shortly after returning to Buenos Aires, Rodrigué participated in the foundation of the Asociación Argentina de Psicología y Psicoterapia de Grupo (Argentine Association of Psychology and Group Psychotherapy) (1954). That same year, he presented a paper on *Psicoterapia en grupos* (*Psychotherapy in groups*) at the First Argentine Congress of Psychology, held in the city of San Miguel de Tucumán. He joined León Grinberg (1921–2007) and Marie Langer (1910–1987) and published the first book in Spanish on group therapy (Grinberg et al., 1957).

In 1958, impressed by the work of American philosopher Suzanne Langer (1895–1985), he

traveled to the United States to work at the Austen Riggs Clinics (Stockbridge) with David Rapaport (1911–1960) and Erik Erikson (1902–1994), referents of *Ego Psychology*. The result of this experience, which lasted 4 years, was his book *Biografía de una comunidad terapéutica (Biography of a therapeutic community)* (Rodrigué, 1965).

In 1962, back in Argentina, he joined the so-called Grupo Escobar (Escobar Group), which had a powerful influence within the APA during the 1960s and in which several of its future presidents participated (Balan, 1991). Rodrigué became President of the APA between 1966 and 1968, and, soon after, he was elected President of the Capital Section of the Federación Argentina de Psiquiatras (Argentinian Federation of Psychiatrists).

In 1969, he published his novel *Heroína (Heroine)*, which had remarkable editorial success (Rodrigué, 1969). Three years later it became a film, directed by the prestigious Argentine filmmaker Raúl de la Torre (1938–2010), and a screenplay written by the director and Emilio Rodrigué himself. The novel and the film deal with the limits of psychoanalysis and the vindication of collective and social processes. It can be considered a critique of psychoanalysis, or at least of an official and dogmatic version of psychoanalysis, in a moment when Rodrigué had already begun his political radicalization. Such political position led him to join Plataforma, an international group that emerged in Europe during the XXVI Congress of the International Psychoanalytical Association (Langer, 1989; Modena, 1986) and was promoted locally by psychoanalysts such as Armando Bauleo (1932–2008) and Hernán Kesselman (1933–2019) (Vezzetti, 2009). This group was highly critical of the APA, particularly of its criteria for selection and training of psychoanalysts.

In 1971, at the height of the Cold War, Rodrigué traveled to Moscow as part of a delegation of Latin American psychoanalysts and psychiatrists who intended to exchange experiences and learn about the local psychiatric scene. There emerged the project of “La Casona” (“Major House”). Located in the Belgrano neighborhood of Buenos Aires, Rodrigué and several psychoanalyst friends hosted for 2 years multiple

experiences: theoretical or political debates, group psychotherapy sessions, and social laboratory.

By that time, the members of Plataforma, including Rodrigué himself, had already publicly resigned from the APA, based on mainly political-ideological differences. Shortly thereafter, this group was dissolved.

As a result of the turbulent situation in the country and the political persecution initiated by the so-called Alianza Argentina Anticomunista (Argentine Anticommunist Alliance), Rodrigué had to go into exile in 1974. For the next 7 years, he lived for 6 months in Europe, mainly in Madrid and Seville (Spain), and 6 months in Salvador de Bahia (Brazil), a city he had previously met at the invitation of his former patient, the anthropologist Juana Elbein and her husband Didi Mestre (1917–2013), a renowned Afro-Brazilian priest. In those years, together with his wife Martha Berlin, psychologist and psychotherapist herself, they published *El antiyo-yo (The anti-self)* (Rodrigué & Berlín, 1977) and collaborated in the training of psychiatrists and psychologists of the Núcleo de Estudios Psicoterápicos (Nucleus of Psychotherapeutic Studies), organizing intensive group laboratories, influenced by Psychodrama and the Human Potential Movement. In 1980, he settled definitively in Brazil and continued his work of disseminating psychoanalysis, adopting a pluralistic approach open to different approaches and schools.

In the 1990s, he wrote a voluminous biography of Sigmund Freud that was published initially in Portuguese, then in Spanish, and finally in French (Rodrigué, 1995). In 2000, he published *El libro de las separaciones (The book of separations)*, an “unfinished autobiography” that continues and expands on some of the issues developed in previous literary works such as *El paciente de las 50.000 horas (The 50,000-hour patient)* (Rodrigué, 1977), at turn later extended in *Mi prontuario (My criminal file)*, published posthumously (Rodrigué, 2011).

Emilio Rodrigué was part of the second generation of Argentinian psychoanalysts and was an early promoter of the English school of psychoanalysis, especially the ideas of Melanie Klein and Wilfred Bion. In addition, he was an active

disseminator of practices such as group psychotherapy, therapeutic communities, and psychodrama in both Argentina and Brazil.

Cross-References

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- ▶ [Kesselman, Hernán](#)

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Rodrigues, Aroldo Soares de Souza

Born *Rio de Janeiro (Brazil)*, November 14, 1933

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Keywords

Brazil · Social psychology · Psychology education

Aroldo Rodrigues finished high school in 1951, in Rio de Janeiro, Brazil. He graduated in Psychology and Law course in 1956 from the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), which was the first Psychology Graduation Course in Brazil. In 1961, he completed his MA in Psychology at the University of Kansas, in Lawrence, USA, and, in 1966, completed his PhD in Psychology at the University of California (UCLA), in Los Angeles, USA, under the guidance of social psychologist Harold H. Kelley (1921–2003), which was decisive for its continuity in this area, as well as for its theoretical/methodological option in social psychology.

His professional activity as a teacher began in 1957, in the psychology course at PUC-Rio, where he worked until 1979. Throughout his career, he worked at other institutions such as Instituto de Seleção e Orientação Profissional da Fundação Getúlio Vargas (ISOP/FGV) (Institute of Selection and Professional Guidance of the Getulio Vargas Foundation). (1983–1991), the Department of Psychology at Gama Filho University (UGF) (1982–1993), and the Department of Psychology at the Federal University of Rio de Janeiro (UFRJ) (1988–1992). Aroldo Rodrigues took over the coordination of the Master in Social Psychology at UGF to implement the principles of experimental social psychology, training several researchers who continued his legacy (Lima,

2009). He joined UFRJ as a full professor in 1988, where he took the discipline of social psychology until 1992. The following year, he returned to the USA as a professor at California State University, in Fresno, USA, in the Department of Psychology, where he worked until he retired in 2013.

In all of these institutions, he held positions of coordination, teaching, and school management. He conducted research on cognitive dissonance, causal attribution, attitudes, stereotypes, interpersonal relationship, etc. in the model of experimental cognitive social psychology.

The main contribution of Aroldo Rodrigues to psychology in Brazil occurred in the field of this modality of social psychology, an option that he helped to disseminate in Brazil with reviews, articles, chapters of books, and books with a manual published in 1972, his most famous work with several editions (the book received contributions from coauthors – Rodrigues et al., 2012). This work is a reference in the study of experimental social psychology in Brazil (more than 100,000 copies sold) and in several Latin American countries, since the publication of the translation into Spanish in 1976.

Aroldo Rodrigues, throughout the 1960s and 1970s, was primarily responsible for implementing cognitive and experimental social psychology in Brazil. Moscovici and Marková (2006) indicated that Aroldo Rodrigues was one of the interlocutors in Latin America who received a visit and support from the Committee on Transnational Social Psychology, aiming at the development of this area in the region. Rodrigues participated in international meetings and congresses, such as the XII Congress of the Interamerican Society of Psychology, in Uruguay, in 1969, I Latin American Workshop on Social Psychology in Venezuela, in 1975, and LXXXVIII Convention of the American Psychological Association (APA), in Canada, in 1980, which promoted his international recognition, at a time when it was not yet common for Brazilian researchers to participate in international events.

In 1973, Aroldo Rodrigues was elected president of the recently founded Latin American Association for Social Psychology (ALAPSO). His good relationship with social psychologists

from different countries in Latin America and North America was decisive for his election to the Interamerican Society of Psychology (SIP) in 1976 (Rodrigues, 2008). This international recognition enabled him to organize the 1st Yosemite Conference in Social Psychology, commemorating the 100 years of experimental social psychology, organized by him and Robert Levine (1941–2003) (Levine & Rodrigues, 1999) and his election as a fellow in the APA Division 8 (Society for Social and Personality Psychology).

In the mid-1970s, discussions about the so-called “Crisis of relevance of Social Psychology” began to affect practices in Brazil, and in the following decade, two forces were defending their positions on the making of social psychology, represented by Aroldo Rodrigues and Silvia Lane. This discussion culminated in the public debate transcribed in the journal *Psicologia: Ciência e Profissão* (Psychology: Science and Profession) published in 1985, in which the two authors defend their theoretical positions. Aroldo Rodrigues defended social technology as a practice of the social psychologist, and Silvia Lane, cofounder of the Brazilian Association of Social Psychology (ABRAPSO) in 1980, defended a historical-cultural understanding of man and of social psychology, linked to the Brazilian reality (Rodrigues et al., 1985).

In his academic career, Aroldo Rodrigues was awarded the Emilio Mira y López Award from FGV in 1968, the Rogelio Díaz-Guerrero Interamerican Psychology Award from the SIP in 1985, and received the title of Doctor *Honoris Causa* of the Federal University of Paraíba (UFPB) in 2012.

Aroldo Rodrigues worked in important teaching and research institutions in Brazil and abroad as well as had publications and dialogues with different researchers in the Americas, constituting himself as a fundamental name for the dissemination, teaching, and research of experimental social psychology in Brazil. In a recent publication in 2018, at age 85, he reaffirmed his brand of passionate researcher in the discussion of social issues and problematizations in social psychology.

Cross-References

► Lane, Sílvia Tatiana Maurer

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Rodríguez Aguirre, Nelson Gustavo

Born *Ambato (Ecuador), February 1, 1949*

Died *Quito, (Ecuador) August 1, 2018*

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Universidad Central del Ecuador, Quito, Ecuador

Keywords

Ecuador · Organizational and social psychology · Epistemology of psychology

He was born in Ambato, Tungurahua province, son of Nelson Rodríguez Altamirano and Guillermina Aguirre López. He studied elementary school at the Vacas Galindo public school in the city of Puyo, and high school at the *Colegio Normal Juan Montalvo* (Juan Montalvo Normal School) in Quito where he obtained the title of teacher (1967). In 1972, at the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Letters and Educational Sciences) of the *Universidad Central del Ecuador* (UCE, Central University of Ecuador), he obtained the title of *Licenciado en Ciencias de la Educación, Profesor de Enseñanza Secundaria en la Especialización de Psicología* (Degree of Education Sciences, Professor of Secondary Education in the Specialization of Psychology); and, in 1990, at the *Facultad de Ciencias Psicológicas* (Faculty of Psychological Sciences), of *Doctor en Psicología Clínica* (Doctor in Clinical Psychology). In 2004, he studied for a master's degree in *Desarrollo del Talento Humano* (Human Talent Development) at the UCE. In 2006, he completed a specialization in Project Management at the *Politécnica de Madrid-Convenio Andrés Bello* (Polytechnic of Madrid-Andrés Bello Agreement). In 2018, he completed his Ph.D. studies at the University of Havana in Cuba, whose thesis was the following: *Estrategias institucionales para el compromiso de los principales actores con la calidad en la formación profesional de la Universidad Central del Ecuador* (Institutional

strategies for the commitment of the main actors with quality in professional training at the Central University of Ecuador). Unfortunately, death surprised him in the process of his degree.

During his university career, he was a teaching assistant from 1970 to 1972 in UCE, and representant of students at different levels of cogovernment of this university. He was also vice president of the *Federación de Estudiantes Universitarios del Ecuador* (FEUE, Federation of University Students of Ecuador), a Quito subsidiary, in 1971. First as a student and later as a teacher, he was one of the leaders of the *Segunda Reforma Universitaria* (Second University Reform) led by the writer and socialist thinker, Manuel Agustín Aguirre (1903–1992). The Second University Reform took up and implemented in the universities the proposals of the *Reforma Universitaria de Córdoba* (Cordoba University Reform), Argentina, of 1918 such as university autonomy, cogovernment, university extension, research, and free student entry. Rodríguez participated in the conceptual organization of the teaching, research, and extension processes to implement them at the UCE and other universities.

In 1971 and 1972, as a student and together with some teachers, he supported the process of separating the *Escuela de Psicología* (School of Psychology) from the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Letters and Education Sciences) of the UCE, to create the *Facultad de Psicología* (Faculty of Psychology), later called Psychological Sciences. The Faculty was created by the *Honorable Consejo Universitario* (Honorable University Council) of the UCE on December 12, 1972 (Universidad Central del Ecuador, 1972).

At the *Facultad de Ciencias Psicológicas* (Faculty of Psychological Sciences), he was a teacher since 1973 in the course of Experimental Psychology and Scientific Research in Psychology. In 1975, he led a divergent current with the authorities of the Faculty of Psychological Sciences for the application of the Second University Reform and questioned the predominantly medical-biologist training of psychologists,

which led to a strike by students and teachers to change the curriculum. For this reason, he had to leave the Faculty. He won a new contest at the *Facultad de Economía* (Faculty of Economics) where he taught about research and the socioeconomic reality of Ecuador. He returned to the Faculty of Psychological Sciences in 1990, graduated from Doctor of Clinical Psychology, and continued as a teacher.

In 1998, he was invited to work in the non-governmental sector as a regional facilitator of the *Red Nuevo Paradigma para la Innovación Institucional en América Latina* (New Paradigm Network for Institutional Innovation in Latin America), ISNAR/Costa Rica Division, with the Brazilian José de Souza Silva, creator of the *Teoría sobre el Cambio de Época y la Sostenibilidad Institucional* (Theory on Change in Epoch and Institutional Sustainability) (Souza et al., 2006).

He was *Coordinador General de Investigación* (General Research Coordinator) of the UCE (1987–2002), *Decano de la Facultad de Ciencias Psicológicas* (Dean of the Faculty of Psychological Sciences) (2002–2004), consultant of the reform project in the health sector (2004), *Director de Investigación Científica* (Director of Scientific Research) at the *Fundación para la Ciencia y la Tecnología de Ecuador* (Foundation for Science and Technology of Ecuador) (2002–2008), *Subdecano de la Facultad de Ciencias Psicológicas* (Assistant Dean of the Faculty of Psychological Sciences) (2010–2014), and *Vicerector Académico y de Posgrados* (Academic and Postgraduate Vice-rector) of the UCE (2014–2018) (Rodríguez, 2018) and was the few psychologists in the country who have reached high positions within public universities.

Death surprised him on August 1, 2018, when he was Academic and Postgraduate Vice-rector of the Central University of Ecuador.

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Rodríguez Álvarez, Aníbal

Born *Canary Islands, Spain, 1917*

Died *Havana, Cuba, 2005*

Roberto Corral Ruso
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Keywords

Cuba · Social psychology · Labor psychology · Community psychology

Son of Spanish parents who settled in Cuba, Aníbal Rodríguez Álvarez entered school and passed the elementary and secondary levels. Later, around 1933, he began his high school studies in Spain. At that time, he became a communist and joined a group of young people of the same ideology at school; as a result of the actions they were carrying out, the authorities began to persecute him. His father sent him back to Cuba to finish his last year of high school at the Instituto de La Habana (Institute of Havana).

He enrolled at the Universidad de La Habana (University of Havana), where he studied Philosophy and Letters, and Pedagogy simultaneously, from where he could approach psychology, a branch that had begun to be of interest to him since his secondary school years. In 1942, he became a doctor in Philosophy and Letters and graduated with a dissertation written in Latin on St. Augustine (354–430), which was later published and passed to the archives of the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities).

After graduating, his first job was at the Institute of Havana, where he taught the course of General Psychology. There he began his career as a professor. In 1947, he carried out a study in the city of Santiago de Cuba to observe the linguistic differences between that population and that of Havana, which could lead to errors in interpretation. Anibal Rodriguez and others made a study of verbalizations based on the Rorschach test.

Later, around 1951 or 1952, he went to Stockholm to achieve a master's degree in Applied Psychology and also took postgraduate courses in Paris. Upon his return, he began to teach psychology at the Faculty of Philosophy. Political instability affected the regularity of classes at the University of Havana, and he looked for and was accepted as a professor at the Universidad Católica de Santo Tomás de Villanueva (Catholic University of Saint Thomas of Villanova). During the academic year, he continued teaching at the university, and during vacations (1948–1953), he worked as assistant director and professor at the Summer School of the Universidad de Oriente (University of Oriente).

Between 1955 and 1956, he initiated a job in an advertising agency in Cuba, in charge of promoting American companies based in the country. Their executives called Aníbal Rodríguez to work with them and take charge of market studies and the design of advertising campaigns.

Rodríguez was a tireless worker, he combined his work in the advertising office with teaching at Villanova, and in 1957–1958, he worked at the Instituto Nacional de Psicología Aplicada (National Institute of Applied Psychology, INPA) with his partner Gustavo Torroella (1918–2006). The work was to give psychological and vocational guidance to anyone who needed it, from students to American companies that needed to know if their workers had the skills and aptitudes for the positions they held. The application of psychological tests was the most used method at the time.

In these times, Aníbal Rodríguez ventured into all branches of psychology except clinical psychology. In most of the work he did, the application of psychological tests was at the center of his studies. In 1948, he worked with Gustavo Torroella and Alfonso Bernal del Riesgo (1902–1975) in the Oficina de Psicometría y Orientación Vocacional del Ministerio de Educación (Commission of Psychometry and Vocational Orientation of the Ministry of Education) in order to study the issue of tests and their possible validity as a diagnostic instrument.

The use of psychological tests was also extended to industrial psychology. In 1955, he translated Cattell's 16 PF personality inventory, which he used in personnel selection. Despite the practice in the application of psychological tests, motivated by a clear economic interest in the selection and classification of personnel, his interest in social psychology was growing.

Due to the existing demand in the country, the Asociación Nacional de Profesionales Publicitarios (National Association of Advertising Professionals, ANPP) organized regular courses for the training of leaders and created the Escuela Profesional de Publicidad (Professional School of Advertising) where Rodríguez taught for several years. As a result of the creation of this school, social psychology as a specialty began to

gain a more serious and formal space within psychology, directed by Aníbal Rodríguez. He did a lot of applied research.

Later, with the triumph of the Revolution, most of the personnel working in advertising became unemployed, since the bosses and owners left the country and continued their businesses in other places. A study carried out by Rodríguez is also worth mentioning along 1959, 1960, and 1961 to discriminate between the counterrevolutionary conservatives and the revolutionary radicals that showed his acceptance of the Revolution.

The university reform of 1962 proposed the foundation of the Escuela de Psicología (School of Psychology) at the University of Havana, in which he participated. He was appointed the first director and was assisted (as stipulated by the University Reform) by a teaching commission composed of Gustavo Torroella, Diego González Martín (1913–1998), and Alfonso Bernal del Riesgo (Guevara et al., 1980).

These years at the school were very politically turbulent and were characterized by constant crises. In 1965, Aníbal Rodríguez resigned from the position of director of the school and became the director of the Department of Social Psychology.

During the rest of his working days and until his retirement, Rodríguez remained at the school teaching his social psychology classes. He maintained an intense research work linked to the tasks and demands of the revolution. It was during this period that he really developed and grew as a researcher.

On the subject of research linked to the social tasks of the Revolution, we remember the survey of the social problems presented by the rural teachers who rendered a practically voluntary service, with the aim of solving them in 1968, also studies for the characterization of the Cuban family, its organization and structure, and important studies of the social and moral feeling of the workers in the enterprises that were nationalized. He used to take students with him to collaborate in his research. In this way, he taught in practice. He did not publish a lot (Rodríguez, 1980, 1985, 1990), only teaching texts for his students (Rodríguez, 1980, 1985). But his teachings started current lines of psychology in Cuba, such as social

psychology, labor psychology, and community psychology (Casaña Mata, 1985).

As a professor, those who were his students remember him as a very demanding, serious, and strict professor. In the classroom, he was par excellence a promoter of debate, and he liked to encourage criticism in his students. He was the first professor who led the students to take the podium in the lecture hall and to present the seminars themselves (Oliva, 2006).

In 1980, Rodríguez decided to retire. He was 63 years old and had accumulated more than 40 years of work. But as a tireless worker, retirement did not prevent him from continuing his work.

His research work always had the intention of creating a 100% Cuban research, the methods and instruments were adapted to our culture, and the studies of our society were no longer done or directed by North Americans but by Cubans. (González Erigolla, 2008). Rodríguez was one of the main protagonists in the organization of psychological research in Cuba.

Cross-References

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- ▶ [González Martin, Diego](#)
- ▶ [Torroella González-Mora, Gustavo Antonio](#)

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Rodríguez Arias, Enerio

Born *Santiago de los Caballeros, (Dominican Republic)*, 3 February 1939

Julio Leonardo Valeirón Ureña
Universidad Autónoma de Santo Domingo
(UASD), Santo Domingo, Dominican Republic

Keywords

Dominican Republic · Psychological training · Behavioral psychology · Cognitive psychology · Methodology

From 1957 to 1961, he studied Philosophy and Theology at the Seminario Pontificio Santo Tomás de Aquino (Pontifical Santo Tomás de Aquino Seminary). He graduated in Philosophy at the Universidad de Santo Domingo (University of Santo Domingo) in January 1964. Later, he studied Psychology at Universidad Autónoma de México (Autonomous University of Mexico) obtaining the degree of bachelor in psychology in 1968. He was the first Dominican professional to obtain that degree (Paniagua, 2018). In January 1975, he graduated with a doctoral degree in Philosophy from Universidad Autónoma de Santo Domingo (Autonomous University of Santo Domingo, UASD), with the dissertation: “The forgotten inheritance: The impact of Immanuel

Kant on the birth of scientific psychology.” (Rodríguez 1975)

He entered the UASD in 1964, where he directed the program in Psychology in the years 1970–1981. He was recognized as a “Most Merited Professor” of this University in 2004. He has also obtained the distinction of “Honorary Professor” from the Universidad Católica de Santo Domingo (Catholic University of Santo Domingo) in 2004. He is a member of the Philosophy of Science Association (PSA) and an international affiliate of the American Psychological Association (APA).

An essay about his academic profile has been included in the *Encyclopedia of the History of Psychological Theories* (Ruiz-Matuk, 2012), which was published under the editorship of Robert W. Rieber.

He is recognized as the most prestigious psychologist in the development of psychology in the Dominican Republic (Ardila, 1986). It has been and continues to be a reference for those who studied psychology at the UASD, as well as for those who have taken its courses in Scientific Research Methodology, Quantitative Analysis and Statistics, such as Philosophy of Science, in various programs Master’s degrees offered by several universities in the country.

As a systematic disseminator of the development of the psychological sciences, he introduced the teaching of Behavioral Psychology in the country, which contributed to the fact that several generations of psychology professionals followed the guidelines of the neo-behaviorism of B.F. Skinner. In light of the epistemological crisis, in contemporary psychology he promoted the study of cognitive sciences, in addition to having been a well-known disseminator of the ideas of Thomas S. Kuhn (1922–1996) about paradigms and the paradigmatic development of science. His zeal for the exact dissemination of the thinking of great exhibitors of psychological theories led him many times to confront the original texts of the referred author, with those that some publishers

did in the Spanish language, showing their errors and alerting their students when reading the same.

He has maintained a theoretical confrontation, through the written press, with Jacinto Gimbernard (1931–2017), renowned musician, concert performer and writer, as well as a Dominican diplomat, about Humanist Psychology versus Behavioral Psychology. He also participated in the public debate on the same topic at the Pedro Henríquez Ureña National Library with José Cruz, S. J. then Director of the School of Psychology of Universidad Nacional Pedro Henríquez Ureña (UNPHU).

He had great gratitude to his teachers, to whom he has dedicated a book, *Dissertationes Aenerianae: Dissertations of Enerio on various topics* (Rodríguez, 2016).

He is regularly invited to groups of intellectuals to participate in debates, as well as television programs of scientific dissemination, on philosophical and methodological issues. If something has characterized him in the world of psychological sciences, it is his passion for rigorous exposition, based on the original texts of the exposed authors, as well as his great determination that his students do not cease their interest in reading and studying, deeply scrutinize, and become passionate about the science and profession they have chosen to pursue.

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Rodríguez Betancourt, Leonardo

Born *January 30, 1916, in Cataño, Puerto Rico*

Died *February 1, 1970, in San Juan, Puerto Rico*

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Keywords

Puerto Rico · Humanistic psychology

Leonardo Rodríguez-Betancourt was one of eight children born to Juan Rodríguez Benítez, a carpenter-businessman and Josefa Betancourt Rivera, a housewife, in a small worker’s town next to San Juan, the capital of Puerto Rico. He was the second youngest one and had four sisters: Rita, Claudina, Clota, and Teresa and three brothers: Juan, Antonio, and Joaquín. He attended St. Vincent School, a parochial school in Cataño and graduated in 1934 from Central High School in Santurce, PR (Personnel Record, 1955–1970).

Leonardo Rodríguez graduated from the University of Puerto Rico, Río Piedras campus (UPR-RP), with a Normal Diploma in 1936 and a Bachelor of Arts in Education in 1941 with a Psychology major and a minor in Elementary Education. He was a student of Dr. Néstor I. Vincenty at the College of Education, a professor that had an ample perspective in psychology because he had two doctoral degrees, one in psychology from Harvard and one in medicine from Spain. Moreover, he was the first student at

UPR-RP to graduate with a major in psychology (Personnel Record, 1955–1970). For several years after graduation, Rodríguez taught at secondary level in the public schools of San Juan, Puerto Rico. For the summer of 1942, he was hired by UPR-RP as a lecturer in vocational education. Stimulated by his quest for knowledge and his experience teaching at college level, he decided to move to New York City and entered Teacher's College at Columbia University to pursue graduate studies in educational and applied psychology. He earned a Master's degree in 1946 and, while studying at Columbia University and after graduating, taught languages at college level in New York (Personnel Record, 1955–1970).

From 1945 to 1954, he lived and worked in the United States of America. First in New York, he taught Spanish and Portuguese at Brooklyn College (1945–1946), and Spanish at Manhattan College (1948–1949), and then in Phoenix, Arizona (1949–1954), where he was Director of the Department of Spanish and Latin and taught both languages (Personnel Record, 1955–1970).

In 1955, he started working at UPR-RP, as an assistant professor, teaching a variety of psychology courses including Introduction to Psychology, Experimental Psychology, among others. He was so enthused with his academic work that after a few years of teaching, he decided to register at the University of Florida, Gainesville, to pursue doctoral studies. He obtained his PhD in general experimental psychology in 1966. His doctoral dissertation studied the performance of Latin Americans in a personality survey. His dissertation committee was chaired by Herbert D. Kimmel (1927–2012) and included Ted Landsman (1922–1990), who was known for his interest in phenomenological research and developed the concept of the beautiful and noble person and the need of psychotherapists to humanize themselves and contribute to humanizing social agencies (Landsman M.S., 1990; Landsman T., 1970). In 1970, just before his untimely death, Rodríguez and Kimmel published an article based on Rodríguez' dissertation in the *Revista Latinoamericana de Psicología*.

His academic appointments included Brooklyn College, Manhattan College, the University of Florida at Gainesville, and UPR-RP. At University of Florida, Leonardo Rodríguez taught undergraduate and graduate courses in counseling and education while pursuing his doctoral degree. During the 1960s, he was among a group of pioneer psychologists who contributed to the development of the earliest graduate education in psychology training programs in Puerto Rico along with Abigaíl Díaz de Concepción, Juan N. Martínez, Laura Leticia Herrans, Carlos Albizu-Miranda, Norman Matlin, and others. Rodríguez also joined the psychology faculty at the *Instituto Psicológico de Puerto Rico* (Puerto Rico Institute of Psychology), today Albizu University, a private institution that offered graduate studies in psychology along with its founders Dr. Norman Matlin and Dr. Carlos Albizu-Miranda.

One of his mentees in the 1960s, Dr. Francisco Vázquez-Ruiz, acknowledged Rodríguez' contribution in the development of the first master's program of psychology at the University of Puerto Rico in 1966 consisting of 30 graduate credits aimed to train psychologists for employment in public agencies, where he taught a graduate course in psychological measurements (Personal communication, September, 2020). Rodríguez is also fondly remembered for offering the first course of Humanistic Psychology at the UPR-RP psychology program at a time in which the field of psychology was strongly influenced by behaviorism.

Dr. José J. Bauermeister, another of his mentees, remembers that he used to give the Experimental Psychology course from a humanistic perspective. He mentioned that Leonardo Rodríguez was very observant of his students' behavior and was always ready to explain a concept when he noticed that it had not been understood (Personal communication, October 6, 2020). For many years, the Puerto Rico Psychology Association offered an award, *Premio Leonardo Rodríguez*, in his name, to the undergraduate who wrote an essay that demonstrated

the human values of love, dignity, and respect for human beings that were important for Leonardo Rodríguez (I. Roca de Torres, Personal communication, September 23, 2020).

In one of his journalistic essays, Dr. Carlos Varona (1979) publicly acknowledged his admiration and friendship with Leonardo Rodríguez since he had been his student at the Puerto Rico Institute of Psychology. Varona described Rodríguez as a humble, simple, and good humanist, and a follower of Carl Rogers. In highlighting an essential feature of a humanistic psychologist, Rodríguez emphasized the importance of listening carefully, interestedly, and with a nonjudgmental attitude to fully understand a person's feelings, perspective, and behaviors allowing for a respectful communication to flourish.

Rodríguez identified himself as a humanistic psychologist. His views were greatly influenced by Dr. Ted Landsman (1922–1990) one of his professors at the University of Florida. Following the steps of Dr. Landsman, Rodríguez became a strong advocate of Rogerian psychotherapy. Rodríguez inspired many of his students with his dedication, kindness, and teachings to embrace the humanistic approach in providing psychological services.

Leonardo Rodríguez was married twice. He had three children, a daughter and a son from his first marriage and a daughter with his second wife.

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- ▶ Albizu-Miranda, Carlos
- ▶ Bauermeister, José Jorge.
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- ▶ Martínez, Juan Nicolás
- ▶ Matlin, Norman

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Rodríguez Bou, Ismael

Born *on September 27, 1911, in Orocovis, Puerto Rico (PR)*

Died *on October 28, 1999, in San Juan, Puerto Rico (PR)*

Irma Roca de Torres

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Keywords

Puerto Rico · Educational psychology · Alphabetization

Ismael Rodríguez Bou was born in a small town in the center of Puerto Rico (PR), son of Francisco Rodríguez, the town's baker, and his wife Cristina Bou. He studied at the public schools of his town earning his high school diploma and obtaining the valedictorian award (the highest honor) of his class in 1928. He entered the University of Puerto Rico, at Río Piedras (UPR-RP), where he graduated with a normal diploma in 1930. This diploma certified him as a teacher, and he started teaching in a public elementary school but was soon named

director and assistant supervisor. He returned to UPR-RP to finish his bachelor's degree in education and, after his graduation, applied for graduate studies to Teachers College, Columbia University at New York City, NY, in the United States. He graduated in 1938 with an MA in psychology of children and adolescents.

Returning to PR after his master's graduation, he worked as a college instructor at the Polytechnic Institute at San Germán, PR, and at UPR-RP and as director of Mayagüez High School. At the college level, he taught courses in educational psychology and psychology of children and adolescents and did research on the teaching of English as a second language. In 1941, he was named assistant professor at UPR-RP and went to University of Texas, to work in a research project funded by the American Council on Education to develop bilingual tests to measure general ability, language, and reading, among others. Several Puerto Rican psychologists, Pablo Roca de León, Teobaldo Casanova, and Abigaíl Díaz de Concepción, collaborated in this endeavor. While studying for his doctorate, he developed a very creative and successful project in 1943 to alphabetize adults in Latin America by using animated movies developed in collaboration with Walt Disney to teach reading and writing (Rodríguez Bou, 1992).

Ismael Rodríguez Bou, while collaborating in the aforementioned development of bilingual tests, took the opportunity to initiate and finish, in 1944, his PhD in psychology of education at the University of Texas. With his doctoral degree completed, he returned to UPR-RP and was named permanent secretary of Superior Council of Teaching (*Consejo Superior de Enseñanza*) and director of educational research. He occupied these positions from 1945 to 1966. This organization is an office of the Puerto Rican government in charge of supervising all educational institutions in Puerto Rico; it evaluates and licenses new and existing educational institutions. Until 1966, this organization was under the administration of UPR-RP, and then, it was moved under the administration of the government of Puerto Rico.

From 1966 to 1969, Ismael Rodríguez Bou was named director of the Office of Planning and

Research of UPR-RP. Until his retirement, he also occupied the following positions at UPR-RP: full professor at the Psychology Department (1969–1973), rector of UPR-RP (1974–1978), and interim president of UPR for three months while rector of the Río Piedras Campus.

During his tenure as permanent secretary of *Consejo Superior de Enseñanza*, Dr. Ismael Rodríguez Bou was very active in educational research and representing Puerto Rico in conferences, meetings, and all kinds of educational and cultural endeavors. He directed a huge study of the educational system of Puerto Rico (1958–1960) that produced an island program for adult alphabetization, a study of the most common vocabulary, and books for teaching reading. He directed on his free time, from 1953 to 1958, the alphabetization and adult and English education programs of the Department of Education of the government of Puerto Rico.

Ismael Rodríguez Bou was a delegate for Puerto Rico at a seminar for the alphabetization of adults, celebrated in Brazil in 1949, attended by Jean Piaget, and was selected as the delegate who most contributions made to the seminar. He was very active in the National Education Association of the United States (1938–1942), visiting professor of psychology in Panamá (1939), and director of an educational mission for adult alphabetization in México, Honduras, and Ecuador (1945). He was consultant in education at all Latin American countries except Paraguay. He was also consultant for such world organizations as the United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Special Fund, World Health Organization, US Department of Interior, Regional Center of Basic Education for Latin America, World Bank, International Agency for Development, and Organization of American States.

Ismael Rodríguez Bou was an educational expert who traveled all over Latin America as a representative of UNESCO to help many republics develop their educational systems especially those related to alphabetization of their adult populations. He even helped the University of Costa Rica design their Student Affairs Office

and the government of Costa Rica develop a curriculum for the study of social sciences for their public education system. In 1956, he conducted a study of the educational system of Panamá under the auspices of UNESCO. As a member of Alliance for Progress, a division of the Organization of American States, he promoted education, science, and culture in Latin American nations. He visited Haiti, Jamaica, Guatemala, Nicaragua, Costa Rica, and British Guyana, among others. His influence was not restricted to Latin America, because he went as a delegate to an adult education conference in India and as an educational consultant in Iran, in an educational mission organized by the United Nations.

According to Laura Gallegos (1992), Rodríguez Bou's quest to alphabetize Latin America was of prime importance because he believed that without alphabetization, there cannot be democracy or industrialization. In other words, people that cannot read cannot elect adequately its government or evaluate their work.

Ismael Rodríguez Bou published more than sixty books as author or coauthor. He also wrote numerous reports to Puerto Rican and Latin American governments about the many studies he undertook at their requests. He even wrote a report for John F. Kennedy in 1962. He offered more than 200 presentations all over Latin America. He also wrote in journals like *School and Society*, *La Torre*, *Journal of Educational Psychology*, and *Fundamental and Adult Education*.

For his accomplishments, Ismael Rodríguez Bou received numerous awards and distinctions: honor diploma from Florida State University, for his outstanding work for Latin American education; Doctor in Arts and Science honoris causa from *Universidad Católica Madre y Maestra de la República Dominicana*; Doctor in Humanities honoris causa from *Universidad Central del Caribe*; Award *Encomienda de Isabel la Católica*, from the King of Spain; National Cultural Award, 1986, by the Puerto Rican Institute of Culture; and Humanist of the Year in 1992. He was also a member of numerous boards of directors of various cultural and educational institutions.

He was married to Gloria Ponsa Feliú and had three children, Dora Silvia, Gloria, and Ismael,

and six grandchildren and eight great grandchildren. He lived most of his adult life in San Juan, PR.

Cross-References

► [Díaz Alfaro de Concepción, Abigail](#)

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Rodríguez González, Juana Myrtea

Born *on August 15, 1943, in Aguadilla, Puerto Rico*

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University of Puerto Rico, Río Piedras, San Juan,
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Keywords

Puerto Rico · Tests and measurements · Education

Juana Myrtea, whose nickname is Jenny, was the first of four children born to the marriage between Alejandro Rodríguez, a foreman at marine construction sites, and Ramona Vicenta González Cruz, a nurse. Jenny studied her elementary and middle school years at a private catholic school in Aguadilla, a town at the western coast of Puerto Rico, where she learned discipline and responsibility. She finished her high school education at a public school in Guaynabo, a town in the northern part of Puerto Rico; at this school, she learned to think critically, to maintain reasonable opinions, and to respect diversity (Rodríguez, 2018). She was one of the best students in her class and obtained the highest score in the college entrance examination test in Guaynabo and was admitted as an honor student at the University of Puerto Rico, Río Piedras campus (UPR-RP). Her plans were to study medicine but in her first year switched to psychology, because the mystery of

the human brain and human behavior intrigued her.

Juana Myrtea Rodríguez registered at the Faculty of Social Sciences of UPR-RP, where she majored in psychology. According to Jenny, learning dynamics at UPR-RP were immersed in diversity which made students reflect upon different sociocultural contexts and the complexity of human beings (Rodríguez, 2018). Juana Myrtea Rodríguez had many practical experiences working with persons with mental illness as part of course and practicum work under Dr. Juan Nicolás Martínez and Dr. Rafael García Palmieri, Chief of Clinical Services, Veterans Administration Hospital in San Juan, PR. She learned about research and statistics with Dr. Carlos Hernández. She obtained a BA with a major in psychology in 1964. Jenny was so enthused with psychology that she immediately entered graduate school at UPR-RP.

In 1964, there were no graduate programs of study in psychology in PR; therefore, Jenny Rodríguez entered an experimental program at UPR-RP that offered 30 graduate credits in psychology, but did not offer a degree, just a certification. She completed those credits and started working as a psychologist at the Clinic for Children and Adolescents of the Department of Health of the government of PR. She was eventually named director of this clinic for 2 years. As soon as an official graduate program in psychology was offered at UPR-RP, she applied and was admitted as a member of the first class. She graduated with an MA in general psychology with emphasis in clinical in 1969. Her thesis under Dr. Louis Everstine, Dr. Carlos Guevara, and Dr. Laura Leticia Herrans was an experimental thesis oriented toward behaviorism, titled *The effect of promise and continuous positive reinforcement in an achievement task* (Rodríguez, 2018).

In 1970, Juana M. Rodríguez started working as a professor of psychology at Inter American University, Metropolitan Campus (Inter-Metro) and joined two of her mentors, Dr. Herrans and Virginia Sacarello (1930–2018), MA, in private practice. She kept her private practice opened until 2010, for 40 years. She worked for 16 years

at Inter-Metro and then decided to pursue studies toward her PhD in School Psychology at Temple University. Here, she worked under Drs. Irwin Hyman (1935–2005) and Trevor Sewell (born 1940), and her dissertation was about the discriminating validity of the WISC-R (1974) in the differential diagnosis of learning disabilities with fourth and sixth grade children in PR. She finished her PhD in 1987.

After graduation, Dr. Juana M. Rodríguez co-directed with Dr. Laura Leticia Herrans the translation, adaptation, and standardization of the *WISC-R* to a Puerto Rican sample. After concluding this research project in 1990, she and Dr. Herrans offered a series of workshops, under the auspices of the Puerto Rican Council of Deficiencies, to train Puerto Rican psychologists on the use of the new scale of intelligence, *Escala de Inteligencia Wechsler para Niños, Revisada, PR* (EIWN-R, PR, Wechsler Intelligence Scale for Children, revised for Puerto Rico). Since 1990 and until her retirement in 2015, she was a full-time professor of psychology at UPR-RP.

Her achievements in Puerto Rican psychology are all centered around developing measurement instruments and in helping develop future generations of psychologists through her impact on students, as teacher for 41 years. As a faculty member of two important universities, Dr. Rodríguez participated actively in research, teaching, publishing, editing, mentoring, supervision of thesis and dissertations, and committee work (curriculum, personnel, clinical, among others). Her translated *Escala de Inteligencia Wechsler para Niños, Revisada para Puerto Rico* (EIWN-R, PR, Wechsler Intelligence Scale for Children, revised for Puerto Rico) has been used in Puerto Rico to measure children's cognitive abilities since it was developed. Dr. Rodríguez also translated to Spanish the Wechsler Adult Intelligence Scale-III (WAIS-III) (Rodríguez et al., 2008); this version was the one used in the *Escala de Inteligencia Wechsler para Adultos-III* (EIWA-III, Wechsler Adult Intelligence Scale), project to adapt and standardize the EIWA-III to a representative sample of an adult Puerto Rican population. She was part of

the group of researchers in this EIWA standardization research project (Pons et al., 2008).

Among other contributions, Dr. Rodríguez and Dr. Herrans developed representative norms for a hospitalized psychiatric population of adults for the *Bender Gestalt* and the *Draw a Person* along with developing a psychological and clinical profile of this population at public mental health facilities (Herrans and Rodríguez, 1989; Herrans, Rodríguez, and Canino, 1985). In collaboration with Dr. Laura Leticia Herrans and Aida Herrans, Dr. Rodríguez founded the Corporation for Scientific Research and Educational Projects, a non-profit organization that developed a training program for personnel of child care centers in Puerto Rico. This training program was funded by the Puerto Rico Council on Developmental Deficiencies from 1989 to 2010.

Among other achievements, Dr. Rodríguez was president of Puerto Rico's Psychologists Board of Examiners and in charge of developing the licensing test for the practice of psychology. Moreover, she developed and directed, at UPR-RP, a center for developing and validating measurement instruments that included the collaboration of professors and students from several universities in Puerto Rico. This center organized seminars about the use and interpretation of models of evaluation, taking into consideration their theoretical backgrounds and their ethical and legal implications.

Dr. Juana M. Rodríguez has been a member of Puerto Rican Psychology Association (APPR, *Asociación de Psicología de Puerto Rico*) since late 1960s and has occupied several positions in its board of directors, including president (1996–1997). She has worked in several committees, among them the ethics committee that developed the Ethics Code for Puerto Rican Psychologists. She has had multiple professional presentations at APPR, Interamerican Society of Psychology, and American Psychological Association, among others. She was co-editor for many years of the professional journal of Inter-Metro, *Homines*. Dr. Rodríguez has received various professional distinctions; among them, she was named by APPR Psychologist of the Year in

1993, and in that same year was named Distinguished Alumni in School Psychology at Temple University by the School Psychology Division of Philadelphia Psychological Association.

Dr. Juana M. Rodríguez González retired in 2015 after almost 50 years of being active in her profession and spends her time with her family and friends. She enjoys quiet afternoons reflecting on her work for the psychology profession in Puerto Rico and discussing with her friends and her students, now colleagues, what remains to be done, especially in the development of measuring instruments and clinical psychodiagnosis.

Cross-References

- ▶ [Herrans-Pérez, Laura Leticia](#)
- ▶ [Martínez, Juan Nicolás](#)

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Rodríguez Kauth, Angel

Born *in Buenos Aires, Argentina, March 19th, 1941*

Died *in San Luis, Argentina, October 4th, 2020*

Rodolfo Parisi
Universidad Nacional de San Luis, San Luis,
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Keywords

Argentina · Social psychology · Political psychology · Economic psychology · Idea journal

Rodríguez Kauth obtained a degree of Professor of Pedagogy and Psychology and Licenciado en Psicología (Graduate degree in Psychology) at the Universidad Nacional de Cuyo (National University of Cuyo). Later, he obtained a doctor's degree in Psychology at the Universidad Nacional de San Luis (National University of San Luis).

He began his academic activities as a Professor at the Escuela Normal Juan Pascual Pringles (Juan Pascual Pringles Normal School) of the National University of Cuyo and also worked for 4 years at the Universidad Nacional del Litoral (National University of the Litoral) in Santa Fe, Argentina, where he taught Criminology. In 1968, he joined the Professorship of Sociology at the National University of Cuyo, and later he became Professor of Social Psychology in the undergraduate Psychology program at the same university. For 45 years, he was Professor of Social Psychology. Since 1996, he was also Professor of Political Psychology for 21 years (National University of San Luis), until his retirement. He was a Researcher level 1 of the National Program of Incentives to Research. He was Counselor in the Superior Council and Science and Technical Secretary of the Facultad de Ciencias Humanas (Faculty of Human Sciences). For his academic

merits he was appointed Consulting Professor after his retirement.

He was Visiting Professor in the courses of the Doctoral Program in Social Psychology at the Facultad de Ciencias Políticas y Sociología (Faculty of Political Science and Sociology) at the Universidad Complutense de Madrid (Complutense University of Madrid) for 8 consecutive years, where he taught Latin American Political Psychology (between 1991 and 1999). He taught an important number of courses on Political Psychology in different provinces of Argentina, as well as in Mexico, Costa Rica, Chile, Venezuela, Uruguay, etc. He was an activist advocate of the political psychology of Latin America.

Rodríguez Kauth had a prolific production (Polo et al., 2014; Parisi, 2020). He published more than 50 books and more than 400 scientific papers and essays, published in various scientific journals and publications in America and Europe. Besides those mentioned in the Selected Works, it is worth mentioning some of the earliest (Rodríguez Kauth, 1971) to some of the latest ones (Rodríguez Kauth, 2016). In the middle of both, it is only possible to refer to a handful of his works (Rodríguez Kauth, 1987, 1992, 1993, 2001, 2002, 2011).

His works covered topics of psychology, psychoanalysis, social psychology, economic psychology, human rights, art, espionage, critical thinking, international politics, national politics, political participation, economics, religion, and hypocrisy, among the most outstanding. In addition to being a thinker of political psychology, he opened a space of thought by working on the politics of psychology. Among his interests, he worked and investigated the work and life of José Ingenieros (1877–1925), whom he considered the first Argentine political psychologist.

He was the creator and editor of *Idea*, the first journal of the Facultad de Ciencias Humanas (Faculty of Human Sciences) at the National University of San Luis, from 1987 to 2002. The journal had international repercussion.

He was an activist defender of human rights, freedom, critical thinking, and democracy.

Because of that, he was imprisoned and then expelled from the university for 7 years during the last military dictatorship (1976–1983). He was a Marxist, atheist, and activist of the Communist Party. He was a very consistent person with his thinking (Parisi, 2020).

Concerning his private life, Rodríguez Kauth had two sons with his first wife, Martha González Pereyra, she herself a well-known psychoanalyst: Gonzalo, who is a professor at Oxford University, and Diego, who died at the age of 27 (1969–1996). His last partner, Mabel Falcón, had been an outstanding psychologist in the field of Educational Psychology.

Angel Rodríguez Kauth was one of the most important Latin American psychologists. A bibliometric analysis carried out by researchers from the Universidad Nacional de Córdoba (National University of Córdoba) showed that throughout the period 2000–2010, he was the most productive author in the field of Latin American political psychology (Polo et al., 2014).

Cross-References

► [Ingenieros, José](#)

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Rodríguez Ortega, Elvia Graciela

Born *in Ciudad Juárez Chihuahua (Mexico), on April 12, 1940*

Died *in Mexico City (Mexico), on July 5, 2012*

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Keywords

Mexico · Experimental psychology · Behavioral medicine

Elvia Graciela Rodríguez Ortega began her studies at the higher level in psychology at the Universidad Nacional Autónoma de México National (Autonomous University of Mexico) (UNAM) and completed her master's studies at the UNAM's Faculty of Psychology in 1962, with the same approach to mental health. Moreover, in 1985 she finished her doctorate in general experimental psychology at the same university. After obtaining her doctorate, she traveled to the United States where she developed postdoctoral activities at the University of Texas and the University of Florida. It should be noted that one of the figures who helped in the training of the doctor was the psychologist Rogelio Díaz-Guerrero.

Rodríguez Ortega had great successes in the work environment in which she developed, being a teacher at UNAM, teaching subjects at the bachelor's, master's, and doctoral levels since 1966, and where she became the first director of the psychology faculty in 1981. Likewise, she taught undergraduate and master's degrees from 1967 to 1972 at the Universidad Iberoamericana (Iberoamerican University) (IBERO) (Fletes 2012).

Other of her outstanding activities were belonging to a wide variety of memberships, among which the Sociedad Mexicana de Medicina Conductual (Mexican Society of

Behavioral Medicine) stands out in 2000; the Colegio Nacional de Psicólogos (National Board of Psychologists) from 2001 to 2008; she belonged to the advisory council, representing the state of Chihuahua in the Federal District in 2006. In addition, her knowledge gave rise to development in new fields of work, since she was part of the editorial team of scientific journals, among which the following stand out: *Revista de Psicoterapia y Familia (Journal of Psychotherapy and Family)*, *Suma Bioética (Sum Bioethics)*, and *Revista Mexicana de Psicología (Mexican Journal of Psychology)*. In turn in 1971, she was the founder of the Consejo Nacional para la Enseñanza e Investigación en Psicología (National Council for Teaching and Research in Psychology) (CNEIP) in order to promote the serious and scientific training of psychology in Mexico.

She dedicated part of his time to the participation and organization of congresses at the national and international level, among which are the National Congress of Psychology sponsored by the CNEIP (2002) and the Interamerican Congress of Psychology in 2003 in Cartagena, Colombia, sponsored by the Sociedad Interamericana de Psicología (Interamerican Society of Psychology) (SIP).

The themes of some keynote lectures within her professional career were "Retos y Perspectivas de la Psicología de la Salud en México" (Challenges and Perspectives of Health Psychology in Mexico), which she gave at the Universidad Autónoma de Sinaloa (Autonomous University of Sinaloa) in 2003 and at the Facultad de Estudios Superiores – Zaragoza (Faculty of Higher Studies – Zaragoza) (FES-Z); "Aplicaciones de la Psicología de la Bioética" (Applications of the Psychology of Bioethics) at the Universidad Católica de Colombia (Catholic University of Colombia) in this same year; and gave in the keynote conference called "Formación de Recursos Humanos en Psicología y Salud" (Training of Human Resources in Psychology and Health) in 2004. Her participation continued over the years since in 2007 she was a speaker at the XXXI Congreso Interamericano de la Psicología (XXXI Inter-American Congress of

Psychology) that took place in Mexico City covering the theme of “Poder en la Relación de Pareja en la Etapa de la Vejez” (Power in the Relationship of Couple in the Stage of Old Age), among others.

With the aim in mind of guaranteeing mental health, Rodríguez Ortega, in collaboration with some researchers, developed the creation of the residency in health psychology at the UNAM’s School of Psychology. Her work also consisted of consultancy for the creation of the psychology residency at the Facultad de Estudios Superiores (Faculty of Higher Studies) in two different areas, both in the Zaragoza and Iztacala units (Freights 2012).

She also received some awards and recognitions in different areas, in the field of health, scientific, and technological development and within the area of psychology. In 2002 she obtained the Premio Nacional de Psicología (National Psychology Prize) awarded by the CNEIP, attributing the achievement to her outstanding work in the field of teaching and research within the psychological area in Mexico; in that year she also obtained the Medalla y Reconocimiento al Mérito Académico (Medal and the Recognition of Academic Merit) from the Asociación Autónoma del Personal Académico (Autonomous Association of Academic Staff of the National Autonomous University of Mexico) (AAPAUNAM). In 2005 she obtained the recognition and medal for her participation as a tutor in the master’s and doctorate program in medical, dental, and health sciences.

The academic and work performance of the doctor led the society of alumni of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) to view her as an important part of the faculty, granting her the appointment of honorary member of that society, and in 2007 she received the Premio Latinoamericano de Psicología de Salud (Latin American Award of Health Psychology) by the Asociación Latinoamericana de Psicología de la Salud (Latin American Association of Health Psychology) (ALAPSA) in Brazil (Flórez 2012).

Rodríguez Ortega believed that “in Mexico –as in the rest of the world- we face numerous challenges in health matters, typical of the interaction of various biopsychosocial factors” (Rodríguez 2004, p. 38). This problem with regard to the health area had a relationship with her achievements, since due to this, she made contributions to behavioral medicine in Latin America, for which she was recognized and admired by José Narro Robles who was Rector of UNAM in the book *Behavioral Medicine in Mexico* (Rodríguez 2004). Likewise, it helped to promote the creation of the area of experimental general psychology in the Facultad de Psicología (Faculty of Psychology) within the UNAM, which allowed a better academic development to the new generations. She managed to establish the bases in the design of new teaching models, which that benefited Mexican psychology to achieve the merit of being a recognized scientific discipline.

Her research contributed to various areas and approaches of psychology, among them the factors that were related to risk behaviors in the female sex, thus contributing to the psychology of women (Rivera-Rivera et al. 2006). Likewise, in the area of gender, she related the themes of health, work, and psychology in her work “Distribución del Poder en Tres Etapas de la Vida de Pareja” (Distribution of Power in Three Stages of the Life of a Couple) (Díaz-Marroquín et al. 2010).

Similarly, she contributed to the health area, since Rodríguez (2010) argued that “there are challenges that we still have to face in Mexico. For example, promoting research in this field not only in educational institutions but also in health and/or social sector institutions” (p. 10), for which she focused her research on behavioral medicine.

These contributions to psychology had a great social impact, since they included topics of self-control in the behaviors that lead to addiction and emphasized contributions at the national and international level to behavioral medicine, which is a key point for the maintenance of health, also gave rise to research on the prevention of diseases such as diabetes and the analysis of techniques that benefit the person who suffers from them (Rodríguez 2004). The publication of her articles

and books, in which she developed her research, has helped psychology expand and find new fields to focus on.

The interest in expanding psychology and the commitment and performance for the improvement of health and society is why Rodríguez Ortega is most remembered, and according to Fletes (2012), her contributions were not only essential in Mexico and in United States but also in other places such as Costa Rica.

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Rodríguez Valderrama, José

Born *Bogotá (Colombia), 28 March 1933*

Died *(Colombia), 06 October 2021*

Aura Nidia Herrera

Universidad Nacional de Colombia, Bogotá, Colombia

Keywords

Colombia · Psychological measurement · Psychometrics · Psychological testing · Colombian Civil Service

José María Rodríguez Valderrama is a pioneer in the field of psychological measurement and evaluation in the country. He is recognized for his leadership in the creation of the Departamento Administrativo de la Función Pública (Administrative Department of Public Services) (DAFP) and the Instituto Colombiano para la Evaluación de la Calidad de la Educación (Colombian Institute for the Evaluation of Education) (ICFES) and his work as a teacher for many generations of

psychologists since the early 1960s. Additionally, he has played a fundamental role in the development of the leading entities responsible for evaluating the operation of different psychology programs and the psychologists' guild in Colombia.

José began his studies at the Deutsche Schule (German School), which was closed in 1942 following the declaration of nonbelligerent war by Colombia on Germany (José Rodríguez Valderrama, personal communication, September 8, 2020). He then moved to the Colegio San Bartolomé (San Bartolomé school), which functioned as a public school between 1939 and 1951, where he received a high school diploma in 1950.

Belonging to a middle-class family with an architect father, an uncle who was a physician, and another uncle a renowned historian (Horacio Rodríguez Plata, 1915–1987), he was part of a minority intellectual elite (Cardeno Mejía, 2007). During his senior years in high school, he became interested in reading Sigmund Freud's works, which led him to take an interest in psychoanalytic theory and study medicine, emphasizing psychiatry. He enrolled at the Faculty of Medicine of the Universidad Nacional de Colombia (National University of Colombia) in 1951. There, he discovered the Institute of Applied Psychology, which had recently opened (1947), and decided to study psychology simultaneously. He began studying psychology in 1953 and finished in 1956, obtaining two degrees: medicine and surgery, and the second one in psychology.

During his early years of medical studies, in the Laboratory of Physiology directed by Alfonso Esguerra Gómez, Rodríguez discovered one of his academic interests. Esguerra's pursuit of finding "the biological constants of the Colombian man" (Agusti Pastor, 1982, p. 38) had made the Physiology Laboratory the appropriate niche for the Institute of Psychology's emergence, under the leadership of Mercedes Rodrigo Bellido; this was exhilarating for the young student. In his first contact with Fechner and Galton's works, the use of anthropometric measurements and statistics seemed to him deeply fascinating (Domínguez-Blanco & Duque, 1999; Giraldo, 1998).

When Rodríguez arrived in the Physiology Laboratory, the Institute of Applied Psychology

had received its first group of students (Rodrigo, 1949), and it had two clear emphases (Villar Gaviria, 1965). First, the faculty consisted exclusively of men, mostly psychoanalyst doctors and psychiatrists. Second, the psychotechnic tradition continued, represented by Luis Alejandro Vargas, who was in charge of the "test techniques" (Minutes of a meeting of professors of the Institute of Applied Psychology, cited by Robles-Sáenz 2019, p. 73). Luis María Beltrán, professor of statistics, and Mateo V. Mankeliunas, professor of Methodology of Scientific Research, would later join (Alejo, 1993). This education was reinforced by professors visiting from abroad who played a significant role in the formation of these generations of psychologists, including Enrique Solari Swayne, Peruvian (1915–1995), and Oswaldo Robles Ochoa (1905–1969), Rafael Nuñez, and Concepción Zúñiga, Mexicans.

Rodríguez spent his early professional life between these two fields. In one field, he provided psychodiagnostic services with projective techniques; he was also a teacher of projective techniques and carried out didactic psychoanalysis with José Francisco Socarrás. In the other field, he taught statistics and was head of experimental psychology projects.

In 1954, Rodríguez met Betty Cardona (1934–2020). They got married in 1958, and Betty became not only his lifelong companion but also his most ardent admirer. Together they had three children: Felipe, Camila, and Andrés. Betty received a religious formation at the school Nuestra Señora del Rosario in Bogota and later studied psychology at the National University of Colombia. She was an intelligent and, jovial woman with an excellent sense of humor who was able to reconcile a successful professional life with her family's dedication (Eugenia Guzmán Cervantes, personal communication, August 26, 2020). Although she was always in her husband's shadow, Betty's contribution to Colombian psychology is also worth mentioning. She was a pioneer in developing tests in the Secretariat of Education of the District and of Civil Services. She also played a role in the Scholarship Committee of the Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior (Colombian Institute of Educational Credit

and Technical Studies Abroad) (ICETEX). In that role, she gained recognition and respect within Colombian diplomatic spheres to benefit young people who aspired to obtain education credit and scholarships for studies abroad.

In 1960, Rodríguez became the head of the biostatistics department of Medicine School and a psychology and statistics professor at the University of Cartagena. Upon his return to Bogota a year later, his academic interests were more directed at psychometrics and statistics. In the following years, he participated and led several processes in the use of measurement and evaluation techniques applied to the selection of public servants and education, this perhaps being his most recognized area of contribution.

During that decade, Rodríguez alternated his professional life with training, mainly in the United States. He participated in Workshops on *Test Construction* and *Test Construction for Foreign Scholars*, at the Educational Testing Service (ETS), on *University Admission Procedures* at the University of California, and *Pre-University Testing* at the University of Washington. He also visited the United States Civil Service Commissions in Washington and New York to receive training on systems and procedures for personnel selection. He also pursued studies in public administration at the recently created the Escuela Superior de Administración Pública (School of Public Administration) (ESAP) and at the University of Manchester, United Kingdom.

Within the 1957 constitutional plebiscitary reform framework in Colombia, the Administrative Department of Civil Service was founded in 1958. And in the reorganization of 1960, the selection department was created and assigned the national and regional competition administration. Upon his return from Cartagena in 1961, Rodríguez participated in the development and application of tests; months later, he took the management of the selection department and the Administrative Department of Civil Service's general coordination, a position he held until 1964.

During the early years of the Frente Nacional (National Front), a political agreement between liberals and conservatives (1958–1974) to overcome partisan violence and the military

government of Gustavo Rojas Pinilla (1900–1975), the civil service law sought to quell the agitated political landscape in which public offices had become “partisan spoils” (Londoño et al., 2018, p. 15). Rodríguez's leadership in its implementation was crucial for the country and psychology. The reach of that first administrative career was limited by the two political parties' alternation in power. However, Rodríguez's work was a relevant precedent in adopting technical criteria for entering the civil service while opening up a field of action for recent graduates in psychology, promoting their recognition as professionals independent of the health sciences. From other positions, Rodríguez continued well into this century, leading selection processes for different state entities at the national, district, and regional levels.

In these activities, he always linked psychology students awakening their interest in psychometrics and psychological evaluation. Nevertheless, his interest in the quality of education had started early in his professional life. Between 1964 and 1971, he was a member of the Technical Council of Education of Bogotá, created by the District's Secretariat of Education, to guide primary education policy; these policies were implemented by a group of psychologists led by Betty Cardona de Rodríguez. Merit-based selection procedures for teachers, school principals, and school supervisors began, and the public-school student's performance was evaluated using “tests of high quality and beautiful presentation” (Rodríguez Valderrama 1997, p. 237).

The National University Fund and the Colombian Association of Universities were created in 1954 and 1957. In the early 1960s, the two entities organized a university admission and professional orientation service that in 1968 would become the National Testing Service (SNP) under the leadership of Rodríguez. In September of that same year, as head of the SNP, he led the first application of national exams (José Rodríguez Valderrama, personal communication, September 8, 2020), which today are the state exams for the evaluation of the quality of education in Colombia. After the reorganization of the National University Fund and the rise to the Colombian

Institute for the Promotion of Higher Education (ICFES), the SNP became the Professional Tests and Guidance Division of the ICFES, and Rodríguez continued to be at its helm until 1972 when he moved to the General Sub-Directorate of the ICFES, where he remained until 1979.

His contributions to the quality of higher education include several academic positions like Vice-Chancellor of the National University of Colombia, Director of Administration and Educational Inspection of the Ministry of National Education, Head of the Planning Office of the National Pedagogical University, and Director of the Admissions and Professional Information Department of the National University of Colombia, among others.

At the same time, he was always active in teaching statistics, experimental psychology, research design, psychometrics, and psychological tests at the National Pedagogical University, Pontifical Javeriana University, Colombian School of Medicine, El Bosque University, and mainly at the National University of Colombia. He was intermittently associated with the latter beginning in 1955 and more permanently since 1985. It is there where he left his main legacy in terms of psychological measurement and evaluation.

The Colombian political movements of the 1970s and 1980s impacted the country's psychology programs by associating psychological measurement with unpopular political stances. Hence, some of them excluded training in statistics and psychometrics from their curriculum. However, Rodríguez continued teaching these subjects, kept an interest in advances in psychological testing, rescued a significant part of the material produced in the 1940s in the Psychotechnics Section, and took care of guarding it, organizing it, and studying it for several decades. He also used it for his classes, and he enthusiastically taught it to students who came to his office to explore it in greater detail. With the participation of small groups of students, he developed tests to select staff of public entities forming the foundations of what is now the Laboratory of Psychometrics and the Thought Center on Evaluation and Meritocracy at the National University of Colombia.

Another of his ever-present concerns was recognizing the role of psychologists and the quality and ethics in their professional practice. In 1958, he was a founding member and the first president of the Colombian Federation of Psychology (Giraldo & Rodríguez, 2000) at a time when the fledgling profession was positioning itself in the country, and the budding guild was still too small and immature to handle the tasks of a stable organization. In his report to the 1964 General Assembly, Rodríguez stated such difficulties.

The guild of psychologists reached a certain degree of maturity in the 1970s and 1980s (Ardila, 1975). However, it was only until the issuance of the Constitution of 1991 that the guild achieved a more robust organization through the founding of the Colegio Colombiano de Psicólogos (Colombian Board of Psychologists) (COLPSIC); Rodríguez played a decisive role in its creation in 2006.

In the early years of this century, two private associations, the Colombian Board of Psychology Association and the Official School of Psychologists, competed to propose a bill that recognized and regulated psychology's professional practice in Colombia. Rodríguez, as a founding member and president of the first one, together with other outstanding psychologists, integrated both associations and founded the current COLPSIC, a guild with legal recognition and public functions that brings together Colombian psychologists and regulates their professional exercise. Rodríguez was the first president of COLPSIC, and he has also been a member of the Directive Council several times.

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Romero, Sílvio Vasconcellos da Silveira Ramos

Born *Lagarto (Brazil)* on April 21, 1851

Died *Rio de Janeiro (Brazil)* on June 18, 1914

Juberto Antonio Massud Souza
State University of Rio de Janeiro (UERJ), Rio de Janeiro, Brazil

Keywords

Brazil · Ideology of colonialism · Psychological ideas

Silvio Romero was a Brazilian conservative intellectual who used psychological ideas, in several areas, for the ideological justification of inequalities in Brazil and the apology of colonialism (Sodré, 1961). As a typical son of colonization, his father was a Portuguese merchant, who settled in the city of Lagarto, in the interior of the State of Sergipe, where Romero was born. He studied in Rio de Janeiro between 1863 and 1867 in Nova Friburgo College. In 1868, he moved to Recife, where he graduated from the Faculty of Law of Recife in 1873 (Bomfim, 2001). He was a deputy

at the Sergipe Provincial Assembly in 1874, in a time that Indigenous people, illiterate slaves, and women were excluded from voting. He worked in the Pernambuco press, writing for *A Crença* (Belief), *Americano* (American), e *Movimento* (Movement) newspapers.

He moved to Paraty, in Rio de Janeiro, and exercised the position of the municipal judge, in 1875. In 1879, he went to Rio de Janeiro. In 1880, he took a competition for the chair of Philosophy at Pedro II College, obtaining it with the thesis “Philosophical interpretation of historical facts” (Academia Brasileira de Letras, 2020). Among the various areas that he wrote, he ventured through poetry, as shown in his *The Last Harps*, from 1883. He was also appointed to the Higher Education Council of the Federal Capital, headquartered at that time in Rio de Janeiro, by Benjamin Constant (1836–1891). In 1897, he was “invited to attend the installation session of the *Academia Brasileira de Letras* [Brazilian Academy of Letters], [where] he founded chair n° 17” (Academia Brasileira de Letras, 2020, para. 1). Between 1898 and 1902, he was a federal deputy for the State of Sergipe. In this condition, he was chosen as “the rapporteur of the Commission of the 21 of the Civil Code and then defended many of his philosophical ideas” (Academia Brasileira de Letras, 2020, para. 6). In 1901, he went to Europe, going to the University of Coimbra. Still, “he received the medal of the Order of São Thiago, offered by the king Dom Carlos I of Portugal. In the following year, he joins the Lisbon Academy of Sciences and the Coimbra Institute, in Portugal” (Romero, 2020, para. 1).

His work reflected the amalgam of dominant ideas of his time, with psychological ideas being used in conjunction with a multiplicity of themes. To structure his theses on the Brazilian development process, he used conceptions based on the ideas of race and climate, responsible for what he characterized as national psychology. Consequently, he believed that: “the Brazilian people are apathetic, without initiative, discouraged. This seems to me to be one of the first facts to be recorded in our national psychology” (Romero, 1882, p. 76). To this end, he considered Portuguese culture as the most important within Brazil, as it is at a more advanced stage. He asserted his

colonial prejudice against blacks and Indigenous people with the help of psychology, having considered them primitive and savage.

The publication of one of his conferences, held in Rio de Janeiro, with the title *The Portuguese Element in Brazil*, came with a warning to the reader saying that in his work there is one: “enthusiastic apology of the Portuguese colonizer, woven loyally and nobly by one of the most illustrious figures of contemporary Brazil” (Romero, 1902, p. III).

The influence of Sílvio Romero on Brazilian psychology, at the end of the nineteenth century and the beginning of the twentieth century, was the articulation of psychological ideas to give some functionality in social analysis on topics such as politics, culture, history, etc. In doing so, he showed that psychology itself can be used to justify and defend relations of inequality within a society with a history of submission to the colonial yoke.

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Roncancio Mora, Julia

Born *Bogotá (Colombia), c. 1910*

Died *Bogotá (Colombia), 24 July 1983*

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Keywords

Colombia · Educational psychology · Psychometrics

In 1952, the first group of psychologists trained in Colombia received their degree from the Universidad Nacional de Colombia's Instituto de Psicología Aplicada (National University of Colombia, Institute of Applied Psychology). Within this group of young professionals (See Rodrigo Bellido, Mercedes and de la Vega, Beatriz* in this book), Julia Roncancio Mora stood out. She was not only the oldest graduate, but she was also an official of the same institute where she served as secretary-general and de facto administrator (Pérez Acosta, 1999; Robles Sáenz, 2019). She had entered as an administrative worker for the warehouse department of the National University more than 10 years before,

in 1940. In 1946, Mercedes Rodrigo herself requested her transfer to the *Sección de Psicotecnia* (Psychotechnics Section), which shortly thereafter would be changed to Institute. It might be worthwhile to reproduce here Rodrigo's arguments to justify her request: "*The Secretary is also initiated in the work of the Section for which, long ago, has shown true fondness and is also a person who given her previous culture and training is capable to develop a work of true effectiveness*" (Rodrigo Bellido 1946). The transfer of Roncancio to the Psychotechnics Section would be effective by means of Resolution 351 of the Rectorry, on May 23 of that year.

It was in this way that Julia Roncancio came to play a role in the history of Colombian psychology. A role perhaps humble, but decisive. As many historical accounts of Colombian psychology has registered, early in 1950 Mercedes Rodrigo and his closest collaborator, José García Madrid, left Colombia. The institute, which had been built around the psychotechnical work of both, and whose students had already approved more than half of their curriculum, drifted. The psychiatrist Hernán Vergara (1910–1999) was immediately appointed as director, but neither by vocation nor by profession could he respond to the needs of the first training center in psychology in Colombia (Ardila, 1973; Mankeliunas, 1993; Peña, 1993, 1999; Peña & Pérez-Almonacid, 2006; Villar Gaviria, 1965). According to the versions of several firsthand witnesses, at that critical moment and the following years, it was Julia Roncancio who ensured the continuity and development of the institute. These witnesses include José Rodríguez Valderrama, who states, "*If Julita (Roncancio) had not been there, after Mrs. Mercedes (Rodrigo) left, surely the Institute of Psychology could not have subsisted. All this is due mainly to the work of Julita Roncancio*" (Dominguez & Duque, 1999, p. 32; my own translation). According to Rodríguez Valderrama's report, it can be assumed with some certainty that Roncancio was not only responsible for ensuring the fulfillment of the academic tasks of the institute, but also for defending its identity as a school of psychology, as opposed to the psychiatric orientations of their

successive directors: Hernán Vergara (from 1950 to 1953), Luis Jaime Sánchez (from 1953 to 1956), Beatriz de la Vega (from 1956 to 1958, the only psychologist in this list), and Jorge Giraldo Ángel (from 1958 to 1962). In addition, according to Rodríguez Valderrama's account, she did so by establishing networks with the psychological communities of other Latin American countries: "One of the things she did here was to invite teachers coming from abroad, for example, (in 1953 she invited the) Peruvian psychologist, Enrique Solari, (in 1954, she invited the Mexican psychologist) Oswaldo Robles. (In 1955, she invited) a Mexican psychologist and his (psychiatrist) wife: Rafael Núñez and Conchita Zúñiga" (Domínguez & Duque, 1999, p. 32).

Perhaps because she was the senior institute official and she was there since the Section times, or as a way of recognition for her leadership, when in 1956 the inaugural issue of the *Revista de Psicología* (Journal of Psychology) appeared, Roncancio had the task of writing the text that summarized the process of institutionalization of psychology at the National University of Colombia, from its origins as a Psychotechnics Section until that year (Roncancio Mora, 1956). The brief writing, concisely titled *The Institute of Psychology of the National University*, was the very first account of the history of academic psychology in Colombia and as that has been referenced by most of the works on the history of psychology in the country (Jaraba, 2012). In that sense, it can be said that Julia Roncancio is the pioneer in the field of the historiography of Colombian psychology.

In 1959, after 13 years in charge of the administrative work of the institute, the National University gave her a grant for specialization studies abroad. England was the chosen country and school psychology the theme (Editors, 1959). In 1961, the Journal of Psychology launched a special section on the topic *Training of Psychologists in Various Countries*. The knowledge of the British model of psychological studies allowed Roncancio to contribute with the paper Training

of Psychologists in Great Britain (Roncancio Mora, 1961).

She returned to Colombia in 1962. By then, the Institute of Psychology had been elevated to the category of Faculty and an office of "Technical Teaching Services" was created. Under the direction of Fanny Gómez de Pedraza, Roncancio entered this unit as a "research assistant psychologist," with the duties of application, assessment, and adaptation of psychological tests to the school children, as well as the design of their own instruments. The Thurstone Intelligence Test and the Goodenough Drawing Test were applied extensively in various educational institutions in Bogotá for the purpose of "building a scale of mental ages characteristic of Bogota children" (Editors, 1963, p. 175). The guides corresponding to these instruments and the Stanford-Binet, the California Test of Interests, and the Blacky Test were also developed. The components and guides of the Gates Reading Test, the Otis Alpha, and the Sequential Test of Educational Progress were translated to Spanish (Editors, 1963, 1964, 1965). Despite this intense and interesting work, by 1965, in the same space of the Journal of Psychology in which their advances were made known, it was published a notice indicating that the office lacked sufficient resources to meet its goals. After such news, there is no other information related to this unit or to the work it was carrying out. Nor is there further information in that journal about Julia Roncancio.

However, the university was not her exclusive professional arena. In addition to promoting the development of psychology from the university, she contributed to various initiatives outside. The first of those initiatives was the kindergarten *Centro de Psicología* (Psychology Center), a project led by his graduation partner Beatriz de la Vega, in which Roncancio participated decidedly (Pérez Acosta, 1999). Years later, when returning from her studies abroad and very likely inspired by her knowledge of the organization in its place of origin, Roncancio led, in 1966, the creation of the Colombian subsidiary of the Young Women Christian Association (YWCA), where she held

the positions of secretary, first vice president, and president (*El Tiempo*, 1966). Her work in this institution was not limited to administration or activism. Otherwise, it maintained a distinctive psychological character. Through the YWCA-Colombia Roncancio signed a contract with the Colombian Institute for Family's Welfare (ICBF) to carry out "family and community promotion in the following services: 1. Adult training. 2. Promotion of the community and cooperative organization. 3. Directed recreation. 4. Family education. 5. Adult literacy" (Secretaría General del Ministerio de Gobierno, 1980, p. 795). This ambitious program of psychosocial intervention operated from 1972 until at least 1980. Although there is not much data on its components and its development, it can be said that it was another pioneering initiative on psychology promoted by Julia Roncancio, with her usual humbleness. She has been a hidden figure of Colombian psychology, a situation that should change from now on.

Cross-References

- ▶ De la Vega, Beatriz
- ▶ García Madrid, José
- ▶ Robles Ochoa, Oswaldo
- ▶ Rodrigo Bellido, Mercedes
- ▶ Solari-Swayne, Enrique

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Rosales Rojas, Eduardo

Born *San Clemente, Chile, 14 June 1904*

Died *Santiago, Chile, 6 April 1970*

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Keywords

Chile · History of moral · Moral theology

Eduardo Rosales was the first director of *Universidad Católica de Chile's Departamento de Psicología* (1955–1957) (Psychology Department at the Catholic University of Chile). He was born in San Clemente (Chile) on June 14, 1904, and passed away in Santiago (Chile) on April 6, 1970. Ordained a Franciscan priest, he showed an early intellectual inclination toward moral theology. On April 3, 1941, he became the first *Doctor en Teología* (Theology PhD) to graduate from *Universidad Católica de Chile* with a thesis on St. Bonaventure (Rosales, 1939).

He undertook postdoctoral studies at Fordham University (NY, United States), a Jesuit institution where he first approached psychology as a discipline. Upon his return to Chile, he was hired as Professor of Morals at *Universidad Católica de Chile's Doctorado en Teología* de la Escuela de Teología (Theology School PhD program at Catholic University of Chile). During this period, he publishes *San Antonio de Padua* (Saint Anthony of Padua) (Rosales, 1947), *Breve curso de moral* (Brief course on morals) (Rosales, 1948), and *Universidades católicas y algunos santuarios* (Catholic universities and some sanctuaries) (Rosales, 1952). In 1955, he was named head of the *Departamento de Psicología* (Psychology Department) at the *Universidad Católica de Chile* – established “*ad experimentum*” in March 1954 – at the *Facultad de Filosofía, Letras y Ciencias de la Educación* (School of Philosophy, Humanities and Educational Sciences), maintaining his position until June 1957 (Cohl &

Cornejo, 2018). Despite his short directorship, Eduardo Rosales not only kick-started the Psychology Department, but also designed its first curriculum, founded the university's first library devoted to the discipline, recruited the initial faculty, and requested to purchase the first instruments for two new laboratories (experimental psychology and applied psychology), which would start operating in the ensuing years (Bravo 2004, 2013).

His vision was to train “students who are technically proficient and convey Christian criteria” (letter from E. Rosales to Dean Agustín Martínez, March 27, 1955), which supposed a synthesis between moral philosophy and scientific psychology. Following this approach, he proposed a 5-year curriculum that focused on philosophy, religion, sociology, and education during the first 3 years. The remaining 2 years were devoted to a specialization in psychology, including experimental, social, educational (“pedagogic psychology”), organizational, clinical (“pathological psychology”), and philosophical psychology.

During his director tenure, *Universidad Católica's* Psychology Department transitioned from a project to reality, took in a considerable number of students, and got affiliated with institutions which would provide internships to students, such as *Hogar de Cristo* (a Jesuit Chilean charity), *Liceo Politécnico de San Bernardo* (San Bernardo's Polytechnic School), and *Hospital José Joaquín Aguirre* (José Joaquín Aguirre Public Hospital). Rosales' encouragement of applied fields in psychology introduced a clearer differentiation between the newfound academic unit and pedagogic studies.

This translated into administrative apprehensions from its fostering School of Pedagogy, since the latter was primarily devoted to school-teachers' instruction. On the one hand, students – backed up by the department – demanded to receive a professional psychologist degree upon completion of their studies. On the other hand, the School of Philosophy, Humanities and Educational Sciences was only willing to provide the equivalent of a high-school psychology teacher, psycho-pedagogue, or vocational counselor degree. Eduardo Rosales was aware that solving

such impasse meant that the psychology department needed to become independent from the School of Pedagogy. This is attested, for instance, in the letter that Raimundo Kupareo – the school’s dean – prepared for Rector Alfredo Silva Santiago: “After a long debate, the Department’s Director, R. P. Eduardo Rosales proposed rather to call for the transformation of the current Psychology Department into a School or Institute of Psychology, dependent upon U.C.’s School of Philosophy, Humanities and Educational Sciences [. . .]. Thus, it would be perfectly possible to provide a ‘psychologist’ degree” (Kupareo, 1956, October 30). However, such transformation would only be approved and implemented a year later, not under Eduardo Rosales’ leadership, but by his successor as department’s head, Jesuit priest Hernán Larraín Acuña (Camus & Muñoz, 2017; Salas & Lizama, 2009).

Eduardo Rosales continued his teaching duties at the Theology School leading the morals chair, synthesizing his lectures in the book *Hacia una moral social y profesional* (Towards a social and professional morals) (Rosales, 1961). His last two books aimed to reflect upon issues on the Catholic Church’s renovation linked to the Second Vatican Council (1962–1965): *Preocupaciones y actitudes en el campo moral: Algo de lo que vi, escuché o comprendí, principalmente en el mundo europeo, referente a la moral Cristiana* (Concerns and attitudes in morals: Glimpses of what I saw, heard or understood, mainly in the European world referring to Christian morality) (Rosales, 1968), and his most renowned work: *El ateísmo y los fulgores de Dios* (Atheism and the splendors of God) (Rosales, 1970).

He contemplated the changes undergone by the Catholic Church in that period adopting a kind of ostracism, defending a rational assessment of innovation: “The Council’s overall idea is renovation [. . .] Not in the sense that everything has to undergo innovation, with or without a motive for it, but rather in that in every case one studies whether or not it is convenient or necessary to renew [. . .] Perhaps in many cases the conclusion will be to affirm it, and perhaps it will be to refuse it” (Rosales, 1968, p. 90).

Cross-References

► [Larraín Acuña, Hernán](#)

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Rosas, Paulo da Silveira

Born *in Natal (Brazil), April 15, 1930*

Died *in Paris (France), November 18, 2003*

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Keywords

Brazil · Education · Work psychology ·
History of psychology

Graduated in Philosophy by Catholic University of Pernambuco (UNICAP) (1954) and PhD in Psychology by Federal University of Pernambuco (UFPE) (1976), Paulo Rosas's professional journey merges with the recent history of Psychology in Brazil. With a great contribution to building the psychological field as well as the profession, his practice, always permeated by the concern with social issues, was oriented in two directions: Psychology and Education.

Born in Natal (Rio Grande do Norte, Brazil), Paulo Rosas had moved to Recife (Pernambuco) in 1951 after finishing high school. He was decided to study Educational Psychology, because of a History teacher, who made an impression on him by her sensibility to "psychological problems" (Rosas, 1997, p. 314). Without enthusiasm for the "medical strand" (Rosas, 1997, p. 316), oriented to clinical aspects of the embryonic field of Psychology, he searched in Philosophy some approximation to his area of interest.

In 1955, he became a professor at the Social Service School of Pernambuco, where he found two personalities that would impact on his life and career: Paulo Freire and Anita Paes Barreto.

The encounter with Paulo Freire, an educator that put into practice the worldwide known method of adult literacy which takes his name, yielded projects together, revealing affinities of thought regarding pedagogical practice. The contact with Anita Paes Barreto, pioneer of

Psychology in Pernambuco, on the other hand, awakened his interest in the history of Psychology in Brazil.

With both, Paulo Rosas participated in a wide movement for popular literacy in Recife in the 1960s: the Movimento de Cultura Popular (Popular Culture Movement). He occupied the institution's research coordination, which understood education as a political practice, looking to stimulate new positioning of the less favored classes and its "preparation to react to a state of things, whose awareness made its maintenance unbearable" (Rosas, 1986, p. 32).

In 1956, he was hired by the then called University of Recife, now UFPE, to teach Educational Psychology discipline at Pedagogy and Didactic courses. In 1957, Paulo Rosas became a Professor at the Philosophy Faculty of Recife (FAFIRE), where he also headed the Psychology Department (from 1968 to 1973), coordinated the Psychological Clinic (between 1971 and 1973) and implanted postgraduate courses *lato sensu*. His work at UFPE also had great relevance, with the creation of the Psychology Division in July 1963, within the Men's Science Institute, now the Philosophy and Human Sciences Center. He was the first coordinator of the Institute and principal of the Psychology Division, in which later, he would coordinate specialization courses and masters.

His interest in Psychology in a moment before the regulation of the profession in Brazil took him to Spain, in 1953, in order to take a postgraduate course in Applied Psychology and Career Guidance at the Institute of Hispanic Culture in Madrid. In his return to Brazil, Paulo Rosas searched to expand his studies in the field that was still in construction through the exchange with other personalities that contributed to the autonomization and systematization of Psychology, among them: Enzo Azzi, Lourenço Filho, Anísio Teixeira, Emilio Mira y López, and Pierre Weil.

In 1956, Paulo Rosas published his first work in Psychology, named *Reading, film and radio – their role in the pedagogical and psychological formation of adolescents* (Rosas, 1956), which resulted from the research done for the Adolescence Psychology discipline taught by him at the

Educational Advisors Formation Course, at the Instituto Pernambucano de Estudos Pedagógicos (Institute of Pedagogical Studies of Pernambuco).

In 1964, in view of the political situation in Brazil after the military coup, Paulo Rosas had resigned from his position as principal at the Men's Science Institute, evaluating the inconvenience of his presence in the institution due to his political belief. In the same year, he went to France with his wife in order to do an internship in Experimental Psychology at Paris University, where he specialized in Occupational Psychology.

In his return to Brazil, in 1965, he founded the Work Psychology Institute, in Recife, encouraging the opening of the market to the private practice in this field in Pernambuco. He remained in the institution until 1971, when he decided to dedicate himself entirely to UFPE.

After his retirement of UFPE, in 1988, Paulo Rosas kept on going with his worries with Education and with the development of the psychology in Brazil: he integrated the Education State Council of Pernambuco (1988–1994), presiding it in the last 4 years of his participation; he was president of the National Forum of the Education State Councils (1991 and 1992), one of the founders of the Association of Psychology in Pernambuco, member of the Editorial Committee of the magazine *Psychology: Science and Profession* of the Psychology Federal Council (in different time periods in the years of 1980, 1990, and the beginning of the 2000s) and vice-president of the Professors Association of the Federal University of Pernambuco (1984 and 1985).

Paulo Rosas also had an important role in the discussions about the Brazilian university structure. His restlessness reached issues regarding the threat of political practices that were said to be globalizing or neoliberal that, according to him, could compromise the future of public higher education which, he believed, should continue to be public, free, and independent (Oliveira, 2001). He considered himself “a hopeless case” for believing in the University against all the evidence (Rosas, 1999, p. 3).

As one of his last contributions, he integrated the direction of the Paulo Freire Center – Study

and Research, founded in May 1988. Functioning at UFPE without, however, belonging to it, the Center provided for Paulo Rosas to continue working in the place where he showed, beyond his teaching and researching qualities, his “ability to work in divergence” (Rosas, 1997, p. 315). And so he did until November 2003, when he died at the age of 73, in France, victim of a pulmonary embolism, while he prepared to participate as a guest of honor, in the UNESCO seminar “Education and Social Transformation.”

Cross-References

► [Barreto, Anita Paes](#)

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Rotondo-Grimaldi, Humberto

Born *El Callao (Peru)*, June 4, 1915

Died *Lima (Peru)*, March 13, 1985

Alfredo Zambrano-Mora
University of Lausanne, Lausana, Switzerland

Keywords

Peru · Social psychiatry · Family psychology

A prominent Peruvian psychiatrist, Humberto Rotondo studied medicine at the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM), graduating in 1942. Between 1943 and 1945, he carried out advanced studies in the United States (Henry Phipps Psychiatric Clinic, Johns Hopkins University, Baltimore, also attending courses and seminars at the William Alanson White Foundation, in New York).

In 1946, he entered the Hospital *Víctor Larco Herrera* (Víctor Larco Herrera Hospital, Lima, Peru) as a doctor and his *alma mater* as a teacher. In those years the most important figure in Peruvian psychiatry was Honorio Delgado, (1892–1969) who was the chief physician of the service at the Larco Herrera Hospital and was also his professor at UNMSM.

From 1961 until his retirement, Rotondo developed his work at the Hospital *Hermilio Valdizán*

(Hermilio Valdizán Hospital, better known as “*El Asesor*,” in the eastern part of the city of Lima, an institution specialized in the treatment of psychiatric disorders). There he carried out important clinical and research work as well as in the training of doctors who specialized in the field of psychiatry.

Interested in his student years and the first years of his professional life in psychopharmacology, he collaborated and published with Carlos Gutiérrez Noriega. Progressively, however, he oriented his interests to social and community psychiatry, being the co-author of an important book with studies on the subject (Caravedo et al. 1963), one of the first of its kind in Peru. He also studied the Peruvian family (a subject rarely addressed in Peruvian psychiatry and psychology) and published, in the final years of its existence, works devoted to terminology and psychological theories.

Humberto Rotondo did not practice psychiatry privately, concentrating on work at *El Asesor* Hospital, where several generations of Peruvian psychiatrists received his teachings (Mariátegui, 1985).

Cross-References

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Rouma, Georges

Born *Brussels (Belgium), December 20, 1881*

Died *Brussels (Belgium), April 5, 1976*

Ramón León

Ricardo Palma University, Lima, Peru

Keywords

Bolivia · Pedagogy · Psychology

Georges Rouma was a Belgian pedagogue who formulated one of the first educational projects in Bolivia. He studied at the Charles Buls Normal School and graduated with a doctorate in social sciences from the Free University of Brussels (1909). He was professor of psychology and pedagogy at the Normal and Provincial School of Charleroi and director of the language problems section at the Brussels Polyclinic, in the service directed by Oliver Decroly (1871–1932), with whom he collaborated for 7 years.

In 1905, Rouma moved to Bolivia, with a contract signed with the liberal government of Ismael Montes (1861–1933, president of that country on two occasions, 1904–1909 and 1913–1917), being appointed first director of the *Escuela Normal de Profesores y Preceptores* (Normal School of Teachers and Preceptors of the Republic, currently *Escuela Superior de Formación de Maestros*, Higher School of Teacher Training “Mariscal Sucre”) in Sucre (1909), in which he was in charge of pedagogy and psychology courses (Escuela Normal, 1910).

The Montes government was seeking a radical reorganization of education in Bolivia, and Belgium was seen at that time as a country with very modern and effective pedagogical methods (Candeias Martins, 2019). For this reason, the Bolivian government turned to the Brussels Normal School, directed by Alexis Sluys (1849–1936), who recommended Rouma for the tasks of reorganizing education in the Andean country. Shortly before, Rouma had published *Le parole et les troubles de la parole* (Rouma,

1907), an award-winning book (Prix de Keyn, 1909) by the Royal Academy of Belgium (Combaire, 1989).

Rouma toured the entire Bolivian territory and carried out a diagnosis of the state of education, proposing a new system for organizing primary and secondary education and teacher training schools, in accordance with the advances in European education. In 1912, Rouma was appointed general director of instruction of Bolivia. A new government contract for the period 1913–1917 allowed him to create and direct the *Escuela Normal de La Paz* in 1917.

Rouma proposed an educational system “for Bolivia and from Bolivia,” noting that the Bolivian student was intelligent but with little critical and synthetic capacity, and whose enthusiasm for learning could diminish at the first obstacle. Between 1915 and 1917, Rouma carried out pedagogical and anthropometric research in both Aymara and Quechua children, aboriginal populations of that Andean country. His proposals in the pedagogical field were developed by hired Belgian teachers.

At the end of his contract (1917), Rouma left for Cuba, where he served for a time as a technical adviser in education. The reasons for his not continuing in Bolivia were the lack of resources to implement the measures he recommended as well as the criticisms, among others, of Franz Tamayo, who valued more the importance of Indigenous culture in the development of an appropriate pedagogy for Bolivia.

Between 1928 and 1929, Georges Rouma returned to Bolivia as a representative of the Belgian Chamber of Commerce and the Central Industrial Committee of Brussels, at the invitation of President Daniel Salamanca (1869–1935) to make an evaluation of educational policy, making recommendations that were not carried out.

The pedagogical and anthropometric investigations carried out by Georges Rouma in Bolivia offered very important information about the psychosocial reality of Aymara and Quechua children, two ethnic groups hardly studied by psychologists of the time and also today (León, 2014).

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Roxo, Henrique de Brito Belford

Born *Rio de Janeiro (Brazil), July 4, 1877*

Died *Rio de Janeiro (Brazil), February 16, 1969*

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Keywords

Brazil · Psychiatry · Director of a psychiatric institution · Brazilian Journal of Psychiatry · Psychology

Henrique Roxo began studying at the *Faculdade de Medicina do Rio de Janeiro* (FMRJ) [Rio de Janeiro Medical School] in 1895, at 17 years of age. The following year, his father passed away, leaving him in serious financial straits. In order to continue with his studies, he relied on the recommendation of friends to the FMRJ professor of Clinical Psychiatry and director of the *Hospício Nacional de Alienados* (HNA) [National Hospital for the Mentally ill], João Carlos Teixeira Brandão, who offered him a place as an unofficial resident student (Os nossos cientistas, 1925). In 1898, he became an official resident student at that hospital and, the following year, a resident in Clinical Psychiatry at the *Pavilhão de Observação* [Observation Pavilion], a unit of the FMRJ that performed triage for the HNA and where practical psychiatry classes took place. The Pavilion was renamed the *Instituto de Neuropatologia* [Institute of Neuropathology] in 1911, then the *Instituto de Psicopatologia* [Institute of Psychopathology] in 1927 and later the *Instituto de Psiquiatria* [Institute of Psychiatry] in 1938 (Muñoz et al., 2011). He completed his degree in medicine in January, 1901 with a thesis

about mentally ill. This research, based on the experimental psychology of Wilhelm Wundt (1832–1920), was the first medical thesis to use this method in Brazil. Associating this science with psychiatry, Roxo carried out 2500 experiments with mentally ill patients at the HNA and in healthy individuals, with the objective of demonstrating that experimental psychology could contribute to the prognosis of mental diseases through objective data.

In 1901 he was promoted to Clinical Psychiatry assistant. From 1904 to 1907, and again from 1911 to 1921, he held the position of substitute professor, teaching the classes in that area. After the death of Teixeira Brandão in 1921, he was promoted to the professorship in Clinical Psychiatry at FMRJ (Fidalgo, 1942). Roxo held this position and was director of the Institute of Psychiatry at the University of Brazil from 1921 until his retirement in 1945. He was honored the following year with the title Professor Emeritus of the University of Brazil.

In terms of his role in institutionalizing psychology in Brazil, after creating the experimental psychology service associated with the Clinical Psychiatry Professorship (1907), Henrique Roxo began to use the service extensively for Pavilion observations with the explicit goal of increasing the credibility of diagnoses and providing students practical, modern and unique training (Roxo, 1925, as cited in Mathias, 2017, pp. 94). As with experimental psychology, psychoanalysis was also a frequent topic in the classes taught in the department and appeared in its academic publications. The importance of psychology in his teaching can also be seen by noting the large number of books (about 300) on the subject purchased by the institution's library during the 24 years in which he was director of the Observation Pavilion.

In 1938, the Observation Pavilion was incorporated into the recently founded University of Brazil, and became known as the *Instituto de Psiquiatria* [Institute of Psychiatry (IPUB) of the University of Brazil]. Roxo stood out during the transfer negotiations, successfully annexing all buildings that had been part of the Pavilion/

IPUB for the University. From then on, the IPUB began to focus more on basic research, emphasizing research on mental illnesses and therapies (Mathias, 2017a). To foster and disseminate the knowledge created, as well as research carried out at the new institute, and give them more scientific authority and recognition, he founded the periodical *Anais do Instituto de Psiquiatria* in 1942, renamed the *Jornal Brasileiro de Psiquiatria* in 1949. This journal continues to be published even today.

Although at the start of Roxo's career he disseminated the precepts of alienism, over the years German organicism became part of academic studies in his field, as well as policies related to eugenics, mental hygiene and prophylactic measures, which were appropriated, reframed and circulated through his classes, publications and participation in medical-scientific events in Brazil and abroad. In the 1940s, the psychiatry practiced in the *Pavilhão/IPUB* began to follow and implement the scientific knowledge of the United States schools.

Henrique Roxo was a member of many scientific societies, such as the *Sociedade Brasileira de Neurologia, Psiquiatria e Medicina Legal* [Brazilian Society for Neurology, Psychiatry, and Forensic Medicine], the *Academia Nacional de Medicina* [National Academy of Medicine], the *Soci ete Clinique de Medicine Mentale de Paris* [Paris Clinical Society for Mental Medicine], the *Soci ete M edico-Psychologiques* in Paris [Medical-Psychological Society], the *Soci ete Fran aise de Psychologie* [French Psychology Society], the *Sociedad de Neurologia y Psiquiatria de Buenos Aires* [Buenos Aires Society for Neurology and Psychiatry], the American Medico-Legal Association and the *Sociedad Argentina de Psicolog a M edica y Psicoan alisis* [Argentina Society for Medical Psychology and Psychoanalysis], among others (Mathias, 2018).

In terms of international visibility, the professor also represented Brazil at a variety of academic medical events in Latin America, the United States and Europe. He gave one particularly important talk at the Ninth International Congress of

Psychology, New Haven (1929), entitled “Medical Psychology in Rio”. The physician also gave talks on Brazilian psychiatry at the Clinic for the Mentally Ill at the University of Paris, at the *Société Médico-Psychologique* [Medical-Psychological Society], Paris, and at the *Société de Neurologie* [Neurology Society], Paris, at the invitation of the *Institut Franco-Brésilien de Haute Culture* [Franco-Brazilian Institute for High Culture] (1936). Even after retirement, he continued to attend different international conferences, such as the *Congrès International de Psychiatrie* [International Psychiatry Conference], in Paris (1950) and the Congress of the World Federation of Mental Health held in Mexico City (1951). The *Sociedad Interamericana de Psicología* [Interamerican Psychology Society] was created at this event and Dr. Roxo was one of its founders (Gallegos, 2012a). In 1953, during the Society’s first conference, in Santo Domingo, the Dominican Republic, Roxo was one of the official guests (Gallegos, 2012b).

He was a prolific author and published on a variety of topics in psychiatry, in addition to some on psychology. But his most well-known work was his *Manual on Psychiatry*, with four editions published (1921, 1925, 1938 and 1946). This book was used as a basic textbook for the course on Psychiatry, and contributed to direct teaching and medical practices toward well-defined specializations, including introducing and popularizing topics such as experimental psychology, psychological research and psychoanalysis among members of the medical community. The psychiatrist also sought to obtain professional recognition from the general public by publishing articles in the mainstream press, such as daily newspapers and weekly magazines (Carvalho et al., 2017).

Following his career, it is fair to say that the wide dissemination of the results of his research (at least 10 presentations in international conferences and 99 articles published, in addition to books with many editions) made Henrique Roxo a renowned academic both at the national and international level, and led to the Institute of Psychiatry of the University of Brazil becoming a reference for Brazilian psychiatry (Mathias, 2017a, b).

Cross-References

► [Teixeira Brandão, João Carlos](#)

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Rozestraten, Reinier Johannes Antonius

Born *Hague, Holland, on February 7, 1924*

Died *Ribeirão Preto (São Paulo), Brazil, on June 27, 2008*

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Keywords

Brazil · Traffic psychology · Psychophysics · Psychology education

Reinier Johannes Antonius Rozestraten took his undergraduate studies in philosophy (from September 1943 to August 1946) and theology (from September 1946 to July 1950) with Franciscan friars, and he received holy orders to come to Brazil and lecture at *Colégio Santo Antônio*

with the responsibility of creating the college course of natural history in Belo Horizonte, in the State of Minas Gerais (MG), graduating in 1955 Campos (2001). As of 1957, he began administering classes as an assistant for Pedro Parafita de Bessa (1923–2002).

In 1956, Reinier was involved in the establishment of the *Associação Mineira de Psicologia* (Psychological Association of Minas Gerais – a psychology association based in MG) along with André Rey (1906–1965), as well as other characters of the history of psychology in MG, e.g., Daniel Antipoff (1919–2005) and Pedro Parafita de Bessa. Moreover, Rozestraten was president of that same association from 1965 to 1967. He worked at the *Universidade de Minas Gerais* – UMG (currently, *Universidade Federal de Minas Gerais* – Federal University of Minas Gerais) and, also, at the *Universidade Católica de Minas Gerais* – UCMG (currently, *Pontifícia Universidade Católica de Minas Gerais* – Pontifical Catholic University of Minas Gerais) which he left in 1968. He moved to Salvador, Bahia (BA), where he taught various courses in the field of experimental psychology and worked with activities of professional selection and orientation for almost a year, until he accepted an invitation to live in Brasília. There, he taught at the *Faculdade de Serviços Social* (Social Service College), at the *Serviço Nacional de Aprendizagem Comercial* – SENAC (National Service of Commercial Apprenticeship) and at the *Centro Universitário de Brasília* – CEUB (University Center of Brasília) between the years of 1969 and 1970. At CEUB, he would help create the psychology undergraduate program and be responsible for the establishment of an experimental psychology laboratory. He remained in Brasília until the first semester of 1970, then going to the *Faculdade de Filosofia, Ciências e Letras* of *Universidade de São Paulo* – FFCLRP-USP (School of Philosophy, Sciences, and Humanities of the University of São Paulo) in Ribeirão Preto (São Paulo). He took on disciplines related to the history of psychology, general psychology, and experimental psychology.

As Rozenstraten had done before at UMG and at UCMG, he developed instructional materials

related to both experimental psychology and psychophysics for usage in FFCLRP-USP. These practices steered his interest toward traffic psychology and, specifically, to perception in traffic. In the early 1970s, he met Antônio Battro (1936 -), researcher of the *Centre International d'Épistémologie Génétique* (CIEG) at the *Université de Genève*, who awakened Rozestraten's interest for open-field researches on perception. Traffic psychology was intertwined to his concerns regarding concrete instances and application of psychology, and traffic emerged as a common and open field, in which people measure sizes, speed, and distances. Rozestraten was a pioneer in the research of traffic psychology and he conducted a variety of studies, in laboratories as well as in open field, in Brazil. His researches in open field led to the understanding that psychophysics could be taken outside of laboratories and its principles could be applied to problems of perception in daily life and during the performance of ordinary tasks staged in open field, namely, in traffic, be it in urban areas or highways.

Rozestraten was linked to the organization of psychology as a profession, being a part of the first administration of the *Conselho Federal de Psicologia* (Federal Council of Psychology [CFP]) between the years of 1973 and 1975. In 1981, he integrated the ad hoc commission of the CFP entitled “Comissão Especial do Exame Psicológico do Motorista” (Special Commission of Drivers Psychological Exam), taking the role of president. Nestor Efrain Rojas-Boccalandro (1933–2017) and José Augusto Dela Coleta (1942 -) were also part of that same commission and their goal was to suggest solutions and improvements in the field to the *Conselho Nacional de Trânsito* – CONTRAN (National Traffic Council). Their results were important to outline the paths that would later on be taken in the field and in the practice of a traffic-related mandatory preliminary psychological exam, in Brazil. Rozestraten was also associated to the conformation of the *Sociedade de Psicologia de Ribeirão Preto* – SPRP (Psychological Society of Ribeirão Preto), predecessor of the *Sociedade Brasileira de Psicologia* – SBP (Brazilian Society of Psychology), being its first president in office

from 1971–1973 Rozestraten et. Al (2008). Furthermore, he was one the cofounding members of both the *Associação Brasileira de Psicologia do Trânsito* – ABRAPT (Brazilian Association of Transit Psychology), in 1981, and of the *Associação Brasileira de Ergonomia* – ABERGO (Brazilian Association of Ergonomy), in 1983.

During a brief stay in the *Universidade Federal de Uberlândia* – UFU (Federal University of Uberlândia) in the early 1980's, Rozestraten created the first traffic psychology research group in the country and in the whole of Latin America, in 1982. He also coordinated the foundation of the first scientific journal with the subject matter traffic psychology in Latin America, entitled *Psychology and Traffic*, in 1983. In the same institution and year, he conducted a nongraduate degree in traffic psychology. There he produced the *International Guide for Research on Traffic Psychology*, edited in English and in Brazilian Portuguese, and its purpose to instrumentalize the researchers in this field, as a reference work Rozestraten (1983, 1987).

In 1988, Rozestraten published his book *Traffic Psychology: Concepts and Basic Processes*, the first one to be published in Brazil under the subject matter of traffic psychology. The book presents the dynamics of psychogenesis of behavior in traffic with the support of behavioral, cognitive, and information theories. This oeuvre was used as a baseline to the edition of the CONTRAN Resolutions No. 51/98 and 80/90, which regulated the psychological evaluation of drivers in the post-veto period and continue to be the basis for subsequent resolutions that came to replace the ones in question. In 1998, President Fernando Henrique Cardoso vetoed item II of Art. 147 of the Brazilian Traffic Code which was instituted by Law 9.503/97, thus extinguishing the existence of psychological evaluation in the context of traffic, thereby it being restituted with the topple of the presidential veto by the National Congress and with the come into effect of Law 9.602/98. The work of Rozestraten (1988) was used as a basis for the creation of the CONTRAN Resolutions which deal with what must be evaluated by psychology professionals in that context since the aforesaid in 1988 until the currently in effect, the CONTRAN Resolution No. 425/12 Silva (2012).

Between 1982 and 1984, he was at UFU and returned to FFCLRP-USP, acting as a teacher until 1995, when he retired as visiting teacher at *Universidade Federal do Pará* – UFPA (Federal University of Pará) and stayed until 2000. In the same year, he transferred to *Universidade Católica Dom Bosco* – UCDB (Dom Bosco Catholic University) located at Campo Grande state of Mato Grosso do Sul (MS) teaching history of psychology, experimental psychology, and traffic psychology on the psychology undergraduate degree. At UCDB, he also worked at the graduate program in psychology, guiding students with themes on traffic psychology Prereira (2005).

Beyond prizes and tributes along his career, he occupied the 34 chair of the *Associação Paulista de Psicologia* (Psychological Association of São Paulo) Academia Paulista de Psicologia (2008) and since 2017 with the tribute received by *Associação Brasileira de Psicologia de Tráfego* – ABRAPSIT (Brazilian Association of Traffic Psychology), he lends his name to the prize delivered biennially during the Brazilian Congresses of Traffic Psychology to honor markable psychologists in traffic psychology around Brazil. Rozestraten was a pioneer of the research, teaching, and application of traffic psychology in Brazil and Latin America. His papers contributed to connect Latin America and Europe in the research, contributing to the advance in the area. In this sense, his studies had an impact in the exchanges inside the campus of ergonomics and ambiental psychology, which contributed to the organization of representative entities of Brazil psychology.

Cross-References

► [Battro, Antonio María](#)

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Rubio Arana, Domingo Antonio

Born *Hatillo, (Puerto Rico (PR)), 1864*

Died *Arecibo, (PR), 29 May 1918*

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Keywords

Puerto Rico · Teaching of Psychology ·
University of Puerto Rico · Education

When Domingo was born, Puerto Rico had been under the Spanish rule for almost four centuries. He was the oldest of five children – 3 boys and 2 girls – born to Mr. Domingo Luis Rubio Rivera (1839–1907) and Gervasia Arana (1842–1907). His mother was a housewife and the father a teacher. That means that Domingo’s family had enough resources and held a privileged social status, as the majority of the inhabitants of the Island in that epoch were poor, illiterate, and worked mostly as laborers. There is enough basis to assume that young Domingo received his first education from excellent teachers, as his father was a professor.

Domingo attended the famed *Instituto Civil de Segunda Enseñanza*, (Civil Institute for Secondary Education), a Spanish institution established in Puerto Rico in 1882–1883 (Coll y Toste, 1910), in which he obtained the elementary teacher and the superior teacher certificate, and a Bachelors of Arts degree. There he was awarded the prize for the History of Spain discipline. Approximately from 1895 to 1897, he attended the *Escuela Normal Central de Madrid* (Normal Central School of Madrid), in Spain, obtaining the normal teacher degree. In Spain, he was awarded the Pedagogy prize, the Honors Diploma, and the extraordinary price, these last two against two other candidates (Méndez Pérez, 1918).

In 1883, Domingo Rubio was appointed, by opposition, as an elementary school teacher in the

northern municipality of Vega Alta, Puerto Rico, where he worked for 5 years. From 1888, he was a teacher of Spanish and Arithmetic in *Institución Libre de Enseñanza Popular* (Free Popular Teaching Institution). This was a voluntary work to contribute to the educational development of Puerto Ricans and he did not receive any pay for his services (Méndez Pérez, 1918). He also worked as a teacher at the end of the 1880s and beginnings of the 1890s in the auxiliary school in the town of Cataño, and the first-class elementary schools in San Juan’s district 40. In 1897 he was appointed professor in the first-class elementary school in the town of Manatí, in charge of 115 students (Coll y Toste, 1910). In 1898, the municipality of Manatí awarded him a metallic price for his excellence (Méndez Pérez, 1918).

He also served as Professor and Secretary of the *Escuela Normal Superior de Maestros* (Teachers Superior Normal School) in the capital city of San Juan by the year 1893, when he married to María Dolores Arana Arana, 18 years old. The couple had four children between 1895 and 1904: Beatriz, Domingo Luis, Carlos, and Augusto. In 1898, the United States troops invaded and took under their control the island of Puerto Rico. Spain ceded Puerto Rico as a war booty after losing the Hispanic American War and sovereignty change took place immediately after. The Spanish school system was abolished because Americans found it to be “defective” (United States Bureau of Education, 1901), and the Americanization of the inhabitants was a top issue in the agenda of the new regime. Education and schooling processes were instrumental to achieve this goal (Negrón de Montilla, 1970).

In 1900, a normal and industrial school was opened in Fajardo with the purpose of beginning the preparation of the teachers who will be in charge to implement the American instruction system in the schools of Puerto Rico, including the teaching of English. The school was opened with five faculty members, three Puerto Ricans and two North Americans, and 20 students (Frazier, 2019; Rivera, 2000). Domingo Rubio was among the members of that intellectual elite of professors in charge of the future of public instruction in the new US possession. His solid

educational background, experience, and prestige as a teacher of excellence made of him one of the few chosen. According to the requisites for the position, “faculty should be familiar with American teaching methods and have the necessary competences to equate the local departments to similar schools from the United States” (Torres, 2000, p. 39). The normal school curriculum was designed following three North American institutions for the Black and Indians: Carlisle Indian School, Hampton Institute, and Atlanta University (United States Bureau of Education, 1901).

Due to diverse hardships, a year after, the school was moved to the town of Río Piedras, closer to the capital (Rivera, 1999). In 1903 the *Escuela Normal Insular* (Normal Insular School) became the basis of the University of Puerto Rico, under Instruction Commissioner Samuel McCune Lindsay, sociologist and former professor at the University of Pennsylvania. Mr. Domingo Rubio continued as a faculty member, not any faculty member, but the professor with the most diverse teaching load. He was in charge of teaching five courses: History of the United States, History of Europe, Descriptive Geography, Physical Geography, and Psychology (Acta de la Junta de Síndicos, 1903–1905). Along with Mr. Felipe Janer Soler (Spanish Grammar, Spanish Literature, Civil Government, Rhetoric) and Mr. Arturo Vega (Arithmetic, Algebra), they were the true pillars of the modern University of Puerto Rico, nowadays a High Research Activity university according to the Carnegie Classification.

Although he was not trained as a psychologist, in fact he became the first professor to teach a Psychology course in the University of Puerto Rico. That course was offered during the second year of studies as a full year class (Álvarez, 2006) and in the first semester of the fourth year (Actas de la Junta de Síndicos, 1903–1905). As a relatively new discipline, the content to be taught must have been somewhat limited to names such as Wilhem Wünder, Hermann Ebbinghaus, Sigmund Freud, James McKeen Cattell, William James, G. Stanley Hall, John Dewey, and perhaps Edward B. Titchener, Ivan Pavlov, Alfred Binet, and Edward Thorndike. The fact is that, by the

beginning of the twentieth century, psychology was taught in academic settings as a natural science of the mind and mental processes, and textbooks described the methods used in the discipline and suggested potential applications to practical concerns (Fuchs, 2000). In this context, Prof. Rubio should have had addressed topics related to child and adolescence psychology, personality development, and learning processes, at least.

Besides teaching duties, professors from the normal school following instructions from the Commissioner of Education embarked in the organization of activities and the production of materials to train and induce active local Puerto Rican teachers in the US mainland instructional model, practices, and philosophy. For example, in 1904, a group of 504 teachers attended special sessions of summer schools at Harvard and Cornell (Navarro, 2013), and the faculty wrote *Syllabus of Work for the Puerto Rico Teachers' Institutes*, for the 1904–1905 trainees (Biblioteca Virtual de la Filología Española, 2020).

By 1908, there were 19 faculty members in the normal school and only two of them were Puerto Rican (Actas de la Junta de Síndicos, 1908–1913). Domingo Rubio was no longer associated with the school. It coincided with the time of the death of both of Domingo's parents and the opening of the Arecibo High School (1907), the fourth of its class to be opened under the US flag dominion. Mr. Domingo Rubio was appointed as Professor of Spanish at the new institution. He was remembered fondly by students, many decades later (Lago Padín, 1990).

Domingo Rubio's intellectual activity transcended the classroom. By 1891 he was an active member of the *Ateneo Puertorriqueño* (Puerto Rican Atheneum) and of the *Sociedad Económica de Amigos del País de Puerto Rico* (Economic Society of Friends of the Puerto Rico Country), a learned society established in 1812 which promoted the development of knowledge in general. The teachers of Puerto Rico organized themselves in 1911 as the *Asociación de Maestros de Puerto Rico* (Association of Teachers of Puerto Rico). In the 1912 annual assembly Domingo Rubio was Delegate from Arecibo, demonstrating his

leadership capacities; furthermore, in that very assembly he was elected member of the Board of Directors for the year 1913 (Actas de la Asociación de Maestros de Puerto Rico, 1912). Besides his important contribution to higher education in Puerto Rico, especially in the preparation of generations of future teachers and other professionals, Domingo Rubio was actively involved in other cultural and civic activities aimed at promoting the quality of life of his town of residence. He was among the group of distinguished citizens that established *Fomento Arecibeño* in 1917, responsible for the installation and conservation of various monuments in the town of Arecibo.

At age 54, Domingo Antonio Rubio Arana passed away in Arecibo, Puerto Rico. He had served already 35 years as a devoted educator who promoted the wellbeing of the youth, the formation of responsible citizens, and the progress of the Island. He suffered an acute peritonitis. He is buried in the Old Cemetery in Arecibo, location CO, PE, 20, close to the chapel. The municipality of Arecibo named a street in the urban zone to posthumously honor the memory of this distinguished educator.

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Rudolfer, Noemy Marques da Silveira

Born *Santa Rosa do Viterbo, (Brazil), 8 August 1902*

Died *São Paulo, (Brazil), 16 December 1980*

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Keywords

Brazil · Educational psychology · Progressive education

Born in the interior of São Paulo state into a family of female daughters, Noemy Marques da Silveira and her sisters opted for professional training. One of her sisters was a pharmacist and another acted as an educator like her, which at the time was not common among women. She became known as Noemy da Silveira Rudolfer, after adopting the surname Rudolfer from her marriage to a Czech engineer in 1934. Her education was marked by the influence of the quantitative method in educational studies that began to be introduced in Brazil at the same time she was developing her studies in applied psychology, an area in which she developed, in Brazil, as part of the scientific field of education.

After her formation in 1818, as a normalist at the Escola Normal do Bráz (Bráz Normal School), she began her career as a substitute teacher in Elementary Education, named like that at the time and which attended children from 7 to 10 years old. In 1921, assumed by tender the position of assistant elementary teacher in the Grupo Escolar Prudente de Moraes (Prudente de Moraes School), in which she remained until 1927. Between 1927 and 1930, she began a long partnership with Lourenço Filho, influential Brazilian educator, as his assistant in the chair of Psychology and Pedagogy at Escola Normal da Praça (Square's Normal School). In 1931, she assumed the coordination of the Serviço de Psicologia Aplicada no Departamento de Educação do Estado de São Paulo (Service of Applied Psychology at São Paulo States' Department of Education).

In 1928, while acting as an assistant to Lourenço Filho, she visited the United States on an invitation of the International Institute of Education of New York and the Associação Brasileira de Educação (Brazilian Association of Education) as part of a delegation of educators who sought to know and study the education carried out in the United States. In the second semester of 1930, she returned to the United States to deepen her studies in psychology at Teacher's College, with a scholarship from Columbia University. In the same year, she was elected to the Council of Foreign Students of the Young Women's Christian

Association (Y.W.C.A.) of New York as representative of Latin America.

In the United States, as a student, she had contact with professors such as John Dewey (1859–1952), Edward Lee Thorndike (1874–1949), Arthur Irving Gates (1890–1972), and William Heard Kilpatrick (1871–1965), and later translated into Portuguese works by these last two theorists, which contributed to the dissemination of their ideas in Brazil. She stayed in the United States for only one semester, returning to Brazil in 1931 to contribute to the São Paulo educational reform initiated by Lourenço Filho.

In 1933, she took up the Chair of Educational Psychology at the Escola Normal Caetano de Campos (Caetano de Campos Normal School) known as Escola Normal da Praça (Square's Normal School) and shortly after became director of the Laboratório de Psicologia do Instituto de Educação Caetano de Campos (Psychology Laboratory of the Caetano de Campos Education Institute) which, after the creation of the Universidade de São Paulo – USP (University of São Paulo – USP) in 1934, became the chair of the Laboratório de Psicologia Educacional da Faculdade de Filosofia, Ciências e Letras – FFCL/USP (Educational Psychology Laboratory at the Faculty of Philosophy, Sciences and Letters FFCL/USP).

In 1936, she defended the thesis to assume the chair of Psicologia Educacional do Instituto de Educação da USP (Educational Psychology at the Institute of Education at USP), entitled “The evolution of educational psychology through a history of modern psychology,” a work that in 1938 was published in a book under the same title.

She was a professor at the Faculdade de Filosofia, ciências e Letras (Faculty of Philosophy, Sciences and Letters) (FFCL) of the University of São Paulo (USP) between 1938 and 1954 when she retired. She taught the Social Psychology discipline at Escola Livre de Sociologia e Política de São Paulo (Free School of Sociology and Politics of São Paulo) in the 1930s and in 1932 was a signatory, along with other important Brazilian intellectuals, of the document known as the Manifesto dos Pioneiros da Educação Nova (Manifesto of the Pioneers of New Education),

which became an important guide of the educational renovation project of her country.

Noemy represented an example of the achievements of women in a traditional society in which public positions were held mostly by men, holding positions of leadership, occupying a prominent role, and exerting intellectual influence in discussions about public policy. She was part of the commission that discussed the Brazilian National Education Plan in the 1930s, participated in the creation of the Sociedade de Sociologia de São Paulo (São Paulo Sociology Society) and the Associação Paulista de Psicologia (São Paulo Psychology Association).

In the first 30 years of the twentieth century, Brazil experienced the debates and reforms that shaped the educational policies of the time and Rudolfer was inserted in this situation and her studies contributed to the development of an Educational Psychology that supported the pedagogical performance of professionals working in the country. Her studies focused on the use of tests, on the guidance and training of professionals who worked in education in the country, trying to respond to the concerns of Brazilian elites and governments, and based on psychology studies she sought to contribute to the struggles for public education.

As an author and translator, she left several bibliographical contributions with publications of articles, books, and translations by North American authors. She served as a teacher, researcher, intellectual and teacher trainer, with national and international recognition of her contributions to education. It influenced the implementation of educational public policies in Brazil and developed pioneering studies on the use of tests to improve reading and writing. For Rudolfer, the psychologist, supported by the information obtained by the tests, would be able to scientifically classify individuals and determine, from school, which group they should belong to until entering the labor's world.

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► Lourenço Filho, Manuel Bergstrom

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Rühle, Otto

Born *in Gross-Voigtsberg Freiberg, Saxony, Germany, on October 23, 1874.*

Died *in Mexico City, Mexico, on June 24, 1943.*

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Keywords

México · Individual psychology · Marxism · Pedagogy · Childhood · Council communism

Otto Rühle (Karl Heinrich Otto Rühle) was born almost simultaneously to the founding of the German Empire. He was the second son of the couple formed by Ida Christine Emilie Schöber and Karl August Heinrich Rühle. From 1881 to 1889, he attended elementary school in Gröditz, and from 1889 to 1895, he studied at the Seminary for Teachers in Oschatz, Saxony. From 1896 he worked as a teacher’s assistant in Oederan, Freiberg. From an early age, he dedicated himself to being a teacher of elementary education, above all, linked to the children of workers. His life as a teacher, educator, and politician always had as a central objective, the abolition of the inequalities of the working class. Some of his earliest ideas can be found in the newspaper *Volkstimme* (The Voice of the People), published in Chemnitz, where he collaborated between 1900 and 1902, and also in the *Volkswacht* (The People’s Observer), a newspaper where he reflected on the working conditions of teachers, the Social Democracy, the elementary foundations of Pedagogy, and, above all, the living conditions of the proletarian child.

On June 3, 1901, he married Johanna Erna Henrika Zacharias (1878–1920) who was very active in the women’s movement until the beginning of the First World War. Their daughter, Margarete (Grete) Rühle, was born on January 14, 1903, in Hamburg.

From 1912 on, Otto Rühle was elected to the German Parliament, and on August 3, 1914, together with Karl Liebknecht (1871–1919), he turned out to be one of the only two deputies who refused to vote for war credits, i.e., to support the later so-called First World War, rejected by the international leftist movement arguing its imperialistic origins.

On December 30, 1914, he was one of the founders of the German Communist Party, KPD, the same party who would later on get him expelled from, mostly due to his critical ideas toward the party bureaucracy and the proposal to unite the Party with different workers’ unions. In 1920 he founded in Berlin the KAPD, the German Communist Workers’ Party, which upheld the ideal that the worker’s councils would receive the main task of carrying out the communist revolution. The image of Otto Rühle as an agitator was embodied by the expressionist painter Conrad Felix Müller (1897–1977). In 1921 he was expelled from the party that he had helped to form. He continued true to the slogan “the revolution is not a party affair, but will only be possible through the active and conscious participation of the great proletarian masses” (Gálvez Cancino, 1987: 11) as befitted his socialist council ideology. From this moment on, and gradually distancing himself from the various political groups and never again taking part in any of them, he became a marginal figure, far distanced from his role as a recognized socialist leader he once was. In 1921 he married his second wife, Alice Rühle-Gerstel.

Later on, the couple founded the publishing house *Am Andern Ufer*, and under this label, they published several texts dedicated to their main interests. That is, the education of the proletarian child (in Otto Rühle’s own words “poor pariah, he is the most helpless creature living under the sun” (Rühle, 1933: 21)), the socialist education, and Marxist texts based on interests of Otto Rühle and the possible link between

Marxism and the Individual Psychology in tackling the problem of women in Germany in the first half of the twentieth century, based on the interests of Alice Rühle-Gerstel.

In addition to his work as an editor, Otto Rühle devoted himself during the 1920s and during the time of the so-called Weimar Republic (1918–1933) to giving lectures in German universities related to socialist issues. It was because of this activity that the Hitlerist regime – as he used to call it – carried out a persecution against the Rühle couple. Thus, in 1933, only 2 months after coming to power, the Nazi State secret police (Gestapo) entered the Rühle house in Friedewald in Dresden to confiscate their writings and their library. After this incident, the couple decided to go into exile to Prague, Alice Rühle-Gerstel's hometown. On May 10, 1933, the Nazi regime organized the “burning of books” written by the opponents of National Socialism (*Bücherverbrennung*) but also by all those authors who could arouse criticism of the new government. The books written by the Rühle couple were among the titles burned, the same month in which the Gestapo finished destroying and plundering their home.

The Rühle's exile began that year, and they were never to return to Germany. Otto Rühle remained in Prague until 1935 when, through the efforts of his son-in-law, Fritz Bach, a Swiss economist who had lived in Mexico since 1926, he got a job in Mexico, in the Secretaria de Educación Pública (Ministry of Public Education) (SEP) during the regime of President Lázaro Cárdenas (1934–1940). On November 29, 1935, Otto Rühle entered Mexico as a conditioned immigrant for 1 year, which could be countersigned up to 5, using the card of the Secretaría de Gobernación (Ministry of Inner Affairs) number 102999 (Rühle); his wife would arrive a year later. Since January 1, 1936, he worked as a technician in the SEP assigned to the Instituto de Psicopedagogía e Higiene Escolar (Institute of Psychopedagogy and School Hygiene).

From 1936 to 1938, he dedicated himself to writing texts related to educational matters.

During this time, he wrote various articles, opinions, manuscripts, and publishing materials, such as *La escuela del Trabajo* (*The School of Labor*). He also dedicated himself to the preparation of materials for night schools, explicitly aimed at education for workers, an edition published by the Education and School Hygiene Commission. It was during the 1930s that he refined his book *El alma del niño proletario* (*The Soul of the Proletarian Child*) (Rühle, 1987), a rigorous pedagogical study linked to Individual Psychology, with the aim of outlining the psychological profile of the proletarian youth (to fully understand their condition, their feeling of inferiority, and the mechanisms of overcompensation and possible neuroses), a work dedicated to the children of urban workers. For Otto Rühle it was very important to differentiate, within the individuality of each child, between the different psychological types in order to develop appropriate pedagogical strategies for each individual. Thus, for Rühle, a distinction had to be made between two types of children: (a) the sensitive type, which is more suitable for carrying out tasks that require concentration and deeper study, and (b) the motor type, which refers to those children who need more movement and physical activity. As he often stated, these differences are of great significance for education and school organization (Stecklina & Schille, 2003: 94).

Especially in his texts “Illustrated history of the customs of the proletariat” and “The child and the environment – A psycho-pedagogical study,” his biography of Karl Marx, and the periodicals published in the *Monatsblätter für proletarische Erziehung*, we can see the influence that Individual Psychology exerted on his work and thought. Otto Rühle identified problems not previously seen by Marxist intellectuals. The latter perhaps, and also probably due to his commitment to socialist education raised by the Mexican Cardinalist government. Rühle's presence was widely commented in political and pedagogical circles in Mexico, especially because he was recognized as one of the founders of the Spartacist League and the German Communist Party. In that

sense, the magazine *El Maestro Rural* dedicated some very moving words to present Rühle as a very outstanding pedagogue of his time and as a fighter for a better and socially more humane world, who, in addition, has delved deeply into knowing the Mexican nation from within and from its most remote places (Pohle in Stecklina, 2003: 135).

Of particular note is his participation in the Dewey Commission (1938 and related to the specific defense of Leon Trotsky, 1879–1940), which countered the attempts made by Joseph Stalin (1878–1953) to imprison and accuse the former leaders of the Bolshevik revolution of treason. From the friendship and joint work made by Leon Trotsky, who also lived in Mexico during the last years of his life, and Otto Rühle, we have left the four-handedly written book *El pensamiento vivo de Karl Marx (The Living Thought of Karl Marx)*.

In the late 1930s, Otto Rühle ended up jobless, although he and his wife had obtained Mexican citizenship, which allowed them to continue living in Mexico despite the precarious situation. At the beginning of 1940, Otto Rühle decided to start a small business, which consisted of painting traditional postcards about daily life in rural Mexico, the same postcards Alice Rühle-Gerstel would sell and distribute in stores as souvenirs for foreigners, especially American tourists. For this purpose, Otto Rühle used the nickname Carlos Timonero, an almost literal translation from German into Spanish of the pseudonym he used from 1932 on, in Germany and during the rest of his exile: Carl Steuermann.

On June 24, 1943, Otto Rühle died from a heart attack. Two hours later, his wife Alice Rühle Gerstel committed suicide by throwing herself from the third floor of their apartment located in a neighborhood near the center of Mexico City.

Cross-References

► [Rühle-Gerstel, Alice](#)

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Rühle-Gerstel, Alice

Born *in Prague (Austro-Hungarian Empire) on April 4, 1894*

Died *in Mexico City (Mexico) on June 24, 1943*

Lizette Jacinto

Benemérita Universidad Autónoma de Puebla,
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Keywords

Germany · Czechoslovakia · Mexico ·
Feminism · Individual psychology · Marxism

Alice Gerstel was the first born of Emil Gerstel (April 8, 1870–July 15, 1919) and Cornelia (Nelly) Strakosch (July 3, 1874–December 9, 1923), members of the German-Jewish minority living in the city of Prague, Bohemia, in the Austro-Hungarian Empire. The family owned a furniture factory of great international prestige. She attended the bilingual Prague primary school (learning German and Czech). Once she completed the primary education, she continued her studies at the secondary school for girls, where she learned music and French. After completing school, she further decided to pursue her studies at the *Deutsche Karl-Ferdinands-Universität [German Karl Ferdinands University]* in Prague. Her university studies were unfortunately interrupted by the outbreak of the First World War. During the war she worked in a hospital as a volunteer nurse and afterward also as a governess at the Schönau Palace, the summer residence

of the von Habsburg family. At the end of the war, Alice Gerstel left the newly formed Czechoslovak Republic and went to live in Vienna. During her years in Austria, she was drawn toward the individual psychology proposed by Alfred Adler, a professor at the Vienna Pedagogical Institute at that time. The psychotherapist of Alice Gerstel in Vienna, Leonard Seif (1866–1949), was the person who introduced her to the methods of analysis used by the individual psychology. She later on enrolled at the Faculty of Philosophy of the University of Munich, where she received her doctorate title in literature with honors (*summa cum laude*) on March 3, 1921, with the thesis *Friedrich Schlegel und Chamfort* (Friedrich Schlegel and Chamfort).

In December 1921 Alice Gerstel met Otto Rühle (1874–1943), a well-known German pedagogue and defender of the council communism who had been a member of the German Parliament for the Social Democratic Party (SPD). Six months later, in June 1922, they decided to get married, and Alice Gerstel changed her name to Alice Rühle-Gerstel. It was the second marriage of Otto Rühle.

With the inheritance Alice Rühle-Gerstel received shortly after the wedding, the couple founded the publishing house *Am Andern Ufer* in Buchholz-Friedewald near Dresden. The first book they published was *Freud und Adler* (Freud and Adler 1924), which was no coincidence. Alice Rühle-Gerstel would attempt throughout her entire intellectual work the introduction of the theoretical construct of individual psychology of Alfred Adler on the one side and Marxism on the other into the analysis of women and feminism, especially in Germany in the first half of the twentieth century. The couple even formed the International Association for Individual Psychology. They published texts related to pedagogy, individual psychology, Marxism, and critical thought in general, which was exemplarily synthesized in their periodical publication *Das Proletarische Kind* (The Proletarian Child, 1925/26). One of the main ideas defended by Alice Rühle-Gerstel was that the feeling of inferiority, the core issue analyzed by the individual psychology, plays an important role in child's development

and actually also in the development of a society as a whole. During the years of the Weimar Republic (1918–1933), Alice Rühle-Gerstel devoted herself also to promoting the core ideas of individual psychology and feminism, as well as discussing social sciences in general, and carrying out book reviews on the radio (Marková 2007, p. 84). She also participated in various workshops and seminars where she offered lectures both in Germany and in other European cities. Her work *Der Weg zum Wir* (The road to us, 1927) was undoubtedly her most relevant effort set to unify Marxism with individual psychology and to analyze the importance of the conscious will and the capacity of each individual to assume his own destiny. In 1932 she published what is considered to be her most important work: *Das Frauenproblem der Gegenwart* (The women's problem today). In this book she analyzed the role women play in contemporary society, approaching the issue from the point of view of historical materialism and individual psychology, theoretical constructs that she used to deepen the analysis of the situation of women in Germany in the first half of the twentieth century.

Because of their open stand against the totalitarianism of national socialism, the Rühle couple soon became the target of attacks perpetrated by Hitler's followers and his Secret State Police (*Gestapo*). In April 1933 their house, especially their library and manuscripts, was burned down, so the Rühle had to leave Germany for good and, at first, seek refuge in Prague. During this time, Alice Rühle-Gerstel dedicated her knowledge to write for children, even becoming the director of the cultural supplement of the *Prager Tagblatt* newspaper. The daughter and son-in-law of Otto Rühle were at that time living in Mexico, so Otto Rühle decided to go into exile and join them there in 1935 but with a job in the Ministry of Education and as an advisor on socialist education. After the Rühle couple had to separate and Alice stayed behind in Prague, the editor-in-chief of the *Prager Tagblatt* gave Alice Rühle-Gerstel a letter that was confirming that she was to engage on a research trip to North America, the same trip she used to follow Otto Rühle into exile.

After arriving in Mexico in 1936, Alice Rühle-Gerstel first worked as a translator at what would later become known as the Mexican Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology) (CONACYT). During her exile in Mexico, she continued publishing articles related to feminism in Mexico. She also finished her autobiographical novel *Der Umbruch oder Hanna und die Freiheit* (The upheaval or Hanna and freedom), which was published posthumously in 1985 by the *Fischer Verlag* in Germany.

She also served as a translator during the sessions of the Dewey Commission (1937) formed to defend Leon Trotsky (1879–1940). It is worth mentioning that neither she nor her husband Otto Rühle were Trotskyists, but rather humanist socialists. They were from the very beginning of the October Revolution open critics of the excesses carried out by the Bolsheviks and later by Joseph Stalin (1878–1953) in the former Soviet Union, as well as critics and enemies of the national socialism and the policies of Adolf Hitler (1889–1945). During their joint time in Mexico, Alice Rühle-Gerstel cultivated a friendship with Natalia Sedova (1882–1962) and Leon Trotsky and the parts of her diary dedicated to the encounters when the Trotsky couple gave birth to a book entitled *Kein Gedicht für Trotsky* (No poem for Trotsky, 1979), a psycho-cultural-political analysis of the former leader of the Red Army during his stay in Mexico. The academic production of Alice Rühle-Gerstel during her years in Mexico was dedicated to writing articles that were published in national and international magazines and newspapers, where she dealt with topics related to daily life, women, and the social analysis of some of Mexico's festivities and traditions.

On June 23, 1943, Otto Rühle died suddenly due to heart-related complications; a couple of hours later, Alice jumped from the balcony of her third floor apartment located in the "Carta Blanca" [White Carta] building, in the 288 *Emanuel Villalagín* Street, in Mexico City.

Cross-References

► [Rühle, Otto](#)

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S

Sacchi, Josefina Carla Juana

Born *Mendoza, Argentina, 25 October 1935*

Died *Mendoza, Argentina, 26 January 2019*

José Eduardo Moreno
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Argentina

Keywords

Argentina · Clinical psychology · Psychodiagnosis and psychometric evaluation · Personality assessment · Cross-cultural studies · Creation and adaptation of tests and scales · Foundation and protagonism in national scientific organizations

Daughter of Roberto Juan Sacchi and María Ursula Conti. She attended her elementary studies in the city of Mendoza (1942–1947). In 1952, she graduated as a school teacher at Escuela Normal Mixta “Tomás Godoy Cruz” (“Tomás Godoy Cruz” Co-educational Normal School) in Mendoza. In 1953, she entered the Universidad Nacional de Cuyo (National University of Cuyo) in Mendoza, Argentina. In 1954, she took Psychology courses with Dr. Bela Székely at the Universidad de Valparaíso (University of Valparaíso) in Chile. In March 1960, she graduated as Professor of Pedagogy and Philosophy at the Facultad de Ciencias of the Universidad Nacional

de Cuyo (Faculty of Sciences, National University of Cuyo). Prior to graduation, she began her research work as an assistant student (1958–1960) under the direction of Dr. Plácido Alberto Horas (1916–1990), one of the pioneers of Psychology in Argentina, who directed the Instituto de Investigaciones Pedagógicas de la Universidad Nacional de Cuyo (Pedagogical Research Institute of the National University of Cuyo), and in 1948, he transformed it into the Instituto de Investigaciones Psicopedagógicas (Psychopedagogical Research Institute). There she met colleagues such as Eva Borkowska de Mikusinski (1921–2020), Claribel Morales de Barbenza (1932–2017), and Carmen Dagfal (1926–2015), pioneers of research in Psychology and Education in Argentina, who would be later her friends and intellectual group of reference throughout her life. It is worth highlighting the recognition given to her work as a researcher-student, given that she was elected as a delegate of the Facultad de Ciencias of the Universidad Nacional de Cuyo (Science Faculty, National University of Cuyo) to the 3rd Conferencia Argentina de Asistencia Psiquiátrica (3rd Argentine Conference on Psychiatric Assistance) that was held in Mendoza in September 1959.

Immediately upon graduation in 1960, she traveled to Italy to study Psychology at the Scuola di Specializzazione en Psicologia (Specialization in Psychology School) at the Università Cattolica del Sacro Cuore (Catholic University of the Sacred Heart), in Milan, Italy. There she trained

with the disciples of Agostino Gemelli (1858–1959), one of the leading exponent of Italian Psychology of the first half of the twentieth century, an expert in Experimental Psychology, but with a neo-thomistic anthropological stance. She took courses in the years 1960, 1961, and 1962 with Leonardo Ancona (1922–2008), in General and Evolutionary Psychology, with Mario Bertini (b. 1932) in Psychophysiology, and with Marcello Cesa-Bianchi (1926–2018) in Personality Psychology, among others. During the year 1963, she carried out seminars in Clinical Psychology, and in 1964 she approved her doctoral studies in Psychology. Her dissertation was *Application of a technical group in chronic alcoholism treatment*.

During her stay in Italy, she worked as a psychologist in the Alcoholism Section of the Ospedale Psichiatrico Provinciale di Mombello (Mombello Provincial Psychiatric Hospital) and as director in charge of the Group Psychotherapy Service at the Center for the re-education of chronic alcoholics of the Ospedale Neuropsichiatrico Provinciale di Cernusco sul Naviglio (Provincial Neuropsychiatric Hospital of Cernusco sul Naviglio), Milan.

Upon her return to Argentina in 1965, she continued with activities of psychodiagnostic evaluation and clinical assistance, later working (1968–1969) as head of the Psychology Service at the Hospital Neuropsiquiátrico “El Sauce” (“El Sauce” Neuropsychiatric Hospital) in Mendoza.

In 1969, she joined the chair of Medical Psychology at the Hospital de Clínicas de la Universidad de Buenos Aires (Buenos Aires University Clinic Hospital) under the direction of Dr. Jorge Antonio Insúa (1923–2015), where she performed undergraduate and graduate teaching tasks, clinical assistance in outpatient clinics and research. In the research area directed by Dr. Ana María Insúa (b. 1931), between 1969 and 1971, she carried out research, in her role of Research Improvement Scholar under the direction of Dr. Jorge A. Insúa. Then, she received a grant from the Fundación Argentina de Salud Mental (Argentine Mental Health Foundation) to investigate patients who abandoned group treatment (1972–1973). From February 1, 1974, Dr. Sacchi

(as technical support research staff) and Dr. Ana María Insúa joined the Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental (Interdisciplinary Research Center in Mathematical and Experimental Psychology), pioneer center of the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research, CONICET) of Argentina, for psychometric and experimental research, founded and directed by Dr. Horacio J. A. Rimoldi (1913–2006), where Dr Sacchi carried out her main research work until her death.

With Dr. Rimoldi, she trained in Mathematical Analysis and Factorial and Multivariate Analysis. She completed, in various courses, her training in Psychodiagnostic and Rorschach Evaluation. In March 1978, she obtained a research position within the Scientific and Technological Researcher Career at the National Council for Scientific and Technical Research (CONICET). A research position at CONICET, allows people with doctoral degree to exclusively work in research activities. Researchers carry out their research in institutes or centers belonging to CONICET itself or in institutions belonging to universities or other organizations.

Dr. Sacchi developed many of her research together with Dr. María Cristina Richaud (b. 1946), with whom she published many papers and participated in various projects directed by Dr. Richaud on: 1- Threat perception and ways of coping with stress (Richaud & Sacchi, 2004), 2- Interpersonal relationships in childhood and the formation of resources for coping with stress, 3- Types of parental influence, socialization, and coping with threats in childhood, 4- Holtzman’s Inkblot Test(HIT), 5- Resilience development in children at environmental risk due to extreme poverty, 6- Loneliness (Richaud & Sacchi, 2004), 7- Anxiety (Richaud & Sacchi, 1995), 8- Social Support (Sacchi & Richaud, 2002).

In addition, she collaborated in research with Fernando Pagés Larraya (1923–2007), director of the Programa de Investigaciones sobre Epidemiología Psiquiátrica (Psychiatric Epidemiology Research Program) of the National Council for Scientific and Technical Research, on

Psychiatric Anthropology and Cross-cultural Psychiatry, indigenous populations (personality assessment using the HIT to evaluate Tehuelches), and socially vulnerable (homeless children). Prior to these two investigations, in 1967, she had already collaborated in the psychological survey of the aboriginal area of Pilcomayo River.

She maintained a direct bond of exchange and work with foreign researchers such as Wayne H. Holtzman (1923–2019) (University of Texas at Austin, USA) and Jean Yves Bégin (1929–2016) (Québec University at Trois-Rivières, Canada).

In 2001, she was appointed deputy director of the Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental (Interdisciplinary Research Center in Mathematical and Experimental Psychology), holding this position until she retired in July 2004, as an Independent Researcher of the Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technical Research) of Argentina. After her retirement, she continued working ad honorem until 2017, especially in the direction of scholars and researchers.

She was an undergraduate and graduate professor at different Argentine universities such as: Universidad Nacional de Cuyo (National University of Cuyo) (Research Assistant in the Chair of Psychiatry of the Faculty of Medical Sciences), Universidad Nacional de San Luis (National University of San Luis) (Associate Professor of the Role of the Clinical Psychologist in the Master's Degree in Clinical Psychology from Cognitive Behavioral Approach), Universidad Adventista del Plata (River Plate Adventist University) (Visiting Professor) and Universidad de Belgrano (Belgrano University) (Professor, from 1976 to 1992, on Psychodiagnosis in the Doctorate in Clinical Psychology). She was part of the Committee for the Doctorates of Psychology and Psychopedagogy of the Universidad Católica Argentina (Catholic University of Argentina) and of Psychology of the Universidad del Salvador (Salvador University).

She was a founding member of the Asociación Argentina de Ciencias del Comportamiento (Behavioral Sciences Argentine Association),

where she played a fundamental role in its constitution and in the legal and administrative support, in addition to her active participation as an organizer and lecturer at the National Meetings of the Behavioral Sciences Argentine Association since 1988. She had an active participation in the Asociación Argentina de Estudio e Investigación en Psicodiagnóstico (Argentine Association for Study and Research in Psychodiagnosis) and the Asociación Argentina de Psicodiagnóstico de Rorschach (Rorschach Psychodiagnostic Argentine Association).

She was a member of the Sociedad Interamericana de Psicología (Interamerican Society of Psychology), the International Association of Applied Psychology, the International Council of Psychologists, and the New York Academy of Sciences.

She was also member of the Editorial Committee of *Interdisciplinaria. Revista de Psicología y Ciencias Afines* (Interdisciplinary Journal of Psychology and Related Sciences).

Taking into account that the first university degree for Psychology at Argentina began in 1956 at the Universidad Nacional del Litoral (Litoral National University), Dr. Sacchi must be considered one of the pioneers of Argentine Psychology. In addition, she has been one of the first scientific researchers in this discipline in our country.

Her publications and her teaching activities were very relevant for the training of specialists in psychometric evaluation and psychodiagnosis. Her research in indigenous people and vulnerable populations, as well as cross-cultural studies, were precursors of these issues so much studied currently. She promoted the formation and development of scientific associations of psychologists in our country.

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- ▶ [Horas, Plácido](#)
- ▶ [Mikusinski, Eva](#)
- ▶ [Morales de Barbenza, Santos Claribel](#)
- ▶ [Rimoldi, Horacio José Ambrosio](#)
- ▶ [Szekely, Béla](#)

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Saforcada, Enrique Teófilo

Born in Buenos Aires, Argentina, on May 25, 1934

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Universidad Nacional de San Luis, San Luis, Argentina

Keywords

Argentina · Health psychology · Social psychology · Community psychology

Enrique Teófilo Saforcada was an Argentine psychologist. He started a line of research and intervention oriented to health psychology.

He finished his high school studies at the Deán Funes National School, in the Province of Córdoba, in 1951. Before starting university studies in psychology, he studied 3 years of medicine. In 1963, he got his psychology degree from the Universidad Nacional de Córdoba, UNC (National University of Cordoba). His undergraduate thesis topic was: "Study of the relationships between sound pressure level and discomfort," as it stated the second issue of the *Boletín de la Escuela de Psicología* (Bulletin of the School of Psychology), of the Facultad de Filosofía y Humanidades (Faculty of Philosophy and Humanities) at National University of Cordoba, published in 1970 (p. 65). The study was carried out at the Centro de Investigaciones Acústicas y Luminotécnicas de la UNC (Acoustics and Luminotechnical Research Center at UNC). Saforcada was part of the first cohorts of graduates of that psychology program. Between 1963 and

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1964, he studied the Specialization in Sociology at the Instituto de Sociología Profesor Raúl A. Orgaz de la Facultad de Derecho y Ciencias Sociales de la Universidad Nacional de Córdoba (Institute of Sociology, at the School of Law and Social Sciences of the National University of Córdoba). In 1998, already living in Buenos Aires, he obtained his PhD, with a specialization in social psychology, at the Facultad de Humanidades de la Universidad de Belgrano (School of Humanities of the University of Belgrano).

Saforcada's contributions have been outstanding both in research and in applied psychology in various fields such as social psychology, community psychology, public health, poverty, public health policies, positive health management, and welfare and quality of life in popular sectors.

A large part of his intellectual production is oriented toward the construction of theoretical tools, as well as the systematization of field experiences in the public sector. His efforts have been aimed to provide political models for promoting national development, from the perspective of public university and psychology (Saforcada, 2008).

His critical look at the models of psychology and health that have been hegemonic in Argentina has contributed to making alternative models of psychology more visible; this includes public and community health, as well as the field of public policies and positive health management (Saforcada, 2012a; Saforcada, 2006; Saforcada et al., 2010).

In 1969, Saforcada participated in the creation and was the first director of the Centro de Investigación en Psicología Social (CIPS), en la Facultad de Filosofía y Humanidades de la Universidad Nacional de Córdoba (Center for Research in Social Psychology, at the Faculty of Philosophy and Humanities of the National University of Córdoba). In such institution, one of the lines of work was social psychology applied to public health (Saforcada, 2012b).

In this institution, both academic and applied experiences were carried out for the local community. In 1974, he was visited by psychiatrist Juan Marconi Tassara (1924–2005) one of the most

important community psychiatrists in Chile and, broader, in Latin America as a whole (Saforcada, 2012b; Marconi & Saforcada, 1974; Marconi, 1974; Muñoz, 2011).

That same year, Saforcada taught as professor in charge for the first time a course devoted to psychology applied to health, "Social psychology applied to mental health in the context of public health." Later, the course was renamed "Health Psychology" (Saforcada, 2006, 2012b).

In 1976, during the Argentine military dictatorship, the Social Psychology Research Center was raided and later closed. Many of its members dispersed, and Saforcada was expelled from the National University of Córdoba.

After the return of democracy and at the University of Buenos Aires, Saforcada obtained by public selection process a position as Full Professor for the course on Salud Pública y Salud Mental (Public Health and Mental Health) and took up some of his lines of research and applied intervention from the previous decade.

Saforcada obtained a Tenure Position as Full Professor (1986–2003), and since 2000 he was appointed in an honorary position, Consultant Professor, both of them at the University of Buenos Aires. He credits more than 290 dissertations at scientific meetings and publications, has directed and codirected more than 33 graduate dissertations, and has directed more than 21 undergraduate theses.

From those academic positions, between 1989 and 1990, he started the "Programa de Epidemiología Social y Psicología Comunitaria" ("Social Epidemiology and Community Psychology Project"), usually simply known as Programa Avellaneda (Avellaneda Project). The project was supported by the Faculty of Psychology at Buenos Aires University in agreement with the City Hall of Avellaneda, a city located just 15 min from downtown Buenos Aires. In 2001 and 2002, he carried out a similar project in agreement with the City Hall of San Isidro, a city 30 min away from Buenos Aires (Ferullo et al., 2011).

He also was the Vice-Dean of the Faculty of Psychology at the Buenos Aires University during the periods 1986–1987, 1987–1990, and 1990–1994.

Together with Isaac Prilleltensky (1959-) (Dean at School of Education, University of Miami), he has created and coordinated the Inter-American Network for Research and Promotion of Community Well-Being. This Network is made up of institutions of different orders; it includes municipalities, professional associations, civil associations and nongovernmental organizations (NGOs), and national and international universities.

In 2006, he initiated the First Multidisciplinary Congress on Community Health of the Mercosur. He has been one of the mentors and organizers of these Congresses, which have great regional impact, year after year.

Some of his outstanding theoretical contributions include the concept of *Public Disease* (Saforcada & Moreira Alves, 2014), the concept of *Community Health* (Saforcada, 2010), or the characterization of health models: the “*Restrictive individual model*” and the “*Expansive social model*,” (Saforcada, 2006) representing different paradigms in relation to health and its approach and the ways to look at and analyze the complexities of the problem.

Enrique Saforcada has had an active participation in numerous institutions and debates about the role of psychology in health systems. He has also discussed the same role of health systems within Latin American societies, always with a perspective focused on the most vulnerable. In addition, his training of numerous professionals is also a testimony to his commitment to the development and circulation of knowledge both in psychology and health.

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Sal y Rosas, Federico

Born *Huaraz (Peru) July 18, 1900*

Died *Lima (Peru), October 21, 1974*

Ramón León

Ricardo Palma University, Lima, Peru

Keywords

Peru · Psychiatry · Cross-cultural psychology

Federico Sal y Rosas was a psychiatrist born in a humble home in northern Peru. From his childhood, he was bilingual (Spanish and Quechua). He studied medicine at the *Universidad Nacional Mayor de San Marcos* (UNMSM, Lima, Peru; MD 1934), joining after the completion of his studies to the chair of psychiatry at his *alma mater*, directed by Honorio Delgado, and as a doctor on the staff of the Víctor Larco Herrera Hospital, the most important psychiatric center in Peru at that time. In 1944, he founded the psychiatry department at the Police Hospital (Lima).

Throughout their long clinical practice, Sal y Rosas became interested in the study and treatment of epilepsy and carried out studies using the insulin coma technique and chlorpromazine. However, his greatest contributions are in the field of cross-cultural psychology and psychiatry, in which he described the *susto* or *jani* syndrome, a phenomenon typical of the Andean world, which occurs after a severe negative impression, a fall, or some type of emotional shock, and whose symptoms are paleness, weight loss, loss of energy, neglect, fear, and frequent stupor, as well as startles during sleep and extreme susceptibility to stimuli perceived as threatening. He also investigated folkloric practices and quackery in the diagnosis and prognosis of diseases. The frequency of earthquakes in Peru also led him to be one of the first to study their psychological consequences.

Sal y Rosas was an outstanding connoisseur of the psychological world of the inhabitant of the Andes thanks to his command of Quechua,

describing frequent syndromes and phenomena in that part of Peru.

Cross-References

► [Delgado, Honorio](#)

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Salas Bravo, Sonia

Born *in Santiago, Chile, May 21, 1939*

Gonzalo Salas
Universidad Católica del Maule, Talca, Chile

Keywords

Chile · Ambiental psychology · Child development · ADHD

In 1964, Sonia Salas received her degree in psychology at the *Universidad Católica de Chile*

(Catholic University of Chile) which is the second-oldest school of psychology created in the country; this program was founded by Bela Skezely (1882–1955) and continued in its beginnings by the Jesuits Eduardo Rosales (1904–1970) and Hernán Larraín (1921–1974) (Camus & Muñoz, 2017; Salas & Lizama, 2009). Dr. Salas was one of the first women qualified as a psychologist in Chile and is included in the book *Pioneers without monuments. Mujeres en Psicología* (Pioneers without monuments. Women in Psychology) in a list of 63 pioneering women in the United States, Argentina, and Chile (Winkler, 2007).

She obtained her master's degree in Education from the *Universidad Católica de Chile* (Catholic University of Chile) in 1978 and her doctorate in Psychology (PhD) from the *University of Tennessee* in the United States (1988). Additionally, she has studied production and direction of educational television at the BBC in London (1976) (Universidad de la Serena, 2021). Sonia Salas has a diploma in family mediation from the *Instituto Chileno de Terapia Familiar* (Chilean Institute of Family Therapy) (2004), family crisis intervention from the *Universidad Católica de Chile* (Catholic University of Chile) (2005), and social constructionism and psychotherapy from the *Instituto Dialogos* (Institute Dialogues).

She is currently Professor at the School of Psychology at the *Universidad de La Serena* (University of La Serena) and was appointed as Adjunct Professor at *Saint Mary's University* and the *University of Regina* in Canada. She is a professor in the Master's Program in Water Resources at the School of Agronomy of the *Universidad de La Serena* (University of La Serena) and an associate researcher at the *Centro de Estudios Avanzados de Zonas Áridas* (Center for Advanced Studies of Arid Zones). Since 1993, she is dedicated to teaching in the Psychology program at her university, which has a master's graduate program since 2002. She has served as a member of the advisory committee of this program developing the regulations of this initiative and acting as director between the years 2013 and 2017.

Dr. Salas made an early contribution to research in child development which has made possible a series of works dedicated exclusively to the study of childhood, among which are the following: *Corre Conejín. Text of stimulation of basic functions for children between five and seven years old* (Run Conejín. Text of stimulation of basic functions for children between five and seven years old) (Berdicewski et al., 1972), *El globo amarillo. Segundo nivel de transición. 5–6 años* (The yellow balloon. Second transition level. 5–6 years old) (Salas, 1990), and *Las aventuras del inspector camarón. Texto para enseñar a los niños. 2nd grade. Los principios del desarrollo sostenible y el cuidado del agua* (The adventures of Inspector Camaron. Text for teaching school children the main principles for sustainable development and caring of water resources) (Salas, 2004).

The last book was later transformed into a series of videos with activity guides called *El Inspector Camarón y su amiga Abeja* (Inspector Camaron and his bee friend), which in five chapters narrates the adventures of a shrimp who travels through the Elqui Valley looking for the *Contamin Monster* that has sickened the animals living in the area (Salas, 2021). This audiovisual material was approved by the *Ministerio de Educación de Chile* (Ministry of Education of Chile) as educational material for the transition level and first year of elementary school. These works, along with her knowledge of child development issues made it possible for her to carry out research on attention deficit disorder with hyperactivity (Salas et al., 2017b). Acting for more than two decades as a psychologist, teacher, and thesis guide in the area of Attention-Deficit/Hyperactivity Disorder (ADHD) allowed her to gain the experience leading to the recent publication of the book *Creciendo con Trastorno de déficit atencional con Hiperactividad/Impulsividad* (Growing up with Attention Deficit Hyperactivity/Impulsivity Disorder) (Salas et al., 2021). The text, along with providing updated information on the subject, presents a set of activities intended to help parents and teachers cope with the disorder.

She also has been a pioneer in environmental psychology studies in Chile. In the last two decades, she has been director, codirector, and researcher of a dozen projects in this field. These projects have been funded by national and international organizations; the topics she has studied include sustainable development, climate change, desertification, water conservation in rural communities, and psychosocial interventions in disasters, such as earthquakes and tsunamis, among others. She was the researcher of the terminal evaluation of the Project for Ecosystem Services. ProEcoServ (2010–2016). The goal of the project was to better integrate ecosystem assessment, scenario development, and economic valuation of ecosystem services into national sustainable development planning in four countries: Chile, South Africa, Trinidad-Tobago, and Vietnam (Nunes, 2010–2016). The work has been carried out largely in rural and coastal areas that host communities associated with agriculture and fishing. She also participated in projects funded by the *International Development Research Center* (IDRC), *Social Sciences and Humanities Research Council-Canada* (SSHRC), and the *Fondo de Fomento al Desarrollo Científico y Tecnológico-Chile* (Fund for the Promotion of Scientific and Technological Development, Chile), among others.

Another area in which she has developed important research is the field of cross-cultural research on sexuality, where she has studied important topics such as patterns and universals of adult romantic attachment and universal sex differences in the desire for sexual variety, research that has produced interesting data for Chile in this area in comparison with more than 50 countries, research led by David P. Schmitt, a leading researcher at *Brunel University London*. These studies were published between 2003 and 2017. In this research, she was part of the application of the Big Five Inventory (BFI) self-report measure designed to assess the high-order personality traits of extraversion, agreeableness, conscientiousness, Neuroticism, and openness, which was translated into 28 languages. Administered to 17,837 people, the study found that people

from South America and East Asia were significantly different in openness from those inhabiting other regions of the world (Schmitt et al., 2007).

Finally, she has performed (1995–2003) relevant roles (director, treasurer, and vice-president) in the management and administration of the *Colegio de Psicólogos de Chile* (Chilean Association of Psychologists), an organization that brings together psychologists once they have graduated. She was in charge of international relations for the XXVIII Interamerican Congress of Psychology, developed in Chile by the *Interamerican Society of Psychology* in 2001. In addition, she acted as a member of the academic council (2012–2014) and the board of directors of the *Universidad de La Serena* (University of La Serena) (2017–2019). Among the awards she has received are Woman of Excellence, *University of Tennessee* (1985), *Colegio de Psicólogos de Chile* (Chilean Association of Psychologists) Career Achievement Award (1987), and Career Achievement Award, *Universidad de la Serena* (University of La Serena) (2020).

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Salas Sánchez, Miguel

Born *in Bogotá (Colombia), August 1, 1944*

Died *in Bogotá (Colombia), May 23, 1995*

Viviola Gómez Ortiz

Universidad de los Andes, Bogotá, Colombia

Keywords

Colombia · Social psychology · Political psychology · Health psychology

Miguel Salas Sánchez studied at the Pontificia Universidad Javeriana (Pontifical Javeriana University) in Bogotá where he received the undergraduate degree of psychologist in 1970. In 1975, he finished his master studies in social psychology at the Universidad Nacional Autónoma de México (National Autonomous University of México).

He was a social psychologist with a serious conviction that psychology has to be socially engaged and based on rigorously produced knowledge. His research and application interests varied. During his career, he showed interest in many issues, including the use of the semantic differential for the assessment of attitudes; the importance of the contributions of the psycholinguistic paradigm to the explanation of communication phenomena; the importance of socially relevant problems like abortion, gender roles, health, community participation in low-income housing problems, and violence in Colombia; and the psychology of politics (different from political psychology, as he liked to emphasize). His last publications point out his engagement with Latin-American critical psychology and his conviction that ideology needed to be studied and its impact on behavior and knowledge production revealed. For him, social psychology must be critical; it should study everyday knowledge and the ideology that occurs in it. It should seek the liberation of the oppressed (Salas Sánchez, *n.d.*).

Some of his publications listed at the end demonstrate Miguel's interests, their evolution, and profile.

Death surprised him when he was working in one of his most ambitious projects, developed in the context of the new-approved Colombian political Constitution in 1991. He began a project aiming at the evaluation of the impact of school for the development of democracy and coexistence. In 1995, few months before his death, he organized an international conference called *From political history to democratic intersubjectivity*. His own presentation was titled "Towards the construction of the new citizenship: From constitutional norm to psychosocial practice."

Miguel was a professor at the Psychology Department of the Universidad de los Andes (University of Los Andes) at Bogotá. He was one of the founders and a chairperson of the department. For over 20 year, he taught different courses like history of psychology, social psychology, attitudes change, applied social psychology, social health psychology, environmental psychology, demographic transition and gender roles, Latin-American critical psychology, and political psychology (Departamento de Psicología Universidad de los Andes, 1996).

He is considered one of the pioneers of the development of social and political psychology in Colombia and Latin America. His impact was due to his dissatisfaction with the social psychology existing in the region in the 1970s and 1980s. For him, social psychology was showing an inability to respond to the urgent social problems present in the continent. He wanted a social psychology that was socially sensitive; responsive to the problems of our societies; and, in search of that objective, based on the need to achieve a practice and interpretations that consider the context and collectivities and not only the isolated individuals. Many of his students are today important researchers and activist in political psychology (Molina Valencia & Rivera Escobar, 2012; Sánchez Pilonieta, 1996).

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Salazar Jiménez, José Miguel

Born in Carúpano, Sucre State, Venezuela, on December 16, 1931

Died in Caracas, Venezuela, on September 26, 2001

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Keywords

Venezuela · Social psychology · National and Latin American identity

He grew up in the state of Nueva Esparta in Margarita Island, Venezuela. Since his adolescence, he lived in the United States, where he attended high school and studied psychology at the University of Michigan (1949).

He returned to Venezuela during the dictatorship of Marcos Perez Jimenez (1952–1958), being arrested for political reasons and deported to England, where he pursued doctoral studies from 1954 to 1957 at the University of London, and obtained a PhD in psychology.

In 1958, he returned to Venezuela and became a professor at the School of Sociology and the School of Social Work at the Universidad Central de Venezuela (UCV) (Central University of Venezuela). Later, he was part of the group of professors who initiated activities in the first School of Psychology in the country, at the UCV, and was responsible for creating the Chairs of

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Experimental Psychology and Social Psychology. He also contributed to the organization of the first research groups.

In 1966, he returned to the University of London where, a year later, he completed his postdoctoral studies. In 1969, he was appointed Director of the Escuela de Psicología (School of Psychology) of the UCV, a historical period full of conflicts, with a national political crisis and a process of academic renewal, which marked a milestone with the raid of the UCV in 1971, the year that marked the end of his tenure as director of the school. Among his most important achievements as director was the approval – at the beginning of 1970 – of the new study plan that established a basic cycle and a cycle applied by mentions.

Professor Salazar contributed to the organization of the so-called “11th floor group,” which was intended to be an informal high prestige group. The name of the group referred to the number of the floor of the Central Library of the UCV, where the academics dedicated to Experimental Psychology and Social Psychology worked. Members of this groups were Euclides Sanchez (1940–), Eduardo Santoro (1939), Carlos Muñoz(–2014), Maritza Montero (1939–), and Julio F. Villegas (1944–2016).

In 1976, as Head of the Departamento de Psicología Social (Department of Social Psychology), together with the team of professors of the “11th-floor group” and under his editorial direction, he published the first treatise on social psychology in Venezuela, which was the first book on the subject published by Latin American psychologists, in Spanish; that same year, he created the Master’s Program in Social Psychology, which he directed until 1988 (Salazar et al., 1979).

He served as Director of the Instituto de Psicología (Institute of Psychology), a UCV’s Psychology Research Center from 1978 to 1985. He was a member of the Academic Committee of the Doctoral Program in Psychology at UCV after his retirement and until he died in 2001. He participated as a guest professor in the “Simón

Bolívar” Chair of the University of Cambridge, Great Britain, in 2001.

In addition to his academic activity, he developed an important guild activity; in 1957, he was part of the group of psychologists who founded the “Venezuelan Association of Psychologists” being its president between 1959 and 1961. Subsequently, this association was transformed into the Colegio de Psicólogos de Venezuela (Board of Psychologists of Venezuela), being elected as a principal member of the Disciplinary Tribunal (1961–1963) and consecutively its president (1963–1964). He was a founding member of the Asociación Latinoamericana de Psicología Social (Latin American Association of Social Psychology, ALAPSO) (1975–1985) and of the Asociación Venezolana de Psicología Social (Venezuelan Association of Social Psychology, AVEPSO), of which he was its first President in 1975. From 1976, he held various positions in the Interamerican Society of Psychology (SIP), where he assumed the presidency in 1987 until 1989, vice-president for South America of the SIP for two consecutive periods (1981–1983 and 1983–1985), and finally, editor of the *Interamerican Journal of Psychology* of the SIP, for four consecutive periods, from 1989 to 1997 (Recagno-Puente, 2002).

For more than 20 years, his essential concern was to study the development of identity processes at the national, regional, and supranational levels. He participated in numerous presentations at scientific events, both national and international, and published eight books and more than 50 articles or book chapters. His line of research revolved around nationalism, national stereotypes, attitudinal determinants of behavior, and identity processes at national, regional, and supranational levels (Latin Americanism) with more than 75 investigations.

He was distinguished with the José María Vargas Order of the Central University of Venezuela in its different classes – Francisco de Miranda Order (1979), Francisco De Venanzi Award for the trajectory of the University Researcher (1990) – and also with Ignacio Martín-Baró

Award of the Latin American Association of Social Psychology (1991), Inter-American Award of Psychology (1993), and was the first psychologist to receive the National Science Award (1995), which was the most important recognition – at the time – granted by the National Council of Science and Technology of Venezuela (Villegas, 2001).

José Miguel Salazar is recognized as one of Latin America's foremost social psychologists.

Cross-References

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- ▶ [Sánchez Veliz, Euclides Antonio](#)
- ▶ [Santoro La Presta, Eduardo](#)
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Sampaio Dória, Antônio de

Born *March 25, 1883, in Belo Monte (Alagoas), Brazil*

Died *December 26, 1964 (São Paulo), Brazil*

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Pontifical Catholic University of São Paulo
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Keywords

Brazil · Educational psychology · Psychology of learning

Antônio de Sampaio Dória graduated in legal and social sciences at the Faculty of Law of São Paulo in 1908. After completing his undergraduate course, he briefly worked as a lawyer and then moved to the city of Rio Janeiro, where he dedicated his work to the role of editor-in-chief of the newspaper *O impartial*. He returned to São Paulo, assuming the position of professor of pedagogy and psychology at the São Paulo Normal School in 1914, being succeeded by Lourenço Filho (1897–1970) in 1925. In the following years he joined the political organization Liga Nacionalista (Nationalist League) where he remained until 1924. The trajectory of this important educator, politician, and intellectual in the Brazilian scenario is recognized mainly for his engagement in conducting Instrução Pública de São Paulo (Public Instruction in São Paulo) in the 1920s. His work was configured as a landmark in the field of education, by privileging policies of universalization of the public education facing the educational problems posed in those historical circumstances, considering the contributions of psychology to the implementation of educational projects.

In 1920, he was appointed general director of public instruction in the state of São Paulo, by Washington Luís Pereira de Souza (1869–1957), president at that time. In the exercise of his four-year term, he played a fundamental role in formulating the pedagogical thinking, as he was tasked

with eradicating the expressive rate of illiteracy that plagued the state. In support of these propositions, one of the main measures taken was the creation and implementation of the 1920 Reforma do Ensino Paulista (Paulista Education Reform), currently known as the Sampaio Dória Reform (Medeiros, 2005). This Reform presented, among its main purposes, the restructuring of public education, mainly mandatory primary education, by reducing its duration from four to two years (Mathieson, 2012; Boto, 2018).

To carry out this project, he defended the subsidies of psychological bases, especially from the psychology of learning to educational actions. He proposed the incorporation of the intuitive – analytical method of teaching in educational programs as the foundation of his theory of learning, not merely appearing in a teaching method. The 1920 Reform was widely contested by sectors of society, among other aspects, for being anchored in concepts that radically modified the educational precepts of the time, based on encyclopedic teaching, as well as for prioritizing valuation actions to increase the number of students served, detached, at times, from the commitment to the quality of education provided to them.

Specifically in the scope of psychology and education, he produced two works entitled *Principles of Pedagogy – Essays*, published in 1914, and *Psychology*, published in 1926, in addition to producing articles in different scientific journals, among other publications of a pedagogical nature.

In his first book, the author exposes the need for Education to sustain itself in scientific knowledge involving the “child’s soul” and in the processes of human development, with a view to preparing the child for “full life,” through three foundations: intellectual, moral, and physical, in compliance with the propositions of Spencer Vampré (1988–1964) about the “abbreviated recapitulation.” It is clear that the focus of this work was centered on the contributions of human development psychology to understand the learning process and child development, these aspects being fundamental for the exercise of educational action. In this sense, the pedagogical propositions

defended in this work were supported by principles of the law of abbreviated recapitulation, which is conceived as a demonstrative theory of the “social” factor of child development, among other elements of an individual nature, which are related to the presuppositions of psychology differential. Sampaio Dória is also concerned in this work, highlighting the movement of defense of educational practices that take into account the particularity of children’s psychological phenomena, which should not be apprehended based on the psychological aspects of adults, given the respect for the specificity of the process of child development. Many were those who inspired the course of this work, among them Jean Jacques Rousseau (1712–1778), William James (1842–1910), Édouard Claparède (1873–1940), Gabriel Compayré (1843–1913), Alfred Binet (1857–1911), and Johann Heinrich Pestalozzi (1746–1827); in addition to mentioning Ruy Barbosa de Oliveira (1849–1923), these allusions were most often correlated with the defense of New School parameters.

In *Psychology*, Sampaio Dória discusses contents related to psychology and pedagogy that underpinned the classes taught in the Escola Normal de São Paulo (Normal Schools of São Paulo) for over ten years, having the influence of Wilhelm Maximilian Wundt (1832–1920) (Antunes, 1991a), not only by considering consciousness as an object of study in psychology, but also by proposing the method of introspection, linked to observation and experimentation; however, it is William James (1842–1910) who inscribed the analytical method that inspired, to a large extent, the formulations of this work (Antunes, 1991a, 1991b).

The emphasis on the articulation between psychology and education as an essential condition for the development of the student’s learning abilities is also evident in the works: “How to learn the language” (1922) and “How to teach” (1923). In the words of Lourenço Filho (nd, p.8) quoted by Mathieson (2012, p. 86), Dória “[. . .] had occasion, however, to more clearly the conviction that pedagogy, due to its formal aspect, is a ‘psychology’,” which was in his manual “Como is taught.”

Therefore, the school institution, for Sampaio Dória, in its strengths and limitations, was characterized as a fundamental means for the realization of the republican project of society that was being designed, as education associated with psychological bases became the foundation of the method of analytical intuition, with a view to promoting the processes of universal education and literacy programs for the population. That said, it is noteworthy that the propositions of psychology that built the educational project proposed by Sampaio Dória revealed themselves as theoretical and practical subsidies for the constitution of educational psychology in the Brazilian scenario.

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► [Lourenço Filho, Manuel Bergstrom](#)

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Samudio Díaz, Jaime Eduardo

Born *Sibaté, (Colombia), 30 October 1950*

Died *Bogotá, (Colombia), 30 January 2021*

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Keywords

Colombia · Personality · Violence · Epistemology

Jaime Samudio studied psychology at the Universidad Nacional de Colombia (National

University of Colombia) and completed two master's degrees. One of them in the field of theoretical and methodological problems of personality psychology at the Universidad de la Habana, Cuba (University of Havana, Cuba), where Fernando Gonzalez Rey tutored him, and the other in social and educational development from CINDE – Universidad Pedagógica, Colombia (CINCE-Pedagogical University). He was professor of the Psychology Program at the Universidad INCCA de Colombia (INCCA University of Colombia), founding Dean of the Faculty of Psychology at the Universidad Los Libertadores (Los Libertadores University) from 1996 to 2011, professor at the Universidad Católica of Colombia (Catholic University of Colombia) in 2018 and at the Universidad Distrital Francisco José de Caldas (District University Francisco José de Caldas) in 2012. Samudio was the founder and president of the Taller del Hombre Foundation, president of the Colombian Society of Psychology and the Colombian Academy of Psychology, and member of the Board of Directors of the Colombian College of Psychologists. In this latter entity, he was a promoter and active member of the History and Epistemology of Psychology division. He was also co-author (with Germán Gutiérrez) of the project to create the National Committee of Public Policy at the same institution, promoting psychologists and professional organizations' participation in the debate and design of public policies.

In 2016, he received the Colombian Award of Psychology in recognition of the “Guild management and its beneficial social impact.” In 2020, he received the Recognition and Exaltation of the Universidad Popular del César for his outstanding contributions to Colombian psychology. In 2020, he was awarded the National Award of Psychology “For a life of dedication to psychology” by the Colombian College of Psychologists.

Early in his professional life, he worked as a teacher, which he developed in the first stage at the INCCA University of Colombia. There, he found favorable conditions and colleagues interested in researching and consolidating a professional training program with its bases in the conceptual basics of the historical-cultural approach in psychology.

The presence of Alberto Merani (1918–1984) at the INCCA University please, put the years here, after University (1980–1984) allowed him to advance in a project about the conceptual premises of personality development. In Merani's biographical sketch, he synthesized the sense and meaning that personality has in psychology: “For Merani, personality is the biopsychosocial unit of concrete human, and its study is the key problem of psychology. The overcoming of this problem is, in his concept, indispensable to overcome the fragmentation of psychological knowledge” (Samudio, 1984, p. 483). These experiences are the basis of his concern about the lack of a unified theory of psychology. As a synthetic idea, personality and its developmental cycles were fundamental to overcoming psychological schools' dogmatism and pragmatic eclecticism.

In 1991, Samudio founded the Taller del Hombre Foundation, a nonprofit organization to study the “problem of the personality development of Colombians and the consequent elaboration of procedures to intervene in its conscious self-construction.” Six teachers and four psychology students initially constituted the Foundation. As a psychologist and citizen, his conscience led him to value the 1991 Constitution as a change in Colombian society's historical and cultural horizon.

He took the initiative to establish, with seven members of the Foundation (1993), the Study Group on Violence, Immorality, and Delinquency (known in Spanish as GEVID), which focused its efforts on the study of the development of the delinquent personality in Colombia and ways for its rehabilitation. From a preventive public policy perspective, it held the hypothesis that it was possible to prevent the formation of the delinquent personality.

Having assumed this professional commitment, he and his group implemented a practical theoretical approach called Integral System for Self-Determination and Self-Construction of Personality (known in Spanish as SIFA-d/c). He characterized the conceptual core of this approach as follows: “... we can assume that in both phylogenetically and ontogenetically processes there is a centralization that creates the conditions for regulating, through conscious constructs, all behavior

previously subject to three factors outside the control of the person: organism (biopsychological factors), society (sociopsychological factors) and activity (psychic factors)” (Samudio, personal communication, June 1994).

In 1993, his group joined an institution, directed by the Capuchin Tertiary Order, in charge of reeducating young offenders. In this institutional setting, the SIFA-d/c was put into practice. The project was supported by a study with six incarcerated women in the “El Buen Pastor” national women’s prison (Palomino et al., 1991). The general aim of this labor consisted of achieving a progressive redefinition of reality by adolescents and young offenders.

This research experience led him and his team of students to delimit research on parenting guidelines. His master’s thesis made him advance in his first synthesis. Always considering the contribution of his students, he raised the idea of “upbringing patterns for high criminogenic risk”:

It is impossible to affirm that they lead, inexorably, to crime. However, these patterns have been repeatedly found in adolescent and adult delinquents, but not in children. Nevertheless, there are studies in Colombia such as Gutiérrez de Pineda (1978) regarding “gamines” (homeless children) and the presence of these patterns in children upbringing, essentially like those found in the development of the offender and in essential works of members of the GEVID of our foundation, who search for the traces of these upbringing patterns in children and puberty. The initial discovery in adults entails another finding: its prolonged consequences on the lives of the subjects exposed to them. (Samudio, 2001, p. 68)

These conclusions support later efforts to design intervention to prevent the development of the “criminogenic risk.” Samudio argued that these interventions would allow: “. . . to achieve, with the expansion of the individual’s behavioral possibilities and the strengthening of the capacity for self-determination” (Samudio, personal communication, June 1994). It was about guaranteeing the generic conditions so that the person could act in freedom. Psychologist Sergio Trujillo (2003, p. 221) refers to this formulation in the following terms:

Hence, humankind is the only being who exercises freedom, assuming the responsibility of constructing and giving meaning to his existence.

Man is, then, a unit of nature and culture built in the individual history of each human being.

Jaime Samudio was consistent with the need to bring these conclusions to public discussion. He assumed, then, the task of proposing a synthetic approach to the persistence of violent conflict resolution in Colombian society and to the possibility of developing public policies for seeking a specific historical solution based on the idea of freedom. In his book *Violencia y desarrollo humano en Colombia* (Violence and Human Development in Colombia), he persevered in clarifying the debate about violence as an endemic fact of society and promoting a positive approach to the solution in terms of public policies (Samudio, 2020a, p. 113).

His concern for what he called “the crisis of psychology” not overcome by the tendency to eclecticism and school dogmatism had in his last work, *La Salida del Laberinto* (The Exit of the Labyrinth), his final formulation. In this work, he thinks that humanity has reached a moment where it can fully assume responsibility for its freedom. He sets the idea as follows: “Human experience, not reducible to a hedonistic experience, sustains human evolution, modifies the ideas that humans have about themselves as well as those they have about reality. Additionally, the human experience enriches the psychic instruments of this species. Consequently, it is possible to reorient history, in any ethical, aesthetic, and political field. It may also reorient all human domains in unpredictable ways. Humanity permanently creates freedoms that rule and reorient its construction” (Samudio, 2020b, p. 134).

Cross-References

- ▶ [González Rey, Fernando Luis](#)

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Sánchez González, José Antonio

Born *in Vélez, Santander (Colombia), on July 9, 1932*

Died *in Bogotá (Colombia), on August 16, 2018*

Julio Ponce de León
Universidad El Bosque, Bogotá, Colombia

Keywords

Psychology training · Psychology guild

José Antonio Sánchez graduated from high school at the Liceo de Cervantes [The Cervantes

Lyceum] in Bogotá (Colombia) in 1954. He was accepted to Universidad Nacional de Colombia [National University of Colombia] in 1957 and graduated as a psychologist in 1962. He was a remarkable student, receiving several scholarships during his time as student of the program (*Revista de Psicología* 1958, 1959, 1960) and serving as student representative in 1960 (*Revista de Psicología* 1960). He used his standing as a representative to demand an addition of courses based on scientific psychology, which he thought were not nearly enough in the curriculum at the time. He also collaborated with the *Revista de Psicología* (Journal of Psychology) as deputy chief editor, under the direction of Mateo V. Mankeliunas (e.g., Sánchez 1961). Sánchez graduated with an undergraduate thesis titled *Character and values. Investigative essay on character structure as axiogenic dynamism* (Sánchez 1962).

While still a student of psychology, he was teacher of philosophy and literature at the Nuevo Liceo (New Lyceum) in Bogotá (1955–1961), and philosophy, psychology, and Latin at the School José Joaquín Castro (1961–1962). Simultaneously, he wrote a column for the daily *El Espectador* titled “Correct your language.” The proper use of Spanish was a constant interest during his whole life.

Sánchez attended the Institute de Psychologie at the Université de Paris between 1962 and 1964 where he did studies on psychology and epistemology and received a certificate. He approved his preliminary oral exams and was a doctoral candidate but did not receive a diploma. He also attended several seminaries in other European institutions (Universidad Nacional, Archivo General, copies provided by Martha Restrepo Forero, August 21, 2020).

Although he was not a researcher himself, he was always aware of current research and used his encyclopedic knowledge to shape the minds of young aspiring psychologists in a scientific way. His publication record centered on theoretical issues. His essay “Psychology as a science” (Sánchez 1965) is a “tour de force” presenting in brief the science of psychology in order to propose the planning office of the National University of

Colombia, the integration of the Faculty of Psychology to the Faculty of Science. Starting in 1964, the Rector of National University had proposed a major reorganization of Faculties in order to reduce their number, under the assumption that this change would improve and simplify administrative and academic management. The Dean of the then Faculty of Sociology, Orlando Fals Borda (1925–2008), had secretly proposed to the Planning Office the closing of the Faculty of Psychology and its integration as a Department of a new Faculty of Sociology and Social Sciences. Sánchez' essay was a negative response to this proposal and to the undermining of the discipline through an integration with the human or social sciences. In the second part of the essay, he proposes instead that psychology is part of the biological sciences and should join the Faculty of Sciences. The rejection of Fals Borda's proposal by the Planning Office of the National University led to his resignation, which allowed the Dean of Psychology, Alvaro Villar-Gaviria, to negotiate new terms for the change (Carrillo-Guerrero 2006). In the end, psychology was integrated within a new Faculty of Human Sciences as a founding Department (Universidad Nacional de Colombia 1966, Agreement 49).

After returning to Colombia, José Antonio Sánchez worked at the Instituto Colombiano de Pedagogía (ICOLPE) (Colombian Institute of Pedagogy) between 1965 and 1971. He was also a professor of psychology at National University (1965–2000), Universidad del Rosario (Del Rosario University), and Universidad Pedagógica Nacional (National Pedagogical University). He taught classes on medical psychology, a course initiated by Mercedes Rodrigo Bellido that Sánchez took during the 1970s at National University; he also taught experimental psychology, perception, motivation, learning, formulation and evaluation of social projects, and diagnostic processes; during his last years, he focused on the topic of individual differences as a way to explain personality traits.

His main academic interests were on epistemology, theoretical psychology, and ethical issues in psychology and in general in the behavioral sciences. He rejected dogmatism in psychology

and attributed the need for it to a “cognitive trap” to reduce uncertainty. He proposed that theoretical discussions had to be considered as dynamic in time and place. Above all, he considered evolutionary theory to be the basis for explanation of behavior in psychology. Thus, as a Dean in various universities, he always offered support for the inclusion of ethology in the curriculum of psychology (Ascofapsi 2013). He closely followed theoretical trends related to the role of evolutionary theory in behavioral explanations, including ethology, sociobiology, and evolutionary psychology, which he argued offered a richness in explanation for psychology.

Sánchez was very active throughout his life in the development and consolidation of psychology as a science based upon evidence, rejecting all kinds of speculative and empirically unsupported approaches. He dedicated his efforts to the education and teaching of several generations of psychologists, making sure that psychology as a science relates to most other fields of human endeavor; therefore its practice must include a wide knowledge of culture and science.

He contributed in a most defining way to the creation of several Faculties of Psychology in the country that promoted the scientific model under which several generations were educated. He was Dean of Psychology in four universities in Colombia, all of them in the city of Bogotá. He was the third Dean of Psychology at Pontificia Universidad Javeriana (Pontifical Javeriana University) (1971–1973), the second Faculty of Psychology to be founded in Colombia (1962) after that of National University of Colombia. At Pontifical Javeriana University, Sánchez promoted an exchange of students, faculty, and research with National University to the benefit of both institutions. He also promoted the inclusion of Javeriana Faculty as officers in the Colombian Federation of Psychology (Ardila 1973).

At the Javeriana program, he promoted a scientific approach to psychology, which was perceived by some of the faculty and university officials as somewhat conflicting with the humanistic approach purportedly defining this religious institution. His tenure as Dean of that institution ended in 1973. He later was the Dean at the

Universidad Católica de Colombia (Catholic University of Colombia), and in the early 1990s, he had a role as Academic Dean for the institution. He was also Dean of Psychology at the Fundación Universitaria Konrad Lorenz (Konrad Lorenz University Foundation) between 1988 and 1989. He was founder of the Psychology Faculty of Universidad El Bosque (El Bosque University) where he stayed from 1993 to 2018, that is to say, a total of 25 years, 18 of them as a Dean of the Faculty shaping it as a high-quality program of psychology in the country. His main contribution to the program according to university officials and professors that remain to this day at the school was the epistemological design of the curriculum, which reflects his stance on the scientific nature of psychology and makes it somewhat unique among psychology programs in the country. In fact, graduates of this program are recognized as professionals able to approach every issue in a methodological and research like kind of way.

Not to be forgotten is the fact that the library of the Faculty of Psychology, founded by Sánchez, houses one of the most complete databases on psychology in the country. Upon his retirement in 2018, he was awarded the distinction of Professor Emeritus of the university.

José Antonio Sánchez contributed to professional psychology by supporting the creation and functioning of professional organizations seeking to defend the practice of psychology in educational, clinical, and professional settings. He was very active in support of the Federación Colombiana de Psicología (Colombian Federation of Psychology) (founded in 1955), where he was Secretary General (1965–c1973). According to Ardila (1973), Sánchez and José Rodríguez Valderrama were the most important contributors to the Federation that had been founded as a student organization at National University of Colombia and later became the first professional psychological organization of the country.

Sánchez was also an important force behind the creation of the Asociación Colombiana de Facultades de Psicología (Ascofapsi) (Colombian Association of Faculties of Psychology) (1986), an organization that promotes the quality of educational programs in psychology, represents the

interests of the training programs before the Ministry of Education, and helps define policies that become standard procedure of the professional and academic practice of psychology in the country. Sánchez was Dean of the Faculty of Psychology of the Catholic University at the time and would be a source of inspiration and support for the organization and its leaders for many years (Martha Restrepo Forero, personal communication, August 21, 2020).

He was also instrumental in the approval of Law 1090 (2006) that gives professional status to psychology in Colombia, and in the foundation of the Colegio Colombiano de Psicólogos (Colpsic) (Colombian Board of Psychologists) (2006) a government-sanctioned organization that certifies by means of an official license, the right to have a professional practice as a psychologist in the different areas of application of the discipline. Colpsic also hosts the ethical tribunal for the application of sanctions when a professional has incurred in unethical behavior in the practice of psychology. Sánchez had a central role in the writing of the statutes of the organization, was part of the founding Council, and readily attended the annual National Board Meeting, as one of the founding members of the organization, even after retiring from academic and administrative life.

In 2013 Colpsic awarded him the most important distinction of psychology in Colombia. He received the National Psychology Award to “A life dedicated to psychology.” Upon his retirement in the year 2016, he received an accolade of distinctions, among them the title of “Professor Emeritus” from Konrad Lorenz University Foundation and from El Bosque University, the last of his academic posts. The Catholic University of Colombia also named him “Dean of Deans” of the University, a distinction seldom given to a member of that institution.

The contributions of José Antonio Sánchez to psychology in Colombia are not to be judged by the traditional standard of publishing of original research but by the huge impact on the practice of psychology and the establishing of it as a respected profession in Colombia. It is safe to state that Professor Sánchez will be remembered as a teacher of psychology teachers, as a very

relevant figure who shaped the status of the profession in Colombia and as an active supporter of organizations that helped constructing the guild in the country.

Sánchez was an erudite with ample and integrated knowledge from the sciences to the arts and literature. His thinking was always extended to the training of psychologists. Sánchez was concerned with a purely technical training in psychology. He was also a lover and source of knowledge in literature, specially poetry. In the words of a colleague, “José Antonio was a very special and unforgettable person. Besides being an excellent academic, he was a humanist of the old days; in constant reflection on aspects of culture and society” (Martha Restrepo Forero, personal communication, August 21, 2020).

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- ▶ [Rodríguez Valderrama, José](#)
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Sánchez Hidalgo, Efraín

Born *on April 29, 1918, in Moca, Puerto Rico (PR)*

Died *on April 1, 1974, in San Juan, Puerto Rico (PR)*

Irma Roca de Torres

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · Education and developmental psychology · Founder of professional

organizations and journals of psychology ·
Graduate programs

Efraín Sánchez Hidalgo was just 54 years old when he died. He was in the middle of his academic and research career. His parents were Zenón Sánchez Avilés and Pelegrina Hidalgo Pérez. He studied at the public schools of Moca and Aguadilla, and when he obtained his high school diploma, he entered the University of Puerto Rico, Río Piedras Campus (UPR-RP) to study a bachelor's degree in education and majors in Spanish and English. He graduated in 1939, *magna cum laude*. After graduation, as many Puerto Rican educators of this time, he registered at Columbia University in New York, where he graduated with a master of arts (MA) in 1940. His concentration was educational psychology (Roca de Torres, 2006).

After his graduation, Efraín Sánchez Hidalgo accepted a position as an instructor at the College of Pedagogy of the UPR-RP, where he taught psychology and education courses for future teachers. After a year, he was recruited by the US Army to serve in the World War II. He served in the US Army until 1946 as director of education and orientation of his regiment, 65th Infantry Regiment (*Regimiento 65 de Infantería*). For his service during World War II, he was bestowed a *Medal of Honor* and the *Infantry Emblem*.

In 1946, he returned to Puerto Rico and began working at the Vocational Rehabilitation Office of the Veteran's Administration as officer and director of training in San Juan, PR. After brief years attending the educational needs of the Puerto Rican veterans, he decided to pursue studies toward a doctoral degree. In 1948, Efraín Sánchez Hidalgo entered Columbia University, where he graduated in 1951 with a PhD in social psychology. His professors included Edward Thorndike (1874–1949) and Goodwin Watson (1899–1976). His doctoral dissertation was titled *A study of the symbiotic relationships between friends*, reviewed by Goodwin Watson as one of the best available studies on friendship (1966, as cited by Méndez, 1977).

In the academic year 1949–1950, he returned to the College of Pedagogy at UPR-RP, to

organize the Office of Evaluation and Orientation for UPR's elementary, intermediate, and superior schools. He also helped develop the Graduate School of Education and founded in 1953 a professional journal, *Pedagogía (Pedagogy)*. In 1954, he founded the *Asociación de Psicólogos de Puerto Rico* (Puerto Rico Psychological Association, APPR), with a group of psychology professionals in Puerto Rico, and was its first president. This was the first professional association of psychologists in Puerto Rico. He affiliated the association to the American Psychological Association (APA). APPR persists to this date, 2020, as the largest association of psychologists in Puerto Rico (Boletín, 1980). Today, this association is called *Asociación de Psicología de Puerto Rico (Association of Psychology of Puerto Rico, APPR)*.

During the 1950s and 1960s, Efraín Sánchez Hidalgo had a very active and diverse academic life. Besides offering his regular courses at UPR-RP, he offered lectures and workshops, participated in congresses, conducted a weekly radio show on child rearing, and wrote the first edition of his book *Psicología Educativa*. This book was considered by Hershell T. Manuel (1887–1976) as the best book in Spanish of its kind (1962, cited by Méndez, 1977).

In 1957, Sánchez Hidalgo was named Secretary of Public Instruction, position he occupied until 1960. In this governmental position, named by the governor, he oversaw the public system of education of Puerto Rico. As leader of the education in Puerto Rico, he emphasized research and evaluation as prime factors in the decision-making process. Efraín Sánchez Hidalgo developed many creative initiatives, among them are the following: conducted the first survey on interests and needs of public school teachers; initiates the kindergarten program for five-year-old children; special classes for children with intellectual disability, exemplary or model schools; an educational government TV station; televised adult educational and cultural courses; and development of instruments to evaluate achievement, general abilities, personality, and interests. He also made efforts to establish links between schools and their communities (Méndez, 1977).

After returning to his position as full professor at the UPR-RP, he continued with his prolific creative work until his retirement in 1974. He authored more than 145 articles about educational, social, or psychological themes published mainly in *Revista de la Asociación de Maestros de Puerto Rico* (Teachers Association Journal), *Pedagogía* (Pedagogy), *Revista Mexicana de Ciencias Sociales* (Mexican Social Sciences Journal), and daily newspapers or weeklies like *La Torre* (The Tower), *Escuela* (School), *Semanas* (Weeks), *El Mundo* (The World), and *Ideales* (Ideals). His writing, in simple language, was directed to parents and teachers hoping to aid them with the daily problems they encountered while rearing and teaching the Puerto Rican youth (Roca de Torres, 2006).

His intensive labor toward the development of psychology as a profession and as an academic program was cut short by his premature death in 1974. Nevertheless, Efraín Sánchez Hidalgo left us three very important books that helped train thousands of psychologists many years after his death. His first book, on the psychology of education, was first published in 1954; it was revised nine times and reprinted 41 times including an edition in Portuguese and one in English. This book was last reprinted in 1988, 14 years after its author's death. This book was widely used as a textbook both in Puerto Rico and Latin America. His second published book, about the psychological principles for rearing children, was also very successful; Dr. Sánchez Hidalgo and his wife Lydia Ayéndez, also a psychologist, issued five editions of this text and reprinted it 13 times. Finally, his third book, versed around the psychological principles important in dealing with elder population, had two editions and was reprinted ten times including once in 1990.

Sánchez Hidalgo's legacy also included the memory of a committed professional that saw love as the essence of any successful human relationship, a humanist whose quest included increasing the quality of life in Puerto Rico while improving family relationships and the education, and a person who in spite of all degrees

and honors received never forgot the humble classroom where he started his personal quest for education at the age of four.

He was married to Lydia Ayéndez and had three children: Ariel, Melba, and Iván.

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Sánchez Nuñez, Ligia Mercedes

Born in *Caracas, Venezuela, on May 17, 1939*

Died in *Caracas, Venezuela, on May 18, 2018*

Soraidée Romero Sandoval
Federation of Psychologists of Venezuela,
Caracas, Venezuela

Keywords

Venezuela · Health psychology · Emergency psychosocial care · Guild

Ligia Mercedes Sánchez Nuñez studied psychology at the Universidad Central de Venezuela (UCV) (Central University of Venezuela) and graduated on August 28, 1964. She studied Philosophy at the same university, where she obtained her degree on October 9, 1969. She traveled to England and studied at the University of Cambridge where she obtained a master's degree in Criminology (1972). Upon her return to Venezuela, she pursued doctoral studies in Political Science at the UCV and graduated on December 8, 1988, with her doctoral dissertation "Venezuelan Democracy and Drugs: Venezuelan State Policy in the face of the drug problem between 1959 and 1985."

Dr. Sanchez began her academic activity at the Escuela de Psicología (School of Psychology) of the UCV in 1965, after winning the competition for the position of part-time Instructor Professor. She attained the category of Full Professor in 1999. She was director of the Instituto de Psicología (Institute of Psychology) at the UCV and a member of the Academic Committee of the Doctoral Program in Psychology, where she served as Coordinator. She was dedicated to university extension work and research in Health Psychology, psychological care in emergencies, and the creation of psychological support networks.

She presented several papers in national and international congresses, making known her work about drug use and drug policies, drug use in women, and health psychology. She was Tutor, Advisor, Jury, and Coordinator of first degree's Thesis, Master Scientiarum Degree Works, and Doctoral Dissertations, as well as jury and tutor of research works of university professors. After she retired from the UCV in 2003, she continued working as a teacher and researcher until 2016.

Along with her teaching activity, she developed extensive work in the guild with Erik Becker. She began as a member of the Colegio de Psicólogos de Venezuela (National Board of Psychologists of Venezuela) and later of the Federación de Psicólogos de Venezuela (Federation of Psychologists of Venezuela), institutions in which she held the position of vice president during the periods 1977–1978 and 1978–1980, respectively.

Within the guild, she managed to unify criteria: sports psychology, school psychology, legal psychology, clinical psychology, and others and established consensus with guilds such as physicians, educators, and psychiatrists to present for the approval of the Venezuelan parliament of the time the Law of the Practice of Psychology (approved on September 11, 1978). Thus, the Board became the Federación de Psicólogos de Venezuela (FPV) (Federation of Psychologists of Venezuela) in 1978. She supported and organized the creation of Colegios de Psicólogos (Board of Psychologists) in the interior of the country (Del Olmo & Salazar, 1981; Colegio de Psicólogos de Venezuela en, 1985).

She promoted the creation of psychology schools at Universidad Rafael Urdaneta (URU) (Rafael Urdaneta University) and Universidad de Los Andes (University of the Andes) (ULA). She advised and promoted the constitution of the electoral commissions of the Colegio de Psicólogos de Distrito Capital (Board of Psychologists of the Capital District) and the FPV, for the renewal of the guild authorities. She encouraged the knowledge of the history of the guild in the country, activated discussions regarding the future of the profession in Venezuela, and supported the use of new technologies that help psychologists (Dembo & Sánchez, 2010).

Dr. Sánchez was a member of several professional, academic, and trade associations, such as the Asociación Venezolana de Psicología Social (AVEPSO) (Venezuelan Association of Social Psychology), the Latin American Association of Health Psychology (ALAPSA) of which he was president (2006–2008).

Her contribution to Venezuelan psychology was oriented toward the history of Venezuelan psychology, and to publications in health psychology and psychosocial emergency care, by coparticipating in the drafting of the Law of the Practice of Psychology in Venezuela, and creating and generating psychologists' guild institutions in Venezuela as well as promoting in the renewal of its authorities. She received several awards and recognitions for her work, among them, the Recognition of Honor al Mérito "Francisco de Venanzi" (Honour for Merit "Francisco de

Venanzi”) in humanities and psychology (2016) awarded by the UCV.

Her contribution as one of the leaders of Venezuelan psychology has been recognized by Sexton and Hogan with a mention in their book international psychology, *Views from around the world* (Pino 2021).

Cross-References

► [Becker Becker, Erik](#)

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Sánchez Veliz, Euclides Antonio

Born *Cumaná, (Sucre State, Venezuela), 28 May 1940*

Esther Wiesenfeld

Universidad Central de Venezuela, Caracas, Venezuela

Keywords

Venezuela · Community psychology

Euclides Sanchez was the only son of the second marriage of Mr. Manuel Sanchez to Mrs. Cruz Veliz. He was left under the exclusive care of his father after the death of his mother and settled in the city of Maturin, where he attended elementary and secondary school. His childhood and adolescence were characterized by economic difficulties, leading him to work from an early age. During this period of his life, his aspirations to learn and study, and at the same time, his enthusiasm for music and cinema fostered his desire for improvement and development.

He was an outstanding student at the Liceo Miguel José Sanz (“Miguel José Sanz” High School) in the city of Maturin, for which he obtained a scholarship that allowed him to begin his studies at the Universidad Central de

Venezuela (UCV, Central University of Venezuela), in the undergraduate Program of Psychology (1959). He moved to Caracas and lived in the residences of the University City of the UCV; he had the close friendship of his friends and fellow students Carlos Noguera (1943–2015), Eduardo Santoro (1939–), José Balza (1939–), among others. As well as his Professor José Miguel Salazar (1931–2001), who took him under his tutelage. During his years of study, he served as a student representative at various levels: course delegate, president and vice president of the Asociación de Estudiantes de Psicología (AEP) (Association of Psychology Students), Member of the Senate and Assembly of the Facultad de Humanidades y Educación (FHyE) (Faculty of Humanities and Education), and he was part of the university movement for mental health, from where he organized cultural events in the psychiatric hospitals of the city, which sometimes had the participation of renowned artistic figures of the time.

His interest in cultural activities, especially music, led him to become a member of the Orfeón Universitario (University Choir) of UCV, with which he participated in various presentations at national and international level. In 1976, he was part of the group that would attend the XII International Festival of Choral Singing in Barcelona, Spain. However, due to unforeseen circumstances, he was unable to board the Hercules C-130 plane of the Venezuelan Air Force that would transport the members of the University Choir, which tragically crashed in the Azores Islands on September 3, 1976.

He was part of a research project on learning, carried out at the Instituto Venezolano de Investigaciones Científicas (IVIC) (Venezuelan Institute of Scientific Research) in the 1960s. By that time, he explored the field of literature and wrote some short stories, published in university magazines and in the national press. He graduated in 1963 with a degree in psychology, and a year later, he was hired as an Instructor Professor at the School of Psychology of the UCV teaching General Psychology and later won the competitive examination (1964) to teach the courses of Experimental Psychology and Social Psychology.

Finally, he was Head of the Department of Social Psychology at the School of Psychology of the UCV (1980–1983).

He received a scholarship from the Consejo de Desarrollo Científico y Humanístico (CDCH) (Council for Scientific and Humanistic Development) of the UCV to study for a master's degree at the London School of Economic and Political Sciences in London, from which he obtained the degree of Master of Science in Social Psychology in 1974 (Sánchez, 1997).

Upon his return to Venezuela, he rejoined the School of Psychology of the UCV as a professor and began his research in the field of Social Psychology and Environmental Psychology, pioneering research on psychosocial factors related to traffic accidents in the country. In 1977, he was part of the first academic committee of the master's Program in Social Psychology founded by José Miguel Salazar, where he incorporated Environmental Psychology as a required course, as well as in the School of Psychology of FHyE and in the Facultad de Arquitectura y Urbanismo (Faculty of Architecture and Urbanism) of the UCV. In the same year, he joined the Environmental Psychology and Participation Unit of the Department of Applied Research at the Instituto de Psicología (Institute of Psychology) of the UCV. He was co-founder and Head of the Unit since its creation until 1989. He was later appointed Director of the Institute, in recognition of his outstanding work, a position he held from 1989 to 1997 (Otálora, 2007).

Since the early 1980s, he participated in some environmental-community and research projects with the psychologist Dr. Esther Wiesenfeld, whom he married in 1990. In 2000, he received the degree of Doctor in Psychology from the UCV. In his dissertation, he deepened in the analysis and scope of the process of community participation in psychosocial work in neighborhood contexts, for which he obtained the Honorable Mention and Publication Mention.

He has published several books and articles in important scientific journals with national and international recognition. He was a member of the editorial board of some publications, such as: *Annual Review of Critical Psychology*,

International Journal of Applied Psychology, Community, Work and Family, Inter-American Journal of Psychology, and Avepso, Revista de la Asociación Venezolana de Psicología Social (Avepso, Journal of the Venezuelan Association of Social Psychology); he was also co-editor for Latin America of the *Journal Forum Qualitative Social Sciences* (FQS) (2003–2005) and Member of the International Editorial Board of *Critical Psychology* (2007) (Otálora, 2007).

Sánchez was actively involved in community work and sustained training and teaching in paradigms, theories, and methodology of research, as well as in various areas of psychology (general, experimental, social, environmental, and community), in several national and international universities, and frequently as visiting professor/researcher, among which are mentioned: University of Buenos Aires, Argentina (1993, 1999, and 2005); Autonomous University of Barcelona, Spain (2001 and 2009); University of London (1973–1974); Autonomous University of Mexico, Mexico (1980 and 1994); Université de Toulouse (University of Toulouse), France (1994); L'École des hautes études en Sciences Sociales (School of Advanced Studies in Social Sciences) de Paris, France (1984 and 1993); University of San Francisco, United States (1990); University of Santiago de Chile (1993), Universidad Católica Andrés Bello (“Andrés Bello” Catholic University), Caracas-Venezuela (2006–2007); Universidad Lisandro Alvarado (“Lisandro Alvarado” University), Venezuela (2007), among others.

He has also participated in the planning, execution, and evaluation of social projects and public policies in various public and private institutions in the country. He also held important executive positions such as: Vice-President for South America of the Sociedad Interamericana de Psicología (SIP) (Interamerican Society of Psychology) (1987–1989) and President of the SIP (1995–1997); President of the International Scientific Committee of the SIP (1991–1993); and Vice-President of the International Scientific Committee of the SIP (1987–1989). He was also Principal Member of the Directorio del Consejo Nacional de la Vivienda (CONAVI) (Board of

Directors of the National Housing Council, CONAVI) (2001); Principal Member of the Social Sciences Commission of the Consejo Nacional de Investigaciones Científicas y Tecnológicas (CONICIT) (National Council of Scientific and Technological Research) (2001–2002); and Member of the Board of Directors of the International Association of Applied Psychology (1996–2000).

He obtained several national and international recognitions, among which are: the Order “Francisco Miranda” (1985) granted by the Presidencia de la República de Venezuela (Presidency of the Republic of Venezuela); the Order “Andrés Bello” first class (1996) granted by the Congreso de la República de Venezuela (Congress of the Republic of Venezuela); “José María Vargas” in its first class (2001) granted by the UCV; the Order of Merit, granted by the Federación de Psicólogos de Venezuela (FPV) (Federation of Psychologists of Venezuela) (1987); and the Order “Merit to Work” (1983) conferred by the Ministerio del Poder Popular para el Proceso Social del Trabajo (Ministry of the Popular Power for the Social Process of Work). He also obtained the following awards: third place in the National Award for Housing Research, granted by CONAVI (2001), the Interamerican Award in Psychology in 2003, and the Interamerican Award in Environmental Psychology (2007), both granted by the SIP. He has authored and co-authored more than 60 publications, including books and scientific articles, and attended more than 70 national and international congresses.

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Sánchez, Luis Jaime

Born in *Bogotá (Colombia)*, August 24, 1916

Died in *Bogotá (Colombia)*, December 3, 1988

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Bogotá, Colombia

Keywords

Colombia · Psychiatry · Psychopathology · Mental health

Luis Jaime Sanchez was a physician, psychiatrist, and multitalented, liberal humanist who participated in various fields of knowledge: clinician, teacher, researcher, and writer (essayist, journalist, storyteller, editor), within the historical, cultural, and academic context of his time. His production can be organized in three subsequent periods. During the first period, between 1936 and 1947, he wrote scientific and clinical papers and some philosophical dissertations on the practice of psychiatry. During the second period, between 1947 and 1960, he wrote textbooks and articles with the aim of delimiting psychiatry conceptually. Finally, during the third period, between 1975 and 1988, his writing centered on epistemological issues.

He attended Brussel’s St Michael’s College (Belgium) during high school (1928–1931) and returned to Bogotá to enroll at the Faculty of Medicine of the Universidad Nacional de Colombia (National University of Colombia) (1932–1936) where he graduated (1937) with his work *Research about schizophrenia and other studies*, at 21 years of age.

In 1938, he was admitted as an intern at *El Aserrio (The Sawmill)*, a women’s psychiatric

hospital, and as an extern at the National University's Chair for Psychiatry and Neurology; in both institutions, he obtained every possible title by merit. On the first, he was director in 1951 and, on the second, professor in 1952. He was also chief and professor at the Psychiatry Department of the Medical School at Pontificia Universidad Javeriana (Pontifical Javeriana University) from 1946 to 1958 and once again from 1961 to 1963 and chief and professor at the Psychiatry Department of the Medical School at Universidad del Rosario (Del Rosario University) from 1966 to 1978.

He was an unmatched reader, a talker, an exuberant smoker, a fan of soap operas and soccer, a catholic, and a brilliant writer with eloquent verbs, penetrating dissertations, sharp synthesis, and fundamentally with an unparalleled proliferation of texts. More than half of his literary production was never published, and a significant amount was destroyed by himself on a "book fair" during a symbolic immolation where he was both executioner and victim.

During the first period mentioned above (1936–1947), he devoted special attention to diagnosis and new biological procedures for the treatment of psychosis: insulin coma, convulsant therapy, and prefrontal lobectomy, published in more than a dozen articles. Some other articles were of psychological and psychotherapeutic interest (Manrique and Sánchez 1939; Sánchez 1939), others philosophical and epistemological (Sánchez 1946, 1985), and some of a forensic nature (Sánchez 1938, 1943).

His second, and brightest, period (1947–1960) was one of fertile intellectual production which led him to take a leading role on the medical and the psychological scene of the twentieth century. He published multiple articles of interest for psychology, medicine, and psychiatry with the same concern: a holistic approach to the healthy and sick human being.

Textbooks of his that deserve special attention are *Psiquiatría General y Psicopatología* (*General Psychiatry and Psychopathology*), honored by the National University, where he addressed the fundamentals of the specialty, several schools of

thought on mental pathology, tests to assess children's development, aspects of normal and pathological personality, the notion of "type" in psychology, mental illness and its classifications, mental exams, clinical history, symptoms, and the dynamics of psychic processes. Another of his books is *Tratado de Clínica de las Enfermedades Mentales* (*Clinical Treatment of Mental Illnesses*) divided in eleven topics: oligophrenia, psychosis and similar states, neuropsychic syphilis, epilepsy, manic-depressive psychosis, schizophrenic psychosis, toxicophilias, psychoneurosis, paranoia, paraphrenia and delirious states, and symptomatic psychosis. He developed a historical account, definition of terms, etiopatogenia, symptomatology, clinic forms, evolution, biological and psychotherapeutic treatment, medical and legal aspects, and reference list with national and international studies for each topic. It is worth mentioning that despite being used as textbooks and studied at the National University of Colombia and at the Pontifical Javeriana University for over a decade, these books were not cited on the psychiatry treaties that were developed in the country in the years to come (Sánchez 1947, 1952).

Sánchez was the director of the Institute of Psychology between 1953 and 1956, before it turned into the Faculty of Psychology. In 1956, he founded the *Revista de Psicología* (*Journal of Psychology*), antecessor of the *Revista Colombiana de Psicología* (*Colombian Journal of Psychology*), where he wrote the presentation and an article for its first issue. Under his direction, different modifications to the psychology curriculum at National University were made, and distinguished academics from Mexico, Peru, and other countries were invited to the university (Ardila 1967; Giraldo and Rodríguez 1997; Villar Gaviria 1965). After his tenure as director of the Institute of Psychology, he continued teaching psychopathology at the Faculty of Psychology (Universidad Nacional de Colombia 1958).

He also held a weekly column in the Colombian newspaper *El Tiempo*, from 1955 to 1956, called *Por los Caminos de Swan* (*Swan's ways*), in honor to the first book of the great novel of Marcel Proust *In Search of Lost Time*, where Sánchez

discussed national affairs, the exercise of medicine, academy, some philosophical reflections, and book reviews.

The third period (1970–1988) was of epistemological nature (a term that was not common at the time) because of his interest in explaining problems related to mental illness from an understating of the human being rooted in psychology, anthropology, and philosophy. This allowed to remove psychiatry from the field of speculation, without being tempted to make psychological illness equal to cerebral illness or, in other words, to reduce the psychopathological phenomenon to the neurological one. He moved through other sources to approach an understanding of the medical issue: Plato (427–347 BCE), Aristotle (384–322 BCE), Saint Augustin (354–430), Saint Thomas (1225–1274), Rene Descartes (1596–1650), Immanuel Kant (1724–1804), Friedrich Nietzsche (1844–1900), Max Scheler (1874–1928), Karl Jaspers (1883–1969), José Ortega y Gasset (1883–1955), Ivan Pavlov (1849–1936), Sigmund Freud (1856–1939), Carl Gustav Jung (1875–1961), Harry Stack Sullivan (1892–1949), Jean Piaget (1896–1980), Auguste Comte (1798–1857), Georges Canguilhem (1904–1995), Claude Levi-Strauss (1908–2009), Ferdinand de Saussure (1857–1913), Noam Chomsky (1928–), and Michel Foucault (1926–1984).

Luis Jaime Sánchez argued that psychological illness is not only psychogenic; to him, human beings are an indivisible psychosomatic unit. Thus, he rejected unilateral suppositions on the origin of psychic suffering. Humans are above schools of thought in psychology and psychiatry and go beyond the temptations of the current hypothesis maintaining the magnitude of its ontological height, its dignity, and its freedom.

In his words, “we have reached a point in which the center of gravity of the ill self is not the same center of gravity of the disciplines that attempt to study it. Modern psychiatry is at a crossroads. . . . The human being is both ‘concentric’ and ‘exocentric’. As a ‘concentric’ being it binds together, by virtue of its rational nature, all of the fusions of the ‘humanities’ that contribute to its growth around itself. As an ‘exocentric’

being, at the same time it radiates each and every one of the characteristics of its individuality as a species into its surroundings. . . . Thus, mental illness implicates the formative and expansive portions of the self into its complex scheme. . . . If this is not considered it will be impossible that psychiatry constitutes a systematic, coherent and objective corpus” (Sánchez 1980, p. 9).

The journal *Gaceta Neuropsiquiátrica* (*Neuropsychiatric Gazette*) was a product poured off of years of reading and reflecting. After various years without publishing, Sánchez felt prepared to subject himself to criticism. The first issue appeared on June 1975. The culmination of a dream that lasted thirteen years. “I know the difficulties that faces a publication of this kind. But it’s more alarming the chronic, sterilizing paralysis in which our Colombian psychiatry hibernates. . . . A journal of this kind will not wake our scientific inertia up because maybe some national and cultural habits that are hard to beat will register within her (. . .) Our *Gaceta* doesn’t belong to any exclusive, professional and selective group; on the contrary, it is and will be as long as it exists, a permeable publication, open to all currents of psychology, psychopathology and psychiatry” (Sánchez 1975, p. 3). There were thirty-two issues of this publication, and he was its director and main collaborator, contributing with more than a hundred articles under many pseudonyms. This was a publication authentically eclectic, guided by an anthropological philosophy with a strong humanist sense.

From *Mundo y Vida del Don Nadie* (*A Nobody’s World and Life*), one of his unpublished, undated books: “To the big and incorrigible Nobody I am, in the shadows of a halfway point, between the Insane-Sanity. In this shadow, where there is no one but the one who CAN, I feel the beating of the one who WANTS, and we both pity each other” (Sánchez, s.f.). *El Médico y la Cultura* (*The Physician and the Culture*); *El Complejo de Stentor: la Vocación del Escritor* (*Stentor’s Complex: A Writer’s Calling*); *Cartas a un Médico Rural, con Ocho Ensayos sobre la Investigación, la Vocación, la Vejez, los Enfermos Crónicos, la Muerte, la Deshumanización y los*

Especialistas (Letters to a Country Doctor, Eight Essays on Investigation, Calling, Old Age, the Cronically Ill, Death, Dehumanization and Specialists); *Lección de Vida (Life Lesson)* (1972–1975); *¿Generaciones de Universidad o Universidad de generaciones? (Generations of University or University of Generations?)*; *Psicología del Revolucionario (Psychology of the Revolutionary)*; *¿Se Justifica una anti-Nosología psiquiátrica? (Is a Psychiatric Anti-nosology Justified?)*; *La Relación Médico-Paciente (The Doctor-Patient Relationship)*; and *El Alma del Médico (A Physician's Soul)* (1987) are some other of his unpublished books.

Luis Jaime Sánchez was fundamentally a relentless seeker of a status for psychiatry and psychology. He considered that psychology should have an independent status and one he professed between those who had a phenomenological orientation in its conception, a biological one in its therapeutic, and a catholic one in its purpose. He harmonized these aspects with no explicit contradictions. He was a man who shone with its own light, a member of multiple Colombian and foreign associations, a recipient of the National Psychology Award (1974), and possibly the Colombian psychiatrist who read, wrote, and published the most in his country's short history, someone whose work should be read critically and in detail.

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Santamarina Sola, Rafael

Born *in Mexico City, Mexico, on September 2, 1884*

Died *in Mexico City, Mexico, on November 4, 1966*

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University of British Columbia, Vancouver, BC, Canada

Keywords

Mexico · Psychometrics · Binet-Simon test · Psychopedagogy Department

Rafael Santamarina Sola was born on September 2, 1884, in Mexico City and completed in this city his elementary and secondary education. He then attended preliminary studies at the Scientific Institute of Mexico and at the National Preparatory School. On graduation, he studied at the National School of Medicine and graduated as general physician on August 2, 1911. The year he graduated from medical school, he was hired as external physician and the following year as intern at the General Mental Hospital (Manicomio) “La Castañeda” (Colotla 1984). This hospital had been inaugurated in 1910 by President Porfirio Díaz (1877–1880; 1884–1911) as part of the

government celebrations for the anniversary of Mexico’s independence from Spain. He also worked at the Jesus Hospital (Hospital de Jesus), in the National Pathological Institute (Instituto Patológico Nacional), and as assistant anthropometrician at the General Prison (Prisión General).

In addition to his work within the mental hospital, where he began using psychological instruments, Santamarina began teaching courses of psychiatry within the School of Medicine and also in the Social Work program when it was still part of the Law School (it is now an independent school within the university). In fact, Santamarina was one of the founders of the National School of Social Work of the National Autonomous University of Mexico (Universidad Nacional Autónoma de México) (Colotla and Jurado 1983).

Santamarina’s work in the mental hospital “La Castañeda” is the most significant for Mexican psychology. Beginning soon after he began working there, he continued testing in school settings. Santamarina began translating and adapting to Mexican children the Binet-Simon test, from the French original, and was able to present the first provisional adaptation of the test before the National Congress of the Child, organized by the newspaper *El Universal* held in Mexico City, January 2 to 9, 1921 (Santamarina 1921a). He adapted and standardized as well three other group tests in students of both elementary and secondary schools: the language scale developed by Swiss educator Alice Descoedres, the Fay test, and the test of Ebbinghaus, when he became Director of the Department of Psychopedagogy and Hygiene established in 1925 by the Secretary of Public Education (Departamento 1926). This Department was staffed by physicians previously affiliated with the School Hygiene Service at the Public Health Department (Stern 1999). Santamarina’s training and experience in pediatrics, psychometrics, and neurology were likely factors in this appointment. Furthermore, as noted before, he had presented papers in the puericulture section at the First Congress of the Mexican Child (January 2–9, 1921). Incidentally, the term underlines the European leanings of health scientists and professionals at that time,

since “puericulture” was the term defined by the French obstetrician Adolphe Pinard (1844–1934) as “the scientific study of the child.”

According to several authors (e.g., Negrete Torres 2016; Stern 1999) the First Congress of the Child was a pivotal event for the care of children in Mexico and was important for the development of the eugenics movements in the country that would prevail for the next two or three decades. It should be noted, however, that some of those accepting eugenics ideas followed the French eugenics movement that was less radical than the movement in America. Santamarina was one of them. Whereas he joined in 1933 the Mexican Eugenics Society, he did not endorse the orthodox eugenics principles advocated by the founders of the society, but instead he followed the moderate French puericulture movement.

Under Santamarina’s purview, thousands of children were administered tests of attention, logic, and intelligence (Stern 2000). At that time, prior to the development of computing equipment, the scoring, tabulation, determination of quotients, calculation of norms, and development of graphic depictions of such a large number of students required several full-time staff members.

The Department of Psychopedagogy and Hygiene (or Department of Psychopedagogy and School Physician, according to some records) included three sections: Psychognosis, School Hygiene, and Physical Education. The first addressed research, adaptation, standardization, and administration of psychological tests for purposes of classifying children at school. The second was devoted to prophylactics, or prevention of illnesses in children, while the third attempted to incorporate exercise as part of an “integral” (or wholistic) view of the child (Negrete Torres 2016).

Santamarina was not the only active researcher of mental tests in the second decade of last century. David Pablo Boder (1886–1961), a Russian émigré, spent a few years in Mexico at the National University and some governmental organizations, translating and adapting the Stanford version of the Binet-Simon test and other psychological instruments (Jurado et al. 1989).

Santamarina left the direction of the Department of Psychopedagogy and Hygiene in 1929 when he was replaced by Alfonso Priani (1888–1945), but continued his work within that Department in the Section of Biometrics Estimation. In a report at the beginning of the next decade (Departamento 1930), Santamarina had obtained norms for two more psychometric scales, the Vermeyley Scale and the Vaney test, for the assessment of verbal reading in students.

When he left the Department of Psychopedagogy and Hygiene in the decade of the 1930s, Santamarina’s work on psychometric testing ceased, and he began working for the Tribunal para Menores (or Tribunal for Underage Offenders; see Santamarina, 1937) that had been established in 1926 and was composed of a teacher, a psychologist, and a physician (Zuniga 1984). He also continued teaching at the National University until his retirement in 1963.

Alvarez Diaz de Leon and Monroy Nasr (2019) recently published an interesting and insightful review of the circumstances surrounding the birth of psychological measures in Mexico. They contend that early Mexican psychologists were greatly influenced by European philosophers and investigators. Undoubtedly, the German researchers Wilhelm Wundt (1832–1920) and Oswald Külpe (1862–1915), as well as French-speaking educators Henri Bergson (1859–1941), Alfred Binet (1857–1911), Georges Dumas (1866–1946), Pierre Janet (1859–1947), Henri Piéron (1881–1964), and Theodule Armand Ribot (1839–1916), were influential in Mexican psychology. Janet, for instance, visited the National University of Mexico as a guest professor in 1925; and George Dumas and Henri Bergson from the University of Paris received honorary doctoral degrees from the National University of Mexico. It is not surprising, therefore, that Santamarina became interested in applying Binet’s newly developed test to Mexican students.

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Santiago Negrón, Salvador

Born *February 18, 1943, in Cayey, Puerto Rico (PR)*

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Keywords

Puerto Rico · School and Administrative Psychology · Public health · Crime and addiction prevention

Salvador Santiago-Negrón is the son of Domingo Santiago-Ramos and María Negrón-Marrero. His father practiced the profession of agriculture, and his mother dedicated her life to family and to take care of household responsibilities. In the hierarchy of siblings procreated by his father, Salvador Santiago-Negrón occupies number 32. Dr. Santiago-Negrón has been married to Dr. Carmen Albizu-García for 53 years. Product of this marriage are their two children, Xavier

Ernesto and Iván, and two grandchildren, Juan Esteban and Kyan.

Salvador Santiago-Negrón completed his university studies at the University of Puerto Rico, Río Piedras Campus (UPR-RP), where he obtained his Bachelor's Degree with a concentration in Psychology. He carried out his graduate studies in School Psychology at the University of Wisconsin at Madison, where in 1969 he obtained a Master's Degree in Science and in 1973 his Doctorate in Philosophy. In 1982, he obtained his Master's Degree in Public Health from the School of Public Health at Harvard University in Boston, Massachusetts. He is also a graduate of the American Board of Administrative Psychology (Board Certified) and completed a Certificate of Proficiency from the American Psychological Association (APA) in the treatment of disorders associated with alcohol and other substances (Santiago-Negrón, 2018).

While in the United States, Dr. Salvador Santiago-Negrón served as co-director of the Internship in Psychology at Boston University School of Medicine, Massachusetts. Upon returning to Puerto Rico, he worked as a Dean of Students and Professor of Community Medicine at the Central University of the Caribbean. For 21 years, he was president of Carlos Albizu University, an institution formerly known as the Caribbean Center for Postgraduate Studies. He retired from the presidency of this institution in 2006. It is important to point out that he had a leading role in the process of transforming the Caribbean Center for Postgraduate Studies into Carlos Albizu University, which currently has campuses in Puerto Rico and Miami, Florida. On two occasions, he was president of the Association of Presidents of Universities and the Association of Private Colleges and Universities of Puerto Rico. Likewise, he has been a member of various advisory groups for the Government of Puerto Rico and Boards of Directors of various nongovernmental organizations. He served as a member of the Advisory Council for Drug Control in Puerto Rico; he was president of the Commission for the Prevention of Violence (COPREVI) and the Commission for the Study of Crime and

Addictions. Currently, he chairs the Commission for the Study of Crime and Addictions and maintains his private practice as a psychologist and consultant (Santiago-Negrón, 2018).

Once Dr. Santiago retired as president of Carlos Albizu University, he opened his private practice and in 2013 was named administrator of the Puerto Rico Administration of Mental Health and Anti-Addiction Services, position he maintained for a year. Since 2014, he is adjunct professor of School of Public Health at the Medical Sciences Campus of the University of Puerto Rico (Santiago-Negrón, 2018).

Dr. Santiago-Negrón has contributed to the scientific literature with his numerous publications and presentations on topics related to higher education and analysis of drug policy. His career as an academic and health worker has earned him recognition from various organizations. In 1999, he was awarded the "Psychologist of the Year" by Puerto Rico Psychological Association. In 2000, he received the Cultural Diversity Award – awarded by the National Council of Schools and Programs of Professional Psychology for Promoting Cultural Diversity in US Higher Education. In 2002, he obtained the award for Exemplary Practices in the Academy – awarded by *Fundación Puertorriqueña Pro Salud Mental* [Puerto Rico's chapter of the National Association of Mental Illness, NAMI]. Likewise, in 2004, the National Latino Psychological Association conferred him the Distinguished Psychologist Award, in recognition for the service to the Latino Community. In 2006, he received Karl F. Heiser Presidential Award, from the American Psychological Association, for advocating for the legal definition of the profession. In 2007, he was recognized with the award *Una Vida de Logros (A Lifetime Career Award)* by the Puerto Rico Psychological Association. He received the Merit 2007 awarded by the newspaper *The San Juan Star* (Santiago-Negrón, 2018).

The professional career of Dr. Santiago-Negrón has shown that he is a tireless worker for the development of the discipline of Psychology in Puerto Rico and the well-being of his people, making great contributions to the

field of study and intervention of problematic substance use, at the local and international level.

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Santoro La Presta, Eduardo

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Federation de Psicólogos de Venezuela (FPV),

Caracas, Venezuela

Keywords

Venezuela · General psychology · Innovation

Eduardo was the son of Italian immigrants who arrived in Venezuela in 1917 fleeing the First World War. He entered the Universidad Central de Venezuela (UCV) (Central University of Venezuela) in 1957. His inclination for reading, especially subjects related to philosophy, sociology, anthropology, and psychology, led him to direct his studies to the career of psychology. He was an outstanding student, and due to his high performance, he was appointed as a trainer in the subject of General Psychology Practices, a position he held from 1961 to 1963. He obtained his degree in psychology in 1963 and immediately participated and won the competitive examination for the course of General Psychology Practices at the School of Psychology of the UCV (1965) (Universidad Metropolitana, 2021b).

He attended several postgraduate studies: Educational Technology (1978) and Construction of Theories in Psychology (1979), both at the Universidad Simón Bolívar (USB) (Simón Bolívar University), and Philosophy of Science at the UCV (1979).

He developed his professional life at the School of Psychology of the UCV, where he taught several required courses: Seminar, General Psychology, Experimental Psychology, Research, Learning Facilitators, Social Psychology, Group Conduction, and also several electives courses: Attitude Change, Persuasion, History of Psychology, and Research Topics in Contemporary Psychology.

He taught in other Schools of the UCV: Librarianship and Social Communication. He was also a

Born in Caracas, Venezuela, July 7, 1939

professor in several postgraduate courses at the UCV: in the Master's Program in Psychology and the Specialization in Juvenile Law at the Facultad de Ciencias Jurídicas y Políticas (Faculty of Juridical and Political Sciences). During his teaching work, he was the tutor of multiple undergraduate and graduate theses of students from different disciplines (Universidad Metropolitana, 2021b).

In addition to his teaching work, he held multiple administrative positions within the UCV: Head of the Chair of General Psychology (1972–1980); Head of the Substantive Department (1975–1978); Head of the Chair of General Psychology (1991–1993); Head of the Chair of Experimental Psychology (1991–1993), 1998 (In-charge); Director (In-charge) of the Nucleus of the School of Psychology, in San Bernardino (1975); and Member of the Board of Directors of the School of Psychology during the academic renovation process (1969–1970). In addition, he was also Member of the Technical Council of the Instituto de Investigaciones en Comunicación (ININCO) (Institute of Communication Research), under the direction of Professor Antonio Pasquali (1985); Assistant Director of the Directorate of General Services of the UCV and from that year until 1988 Director of the same agency; and Head of the Methodological Department of the School of Psychology (1960–1998). He also has held the following positions: Member of the Board of Directors of the UCV Foundation during two periods (1998–2000 and 2001–2004); Coordinator of the Computer Unit of the School of Psychology from 1999 to the present; and Administrative Coordinator of the Facultad de Humanidades y Educación (Faculty of Humanities and Education, FHE) 1999-present. Director of the School of Psychology in three periods (1974; 1975–1978, and 1980–1982) and Director in Charge from 2013 to the present.

Parallel to his teaching and administrative work, Professor Santoro developed a remarkable career as a researcher and theoretician. He wrote books that are obligatory references for psychologists, in addition to several articles and chapters on Psychological Theory, History of Psychology, Experimental Psychology, Psychology of Learning, and Social Psychology, among other

important topics. He carried out an outstanding work of systematization and information processing of student databases (1970–2019), databases of degree work (1970–2019), digitization of the journal *Psicología* (1974–2019), digitization of the Asociación Venezolana de Psicología Social (AVEPSO) (Venezuelan Association of Social Psychology) *Bulletin* and Database of the contents (2019), and digitization of the AVEPSO Fascicles Collection and database of the contents (2018). He has been a member of the Editorial Committee of the revista *Psicología* since its creation in 1974.

Santoro represents a symbol of commitment and dedication. He devoted much of his time to the construction and strengthening of psychology in Venezuela from the UCV. His contribution can be measured in four lines: (a) His extensive teaching work: he has trained more than 20 generations of psychologists; (b) as a productive researcher and writer of works that are still required reading for scholars in the area; (c) his efforts to modernize the management of information, safeguarding knowledge through digitization and systematization of processes; and, (d) his impeccable and continuous administrative work in the School of Psychology and the Faculty of Humanities and Education of the UCV. His tireless work has managed to keep the academy alive and inspires the work of the professors who accompany him and the students (Universidad Metropolitana, 2021a).

In the year 2021, he was unanimously conferred the Doctorate Honoris Causa, by the Superior Council of the Universidad Metropolitana (UNIMET) (Metropolitan University) in recognition of his outstanding and distinguished career in the fields of education, scientific research, and humanistic progress (Universidad Metropolitana, 2021a).

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Santos, João Antônio

Born *Rio Preto (District of Serro, Brazil)*,
12 November 1818

Died *Diamantina, (Brazil)*, 17 May 1905

Raquel Martins de Assis
Federal University of Minas Gerais, Belo Horizonte, Brazil

Keywords

Brazil · Faculties of the soul

He was born in the District of Diamantina, Minas Gerais (MG)/Brazil, a son of a traditional family with prominence in the political and economic scene in the region. He studied philosophy and theology at Colégio do Caraça (Caraça School) (MG), under the direction of the Lazarist Priests. In 1842, he became Regent of Philosophy at the Colégio de Congonhas do Campo (Congonhas do Campo Schol) (MG). He was ordained a priest in 1845, and in that same year, he was appointed rector of the Mariana Seminary (MG), where he was responsible for the chairs of Philosophy and Dogmatic Theology. At that time, João Antônio dos Santos was one of the greatest collaborators of Dom Antônio Viçoso (1787–1875), then bishop of Mariana. He was part of a group of young priests and lay people who carried out a project to reform customs led by this bishop.

Santos was responsible for organizing and publishing the religious journal *Selecta Catholica*, printed by the Episcopal Printing Office of Mariana, between 1846 and 1847. The periodical was linked to the project to reform the education of the clergy and customs of the people of Minas Gerais state, as it had the objective to expand the reading of Catholic authors and works and to fight against materialist and pantheistic ideas, as well as religious indifferentism.

In 1847, João Antônio dos Santos wrote a small work of 16 pages: *Skeleton of the Faculties and the Origin of Ideas*, a very useful work for

young men who endeavor to the study of Philosophia. As the manuals by Antônio Genovesi (1713–1769) and Sigismund Von Storchenau, used at the time, were expensive, the author claimed to have organized the *Skeleton of the faculties* so that the young students of the Mariana Seminary, one of the most important schools in Minas Gerais, had a more affordable alternative to study the “psychological part” of philosophy. From this perspective, psychology was understood as the study of the faculties of the soul and the relationships between mind and body.

In the work, the soul is defined as a being endowed with strength, whose activity consists in acting driven by the relationship with objects. From the activity of the soul, the three main faculties of the human being arise: intelligence, sensitivity, and will. As in a skeleton, these main instances can be subdivided into several others, with intelligence taking precedence in the hierarchy of faculties. Intelligence is formed by consciousness, external perception or senses, and understanding; sensitivity is divided into physical, moral, and intellectual and is defined as pleasure or pity in the face of objects; and the will, finally, is responsible for volition and formed by the necessary will and freedom. The author stated the perception of a unitary self, by consciousness, as one of the main characteristics of the human soul. According to Rodrigues (1986), Santos avoided mitigated empiricism – a widespread philosophical tradition in the context of the reforms carried out in Brazil by Sebastião José de Carvalho e Melo, Portuguese Prime Minister, and Marquês de Pombal – and joined spiritualism, becoming one of the representatives of a new philosophical reflection in Minas Gerais (Rodrigues, 1986). Thus, we can say that the first philosophical treatise produced and published in Minas Gerais was dedicated to psychology.

The publication of the work *Skeleton of the Faculties and Origin of the Ideas of the Human Spirit* gave rise to a debate on the psychology taught, through philosophy, in Minas Gerais schools, lyceums, and seminaries. In 1849, Rodrigo José de Ferreira Bretas, professor of philosophy at the Minas Gerais High School of Ouro

Preto/Minas Gerais, wrote a reply to João Antônio dos Santos’ book: *The New Skeleton of the Faculties and the Origin of the Ideas of the Human Spirit According to the Principles of Mr. Laromiguière or current psychology*. This manual was published in 1854 and disclosed another proposal for psychology based on the ideology of the French philosopher Pierre Laromiguière and Jean-Ferreol Perrard. Both conceptions of psychology, based on spiritualism and ideology, circulated in the schools, seminaries, and lyceums of Minas Gerais.

At the age of twenty-eight, João Antônio dos Santos traveled to Rome, where he studied Canon law, and to Paris, where he studied physical and natural sciences. Upon his return, Santos settled in Diamantina, where he taught philosophy and directed the Ateneu São Vicente de Paulo, a secondary school. At this school, the prelate was responsible for the philosophy, rhetoric, and physics classes. He collaborated with the *Jequitinhonha* newspaper, publishing several texts. In 1864, he became bishop of Diamantina, founding in the city the Episcopal Seminary, the Colégio Nossa Senhora das Dores (Nossa Senhora das Dores School) for female instruction, and the Orphans’ Asylum. He was also responsible for founding the Biribiry Fabric Factory, where mainly poor women were employed. In his episcopal action, the religious man showed great sensitivity to the social problems of his region. He acted in favor of the abolitionist cause through pastorals, having established, in 1870 in Diamantina, the philanthropic association *Patrocínio de Nossa Senhora das Mercês* (Nossa Senhora das Mercês Sponsorship), whose objective was to help the emancipation of slaves.

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Santos, Oswaldo de Barros

Born *in São Paulo, in 1918*

Died *in Rio Claro (São Paulo, Brazil) on 18th June 1998*

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São Paulo, Brazil

Keywords

Brazil, Professional and educational counselling · Psychological counselling · Approach centered on the person

Oswaldo de Barros Santos studied at Caetano de Campos State School; graduated in 1936 at the Education Institute; graduated at the Higher School of Physical Education, in 1939, and in Pedagogy, in 1950, at the University of São Paulo (USP). He took courses and participated in internships in Europe and North America. In Paris, in the year of 1956, he studied with Henri Piéron (1881–1964), at the Institute d'Études du Travail et d'Orientation Professionnelle. He did a postgraduate course in Clinical Psychology at Florida State University, in 1956, and at Columbia University, in 1957. He also took field trips to countries such as: Italy, Switzerland, Belgium, Portugal, England, and Japan.

His academic background and his dedication to Psychology and Education enabled him to contribute to these areas, in three fields: labor psychology, professional and educational counselling, and psychological counselling. He started his professional life as an elementary school teacher and his interest in psycho-technique and in professional counselling led him to enter, in 1937, the Psycho-technical

Bureau of the Getúlio Vargas School, where he was the director from 1938 to 1942, substituting Roberto Mange (1886–1955), founder of this organ. The pioneering work of this Department enabled, in 1947, the making of a document with Guidelines and Fundamentals for Guidance Counselling at industrial schools.

In 1942, the Organic Law of Industrial Teaching was enacted (Decree Law number 4073, which established, in its 50 article, the compulsory implementation of Guidance Counselling at each industrial or technical school aiming at adequate professional and social adaptation, enabling students to get to solve their problems autonomously. Industrial teaching, one of the teaching fields in which Oswaldo de Barros Santos worked at that time, was the first one to assume the task established by the Organic Law, organizing an internal contest for positions in Guidance Counselling in his schools, soon 21 schools had guidance counsellors subordinate to the Research Service and Guidance Counselling of the Department of Professional Teaching in the State of São Paulo.

In 1952, Oswaldo de Barros Santos published a Work Manual for Guidance Counsellors, which detailed the functions and competencies of the counsellors, the study cases method and the guidance counselling modalities.

Also, as from 1945, Serviço Nacional de Aprendizagem Industrial, SENAI (the National Service of Industrial Learning) in the abbreviation in Portuguese, developed a system of professional and educational guidance by means of vocational courses. Ten of these courses, that took place in the countryside of São Paulo, were under the direction of Oswaldo de Barros Santos. Guidance Counselling got to Secondary and Teaching education, except from experimental schools. Only in 1969 the first contest for Guidance Counsellors for Secondary education happened in the State of São Paulo. The Decree that established the criteria for the contest, enacted in 1967, was prepared by a Commission in which Maria José Garcia Werebe (1925–2006) and Oswaldo de Barros Santos took part. The decree included among the subjects to be evaluated in the selection, Guidance Counselling Theory, in this topic, besides a vast bibliography

of North American authors, there was the work *Guidance and Professional Selection* (by Oswaldo de Barros Santos and *Psychotherapy Centered on the Client* by Carl Rogers (1902–1987).

Oswaldo de Barros Santos was one of the pioneers in the introduction of Rogers's thinking in Brazil, after studies at the end of the 50s in the United States. The Rogerian approach strongly influenced him and defined a new trend in his professional practice. When Rogers died (Santos, 1988, p. 96), he states: “[...] his experience, his doctrine and the techniques expressed in his famous book *Counseling and Psychotherapy: Newer Concepts in Practice* caused one of the most remarkable revolutions in the field of psychotherapy and guidance counselling since Freud's time and the several versions of Psychoanalysis.”

He started his work in Clinical Psychology in the 1960s, after concluding a postgraduate course at Columbia University and having presented his doctoral thesis at the University of São Paulo (USP), where he worked as a professor, also at the end of the 1960s, at the Philosophy, Sciences and Language Arts Faculty.

Rosenberg (1987) explains in more details Oswaldo de Barros Santos's Rogerian phase, geared toward psychological counselling and psychotherapy. She was in contact with when she was Santos's student during her graduate studies in Psychology at USP, what provoked her for studying and working with Humanist Psychology and the Approach Centered on the Person, recently introduced in Brazil. Rosenberg became his assistant at USP. Both of them created in 1969 the Serviço de Aconselhamento Psicologico, SAP (Psychological Counselling Service), USP Institute of Psychology, which housed the Service, was one of the first institutions to officially integrate the Approach Centered on the Person as a practice option in psychologists' development programs and to offer psychological assistance to the population. In *Biography of a Service* (Rosenberg, 1987), the SAP is presented comprehensively. The initial goal of this service was to offer psychological assistance with a differentiated support for those who looked for it, thus

becoming a possibility of intensifying the assistance. The SAP creation happened in a period when, despite the fact that the regulations for psychology as a profession had been enacted by the Federal Law number 4.119, of August 27, 1962, its recognition in Brazil was still being discussed and sought.

Oswaldo de Barros Santos published *Psychological Counselling and Psychotherapy* (1982), *Guidance and Professional Selection* (1963), organized the book *The Gifted: who are they, where are they?* (1988), and wrote dozens of articles, in the fields of organizational and labor psychology, psychotherapy, and psychological counselling. He participated in the creation of the Brazilian Association of the Gifted, the Psychologists' Union of the State of São Paulo, the Psychology Society of São Paulo, and the Brazilian Association of Psychologists. In the Psychology Academy of São Paulo, he held seat number 15. He was an effective member of the Federal Council of Psychology management from 1974 to 1976 and of the Norms and Procedures Psychological Evaluation Commission of the Psychology Regional Council of São Paulo from 1994 to 1996.

Oswaldo de Barros Santos's path was marked by the production of knowledge and his work as a psychologist and educator in different fields. His contribution to labor psychology, professional and educational guidance, and psychological counselling, as well as the strengthening of Psychology as a science was relevant in the history of Brazilian psychology, what will guarantee his legacy in this area.

Cross-References

► [Mange, Roberto](#)

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Scheeffler, Ruth Nobre

Born *Recife (Brazil), in 1923*

Died *Rio de Janeiro (Brazil), in 2011*

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Keywords

Brazil · Psychological tests · Person-Centered Approach

A Philosophy graduate from Universidade Santa Úrsula (Santa Úrsula University), Scheeffler took her Master's degree in Educational Psychology at Teachers College, Columbia University, in 1951. She did a doctorate and a free-doctorate in educational guidance at the Universidade Federal do Rio de Janeiro (URFJ) (Federal University of Rio de Janeiro) in 1975. From the 1950s on, she participated in the diffusion, in Brazil, of the Person-Centered Approach (PCA) developed by Carl Rogers (1902–1987) in the 1940s. In 1951, Ruth Scheeffler took part in the organization of the Professional Guidance Division at the Instituto de Seleção e Orientação Profissional (Institute for Selection and Professional Guidance, ISOP.) of the Fundação Getúlio Vargas (FGV) (Getúlio Vargas Foundation). The ISOP was created in 1947, under Emilio Mira y López' direction, with the objective of carrying out professional selection and guidance, and became a center for training psychotechnicians and research in applied psychology. During her time at ISOP, besides being

the head of the Professional Guidance Division and responsible for the journal *Arquivos Brasileiros de Psicotécnica* (Brazilian Archives of Psychotechnics), Scheeffler was part of the Technical Council and was director of ISOP between 1964 and 1966, after Emilio Mira y López' death. During her administration, the Centro de Estudos de Testes e Pesquisas Psicológicas (CETPP) (Center for the Study of Tests and Psychological Research) was created in 1966 with the purpose of expanding and improving test standardization, validating imported tests, and building Brazilian methodologies and instruments.

Ruth Scheeffler had great relevance in the dissemination of nondirective counseling, by publishing books on the subject (a work published in the mid-1960s on psychological counseling had several editions over the years), and in the development of the field of psychological assessment in the country.

Cross-References

- ▶ [Mira y López, Emilio](#)

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Schiller de Kohn, Vera

Born *Praga (República Checa), March 24, 1912*

Died *Quito (Ecuador), June 29, 2012*

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Keywords

Czech Republic, Ecuador · Deep psychology · Institution building

Vera Schiller de Kohn was born in former Czechoslovakia. Her father was a lawyer, and she had a

sister and a brother. She began psychology studies, which never ended, at the Carolina University in Prague. She married in 1934, with the architect and painter Karl Kohn (1894–1979) (El país de la mitad, 2018), an Orthodox Jew, and they had two daughters: Tanya, born in 1935 in Prague, and Katya in 1942 in Quito, both artists. With the invasion of the Germans into Czechoslovakia in 1938, the Kohns and their families escaped from Prague in 1939 (El Universo, 2006), heading to England, from where they left for South America. Initially, the destination was Argentina, but they ended up in Ecuador; Karl Kohn did not want to get away from one of his brothers who had decided to stay in Quito. One of the possible reasons for Czech emigrants to choose Ecuador was that the country owed money to Czechoslovakia for the purchase of weapons for their conflict with Peru; accepting migrants was a way of compensation.

Initially, she wanted to be a theater actress. In Ecuador, she began her career under the German director Carlos Lowenberg (El Telégrafo, 2012) but later abandoned it after a short time in New York, where she was told that this was not her way. Back in Quito, she had an internal crisis after breaking with the theater. She traveled to Europe, in 1957, and in Germany met Karlfried Graf Dürckheim (1896–1988) and his wife Maria Hippus (1909–2003) (El Universo, 2006; Guerrero, 2006). Dürckheim was a psychologist and had developed what is known as “initiation therapy” (Pastas-Tapia & Romero-Ponticelli, 2018), which is a fusion of several psychological theories, especially the deep psychology of Carl Gustav Jung (1875–1961) and the psychodrama of Jacob Levy Moreno (1892–1974). He had also trained in Zen meditation in Japan, which he had introduced in Germany. Hippus was a psychologist and was more focused on the graphic expression of emotions; she had developed the “directed psychography”: The patient draws with his eyes closed, and then the therapist interprets the drawings; it is a way to help patients to know and grow.

Dürckheim and Hippus founded an Existential Psychology Center in the early 1950s in Rütte (Todtmoos), in the Black Forest of Germany, and together they consolidated the “initiation

therapy.” Vera trained with Dürckheim for 3 years: “I went for a twenty-minute appointment and stayed three years,” (Schiller, 2006, p. 50). In 1961, at the end of her stay in Germany, and after applying, once again, as an actress in a play in Zurich, and not being accepted, she finally abandoned that road and returned to Ecuador.

In Ecuador, she studied psychology at the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Humanities, and Education Sciences) of the *Universidad Central del Ecuador* (Central University of Ecuador). She graduated as a *Doctora en Psicología Clínica* (Doctor in Clinical Psychology) with a research paper on psychography (1969), being one of the first female psychologists in Ecuador. She was a volunteer at the *Hospital Psiquiátrico San Lázaro* (San Lázaro Psychiatric Hospital, 1961) (Landázuri-Camacho, 2008). For her help and collaboration, she received recognition from the Sisters of Charity who ran the institution. She also collaborated as a volunteer in a psychiatric hospital in Mexico. She worked for about 12 years (1970 to 1982) at the *Pontificia Universidad Católica del Ecuador* (Pontifical Catholic University of Ecuador) with a subject on Mental Hygiene (Guerrero, 2006).

In 1975, together with her friend, the Jesuit priest and Ecuadorian anthropologist, Marco Vinicio Rueda (1914–2005), who had also been trained in Zen meditation, she founded the *Centro de Desarrollo Integral* (Integral Development Center, CDI) in Quito, to offer psychological services to people with limited economic resources and all people who need psychological support (Centro de Desarrollo Integral, 2019). It is also the first Zen meditation center in Ecuador.

Vera, somehow, managed to bring together Judaism, Buddhism, Christianity, and psychology (La Televisión, 2012). At the CDI, she developed and applied the initiation therapy and psychography, which she learned in Europe. She has traveled to give conferences in several countries. She received recognition from the Ecuadorian Government and the Municipality of Quito for her work (La Televisión, 2012; Guerrero, 2006).

Vera Schiller de Kohn died in Quito at the age of one hundred (Plaza, 2012).

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Schneider, Eliezer

Born *Rio de Janeiro, (Brazil), 18 October 1916*

Died *Rio de Janeiro, (Brazil), 26 August 1998*

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Keywords

Brazil · Social psychology · Juridical psychology · Psychology teaching

Schneider graduated in law at the University of Brazil in 1939; however, he did not practice the profession. These studies, especially the themes of Legal Medicine and Criminal Law, aroused his interest in psychology (Jacó-Vilela, 1999). In 1941, Schneider began his career in psychology by joining the Instituto de Psicologia (Institute of Psychology) through a competition for “Technician on Educational Affairs,” then exercising the position of “psychologist,” where the activities carried out consisted especially of the application of psychological tests (Jacó-Vilela, 1999).

In 1946, Schneider entered in a master course at the University of Iowa, under the guidance of Gustav Bergaman (1906–1987). He obtained his master’s degree in 1947 with a thesis on emergent personality theories, being “one of the first Brazilians with an academic background in Psychology” (Jacó-Vilela, 1999, p. 331). The University of Iowa was then a center for behavioral studies, heavily influenced by the Clark Leonard Hull school (1884–1952). When he returned to Brazil he considered himself a “convinced behaviorist,” but he did not give up the knowledge of other psychological schools (Schneider, 1999). He had the intention to pursue a doctorate at this same university, but in times of Marcatism, he was prevented from going to the USA due to his connection with communist ideals in his youth (Jacó-Vilela, 1999).

Among the activities that Schneider carried out, it is possible to highlight his performance as a psychotherapist at the Instituto de Seleção e Orientação Profissional (ISOP) (Institute of Selection and Professional Guidance) in 1949 until he moved to Porto Alegre in 1953, where he served as professor at the Pontifícia Universidade Católica (Pontifical Catholic University) of Rio Grande do Sul (PUC- RS) and as a psychotechnician at the Departamento de Estradas e Rodagem (Department of Roads and Highways) until 1954, when he returned to Rio de Janeiro (Jacó-Vilela, 1999). Back at his hometown he continued his activities at the Instituto de Psicologia (Institute of Psychology), he was director of the Colégio Hebreu Brasileiro (Brazilian Hebrew College) and was appointed to the Manicômio Judiciário Heitor Carrilho (MJHC) (Judicial Asylum Heitor Carrilho) as a psychologist under the influence of Jurandyr Manfredini (1905–1974) (Penna, 2001; Schneider, 1997). It was at the MJHC that Eliezer Schneider was able to return to his initial interest in criminology, carrying out activities with criminals and allowing him to combine his knowledge in law and psychology (Schneider, 1999).

Although Schneider developed a great amount of his practices at MJHC, his publications in the journal of this Asylum are scarce. Between 1957 and 1961 there was an interruption in the publications of the Arquivos do Manicômio Judiciário Heitor Carrilho (Archives of the Judicial Asylum Heitor Carrilho). When they were resumed, Eliezer Schneider was one of the editors, collaborating in the organization of articles, reports, and other publications related to the years 1958–1961. However, Schneider’s greatest dedication in relation to the publication of his works was in the *Boletim do Instituto de Psicologia* (Bulletin of the Institute of Psychology), a journal he created with Antônio Gomes Penna in 1951 when he worked at the Instituto de Psicologia (Institute of Psychology) (Penna, 2001). His publications, both in the Bulletin and in other scientific journals, were especially focused on the following themes: social psychology, education and development, personality studies, psychotechnics, and

history and epistemology of psychology and legal psychology.

From 1962, the year in which the profession of psychologist was regulated in Brazil, Eliezer Schneider worked in several undergraduation courses created in Rio de Janeiro, among them at the Universidade Federal do Rio de Janeiro (UFRJ) (Federal University of Rio de Janeiro), at the Universidade do Estado do Rio de Janeiro (UERJ) (State University of Rio de Janeiro), Universidade Gama Filho (UGF) (Gama Filho University), Faculdade de Humanidades Pedro II (FAHUPE) (Faculty of Humanities Pedro II), Universidade Santa Úrsula (Santa Úrsula University) and Centro Universitário Celso Lisboa (University Center Celso Lisboa) (Jacó-Vilela, 1999). He usually taught social psychology, based on an interdisciplinary approach, in which the contents of the other social sciences were present (Sá, 2007), which contrasted strongly with the cognitive-experimental social psychology taught by Aroldo Rodrigues beginning at the 1970s. This approach is reflected, for example, in the title of the only book he published, in which historical, cultural, and political issues are part of the constitution and field of interest of social psychology.

It was in the psychology course at FAHUPE that he was able to introduce the subject of legal psychology for the first time in the curriculum, which he taught from 1974–1977 (Jacó-Vilela, 1999). He also included the subject of legal psychology in the psychology course at UERJ, and in the 1980s this discipline was also included in the specialization course in clinical psychology, in research area called “psychodiagnosis for legal purposes” (Altoé, 2001; Rovinski, 2009). In addition, Schneider was director of the Instituto de Psicologia (Psychology Institute) at UERJ during the period 1971–1975 (Reis, 2001). Still in the 1970s, Schneider returned to ISOP and was invited by Franco Lo Presti Seminério to participate in the creation of the graduation course in psychology and to compose its planning committee (Jacó-Vilela, 1999).

Nowadays, Eliezer Schneider is recognized by the historiography of psychology for his production in the field of social psychology as well as for

the attention he devoted to his students, transmitting his knowledge with affection and with the commitment to guarantee a pluralistic formation and engaged with the historical, cultural, and political processes of his time.

Cross-References

- ▶ [Penna, Antonio Gomes](#)
- ▶ [Seminério, Franco Lo Presti](#)

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Schneider, Georg Heinrich

Born *Leipzig, (Germany), 1846*

Died *Santiago, (Chile), 1919*

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Keywords

Chile · Germany · Pedagogy · Experimental Psychology · School and learning

Georg Heinrich Schneider was born in Leipzig, Germany, in 1846 and died in Santiago de Chile in 1919 (Figueroa, 1931). He was a German academic, psychologist, and pedagogue who was among the first teaching staff of the Instituto Pedagógico de la Universidad de Chile (Pedagogical Institute of the University of Chile). At the age of 20, he obtained a schoolteacher's diploma and continued his academic training until he qualified in 1868 to work in Elementary Education (Letelier, 1940; Salas & Lizama, 2009). He studied Pedagogy at the University of Jena and Psychology at the University of Leipzig (Drago & Espejo, 2014; Letelier, 1940).

Schneider arrived in Chile, at the request of President José Manuel Balmaceda, as part of a plan to improve education in Chile, which began with the creation of the Instituto Pedagógico (Pedagogic Institute) in 1889. Here he was entrusted with the chairs of Philosophy and Pedagogy. In 1892 he founded Liceo de Aplicación (Lyceum of Application), an establishment created under the auspices of the Pedagogical Institute (Godoy, 2015), where he held the chairs of pedagogy and

technical training of teachers, as well as managing the complete organization of the high school (Letelier, 1940; Mann, 1905). The lyceum served as a training and practice ground for the new principles of didactics for new teachers, under the direct supervision of Schneider (Godoy, 2015). In this way, a complementary relationship between psychology and pedagogy was initiated (Ligüeño & Parra, 2007).

Schneider was the first headmaster of the Lyceum of Application and was considered by his peers to be a highly prestigious theorist – he sought to implement technical branches in high schools by fitting out an area near the school so that the children could cultivate the land. He actively involved teachers in finding joint solutions to pedagogical problems. One of his main contributions to teaching, pedagogy, and psychology was his strong interest in considering the students as an active and protagonist part of the teaching process. He considered the student as the center of the school and learning, the basis of preparation for life as the ultimate goal. In the same way, he was an important proponent of the need for collaborative work between the school and the family, for the educational and coherent development of the child (Peña y Lillo, 1942/2014).

Among the great number of works published by Schneider, those that reached a wider audience are worth mentioning Salas & Lizama, 2009), such as *Der thierische wille* (The animal will) (Schneider, 1880); *Der menschliche Wile vom Standpunkte der neueren Entwicklungstheorien* (The human will from the point of view of the more recent development theories of “Darwinism”) (Schneider, 1882); and *Lust und Schmerz des Menschengeschlechts* (Pleasure and Pain of the Human Race) (Schneider, 1883). In his works, the use of the empirical method of philosophy is predominant. He discarded that which constituted mere speculative reflection and tried to build, through the careful study of material reality and active practice, the foundations of the fundamental assertions of the spirit (Salazar & Navarro, 1942).

Schneider's work was widely recognized by leading figures in science and psychology. One of them was Wilhelm Wundt, who said: "With his works *Der thierische wille* and *Der menschliche wille*, books that have earned him a doctorate in philosophy from our university, Dr. Schneider has contributed greatly to the development of psychology in general and mainly of animal psychology" (Salas, 2012, p. 105). Similarly, Valentín Letelier (1852–1919) (Letelier, 1940) refers to him as one of the founders of Experimental Psychology in Chile. He was equally interested in the relationship between physical and mental phenomena and tried to unravel the eternal mystery that is the nature of the soul. He sought to establish the parameters of psychic development through a comparative method applied to mental phenomena in both lower and higher beings (Salazar & Navarro, 1942).

For Schneider, Pedagogy and Psychology had to be articulated through a scientific approach, where Pedagogy would be based on the adequate knowledge of the child, considering aspects of Psychology, in relation to mental reality as an individual activity. Therefore, it could not be reduced to the mere reproduction of schemes or theoretical formulas, but it considered as central the practice and integration of the mental activity or concern towards learning, with which the student arrived at school. With this perspective, it is the teacher who must guide the student's discovery of his or her personality and provide him or her with the necessary tools to contribute to social progress. He advocated a pedagogy that was both theoretical and strongly practical, both in the actions of the teacher and the active role of the student (Salazar & Navarro, 1942).

After Schneider's retirement from the Pedagogical Institute, he was temporarily succeeded by Professor Rodolfo Lenz, as deputy rector, until the arrival in 1903 of Wilhelm Mann (1874–1970), to take over the post of rector of the Lyceum of Application (Salas, 2012). His contributions were relevant at the beginning of the Pedagogical Institute and the inclusion of the Experimental Psychology that Mann would later develop more strongly.

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- ▶ [Letelier Madariaga, Valentín](#)
- ▶ [Mann Olderman, Wilhelm](#)

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Segui, Juan Carlos

Born *Córdoba, (Argentina), 21 August 1940*

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Keywords

Argentina · France · Experimental psychology · Cognitive sciences · Psycholinguistics

Juan Segui performed all his studies, primary and secondary school and university, in the city of Córdoba.

He began his degree in psychology at the Universidad Nacional de Córdoba (National University of Córdoba) in 1960. In 1964, after finishing all the courses, he traveled to France to conduct research that would allow him the completion of the degree. In Paris, he studied experimental psychology at the Institute of Psychology, directed by Paul Fraise (1911–1996). The following year he obtained a diploma in experimental psychology and began a research in visual psychophysics directed by Fraise. Subsequently, under the direction of Fraise, he completed his

doctorate in the psycholinguistic field on memory and sentence comprehension. In 1967 he joined the Centre National de la Recherche Scientifique (French National Council for Scientific Research, CNRS) as a researcher at the Laboratoire de Psychologie Expérimentale, Université René Descartes (Laboratory of Experimental Psychology, LPE, René Descartes University), in which he was already working. In addition, he assumed the leadership of the Psycholinguistics Team, which would last for several years. At that point, psycholinguistics represented the paradigmatic discipline of recent cognitive sciences.

In 1968 he published his first article in the renowned journal *L'Année Psychologique* dealing with the naming of images in collaboration with Fraise (Segui & Fraise, 1968). Shortly, he would become the author of numerous scientific articles in the most prestigious journals in the area of cognitive and experimental psychology; together with books and book chapters, his main research domains are: the perception and production of speech, and the processes involved in reading.

From 1969 to 2005 he taught cognitive psychology and psycholinguistics at the University René Descartes, Paris V.

In 1973 he received the Bronze Medal from the CNRS, which is awarded to recognize the first work of a promising researcher in a given field, making him a specialist in his issue.

In 1992 he was appointed director of the laboratory in which he had been trained: the Laboratory of Experimental Psychology. This prestigious laboratory was associated with important institutions such as the French National Council for Scientific Research (CNRS), the René Descartes University, and the École des Hautes Études (School of Advanced Studies) (Muñoz & Mañas, 2012). This position was held by him until 2001.

From 1994 to 2004 he was one of the individuals in charge of training in cognitive psychology for the Diplôme d'Études Approfondies (Diploma of Advanced Studies) in Cognitive Sciences of the School of Advanced Studies, and later, of the Cogmaster of Cognitive Psychology in Paris.

In 1995 he took the position of director of the journal *L'Année Psychologique* created by Henri Beaunis (1830–1921) and Alfred Binet

(1857–1911) in 1894, and prestigious in the French experimental psychology. He held the position for 11 years, until 2006.

He trained several generations of prominent French and foreign researchers and professors. During his career he collaborated with colleagues from prestigious universities in Europe and America.

In 2004, when Segui retired, a group of colleagues and friends (consisting of recognized researchers from different countries) met for the preparation of a book and a conference in his honor with the aim to remind the scientific community about his great contribution to contemporary psycholinguistics (Ferrand & Grainger, 2004).

He is currently the Emeritus Director of Research at the CNRS.

Regarding Argentina, Juan Segui maintained relationships with his Argentine colleagues, seeking to generate and participate in projects that would allow the development of cognitive psychology in the country.

At the end of August 1974, invited by the linguist Gabriel Bes (1935–2013), he made an annual stay in San Luis as part of his sabbatical year in Paris. The project was to collaborate in the creation of an interdisciplinary training in the domain of language at the University of San Luis. This project was intended for students from different disciplines who were interested in the problems of language and its alterations.

Within the project, he taught the course on the processes of comprehension, memorization, and language acquisition. The course was held during the 1975 university year. Segui explained that this subject had aroused great interest in the students, who, in addition to attending the courses, participated in research experiences in psycholinguistics and in the writing of the corresponding reports (J. Segui, personal communication, October 20, 2020). However, this project was left unfinished due to the political circumstances of the country prior to the coup d'état, so he had to return to Paris at the end of September of that year.

After the return of democracy, during the 1990s, Segui began to travel regularly to Argentina. For several years he participated in update

courses for psychology professors organized by the Asociación de Unidades Académicas de Psicología (Association of Faculties and Departments of Psychology, AUAPSI), an institution that brings together all the most important psychology majors in the country. That occasion was an important opportunity for Segui to establish new scientific relationships, and also friendship, with colleagues from the National Universities of Córdoba, Buenos Aires, Mar del Plata, La Plata, Rosario, and San Luis (Muñoz & Mañas, 2012).

Later, he was invited by Aníbal Duarte (1934–2009), professor at the Facultad de Psicología de la Universidad de Buenos Aires (Faculty of Psychology at the University of Buenos Aires, UBA) and an important promoter of cognitive science in Argentina, and Carlos Molinari Maroto (1956–2011), who would be Duarte's successor, to take part of the teaching team of the master's degree in cognitive psychology at the UBA. In addition, he took responsibility for the training of young researchers (including doctoral students), which led to the creation of research groups in different universities, such as the National University of Córdoba (UNC), which currently has a promising line of research in psycholinguistics.

He obtained important recognitions in Argentina: Honorary Professor of the University of Buenos Aires, Honorary Member of the Argentine Society of Neuropsychology (SONEPSA), Doctor Honoris Causa of the National University of Córdoba, and Full Professor at the University of Belgrano.

In May 2011, in the city of Buenos Aires, by initiative of the Instituto de Lingüística de la Facultad de Filosofía y Letras de la UBA (Institute of Linguistics of the Faculty of Philosophy and Letters of the UBA), a meeting of renowned researchers dedicated to studying language processing was organized at the prestigious National Library, with the additional reason to honor Juan Segui. This tribute received the adhesion of foreign and local colleagues.

Segui continues to collaborate with research teams from the Faculty of Psychology of the UNC and the Institute of Linguistics of the Faculty of Philosophy and Humanities of the UBA.

His last participation in Argentina was in 2019 as one of the main speakers at the *II Jornadas de Trabajo en Estudios del Procesamiento del Lenguaje. Homenaje a Ana Borzone por su aporte a la enseñanza de la lengua* (II Workshop on Language Processing Studies. Tribute to Ana Borzone for her contribution to the teaching of Language), organized by the National University of Cordoba.

In conclusion, as mentioned by other authors (Jaichenco & Sevilla, 2013), although Seguí developed a successful career in France and being internationally recognized, he always maintained relationships with his Argentine colleagues, participating in innumerable scientific and academic activities, committing himself in the training of young human resources, and maintaining a frequent exchange with Argentine research groups in experimental psychology, neuropsychology, and psycholinguistics. In other words, the current development of the cognitive psychology of language in the country had the invaluable contribution of Juan Seguí.

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Seguín, Carlos Alberto

Born on Arequipa (Peru), August 8, 1907

Died in Lima (Peru), August 26, 1995

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Psychiatry · Psychoanalysis

Carlos Alberto Seguín was a Peruvian psychiatrist. His father was deported to Argentina for political reasons, for which he studied medicine at the University of Buenos Aires, graduating in 1932. He then settled in Formosa (Argentina), where he strengthens his vocation for psychiatry. In 1939, he returned to Peru and attended the classes of Honorio Delgado, his uncle, at the Faculty of Medicine of the National University of San Marcos (UNMSM). In 1941, he began to work in the recently inaugurated *Hospital Obrero* de Lima (now *Hospital Guillermo Almenara*), of the Social Security, in which he founded the psychiatry service in 1942.

In order to improve himself, he moved to the United States and carried out a stay first at the Neuropsychiatric Institute in Hartford, Connecticut, and then at Columbia University, New York, at least 2 years of term where he had Helen Flanders Dunbar (1902–1959) as tutor, one of the most important figures in psychosomatic medicine. He returned to Peru in 1946 and began a vigorous movement for the dissemination of psychosomatic medicine and psychoanalysis, gathering around him a broad discipleship. In 1972, he retired from the *Hospital Obrero*.

In 1961, after the crisis caused by the massive resignation of teachers from the Faculty of Medicine of the UNMSM due to a new university law, Seguín began his teaching work in that institution where he became the main professor of the chair of psychiatry and founder of the psychosomatic medicine course. During his time at the Faculty of Medicine, he made modifications in the courses of the psychiatry specialty, giving special value to psychology (*The psychological preparation of the Medicine student*, Seguín 1964).

Throughout his extensive professional work carried out both at the institutional level and in private practice, Seguín published around 300 articles not only in specialized journals but also in newspapers in the Peruvian capital (Silva Tuesta 1994a, b). During his work at the *Hospital Obrero*, he created and animated the *Annals of the Psychiatry Service* (*Anales del Servicio de Psiquiatría*), a publication in a very modest format and with not always regular periodicity, in which papers of his and his disciples appeared.

His books had a widespread readership: the *Introduction to Psychosomatic Medicine* (Seguín 1947) made known this approach to medicine, at that time very widespread. Some time later, *Existentialism and Psychiatry* appeared (Seguín 1960, which presents the approaches of Binswanger, Frankl, Sartre, and Boss, among others), but undoubtedly the most influential work was *Love and Psychotherapy* (Seguín 1963), in which he introduced the term *psychotherapeutic eros*, with which he designated the feeling experienced (free from erotic components or the purpose of imposing values) by the psychotherapist with respect to his patient.

The variety of topics that attracted Seguín was very great and in almost every area that aroused his interest, he made bibliographic contributions. Thus, he edited *Psychiatry and Society* (Seguín 1962) and also a book on folk psychiatry (Seguín 1979). A work on Freud (Seguín 1940) is one of his first books. Essays, plays, and newspaper articles also form part of his important bibliographic output.

A book that provides a panoramic view of Seguín's work as well as certain aspects of his personal and professional life is *Conversations with Seguín*, which presents his continued dialogues with one of his disciples, Max Silva Tuesta (1979).

Carlos Alberto Seguín represented psychoanalysis in Peru during the years in which Honorio Delgado, the most influential Peruvian psychiatrist, defended phenomenological psychology and harshly criticized Freudian theory. Seguín's books, especially *Love and Psychotherapy*, were widely disseminated, and their reading was almost mandatory in psychology and psychiatry study programs.

Cross-References

- ▶ Delgado, Honorio

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Seleme Antelo, Alberto

Born *Santa Cruz, (Bolivia), 22 November 1935*

Died *Santa Cruz, (Bolivia), 26 January 1977*

María Esther Seleme Antelo¹ and Ramón León²

¹Private Praxis, Camagüey, Cuba

²Ricardo Palma University, Lima, Peru

Keywords

Bolivia · Psychiatry · Psychology

Alberto Seleme was a Bolivian doctor. He spent part of his childhood and adolescence abroad, pursuing secondary studies at the *Salvador School (Colegio del Salvador, Buenos Aires, Argentina)*, the city where he also completed his university studies. Later he traveled to Spain, where he

specialized in clinical psychiatry and medical psychology at the University of Navarra (Pamplona), working alongside his mentor José Soria Ruiz (who died in 2016) between 1963 and 1967, teaching general psychology and differential psychology at that university between 1962 and 1965. Likewise, between 1963 and 1964 he worked as a psychiatrist specializing in families and children at the Navarra Health Department and was a professor of child psychiatry at the *Escuela del Magisterio (Teacher's School)* also in Navarra. His work and his professional performance were greatly influenced by the ideas of Karl Jaspers (1883–1969), the German psychopathologist and philosopher, as well as Ludwig Binswanger (1881–1966) and Eugène Minkowski (1885–1972).

Returning to his country in 1968, Seleme Antelo taught at different university institutions, and developed (together with Alberto Conessa and René Calderón Soria) the study plan for the specialty of psychology that began to function in 1971 at the Bolivian Catholic University (Peace). In Santa Cruz, his hometown, he also taught at the Gabriel René Moreno University, worked at the San Juan de Dios Hospital, and inaugurated outpatient psychiatry services at the National Social Security Fund and at the Petrolero Hospital. A supernumerary member of *Opus Dei*, Seleme Antelo participated in numerous activities of this institution in the world of medical assistance. Suffered from a severe illness shortly after returning to his country, he carried out his work until shortly before his death.

A man with a solid phenomenological training in psychiatry and psychology, Seleme Antelo is one of the pioneers in the teaching of psychology in Bolivia.

Cross-References

► [Calderón Soria, René](#)

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Seleme Antelo, A. (1979). *Artículos y ensayos* [Papers and essays]. Universidad Gabriel René Moreno.

Seminerio, Franco Lo Presti

Born *in Turin, Italy, January 23, 1923*

Died *in Rio de Janeiro, Brazil, on June 23, 2003*

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Keywords

Brazil · Italy · Psychotechnics · Ergonomics

Franco Lo Presti Seminerio graduated in letters from *Universit  Degli Studi Di Genova* (University of Genova), Italy, in 1944. At the same university, he defended his PhD dissertation on Portuguese literature in 1946 addressing the work of Antero de Quental. That same year, concurrently, by taking advantage of optional and complementary disciplines, he graduated in philosophy (Silva; Biasoli-Alves, 2003). After WWII, he emigrated to Brazil in 1947 and was granted Brazilian nationality in 1954, but the Universidade do Brasil (University of Brazil/UB) – now Universidade Federal do Rio de Janeiro (Federal University of Rio de Janeiro) – did not revalidate his PhD title at the time.

The Centro Juvenil de Orienta o e Pesquisa (CEJOP) (Youth Center for orientation and Research), in Niter i, received Seminerio as a teacher in the late 1950s. He conducted in this institution experiments in applied psychology (Marques; Oliveira; Motta, 2009). In 1962, the Instituto de Sele o e Orienta o Profissional (ISOP) (Institute of Selection and Professional Guidance) of the Get lio Vargas Foundation, under the direction of Mira y Lopez, integrated Seminerio in his professional frame as a technician, and the Universidade Federal Fluminense (Federal University Fluminense) received him as a new professor to teach the discipline “Psychopedagogical examination technique” (D’Ara jo, 1999).

Seminerio applied for and obtained professional registration of psychologist in Brazil in 1962 in accordance with law 4.119/1962, due to his academic degrees and the activity of psychologist exercised in the country. However, despite having this professional record, he decided to participate in the first selection of students for the psychology course at the Faculdade Nacional de Filosofia (FNF) (National Faculty of Philosophy), of the former UB. He began his studies at FNF in 1964, and after completing his bachelor’s degree in 1967, he began to act as a teacher and taught the subject of techniques of psychological examination and counseling. Transferring from UFF to UFRJ, he assumed, between 1968 and 1974, the head of the Department of Psychology and Education of the Faculdade de Educa o (College of Education) of UFRJ. Meanwhile, he defended his second PhD dissertation in philosophy at the University of Genoa whose title was revalidated the following year by UFRJ, and in 1977, he joined as a full professor at the Institute of Psychology of UFRJ.

Much of Seminerio’s performance in Brazil, however, took place at ISOP. Seminerio worked in the Selection Division, participating in the evaluation of drivers and candidates for the National magistrate, assuming a critical stance to the quantitative model of psychotechnics (Seidl-de-Moura, 2011). In 1969, Seminerio was appointed deputy director and head of the research sector of ISOP. The following year, he assumed the direction of the Institute, a position he held until the extinction of ISOP in 1990. As director of ISOP, Seminerio implemented research and teaching making it a Social Research Center.

Seminerio established at ISOP the Center for Studies and Research Applied to Labor (CENPAT); the Center for Studies and Research Applied to Education (CENPAE); the Center for Information and Occupational Studies (CIPO); and the Center for Graduate Studies in Psychology (CPGP). He inaugurated at CPGP in 1971 one of the first Master’s courses in psychology in the country and participated in the creation, in 1977, of the doctoral course in psychology (Castro; Alc ntara, 2011).

In 1975, Seminerio innovatively implemented the qualification course in ergonomics in the country and coordinated a research project involving sugarcane cutters in the city of Campos dos Goytacazes, State of Rio de Janeiro, finding poisoning by chemical substance of common use in that work activity. The Ministério da Agricultura (Ministry of Agriculture) banned the use of the substance once informed of the results of the research carried out.

From the PhD dissertation in philosophy, defended in 1973 at the University of Genoa, Seminerio extended his studies to the educational area by analyzing the meaning of information in thought and intelligence. Still at ISOP, he sent a proposal to the Ministry of Education for an educational diagnosis at the national level.

Franco Lo Presti Seminerio was, between 1970 and 1990, editor of one of the oldest psychology journals in Brazil, founded at ISOP in 1949 under the name Arquivos Brasileiros de Psicotécnica (Brazilian Archives of PsychoTechnics) (Seidl-de-Moura, 2011). The journal was called Arquivos Brasileiros de Psicologia Aplicada (Brazilian Archives of Applied Psychology) between 1969 and 1978 and currently circulates under the name Arquivos Brasileiros de Psicologia (Brazilian Archives of Psychology) edited by the Institute of Psychology of UFRJ. He was president of the Associação Brasileira de Psicologia Aplicada (Brazilian Association of Applied Psychology) and of the Associação Brasileira de Psicologia de São Paulo (Brazilian Association of Psychology of São Paulo).

Cross-References

► [Mira y López, Emilio](#)

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Semsch Aguilar, Rodolfo José

Born *San Salvador (El Salvador), May 6th, 1925*

Died *San Salvador (El Salvador), January 15th, 1981*

Nelson Portillo

Boston College, Chestnut Hill, MA, USA

Keywords

El Salvador · Clinical psychology · Psychological testing · Vocational Assessment

Rodolfo José Semsch Aguilar is recognized as the very first person who obtained an undergraduate degree in psychology in El Salvador. As a professional, he was a multifaceted pioneer in the areas of clinical, organizational, and military psychology. As a scientist, he was passionate about the study of personality and the early use of computers and application of factorial models to personality measurement. In academia, he worked with world-class psychologists, trained generations of professionals, and held several senior positions. He even had the distinction of having counseled the first Salvadoran to be elevated to sainthood by the Catholic Church, Archbishop Oscar A. Romero y Galdámez (1917–1980).

Rodolfo Semsch, known to family and friends as Rudy, was the son of Rodolfo Carlos Semsch Porth and Julia Aguilar (Semsch Larín, 2017). His father, whose roots were both Austrian and Peruvian (Personal communication with Maria Teresa Salinas de Semsch, July 12, 2007), emigrated to El Salvador where he worked as an accountant at the State Audit Court. After the end of World War II, Rodolfo Semsch Jr. traveled to the United States when he was 20 years old and enlisted into the US military service in 1946 in San Francisco, California (Ancestry.com, 2011). There, he started training and was later deployed to Japan as a member of the American occupation Army. Upon his return to El Salvador, he met and married Maria Teresa Salinas, and together they had four sons: Rodolfo, Francisco, Ludwig, and Hermann (F. Semsch, personal communication, September 6, 2020).

Before the School of Psychology was founded at the University of El Salvador in 1956, Rodolfo Semsch ran a very successful career as an insurance sales agent for Pan-American Life Insurance Cia. Despite having a very promising future in the company, he decided to leave it behind and study psychology instead. The president of the company visited his wife and asked her to intercede on his behalf to convince Semsch to stay, but she made it clear that being a psychologist was her husband's dream and that she would not do anything to stop him from fulfilling it (F. Semsch, personal communication, September 6, 2020).

When the School of Psychology finally opened in April of 1956, it first offered a 2-year professional degree in psychometrics that trained only five students, including Semsch. He began his studies in 1957, finished them in 1959, and graduated in 1960 as a psychometrist. However, the School of Psychology ended the psychometrics program right after the first cohort and reorganized it as a full-fledged 5-year undergraduate program in psychology. Semsch continued to enroll in the program and was the first psychologist fully trained in the country. He obtained his degree in 1964 (Ávalos Guevara, 2010). At that time, his family had grown to four children (F. Semsch, personal communication, September 6, 2020).

Albert Walter Stahel (?-?), the founding figure of the psychology program at the University of El Salvador, was joined by renowned Austrian psychologist Paul Watzlawick (1921–2007) in 1957. Both Semsch and his close friend and colleague, Francisco Armando Torres, worked directly under the mentoring of Stahel and Watzlawick (F. A. Torres, personal communication, February 17, 2005).

On behalf of the US Office of Naval Research, US psychologist Morton A. Bertin (1913–1997) visited 10 different Latin American countries in the early 1970s and interviewed a number of leading psychologists to document “the status of psychological research and activity in foreign schools and laboratories” (Bertin, 1974, p. i). He visited El Salvador in 1973 and interviewed Semsch. According to Bertin's report and Semsch Larín's (2017) account, Semsch started his professional clinical work in the Department of Physical Medicine and Rehabilitation in 1960 at Hospital Rosales. This was the very first time a psychologist was working in an applied setting in the country.

Semsch combined his clinical work with academic endeavors and joined the psychology program as an instructor in 1960 (Gómez Solís et al., 2009). In 1965, he was awarded a scholarship under the joint sponsorship of the British Council of Education and the University of El Salvador to study in London (Bertin, 1974). Semsch did his

postgraduate and doctoral work at the University of London's Maudsley Hospital under the mentorship of Hans Eysenck (1916–1997) and Franz Morgenstern (1929–2001). By the time he arrived to London, Eysenck and his colleagues were working and refining the Eysenck Personality Inventory (EPI, H. J. Eysenck & Eysenck, 1964). Combining his early work on rehabilitation and his interest in personality, Semsch collaborated with Eysenck and Morgenstern in the study of sensory processes related to the phantom limb syndrome as well as the study of personality factors. As part of his studies, he received advanced statistical training with Patrick Slater (1908–?), who had conducted studies in personality testing as well. Semsch completed his Ph.D. in clinical psychology and returned to El Salvador.

Semsch introduced the EPI to El Salvador to study personality factors among Salvadorans (Bertin, 1974). With Spanish psychologist, Luis Blanco Pérez (?-?), Semsch presented one of his early personality studies in the 10th Interamerican Congress of Psychology held in Lima, Peru, in 1966 (Hereford & Natalicio, 1967). By then, he was one of the 8 Salvadoran psychologists listed as members of the Interamerican Society of Psychology (Sociedad Interamericana de Psicología [SIP], 1967). He later reported part of his work in a publication of the Department of Psychology (Semsch, 1968). He also introduced the Minnesota Multiphasic Personality Inventory (MMPI), which he standardized as he was the only person authorized to use it in Central and South America (Personal communication with F. Semsch, September 6th, 2020). Besides being an SIP member, Semsch was a member of the International Association of Applied Psychology (IAAP) and the American Association for the Advancement of Science (AAAS) (M. T. Salinas de Semsch, personal communication, July 12, 2007).

Recommended by psychologist Mariano Yela Granizo (1921–1994), former students Luis Blanco Pérez (?-?) and Pío Rodríguez (1935–) had come from Spain, and Semsch worked with both of them (Personal communication with Rodríguez, November 2nd, 2008). In the mid-1960s, together they began the early use of computers to statistically analyze data from multiple

studies that measured psychological variables. Blanco Pérez and Rodríguez left in 1967 and Semsch took over the position of chair the Department of Psychology. He left his post after a short period because he disagreed with the turn to the left that the Faculty of Humanities was taking in the early 1970s and the way that this was influencing the academic agenda of the Department of Psychology (F. Semsch, personal communication, September 6, 2020).

After leaving the University of El Salvador, Semsch pursued in the 1970s two main activities: teaching and practicing clinical, military, and organizational/industrial psychology (Bertin, 1974; F. Semsch, personal communication, September 6, 2020). As an instructor, he continued teaching psychology courses at the Salvadoran Nursing School, the Salvadoran Military School, the University of Central America (UCA), and other private universities. As a clinical psychologist, he is credited with opening the first bona fide private practice in the country. In his clinic, he offered psychotherapy and psychological testing in the areas of personality and vocational assessment. According to Cabrera (1975), during the first half of the 1970s, the availability of private practice among psychologists in El Salvador was close to none, and only those trained abroad could offer it. Although Semsch was not trained as a psychoanalyst, he combined it with other behavioral approaches as many psychologists did during that period (Cabrera, 1975).

At the Salvadoran Military School, he began offering individual counseling, and later on he introduced a more comprehensive mental health service to the new cadets. He also attempted to develop psychological instruments that could predict successful outcomes among those completing their military careers. At the Salvadoran Central Bank, he initially offered individual counseling too, but soon after, he introduced the use of psychological testing for purposes of personnel selection and human resources. When he met Bertin in 1973, he was planning to introduce “supervisor, management, and executive training approaches as applied to bank personnel” (Bertin, 1974, p. 10). He also conducted vocational assessments

at the San José de la Montaña seminary in San Salvador among aspiring seminarians. In addition, he worked for several embassies, including the American embassy, and several public and private organizations. Due to his prestigious professional career, he received job offers from UNCESCO and Rice University in Houston, but he declined them in order to remain with his practice in El Salvador (Semsch Larín, 2017).

Perhaps one of the most unique activities that Semsch engaged in during his professional life was counseling the Archbishop of San Salvador, Monsignor Oscar A. Romero y Galdámez. Their relationship was unknown due to Semsch's strict professional confidentiality, but Romero disclosed it in his personal diary which eventually was made public. According to Brockman (1982), Romero started seeing Semsch in 1973, after meeting him at the seminary where he provided psychological testing services. Semsch, nevertheless, did not offer psychological therapy to Romero; instead, he offered psychological support and a psychological perspective about his life and decisions. Romero regarded Semsch's counsel very highly, and from March 31, 1977, until March 20, 1980, he recorded seven entries that made reference to encounters with him (Romero, 1990). He even baptized Semsch's granddaughter, Dina Semsch, an event that showed the strong bond between both men. Romero's last meeting with Semsch took place on January 14, 1980, a little more than 2 months before being killed by a sharpshooter while giving mass on March 24, 1980.

Romero's assassination escalated the sociopolitical conflict that was engulfing the country and triggered the beginning of the 12-year Salvadoran civil war. On January 16, 1981, in the context of a general offensive launched by the Farabundo Martí National Liberation Front (FMLN, in Spanish), Semsch was gunned down with his third youngest son, Ludwig, when they both were leaving Semsch's private clinic. The assassination made international news and was reported in papers like the Washington Post and ABC in Spain. At the time, Semsch was a professor of psychology at the Military School and a consultant to the American Embassy, two very risky

places to work for. Although it was not clear who the authors of the crime were, Semsch's family attributed it to a leftist urban commando (F. Semsch, personal communication, September 6, 2020). Semsch was 56 years old and his son Ludwig 24.

Fearing for the safety of the surviving children, the family made the decision to send them into exile immediately after Semsch's funeral service. Maria Teresa Salinas de Semsch followed them shortly after (M. T. Salinas de Semsch, personal communication, July 12, 2007). Before leaving, however, she burned all the personal notes and documents of her late husband to leave no traces of his work and erase any compromising information provided by his patients. Unfortunately, besides a couple of pieces, much of the unpublished works left by Semsch were lost forever as well. His extensive personal library was donated to a private university in El Salvador.

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Senet, Rodolfo

Born *San Martín, Province of Buenos Aires, 29 March 1872*

Died *Buenos Aires, 15 October 1938*

Luis Moya
Universidad Nacional de Mar del Plata, Mar del Plata, Argentina

Keywords

Argentina · Psychology · Pedagogy · Positivism

In 1889, at the age of 17, he graduated as a teacher from Escuela Normal de Buenos Aires (Buenos

Aires Normal School of Teachers) and began university studies in mathematics while working as an elementary school teacher. Senet did not graduate as a mathematician, but he later applied the methodological tools he had acquired in that program to his studies of experimental psychology (Sassi, 1985). When he was working as a secretary and French teacher at the Escuela Mixta de Mercedes (Co-ed School of the city of Mercedes), in 1894, he met “Victor Mercante” (1870–1934), one of the main representatives of educational psychology at the time. He then moved to the city of Dolores, Province of Buenos Aires, and served as Vice-Director of the local Normal School, where he undertook his first systematic steps in psychological research.

In 1902, he founded the newspaper *El Nacional* (The National) and integrated the first group of editors of the *Archivos de Criminología, Psiquiatría y Medicina Legal* (Archives of Criminology, Psychiatry and Legal Medicine) directed by José Ingenieros (1877–1925). One of the papers he published in this journal was “Período de megalomanía en la evolución psicológica individual” (Megalomania period in individual psychological evolution) (Senet, 1902), demonstrating his early interest not only in students' intellectual dimension, but also in their affective and volitional aspects (Ostrovsky, 2010). In 1905, he moved to the city of La Plata to participate as a Professor in the newly created Sección Pedagógica de la Facultad de Ciencias Jurídicas de la Universidad Nacional de La Plata (Pedagogical Section of the College Faculty of Law at National University of La Plata), directed by Víctor Mercante. In that area, he taught Anthropology and Abnormal Psychology and represented Argentina at the 5th International Congress of Psychology held in Rome. There he began his academic exchange with representatives of French and Belgian educational psychology, which was then reflected in numerous studies. For more than 20 years, Senet worked in La Plata conducting psychological research, which was published mostly in the journal *Archivos de Pedagogía y Ciencias Afines* (Archives of Pedagogy and Related Sciences) (Talak, 2014; Vicari, 2014). Some of his books on pedagogy, child psychology, and education are a clear example

of the association between scientific pedagogy and naturalistic psychology in the early twentieth century in Argentina (Senet, 1902, 1908, 1909, 1911, 1912a, 1912b, 1914).

Senet was one of the founding members of the Sociedad de Psicología (Psychological Society) in 1908 and also of the Comité Positivista Argentino (Argentine Positivist Committee). During the University Reform transition in 1918, he occupied political and administrative position at the National University of La Plata. Towards the mid-1920s, Senet retired from teaching and devoted himself to writing literary works and essays related to identity, *gaucho* psychology, and the uses of popular language (Glozman, 2010; Ostrovsky & Moya, 2018). As a consequence of these works, some years later he was hired to study the national language (Senet, 1927, 1938). Imbued with an intellectual climate which differed from his first positivist concerns, Senet continued focusing on essay writing until his death in 1938, at the age of 66.

Cross-References

► [Mercante, Víctor](#)

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Serafini, Oscar

Born *Asunción, Paraguay, 28 December 1931*

Died *Asunción, Paraguay, 3 April 2021*

José Gaspar Britos

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Keywords

Paraguay · Psychological measurement · Educational quality · Social research

Oscar Serafini studied Philosophy between 1951 and 1954 at the Facultad de Filosofía de la Universidad Nacional de Asunción (Faculty of Philosophy, National University of Asunción), Paraguay. He obtained a university degree in Philosophy.

Time after, he was admitted for doctoral studies in Philosophy at the Universidad Central de Madrid (Central University of Madrid), Spain. The doctoral courses spanned the years 1956 and 1957. Later, he defended his doctoral dissertation at the Facultad de Filosofía de la Universidad Católica de Asunción (Faculty of Philosophy of the Catholic University of Asunción).

Seven years later, he traveled to the United States to join the Project on Didactics of Learning and Advanced Methods in Educational Research, taught at the University of New Mexico, in the city of Albuquerque.

Oscar Serafini's professional and academic career is internationally recognized. Proof of this is that, in addition to his country, he made anchor in ten other countries. His works on Critical Thinking, Evaluation of educational projects, Evaluation of institutional projects, and Divergent Thinking were presented in Brazil, the United States, Ecuador, Guatemala, Uruguay, Mexico, Peru, Costa Rica, Portugal, Nicaragua, Venezuela, and Colombia. Serafini was a protagonist in the transition from *evaluation* as an auxiliary to *educational research*, to a discipline with its own principles and methods.

After completing his doctoral studies at the Central University of Madrid, in 1960, he joined

the teaching profession at the Catholic University of Asunción (UCA), maintaining his academic relationship position until his death. Attached to the university, the Centro Interdisciplinario de Derecho Social y Economía Política (Interdisciplinary Center for Social Law and Political Economy, CIDSEP) commissioned a follow-up study on the graduates, in which Serafini served as the senior researcher (Serafini et al., 1989). In the period 2002–2004, Serafini held the position of Academic Vice-Rector at the Catholic University.

Within the framework of projects sponsored by the Organization of American States (OAS) and the Israel Institute of Applied Social Research, Oscar Serafini participated in various seminars under the direction of the eminent researcher, Louis Guttman (1916–1987). Above all, using as a basis the Theory of Facets applied to the generation of research instruments. Later, he was hired as technical personnel in the educational projects of the OAS (OAS), from 1974 to 1984.

In 1977, Professor Oscar Serafini joined the Faculty of Education of the University of Brasilia as a research professor. He was also part of the coordination of the first evaluation project of the University of Brasilia for all its undergraduate courses (Belloni et al., 1987).

His next academic destination was the University of Miño, at Braga, Portugal, where he was a postgraduate professor. In conjunction with the University of Santiago de Compostela, in Spain, Serafini was part of the team that carried out an evaluation of pedagogical internships. In the same year, as a consultant for the Center for Educational Studies and Community Development of the University of Miño, he served in a study published under the title “The experimentation for the new programs for the 10th year of schooling. An evaluation study” (Serafini et al., 1991).

His passage through Portugal also meant the formulation and validation of his instrumental research on the Robot Test (Serafini & Geada, 1989). Due to its characteristics, this nonverbal test to evaluate the visual-motor performance of children's cognitive development can be considered cross-cultural.

During the 1990s, he carried out research and evaluation work on educational systems, plans

and programs in national and international institutions. Universities in Paraguay and other countries, ministries of education and science, United Nations agencies, the Inter-American Development Bank, among others, can be mentioned.

In the early 2000s, the Catholic University of Asunción appointed Oscar Serafini Academic Vice-Rector, a role he held until 2004. After fulfilling the academic position, he restarted research and development activities. In 2005, he completed the process of generating and validating the Critical Thinking Test. This work was published in the digital library of the Organization of Ibero-American States for Education, Science and Culture (OEI) (Ministry of Education and Culture, 2005).

At the same time, the Paraguayan Ministry of Education undertakes reforms and includes *skills development* as part of the *national capacities* for formal education. The validation of competency measurement instruments, the teacher profile, and other measurements related to educational quality, meant good intellectual production that can be seen in the publication *Mechanism of Licensing of Teacher Training Institutions* (Ministerio de Educación y Cultura, 2007).

Under the tutorship of Oscar Serafini, the Catholic University of Asunción arranged a doctoral program in Psychology in 2006. The doctorate staff brought together international professors and currently has psychologists with the highest degree, and candidates for a doctorate in Psychology.

Among the awards that Oscar Serafini received, it is worth mentioning a distinction as the “Recognition for 10 uninterrupted years of professional work,” awarded by the Organization of American States (OAS), in 1985. Thus, also the “Alma Mater” award conferred by the Catholic University of Asunción, in 2010. And on July 1, 2013, the same university awarded Oscar Serafini as a *Doctor Honoris Causa*, highlighting his meritorious career.

It is also worth mentioning the recognition “For his ethical integrity, his theoretical and methodological contributions to evaluation, psychological and social research and for the exercise of teaching with intellectual rigor and a climate

of good humor,” by the National Congress of the Republic of Paraguay in 2014.

From his academic training in Philosophy, Oscar Serafini traveled the paths of evaluation, the construction of measurement instruments and conceptual models applied mainly to education and society. His expertise, mainly, in key areas of education, has made him a protagonist for research initiatives, evaluation, or the development of plans and programs. His mastery of the evaluation processes took him through countries in the Americas and some in Europe. It could be said that he was in interfaces where culture went from *evaluation* as an auxiliary discipline to an autonomous one. Also in Pedagogy, he starred in the transition from *content* to *Psychological skills*, in other words, from *contents* to *competences*.

When Oscar Serafini Trulls passed away on April 3, 2021, the Secretariat of Culture of the Presidency of the Republic of Paraguay made public an acknowledgment to his *example of life and invaluable legacy*.

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Serrano Daza, Rafael

Born *in Puebla, Mexico in 1858*

Died *in Puebla, Mexico, on February 9, 1927*

Viridiana Vera Gracia

Anahuac University, Puebla, Mexico

Autonomous Popular University, Puebla, Mexico

Keywords

México · Psychiatry · Optical physics · Mental illness

Rafael Serrano was born to Epifanio Serrano Santisteban and Soledad Daza Amable, who married in 1841. In a speech by his nephew in 1927 while celebrating the funeral of his memory, he said Serrano was born in 1858, as recorded in the

University Archive of Benemérita Universidad Autónoma de Puebla (Meritorious Autonomous University of Puebla) (BUAP).

Of his first studies, practically nothing is known. His high school studies were carried out from 1875 to 1879, time in which it was flared to learn about law and physics; he was known as an exemplary student. Later, he enrolled into the Real Seminario Palafoxiano (Royal Seminary Palafoxiano) (AEMF), in which he found out he had no religious vocation.

He studied medicine at the Escuela de Medicina y Farmacia, Colegio del Estado de Puebla (School of Medicine and Pharmacy at the College of the State of Puebla) [institution founded in 1825], (1879–1883). During his stay he highlighted as an excellent student, as shown by the various academic awards and honorable mentions received at the end of each school year. On 22, 23, and 29 December 1884 he presented his professional exam, with an investigation in which he united not only the scientific part but also nature with the spirit.

In it he defined madness as “a condition that is at the same time the most terrible for the individual and for society; the most full of difficulties; the one that inspires the most respect; the most worthy of compassion and according to Erasmus, the most common among men” (Serrano: 1884: 1). In it, he related physics to optics, as triggers for mental illness.

He obtained his medical degree in 1885 from the Colegio del Estado de Puebla (College of the State of Puebla). The thesis was awarded in 1890 by the Academia Médica Mexicana (Mexican Medical Academy).

His research work for his thesis carried out at the Hospital de San Roque (San Roque Hospital) and at the Hospital de Santa Rosa (Santa Rosa Hospital) in 1882 allowed him to make descriptions of clinical and forensic cases, always presenting the description of the diagnosis, the evolution of the disease, the treatment and timing of the condition, accompanied by cabinet (such as biological samples and X-ray) and laboratory (referring to autopsy) studies. He also described the use of a dark room to treat depressive and difficult patients. Furthermore, he was the first in

Mexico to use the term psychosis in 1884 and to state that the origin of mental illnesses was related to the sociocultural environment in which the sick lived. Likewise, he named and identified the mental illness and their pathological dysfunctions and proposed the theory that had its origin in the clinical and physiological synchronization. (Robles Galindo, 2003).

He practiced psychiatry from 1884–1927. He was a professor at the Colegio del Estado de Puebla (College of the State of Puebla) from 1890–1924, teaching classes mental disease and hygiene, principles of logic, moral psychology, pathology, and therapeutics (Robles Galindo, 2003: 113). He was the member of the Sociedad Médica de Beneficencia de Puebla (Charity Medical Society of Puebla) (1886–1927). He was partner of the Sociedad Filarmónica-Literaria (Literary-Philharmonic Society) (1901–1927); director of the Colegio del Estado de Puebla (College of the State of Puebla) (1910–1914 and 1921–1924); and director of the health house of Our Lady of Guadalupe (1910–1927). Meanwhile, he worked at the General State Hospital. Since 1990, he had been invited to be part of the faculty of the School of Medicine, where he had been a student. In 1923, he was appointed counselor of the Colegio del Estado de Puebla (College of the State of Puebla), thanks to the work he had carried out as a teacher for 30 consecutive years.

He participated in national and international conferences, such as the Third Mexican Medical Congress held in Guadalajara on June 7 to 10 in 1897. In 1910, he was held in Milwaukee, Wisconsin in the USA, at the American Public Health Association in which he presented one investigation of alcoholism (Robles Galindo, 2003: 133; Serrano, 1911).

After a long academic career, he decided to civil marriage in 1917 with Emilia Errea Escudero, with whom he had a daughter named Refugio Emilia Serrano Errea in 1918. He became widower at the age of 66 years because his wife perished in 1924.

In 1921, for the second time, he was appointed director of the Colegio del Estado de Puebla (College of the State of Puebla), for the period 1921–1924. In this last year, he joined the Public

Charity Board. In addition, at the conclusion of his time, he was elected rector for the period of 1924–1925 and advisor to the same college. Also, he received the Palma de Oro (Golden Palm) from the same college in 1924, as dean of medicine.

He died at the age of 69 in 1927, and was a victim of liver cancer, as recorded in the death book in the archive of the civil registry of Puebla. To commemorate his first mourning month, friends and students placed his portrait inside the school, where he had studied and taught. Currently, it is located inside the office of the management of the Biblioteca José María Lafragua (José María Lafragua Library) and is part of the collection of the Museo Universitario (University Museum).

In 1931, this same institution acquired more than 10,538 thousand volumes that were part of its enormous library. These can be identified through the Ex dono. In 1935, a plaque with his name was placed in the space that protects his heritage. In 2012, an exhibition was organized with the doctor's books and personal documents, which is available online until today.

On the other hand, the psychiatric hospital known as El Batán bears his name. It was opened in 1967 and is in Lomas de San Miguel in Puebla City.

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Serrano Jara, Nelson Hernán

Born *Quito (Ecuador), August 29, 1942*

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Keywords

Ecuador · Educative psychology · Social psychology · Congress President

Son of Javier Serrano Mantilla and María Bolivia Jara Rodríguez, Nelson Hernán Serrano Jara was the first child of six siblings. Married to Norma Ojeda, they had three children: Paulina Cecilia, Nelson Hernán, and Norma Gabriela. He studied in the primary section of *Colegio Don Bosco* (Don Bosco School, 1948–1954). Secondary education was done at the *Colegio Normal Juan Montalvo* (Juan Montalvo Normal School, 1954–1960).

In 1964, he entered the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Letters and Educational Sciences) of the *Universidad Central del Ecuador* (Central University of Ecuador, UCE). He graduated as *Licenciado en Ciencias de la Educación, Profesor de Enseñanza Secundaria en la Especialización de Psicología* (Degree in Science in Education, Professor of Secondary Education in the Specialization of Psychology, 1968) and *Doctor en Psicología Educativa* (Doctor in Educational Psychology, 1973). He also obtained a *Master en Gerencia de Proyectos Educativos y Sociales* (master's degree in Management of Educational and Social Projects, 2003).

In 1975, he began his training in the social area with the *Seminarios Latinoamericanos de Psicología Social* (Latin American Seminars of Social Psychology) held in Caracas (1975 and 1979), Havana (1980), Santiago de Chile (1982), Madrid (1984), and Tampico-Mexico (1985) under the organization of the *Asociación Latinoamericana de Psicología Social* (Latin American Association of Social Psychology, ALAPSO).

His interest in social behavior of individuals led him to take a *Diplomado Superior en Ciencias*

Sociales con Mención en Análisis y Motivación de la Decisión Política (Higher Diploma in Social Sciences with a Mention in Analysis and Motivation of Political Decision) at the *Facultad Latinoamericana de Ciencias Sociales* (Latin American Faculty of Social Sciences, FLACSO) in Costa Rica (1990). He also completed a *Diplomado en Formador de Formadores* (Diploma in Training of Trainers) at the *Universidad Nacional Federico Villareal* (Federico Villarreal National University) in Peru (2006–2007), sponsored by the *Naciones Unidas* (United Nations) Office on Drugs and Crime.

At then *Instituto Nacional Mejía* (Instituto Nacional Mejía), he was a professor (1968–2005) and rector (2001–2005). He was also professor at the *Escuela de Psicología Educativa* (School of Educational Psychology) of the Faculty of Philosophy, Letters and Sciences of the UCE (1973–2013). He also worked as a contract professor at the *Pontificia Universidad Católica del Ecuador* (Pontifical Catholic University of Ecuador) (1998–2000).

He was *Director Nacional de Educación* (National Director of Education, 1998–2001) from where he contributed to the formulation and implementation of the *Plan Nacional de Educación para la Sexualidad y el Amor* (National Plan for Education for Sexuality and Love) in 2000, which was applied in the country's Secondary Education. He was also Advisor on Drug Abuse Prevention of the *Consejo Nacional de Control de Sustancias Psicotrópicas y Estupefacientes* (National Council for the Control of Psychotropic Substances and Narcotic Drugs, 2005–2010).

He promoted the creation of the *Sociedad Ecuatoriana de Psicólogos Educativos* (Ecuadorian Society of Educational Psychologists, 1977) and the *Sociedad Ecuatoriana de Psicología Deportiva* (Ecuadorian Society of Sports Psychology, 1979). The UCE awarded him the Central University Prize (1995) for the publication of his work *Processes of Socialization* (Serrano-Jara, 1995).

In 1974, he joined the *Sociedad Interamericana de Psicología* (Interamerican Society of Psychology, SIP), his first participation was in the XV *Congreso Interamericano de Psicología*

(Interamerican Congress of Psychology) held in December 1974 in Bogotá. From 1976, he was, for several periods, National Representative in Ecuador of the SIP and also Executive Secretary for South America (1981–1983) (Sociedad Interamericana de Psicología, 2020). Beginning in 1976, he joined the group of Associate Editors of the *Boletín de la SIP* (Bulletin del the SIP), where he collaborated with information on psychology in Ecuador.

The Board of Directors of the SIP chaired by Luiz Natalicio, in June 1981, commissioned Nelson Serrano Jara to organize and carry out the XIX Interamerican Congress of Psychology in Ecuador. The congress took place from July 24 to 29, 1983, in Quito. The event coincided with the commemoration of the bicentennial of the birth of the Liberator Simón Bolívar (1783–1830). About 2000 participants attended. In this congress, the Mexican Isabel Reyes-Lagunes (1942–2020) assumed the presidency of the SIP, who was the first woman to preside over the institution. In 1983, he began his participation in the production of the *Revista Interamericana de Psicología* (Interamerican Journal of Psychology) as Editorial Consultant, a function he was in charge of for five periods (1983–1993).

He was an active member of the ALAPSO; he was vice-president (1980–1984) and president (1984–1986) of the Andean Zone of that association; at this time, he collaborated with the edition of the *Revista de la Asociación Latinoamericana de Psicología Social* (Journal of the Latin American Association of Social Psychology). He was also a member of the Editorial Board of the *Revista de Psicología Social* (Journal of Social Psychology, 1986–1992).

His professional dedication was focused on education and mainly on social psychology; in the latter, he dealt with issues such as sexuality, social perception of adolescents, ethnic groups, and drug use and prevention with various works that address these issues.

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► [Reyes Lagunes, Lucina Isabel](#)

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Servo, Geraldo

Born *Morro do Ferro, district of Oliveira, 1 November 1930*

Died *Brasília, January 2001*

Rodolfo Luís Leite Batista
Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

Keywords

Brazil · Educational psychology · Educational guidance · Institutional direction · Professional organizations

Geraldo Servo began his studies at the Grupo Escolar Francisco Fernandes (Francisco Fernandes School Group), in Oliveira, Minas

Gerais, where his family had moved to in 1934. He was sent to complete his secondary education at Colégio São João (Saint John School), in São João del-Rei, Minas Gerais. On the occasion, he dedicated himself to the study of mathematics, physics, and chemistry and had his first contact with pedagogy and psychology during secondary school. In 1946, he started his seminary studies at the Instituto do Coração Eucarístico (Institute of the Eucharistic Heart), in Pindamonhangaba, São Paulo. Back in São João del-Rei, he studied philosophy at the Instituto Salesiano de Filosofia e Pedagogia (Salesian Institute of Philosophy and Pedagogy) (1947–1949), receiving neoscholastic education and pedagogical training. He took his practicum as a teacher of physics and chemistry in different Salesian schools (1950–1952). Between 1953 and 1956, he graduated in theology from the Instituto Teológico Pio XI (Pius XI Theological Institute), in São Paulo, and in pedagogy from the Faculdade Salesiana de Filosofia, Ciências e Letras (Salesian Faculty of Philosophy, Sciences and Letters), in Lorena (1953–1956). In the capital of São Paulo, he had the opportunity to follow courses in characteriology at the Instituto de Psicologia (Institute of Psychology) da Universidade Católica de São Paulo (Catholic University of São Paulo). In 1955, he turned his religious profession perpetual, and, on August 15, 1956, he was ordained priest.

During his undergraduate course in pedagogy, he turned to the study and research of psychological themes. With the support of Father Carlos Leôncio da Silva, a Brazilian responsible for the foundation of the Istituto Superiore di Pedagogia (Higher Institute of Pedagogy), in Turin, and then director of the Faculdade Salesiana de Filosofia, Ciências e Letras (Salesian Faculty of Philosophy, Sciences and Letters), in Lorena, he was appointed to attend the Master of Pedagogy, with emphasis in psychology, at the Pontificio Ateneo Salesiano (Salesian Pontifical Athenaeum) in Turin, between 1956 and 1957 (Lourenço Filho, 1955/2004). During this period, he worked at the Laboratorio di Psicologia Sperimentale (Laboratory of Experimental Psychology), guided by Giacomo Lorenzini, and came to know the Experimental and Applied Psychology projects

disseminated in the Università Cattolica del Sacro Cuore (Catholic University of Sacred Heart), in Milan, the Université Catholique de Louvain (Catholic University of Louvain) and the Institut Catholique de Paris (Catholic Institute of Paris) (Misiak & Staudt, 1954). To obtain his master's degree, he defended the thesis "L'insegnamento della Fisica" (The teaching of Physics), an investigation about the perception of causality in the learning of physics (Servo, 1958). When he came back to Brazil, he became a professor of educational psychology at the Faculdade Dom Bosco de Filosofia, Ciências e Letras (Don Bosco Faculty of Philosophy, Sciences and Letters), in São João del-Rei, replacing Father Ralfy Mendes de Oliveira (1917–2008) as director of the Laboratório de Psicologia Experimental (Laboratory of Experimental Psychology) and the Serviço de Orientação Educacional (Educational Guidance Service). In that institution, in February 1958, he started clinical care and research with individuals diagnosed with mental impairment.

From 1959, he worked for the organization of the Instituto de Psicologia e Pedagogia (Institute of Psychology and Pedagogy), an entity officially founded in March 1960 to bring together the teaching, research, and application of psychology undertaken at Faculdade Dom Bosco de Filosofia, Ciências e Letras (Don Bosco Faculty of Philosophy, Sciences and Letters) (Servo, 1964; Batista, 2015). Directing it for almost a decade made it possible for Geraldo Servo to establish relationships with different characters from the psychology and education scene of the time, and to participate in debates for the regulation of the profession of psychologist in Brazil, which happened in 1962. He taught child and adolescent psychology, dynamic psychology, and psychopedagogical examination techniques in the Educational Guidance course in the different Salesian schools. Between the 1950s and 1960s, he received an invitation from the management of the company responsible for building the future Brazilian capital, Brasília, to implement psychological services there. Due to their religious commitments, this invitation was declined.

Between 1961 and 1962, he underwent a new training period in Europe, conducting research on psychodynamics of normal personality and psychology of motivation with Joseph Nuttin, at the Université Catholique de Louvain (Catholic University of Louvain) and at the Centre International d'Études Pédagogiques (International Center for Pedagogical Studies) in Paris. Back in Brazil, in compliance with the Brazilian law that regulated the training and profession of psychologists, he obtained registration as a psychologist with the Ministry of Education. He dedicated himself to expanding the activities of the Instituto de Psicologia e Pedagogia (Institute of Psychology and Pedagogy), consolidating his clinical care and guidance services and participating in the organization of the Escola dos Excepcionais (School for Exceptional People), precursor of the Associação de Pais e Amigos dos Excepcionais (Association of Parents and Friends of the Exceptional) de São João del-Rei. He also taught in courses in applied psychology for teachers and created the Serviço de Orientação Educacional (Educational Guidance Service) in public schools financed by the Campanha de Desenvolvimento do Ensino Secundário do Ministério da Educação (Ministry of Education's Secondary Education Development Campaign) in more than 30 Brazilian cities. In 1967, he returned to Europe to participate in the International Congress of Applied Psychology and visited research centers. In December of that year, while still living in São João del-Rei, he founded and was elected the first president of the Sociedade de Psicologia do Distrito Federal (Psychology Society of the Federal District) – an entity that, in conjunction with other regional societies, advanced proposals for the creation of the professional council of psychologists.

In 1969, Geraldo Servo left the priesthood and moved to Brasília (Brandão, 2001). In the following years, he participated in the creation of psychology courses at the Centro Universitário de Brasília (University Center of Brasília) and Universidade do Distrito Federal (University of the Federal District), organizing his laboratories and teaching various courses related to human development and psychological techniques. In his classes, he took a critical stance on the

behaviorism disseminated from the Universidade de Brasília (University of Brasília), arguing that the training of the psychologist should guarantee the study of different theoretical and methodological perspectives and enable its application in various domains of human activity (Angelini, 2012).

Servo's political commitment to the professionalization of psychologists guided his activities throughout the following decade. In April 1970, in partnership with his wife, psychologist Hélia Ribeiro de Sá (1926), he created the Instituto de Psicologia, Seleção e Orientação (Institute of Psychology, Selection and Orientation), in Brasília. He engaged in the debates for the fulfillment of the minimum curriculum and exercise of the psychologist's private functions. In that occasion, he participated in the meetings held in São Paulo, Rio de Janeiro, and Barbacena, between 1971 and 1973, for the proper implementation of the Sistema Conselhos de Psicologia (Psychology Councils System) guaranteed by Law No. 5,766/1971 (Soares, 2010). In December 1973, he was elected Secretary of the First Plenary of the Conselho Federal de Psicologia (Federal Psychology Council) (1973–1976), offering the Instituto de Psicologia, Seleção e Orientação (Institute of Psychology, Selection and Orientation) as the entity's first operational headquarters and assisting in the drafting of its bylaws and resolutions (Conselho Federal de Psicologia, 2004). As a tribute for his pioneering spirit and dedication to the profession, he received the first professional registration from the Conselho Regional de Psicologia do Distrito Federal (Regional Council of Psychology of the Federal District). From 1976 to 1996, he devoted himself exclusively to the Instituto de Psicologia, Seleção e Orientação (Institute of Psychology, Selection and Orientation), providing services of clinical psychology, educational guidance, and selection of candidates for companies and public agencies in Distrito Federal. In 1999, he retired, ending his professional activities.

Geraldo Servo's path shows the effort to professionalize and take to the countryside the teaching of psychology in Brazil. He contributed to the dissemination of psychological knowledge through teaching courses in pedagogy,

philosophy, educational guidance, and after the regulation of the profession, in undergraduate psychology courses in Minas Gerais and Distrito Federal. He created research institutes and psychological services, aimed at the educational and labor fields. He was a member of several scientific entities, such as the Sociedade Mineira de Psicologia (the Psychology Society of Minas Gerais), Associação Brasileira de Psicologia Aplicada (the Brazilian Association of Applied Psychology), Associação Brasileira de Psicólogos (the Brazilian Association of Psychologists), Sociedade Brasileira para o Progresso da Ciência (the Brazilian Society for the Scientific Progress), Sociedad Latinoamericana de Psicología (the International Society of Applied Psychology), and the International Association of Applied Psychology. Although his bibliographic production is not extensive, Geraldo Servo's participation in important moments of the institutionalization and regulation of the profession of psychologist in Brazil exemplifies the trajectory of the first Brazilian psychologists.

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► [Mendes de Oliveira, Ralfy](#)

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Sesman Rodríguez, Myrna Josefina

Born *San Juan, Puerto Rico (PR)*, 16 March 1936

Nydia Lucca-Irizarry
University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · Clinical Psychology · Children psychoanalysis

Myrna Josefina is the youngest of three siblings born to Mr. José Sesman, 30 years old at the time, and Mrs. Josefina Rodríguez, 28. Her brother José was 5 years older and her sister Miriam was 2 years older than Myrna. Although she was born in San Juan, the capital city of Puerto Rico, her parents came from distant towns, her father

from the Eastern coast, Humacao, and her mother from the central mountains' region, Aibonito. The couple married in 1930 at the bride's hometown and settled in the capital, which was quite common when people looked for a better future life. Myrna's father had 1 year of college studies and worked 43 years in a renowned business, first as a stenographer, escalating to the position of chief of personnel. Her mother was a nurse.

Myrna grew up in a Catholic family. She had a frail health and was attached to her mother (R. Figueroa, personal communication, September 26, 2020). She lived her childhood and adolescence in the first public housing project built in Puerto Rico (Falansterio, in Puerta de Tierra) under the 1935 US Puerto Rico Reconstruction Administration (PRRA), aimed at improving the living conditions of the poor and invigorating the economy in the Great Depression era. By that time, Puerta de Tierra was a residential place for many workers in the tobacco industry (Torres Rivera, 2004), slum hovels were the typical dwelling units, and poverty was rampant. Located in the San Juan Bay area, maritime traffic, both commercial and military, brought about all sorts of activities related to the constant presence of sailors and soldiers in the zone. A service economy flourished in the neighborhood, which included bars, gambling houses, and brothels. The new living facilities for the family secured the physical care and early education needs of children, as they had a nursery, classrooms, and an interior playground surrounded by the 18 three-story buildings that housed 216 families (Torres Rivera, 2004). This happened in the context of World War II (1939–1945), when Puerto Rico, a US possession since 1898, was considered a very strategic point in the South Atlantic for the US defense (Piñero Cádiz, 2013). It is worth mentioning that the San Juan Bay area was under constant alert of a possible war attack, specially from Germany, whose naval forces came into Caribbean waters threatening the Island with their U-boats (Rodríguez Beruff & Bolívar Fresneda, 2012). Residents from San Juan lived in a state of panic, especially during nighttime, when it was prohibited to turn the lights on for security reasons. Notwithstanding the adverse general situation, Myrna has

always kept warm memories about her neighborhood (R. Figueroa, personal communication, September 26, 2020).

In Puerta de Tierra, the Redemptorist priests established a large parochial school (*Colegio San Agustín*) early in the twentieth century. Myrna was a gifted student; she took piano lessons and was awarded a fellowship to study in *San Agustín* with nuns from the *Notre Dame* order, graduating with the first high school class, in 1953. She was the first graduate from *Colegio San Agustín* to obtain a PhD. After graduating from high school, she enrolled at the University of Puerto Rico, Río Piedras campus, and obtained a Bachelor of Arts in 1957. A year after, she earned an MA in Psychology from the University of Michigan, Ann Arbor. She pursued further graduate studies in Clinical Psychology at the Catholic University of America, during the convulsive 1960s. At Catholic, she became a member of Sigma Xi, the Scientific Research Honor Society which promotes friendship in science. In 1964, she completed the doctoral degree presenting the dissertation *Equivalence range and differentiation of perceptual space as a function of self-evaluation*.

After her MA graduation, she returned to Puerto Rico and joined the faculty at the University of Puerto Rico, College of Education, until 1968. That year she transferred to the Department of Psychology at the same campus. For the 1968–1969 period, she was elected president of the Association of Psychology of Puerto Rico (APPR). Her tenure was characterized by her openness to welcome psychology students from diverse institutional affiliations to join the association for the first time, 15 years after its establishment. She promoted the celebration of informal gatherings in order to talk about the advances in the field and the most pressing issues of the profession at the time, in a rather relaxed atmosphere (I. Roca de Torres, personal communication, September 11, 2020). Members of the APPR remember fondly the kind of professional activities that she organized, for example, the celebration of a 3-day-long workshop in a hotel facility to introduce T-groups, as developed in the Esalen Institute, Big Sur, California, and the National

Training Laboratories, in Michigan (Roca de Torres, 2006).

Seeking to advance her professional development and supported by the University of Puerto Rico through diverse mechanisms, in the 1970s, Dr. Sesman moved to London, UK, to conduct postdoctoral work at the renowned Tavistock Institute. During 1972–1973, she attended the School of Psychiatry, Family and Community Mental Health, Children Psychotherapy Program, at Tavistock Institute of Human Relations. There she specialized in psychotherapeutic techniques for helping troubled children, like play therapy developed by Melanie Klein (1882–1960). Among other activities, she participated in the Institute of Group Analysis and the Group Relations Forum. She also participated in the biweekly case discussions and lectures delivered by Anna Freud (1895–1982) in the Hampstead Child Therapy Clinic. In London, she underwent psychoanalysis for some years. She became more in-depth involved with psychoanalysis, which was her preferred theoretical framework for understanding human behavior and for the treatment of psychological conditions.

After her years in London, when she returned to the University of Puerto Rico, colleagues from the institution enrolled in the innovative courses that she started teaching about observation techniques in family contexts. For example, the observation of a child began when the mother was pregnant. Trainees had to shadow the mother in order to take notes about the details related to pregnancy; when the child was born, observations continued and so on. The idea behind the exercise was to obtain a complete picture of the development of the child as early as possible, to correlate findings with future behavioral outcomes (I. Roca de Torres, personal communication, September 4, 2020).

In 1978, she co-authored with Carlos I. Guevara in the book, *The Mother and the Learning of the Child: The Puerto Rican Urban Experience*, perhaps the most important socialization study of the 1970s in the Island. The publication presented the findings of a study in which both low- and middle-class mothers were observed in terms of rearing styles and during children's

learning activities. The study documented differences between the two groups, as mothers from a poverty background were more imposing, authoritarian, and punitive; they decided for their children, did not offer explanations for their commands, and emphasized obedience and respect, whereas middle-class mothers stressed social interaction skills, the expression of affect and achievement motivation, were less imposing, were more inclined to offer explanations of their commands, and fostered autonomy in their children.

In the 1980s, Dr. Sesman made a shift in her working scenario and joined the Behavioral Research Institute at the UPR Medical Sciences Campus. For a while, she collaborated with Dr. Glorisa Canino (born 1946) research team, conducting epidemiological studies and developing culturally sensitive diagnostic instruments (Roca de Torres, 2008). Her contribution was more on the clinical aspect of psychological diagnosis and her deep knowledge and understanding of children's world. There she joined the faculty at the Department of Psychiatry at the UPR School of Medicine, where she trained future psychiatrists in psychoanalysis. She also worked on campus for *Hospital Pediátrico* (Children's Hospital), a teaching hospital, providing psychotherapeutic services, especially psychoanalysis for seriously disturbed children. Besides, she kept a teaching load at the School of Medicine Department of Psychiatry and managed to keep a successful private practice as psychoanalyst. A former colleague described her as "an exquisite observer, especially with children" (A. Díaz Royo, personal communication, September 16, 2020). Former alumni of Dr. Sesman stated that through her therapeutic approach, she generated profound changes in psychotic children within 6 months.

During the 1990s until the 2010s, Dr. Sesman continued to be actively involved in psychodynamic-oriented groups and activities. Two of these groups are *Taller del Discurso Analítico de Puerto Rico* (Puerto Rican Analytic Discourse Workshop) and *Foro del Campo Lacaniano* (Lacanian Filed Forum). She also helped in the coordination of some of Dr. Néstor A. Braunstein's visits to Puerto Rico. For decades,

Dr. Sesman had been deeply absorbed in the study of French psychoanalyst Jacques Lacan (1901–1981), although her preferred psychoanalytic approach was that of Melanie Klein (A. Díaz Royo, personal communication, September 16, 2020). After retirement, she also devoted a lot of time to the inner world of spirituality, as she rejoined religious activities.

Dr. Myrna J. Sesman will be respectfully remembered as the academician highly committed to her professional formation, concerned with leaving a generation of psychiatrists and psychologists very well trained in child psychoanalysis, and the ethically concerned professional always willing to share with students and colleagues the latest developments in the behavioral science disciplines. She has dictated the text for her epitaph: *Amé. De eso se trata la vida* (I loved. Life is about that.) (R. Figueroa, personal communication, September 26, 2020).

Cross-References

► [Guevara Caloca, Carlos Iván](#)

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Shimanovich de Hoffs, Eugenia

Born in *Vilnius, Poland, on February 4, 1930*

Died in *Mexico City on October 17, 2001*

Irene Martínez-Cava Cáceres
University of Colima, Colima, Mexico

Keywords

Mexico · Psychoanalysis · Political psychology · Feminism

She graduated in Philosophy from the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM). Along with Marie Lemberger Langer, she was one of the first to obtain a Master's degree in the Departamento de Psicología (Department of Psychology) of the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) (FFyL) of UNAM (1947) and the first to obtain the title of

Doctor of Philosophy with a Specialty in Psychology from UNAM (Rivera Gómez, 2019), with the thesis *Essay on the application of Jackson's principles to psychopathology problems* (1950) (Shimanovich de Hoffs, 1950), directed by Guillermo Dávila García.

She completed her studies with training in psychoanalysis with Santiago Ramirez (1921–1989), a Mexican psychoanalyst, who was also a co-founder of the Asociación Psicoanalítica Mexicana (Mexican Psychoanalytic Association) (APM) in 1956. Eugenia S. de Hoffs was part of this Association, being one of the “laic analysts” along with Luis Feder (1942–2018), Estela Remus (1923–present), and Amapola González (1926–1991) because they didn't come from the medical field. Because of the requirement to continue psychoanalytic training in this Association was to have medical studies, Eugenia decided to begin her studies at the Facultad de Medicina (Faculty of Medicine) (FM) at UNAM and obtained the degree in 1965.

As a result of this training and the increasing incursion of psychoanalysis in the Departamento de Psicología (Department of Psychology) (attached in those days to the FFyL) in the UNAM, she taught psychoanalysis classes from the Freudian theories after 1950 (Reynoso, 2012; Ridle & Echeveste, 2004). In this university, in addition, she taught the Doctorate of the Dynamics of Projective Personality Tests Seminar and the Cathedra of Clinical Psychology in the postgraduate courses of the FM and the FFyL of the UNAM.

In addition to her pleasure for teaching, Eugenia's interest in social service served to spread and apply Psychology in several practical fields. An example of this can be seen in her involvement with the Jewish community in Mexico City, becoming the director of the monthly magazine *Tribuna Israelita* (Israeli Tribune).

She collaborated in writing the statutes of the Instituto Cultural Mexico-Israel (Mexican-Israeli Cultural Institute) in 1958, and over the time she held the positions of General Secretary and President of the Executive Committee. In 1998 she received the Premio Cultural México-Israeli

(Mexican-Israeli cultural award) to distinguished people from different areas of knowledge who contributed to peace negotiations with Israel and to the dissemination of its culture (Instituto Cultural México Israel, s.f.).

In 1954 she participated in the organization of the Segundo Congreso Interamericano de Psicología (Second Interamerican Congress of Psychology) and was elected for the first time Vicepresidenta de la Rama Mexicana de la Sociedad Interamericana de Psicología (Vicepresident of the Mexican Representation of the Interamerican Society of Psychology (SIP)). This Society promotes Psychology knowledge transmission in America through the exchange of teachers, students, books, magazines, and scientific data. Eugenia held this position from 1955 to 1957, from 1959 to 1961, and from 1963 to 1964 (SIP, s.f.).

In December of that same year (1955), she participated in the Tercer Congreso Interamericano de Psicología (Third Interamerican Congress of Psychology), in the city of Austin, Texas. In this Congress, together with other colleagues, she presented the work *Image of American in the Mexican Child* (Dávila et al., 1956), in which 500 children were evaluated, and whose importance was such that it has been pointed out by Maritza Montero (1960–present) (quoted in Reidl and Echeveste, 2004) as the origin of Political Psychology in Latin America. Furthermore, because of this Congress, an important and constant collaboration was consolidated between psychiatrists and psychologist from the UNAM and psychologist from the University of Texas (Reidl and Echeveste, 2004).

Another area in which she participated was gender equality. She participated in the first world conference on women, held in Mexico in 1975 during the Año Internacional de la Mujer (International Women's Year). Within this event, Carla Stellweg (1942–present) – founder and editor of *Visual Arts*, the first magazine on contemporary art in Latin America – organized a seminar in which Eugenia participated. This seminar made an important contribution to the development of Mexican artistic feminism and the link between Psychology and gender, articulating themes such

as representation, language, cultural construction of gender, social change, class, and race (Giunta, 2019).

It was proposed for the Premio de la Sociedad Mexicana de Psicología (Mexican Society of Psychology Award), in the modality of best professional performance. Despite her professional achievements, the documents sent to the jury by those who proposed her candidacy were scarce, and finally, the award was granted to another person, according to Urbina-Soria (1993), then president of the Society, in his book *Faculty of Psychology: Testimonies of twenty years (1973–1993)*.

Eugenia Shimanovich de Hoff, in addition to being one of the first women in the birth of Psychology in Mexico, was widely committed to the growth and dissemination of this discipline, nationally and internationally. Likewise, it contributed to the development of psychoanalysis in the country and its connection with Psychology at a time when psychoanalysis was out of the reach of psychologist. He was a person eager for knowledge and full of curiosity, who always tried to relate theory and practice with the aim of improving people's lives. This social commitment was approached as a link between Psychology and practice, analyzing various phenomena critically. This union of critical analysis of reality, with psychological knowledge and practice, had undeniable repercussions in the formation of Political Psychology and in the development of the feminist perspective in Psychology.

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Sieber, Julius

Born *Friedrichshafen, (Germany), 1892*

Died *Langenargen, (Germany), 21 March 1963*

Sonia Carrillo

Universidad de los Andes, Bogotá, Colombia

I was born in Germany, but I consider myself boyacense, and I feel Colombian. I have devoted the best of my life to this land. I feel the national problems as much as the most sleepless Colombian can feel them. I have always dreamed of doing something worthy of the teaching profession. Since I arrived in the country more than 27 years ago, my most significant concern has been an excellent center for teachers' pedagogical and scientific training (Sieber, 1953, as cited in Ocampo, 1992, p. 48).

Keywords

Colombia · Germany · Pedagogy · Escuela Normal Superior · Universidad Pedagógica de Colombia

Julius Sieber was a German physicist-mathematician with pedagogy studies on natural sciences, mathematics, and physics. He dedicated the most important part of his life to teacher training, described by some as a “teacher of teachers.” Repizo Cabrera (1982) described him as a man “tall, stocky, fair-skinned and blond; he had blue-green eyes with a penetrating and scrutinizing gaze; his golden glasses gave him distinction” (p. 29). He played the violin and piano and was passionate about teaching. His wife Maria and his son Rudolph accompanied him to Colombia, where he arrived in March 1926 as a member of the second German Pedagogical Mission summoned by President Pedro Nel Ospina (1858–1927) to provide advice on issues related to education and pedagogy. Following World War I, a school reform movement emerged in some regions of Germany based on a philosophy of education that promoted universal values and “idealistic principles based on freedom community and nation” (Ocampo, 1992, p. 28). These

new ideas greatly influenced Sieber and other educators who were part of the German missions to Colombia.

The first German Pedagogical Mission (1872–1878) had been convened by the government of Eustorgio Salgar (1831–1885) (Toro et al., 2014) to modernize and secularize education. The second mission was part of a pedagogical movement that had been brewing in the country. It was led in Boyacá by Rafael Bernal Jiménez (1898–1974), secretary of education of the department and by Julius Sieber, who assumed the direction of the Escuela Normal de Varones (Normal School for Men) at Tunja, Boyacá (Figueroa & Sánchez Cubides, 2018). Despite the interference of the Catholic Church, which had privileges in the educational structure in the country and saw its interests threatened, the second mission had important results in promoting primary, secondary, and professional education. This mission mainly focused on training teachers with high formative standards at the university level, and introduced multiple areas of knowledge, hardly known in Colombia.

After he was appointed rector, Sieber changed the name of the School to Escuela Normal Superior (Higher Normal School) and implemented a series of critical curricular reforms in the institution, based on principles of psychology proposed by Herbart and associationism (Figueroa & Sánchez Cubides, 2018). Additionally, Sieber managed to involve governmental entities of the department to allocate a budget for books and materials for the various laboratories and thus contributed to the development and flourishing of the Higher Normal School.

The Higher Normal School was characterized by innovative teaching methods that promoted a comprehensive education based on strengthening an investigative attitude centered on mathematical reasoning skills and promoting ethical, responsible, and autonomous behavior in students. According to Ocampo (1992), Sieber’s teaching methodologies followed three main assumptions: Herbart’s idea of education as moral instruction, New School’s active teaching, and the notion of creative research based on scientific methods in the educational context (from the Siberian

School). These methodologies opposed the use of strategies such as memorization in the different subjects. According to Guerrero Recalde (2016), from the arrival of Professor Sieber to the Normal School for Men a series of reforms began to take form both in the curriculum and in the pedagogical strategies taught to the teachers in training entering the School. The central objective of these reforms was to offer a quality and comprehensive education to the country's future teachers that was based on scientific assumptions, which created an investigative conscience, and emphasized moral, cultural, and civic values (Parra, 2004). In addition to their traditional classes on teaching and pedagogy in different areas, teachers who attended this School began to receive specialized training in a set of supplementary courses emphasizing mathematics and science. Sieber argued that these classes were an "instrument to build the identity of a man adaptable to the new system of the productive world; this man should be mathematically efficient, capable of understanding his new role in the process of social change and of responding to the advance of science. The modern man demanded by society had to be trained as a professional in finance, commerce, as well as in the knowledge of civil engineering, for which a solid mathematical formation was required" (p. 78).

The Supplementary Specialization Courses were classes taught by specialists in mathematics and science. Although Professor Sieber did not speak Spanish at first, since his arrival in the country he received classes from one of the teachers at the Normal School, which soon enabled him to teach in Spanish. Thus, he thought one of the first supplementary courses; this course lasted two years and included three blocks of disciplines: The first block was mathematics and included subjects such as algebra, geometry, trigonometry, and calculus. The second was chemistry and included organic, inorganic, theoretical, and biochemical chemistry, and the third was physics, which included theoretical and laboratory physics (Guerrero Recalde, 2016). One of the key arguments behind Sieber's pedagogical vision was that mathematical knowledge and skills were not the privileges of a few brilliant

minds; so, it was crucial that from early ages, boys and girls were allowed to "derive arithmetical notions from reality itself to apply them later in the solution of practical and life problems" (Álvarez Gallego, 2001, p. 24). As Sieber himself stated, "The science of numbers is made easy for the mind and wins the affection of children to study it. The main error when teaching arithmetic consists in the fact that it is not immediately useful, it is not truly elementary, nor does it agree with the interests and capacities of the student" (Sieber, 1932, p. 97).

In addition to the supplementary courses, Professor Sieber took over other classes in pedagogy and psychology at the School; the students also had the opportunity to receive music lessons (piano and violin), sports, and participated in various pedagogical and recreational outings (Helg, 1987). Many teachers from Boyacá obtained their degrees at the Higher Normal School at Tunja and generally described their experience under Sieber's direction as inspiring. In a context where the nation's vision was pessimistic, Sieber promoted commitment, dedication, and an image of a better future through pedagogy, albeit through German discipline and seriousness, which were considered a model of change for an indolent culture (Helg, 1987).

Sieber's vision was complemented by the views of Rafael Bernal Jiménez, who was trained in Europe and had contact with the ideas of Ovid Decroly (1871–1932), John Dewey (1859–1952), Édouard Claparède (1873–1940), Jean Piaget (1896–1980), and Maria Montessori (1870–1952), and considered the promotion of a humanistic training connected to psychology and science (Figuerola & Sánchez Cubides, 2018). In complement to the scientific training promoted by Sieber, the graduates of the Higher Normal School developed integral pedagogical-scientific thinking. Sieber promoted creative research, and Bernal Jiménez an active education and the new school (Gómez Gómez, 2011).

Julius Sieber published some works that collected his teaching and pedagogical experiences, among which are *Elementary Arithmetic, Psychology*, and *Chemistry* (Repizo Cabrera, 1982). He also published an influential article in which he

advocated special training for rural women teachers, which served as a basis for creating institutions primarily dedicated to this purpose (Sieber, 1934a). Luis López de Mesa (1884–1967), then Minister of Education, welcomed his project, and two institutions were created for this purpose (Helg, 1987).

Sieber's main work on psychology was *Psychology for Normal Schools and Teachers*. In this book, he unequivocally stated that it is essential to "develop a psychological approach to instruction, methodology, and education, to awaken in teachers an interest in psychology, and to enable them to study more extensive and profound psychological works" (Sieber, 1934b, p. 5). Clearly and straightforwardly, Sieber summarized in this work a journey through the foundations of the discipline. He began with a presentation of the concept of psychology and introduced the term pedagogical psychology, which he considered the basis for the work of educators. With this term, Sieber emphasized the importance of a developmental view of psychological processes in the early stages of life and explicitly highlighted the need for "the study of the evolution of psychic capacities and the psychic life throughout three basic periods: the preschool period, the school period and the period of adolescence" (p. 8). Following the introduction, the author presented a broad chapter dedicated to cognitive functions in which he referred to sensation, perception, and memory, among others. This chapter was enriched by detailed and well-done drawings that illustrated aspects of the nervous system, sense organs, or communication between stimuli, which undoubtedly became a good resource for teachers to appropriate these contents. Another chapter focused on intelligence, and the book ended with two chapters dedicated to feelings and will. In an apologetic tone in the preface to the book Sieber explains that he "dares to publish this booklet because the teachers themselves who have left the school have requested this modest manual to guide them in the strange and entangled field of psychology" (Sieber, 1934b, p. 5).

Julius Sieber directed the Higher Normal School for a decade until 1935. According to Helg (1987), at a time of significant politicization

in the country between liberals and conservatives, Sieber showed sympathies for National Socialism that in 1936 would come to power in Germany. Amid a controversy over the attempted closure of the Higher Normal School at Tunja by the liberal government of Alfonso López Pumarejo (1886–1959), he left Tunja and went to Barranquilla. He was appointed rector of the Normal School of Atlántico, where he worked for a year. Later, in 1936, he left for Germany, which was calling its citizens to join a national purpose, which unfortunately would be war.

There is no detailed information available on Sieber's life upon his return to Germany. Repizo Cabrera (1982) states that Sieber's son Rudolph was drafted into the army and died in battle only a few months after the family's return to Germany. Given the difficult circumstances in which Sieber lived in Germany, his disciples in Colombia gathered some resources and sent them to their teacher with an invitation to return to Colombia, which would only happen in 1947. However, on this occasion, he joined a German company in Bogota, which distributed products for chemistry, biology, and physics laboratories.

The Higher Normal School changed its name to Normal University School in 1951, and Professor Sieber was appointed rector of this institution. At the end of 1952, for reasons that have not been documented, he resigned. However, in October 1953, as a result of a referendum held in the Department of Boyacá, the national government created the Universidad Pedagógica de Colombia (Pedagogical University of Colombia) with headquarters in Tunja and appointed him as its first rector.

Julius Sieber later returned to his homeland and died near his birthplace on the shores of Lake Constanza, in unfortunate conditions of poverty, far from Colombia, the place where he had made outstanding contributions to education and teachers' training. His vision, based on the psychological discipline, was combined with elements proper to what he considered the character of his culture of origin: discipline, autonomy, constant work, and the holistic development of the individual; for him, the educators' optimal training occurred among the sciences, the arts, physical exercise, and especially respect for

those who should be the ultimate recipients of his professional task, the children.

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► [López de Mesa, Luis](#)

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Silva Cofresí, Alfredo

Born on *March 1, 1897, in Cabo Rojo, Puerto Rico*.

Died in *1980*.

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Keywords

Puerto Rico · Educational psychology · Psychological testing

Alfredo Silva (aka Martín Alfredo Silva) is the second child and only son of Herminio Silva y Pabón y Rosalía Cofresí y Álvez from Cabo Rojo, Puerto Rico. He had three sisters. Alfredo Silva studied in the public schools of Puerto Rico and entered the University of Puerto Rico where he obtained a Bachelor of Arts in Education (chemistry and mathematics) in 1915.

As soon as he graduated, Alfredo Silva started working for the Department of Public Education of Puerto Rico first as a rural teacher and later as principal and supervisor. He worked from 1915 to 1926 and then decided to move to New York City in the United States and start working towards a master's degree in Educational Psychology at Columbia University. In 1927, he earned a Diploma as Examiner of Mental and Educational Tests and a Master's in Arts, specializing in Evaluations and Measurements (Personnel Record, Alfredo Silva, 1936–1962).

Alfredo Silva started working as a professor at the University of Puerto Rico, Río Piedras

Campus (UPR-RP), in 1927 and worked until his retirement at age 65 in 1962. He taught a diversity of Psychology courses. Additionally, he taught Philosophy and Law and Spanish. During his academic career, he was named Director of the Education Department.

Prof. Silva was one of the pioneers in psychological testing in Puerto Rico. He worked with Dr. Fred Walters (1879–1965), Prof. Malvina Monefeldt (1892–1967), and Ms. Mercedes Chiqués Walsh (1893–1976) on the translation of Stanford Binet in 1933 and in the development of the *Prueba Hispanoamericana de Destrezas y Logros, para grados 3-12* (Spanish-American Test of Skills and Achievements, for grades 3–12) (Álvarez, 2006; Roca de Torres, 2007). Their translation of the Binet was the one used in Puerto Rico to evaluate our children until Pablo Roca de León (1951, 1953) published his translations and adaptations of the Wechsler Intelligence Scale for Children (1949) and the Stanford Binet Intelligence Scale for Children (1937). During the academic year 1938–1939, Prof. Alfredo Silva translated and developed norms for university students for the Woodworth's Psychoneurotic Questionnaire (*Cuestionario Psiconeurótico de Woodworth*) trying to increase the number of valid and reliable psychological tests available to evaluate the Puerto Rican population. During 1936 and 1937, he contributed to investigate the cognitive abilities of UPR-RP's students by conducting a research study about their intellectual abilities with a representative sample of students by colleges and departments. In 1941, Prof. Silva developed a questionnaire study on the relations existing among North Americans and Puerto Ricans. Among his publications there are a few pamphlets and newspaper articles that are listed in his following Selected Works section and are mentioned in his Personnel Record (1936–1962) at UPR-RP, but no other information is available (González-Rivera, 2013).

Alfredo Silva Cofresí was married twice, first to Mercedes Plajaia Bloch and then to Virginia Vincenty Ramírez. With his second wife, he had three sons: Alfredo, Francisco, and René.

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Silva, Marcus Vinicius de Oliveira

Born *Sete Lagoas, Minas Gerais, 4 March 1957*

Died *Pirajuia/Jaguaripe, Bahia, 4 February 2016*

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Keywords

Brazil · Human rights · Psychiatric reform · Public policy · Federal Council of Psychology

Son of a family of rural workers, Marcus Vinicius lived in the countryside for the first few years of his life. He studied at a boarding school in Minas Gerais (near the city of Ouro Preto) and later at the Escola Técnica Agrícola (Agricultural Technical School), linked to the Universidade Federal de Minas Gerais (UFMG) (Federal University of Minas Gerais). With great interest in reading and a fascination for questions of the mind, he turned to Psychology. In 1975, he enrolled in the Psychology course at Newton de Paiva Institute. He completed his course at Fundação Mineira de Educação e Cultura (FUMEC) (Minas Gerais Education and Culture Foundation) in 1982.

As a public-school teacher of Basic Education, he was active in teacher strikes and contributed to the creation of the União dos Trabalhadores da Ensino de Minas Gerais (Minas Gerais Education Workers Union); he chaired the Associação dos Professores de Contagem (Teachers Association of Contagem). He took up residence in a working-class community and participated in the so-called “neighborhood movements”; he was a member of a faction of a Trotskyist political party, clandestine at the time; he participated in the founding of the Partido dos Trabalhadores (PT) (Workers’

Party) and was a member of its first state board (1980) as an alternate. Associação Assistencial e Educacional Grávida (Assistencial and Educacional Pregnant Association) was a center for guidance and psychophysical monitoring of pregnancy for underprivileged women where Marcus worked from 1983 to 1986, making the transition to a psychologist.

In 1986, he was approved in a public selection at the Fundação Ezequiel Dias (FUNED) (Ezequiel Dias Foundation), a state foundation that used to hire public health workers in Minas Gerais. This first job as a psychologist defined his political inscription in the field of health, and his participation in specific movements in the area of mental health was important and was definitely linked to the processes of Health Reform, Psychiatric Reform and the construction of the Movimento Anti-manicomial (Anti-Asylum Movement) in Brazil. He coordinated the implementation of a regional mental health program in Minas Gerais and also was Coordinator of Human Resources at the Centro Regional de Saúde Regional (Health Center) of Sete Lagoas, Minas Gerais. He was vice president of the Conselho Regional de Psicologia de Minas Gerais (Minas Gerais Regional Psychology Council) from 1986 to 1989. In that entity, he was responsible for organizing the Commission of Public Health Psychologists and organized the I and II State Meeting of Health Psychologists, seeking to link the category to the debates on the Health Reform; he also organized the participation of psychologists in the initial debates of the Psychiatric Reform, involving this entity in the process of creating the mental health workers’ movement “For a society without asylums!”; he was part of the organizing committee of the Bauru Congress, in December 1987, the milestone of the creation of the Anti-Asylum Movement and Psychiatric Reform movement in Brazil.

Later, he joined the National Coordination of the Anti-Asylum Movement until 1999. He actively participated in the debates on the guidelines of the Psychiatric Reform bill proposed by Deputy Paulo Delgado, which was approved

(Law 10.216/2001) and which “disposes of the rights of people with mental disorders.” In December 1988, by recommendation of the Conselho Regional de Psicologia (CRP) (Regional Council of Psychology) of Minas Gerais for the first time, he occupied the direction of the Conselho Federal de Psicologia (Federal Council of Psychology). During this period, as general secretary, he was responsible for leading an institutional initiative to bring the Councils closer to the psychologists’ union movement, organized in the Federação Nacional dos Psicólogos (National Federation of Psychologists). The tactic of bringing the entities closer together was successful and resulted in the organization, at the end of 1989, of the I Congresso Unificado dos Psicólogos (1st Unified Congress of Psychologists), with the participation of elected delegations from the base, in regional events, deepening the institutional democratization movement of the Psychology Councils system, attracting the most progressive forces. He sought for institutional transformations to convert the autarchy into a democratic entity and politically committed to the causes of citizenship, capable of referring its professionals in a progressive perspective.

In 1993, elected by direct vote to the management of the Conselho Federal de Psicologia (Federal Council of Psychology), representing CRP of Bahia and Sergipe, he held the positions of vice president and president. He worked on the political restructuring of the entity, with the reforms of its statutes, to include a congressional dimension as its highest instance; he also contributed to organize the Processo Constituinte da Psicologia (Constituent Process of Psychology) by mobilizing a debate on the process of political organization of the profession. Through the movement “A council to take care of the profession,” victorious in an electoral dispute (1997) and as general secretary of the entity, he undertook efforts to produce an ideological and political twist capable of interfering in the social configuration of Psychology as a science and profession. From 1997 to 2007, he was involved in the production of various political projects. He was the

proponent and organizer of the Comissão Nacional de Direitos Humanos do Conselho Federal de Psicologia (National Human Rights Commission of the Federal Council of Psychology); introduced debates on Public Policies in the scope of the Psychology Councils System, responsible for the creation of the Centro de Referências Técnicas em Psicologia e Políticas Públicas (CREPOP) (Technical Reference Center in Psychology and Public Policies); he worked in the construction of União Latino-americana de Entidades de Psicologia (ULAPSI) (Latin American Union of Psychological Entities), strongly marking the political performance of Brazil in this space.

He became Master in Public Health at the Universidade Federal da Bahia (UFBA) (Federal University of Bahia) in 1995 and PhD in Public Health at the in 2003. A scholar of social inequality and subjectivity, he conducted his post-doctoral degree with Professor Jessé José Freire de Souza (1960–), at the Universidade Federal de Juiz de Fora (UFJF) (Federal University of Juiz de Fora). He served as a professor at UFBA from 1991 to 2014. He was coordinator of Laboratório de Estudos Vinculares e Saúde Mental (Laboratory of Linkage Studies and Mental Health) of the Instituto de Psicologia (Institute of Psychology) at UFBA, director of the Instituto Silvia Lane – Psicologia e Compromisso Social (Silvia Lane Institute – Psychology and Social Commitment), occasional consultant in the Technical area of Mental Health of the Ministério da Saúde (Ministry of Health), member of the Núcleo de Estudos pela Superação dos Manicômios (Nucleus of Studies for the Overcoming of Mental Health Institutions).

He worked with the following themes: Psychiatric Reform and Mental Health, Psychosocial Clinic of Psychosis, Psychology and Human Rights, Social Inequality and Subjectivity.

On February 4, 2016, he was brutally murdered in Pirajuaia, district of Jaguaripe, Bahia, where he lived the beginning of his retired life and fought for the defense of the mangrove in the region.

Marcus Vinicius is recognized for his contribution to the insertion of the theme of Human

Rights in Psychology and for initiatives that produced a break between Psychology and its elitist tradition, investing in the development of the profession in the field of public policy, in Latin American articulation, in creation and organization of national psychology entities in Brazil. He participated in the direction of the Conselho Federal de Psicologia (Federal Council of Psychology) in several terms between 1988 and 2007.

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Silveira, Nise da

Born *Maceió, AL (Brazil), 15 February 1905*

Died *Rio de Janeiro, RJ (Brazil), 30 October 1999*

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Keywords

Brazil · Analytical psychology · Museum of Images of the Unconscious

Nise Magalhães da Silveira graduated in 1926 from the Faculdade de Medicina da Bahia (Faculty of Medicine of Bahia), with the final work *Essay on the Crime of Women in Bahia*. In 1927, she went to Rio de Janeiro, starting to attend at the neurological clinic of the Faculdade de Medicina do Rio de Janeiro (Faculty of Medicine of Rio de Janeiro), coordinated by Antônio

Austregésilo. During this period, she lived in the district of Santa Teresa, a place of great political and cultural effervescence. There, she shared home with her cousin and husband, Mário Magalhães da Silveira (1905–1986), with the modernist poet Manuel Bandeira (1886–1968) (Bezerra, 1995), and with one of the leaders of the Partido Comunista Brasileiro (PCB – Brazilian Communist Party), Octávio Brandão (1896–1980), and his wife, the poet Laura Brandão (1891–1942). Thus, the relationship between health, art, and politics had been established, which marked Nise da Silveira's trajectory.

Nise da Silveira's entry into the Brazilian Communist Party came, however, following an invitation by Hyder Correa Lima (1903–1981) to attend a lecture by jurist Edgardo Castro Rebelo (1884–1970) on maritime law. Nise da Silveira was fascinated by the arguments presented, which were fundamental to her adherence to communist ideals (Gullar, 1996). In 1933, she stopped going to the PCB meetings in order to study for a public tender for the position of psychiatrist, being then expelled from the party. As approved in the contest for *Assistência a Psicopatas e Profilaxia* (Assistance to Psychopaths and Prophylaxis), she started to live in a room at the *Hospício Nacional de Alienados* (National Asylum of Alienated), in Praia Vermelha. In 1935, she joined to the *União Feminina do Brasil* (Female Union of Brazil), signing political manifestos and providing free medical care. The association for the defense of women's rights was linked to the *Aliança Nacional Libertadora* (National Liberation Alliance), an antifascist political entity that, after the *Insurreição Comunista* (Communist Insurrection) led by Luís Carlos Prestes (1898–1990), which had occurred on November 27, 1935, with the intention of overthrowing the government of Getúlio Vargas (1882–1954), was considered illegal, being forced to act in hiding then. In this context, Nise da Silveira was denounced by a nurse and was arrested on the night of March 26, 1936.

At the prison, Nise da Silveira was taken to the female cell, together with Maria Werneck

de Castro (1909–1994), Beatriz Bandeira Ryff (1909–2012), Olga Benário Prestes (1908–1942), and Elisa Berger (Sabo) (1907–1940). The coexistence in the prison occurred, many times, in the organization of activities, such as sports, card games, radio programs of the *Rádio Libertadora* (Radio Liberating), and study groups. The incarceration of Nise da Silveira extended until June 21, 1937, and she remained out of public service until 1944.

When she was readmitted, two changes had taken place: The National Asylum of Alienated had been closed and moved from Praia Vermelha to the district of Engenho de Dentro, in the suburb, changing its name to Hospital Pedro II; and new treatment methods were introduced, such as electroshock, insulin coma, and lobotomy (Melo, 2009). Due to her refusal to use such procedures, which she compared to the tortures she had seen in prison, she was transferred, in 1946, to the Occupational Therapy Section, which she added, in 1954, the term rehabilitation, showing her concerns about the inpatient's return to the social field. However, she was used to think that this return should be based on psychic reorganization.

The experience in prison was essential for Nise da Silveira to establish the work guidelines of the *Seção de Terapêutica Ocupacional e Reabilitação* (Occupational Therapy and Rehabilitation Section): affectivity, freedom, and activity. In this way, the environment and relationships were based on affection, there was complete freedom of expression, and the sectors of activities were characterized as true therapeutic methods. The painting studio opened on September 9, 1946, and on December 22, the first exhibition took place at the hospital itself. The following year, the exhibition was expanded, and on February 4, 1947, it was transferred to the first floor of the *Ministério da Cultura* (Ministry of Culture) building. Art critic Mário Pedrosa (1900–1981) admired the exhibition, considering the works from the esthetic point of view. The drawings, paintings, and models produced in the workshops of the Section of Occupational Therapy and Rehabilitation gave rise to the *Museu de Imagens do*

Inconsciente (Museum of Images of the Unconscious), founded on May 20, 1952 (Mello, 2014).

In 1954, Nise da Silveira founded the Grupo de Estudos C. G. Jung (C. G. Jung Study Group). The book *Psychology and Alchemy*, by Carl Gustav Jung (1875–1961), was fundamental to make connections between circular or circle-like images, present in the Museum of Images of the Unconscious' collection, and the compensatory character of the unconscious field, evidenced by the *mandalas*, described by Jung. Thus, on November 12, 1954, Nise da Silveira sent a letter to Jung, along with photographs of such circular images. Jung's response was immediate, initiating a fruitful exchange. In 1957, Nise da Silveira participated in the II International Congress of Psychiatry, in Zurich, presenting works on the pictorial production of Fernando Diniz (1918–1999). Among the activities of the congress, Nise da Silveira organized an exhibition of the Museum of Images of the Unconscious, inaugurated by Jung on September 2, 1957, at the Eidgenössische Technische Hochschule (ETH). From then on, she returned to Zurich for studies at the C. G. Jung Institute in the years 1958, 1961, 1962, and 1964. In 1968, she founded the study group at the Museum of Images of the Unconscious.

In the middle of this intense work that combines clinical practice, research, and teaching (Melo; Ferreira, 2013), Nise da Silveira also founded, on December 22, 1956, the Casa das Palmeiras (Palms House), a day care clinic, with the objective of stopping the cycle of psychiatric readmissions. Despite the differences, Palms House served as ground for the creation of Centros de Atenção Psicossocial (Psychosocial Care Centers), central devices for the implementation of the Reforma Psiquiátrica Brasileira (Brazilian Psychiatric Reform) (Melo, 2001).

The work developed by Nise da Silveira, based on the study of the series of images of the unconscious, made possible not only a theoretical inflection in the field of mental health from the analytical psychology of C.G. Jung, but also intense interdisciplinary debates. The exuberance of shapes and colors caught the attention of artists,

such as Almir Mavignier (1925–2018), Ivan Serpa (1923–1973), and Abraham Palatinik (1928–2020). The artistic-scientific exhibitions created the opportunity for dialogues with society, allowing the gradual change in mental health and mentality institutions, establishing, this way, a movement for cultural transformation. In addition to the dialogue with the field of plastic arts, Nise da Silveira maintained long-term contacts with actor Rubens Correa (1931–1996) and with filmmaker Leon Hirszman (1937–1987) (Melo, 2010). He directed, with scripts by Nise da Silveira, the cinematic trilogy *Images of the Unconscious – In Search of Everyday Space* (about Fernando Diniz), *In the Kingdom of Mothers* (about Adelina Gomes, 1916–1984), and *The Boat of the Sun* (about Carlos Pertuis, 1910–1977). The film was released in 1987, the same year the director died.

Before that, however, Leon Hirszman did two interviews with Nise da Silveira, on April 15 and 19, 1986. The interviews would serve as a subsidy to produce a film about Palms House, which would be called *Emotion of Dealing*. This film was only completed in 2014 by Eduardo Escorel (1945–), with the title *Afterword*, presenting two parts, with the respective interviews: *The Egress* and *Emotion of Dealing*.

Nise da Silveira's work is one of the references of the Brazilian Psychiatric Reform and inaugurated the systematic study of analytical psychology in Brazil. In addition, it gained recognition at national and international levels. The Museum of Images of the Unconscious is characterized as an important treatment and research center, having nowadays a collection of more than 350,000 works. In 2003, the Instituto do Patrimônio Histórico e Artístico Nacional (IPHAN – National Historical and Artistic Heritage Institute) registered more than 128,000 works (Cruz Junior, 2015). Nise da Silveira's personal documents are also part of the collection of the Museum of Images of the Unconscious. In 2017, these letters, books, manuscripts, and photographs were recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as part of the Memory of the World Program.

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Simon, Théodore

Born *Dijon, (France), 10 July 1873*

Died *Paris, (France), 4 September 1961*

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Keywords

France · Brazil · Psychological tests · Psychometry · Binet-Simon test

Théodore Simon, orphan since the age of twelve, went to live with one of his uncles in the city of Sens, in France, where he went to secondary school. A brilliant student, he graduated from the Medical School of Paris (1892–1900), and in those years, he went through several institutions, such as the *Hôpital des enfants malades de Paris* (Paris Hospital for Sick Children), the *Hôpital Saint-Antoine* (Saint Antoine Hospital), the *Hôpital de La Rochefoucauld* (La Rochefoucauld Hospital), and the *Hôpital Lariboisière* (Lariboisiere Hospital). In 1899, he started his internship with Dr. Adolphe Blin (1852–1915) at the *Hôpital Psychiatrique de Perray-Vaucluse* (Perray-Vaucluse Psychiatric Hospital). Thus, he wrote to Alfred Binet (1857–1911) and offered him his experiences of suggestion and cephalometry studies concerning the colony of “abnormal children” received in the annex of that hospital. Binet, then chief editor of *L’Année psychologique* (Psychological Yearbook), enthusiastically accepted these first two studies, having more than 40 pages each, in his magazine (Simon, 1899a, 1899b). In this partnership, they published 24 articles together in *L’Année psychologique*. Simon’s membership to the *Société libre pour l’étude psychologique de l’enfant* (Free Society for the Psychological Study of the Child), founded in 1899 by Ferdinand Édouard Buisson (1841–1932),

led Binet to invite him so as to continue the work in his physiological psychology laboratory at Sorbonne. This partnership would culminate, over the following years, in the constitution and presentation of *Échelle Métrique d'Intelligence* (Intelligence Metric Scale), which would leave a mark in psychology and psychometrics history as the Binet-Simon Test, the first published intelligence assessment instrument (Rota et al., 2020).

Therefore, in 1904, he undertook a study with Alfred Binet as a mean to establish a scientific diagnosis of “lower states of intelligence,” which brought them to present new methods for measuring development in children (Binet & Simon, 1905a, 1905c). These works aimed, according to the objective of the Bourgeois Commission formed by the French government, to develop evaluation strategies from “abnormal children” (Vial & Hugon, 1998), and to find schooling modalities for abnormal children under the application of law from March 28, 1882, which had made primary education compulsory for children of both sexes, from 6 to 13 years old. Binet and Simon, who were part of this ministerial commission, undertook a new research in the school environment, including the creation of the Experimental Pedagogy Laboratory, in 1905, at the primary school on Rue de la Grande aux Belles, 36, in Paris (Ouvrier-Bonnaz, 2011), aiming to provide concrete solutions to the problems faced by the teachers. In the wake of the conclusions of the Bourgeois Commission, they elaborated a guide for the admission of abnormal children getting educated in the improvement classes (Binet & Simon, 1907/1934). After Binet’s death in 1911, Simon remained active along with the *Société libre pour l'étude psychologique de l'enfant*, which has become *Société Alfred Binet* (Alfred Binet Society), in 1917, as a way of paying tribute to its founder. After his death in 1961, also as a tribute, it became known as *Société Binet-Simon* (Binet-Simon Society) (Rota et al., 2020).

Theodore Simon, since 1920, returned to the children’s colony of Perray-Vaucluse, now as the hospital’s head doctor. This position at the

hospital, where he started his internship, allowed him to participate in the sessions of the *Société Médico-Psychologique* (Medico-Psychological Society), of which he became a full member during the general assembly on December 10, 1920. In addition to the different forms of assistance that the public institution offered for these children, Simon claimed that teachers were trained in experimental pedagogy (Rota Jr et al. 2020).

In this perspective, since 1924, together with several active members of the *Société Alfred Binet*, in particular with Madeleine Rémy (1882–1955), he led a real endeavor in the development of tests of different types (vision, hearing, and memory) and also of instruction (reading, writing, spelling, calculus, history, geography, drawing, music, and others), which would inform him about the school level reached by the students in these disciplines. One of them ended up figuring as important for his relationship with Brazil, which would start at the end of the 1920s. The P.V. test, whose name is a reference to the children’s colony of Perray-Vaucluse, was a true guide for the delayed children’s teachers. The 25 subtests proposed by Simon would allow teachers to adapt their teachings to the different degrees of intelligence and instruction of their students (Rota Jr et al. 2020), as well as to improve their integration into society.

In 1928, Simon attended to the 10th Congress of French-Speaking Medical Practitioners of North America, that was held in Quebec. He took advantage of the trip to go to other cities, and he was amazed to find that the “batteries of tests,” drawn up on the other side of the Atlantic, had an essentially social purpose. They were used to measure what individuals are capable of doing, in order to be able to appreciate the tasks’ difficulty level that will be assigned to them afterward. Théodore Simon criticized this usage in the United States, in the context of ethnic comparisons. According to him, psychological tests must be systematically adapted to local populations, as a mean to preserve their social and scientific importance. Over the following decades, the

author continued to criticize the approach of psychological tests, especially the Binet-Simon Scale, which lost its original clinical dimension (Rota Jr et al. 2020).

In 1929, on the occasion of a Franco-Brazilian cooperation project, he was asked to hold a series of lectures and practical works as part of teachers' training on psychological tests into school groups in the city of Belo Horizonte, state of Minas Gerais (Gutierrez et al. 2017). Over there, he warned his listeners about the possible deviations related to the use of the results obtained in these tests by Brazilian students in comparison to those registered in France. He remained in the city for 2 months, "because it was expressed to me the wish that the teachers of this country were presented to the methods that, since Binet's death, I strive to continue, and that are French, even if it is quite common to think that they are American" (Simon, 1929, p. 10). During this period, he held lectures to the teachers at the *Escola de Aperfeiçoamento de Professores* (Teacher Improvement School), in that city, as well as introduced some tests, including the aforementioned P.V. test. His stay in Belo Horizonte preceded the arrival of Helena Antipoff, which took place in August 1929, in order to take over the laboratory coordination and to be chair of Psychology at the *Escola de Aperfeiçoamento*. On the other hand, in the following years, she applied both P.V. test and other tests brought by Simon to the city, including some versions of the Binet-Simon test itself. Therefore, Simon's presence in Belo Horizonte was remarkable in the establishment of scientific methods focused on school education, on the path of the Brazilian escolanovism movement (Rota Jr et al. 2018).

Sick since 1956, he was forced to step aside from his activities in March 1959, passing away 2 years later, at the age of 88. According to his wishes, his funeral was celebrated in private on Thursday, September 7, at the church of Saint-Sulpice, in Paris. His body rests on the grave of his in-laws, in the monumental cemetery of Rouen, France, where it can be read: "*Docteur Th. Simon, Président de la Société Alfred Binet de Paris.*"

Cross-References

- ▶ [Antipoff, Helena Wladimirna](#)

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Siquier de Ocampo, María Luisa

Born in *Buenos Aires, Argentina, February 6, 1929*

Died in *Barcelona, Spain, June 8, 2019*

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Keywords

Argentina · Brazil · Spain · Personality assessment · Child psychoanalysis

María Luisa Siquier de Ocampo was an Argentine psychologist and psychoanalyst who worked extensively in her country of origin, in Brazil and in Spain in the field of personality assessment and child psychoanalysis.

She began her studies in the first undergraduate program in Psychology that was opened in Argentina at the Universidad Nacional del Litoral (Litoral National University) in Rosario, where she graduated in 1961 in the group of the first psychologists in the country. Later he studied and trained in Psychoanalysis, being especially interested in child psychoanalysis, he studied the Rorschach test and projective techniques.

She developed her professional career in Buenos Aires, where she was born. In her early years as a graduate, she worked in hospitals as a psychoanalytically trained psychologist in care, teaching, and research projects with children and adults.

Early on, she became a professor of Clinical Psychology, first at the UNL and later at the Universidad de Buenos Aires (University of Buenos Aires). She worked with Jaime Bernstein (1917–1988), organizer of the first psychology career in the country and a leading figure in personality assessment and projective techniques. María Luisa Siquier became the one who

continued his teaching and many of his ideas to which she added her own developments.

In 1966, in the midst of serious political events in the universities linked to a militar government, she resigned from her university positions along with a great majority of university professors from all over the country. Shortly thereafter, in the private sphere, she participated in the founding of the Escuela de Psicología Clínica para niños (School of Clinical Psychology for children), where she would later teach courses for psychologists.

In 1973, with the return of democracy in the country and in the universities, she was appointed Director of the Departamento de Psicología (Psychology Department) at the University of Buenos Aires, the highest hierarchical position within the administrative structure of university Psychological studies in Argentina at that time.

In 1976, with the beginning of the violent military dictatorship that persecuted her and her immediate family, she was forced to go into exile, first in Brazil until 1980 and then in Barcelona, where she remained until her death. In Brazil, she worked in several universities in Sao Paulo and Rio de Janeiro and founded another School of Child Psychoanalysis. Later, in Barcelona, she founded the Escuela de Clínica Psicoanalítica con Niños y Adolescentes (School of Psychoanalytic Clinic with Children and Adolescents) ("La Escoleta") together with other professionals, a training school that consolidated as a reference in the country. In 1989, she also participated in the foundation of Gradiva, Association of Psychoanalytic Studies.

María Luisa Siquier, during her time at the Argentine university, was a professor who is well remembered by the generations of psychologists who continued for decades the model of work that she encouraged and that, together with other colleagues, she helped to develop. Throughout her life, María Luisa Siquier led teams that she was able to coordinate effectively, both in the field of child psychoanalysis and in personality assessment.

She belonged to the first generation of Argentine psychologists and played a fundamental role in the configuration of the professional identity of

psychology in Argentina. They were able to glimpse the horizon of a new field of development with its own identity and autonomous performance that, in this case, redefined the previous practices linked to the administration of tests.

Between 1974 and 1976, María Luisa Siquier de Ocampo published, together with María Esther García Arzeno and Elsa Grassano and collaborators, the two-volume book *Las Técnicas Proyectivas y el proceso psicodiagnóstico* (Projective Techniques and the Psychodiagnostic Process), a book that at the time of this writing has been reprinted 32 times.

This work proposes Personality Assessment with interviews and projective techniques as a model of approach in Clinical Psychology with a psychoanalytic basis, which delimits an activity whose knowledge and application is specific to psychologists and which, by virtue of psychoanalytic theoretical training, consolidates a role and an identity as autonomous professionals. The emphasis on the study of psychoanalysis acquired in the undergraduate programs in Psychology in Argentina redefined the previous practice in the application of psychological tests.

The model proposed is that of a controlled clinical research process of determined duration, with an opening and a closing in the relationship with the subject, in which the tests are integrated in the exploration of emotional processes. This process is understood as a transference relationship, from the psychoanalytically approach. During the evaluation time, the subjects are studied with different techniques, at the end of which a closure and a feedback are established according to the possibilities of approaching the evaluated subjects to their own conflicts. This model integrates the tests in a specific role within the clinical approach, not to label but to understand functions and help the evaluated to recognize their conflicts and, eventually, to bring them closer to a subsequent therapeutic indication.

It should be recalled that in the European psychiatric tradition prevailing until the middle of the twentieth century, tests were administered by technicians and proto-psychologists at the service of psychiatrists, who were the only ones authorized to prepare reports and establish functioning,

nosological diagnoses, and therapeutic indications. The testists were the technicians who administered and the psychiatrists who possessed the knowledge to understand, evaluate, and formulate decisions based on these data.

This model of a Personality Assessment associated with an extensive psychoanalytic theoretical training, which proposes the projective evaluation as a stage of a clinical work of short duration, was to become a characteristic of the training of Argentine psychologists for several decades. The exiles suffered by psychologists, frequent victims of the violent political persecutions that accompanied the military coups suffered by the country between the foundation of the undergraduate programs in Psychology in the 1950s and the definitive return of democracy in 1983, gave as an unexpected consequence that this model was taught in many other Spanish speaking countries, destination of the psychologists trained in this work model and of María Luisa Siquier de Ocampo herself.

Cross-References

► [Bernstein, Jaime](#)

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Sluzki, Carlos E.

Born *Ciudad Autónoma de Buenos Aires, (Argentina), 13 December 1933*

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Keywords

Argentina – United States of America · Psychiatry · Family therapy · Systemic therapy · Mental health · Global community health · Human rights

He completed training in Psychiatry at Facultad de Medicina (Faculty of Medicine) at Universidad de Buenos Aires (University of Buenos Aires, UBA) in 1960. As a medical student, he participated in student organizations that protested against the second administration of Juan Domingo Perón (1895–1974).

After that, in 1956, Sluzki developed and coordinated a program at a Public Hospital in Argentina. In 1957, while still in training, he joined the team headed by Mauricio Goldenberg (1916–2006) team at G. Araoz Alfaro Hospital, a public hospital where he completed his internship in Psychiatry during the period 1964–1967. From 1960 to 1965 he completed his psychoanalytic training at the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association), an organization member of the International Psychoanalytic Association.

Early on in his medical training, in the 1960s, Sluzki joined a research group led by Eliseo Verón (1935–2014), a leading social scientist in Buenos Aires, who introduced him to the work of Levy-Strauss (1908–2009), and Gregory Bateson (1904–1980), a landmark in Sluzki's career (Macchioli, 2014a). For the first time, he became aware of the work of French and British anthropologists, and, in the framework of the research, he happened to find interdisciplinary connections in the paper: “Toward a theory of schizophrenia” in the journal *Behavioral Sciences* (1956) by G. Bateson (1904–1980), D. Jackson

(1920–1968), J. Haley (1923–2007), and J. Weakland (1919–1995).

Shortly afterward, he was put in contact with Donald Jackson (1920–1968), then Director at the Mental Research Institute (MRI) in Palo Alto, California, on whose invitation he earned a Pan-American Union three-month grant to be trained. The stage was set to put the actors of the systemic approach into action: Jay Haley, Virginia Satir, John Weakland, Albert Schefflen, Gregory Bateson, and the authors of *Pragmatics of human Communication* (1967), Janet Beavin (1940–), Paul Watzlawick (1921–2007) and Don Jackson (1920–1968), among others.

The connection marked the beginning of a powerful exchange between North and South, in which Sluzki became the leading voice of the Systemic theory in the Spanish language. Since 1963, *Acta Psiquiátrica y Psicológica de América Latina*, a well-known journal edited in Argentina, published a selection of articles, including Sluzki's contributions with references to the work of Bateson, Jackson, Watzlawick, and Weakland. The publications included lectures, concepts, and obituaries of those authors. Sluzki edited the translation of Bateson's work into Spanish. He wrote the preface to the Spanish translation of *Pragmatics of Human Communication* (Sluzki, 1971a) and the prologue to the second edition (Sluzki, 1981). He published a translation of selected articles previously published in USA journals (Sluzki, 1971b); his 1965 lectures on Mental Illness and the Family; his presentation speech and paper at the first Conference on Pathology and Therapy of the Family Group, held in Buenos Aires in June 1970.

In short, his clinical work, research, and the training of professionals in Lanús radiated the knowledge and understanding of Systemic Theory from Argentina to the Spanish speaking world (Macchioli, 2014c, 2017).

After Hernán Kesselman (1933–2019) left this service in 1968, Goldenberg had to reclude into private practice in 1971. Sluzki left Argentina to study in the USA in December 1971 on a Guggenheim Fellowship, and later, he became an Advance Research Fellow by the Foundations' Fund for Research in Psychiatry (FFRP) (Macchioli, 2014b).

Emigration, however, did not mean disengagement from his sociopolitical concerns regarding his discipline. In 1978, when Argentina was yet again ruled by a military dictatorship, he published an article entitled "La decisión de hablar" (The decision to speak) (Sluzki, 1978). The article, dealing with communication, is a clear denunciation of the abuses of power which came through to those oppressed mental health workers banned from public service, locked up, and silenced in their consulting rooms. It meant to be a resource of hope to remind them that the spirit of the Lanús (as it was known, the public health service hospital, Gregorio Araoz Alfaro), which was famous for the creative exploration of mental health and therapeutic intervention in community, groups, and families, was still alive.

Over the years, his solidarity and commitment with the victims of state terrorism in Latin America was demonstrated in his work, particularly through therapeutic action and support for the families of the *disappeared people*. Sluzki's action in that context reached out to other Latin Americans who had been the victims of oppression, in an attempt he described himself as "the exorcism that sought to widen the semantic field towards greater freedom" (Sluzki, 1994, n/p). He ran workshops where therapists gained the strength that would enable them to deal with situations involving censorship and violence. His critical stand before sociopolitical events of that kind has continued to the present. Tirelessly, since 1991 he has been part of international institutions in support of human rights and refugees.

In that role, between 1973 and 1982, he developed the first program for a residentship in Family Therapy at the University of California and the San Francisco General Hospital. Many other psychiatry departments at several hospitals and universities took his leading example. Sluzki took part in a number of training and treatment programs at US Hospitals and Universities held both in English and Spanish. As of 1979, those intensive programs were to be adopted by numberless professionals in Latin America and Europe.

Sluzki has a large list of publications, and he contributed to more than 20 journals. Thirty out of more than one hundred of his papers were written in Argentina between 1961 and 1971, and half of the list of his 15 books were published in Argentina before 1975.

Cross-References

- ▶ [Goldenberg, Mauricio](#)
- ▶ [Kesselman, Hernán](#)

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Socarrás, José Francisco

Born in *Valledupar (Colombia)*, on November 5, 1906

Died in *Bogotá (Colombia)*, on March 23, 1995

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Keywords

Colombia · Higher Teacher Training College · Psychoanalysis

José Francisco Socarrás was a typical Colombian intellectual of the first half of the twentieth century, a man with varied interests and occupations that included academic, political, literary, historical, journalistic, and cultural issues; he wrote about all these fields. His life as a public figure gave him an important place in the country's educational history in the twentieth century, as well as in the history of psychology, psychiatry, and psychoanalysis in Colombia.

Socarrás spent his childhood in Valledupar and Barranquilla, and later on, he traveled to Bogotá in 1923 to finish his secondary education. In 1924, he began his studies at the Universidad Nacional de Colombia (National University of Colombia) and obtained his degree in medicine in 1930 with a dissertation about the fundamental principles of psychoanalysis, maybe the first academic work on the matter in the country, where Socarrás made an exhaustive exposition of the Freudian postulates (Roselli 1996, p. 15).

After leaving the National University, Socarrás went back to the Colombian Caribbean coast and worked there for about 5 years as a practitioner in different cities. At the same time, he occupied some public service positions, including town councilor of Ciénaga (1931–1932) and treasurer (1933) and head of public education in the Department of Magdalena (1935).

Upon returning to Bogotá, Socarrás was commissioned by the liberal government to contribute to the modernization of the education system in Colombia. Based on his studies in education and psychology, he founded and assumed the headship of one of the most, if not the most, ambitious educational projects in Colombia in the twentieth century: the Escuela Normal Superior de Colombia (ENS) (Colombian Higher Teacher Training College). Although this institution was founded in 1936 and lasted until 1951, it was between 1937 and 1944, when Socarrás was at the helm, that it attained its distinctive character, and it was during this time that it became an institution that left lasting seeds for science and education in Colombia.

The importance of the ENS and the role of Socarrás merit a deeper look because this institution was, perhaps, Socarrás' main contribution to the nation's history, and without a doubt, it was the source of his greatest pride. Several conditions made the ENS an unprecedented institution in the country. The first one was, perhaps, that this was the first institution in Colombia that allowed coeducational instruction; men and women studied together and had the same right to study whatever subject of matter they decided without any kind of gender distinction. Another characteristic that gave the college a unique character, achieved by the efforts of Socarrás and the liberal government, was to hire or to connect with foreign teacher experts in different fields who had arrived in Colombia fleeing the rise of fascism in Europe. World-renowned researchers such as the anthropologist Paul Rivet (1876–1958), the linguist Pedro Urbano González de la Calle (1879–1966), the psychologist Mercedes Rodrigo Bellido (1891–1982), the geographer Ernesto Guhl (1915–2000), the economist Rudolf Hommes (1896–1955), the pedagogue Fritz Karsen (1885–1951), and the historian Gerhard Masur (1901–1975) taught in the ENS and laid the foundations for the modern social and behavioral sciences in the country.

The ENS established for the first time a professional emphasis on biological sciences, as well as lectures in anthropology and geography. Because of this, the ENS has been considered the hotbed of modern social sciences in Colombia; modern anthropology, geography, history, linguistics, and psychology were born there (Jaramillo 2009), and the basic sciences, although not always acknowledged, also developed at this institution (Sánchez 2009).

The pedagogic and scientific orientation of the ENS was led by Socarrás; he was convinced that pedagogues should master a science to familiarize themselves with the scientific method and studying psychology and pedagogy should be mandatory for all specialties because the aim of the institution was to train not only good specialists but also good teachers, that is, experts in

pedagogy that also dominated a specific scientific area (Socarrás 1987, p. 33). That explains why neither psychology nor pedagogy was sections of the college but topics that every student should study. In this spirit, Socarrás created, attached to the college, the Instituto de Psicología Experimental (Institute of Experimental Psychology), with three sections: anthropology, physiology, and psychotechnics.

At the same time that he chaired the ENS, Socarrás started to lecture in biology and psychology at different universities, namely, in the law faculties of the National University of Colombia and Universidad del Rosario (Del Rosario University) where he offered an introduction to the discipline of psychology for law students. The lectures Socarrás taught on the matter of psychology were one of the first in the country at the university level. From these lectures, it is possible to see that Socarrás had a broad idea of psychology built from different and varied sources. He presented psychology as the part of philosophy that deals with the faculties and operations of the soul and the branch of biology that deals with the study of the mind and the affective faculties (Socarrás 1939, p. 1). In these lectures, he considered topics such as personality, emotion, feelings and passions, instincts, perverse constitution, mass psychology, will, intelligence, memory, prejudices and judgments, beliefs, and reason – included abstraction and generalization – an outlook in which it is possible to find references to authors so varied as Ovide Decroly (1871–1932), Sigmund Freud (1856–1939), Ivan P. Pavlov (1823–1899), Edward L. Thorndike (1874–1949), and John Stuart Mill (1806–1873), among others.

As if all this was not enough, it was also during this period when he wrote two of his most famous books: a psychoanalytic study of one of the most known leaders of the conservative party of the time and a series of literary tales about Colombian reality. The first one, published in 1942 and entitled *Laureano Gómez, Psychoanalysis of a Resentful Person*, was a very polemic book in which Socarrás made a psychopathological description of the conservative leader's

personality, a peculiar character with many enemies and few friends that would reach the presidency in 1951. The book was one of the most notable publishing successes of its time that, of course, brought him the hostility of the conservative leader and some of his closest friends, but in general terms, it was well received within the literate elite in the country and was praised as an excellent book both in content and style.

The second book wasn't published until 1961 with the title of one of the tales of the anthology, *Tropic Wind*, but most of the tales were written between 1940 and 1945. About this book, Socarrás explicitly said that his purpose was to get close to the language and reality of the people in Colombian Caribbean coast and to tell stories for the poor people “that as much as the bread, they lack literature appropriate to their needs” (Socarrás 1961, p. 8). It is difficult to say if Socarrás' purpose was fulfilled, but it is not exaggerated to affirm that the stories contained in the book have great literary value and are very sensitive depictions of the complexities of the sociopolitical reality of the country and the idiosyncrasy and customs of the humble people of the Caribbean coast.

Both *Psychoanalysis of a Resentful Person* and *Tropic Wind* reveal Socarrás' liberal character and his permanent concern about connecting his academic interests with the explanation of Colombian reality.

After leaving the ENS, Socarrás was elected in 1945 to the House of Representatives representing the Department of Magdalena and the political tendency of socialist liberalism. In late 1946, thanks to his friendship with Paul Rivet, Socarrás earned a scholarship to study neurology, psychiatry, and psychoanalysis in Paris where he made specialty studies at Paris University and the Psychoanalytic Institute of Paris. He remained in France until 1950.

Socarrás had a difficult time after returning to the country. By this time, Colombia was experiencing a period of intense political violence. The conservatives in power were persecuting and killing liberals all over the country, and

the retaliation of liberals in the countryside was no less violent. Socarrás returned to the country when the presidency of Laureano Gómez (1950–1953) was about to start, and he became an enemy of the regime because of his liberal positions in politics and education and because of his writings, especially the one about Gómez. During this time, Socarrás received several death threats, and he almost went into exile in Venezuela, but his conservative friends in Bogotá convinced him to stay in the country and protected him in their homes. Until 1953, when Laureano Gómez left the presidency and the country after a military coup, Socarrás lived in a kind of exile despite being in Colombia; he could barely leave the house of his closest friends because of the serious death threats (Socarrás 1994). During his forced seclusion, however, Socarrás could work as a psychiatrist, he started to train the first generation of psychoanalysts in the country, and he founded the Instituto Colombiano del Sistema Nervioso [Colombian Institute of the Nervous System].

In 1956, he founded, with Arturo Lizarazo (1915–1991) and Hernán Quijada, the Grupo de Estudios Psicoanalíticos (Group of Psychoanalytic Studies) in Colombia that became the Sociedad Colombiana de Psicoanálisis (Colombian Society of Psychoanalysis) in 1961. Socarrás, who was a member of the Society of Psychoanalysis of Paris since 1950, played a very important role in the development and history of psychoanalysis in Colombia until his death in 1995. He taught on the subject for more than 50 years, and he helped to create the first institutions and lectures in this area. Because of all his work in this discipline, he has been considered as one of the founding fathers of psychoanalysis in the country (Roselli 1996).

In addition to his work in psychology and psychoanalysis, Socarrás had an abundant written production in different areas: as a physician, he dealt with issues of mental health such as schizophrenia and of public health such as the effects of addictive drugs and their cultural and medical implications, violence, and the working-class diet and the nutritional value of Colombian food. As a historian, he published works about historical characters such as Francisco de Paula Santander (1792–1840), the Admiral José Prudencio Padilla (1784–1828), and Juan Bautista Pavageau

(1788–1854) and also about the history of his region and the history of the indigenous population in Colombia, among other themes. As a man of letters, he wrote several short stories; he wrote about poetry and the Academy of the Spanish Language. At the same time, he wrote a column in the newspaper *El Tiempo* (*The Time*) entitled “Salud Mental” (Mental Health) for 21 years.

José Francisco Socarrás was a very sensitive man; he knew how to connect the knowledge of individual personalities with that of sociocultural processes in an extensive work that covered several areas and interests. He put together psychology and history, physiology and customs, psychoanalysis and politics, and literature and reality. His concern about improving the conditions of the poor people in Colombia was a life-long theme as well as his conviction of the necessity of a better education and of scientific knowledge to change society. Knowledge and science, and therefore psychology, psychiatry, and psychoanalysis, were, for Socarrás, both passions and necessities to build a better country, whose reality he could not and did not want to avoid.

His last years were thoughtful and calm. He became a member of the societies of history, medicine, and language and received the highest recognition granted by the national government in the area of education. He died at the age of 89 in Bogotá, in 1995, after being hit by a motorcycle when he was about to attend to one of his many commitments, leaving an impressive work and an immense legacy for psychology, psychoanalysis, and education in the country.

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► [Rodrigo Bellido, Mercedes](#)

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Solari-Swayne, Enrique

Born *Lima (Peru), July 28, 1915*

Died *Lima (Peru), May 2, 1995*

Mauricio Borja-Mostacero
Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Counseling · Teaching of psychology

Enrique Solari-Swayne was a Peruvian psychologist and writer who, after completing secondary education, left for Europe and studied medicine and psychology at the University of Munich, Germany (1934–1939) and later in Spain (1939–1940). In 1947, he was a member of the first teaching staff of the recently founded Facultad de Educación (Faculty of Education) of the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM, Lima), where he was in charge of psychology courses. Likewise, he was part of the Instituto Psicopedagógico Nacional (National Psychopedagogical Institute) at Lima, an important Peruvian institution founded in 1941 and dedicated to development and research in the field of education in the country.

He stood out especially for his specialization in psychological tests and in vocational selection and orientation, courses that he also taught at the UNMSM when the specialty of psychology was created. Not only psychology, but also literature was at the center of his interests, gaining more and more importance in his work with the passage of time. That is how he wrote novels, and in 1955, he unveiled *Collacocha* (Solari-Swayne, 1955), a play set in the Andean world of Peru, which has been considered one of the great Peruvian plays.

He also deployed extensive work of cultural dissemination, participating in the *Revista del Instituto de Arte Contemporáneo* [Journal of the Institute of Contemporary Art], as well as in other periodical publications (*Mar del Sur*, *Las Moradas*).

Solari-Swayne was one of the forerunners of psychology as a profession in Peru and contributed to the formation of the first psychologists in that country. His contributions have not been so much in the field of empirical research (generally little developed in his time), but above all in the field of the dissemination and teaching of psychological tests (the Szondi test, for example), as well as in that of the integration of psychology with literature.

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Sosa Mieles, Carlos Víctor

Born *on October 2, 1942, in Toa Baja, Puerto Rico*

Died *on January 31, 2021, in San Juan Puerto Rico*

Frances Boulon-Jiménez
University of Puerto Rico, Río Piedras Campus,
San Juan, Puerto Rico

Keywords

Puerto Rico · Clinical Psychology ·
Developmental Psychology · Couples and
family therapy

Carlos Víctor Sosa Mieles was the son of two public servants: Julio Sosa, who worked at the Legislature of Puerto Rico, and Aida Mieles de Sosa, who served as secretary at a government agency. He studied at the public elementary school of the Municipality of Toa Baja, Puerto Rico, and completed secondary education, in 1962, at Gabriela Mistral High School, in the capital city of San Juan, Puerto Rico.

He entered the University of Puerto Rico, Río Piedras Campus (UPR-RP), to study Psychology and graduated with a BA degree in 1967. He earned a Master's Degree in Rehabilitation Counseling (MRC) at the same University in 1971. For his Master's thesis, he studied the vocational interests of freshman students at the UPR-RP. He completed his Doctorate in Clinical Psychology from the Centro Caribeño de Estudios Postgraduados (currently known as Carlos Albizu University) in 1996. For his dissertation, he studied the effects, related factors, and behavioral reactions of six adolescents who abandoned their homes.

Dr. Carlos Sosa-Mieles dedicated most of his professional career to teaching in higher education at the *Universidad del Sagrado Corazón* (USC, Sacred Heart University) in Santurce, PR. He retired in 2005 after 32 years at the USC and became adjunct professor and practice supervisor at Interamerican University, Metropolitan Campus, San Juan, PR. He also maintained a private practice in Clinical Psychology until 2020.

Among his former students from the USC are two past presidents of the Puerto Rico Psychological Association (APPR): Kalitza Baerga and Ivonne Moreno-Velázquez. Ivonne, who is also a retired professor from the UPR-RP, shared her feelings about her former teacher and colleague when she learned of his passing. She said: “his memory will always be present in myself, as well as in the minds of all the students he helped in his long and fruitful career” (Ivonne Moreno-Velázquez, personal communication, February 4, 2021). Dr. Kalitza Baerga also commented about the professor who introduced her to Psychology, “I remember Dr. Sosa as a very warm and caring person. He was not only one of my

professors; we were also colleagues at Interamerican University Clinic of Psychological Services. During that time, I enjoyed our conversations regarding the profession that is so dear to both of us. Rest in Peace” (Kalitza Baerga, personal communication, February 8, 2021).

Dr. Carlos Sosa Mieles was a member of APPR and served as president in the year 2000. He was very active for many years, participating in committee work, attending conventions, and interacting with colleagues who appreciated his friendship and good sense of humor. He was also an accomplished singer and liked to share his talent and passion for this art with his friends and family. He developed his talent for singing during the period he studied at the UPR-RP, where he was a member of the Choir of the University of Puerto Rico, under the direction of renowned professor of music and composer Augusto Rodríguez (1904–1993). He joined the members of this Choir in numerous travels to perform concerts in a variety of countries, including the United States, México, and others.

Dr. Carlos Sosa-Mieles was intensely committed to his profession, and he considered that orienting the community about issues related to mental health and family wellness was of the utmost priority. He frequently participated in radio and television programs offering the community information and recommendations about family life and the pursuit of happiness. In these endeavors, he collaborated with another past president of the APPR, Dr. Pascual Merlos (born 1955). He also produced a weekly radio program about family at WRTU FM, the educational radio station affiliated with the University of Puerto Rico. He was often interviewed by journalists representing daily newspapers, who requested his views about family problems and related community issues. He provided practical recommendations and presented a sensitive, accessible approach to complex situations, especially those related to intra-family communication and conflicts.

He was especially interested in defending the rights of non-custodial parents interested in maintaining close relationships with their children. He dedicated much time and energy to

studying and providing orientation about parental alienation syndrome. He provided consultation and advocacy to community groups engaged in efforts to transform public policies related to the custody of minors and kindred issues. He was a significant collaborator of the movement named *Creando Conciencia [Creating Awareness]* that was successful in promoting the approval in 2019 of legislation supporting the rights of alienated parents and preventing parental alienation.

Dr. Sosa’s lessons and recommendations about behavior were published during more than 10 years by the daily newspaper *Primera Hora*. The topics he presented include parental alienation, eating disorders, suicide, abuse of video games by adolescents, tantrums in children, family values, emotional explosions, people who fake illnesses to obtain sympathy, broken hearts, unlikely (odd)couples, infidelity, and addictive relationships.

When he became ill late in 2020, he was still providing clinical services to a select group of patients. His passing in early 2021, due to complications from surgery, was quite unexpected. He is survived by his daughters, Ingrid, Karen, and Natasha, his five grandchildren, and his extended family. He will always be remembered as an amiable and gentle person, who contributed to the growth and welfare of many people, whom he touched as students in his classes, patients in his practice as a clinical psychologist, and participants in community orientation programs through the public communications media. He will also be remembered as tireless advocate for the welfare and unity of families.

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Sostre Ruiz, Nydia

Born *on November 21, 1944, San Juan, Puerto Rico (PR)*

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University of Puerto Rico, Río Piedras, San Juan,
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Keywords

Puerto Rico · Forensic Psychology · Criminal Justice

Nydia Sostre Ruiz was the only child of José Sostre Plaza and Angelina Ruiz Patxot. During her childhood and until she was 12 years old, she used to spend most of her time in her maternal aunt's house, with her three cousins and her older brother. Even when she was much younger than them, she remembers having a great time with all of them.

She started first grade at the age of 5 and finished high school at 15 years old. After this, she wanted to study Engineering at the University of Puerto Rico in Mayagüez, but her parents thought she was too young to study away from home, and she started her studies at the Faculty of Social Sciences of the University of Puerto Rico, Río Piedras Campus. In 1964, she graduated with a major in Psychology and a minor in Sociology. At that time, her plans were to apply to graduate studies in the United States but decided to postpone them when her father died. She decided to start working instead, and the experiences she had during that time helped her expand and acquire knowledge in areas that represented her many interests and talents. In those years, she studied and graduated in interior and fashion design and took painting and drawing classes; she also participated in groups of Puerto Rican folk dance (*bomba y plena*) and took cooking lessons.

From 1972 to 1979, Nydia Sostre Ruiz collaborated and worked with *Hogares* CREA

(*Comunidad de Re-Educación y crecimiento del carácter del Adicto* (Homes for Community of Re-education and Growth of Addicts)), a non-profit organization with numerous centers in Puerto Rico, which offered long-term rehabilitation services to persons using drugs. It is based on the concept of *therapeutic community*, with in-residence interventions by peer groups. It was founded in 1968 by Juan José García (1940–2002), an ex-user, and it has been fairly successful in the rehabilitation of this population. Besides residence, they offer nutrition, detox, medical, transportation to activities and medical appointments, social work and psychological services, and individual and group therapy. In that organization, Nydia Sostre Ruiz offered direct services to participants, where she was a member of the Central Team of one of the centers and later become part of the Top Central Team at regional level and then for all centers. She collaborated in the development of trainings for employees and participants of the programs; she was external supervisor of two centers in particular and participated in establishing the first center for women and the first center for adolescents. She also collaborated in the supervision and development of similar treatment centers in Pennsylvania in the United States, in Venezuela, and in the Dominican Republic.

During these years, Nydia Sostre Ruiz also collaborated in programs developed at the YMCA (Young Men's Christian Association) to offer services to young students from marginalized and poor communities aimed for the development of social skills necessary for their academic success. Psychology was always present in all her interests, and in 1978, she decided it was time to start again studies in Psychology. All the experiences she accumulated between 1964 and 1978 helped her to identify her diverse interests and how Psychology was central in all of them.

In 1984, Nydia Sostre Ruiz finished her Doctorate in Philosophy with a major in Clinical Psychology and Criminal Justice at the Caribbean Center of Postgraduate Studies in San Juan, Puerto Rico, known today as the Albizu University. While studying for her PhD, she also worked as assistant director of the Institute of Research of

the University. She did her required doctoral internship at the Puerto Rico's Senate Commission of Penal and Judicial Affairs. Her doctoral dissertation, about psychosocial classification and rehabilitation, created a process for the evaluation of inmates in order to assess their needs for services and their classification considering risk assessments. Her work as a doctoral student was recognized by the University and used as a basis for a research with the youth population, conducted by herself in partnership with sociologist/psychologist Dr. Pedro Vales Hernández (1936–2007). The results of this research were used to develop and establish the Institute for Juvenile Services for youngsters who confronted problems with the law and under supervision of the Family Department of Puerto Rico. Later the program was transferred to the Department of Correction.

From 1983 to 1987, Nydia Sostre Ruiz taught several courses related to Criminal Justice and Psychology at Interamerican University of Puerto Rico, Metropolitan Campus. She was also Director of the Department of Science and Conduct Professions of that University. She contributed to the development and establishment of the Psychology, Sociology, Criminal Justice, and Political Science programs as 4-year baccalaureate programs.

From 1987 to 1993, Nydia Sostre Ruiz worked at the Department of Justice as special assistant of Puerto Rico's Secretary of Justice. In that position, she was responsible for the creation and development of a program aimed to assist victims of crime for the 13 judicial regions of Puerto Rico and the central office. She also created and supervised the first program in Puerto Rico for assistance to senior citizens crime victims. During those years, she also created and offered trainings for employees on both programs and offered consulting services in many areas related to the application of Psychology in the justice and court systems.

Volunteer collaboration has also been an important part of Dr. Sostre Ruiz contributions. As a member of the American Red Cross, she has been a volunteer at disaster situations in Puerto Rico since 1989, participated in their Watch Team

developing their Crisis Intervention protocol during a Disaster, has been an instructor of many capacitation courses and collaboration in the coordination of refugee centers in Puerto Rico, and since 2008 has offered diverse services in areas of Puerto Rico and the United States including interventions after an air disaster. As a volunteer to United Funds of Puerto Rico (1986–2015), she has collaborated in the evaluation of proposals for funds aimed to provide nonprofit services to different disadvantaged populations. During those years, she provided pro bono services and consultation on research projects to a Center of Family Skill Development ESCAPE (Exchange Sponsored Child Abuse Prevention Effort), a nonprofit organization that offers services to domestic and child abuse victims and that was founded in 1983 by Exchange Clubs in Puerto Rico as a preventive model of intervention with families at risk. In 1996, this organization disaffiliated itself from Exchange Club and continued functioning as family violence prevention center.

As a member of the Asociación de Psicología de Puerto Rico (APPR, Association of Psychology of Puerto Rico) for more than 25 years, Nydia Sostre Ruiz has served in many positions in their Board of Directors, including Treasurer from 1986 to 1987 and from 1993 to 1995, and has been a member of working committees in the organization. She has been especially active in the Committee for the Prevention of Violence from 2013 to 2019, a committee she coordinated during 2019, and the Editorial Board of *Revista Puertorriqueña de Psicología* (Puerto Rican Journal of Psychology) from 1985 to 1988. She was also very active in the Forensic Science Association of Puerto Rico from 1986 to 2016, being president from 2012 to 2016, and has been an advocate for crime and violence victims in collaboration to all these organizations.

Never away from teaching after her first experience in 1983, Nydia Sostre Ruiz is currently an associate professor at the University of Puerto Rico, Carolina Campus. Since 1999, she teaches Criminal Justice courses at the Forensic Psychology program and supervises students during their practice and internship experiences. She also directs or has been a member of the advisory

committee of doctoral student's dissertation projects at the Interamerican University of Puerto Rico since 2008. She keeps a private practice in Clinical Forensic Psychology, testifies as an expert in court in domestic violence of child abuse cases in Puerto Rico, and is an external evaluator for the Superior Education Council of Puerto Rico.

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Soto, Juan Bautista

Born *on February 24, 1882, in Aguada, Puerto Rico.*

Died *on June 30, 1980, in San Juan, Puerto Rico.*

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Keywords

Puerto Rico · Psychology · Philosophy · Politics

Juan B. Soto is the only son of Juan Bautista Soto and María González. He was born in a small town in the western coast of Puerto Rico and attended the public schools near his home. Juan married Felícita Ramos at the age of 20 and had two children, Juan Francisco and José. His wife died of pneumonia after 4 years of marriage. He married for the second time Mary Josephine Eakin with whom he had a son, David, who died at the age of 13 of peritonitis. His wife died 2 years after their marriage. In 1921, he married a third time to Librada Alarcón with whom he procreated Margarita. Librada contracted malaria but survived and accompanied Juan B. Soto until his last days.

Once Juan B. Soto finished high school, he took courses to obtain a teacher's license and began working as a rural teacher in Aguada, at the school where he had been a student. Juan B. Soto obtained a bachelor's degree in arts in 1899 from the Instituto Civil of Puerto Rico; in 1909 he obtained a degree in law, and in 1929 the University of Madrid awarded him a Doctorate in Law and another in Philosophy and Letters (Personnel Record of Juan B. Soto, 1919–1963). His doctoral dissertation was about German psychology and the mechanistic laws of learning, document that he later published both in Puerto Rico and in Spain (Soto, 1933).

In 1915 he began working as an instructor at the University of Puerto Rico, in Río Piedras (UPR-RP), where he held several positions: professor, lecturer, and department director. From 1936 to 1941, he held the position of chancellor. As a professor he offered diverse courses in Psychology, Philosophy, and Law (Álvarez, 2006; González-Rivera, 2013). He was among the first professors of Psychology at UPR and the author of one of the first books of Psychology published by a Puerto Rican (Bernal, 2006; Soto, 1933). He founded the Department of Philosophy at UPR-RP and led the Academy of History of Puerto Rico from 1937 to 1956. At his retirement from UPR-RP, he was bestowed with the title of *Professor Emeritus* (Personnel Record of Juan B. Soto, 1919–1963).

Carlos Rojas (2002) summarizes the philosophical works of Juan B. Soto. He argues and

presents evidence that the philosophical thought of Juan B. Soto started with a positivistic view and over time changed his stance towards a pragmatist position. This pattern was also observed in other Latin American philosophers of the time (Rojas, 2002). He taught courses in logic, ethics, aesthetics, epistemology, and science logic.

Dr. Juan B. Soto was also a prominent politician. While teaching at the UPR, he was elected senator by accumulation by the Republican Party (1925–1932). Later, he was a founding member of the Republican Union and in 1951 he was a delegate to the *Constituent*, the group of people who drafted the Constitution of the Commonwealth of Puerto Rico. He also distinguished himself as a lawyer presiding over the *Colegio de Abogados* (Bar Association) from 1931 to 1933.

Dr. Juan B. Soto was the director and founder of *Revista Puerto Rico*, a cultural journal devoted to articles in philosophy, psychology, and law that was published in the first decades of the twentieth century (Rosa-Nieves & Melón, 1970). He was also founder of *Revista Jurídica*, published by the Bar Association of Puerto Rico. He contributed to other cultural publications of his time like *Nuestro Tiempo* y *La Espera*.

He was a member of several associations including *Ateneo de Puerto Rico*, an important cultural and educational institution, *New York Academy of Political Science*, *American Institute of Criminal Law and Criminology*, and *Puerto Rican Academy of History* (Rosa-Nieves & Melón, 1970).

Selected Works

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Souza, Neusa Santos

Born *in Cachoeira, Bahia (Brazil), on March 30, 1948*

Died *in Rio de Janeiro (Brazil), on December 20, 2008*

Adriana Amaral do Espírito Santo
Estácio de Sá University, Rio de Janeiro, Brazil

Keywords

Brazil · Psychoanalysis · Psychiatry · Gender · Racism

Neusa Santos Souza was born in Cachoeira, located in the interior of the state of Bahia, a small city, marked in its past by the significant interaction between Africans and Afro-descendants with Europeans from different countries. This resulted in great richness and diversity of popular culture, so the colonial architectural and landscape ensemble of the city is considered, today, as a national monument by the National Historical and Artistic Heritage Institute (Instituto do Patrimônio Histórico e Artístico Nacional – IPHAN).

She was black, native of a family referred to as aristocracy, and believed to be from a priestly class in Africa. The family arrived in Brazil to be enslaved. Many of her family members kept close to the *candomblé*, as mothers and fathers' saints (who are the celebrants that evoke the deities during the rituals), but she herself did not link to any yard.

She graduated in medicine by *Faculdade de Medicina da Universidade Federal da Bahia* (Bahia's Federal University Medicine College) in the 1970s, breaking paradigms for being black and poor at a college attended by white people and with good financial conditions. During the graduation, she worked as assistant in the *Sanatório Bahia*, Mental Health Clinic located in Salvador City. In this clinic, works were developed with

nondrug and enclosing vision, with group activities and gardening.

Still in the 1970s, in the Bahia's state, she participated in the *Núcleo de Estudos Psicanalíticos* (NEP) (Psychoanalytic Studies Nucleus), establishing contact with psychoanalysts from other states and studying authors as Franz Alexander (1891–1964), Melanie Klein (1882–1960), and Pichon-Rivière (1907–1977).

She moved to Rio de Janeiro in 1975, to pursue her Master's degree at the *Instituto de Psiquiatria da Universidade Federal do Rio de Janeiro* (IPUB/UFRJ) (Federal University of Rio de Janeiro Psychiatry Institute), initially staying at the *Pavilhão Maurício Medeiros* (Pavilion Maurício Medeiros), at the institute's residence for students from other regions of the country. Under the guidance of José Otávio de Freitas Júnior and Gregório Baremlitt (Argentine psychiatrist living in Brazil), her dissertation became her best-known book, *Becoming Black: The Vicissitudes of Brazilian Black Identity on the Rise*, which won two editions: in 1983 and 1990, with a third edition due out in 2021. The book, with a preface by the well-known Brazilian psychoanalyst Jurandir Freire Costa (1944–), marks the psychoanalytic bibliographic production on racism and the suffering to which black people are subject, related to the denial of one's own culture and body, for taking white people as a model of identification. Based on psychoanalysis, Neusa valued individualization so that there was no mention of a generic black person, and she believed that each subject should be responsible for their history, with this awareness being a fundamental step for their social situation to change.

In this period, she attended a study group in the *Instituto Brasileiro de Psicanálise, Grupos e Instituições* (IBRAPSI) (Brazilian Institute of Psychoanalysis, Groups and Institutions), a moment that coincides with her political activism during Brazil's military dictatorship that lasted from 1967 till 1985. She also approached the *Instituto de Pesquisa das Culturas Negras* (IPCN) (Black Culture Research Institute),

where her book “Tornar-se negro” was launched in the Institute’s headquarters.

As a direct consequence of the interest raised by the book, she gave lectures about “*Identidade Negra e Ascensão Social do Brasil*” (Brazil’s Black Identity and Social Uprise) – the first of them on July 18, 1985 – at the course “*Conscientização da Cultura Afro-Brasileira*” (“Awareness of Afro-Brazilian Culture”), occurred between 1984 and 1986 in the *Pontifícia Universidade Católica de São Paulo* (PUC-SP) (Pontifical Catholic University of São Paulo) and *Universidade do Estado do Rio de Janeiro* (UERJ) (Rio de Janeiro State University), promoted by *Instituto de Pesquisas e Estudos Afro-Brasileiros* (IPEAFRO) (Institute of Afro-Brazilian Research and Studies).

It is important to highlight that, parallel to studies on racism, she developed other activities. In 1977, she began to act at the *Centro Psiquiátrico Pedro II* (Pedro II Psychiatric Center), currently *Instituto Municipal Nise da Silveira* (Nise da Silveira Municipal Institute), in Rio de Janeiro, as a psychiatrist. She stayed there for a short time, leaving the public service, and dedicating herself to clinical practice in Lacanian psychoanalysis and teaching. In her last ten years of life, she worked at *Casa Verde – Núcleo de Assistência em Saúde Mental* (GreenHouse – Health Mental Assistance Nucleus), attending to severe psychotics and developing theoretical seminars on the clinic of psychosis. Based on a patient’s request, she started a Voices Workshop, with patients who heard voices, which was also taken to IPUB/UFRJ. In her activities, she was used to include patients and/or their families, whether in seminars, workshops, or lunches.

She also worked at *Núcleo de Atendimento Terapêutico* (NAT) (Therapeutic Attendance’s Nucleus), founded by Jurandir Freire Costa, in 1981. In 1997, she published *A psicose – um estudo laciano* (The psychosis – a Lacanian study), where she presented the figure of the psychotic beyond an individual with a deficit, incapable, but rather someone with a relationship with language other than the neurotic. She believed

that the distance between neurosis and psychosis was not so large and that we had a lot to learn from psychotics.

In 1996, she published *Science and Truth – A Commentary*, in partnership with the psychologists and psychoanalysts Ana Beatriz Freire and Francisco Leonal Fernandes, which attempted to join Jacques Lacan’s theory (1901–1981) with Heidegger (1889–1976), Spinoza (1632–1677), and Santo Agostinho (354 d.C.–430 d.C.).

In 2005, with Maria Silvia G. F. Hanna’s coauthorship, she edited the book *The Object of Anguish*, with 11 chapters which broach the *Seminar X: The Anguish*, by Jacques Lacan. Neusa Santos signed the first chapter: *Anguish in the Analytic Experience*.

She published several articles, arising from lectures and interviews she had given. Besides, she also wrote some book chapters and was a chronicler in newspapers and magazines, among them *Correio da Baixada* (Baixada’s Mail). Throughout her life, she disconnected from the institutions, keeping her belief in self-employment, as instructor (she was teacher for a few years at *Universidade Gama Filho* (Gama Filho University), and participating in several study groups, such as the *Oficina de Psicanálise da Universidade Federal Fluminense* (UFF) (The Fluminense Federal University Psychoanalysis’ Workshop).

Her last testimony was an interview on the television show *Espelhos* (Mirrors), from *Canal Brasil* (Brasil Channel), conducted by the black Brazilian actor Lázaro Ramos. One month later, on December 20, 2008, with no signs or advertisement except for an apology note, she took her own life, throwing herself from her apartment in Laranjeiras, in Rio de Janeiro.

Neusa Santos Souza occupied a prominent place as a militant against prejudice and for racial equality in Brazil, from the 1980s, her work being recognized for this immeasurable contribution. The relevance of her work earned her some posthumous honors: in 2010, at *I Encontro Nacional de Psicólogos Negros e Pesquisadores sobre Relações Interracialis e Subjetividade* (PSINEP)

(I National Meeting of Black Psychologists and Researchers on Interracial Relations and Subjectivity); and in 2015, with the foundation of the *Coletivo de Estudantes Neusa Souza no Instituto de Psicologia da UERJ* (Neusa Souza Students Collective at the UERJ Institute of Psychology). Her name was also given to the *Centro de Atenção Psicossocial (CAPS)-II* (Psychosocial Care Center), organized in 2016, in Senador Camará, specialized in the psychosocial care of patients with severe mental disorders.

In October 2016, a seminar in her honor was held, produced by *Grupo de estudos, pesquisas e ações sobre racismo e relações etnicorraciais e indígenas* (GEPARREI) (Group of studies, researches, and actions on racism and ethnic-racial and Indigenous relations) of *Colégio Pedro II* (Pedro II High School). Next month, in November of the same year, Neusa was honored at the closing table of *XII Encontro Clio-Psyché – Saberes Psi: Outros Sujeitos, Outras Histórias* (XII Seminar Clio-Psyché – Psi Knowledge: Other Subjects, Other Stories), held at UERJ. On December 7, 2018, the event *Psicologia, Racismo e o legado de Neusa Santos Souza* (Psychology, Racism and the Legacy of Neusa Santos Souza) was held, at UFF, in Niterói (RJ). Volume IV of the *Coleção Sankofa* (Sankofa Collection), the book *Afrocentricidade: uma abordagem epistemológica inovadora* (Afrocentricity: an innovative epistemological approach), 2019, is dedicated to her memory.

Cross-References

► [Baremlitt, Gregorio Franklin](#)

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St. John, Charles Webster

Born *on December 30, 1889, in Mechanicsville, New York, USA*

Died *on December 17, 1933, in Maplewood, New Jersey, USA*

Nydia Lucca-Irizarry

University of Puerto Rico, Río Piedras, San Juan, Puerto Rico

Keywords

Puerto Rico · US Teaching of Psychology · University of Puerto Rico

Charles Webster was the only child born to Mrs. Gertrude Baldwin, a housewife, and Mr. Edward P. St. John, a Bible lecturer and teacher. He grew up in an extended family of five members (both parents, a maternal uncle, and the maternal grandmother) in Prattsburgh, Steuben County, NY, where the grandmother was the head of the family. His grandmother ran a boarding house in the Prattsburgh community, located near a railroad station.

Eventually his parents moved to Hartford, Connecticut, where his father worked as a teacher of pedagogy. When he finished his school years, he attended Clark University, at Worcester, Massachusetts, where he obtained a BA and an MA in Psychology. By that time the institution was presided by famed psychologist G. Stanley Hall (1846–1924), the institution has had over the years worldwide recognition for its psychology program. In 1928, after years of working experience, he was awarded an EdD from Harvard University.

Months before his departure to Puerto Rico, in the summer of 1914, at age 24, he married Gertrude Gillette, 25, a teacher from Savona, New York. He was appointed professor at the University of Puerto Rico in October 1914 (Minutes of the Board of Trustees of the University of Puerto Rico, June 18, 1914). He had the title of professor of Psychology and Education

and head of the Normal Department in 1915 (Minutes of the Board of Trustees of the University of Puerto Rico, 1915; Clase de 1915, 1915). He was in charge of teaching three courses: General Psychology, Advanced General Psychology, and Pedagogical Psychology. The description of the courses as they appear in the 1916–1917 catalog denoted the functionalist approach, according to Ana I. Álvarez (2006). The General Psychology course focused on the relationship between behavior and mental processes, whereas the Pedagogical Psychology course put emphasis on the biological and psychological basis of the cognitive processes. Ana I. Álvarez (2006) also sustains her interpretation of a functionalist perspective in the teaching of these courses taking into consideration the use of particular texts, such as Thorndike's *Elements of Psychology* and the preeminent predicament on experimental methodology in psychological studies.

On December 24, 1917, the Board of Trustees of the University of Puerto Rico appointed him as dean of the Río Piedras Colleges (Normal Department, Liberal Arts, College of Law, and College of Pharmacy). According to the institutional minutes, his 4 years of experience as university professor and his 2 years of administrative experience as chairperson of the Normal Department (1915–1917) made of him “the best candidate for the position as Dean of the Río Piedras colleges of the University of Puerto Rico” (Minutes of the Board of Trustees of the University of Puerto Rico, December 24, 1917, p. 347). The position was equivalent in scope and responsibilities to that of a chancellor. His associate dean was Dr. Felipe Janer y Soler (1855–1929), who also continued to be a Spanish professor as he had been since the very beginnings of the institution in 1900.

For the academic year 1919–1920, St. John taught General Psychology, an applied course, in the Liberal Arts College and Introduction to Psychology, which focused on the objectives and methods of the discipline and the basic psychological processes of sensation, affect, attention, and memory, maintaining the functionalist approach (Álvarez, 2006). In the Normal College, he continued teaching Pedagogical Psychology,

which comprehended the relationship between psychology and education, and focused on the psychological approach to the teaching process (Álvarez, 2006).

Under St. John's deanship, the university continued growing in an accelerated manner, even with serious budgetary constraints. The number of students increased every year, and the need to build new facilities, to acquire teaching materials, and to appoint new faculty was carefully considered by St. John, who sought for fiscal resources and travelled to the United States in order to identify and interview candidates for teaching positions at the university (Minutes of the Board of Trustees of the University of Puerto Rico, 1918–1924). During his term as dean of the colleges, the library hours were extended to the evening; the university catalog turned into a bilingual publication, using the Spanish language for the first time; the publication of texts written by the university professors began; a position was created to appoint a professor of Puerto Rican History (Minutes of the Board of Trustees of the University of Puerto Rico, August 28, 1922); and a Puerto Rican professor, Mr. Víctor Coll y Cuchí, (1886–1961), was hired for the position (Minutes of the Board of Trustees of the University of Puerto Rico, September 5, 1922). The position of dean of Women was created and filled (Minutes of the Board of Trustees of the University of Puerto Rico, October 2, 1922).

In July 1923, the Puerto Rico Legislature approved Act No. 67, with the purpose of reorganizing the University of Puerto Rico. Among other things, it established rules about the Board of Trustees and created the position of chancellor of the university. According to the new Act, the dean of the Colleges, St. John, was no longer allowed to attend the Board meetings; furthermore, the Office of the Dean of the University was declared nonexistent (Minutes of the Board of Trustees of the University of Puerto Rico, September, 5, 1924, p. 67).

Meanwhile, St. John was reinstated to his former position as professor and head of the College of Education. By May 1925, St. John had already presented his resignation to the University. The Board of Trustees conceded him a

60-day leave of absence with full salary, after which his resignation became effective on August 18, 1925. In his last report to the Board of Trustees, St. John highlighted the importance of psychology for the development of the university and recommended, among other things, the appointment of new faculty to teach psychology courses. He left behind a full agenda of works to be accomplished, including the development of the graduate programs, the Medicine School, the Business College, and the reorganization of the College of Education. Under his deanship, the offering of psychology courses flourished, as courses in Educational Psychology, Educational Measurement, and Psychology of Teaching in the Elementary School were implemented (Álvarez, 2006). This task was masterfully continued by his successor as dean of the College of Education, Dean Dr. Juan J. Osuna (Benner, 1965).

St. John was a contributing editor to *The Porto Rico School Review* during the period that he was dean of the Río Piedras Colleges. This was a publication of the Department of Public Instruction (in the beginnings, a joint venture with the Association of Teachers of Puerto Rico), mainly concerned with the transmission to the teachers working in Puerto Rico, of the US mainstream teaching methods, the pragmatism ideology, and behaviorist learning theories.

St. John's ideas about education and psychology are well documented in his writings and research. His appreciation for education and democracy was voiced out at the end of the First World War in an address that he delivered to the annual meeting of the Puerto Rico Teachers' Association in 1919, in which he stated that "the prime essential of an efficient, enlightened democracy, and the most important consideration of democratic government, is its schools, and the success of its schools depends ultimately upon the teachers" (St. John, 1920a, b, p. 12). As early as the first quarter of the twentieth century, St. John ardently advocated for the professionalization of teachers, a process that should encompass at least four aspects according to his views: professional preparation, suitable salaries, continuation and adherence to the profession, and professional spirit, attitudes, and service.

In 1917, St. John conducted an island-wide study about the spelling errors of English among Puerto Rican eighth graders (St. John, 1919a, b, c). Departing from the results of his study, St. John proposed possible instruction and teaching strategies based upon modern psychological principles of the time. Besides the technical aspects of spelling instruction such as word visualization, word division, practices, grouping, and so forth, St. John believed that “the effectiveness of spelling instruction depends quite as much upon the degree of interest in the work and pride in the results, experienced by the pupil” (St. John, 1919, p. 39), denoting in these words his child-centered perspective on learning. St. John pointed to three sources of interest and pride in pupils: consciousness of the need and value of good spelling, direct intrinsic appeal of interesting subject matter and good organization and presentation of the work, and consciousness of the progress being achieved.

This piece of research was originally published in 1917 in the *Porto Rico School Review* as five separate articles. Its impact was of enormous importance for the understanding of the learning processes of English as a foreign language among Spanish native speakers from Puerto Rico, to such an extent that the full monograph was reprinted by the University of Puerto Rico in 1922 as a *University Bulletin*. The publication was reprinted again in 2012 by HardPress, Ann Arbor, Michigan. One hundred years after the study was conducted, the document was recognized as a historical classic and reprinted by Forgotten Books of London (St. John, 2018).

Regarding the teaching of children, St. John promoted the idea of concomitant learning. Accordingly, he stated that “children exercise their social instincts in group activities” (St. John, 1920a, b, p. 22). For him, group situations in child learning were better off than the teacher-pupil situation. He suggested to student teachers group activities for teaching and learning, such as writing books, preparing dramatizations based on historical events, and planning group activities. St. John was a true defender of the idea that children have capabilities and enough intrinsic motivation to develop and fulfill the human potential inherent to each person. He

wrote: “Children are not lumps of clay to be shaped into adult form; they are energetic bundles of interests and instincts given by nature to start them on their way to adulthood” (St. John, 1920a, b, p. 20). He thought that curricula should depart from those interests demonstrated by the learners, affirming that “school is for children, not the children for school” (St. John, 1920a, b, p. 22).

For his doctoral dissertation at Harvard, St. John conducted an intricate study on the relation between educational achievement and intelligence, considering teachers’ marks, promotions, and scores in standard tests. The magnitude and importance of this research were acknowledged by Harvard, and it was published as volume 15 of the *Harvard Studies in Education Series* (St. John, 1930).

In the early 1930s, Charles W. St. John was associated to Dana College, Newark, New Jersey (St. John, 1932), an institution that eventually was incorporated as part of the Rutgers University system. Unfortunately, his productive intellectual career was interrupted too early, when in 1933 he passed away in Maplewood, Essex, New Jersey, where he was living with his wife Gertrude and his three Puerto Rican born sons: Webster, 16; Herbert, 14; and Charles, 12. The academia lost a bright and promising young scholar and his family a loving husband and father.

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Szekely, Béla

Born *Bethlen (Transilvania)*, June 1, 1882

Died *Chascomús (Argentina)*, December 9, 1955

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Argentina · Psychoanalysis · Tests

Bela Székely was a Hungarian-Argentine psychologist. Little is known about his childhood and adolescence, although it is known that his mother was a victim of Nazi persecution. He studied in Nagyvárad (Oradea) and Budapest. In his youth he worked as a journalist and had literary interests, publishing a book of poems *Számvetések (Calculations)*, 1912), several plays, and essays, at the same time that he translated German texts, among others by the famous Austrian novelist Arthur Schnitzler (1862–1931).

After the First World War he was a columnist for several Jewish newspapers published in Hungarian and was a member of Jewish cultural and political organizations in Transylvania, visiting Palestine in 1925, after which he published a book (Székely, 1925). In 1918 he founded with Erno Márton (1896–1960) the newspaper *Uj Kelet (Oriental News)*, which was published in Cluj-Napoca, and of which he was director until 1919. Likewise, his works appeared in *Korunk (Our Time)*, a magazine founded in the same city in 1926 by Gábor Gaál (1891–1954), Marxist philosopher and writer. *Korunk* was, according to Erős (2018, 2019), important in disseminating psychoanalytic concepts, which must have stimulated Székely's interest in the ideas of Sigmund Freud (1856–1939).

Established in Budapest in 1926, he wrote on social, sexual, and women's rights issues for leftist-oriented political and art magazines. It was also in that city that his sympathy for Marxism was accentuated (Hopfengärtner, 2011–2012).

It is not known if Székely had a systematic psychoanalytic training or if he was a self-taught person, but his interest in psychology is recorded towards the beginning of the 1930s and it is a fact that he knew the works of the main Hungarian psychoanalysts such as Sándor Ferenczi (1873–1933), Géza Roheim (1891–1953), Imre Hermann (1889–1884), Mihály (1896–1970), and Alice Balint (1898–1939). However, more than attracted by Freudian psychoanalysis, Székely was interested in the ideas of Alfred Adler (1870–1936), participating very frequently in the activities of the Adlerian movement in Hungary (León, 2000). His friendship with the poet Attila József (1912–1937), a follower of the

ideas of Wilhelm Reich (1897–1957), played an important role in his closeness to Marxism and seeking an integration of this doctrine with psychoanalysis.

In Székely's interest in Adlerian theory and in his proximity to Marxism, István Kulcsár (1901–1986), a prominent neurologist and member of the Communist Party of his country, played an important role. With him, Székely cofounded the magazine *Emerismeret (Human knowledge)*, with an Adlerian-Freudian orientation, published between 1935 and 1936.

Székely worked for a time under the direction of William Stern (1871–1938), in Hamburg; Karl (1879–1963), Charlotte Bühler (1893–1974), and Alfred Adler, in Vienna; and Paul Ranschburg (1870–1945) and Stefan (István) von Máday (1879–1959), who founded the Hungarian Society for Individual Psychology in Budapest in 1927 (Calcagno, 1966). He also worked in the Charité Polyclinic (1928–1934), in the office of the workers' organizations for the sexual problems of youth (1932–1938) and in the adjustment clinic (1933–1935) in Budapest. In addition, he was a professor at the State Superior School for specialized teachers in childcare and at the Workers' University of Budapest.

In 1934 he published in Hungarian a guide for parents and teachers (*A te gyereked... A modern nevelés kézikönyve*), in which he integrated ideas of Jean Piaget (1896–1980), the Böhlers, Edouard Claparède (1873–1940), and Stern with Freudian and Adlerian concepts. This work was very well received. In 1936 he published *Az antiszemitizmus pszichoanalízise*, a work dealing with anti-Semitism and based on Freud's mass psychology and Reich's ideas. This work was one of the first to deal with the issues of anti-Semitism from the psychoanalytic point of view.

The increasing presence of National Socialism in Europe led Székely to emigrate with his wife to Argentina in 1938, settling in Buenos Aires. He soon learned Spanish and gave lectures at the *Colegio Libre de Estudios Superiores (Free School of Higher Education)*, with the aim of spreading psychoanalysis, dealing with criminological, artistic, and literary issues. Although he participated in the first meetings to form a

psychoanalytic society in that country, when it was established in 1942 with the title of Argentine Psychoanalytic Association, he was not accepted as a member because he was not a M.D. (Acuña, 2009). But probably other cause for not admitting him was the clinical orientation that the association adopted, something that Székely criticized, while he stressed the importance of treating the educational and social problems (García, 2005).

Around 1940, Székely founded the Sigmund Freud Institute in Buenos Aires, a psychopedagogical institution dedicated to the diagnosis and treatment of problems in children and adolescents, in which more than working with psychoanalytic doctrine, Adler's concepts and techniques were used, Rorschach Psychodiagnosis was used for diagnostic purposes. Jaime Bernstein (1917–1988) worked at that institute for a time, who later cofounded the Paidós publishing house, and on whose ideas Székely seems to have had an influence. The interest and use of the Rorschach by Székely led him to publish a work dedicated to this technique (Székely, 1941), widely disseminated in Latin America.

Between 1946 and 1947, motivated by Alfredo Calcagno (1891–1962), Székely founded and worked at the Víctor Mercante Behavior Clinic (Institute of Minority Psychopedagogy), in the city of La Plata. It was Calcagno, also, in his capacity as director of the "Library of Educational Sciences" of the Kapelus publishing house (in which a large number of psychological works would be published), who published Székely's *Los tests* (Székely, 1946), which would have a wide diffusion throughout Latin America (Klappenbach, 2001).

Székely extended his radius of action beyond Argentina. In Brazil he taught courses at the University of Salvador (Bahia), which in 1950 awarded him an honorary doctorate. In Santiago (Chile) he founded in 1954 the specialty of psychology at the Catholic University, where he remained for a short time. It is also known that among his plans was a visit to Peru.

Over the years his interests expanded beyond psychoanalysis and the Adlerian movement, approaching the ideas of Leopold Szondi (1893–1986) and his experimental diagnosis of

instincts and those of Harald Schultz-Hencke (1892–1953), with whom he came into contact during a stay in Europe after the Second World War. Likewise, in the final stage of his life, he showed great interest in the approaches of Viktor E. Frankl (1905–1997) and Igor Caruso (1914–1981).

Although little cited today, Székely was a very prolific author, very active as a lecturer and in the organization and management of psychological treatment centers. Some of his books originally published in Hungarian were translated into Spanish.

His theoretical approaches have been overcome with the passage of time, although his reflections on racism remain topical taking into account current times. Two works, however, achieved great resonance in the context of Latin American psychology of their time: the *Diccionario enciclopédico de la psique* (*Encyclopedic dictionary of the psyche*, Székely, 1950), one of the first psycholexicographic works published in the region, and *Los tests* (Székely, 1946), which contained detailed information about psychometric tests and projective techniques, both having reached various editions.

Both works were, at least in their first edition, the exclusive authorship of Székely who, as far as we know, had not shown a very specific interest in psychotechnical aspects and psychological terminology during his European years. In this sense, they appear to be the result of his recognition of the deficiencies in theoretical and applied information among Latin American psychologists.

Los tests, in particular, were an essential reference work for many Latin American psychologists for years, as the region's libraries and universities did not have the original manuals of many psychological tests (Carpintero Capell et al 2011; León, 1997). The information on its application, qualification, and interpretation and other technical aspects referred to by Székely were a great help for those who wanted to use the tests in this part of the world. The *Encyclopedic dictionary of the psyche*, despite the years and the new developments in psychology, has ended up being a *long-seller*, as evidenced by the numerous reissues (and updates) it has had.

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- ▶ Calcagno, Alfredo Domingo

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Szymanski, Heloisa

Born *São Paulo, (Brazil), 3 de setembro de 1944*

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Keywords

Education and psychology research ·
Phenomenological-existential research ·
School, family, and community

Heloisa Szymanski contributed to research in the area of education, family, and community. Her work ranges from clinical hermeneutics to phenomenological research and the interface between psychology and education. In addition to being an active research producer, she has also contributed to research in the education, family, and community field.

As a member of the first psychology class of the Psychology graduation at the Pontifical Catholic University of São Paulo (PUCSP) (1963–1968), she was a Joel Martins' student and under his guidance developed her master's degree: *Discriminação de formas em recém-nascidos: um estudo de tempo de fixação em padrões visuais (Form discrimination in newborns: a study of fixation time in visual patterns)* (Szymanski, 1976). In the early 1980s, through Martins, she was introduced to the work of Martin Heidegger (1889–1976). According to her report, Joel Martins had returned from an internship in the United States where he had encounter research guidelines based on Martin Heidegger's Hermeneutic Phenomenology. There begins an influence in her work having Phenomenology as a research method. She started studies on *Ser e Tempo (Being and Time)* (Heidegger, 1927/2012) which extends until today and started her doctorate already in this approach.

The doctoral thesis: *Um estudo sobre significado de família (A study on the meaning of family)* (Szymanski, 1987) sought to understand the family as a *locus* of education, updating the traditional conception of education beyond the formal education at school's facilities. Going to the low-income areas of the city of São Paulo, she found a great diversity of families, in general, very far from the traditional family portrait found in the bibliography of psychology and education available at the time.

She joined as a professor at the Pontifical Catholic University of São Paulo (PUC-SP) in 1967, where she stayed for more than four decades until 2014, reaching the highest degree as a full professor; at this institution, she was also on the Postgraduate Studies Program in Education:

Educational Psychology where she has mentored Masters and Ph.D. theses for 21 years.

Parallel to her intense academic activity, she also developed clinical work, trained in family therapy and came into contact with Psychodrama and Sociodrama. Heloisa Szymanski states that Phenomenology required her to face a different proceeding as a researcher. An approach to psychological research capable of understanding the phenomenon of education, *in loco*, required specific analytical techniques and procedures. Her clinical work with couples and families and her experience working with groups also contributed to this. She also reports that the character of welcoming and understanding, present in her research method, was repeatedly evaluated positively by research participants (Szymanski, 2001a).

In the years following the encounter with the approach, the influence of Phenomenology began to develop as a method for research in psychology. She met Amedeo P. Giorgi (1931–?), brought to PUC after a Joel Martins invitation. Giorgi was a professor at Duquesne University in the USA and a critic of traditional psychology as the only research method and who proposed foundations for research based on the work of Edmund Husserl (1859–1938) and Maurice Merleau-Ponty (1908–1961). Heloisa Szymanski used this epistemological foundation, specifically in the construction of *units of meaning*, to develop her own method of analysis. After years of existential phenomenological studies, and constant observation and reflection about the possibilities of analysis categories, she also came to be influenced by the work of Georg Gadamer (1900–2002) and his Hermeneutics. From *units of meaning* analysis, she built the understanding of *meaning's constellations*.

In Education field of research, she based her studies on Paulo Freire's dialogic proposal, which influenced her research through the investigations of the poorest population and those without public education services. Freire's influence is also manifested in the construction of paths to develop participatory research in psychology and education. The work of Heloisa Szymanski has a care bias from considering the insertion of the researcher in the research field to the construction

of research problems based on the demands of the researched population.

She has published 18 articles in specialized journals, 11 book chapters and 2 books as the sole author. She also supervised 33 master's dissertations and 10 doctoral theses.

In her academic production, she develops a rigor in the phenomenological method that has grown over the years, and at the same time developed an expertise in the interface of Phenomenology and Psychology research field.

Has developed important partnerships in the construction of her academic publishes, from the aforementioned relationship with Joel Martins, through the Working Group: *Psychological Practices in Institutions: attention, deconstruction, invention* of the National Association for Research and Postgraduate Studies in Psychology (ANPEPP) where its main production partners and interlocutors Henriette Tognetti Penha Morato, Carmem Lucia Brito Tavares Barreto, Maria Luisa Sandoval Schmidt, and Luciana Szymanski, her daughter.

The impact of phenomenology on their work occurred progressively, changing both the understanding of research, increasingly active and interventional, and the understanding of research problems, increasingly oriented by the demands of the participants as well as methodologically. Received more and more influences from fundamental authors of phenomenology, developing the methodology from the method and building a research practice used by several researchers in many Brazilian universities such as Henriette T.P. Morato, Carmem Lúcia B.T. Barreto, and Ana M. Jacó-Vilela.

In the last texts produced so far, the growing influence of the Hanna Arendt (1096–1975) philosophy for the understanding of the phenomenon related to dialogic education, family, and community is present. Heloisa Szymanski, worked and still works to broaden the understanding of research, family, and education from a phenomenological approach by training dozens of researchers and teachers throughout Brazil, by building a method based on phenomenology thinkers, but with strong decolonized influence of Paulo Freire's thought.

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T

Tamayo Solares, Franz

Born *La Paz (Bolivia), February 28, 1879*

Died *La Paz (Bolivia), July 29, 1956*

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Keywords

Bolivia · Pedagogy · National identity

Bolivian poet, politician, diplomat, and intellectual, Franz Tamayo Solares was born into the home of a wealthy family, receiving a careful education. Baptized as Francisco, he promptly adopted the name Franz. After living for a few years in Brazil, where his father (Isaac Tamayo, 1844–1914, prominent writer and diplomat) was sent as Bolivian ambassador, and three years in Europe (France, Great Britain, and Germany), he returned to his homeland in 1904, and he received the title of lawyer at the Universidad Mayor de San Andrés (La Paz) in 1905, without having studied at the law school, noting that he had learned law personally.

Between 1910 and 1912, Tamayo was a professor of sociology at his *alma mater*, founding the *Partido Radical* (Radical Party) in 1911 and being elected deputy for La Paz in 1914. In 1917, he ran for president of Bolivia for this party. With active journalistic work (for example, in *El*

Tiempo – Time), Tamayo founded the newspapers *El Fígaro* (*The Figaro*, 1913) and *El Hombre Libre* (*The Free Man*, 1917), which replaced the former, also collaborating in international publications (such as *Amauta*, which was directed in Lima by José Carlos Mariátegui, 1894–1930). In 1921, he represented Bolivia before the League of Nations, and during the government (1931–1934) of Daniel Salamanca (1860–1935) he was Minister of Foreign Relations (1932–1933). In 1931, he was president of the Chamber of Deputies and, in 1934, won the presidential elections but could not assume office due to the coup against Salamanca. In 1943, he was elected president of the Constituent Assembly. Later he retired from public life and concentrated on his literary and essay work in which he also addressed issues of the Bolivian politics. His difficult personality led him to be involved in political controversies and incidents in which his enemies manifested their open hostility.

Prolific, versatile, and polyglot writer (including the Aymara language, which a large number of the Bolivian population speaks, learned in his childhood years, because his mother spoke it), with extensive production in terms of poetry and essays, Tamayo's most important and best-known work is *Creación de la pedagogía nacional* (*Creation of the National pedagogy*, Tamayo, 1910) in which he proposes a vindication of the Indigenous race, promoting the inclusion of the native culture in the pedagogical plans.

Creation of the national pedagogy compiles 55 journalistic articles published in *El Diario de La Paz* between July 3 and September 22, 1910. Presented by its author as a “battle book and reflection book,” in its pages it is possible to recognize the influence of thinkers such as Friedrich Nietzsche (1844–1900), Hyppolite Taine (1828–1893), Johann Wolfgang von Goethe (1749–1832), Friedrich Ratzel (1844–1904), and especially Johann Gottlieb Fichte (1762–1814). Tamayo criticizes the ignorance of the psychological reality of the Bolivian child and proposes to investigate the personality of the inhabitant of his country, discarding the imitation of the European pedagogical models represented at that time by the Belgian mission in Bolivia headed by Georges Rouma since 1909.

The projects of repeating the pedagogical models of the Old World in Bolivia were described by Tamayo as “pedagogical bovarism” (in allusion to *Madame Bovary*, the great novel by Gustave Flaubert, 1821–1880), since in them the copying and simulation of a strange work made it seem like his own. According to Tamayo, there must be two types of education, one for the Indigenous, whom he considered unintelligent and reluctant to outside influence, but endowed with great will and tenacity, and another for the mestizo, intelligent but disorderly, undisciplined, and frivolous.

Tamayo’s written work is considered among the most representative of Bolivian literature, and, in particular, his *Creation of the national pedagogy* is (apart from its influence on the pedagogy of Bolivia), along with *Pueblo enfermo* (Sick country, Arguedas, 1909), by Alcides Arguedas (1879–1946), the most ambitious attempt in the early years of the twentieth century to formulate a social psychology of the Bolivian people.

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Tanco-Duque, Rosa

Born *Fresno (Colombia)*, 18 October 1930

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Keywords

Rosa Tanco-Duque · Depth Psychology · Psychoanalysis Schools · Universidad Nacional

Rosa Tanco-Duque lived with her parents Jorge Tanco and Rosa María Duque in Fresno (Tolima, Colombia) until the age of 10. In 1940, when the family moved to Bogotá, she joined the Escuela Anexa de Prácticas (Annexed School for Practical Training) of the Instituto Pedagógico Nacional para Señoritas (National Pedagogical Institute for Ladies). A school initially founded following the first and second German Missions hired by the Colombian State to support the modernization of education to respond to the new demands posed by Colombia’s industrialization process. It was oriented by Dr. Francisca Radke, who continuously supported women’s inclusion in education (Angulo, 2007). In conformity with its mission, the institution paid particular attention to pedagogy and child psychology. Like Rosa Tanco-Duque, alumni would be in charge of implementing the recommendations of the Pedagogical Mission in the field of education. The National Pedagogical Institute for Ladies was a pretty demanding school and maybe the first to offer good quality education for women in Colombia (Prieto, 1996). During her last years as a student in this school, Rosa Tanco-Duque was influenced by a female psychologist, Victoria Bossio Herrera, who had recently arrived in the country with a master’s degree in learning and

educational psychology from Columbia University's Teachers College, of New York. On February 22, 1951, Rosa Tanco-Duque graduated as *Institutora* and practiced her profession in primary education at public schools until 1957.

In 1954, Rosa Tanco-Duque joined the Instituto de Psicología Aplicada (Applied Psychology Institute) at the Universidad Nacional de Colombia (National University of Colombia). Her cohort, one of the firsts of the program, was made of six female and two male students. She maintained a very critical stand regarding her teachers and their pedagogical strategies. By that time, the program was under the direction of a renowned psychiatrist, Luis Jaime Sanchez. During her studies, she proved to be an outstanding student, inquisitive, and restless, leading the critical stand, and representing her peers at the Faculty Council (*Crónica Información*, n.d.). On November 25, 1957, she received the degree in psychology with six more students.

By then, Rosa Tanco-Duque had developed a thematic interest in psychoanalysis. Her encounter with the book *Psychoanalysis and Existential Synthesis* published by Igor Caruso in 1954 introduced her to the Vienna Circle of Depth Psychology. It motivated her to establish personal contact with Caruso by mail. In 1958, she moved to Vienna to formally begin psychoanalytic studies, with the support of a scholarship granted by the Institute of Psychology. Meanwhile, she was one of the founding members of the Colombian Federation of Psychology officially recognized by the Justice Ministry of Colombia in April 1958.

During her 3-year stay in Vienna, she received training as a psychoanalyst from the Vienna Circle of Depth Psychology. Soon she became the bridge between the Vienna Circle and interested members of the Spanish-speaking community. In 1958, after the creation of the Work Groups International Secretariat in Innsbruck, Rosa Tanco-Duque became the secretary for Ibero-America. She facilitated the arrival of other candidates from Spain, Mexico, and other Spanish-speaking countries. New seminaries and eventually new work groups emulating the Vienna Circle were created. In 1962, she returned to Colombia and joined the Faculty of the Psychology Institute and the

counseling service for students, as a psychotherapist, at the National University of Colombia.

Meanwhile, almost everywhere globally, psychoanalytic practice was deeply rooted in the practice of medicine. Some examples of this in Colombia were the Grupo de Estudios Psicoanalíticos (Group of Psychoanalytic Studies) founded in 1957, the Sociedad Colombiana de Psicoanálisis (Colombian Society of Psychoanalysis) founded in 1961, and the Asociación Colombiana de Psicoanálisis (Colombian Psychoanalytic Association) founded in 1962. All of them oriented their educational activity to the medical community (Villar Gaviria, 1965).

This aspect of psychoanalytic schools led Igor A. Caruso (1914–1981) in 1947 to move away from the Wiener Psychoanalytische Vereinigung. Critical of what he thought was an excessive medical and materialistic orientation, he created the first Vienna Circle of Depth Psychology. While acknowledging his Freudian legacy, Caruso rejected the International Psychoanalytical Association (IPA) rules that limited psychoanalytical education to those in the field of medicine. Instead, the Vienna Circle of Depth Psychology welcomed participants from social sciences and liberal arts (Frank-Rieser, 2014).

Aligned with this understanding of psychoanalysis and thanks to Rosa Tanco-Duque's initiative, a group of medicine and psychology professionals initiated a work group in Colombia in August 1963 that followed the lead of the Vienna Circle led by Caruso. In 1964, the work group formally became the Colombian Circle of Depth Psychology, under the leadership of César Constaín Mosquera, whose psychoanalyst was Rosa Tanco-Duque. By the end of that year, the Circle organized a Latin American symposium and invited other work groups and Circles of Depth Psychology associated with the Vienna Circle. Igor Caruso participated in the symposium and remained in Colombia for another 6 months. In 1964, the Circle launched the first publication of the *Archivo de Estudios Psicoanalíticos y de Psicología Médica* (Psychoanalytic Studies and Medical Psychology Archive), which included 10 of Caruso's conferences in Bogota between July and August 1963. The title was "La

personalización: biología y sociedad” (Personalization: biology and society) (Villar Gaviria, 1965).

Despite the ties between psychoanalysis and medicine in Colombia, the work group’s insertion was relatively easy compared with experiences from other countries in Latin America, where traditional groups rejected anyone who was not a medical practitioner (Rosa Tanco-Duque, personal communication, January 2020).

In 1966, Rosa Tanco-Duque became the first director of the Department of Psychology at the recently created Faculty of Human Sciences at the National University of Colombia (Peña, 2008). Her closest collaborators were Professors Alvaro Villar Gaviria and Mateo V. Mankeliūnas. In 1967, she promoted a significant curricular reform. The debate revolved around, first, her defense of a 5-year program for psychologists’ education at the National University of Colombia; second, the importance of educating students based on structured knowledge (in opposition to specific topics), allowing them a broad vision of the field; third, the need for an initial cycle before the concentration in highly specialized content; and finally, she argued that the psychology program should be structured in three cycles: basic, applied, and professional/research (Tanco-Duque, 1967).

In 1966, the German government granted Rosa Tanco-Duque a 3-month scholarship to get acquainted with psychotherapy educational centers and schools in Berlin. In 1968, the Austrian government awarded her an academic scholarship to continue her PhD studies at the University of Salzburg. During her doctoral training, together with her colleague Lore Watzka, she worked on two projects: the Social Center for Life Orientation (Levensperatung) and the *Anuary of Psychoanalytic Studies*. In 1971, she earned her PhD with a dissertation on “Psychology and Psychopathology.”

From 1972 to 1973, Rosa Tanco-Duque took charge of the training section of the Salzburg’s Depth and Psychosomatic Psychology Research Group at the Psychology Institute of the University, and in 1974, she became a board member of the Salzburg Depth Psychology Circle. In 1976, together with Lore Watzka and others, she

founded the Austrian Society for the Study of Children Psychoanalysis (presided by Igor Caruso). The society promoted an international exchange with other psychoanalytic organizations and with renowned psychoanalysts such as Anna Freud (London), Françoise Dolto (Paris), honored members of the society, as well as Paulina Kernberg (New York) and Ricardo and Marisa Rodulfo (Buenos Aires). She also joined the redaction team of the Child Psychoanalysis Studies, launched in 1981. The annual publication revolved around the most important topics of the seminars and work groups and included the contributions of the psychoanalysts mentioned above (Rosa Tanco-Duque, personal communication, August 2020).

On March 22, 1974, the Republic of Austria granted Rosa Tanco-Duque Austrian citizenship. Nowadays, she lives in Salzburg and retired from any professional activity.

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- ▶ Constaín Mosquera, César
- ▶ Mankeliūnas, Mateo V.
- ▶ Sánchez, Luis Jaime
- ▶ Villar-Gaviria, Álvaro

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Tapia, Francisco

Born *San Andrés de Giles (Argentina)*, 3 October 1859

Died *La Plata (Argentina)*, 14 December 1914

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Keywords

Paraguay · Psychology and education · Lamarck's theory · Exercise law · Mental inheritance

Francisco Tapia was a teacher of Argentine nationality who emigrated to Paraguay in the last decade of the nineteenth century and lived in the country for a few years period. Concerning him, the biographical data is not abundant, making it difficult to make a well-informed and safe reconstruction regarding many stages of his life, mainly his school years and academic training. Dark and unknown aspects predominate in many of them. Sometimes, it is necessary to make reasonable deductions to organize aspects of his trajectory (García, *in press*). In the last decade of the nineteenth century, Tapia was hired by the Paraguayan government to direct the Escuela Normal de Maestros (Normal School for Teachers), founded in Asunción in 1896 (Benítez, 1981). At that time, Juan Bautista Egusquiza (1845–1902), a Paraguayan military and politician who governed between 1894 and 1898 and belonged to the Partido Colorado (Colorado Party), was the president. According to Tapia's own comments in some of his articles, his dedication to teaching originated at a very early age, possibly around the age of 17. At the Normal School for Teachers, in addition to institutional management, he taught pedagogy, grammar, and arithmetic (García, 2006).

We do not know much about Tapia's personality characteristics either. A fundamental referent of Paraguayan psychology and education at the same time, the teacher Ramón Indalecio Cardozo

(1876–1943), who was Tapia’s disciple at the Normal School of Teachers, provided some interesting descriptions, although reduced and fleeting, that concern outstanding features of Tapia. He described him as a great friend of accuracy, although also observed a certain rigidity in his habits (Cardozo, 1991). He also stated that Tapia never accepted violations of school regulations, always insisting on their compliance. Cardozo (1991) highly valued Tapia’s intellectual conditions, qualifying him as an eminent man of letters and science. Likewise, Cardozo alluded to his physical appearance, pointing out that Tapia used a “goat beard.” Beyond these incidental descriptions, we lack other precise information that tells how Tapia was like on a personal ground. Authors, such as Amaral (2003), also point to him as a good teacher and excellent pedagogue.

Despite priority dedication to activities framed in his educational functions, Tapia’s life knew other edges, possibly unwanted, related to situations of undeniable political connotations. It is these events that most frequently transcended the consideration of historians. The main one was a serious interdict that he sustained with Enrique Solano López (1859–1917), one of the several sons of the Marshal Francisco Solano López (1827–1870), a military and politician leader of the country during the War against the Triple Alliance that pitted Paraguay against Argentina, Brazil, and Uruguay between 1865 and 1870. From his position as the Superintendente de Instrucción Pública (Superintendent of Public Instruction), which held since May 1, 1898, he tried to vindicate his father’s historical memory through a campaign of marked patriotic tint (Warren, 1985). The image of the Marshal was highly discredited in public consideration during the postwar period and was widely rejected, as many considered him responsible for the ruin of the country. Part of Enrique Solano López’s vindication effort was the publication of a booklet for students to read that praised the Marshal as one of the greatest heroes in history. Tapia’s reaction was of extreme rejection, to the point of prohibiting its use, and comparing Francisco Solano López with Caligula and Nero. He responded by writing a short work titled *El tirano Francisco Solano*

López arrojado de las escuelas (The tyrant Francisco Solano López thrown out of the schools), where he laid out his position in detail.

These disagreements far exceeded the strictly educational context and came to occupy spaces in the public debate, with repercussions in the press (Gómez, 2020). Tapia was the object of vehement attacks, even during cultural activities, such as some lectures he gave in public venues. But the high point was the duel challenge with pistols formulated by Enrique Solano López that took place on the banks of the Pilcomayo River, on April 25, 1898. Although none of the contenders was seriously injured, the event caused enormous damage to Tapia’s prestige and reputation, irreparably affecting his work at the Normal School, whose management position he finally lost, as well as his courses. Little is known about him after these events, except that in 1903 he married in Lambaré, a city neighboring Asunción, with Teresa Gambaraberry Eyherabide, a citizen of French nationality.

Tapia has also been mentioned for his alleged presence aboard the steamship *Sajonia*, a vessel that departed transporting a contingent of individuals from the Argentine city of La Plata, with the intention of supporting with ammunition and weapons to those plotted in the revolution of 1904, which displaced the Partido Colorado (Colorado Party) from power and replaced it with a government of its traditional political adversary, the Partido Liberal (Liberal Party). Passengers related to the insurrection were traveling on the ship, as well as others who had no relation or knowledge of the events, so it is difficult to make an unequivocal judgment on Tapia’s participation in them. Years later, his death occurred due to natural causes at the Hospital Italiano (Italian Hospital) of La Plata, on December 14, 1914.

Tapia’s relevance for Paraguayan psychology is due to his insertion as one of the central references for one of the conceptual traditions that support the development of psychological knowledge: the one that links the contributions of psychology with education (García, 2006). In fact, Tapia has been considered one of the pioneers of psychology (García, 2007). A couple of articles published in the *Revista del Instituto Paraguayo*

(Journal of the Paraguayan Institute), the first entitled *Pedagogía* (Pedagogy), which was released in 1897, and another called *Algunas leyes biológicas* (Some biological laws), from 1898a, constitute his main references. With regard to psychological knowledge, the latter have a special value. Both transcribed previously dictated lectures. Tapia took as support the theories of the French naturalist Jean-Baptiste Lamarck (1744–1829), author of the *Zoological philosophy*, originally published in 1809 (Lamarck, 1873). This work constitutes the main evolutionary approach prior to Darwin's work (García, 2018). According to Tapia, pedagogy was a biological science that should provide useful knowledge about human nature, offering advice and providing effective rules to guide the education of children.

Tapia thought that humans are subject to diverse and effective influences. These are of several types: (a) inheritance; (b) the environment; (c) organic variability; (d) the harmony or irregularity in the processes related to development and growth; and (e) the development of mental faculties. Pedagogy had to contribute a lot to the solution of problems in the hygienic, physical, and psychological sphere. He believed that organisms tend toward perfection and optimal functioning in order to respond to the circumstances of life in a constant and progressive way. One of the ways to achieve this is through exercise, coinciding with one of the laws formulated by Lamarck, finding its expression in the practice of pedagogy, which is essential in the improvement and progress of individuals. Tapia spoke of degradation or degeneration that biological organisms and even nations can suffer and, in this aspect, he also ventured into the analysis of the national character of Paraguayans. Likewise, “mental inheritance” increases the ability to modify the structure and behavior of living beings through the use of environmental variability and the appropriate biological principles, always following Lamarck. This conception of evolution and heredity had essential implications in the consideration of psychological variables, mainly those such as intelligence, which are of central interest for the educational process. In sum, the work of Francisco Tapia

constitutes the most representative example of the influence of Lamarck's evolutionary ideas in the context of Paraguayan psychology and pedagogy.

Cross-References

► [Cardozo, Ramón Indalecio](#)

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Tapia-Mendieta, Violeta

Born *Pisco (Peru)*, June 22, 1930

Died *Lima (Peru)*, June 12, 2014

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Keywords

Peru · Educational psychology · Teaching of psychology

Violeta Tapia-Mendieta was a prominent Peruvian psychologist. At a time when the specialty of psychology did not exist as an autonomous study program at the *Universidad Nacional Mayor de San Marcos* (National University of San Marcos, UNMSM, Lima), she studied at that university as a secondary education teacher, graduating in 1955. Years later, in 1970, she obtained the degree of professional psychologist and a doctoral degree in education (1974) from UNMSM. Tapia carried out postgraduate studies in the USA (Ohio University, 1958–1959, and Florida State University, 1981). Professor at her *alma mater* from 1960–2001, as well as at other universities in Lima, Tapia was dean of the Colegio de Psicólogos del Perú (Board of Psychologists of Peru, 1990–1992) and received the Premio Nacional de Psicología (National Prize of Psychology, 2001), awarded by the aforementioned professional association (Caycho, 2014).

Tapia was one of a group of students who were disciples of Walter Blumenfeld (1882–1967), who taught undergraduate and graduate level, with

whom he conducted research in the field of educational psychology, specializing in that domain of psychology (educational technology and creation of measurement instruments in education), on which he constantly investigated (Arias-Gallegos, 2014).

Although she was not an author with a high production of articles and books, Tapia-Mendieta was a psychologist highly respected by the Peruvian psychological community, many of whose members had had her as a teacher or had been directed by her in the preparation of their theses of bachelor's, master's, and doctoral degrees not only in psychology but also in education. Her presence and active participation in academic meetings and congresses on the specialty also made her well known (Hurtado-Alva, 2014).

Cross-References

► [Blumenfeld, Walter](#)

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Tavares, Lucilia

Born *in Rio de Janeiro (Brazil), on September 11, 1902*

Dead *in April 25, 1992*

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Keywords

Brazil · Experimental psychology · Psychology laboratory

Lucília Tavares graduated as a teacher at the Escola Normal do Distrito Federal (Federal District Normal School), then the city of Rio de Janeiro, in 1922, and worked as a municipal public school teacher from 1924 to 1928. In 1925, she was appointed by the Diretoria Geral de Instrução Pública (General Directorate of Public Instruction), the agency responsible for education in the Federal District, to work at the Laboratório de Psicologia da Colônia de Psicopatas (Psychology Laboratory of the Psychopathic Colony), where she worked until 1931, and, from 1928 on, as an assistant of Waclaw Radecki. During the period she worked at the laboratory, Lucilia published three papers as a result of her researches, which are among the first female publications in psychology in Brazil. One of these

publications was a book, which is considered the first psychology book written by a woman in Brazil (Lourenço Filho, 2004 [1950]). In March 1932, through Decree n. 21.173, the laboratory, previously linked to the Assistência aos Psicopatas (Assistance to Psychopaths), of the Ministério da Justiça (Ministry of Justice), was transformed into the Instituto de Psicologia (Institute of Psychology) and inserted in the Ministério da Educação e Saúde (Ministry of Education and Health), then newly created, expanding its institutional project. The institute thus became the first proposal for higher education for psychologists in Brazil, offering several courses, both theoretical and practical, as well as internships. Lucilia was part of the institute's staff, teaching the subject "Methodology of Experimental Work in Psychology." But this experience lasted only 7 months, and the institute was closed by decree n. 21.999, of October 24, 1932. After the closing of the Institute of Psychology, Lucilia enrolled in a contest at the Escola Normal (Normal School) in 1930, but this was canceled by the institution. In the late 1940s, she participated in Emilio Mira y López' courses Selection and Professional Guidance at the Departamento de Administração do Serviço Público (DASP) (Department of Public Service Administration). In the 1950s, she participated in the Minor Psychotherapy course at the Fundação Getúlio Vargas (FGV) (Getúlio Vargas Foundation) as a technician, collaborating with supervision and complementation to these courses. Her name appears in a list of technicians who had this role in the report commemorating the 10 years of the Centro de Orientação Juvenil (COJ) (Youth Guidance Center), in 1956. More precise data about Lucilia's trajectory are still waiting to be found, despite the common silencing of historiography in relation to women.

Cross-References

- ▶ [Mira y López, Emilio](#)
- ▶ [Radecki, Waclaw](#)

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Tavella, Nicolás Marcelino

Born **February 9, 1918, in San Francisco (province of Córdoba, Argentina)**

Died **October 17, 1994**

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Keywords

Argentina · Psychometric assessment · Psychological measurement and school counseling

He graduated as a teacher in San Francisco. He also completed partial studies as a professor of Philosophy and Educational Sciences. Furthermore, he worked as a psychologist to take psychological tests in the Centro de Psicología y Psiquiatría infantil del Hospital de Clínicas (Center of Psychology and Child Psychiatry of the Clinical Hospital), between 1943 and 1946 and in the Psychopedagogical section of the Hospital Fernández in 1955, both of them in Buenos Aires city. He was Director of the Jonson Children's Residence, a private establishment for the care of atypical children, in Martinez, Province of Buenos Aires, located 30 min from downtown Buenos Aires, between 1944 and 1954.

At the University of Buenos Aires, he was Professor of the course on Theory and Interpretation of Mental Tests (1959–1966) and Vocational Orientation (1963–1966), in the Department of Psychology, Faculty of Philosophy and Humanities. He was also Full Professor of the course on Research Techniques, Department of Educational Sciences, at the same institution (1960–1966). Tavella was the organizer of the Department of Vocational Guidance at the Universidad de Buenos Aires (University of Buenos Aires) and held the position of Director (1958–1963). When the military dictatorship led by Juan Carlos Onganía (1914–1995) began in 1966, he left

Argentina and settled in Venezuela to work at the University.

When he joined the Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata (Faculty of Humanities and Educational Sciences of the National University of La Plata) in 1958 as Professor of the course on Psychomathematics and Statistics, he was already a well-known professional due to his aforementioned work and his participation in the creation of the Dirección de Psicología y Asistencia Social Escolar en la Provincia de Buenos Aires (Department of Psychology and School Social Assistance in the Province of Buenos Aires), in 1956. His arrival at that University coincided with a particularly prolific moment, which we have called the “second foundation” (Southwell, 2003) that unfolded around the unifying figure of Ricardo Nassif (1924–1984). Nassif developed an articulating and renovating role between the distant positivist past and the – less distant – spiritualist current in that institution, with the process that was opening up around the development, technocratic, and sociological perspective conceptions of those decades. In those years, this institutional space deeply debated about structural problems: on the one hand, the question of the scientificity of educational science studies, and on the other, the need for the systematic reform of the educational system (Southwell, 2014), which would be a permanent topic of those years.

As we have mentioned in another work (Southwell, 2003), the problem of the scientificity of pedagogy and its relationship with other disciplinary knowledge did not only refer to exclusively epistemological issues, but also highlighted the concern to provide legitimacy to the growing willingness to intervene in health and educational policies more generally, as well as the instances of training policy deployed in universities. Therefore, Tavella was part of that university movement in which significant efforts were made to define and strengthen the epistemological field of educational sciences, scientific research, and philosophical reflection, continuity and re-articulation between positivism and spiritualism and behaviorism that was being deployed in Argentina in those years. A person who could be

characterized as his disciple was María Celia Agudo de Córscico (1928–2014), who assumed early in the early 1960s the responsibility for the chair of Psychopedagogy and developed a career in the area of Educational Psychology at the National University of La Plata.

In the journal *Archivos de Ciencias de la Educación* (Archives in Educational Sciences), Tavella promoted the formation of “stable technical resources” capable of equipping “technical-pedagogical organizations” to intervene educationally both in public policy and in the research field. In his writings, the educational sphere should be carried out in its technical and specific aspects by “specialists” in educational sciences, duly trained in the knowledge and techniques derived from scientific disciplines (Suasnábar, 2014). Likewise, educational policies required technical bodies to monitor the results of educational policies over a certain period of time, as input for the introduction of educational reforms and innovations. Otherwise, the educational system would not manage to overcome the lack of pedagogical orientation and the non-operability to deal with the school’s problems (Tavella, 1961). Tavella conducted important research related to psychological measurement instruments and vocational orientation, which had great influence on the study and application of psychometric tests, influencing the educational and labor area. As a result, he published the books: *La contribución pedagógica en el ámbito universitario* (The pedagogical contribution in university settings) (Tavella, 1960), *El departamento de orientación vocacional de la Universidad de Buenos Aires* (The Department of Vocational Guidance of the University of Buenos Aires) (Tavella, 1961), *La orientación vocacional en la escuela secundaria* (Vocational guidance in secondary school) (Tavella, 1962), *Los juguetes* (Toys) (Tavella, 1968), *¿Qué es la dislexia escolar?: Conocimiento del niño en edad escolar* (What is school dyslexia?: Knowledge of the school-aged child) (Tavella, 1969), *Los repetidores en la escuela primaria: causas psicológicas y psicopedagógicas* (Repeating students in primary school: Repeaters in elementary school: psychological and psycho-pedagogical

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Teixeira Brandão, João Carlos

Born *Rio de Janeiro, (Brazil), 28 December 1854*

Died *Rio de Janeiro, (Brazil), 3 September 1921*

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Keywords

Brazil · Psychiatry · Association director

Teixeira Brandão studied at the *Imperial Colégio de Pedro II* [Pedro II Imperial College], obtaining a bachelor's degree in science, language, and literature in 1870. In 1872, he entered the *Faculdade de Medicina do Rio de Janeiro* (FMRJ) [Rio de Janeiro School of Medicine] and graduated in 1877 with a dissertation entitled "Operations required for narrowing of the urethra: On quines; The best treatment of accidental lesions

and surgeries; Organic lesions of the heart, from the surgery department.” In 1880, he traveled to Europe to specialize in psychiatry, given that there were still no courses for this medical specialty in Brazil. Upon his return, he began to work as a specialist in mental and nervous illnesses. In 1881, a professorship was created at FMRJ for a Psychiatric Clinic for Nervous Disorders and, in 1883, a selection process to fill this position was begun. Teixeira Brandão was selected and became the first person to hold the Clinical Psychiatry professorship via approval through a competitive exam, as determined by Statute No. 3141 of 1882.

That same year, Brandão returned to Europe in order to improve his knowledge of psychiatric medicine. In 1884, he was appointed as a physician at the *Hospício de Pedro II* [Pedro II Hospital]. Shortly before the end of the monarchy, in 1887, João Maurício Wanderley, the Baron of Cotegipe (1815–1889), President of the Council of Ministers and his protector, appointed him director of the *Hospício de Pedro II*. In 1890, after the proclamation of the Republic, the *Hospício* separated from the *Santa Casa de Misericórdia* Hospital pursuant to Decree Law 142-A. Teixeira Brandão, a historic defender of the republican movement, remained director of what was then called the *Hospício Nacional dos Alienados* (HNA) [National Hospital for the Mentally Ill], holding the position from 1887 to 1897 (Facchinetti & Reis, 2014).

Throughout his tenure, he implemented plans that had been proposed by doctors of mentally ill patients, such as increasing the number of physicians at the asylum, removing the sisters of charity of the *São Vicente de Paula* Congregation from the institution's health service, and hiring of professional French nurses for support, in addition to creating an *Escola Profissional de Enfermeiros e Enfermeiras* [Professional Nursing School]. Another important act for the process of institutionalization of Brazilian psychiatry was the establishment of two agricultural colonies on the Ilha do Governador (an island in Rio de Janeiro), to which chronic patients were transferred in order to minimize overcrowding at the HNA. In 1892, he returned to Europe and represented Brazil at the Third International Conference on Criminal

Anthropology, held in Brussels, Belgium. On that occasion, he visited asylums and agricultural colonies, and upon his return he submitted a report suggesting alterations in the establishments for the mentally ill in the Federal District (Rio de Janeiro at that time) (Brasil, 1893). The physician, who called himself the Brazilian Pinel, was also appointed director-general of the Medical-Legal Service for the Mentally Ill, and later, from 1897 to 1899, was inspector-general of the Service (Brandão, 2002).

With respect to his role as a professor of clinical psychiatry and mental illnesses, Brandão founded and directed the *Pavilhão de Observação* [Observation Pavilion] (1892), an institution linked to the HNA and to the FMRJ, with the double objective of providing no-cost assessment of those suspected of suffering from mental illness and offering a physical space for practical classes in Clinical Psychiatry. The professor was “the first to propose a sophisticated classification system for mental disorders and that would strongly influence his young disciples” (Engel, 2001). In 1910, he was also a member of the commission that developed the first Brazilian psychiatric classification, a proposal to standardize the collection of data on mental disorders in hospitals.

Brandão's political activities were critical to the institutionalization of psychiatry in Brazil. Although he continued in his post as professor at FMRJ until his death, he left the HNA in 1897 and stopped teaching in 1903 to focus on politics. He was elected as a federal representative and remained in the legislature from 1903 to 1921. He led the struggles to enact the first general law on jurisprudence and services for the mentally ill in Brazil (Decree No. 1132 of Dec 22, 1903), which addressed protection of rights in relation to the property of the mentally ill and the position of the psychiatrist as a specialized medical professional.

During his career, he was a member of a variety of national and international scientific societies, such as the *Sociedade de Medicina e Cirurgia Brasileira* [Brazilian Society for Medicine and Surgery], *Société de Psychiatrie* [Society for Psychiatry], and the *Société Médico-Psychologique de Paris* [Medical-Psychological Society of

Paris]. In 1886, he was elected as a member of the *Academia Imperial de Medicina* [Imperial Academy of Medicine], later becoming an emeritus member in 1918. The physician was one of the founding members of the *Sociedade de Jurisprudência Médica e Antropológica* [Society for Medical and Anthropological Jurisprudence] (1897) and of the *Sociedade Brasileira de Neurologia, Psiquiatria e Medicina Legal* [Brazilian Society for Neurology, Psychiatry and Forensic Medicine] (1907), becoming the honorary president of the latter.

In relation to promotion of local academic production, he contributed to the periodical *Brazil Médico*; in 1901–1902, he was the editor of the *Jornal da Ordem Médica Brasileira*; in 1907 and 1918, he published books in which psychology is mentioned, albeit in a superficial manner.

In fact, led by Teixeira Brandão, psychological thinking was introduced and disseminated at FMRJ as a science to support research and psychiatric practice. Under his guidance, some students employed the new experimental scientific psychology in their dissertations. Mirroring the growing importance of the topic, the initially timid purchase of books on the subject for the institution's library gradually increased. By the end of his tenure as a professor, the library had about 50 books on the topic.

During his 40-year career as a professor, psychiatrist, and politician, Teixeira Brandão played a fundamental role not only in the process of institutionalizing and consolidating psychiatry in Brazil and in recognition of the professional jurisdiction of the alienist/psychiatrist, he also promoted the introduction of psychology as a supporting science within the FMRJ and the HNA.

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Teixeira, Anísio Spinola

Born *Caetité (Bahia)*, 12 July 1900

Died *Rio de Janeiro (Rio de Janeiro)*, 11 March 1971

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Keywords

Brazil · Escola Nova · Educational reforms

Raised in a Jesuitical background along Elementary (Caetité) and Secondary (Salvador) school in the 1910 decade, Anísio Teixeira wanted to join

the Society of Jesus. However, following his parents' guidance, he graduated in Legal and Social Sciences at the Faculdade de Direito da Universidade do Rio de Janeiro (Faculty of Law of the University of Rio de Janeiro) in 1922. After his return to Bahia in 1924, he was invited by Francisco Marques de Góes Calmon (1874–1932), then state governor, to take over the position of General Inspector of Education, remaining in charge until 1928. In 1925, during a trip to Europe, he visited schools in Belgium and Paris to learn about the local education system. On that occasion, he visited the Laboratório de Psicologia Experimental da Escola Charles Buls (Experimental Psychology Laboratory of the Charles Buls School), in Belgium, where he learned about the rigorous scientific method used there in pedagogical investigations (Teixeira, 1924/1927). Concerned with the quality of public education, illiteracy, and book-based teaching in Bahia, he enacted the Public Instruction Reform (Law n° 1846/25) and approved the Decree n° 4312/25, both in 1925, which proposed new regulations for the elementary and secondary teaching-training education in the State of Bahia. For Anísio Teixeira, the related previous laws did not address issues necessary for education such as those concerning psychology, pedagogy, and sociology. He defended a comprehensive education that would enable students to be active and develop civic, intellectual, and moral qualities (Teixeira, 1925).

In 1927, he spent 4 months visiting the United States in an official mission in order to learn about institutions and teaching methods. On that occasion, he saw the work of the pragmatic philosopher John Dewey (1859–1952), who influenced him significantly, contributing to and expanding his convictions in relation to democracy, and public, secular, and free education for all (Cardoso, 2013).

During the year of 1928, he organized a course on measurements in Psychology, which was taught by Isaias Alves, a friend of him. Thus, he became closer to psychometrics, understanding that it could constitute one of the scientific bases of education and contribute to the success of teaching. At the same time, he also had contact

with psychoanalysis, through studies on mental hygiene (Bortoloti, 2012).

He returned to the United States in 1928 to do a master's degree in education at the Universidade de Colúmbia (Nova York) (Columbia University (New York)) and completed the program in 1929. Upon returning to Brazil, with new proposals for education and unable to convince the new governor of Bahia, Vital Soares (1874–1933), of the importance of his proposals, he resigned from the position of General Inspector of Education of Bahia. In 1930, he translated two monographs by John Dewey, setting them together in a book entitled *Life and Education*, the first translation of Dewey's works in Brazil. Between 1929 and 1931, he was professor of Philosophy and History of Education at the Escola Normal da Bahia (Teaching Training Secondary School of Bahia). He returned to the Federal District (Rio de Janeiro) and at the invitation of the Mayor Pedro Ernesto Batista (1884–1942) became Chief Head of the Public Instruction, still in 1931. He was also chief-head of the secondary education sector in Rio de Janeiro during the government of Getúlio Vargas (1882–1954).

In 1932, understanding the national problems and the importance of educational modernization and reconstruction in the country, he was one of the signatories of the Manifesto dos Pioneiros da Educação Nova (Manifesto of the New Education Pioneers), a document inspired by the ideas of the active school, which was produced by a group of intellectuals who wanted significant educational transformations in Brazil. Among these changes, it was included the concept of an education that would be public, free of cost, compulsory, secular, and based on scientific grounds. This document, at that time, caused a great impact on the developments of psychology in the country, as it was among the sciences that would support the new education.

While in charge of the Serviço de Instrução Pública do Distrito Federal (Public Instruction Service of the Federal District (1931–1935)), he created a municipal education network, expanded and built school units and secondary technical schools, transformed the Escola Normal into Instituto de Educação (Education Institute)

(1932), and created the Universidade do Distrito Federal (University of the Federal District) (1935). He was persecuted by the dictatorial government headed by Getúlio Vargas, and afraid of being arrested, he left for Argentina in December 1935. He returned to his homeland, Caetité, in 1936, resigning from public life until 1945, when Vargas left power. During this period, he ran his own business and translated several books for the Companhia Editora Nacional (National Publishing Company).

From 1946 to the beginning of 1947, he lived in Europe, both in London and Paris, when he became a higher education advisor at Unesco (FGV, 2001). He returned to Brazil to explore his manganese mine in the state of Amapá. However, moved by his purposes in education, he resumed public life, accepting the position of Secretary of Education and Health of Bahia (1947–1951) in the government of Otávio Mangabeira (1886–1960). While in charge, in 1949, he created the Fundação para o Desenvolvimento da Ciência (Foundation for the Development of Science), whose objective was to stimulate researches and higher education in the state. In addition, in 1950, he created the Centro Popular de Educação Carneiro Ribeiro (Carneiro Ribeiro Popular Education Center) in Salvador, known as Escola-Parque (Park-School). It was the first full-time Brazilian school, which was opened aiming at offering full-time education, with food, medical and dental care, artistic and socializing activities and, mainly, preparing for citizenship and work. With the Escola-Parque project, Anísio Teixeira intended to minimize the poor conditions experienced by low-income children and young people exposed to social risks (Souza, 2018). Currently, the project in the same original format still exists in educational centers in the city of Salvador and has served as a reference for the construction of public and private full-time schools, in other Brazilian cities, such as Brasília and Rio de Janeiro.

He collaborated with the Associação Brasileira de Psicotécnica (Brazilian Psychotechnics Association) during 1949, and among the projects for teacher training, he created the Coordination for the Improvement of Higher Education Personnel

(CAPES) in 1951, occupying the position of general secretary therein until 1964 and, in 1952, he established the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (the National Institute of Educational Studies and Research Anísio Teixeira) (INEP), being the institution's director until 1964. He was a leading participant of the debates, which started in 1947, defending the inclusion of public schools in the Lei de Diretrizes e Bases da Educação Nacional (Law of Guidelines and Bases of National Education) which was enacted in 1961 (Souza, 2018). In 1955, the Escola Guatemala (Guatemala School), in the Federal District, in partnership with INEP, began to invest in teachers' pedagogical and psychological training. In its pilot plan, it was created a Psychology Office, which later became known as the Serviço de Orientação Psicopedagógica (Psychopedagogical Guidance Service) (SOPP), and between 1955 and 1967, it held a team consisting of psychologists, such as Therezinha Lins de Albuquerque and Maria Helena Novaes Mira, social workers, and physicians (Albuquerque, 2001).

He participated in the creation of the Universidade de Brasília (University of Brasília) in 1961, holding the position of vice-dean until 1963, when he became the dean. He was removed from this position on the accusation of communism, resulting from the repression and persecution generated by the military coup that occurred in the country in 1964. In that same year, he was invited to teach at two colleges at Columbia University (New York and California) and left for the United States, where he remained until 1967. He maintained his relationship with the Brazilian Federal Council of Education until 1968. In 1970, he received the title of professor emeritus at the Federal University of Rio de Janeiro. From 1964 to 1971, he worked with translations and research at Companhia Editora Nacional (National Publishing Company). He created the Institute for Advanced Studies in Education (IESAE) of the Getúlio Vargas Foundation and was one of the professors designated for its creation in January 1971 (Fávero, 2003). In the same year, he died after falling into the elevator pit of a building in the southern part of the city of Rio de Janeiro which

was officially considered an accident. The accidental nature of the fall has, since that time, been questioned by family and friends and researchers focusing on the Brazilian military dictatorship.

Anísio Teixeira defended universal, public, mandatory, secular, and qualified education, based on scientific and humanist principles, for all. He had a democratic ideal for Brazil and believed that education was the way to achieve this ideal as well as prepare individuals fully, both in school content and in citizenship. He stood out in the proposal and defense of improvement policies and professional qualification for teachers, based on the sciences and humanities. In the field of Psychology, he started based on the conceptions of psychometrics, still in the 1930s, to sustain the importance of scientific practices and, based on them, of measurements, as ground for educational practices. At that same time, the knowledge of psychoanalytic concepts served as the basis for his statements about the family and social influence in the formation of personality and in the education of the child. He said that it was necessary to assist children, as this was the most fertile moment in human development. He developed surveys and researches on Brazilian educational problems so that these studies could sustain more efficient educational policies. He also designed the locus of teacher training and pedagogical innovation for experimental schools. Grounded on the ideals of the Escola Nova movement, he believed in Psychology as a science that would contribute to the democratization of education, through the knowledge about childhood and the development of individual potential for social functions.

Cross-References

► [Alves, Isaías](#)

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Thalassinós, Pablo Antonio

Born *Panama City March 12, 1945*

Died *Panama City on April 11, 2018*

Ericka del Carmen Matus García
Universidad Especializada de las Américas,
Panamá, Republic of Panama

Keywords

Panamá · Psychotherapy · Education

Thalassinós completed his primary and secondary studies at the San José La Salle School in the province of Colón, Republic of Panama, and he obtained the title of commercial expert and Bachelor of Science and Letters in 1963.

In the same year, he began his undergraduate studies in psychology, which he finished in 1968; he also completed a master's degree in psychological counseling, between 1968 and 1970, and the degree of doctor on psychology, from 1970 to 1973; he made all his studies at the Central University of Oklahoma, United States of America.

Additionally, he made a specialty in pediatric clinical psychology and a subspecialty in technical psychotherapeutics at Children's Memorial Hospital, School of Medicine, University of Oklahoma Health Sciences Center, from 1973 to 1976.

He founded the Thalassind Psychological Clinic, in Panama City in 1971.

On his return to Panama, in 1976, he was considered the second psychologist registered in this profession by the Technical Council of Psychology of Panama.

He worked as a psychotherapy teacher since 1977 until 2000; his entire career at the University of Panama contributed to the training of the first generations of psychologists who studied in the national territory.

He held many positions, since 1980 until 2000, such as Director of the School of Psychology (1980–1982), Vice Dean (1983–1987), Dean in Charge of the Faculty of Humanities (1989), and Advisor to the Rector at the University of Panama (1995–2000).

He also was President of the Panamanian Association of Psychologists (APP) in 1975 and founding member of the American Pediatric Psychological Society (PPS) and the Panamanian Academy of Psychology (1975). In addition, he was editor of the *Revista de Psicología REDEPSI* of the University of Panama and the *Revista Latinoamericana Aprendizaje y Comportamiento* (Latin American journal *Learning and Behavior*).

He was a prominent psychologist in the professional organization of psychology in Panama, a recognized specialist in pediatric psychology and in marriage counseling, president of the Latin American Association for Analysis and Modification of Behavior (ALAMOC), and organizer of the first Psychology Congress in Panama in 1977.

He worked as a Clinical Supervisor in the Psychiatric Ward of the Metropolitan Hospital of the Social Security, and he founded and was Head of Psychology and Mental Health at the Psychiatric Hospital. Likewise, he initiated a Market Research company under the name Grupo Aristón. In 1981, he was also appointed General Director of the Colon Free Zone (1986–1987).

He also was Honorary Consul General of the Republic of Cyprus in Panama from 1977 until he died.

He assumed the presidency of the Kiwanis Club, of the Rotary Club of Panama, served as Advisor to the Minister of Education, Minister of Education from 1994 to 1999, Minister in Charge of the Ministry of the Presidency, and Ambassador on Official Mission, to represent Panama in Former Yugoslavia, Italy, and Greece in those years).

He was Ambassador of Panama to the United Nations (UN) from 2009 to 2014.

Author of several research articles published in national and international scientific journals, he introduced in Panama the new psychotherapeutic currents, the phenomenology of Carl Rogers (1902–1987), and the operant conditioning of B. F. Skinner (1904–1990), and theorists such as Albert Bandura (1925–2021) and Joseph Wolpe (1915–1997). His work focused mainly on child psychotherapy, attention deficit, behavior modification, and education.

In 1995, he published the *The future of Panamanian education. Education: a priority factor for development* and designed the 10-year plan for the Educational Modernization of Panama, which prompted the modification of the Organic Law of Education, in that same year.

In 2016, he donated his personal library to the Universidad Latina de Panamá (Latin University of Panama), inviting new generations to learn about the behavior of Panamanian society and specially to work with children.

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Thomas, Florence Marie Thérèse

Born in Ruan (France), on March 29, 1943

Luisa Ramírez

Universidad del Rosario, Bogotá, Colombia

Keywords

Colombia · Social psychology · Gender studies · Feminism

Florence Marie Thérèse Thomas is the daughter of Francis, a lawyer of liberal orientation, and Marie Thérèse, a woman with a restless mind who was forced to abandon her desire of studying medicine in order to adopt the traditional feminine role for a woman of her time: a home-stay mother. Nevertheless, Florence attended a public school among other reasons because her mother, who received a religious education, didn't want the same for her daughter. Florence is the third among her siblings. Her two brothers became a physician and an economist. From her early years, she was not only exposed to the secular and liberal thinking

at home but at school as well. Her philosophy teacher, a woman who had herself been a pupil of Simone de Beauvoir, arrived 1 day to class holding in her hands what appeared to be a bubblegum packet and said to her students “Here I hold your liberation in my hands” (Personal communication, December 9, 2019) while showing its content: birth control pills.

Florence started studying psychology at the University of Ruan. After 3 years during which she obtained several certificates, requirement for her education at the time, she decided to obtain her last certificate in psychoneurology from the School of Sciences at the University of Paris, thus requiring her transfer to Paris. Along with her interest in psychology, her choice was motivated by her wish of arriving to the French capital, where she would live with one of her older brothers, an economy student at the time. On one hand, she was motivated by the vibrant atmosphere of a time of historical cultural change for the French society and, on the other hand, to move away from a difficult relationship with her mother. At the time, she was conflicted by what she felt was an overwhelming obligation of adopting her mother’s frustrated aspirations, versus the need to give way to her own.

Soon after, she joined the Institute of Psychology majoring in social psychology (this would later be the equivalent of her master’s degree). During this time, she was deeply influenced by the thinking of authors such as Simone de Beauvoir (1908–1986), Michel Foucault (1926–1984), and Pierre Bourdieu (1930–2002), through her work with teachers like David Victoroff (1914–1979) that helped widen her horizon to include the study of daily life and semiology and methodologies like discourse analysis in the realms of psychology. Overtime, the use of this knowledge would become a definitory aspect of her influence in the field of psychology.

She lived the prelude of what has been known as May 1968, a time that committed the entire French society to a reassessment of its fundamental values, the marches and demonstrations against the Vietnam War accompanied by the Rock of the sixties, the Beatles, and the strong and dramatic voice of Joan Baez. In this context,

Florence met her future husband and father of her children, a Colombian student from the Pontificia Universidad Javeriana (Pontifical Javeriana University) enrolled in postgraduate studies on industrial psychology. By the end of his program, Manuel Morales went back to Colombia and, a year after, returned to Paris to marry Florence. The couple settled in Bogotá, and both joined academic life.

From the heated environment of Paris in July of 1968, Florence arrived in Bogotá and landed in an equally agitated sociopolitical environment. Just recently, new armed organizations had mobilized like the Ejército de Liberación Nacional (ELN) (National Liberation Army) in 1964 and the Ejército Popular de Liberación (EPL) (Popular Liberation Army) in 1967 that, like in other Latin-American countries, emulated the Cuban movement *26 de Julio* seeking for an economic and social revolution (Calderon Rojas, 2016). The recent assassination of Camilo Torres (1929–1966), the leader of another political movement, and the blooming of several social and students’ movements added to the creation of a highly heated environment in the country as well (Lacombe, 2012).

With 24 years of age and no knowledge of Spanish, Florence quickly joined the Faculty as Professor of Social Psychology at the National University of Colombia under the direction of Rosa Tanco Duque. She worked with professors José Antonio Sánchez, Mateo Mankeliunas, Rubén Ardila, Esther de Zachmann (1926–1996), and Alvaro Villar Gaviria, among others. With the support of students and teachers that helped as translators, she taught social psychology, group theory, and psychodrama in the sociology and psychology departments. Simultaneously, at night, with the help of her husband, she studied Spanish. As a social psychologist, she defended the field as an autonomous discipline that studied a group of phenomena of its own that didn’t belong to psychology or to sociology (Thomas, n.d.).

It is well known that love is the best reason to learn a language – would later say Florence. To be sure, her husband introduced her not only to Spanish but to Colombian daily life: riding the bus,

moving from one extreme of the city to the other, daring to melt the highly regarded cheese for a French person into the hot chocolate, and many more local crusts, facilitating the acquisition of basic life skills that would, together with the knowledge acquired at the Institute of Psychology in Paris, become a distinctive aspect of her field work, one that fit well with the emancipatory efforts not only of Latin-American societies but also of social sciences and emerging social psychology approaches that draw on critical theory and are committed to anti-imperialism values and social change.

At the time of her arrival, Florence had a curious and eager mind, but she was not a feminist. Nonetheless, as a woman, she was soon confronted with the difficulty that other women experienced in participating in interactions that were not limited to their responsibilities at home. Discussions regarding the reality of the country seemed to be out of their reach at a time when social change and equality were at the core of the social debate (Luna & Villarreal, 1994). This realization troubled and motivated Florence. It seemed as though the male “comrades,” as much as they were concerned with fighting for social equality, did not take into consideration women’s needs.

For the most part, at that time in Colombia, women’s contributions to society appeared to be limited to matters of daily life. Still in France, female academic figures like Simone de Beauvoir openly discussed the difficulties implied in combining motherhood with an academic career, which led them sometimes to give up the latter (Beauvoir, 1949). Florence was concerned with the women’s apparent relegation to the realms of private life and the fact that professional development and motherhood appeared to be mutually exclusive. Even at the university, it seemed to Florence that women’s participation in student activities was rather low and in the midst of a patriarchal environment.

These concerns led her to contact people within the recently created Faculty of Human Sciences of the National University of Colombia in an attempt to open an academic discussion regarding gender and the place of women in

Colombian society. Her efforts were more successful among academics from social work and history and less among those of sociology and philosophy. In psychology on the other hand, they found a better reception within the group of psychoanalysis.

In the early 1970s, Florence gave birth to her two children and committed to their upbringing. In her case, however, the university together with social practices common in Colombia, such as hiring domestic service, allowed her to better accommodate her motherhood and to be always present in her children’s lives while at the same time building her career. By 1977, after divorce, she decided to remain in Bogotá not only to allow for the continuation of a close relationship between the children and their father but also because the study and understanding of Colombian women’s situation, and ultimately, feminist activism had become an important part of her professional and personal identity and success (Thomas, 2003).

Indeed, during this time, Florence had continued to meet with her colleagues every week to reflect on Colombian women’s situation. The *Grupo Mujer y Sociedad (Women and Society Group)* was formalized in 1985 (Zumosa, 1991). It was mainly formed by women although some men contributed to their reflection. To be fair, other outstanding professors and researchers like Virginia Gutiérrez de Pineda (1921–1999), Magdalena León de Leal (1939), and Alvaro Villar Gaviria helped pave the way for the consolidation of the group with their pioneer work on topics directly relevant to the study of gender in Colombia.

In her published work, Florence reiterates the importance of the Women and Society Group. Beyond academic reflection, in this group, she found sorority, that is, friendship and solidarity between women that have shared the discrimination of a patriarchal world and have developed a critical stand toward it, and a place from which to act and contribute to social transformation from a gender perspective. Some of their achievements include the incubation and development of processes of social change with a gendered perspective; the creation of the Program of Gender, Women, and Development Studies that in 2001

became the Gender Studies School located at the Human Sciences Faculty at the National University (Arango Gaviria, 2018) as well as other postgraduate programs; the periodic publication of the magazine *En otras palabras...* (*In other words...*); and active participation in public policy design and implementation.

In addition to the above, from 1985 to 1988, Florence was the head of the Psychology Department at the National University, a period of great turmoil and strong controversy revolving the standing of the program on several ideological, theoretical, and political debates. Florence, who has been known as a person who acts strongly upon conviction, led the program through this algid period. From the start, Florence had defended that social psychology should be committed to an understanding of social realities, issues of power, and inequality and, thus, critical of the system and eager to engage in social change. Later on, as she delved into gender relations, she became increasingly committed to feminism and activism. Notwithstanding, the first graduate studies program in psychology at the National University of Colombia, a specialization on clinical, experimental, and health psychology, opened during her tenure as director of the psychology program.

With her continuous and committed work, Florence has contributed to a better understanding, positioning, and action (some would say empowerment) on gender issues: associated meanings, social dynamics, and their historical rooting in the context of Colombian society (Navia Velasco, 2010). In doing so, she has contributed to the construction of a gender perspective not only in the context of social sciences but of the Colombian society as a whole. From her retirement from the National University of Colombia in 1990, Florence has continued to impact social debate from a gender perspective through her contributions to social media. In 2005, she was rewarded with the National Journalism Award Simón Bolívar (30th Edition) for the best opinion column.

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Thorne-León, Cecilia

Born *Lima (Peru)*, 19 October 1947

Died *Lima (Peru)*, 17 July 2011

Doris Woolcott

Universidad de Lima (Peru), Lima, Perú

Keywords

Peru · Educational psychology · Congresses of psychology

Peruvian psychologist who between 1967 and 1968 studied at the Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru, PUCP-Lima, Peru) and later studied the same specialty at the University of La Sorbonne, in Paris (France). Upon returning to Lima, she joined teaching at the PUCP, to which she remained linked until her death. In 1991, she obtained a doctoral degree in psychology from the University of Nijmegen (the Netherlands). She was awarded the Premio Nacional de Psicología (National Prize for Psychology) in 1999.

Specialized in the area of educational psychology, Thorne played a very important role in the long process leading to the legal recognition of the profession of psychologist in her country and the creation of the Colegios de Psicólogos del Perú (Board of Psychologists of Peru) in 1980. At the PUCP, she also undertook the task of updating the study programs in psychology. She also made a great organizational effort to hold the XXIX Inter-American Congress of Psychology in Lima (2003), which she chaired. Since 1988, she was director of the *Revista de Psicología (Journal of Psychology)* of PUCP, in which she also contributed to the creation of the master's and doctoral programs in this specialty, achieving – thanks to her contacts with European psychology – the participation of professors from different parts of Europe as guest teachers.

A person endowed with qualities that favored the management of research projects and

advanced study programs, Thorne-León was one of the most representative psychologists in Peru. Apart from her interests in developmental psychology and learning psychology, she stood out for her continued teaching work for many years.

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Ráez, M. (2011). In memoriam Cecilia Thorne. *Revista de Psicología* (Lima, PUCP), 29, 389–394.

Tirapegui Leiva, Luis Alfredo

Born *Bulnes, (Chile), 10 November 1890*

Died *Valparaíso, (Chile), 3 March 1964*

Renato Moretti

Universidad Alberto Hurtado, Santiago, Chile

Keywords

Chile · Educational Psychology ·
Psychometrics · Educational measurement

Luis Alfredo Tirapegui Leiva was born in Bulnes, central Chile, in 1890 (officially registered on November 10, 1893). Luis, a gifted student of rural origin, studied the elementary school in his birth town and completed high school in the *Liceo de Concepción* (Lyceum of Concepción). He worked as schoolteacher since 1906. From 1914 to 1917, he studied Education at the *Instituto Pedagógico* (Pedagogical Institute), *Universidad de Chile* (University of Chile), while working as a teacher of Spanish and English (Figueroa, 1931). He obtained the degree of Teacher in English.

In July 1917, Tirapegui left for the USA to continue studies in Education under commission from the Government of Chile. He entered Teachers College, Columbia University, in

September 1917. In June 1918, he received the degree of Bachelor of Science. In June 1919, he received the degree of Master of Arts. In 1920, he traveled Europe, visiting educational institutions and laboratories of psychology in England, France, Italy, and Switzerland. Also, he was Instructor of Romance Languages in the Universities of Pennsylvania (1920–1921) and Wisconsin (1921–1923). In 1923, he submitted his doctoral thesis (Tirapegui, 1923). In 1924, he obtained the “Diploma in Education: Awarded in connection with the decree of Doctor of Philosophy: Instructor in Education” (Columbia University, 1924/1925, p. 329).

In June 1923, Dr. Tirapegui was appointed Professor of Educational Psychology and Director of the *Laboratorio de Psicología Experimental* (Laboratory of Experimental Psychology) of the University of Chile, which was in recess since 1917 (Salas, 1923). In parallel, in 1924, he founded an independent *Centro de Investigaciones Psicológicas y Educativas* (Center for Psychological and Educational Research). Tirapegui reoriented the aforementioned Laboratory towards Developmental and Educational Psychology and actively sought to provide it with equipment, since it was made up of a set of instruments corresponding to the initial times of psychological chronometry (Munizaga and Cizaletti, 1967). This involved some disagreements with the administration of the University. In 1931, he left the institution (Parra, 2017). His duties in the Laboratory and the Chair of Educational Psychology were subsequently assumed by Abelardo Iturriaga.

From his Chair of the Pedagogical Institute, Tirapegui disseminated the new orientations of psychology and introduced mental and educational measurements into teaching and the application of statistical methods to psychology, pedagogy, and related sciences (Iturriaga, 1944). Furthermore, he promoted that educational problems be addressed from the study of the Chilean child and the conditions of the country (Figueroa, 1931). Product of this work was the publication of *El desarrollo de la inteligencia medido por el método Binet-Simon* (The development of intelligence measured by the Binet-Simon method) in

1925, an adaptation of the Stanford-Binet Scale to be used in the mental study and evaluation of school children. Its second edition was funded and strongly promoted by the Ministry of Education (Tirapegui, 1928). Also, in 1928 he published an adaptation of the Intelligence Test of J. C. Kohs, republished in 1941 (Tirapegui, 1941).

Tirapegui gave multiple lectures throughout his life in subjects such as the education of women, the protection of children, vocational orientation, freedom and initiative in education, and psychology applied to army activities (Figueroa, 1931). Tirapegui participated in multiple courses aimed at improving the teaching staff in service, mainly disseminating the statistical methods applied to education. In 1929, he presented three sessions on Educational Psychology at the *Asamblea de Directoras y Rectores de Establecimientos de Educación Secundaria* (Assembly of Directors and Rectors of Secondary Education Establishments), which were published in a compilation volume (Dirección General de Educación Secundaria, 1930) and as a booklet (Tirapegui, 1930). In 1936, he gave and published a dissertation about “the mentally deficient child from the psychological and social point of view” (Tirapegui, 1936).

At the service of the Government, he contributed to the *Ley de Protección de Menores* (Juvenile Law) of 1928. He worked in the reorganization of the *Escuela de Reforma* (School of Reform), later *Casa de Menores* (Juvenile Home) installing and directing a psychology laboratory for the study of delinquent children, and he was member of the *Consejo de Protección de Menores* (Child Protection Council). Furthermore, in October 1928 he was commissioned by the Government for the reorganization of the *Escuelas de Profesores Primarios* (Schools of Primary Teachers). He restored the denomination of *Escuelas Normales* (Normal Schools), persisted on the creation of the *Escuelas Normales Rurales* (Rural Normal Schools) (1929), and held the position of *Inspector General de Educación Normal* (General Inspector of Normal Education). He was member of the *Consejo Universitario* (University Council) until 1931. Also, he worked as Psychologist for the *Departamento de Sanidad*

Escolar [Department of School Sanity] and the *Casa Nacional del Niño* [National House for the Child].

Since 1941, Tirapegui worked at the *Universidad Técnica Federico Santa María* (Federico Santa María Technical University), Valparaíso. In this University, he developed and administered psychological and mathematical tests of admission. He served as Chief of the Administrative Section of the University until his retirement in 1960. He died at home, in Valparaíso, on March 3, 1964. (Tirapegui V. and Tirapegui, C., personal communication, November 12, 2019).

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Tobar Garcia, Maria Carolina

Born *San Luis, Argentina, November 10th 1898*

Died *Buenos Aires, Argentina, October 5th 1962*

Pablo Rodríguez Sturla

Universidad de Buenos Aires, Buenos Aires, Argentina

Keywords

Argentina · Child psychiatry · Mentally handicapped

After finishing elementary school in 1912, Tobar Garcia completed high school in Villa Mercedes City, in her home province of San Luis, graduating as *Maestra Normal Nacional* (elementary teacher) in 1916 (Fontán Fernández, 1995). Afterward she spent several years teaching in rural schools in San Luis, until she decided to move to Buenos Aires in order to attend Medicine School at University of Buenos Aires (UBA) (Fontán Fernández, 1995). She obtained her medical degree from the Facultad de Medicina de la Universidad de Buenos Aires (UBA) (Faculty of Medicine at Buenos Aires University) in 1929. Between 1930 and 1931 she took some courses at the Facultad de Filosofía y Letras (Faculty of Philosophy and Humanities) (UBA) to improve her knowledge in human behavior. Due to a scholarship awarded by the Instituto Cultural Argentino-norteamericano (Argentinian-American Cultural Institute), she was able to travel to the USA in 1931 and 1932, where she conducted several studies on concepts regarding children's mental handicap at the Columbia

University Teachers College and at the Medical Center in New York.

Back to Argentina Tobar Garcia spent her time working not only at educational institutions but also in medical – psychological and psychiatric – ones. In 1940 she obtained the specialist degree in legal medicine from the University of Buenos Aires.

Two years later her dream came true with the opening of the first “Escuela Primaria de Adaptación” (Elementary Adaptative School) in Buenos Aires, which was in charge of taking care the mentally handicapped children (or retarded ones, as they used to be named in those years).

In June, 1944, the Faculty of Medicine approved her PhD with a dissertation entitled “Higiene Mental del Escolar” (Student Mental Hygiene).

Over the years Tobar Garcia took part in several Congresses in which different topics related to children's mental health were discussed. She also actively collaborated in the creation and opening of many institutions dedicated to disabled children.

In 1961 she traveled to Geneva where she interviewed Jean Piaget (1896–1980). She acquired educational materials in order to introduce Piaget's ideas in Argentina.

Tobar Garcia was committed to many activities in several institutions along her life (Rodríguez Sturla, 2001). In the first place, the *Cuerpo Médico Escolar* (School Medical Staff) under the *Consejo Nacional de Educación* (National Education Council); the *Patronato Nacional de Menores* (National Child Welfare); and the *Liga Argentina de Higiene Mental* (Argentine League of Mental Health) are noteworthy, for their relevance documented in her own PhD dissertation.

Tobar Garcia held different positions at educational institutions. She was a professor of psychopedagogy at the *Instituto Nacional del Profesorado Secundario* (National Institute of High School Teachers) from 1958–1962. She was head of psychology at the Faculty of Medical Sciences (UBA) in 1943. From 1944 to 1948 she was also assistant professor at the official course in psychiatry whose full professor was Gonzalo Bosch (1885–1967). From 1947 to 1956 she was

in charge of the Neuropsychiatry Child course for psychiatrists. At the Faculty of Philosophy and Humanities (UBA) she was professor of *Pedagogía Diferencial* (Differential Pedagogy) between 1957 and 1962. She was also professor at the Facultad de Humanidades y Ciencias de la Educación (Faculty of Humanities and Educational Sciences) at the National University of La Plata from 1956–1960.

The *Cuerpo Médico Escolar* (School Medical Staff) was another institution where the author took part, in charge of the Psychophysiological Office since 1934. In 1945 she became medical inspector, retiring in 1957. Since 1935, she also worked as a physician at the *Hospicio de las Mercedes* mental health hospital, currently Dr. José Tiburcio Borda Municipal Hospital. From 1948 she became headmaster of the Neuropsychiatric Institute *Cecilia Estrada del Cano* in the Argentine League of Mental Health. It is important to point out that Tobar García was the first woman in the country to become Medical Forensic, in 1956 (Stagnaro, 2002).

Among the institutions founded by the author, we will mention: the *Cuerpo Médico (Medical Staff)* of the First Private Children's Hospital, where she was in charge of reeducation and psychopedagogy (1934–1935); the *Hogar Santa Rosa del Patronato Nacional de Menores* (Home Santa Rosa of the National Board of Minors), where she was head of the *Gabinete Psicopedagógico* (Psychopedagogical Cabinet) (1938–1945); the *Escuela Primaria de Adaptación* (Elementary School of Adaptation), where she was principal from 1942–1944; and the Children's Psychopathology Clinic in her private home between 1957 and 1962 (Rodríguez Sturla & Luque, 2005).

She was also a full member of many institutions throughout her life such as: *Sociedad de Neurología y Psiquiatría de la Asociación Médica Argentina* (Society of Neurology and Psychiatry of the Argentine Medical Association), *Sociedad Argentina de Criminología* (Argentine Society of Criminology), and the *Sociedad Interamericana de Psicología* (Inter-American Psychological Society), among others.

It can be said that childhood was conceptualized by Tobar-García predominantly from a medical point of view (Rodríguez Sturla & Luque, 1999). She tried to establish clinical-psychiatric indicators for the detection of deficits and the subsequent therapy of children abnormal behavior in regarding their educational performance as well as their social skills. From the beginning, her work was guided by the aim to transfer to Argentina the American model of differential schools that she had known as a scholarship holder, and that she succeeded in achieving it in 1942. She deserves the merit of having systematically addressed the difficulties presented by children in the educational field and their derivation to what is known as differential education. There she had a special role, in Argentina, as creator and supervisor of specific institutions (Rodríguez Sturla & Luque, 1999).

Cross-References

- ▶ Ciampi, Lanfranco
- ▶ Reca, Telma

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Todorov, João Claudio

Born *Santo Anastácio, São Paulo (Brazil), on June 8, 1941*

Elenice Seixas Hanna¹, Maria do Carmo Guedes² and Deisy das Graças de Souza³

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Keywords

Brazil · Behavior analysis · Basic psychological processes · Cultural practices

With a bachelor's (1962) and teaching degree (1963) in psychology from the Universidade de São Paulo (USP) (University of São Paulo), Todorov served as a psychology instructor at the Universidade de Brasília (UnB) (University of Brasília) (1963–1965), where he participated in the implementation of the Personalized System of Instruction. He obtained his doctorate degree at Arizona State University – the USA (1969). He

studied and conducted research with internationally renowned scientists in scientific psychology such as Carolina Bori, Frederico Graeff (1940–), Fred Keller, Stanley S. Pliskoff (1930–2014), and Jack Michael (1926–2020).

Between 1968 and 1969 he was assistant professor at the University of Virginia and researcher at the Institute for Behavioral Research (IBR) – the USA.

Back in Brazil, he became professor at the University of São Paulo (Ribeirão Preto campus; 1969–1972), where he taught behavior analysis to medicine and psychology students and supervised graduate students.

He moved to the University of Brasília (UnB) in 1973 where he actively participated in teaching, research, and university administration and politics. Amidst the Brazilian dictatorship, he was one of the founders and the first president of UnB's Faculty Union (1978). He was head of department, dean of research and graduate studies in the first interim administration after the military dictatorship, vice-chancellor, and, later, was elected chancellor (1993–1997) of the University of Brasília, where he retired in 2000 as full professor. He was a member of the University of Brasília's Board of Founders and maintains a relationship with the University as a researcher and advisor of the Graduate Program in Behavioral Sciences.

He worked in the Behavior Analysis Program of the Catholic University of Goiás (2000–2009) and coordinated the Undergraduate Psychology Course at Centro Universitário de Brasília (IESB) (2004–2010).

He founded and helped strengthen Experimental Behavior Analysis Laboratories at the University of São Paulo, University of Brasília, Universidade Federal de São Carlos (Federal University of São Carlos), and several private institutions. He was a visiting professor at the Autonomous University of Mexico (1977) and visiting researcher at Stony Brook University (1990–1991).

As a researcher of basic psychological processes, he initiated, in the 1960's, an uninterrupted and robust scientific production. He translated, along with Rodolpho Azzi, B. F. Skinner's

(1904–1990) *Ciência e Comportamento Humano* (*Science and Human Behavior*), a book that played an important role in the dissemination of behavior analysis in Brazil. He supervised masters and doctors that went on to lead research groups and disseminated scientific knowledge in psychology throughout the country.

He is recognized by students, colleagues, and readers as a great teacher due to his vast experience as a researcher and educator and for the conceptual clarity that characterizes his production. He is one of the most cited Brazilian authors and one of the most widely read in courses related to behavior analysis (Hanna, 2012). His theoretical and methodological contributions are reported in his diverse production that includes conceptual analysis and discussions (e.g., Todorov, 2012), history of psychology (Todorov & Hanna, 2010), and relevant and original scientific discoveries related to behavioral processes. His most studied processes were aversive control, especially avoidance behavior (e.g., Ferrari et al., 1973), choice and the quantification of the law of effect (e.g., Todorov, 1973), and social behavior and cultural practices (e.g., Machado & Todorov, 2008). His contributions to teaching include his dedication to individualized instruction, creating conditions for laboratory practices and student participation in research activities as a condition for their scientific training and the promotion of students' autonomy.

He is one of the pioneers responsible for the consolidation of psychology as a scientific discipline in Brazil (CFP, 2014), working to strengthen scientific institutions and psychology councils. He participated in the foundation and development of scientific societies, such as the Sociedade de Psicologia de Ribeirão Preto (SPRP) (Ribeirão Preto Psychological Society) in 1991, which in 2005 became the Associação Brasileira de Psicologia (SBP) (Brazilian Psychological Association), the Brazilian section of the Association for Behavior Analysis International (ABAI), and the Associação Brasileira de Análise do Comportamento (ACBr) (Brazilian Association for Behavior Analysis). He served as an advisor for the Conselho Federal de Psicologia (Federal Council of Psychology) (1979) and one of those

responsible for the creation of the Regional Council of Psychology of the 1st Region (1974). His concern with the development of the scientific psychology in Brazil is also reflected in joint actions to create and strengthen journals for research dissemination: *Psicologia: Ciência e Profissão* (CFP's journal), *Psicologia: Teoria e Pesquisa* (UnB), and *Revista Brasileira de Análise do Comportamento*. He participated in the editorial board of the *Journal of the Experimental Analysis of Behavior*, the *Mexican Journal of Behavior Analysis*, and *Behavior and Philosophy*. He has recently made systematic use of social media to broaden the scope of dissemination of behavior analysis; blog Joao Claudio Todorov (<http://jctodorov.blogspot.com/>) has more than 600 followers and his Facebook page (<https://www.facebook.com/joaoclaudio.todorov.7/followers>) has close to 5000 followers.

In recognition for his valuable contributions to the development of psychology and his important role as a scientist, teacher, and activist, Todorov has received awards and honors. From the Sociedade Brasileira de Psicologia (Brazilian Psychological Society), he received the titles of "Honorary Member" (1991) and "Native Council Member" (since 2002). He was "Honored Researcher" at the II Reunião Anual Instituto Brasileiro de Neurociências e Comportamento (II Annual Meeting of the Brazilian Institute of Neuroscience and Behavior) (Recife, 2011). He was elected "Fellow (Emeritus Full Member)" of the Association for Behavior Analysis International in 2015 and the "2009 award for International Dissemination of Behavior Analysis"; from the Society for the Advancement of Behavior Analysis he received the "2020 Award for Distinguished Service to Behavior Analysis." From educational and research institutes he received the following distinctions: from the University of Brasília, "Professor Emeritus" (2006) and "Doctorate *Honoris Causa*" (2019); from UnB's Graduate Program in Behavioral Sciences, "Honored Professor" (2012); and from the IESB University Center, "Doctorate *Honoris Causa*" (2015). He also received the Centennial Medal of Scientific Psychology from the Conselho Regional de Psicologia (6a. Região) (Regional Council of

Psychology), in 1979. On April 24, 1994, the Brazilian president awarded Todorov the degree of “Commander of the Rio Branco Order.”

Cross-References

► **Azzi, Rodolpho**

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Toro-Alfonso, José Rafael

Born on *May 29, 1952 in Yauco, Puerto Rico*

Died *in San Juan, Puerto Rico on March 22, 2015*

Irma Serrano-García

University of Puerto Rico, Río Piedras Campus, San Juan, Puerto Rico

Keywords

Puerto Rico · HIV/AIDS · Advanced research and theory on homosexuality and homophobia

Dr. José R. Toro-Alfonso, whom many people knew as Joe, was an exceptional psychologist, a committed citizen, and a sensitive human being dedicated to the well-being of other people.

Joe lived in his birth place, Yauco, during his youth with his mother Cruz Alfonso Ramírez, a

second grade teacher and his father Jorge Toro, a merchant. He had one brother, Georgie. Joe remained in Yauco during his elementary and high-school years.

His education was interdisciplinary, which allowed him to generate multiple and accurate perspectives of the problems and populations of his concern. He earned a Bachelor of Science at the University of Puerto Rico, Mayagüez Campus. In 1976, he completed a Master of Education at Ponce Catholic University; in 1988, a Master in Psychology, Family, and Sexual Therapy at the Caribbean Center for Advanced Studies where he also finished a PhD in Clinical Psychology in 1990.

His professional experiences were multiple and varied. He worked as a biology teacher in high schools and founded and taught at the Montessori School in Caguas. He was Director of the Childrens' Program of the *Casa Protegida Julia de Burgos* – a shelter for victims of domestic violence and their families – and Executive Director of the AIDS Foundation of Puerto Rico for 10 years (1988–1998), a nonprofit organization dedicated to the well-being of people infected and affected by HIV/AIDS.

His work at the AIDS Foundation in defense of the rights of gay, lesbian, bisexual, transgender, and transexual people and against the HIV/AIDS epidemic was the basis of academic contributions to the understanding and support of these struggles through the creation and implementation of a course on homosexuality and lesbianism at the University of Puerto Rico, Río Piedras Campus, multiple presentations in professional fora on the Island and abroad and numerous publications. His work at the AIDS Foundation also prepared him to deal effectively with the country's news media and legislative processes. As a result, he published many newspaper articles and presented on multiple occasions before the legislature. One of his proposals resulted in the approval of a law requiring training of all health professionals about the prevention of HIV/AIDS. Because he recognized the importance of public policy work, he also participated in a Training Course in Public Policy for psychologists.

Joe exhibited scientific productivity and an interest in the development of conscious

professionals. His career at the University of Puerto Rico, which started in 1998, was outstanding. He directed the Clinical Services Unit of the University Center for Psychological Services (1998–2005) and was Associate Director of the first and only Social Sciences Postdoctoral program on the Island (1998–2004). He was also Acting Director of the Department of Psychology and Dean of Graduate Affairs of the Faculty of Social Sciences (2014–2015). He taught at the undergraduate and graduate levels and participated in committees of more than 60 theses and dissertations. He served as consultant for local and international organizations including the Pan-American Health Organization and the United States Agency for International Development. He carried out research with institutional and external funds in the areas of domestic violence in gay couples, prevention of HIV/AIDS, masculinities, support networks for people living with HIV, and older homosexual couples, among others. He published 78 peer-reviewed articles and 13 books. His articles appear in prestigious journals such as the *International Journal of Clinical and Health Psychology*, *Terapia Psicológica (Psychological Therapy)* and the *Journal of Homosexuality*.

He presented novel looks at HIV/AIDS, innovative approaches to social problems such as violence among gay couples, and creative constructions about health, disease, and the body. He dreamed of a psychology committed to social change. Because of this, he generated controversy and conflict – because he believed and defended his positions with ardor and conviction.

It is also important to highlight his commitment to organized psychology. He belonged to three psychology organizations. During several years, he participated in various committees of the American Psychological Association. He was a member of the Board of Directors, President (2001–2002), and Editor of the journal of the Psychology Association of Puerto Rico. He also served as Executive Secretary (2001–2007) and President of the Inter-American Society of Psychology (SIP, 2011–2013).

Joe received awards for his contribution to the practice of psychology, to ethnic minorities, for his research, and for his community activism. He

received the Investigator of the Year Award from Carlos Albizu University and the Psychologist of the Year and Lifetime Achievement Awards from the Puerto Rico Psychology Association. He was awarded the Rogelio Díaz Guerrero Award by SIP and the Distinguished Career in Psychology award by the National Latino Psychology Association. He received the APA Distinguished Contribution to the Public Interest Award posthumously

Joe was gay. It was important to him that others were aware of his identity. He came out of the closet when it wasn't in style, when the stigma surrounding the LGBTQI community was even more overwhelming than now, and he used his sexual identity to assert himself, and to demonstrate that success and competition are not limited by sexual orientation.

As a father, grandfather, and friend, Joe also stood out. He had an atypical relationship of companionship and trust with his two daughters Adriana and Verónica, and bonds of commitment and unwavering affection, with his grandson Andy. His friends knew that he would provide sustained support, sincere and constructive criticism, fulfillment of his promises and affection. His colleagues knew we could count on his enviable work capacity, initiative and drive for new projects, and with support for moments when stress overwhelmed us.

The best way to finish this biography is in his own words:

Psychology cannot be complicit to injustice and inequity. Objectivity is impossible when faced with the vulnerability of marginalized groups. There is no neutrality in the face of war, the death penalty, bribery, poverty, homophobia and colonial subordination. As citizens and psychologists. . . we must . . . engage in a psychology from and for the community. May our research and our listening become a breath of life for the community that observes us (Toro-Alfonso, 2006).

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Torres Benites, Francisco Armando

Born *in San Salvador (El Salvador), June 1, 1926*

Died *in San Salvador (El Salvador), March 8, 2015*

Nelson Portillo
Boston College, Chestnut Hill, MA, USA

Keywords

El Salvador · Rorschach test · Psychometrics · Clinical psychology

Francisco Armando Torres Benites was the second person to obtain an undergraduate degree in psychology in El Salvador and was a professor of psychology to numerous generations of students. He devoted over 40 years of his life to train countless students and shape the professional organization of the field of psychology in the country. He created the first office of psychological testing at the Psychiatric Hospital of El Salvador and founded the first mental health clinic that offered services at a public hospital. Trained in Europe as a clinical psychologist, he was an expert in psychometrics, humanistic psychology, and ethics.

Francisco Armando Torres, known affectionately as *Torritos*, was the son of Felipe Benites and María Eugenia Torres (F. A. Torres, personal communication, February 17, 2005). Of modest origins, his father was a shoemaker, and his mother worked as a seamstress and as a homemaker. Torres was born in Barrio La Vega, one of the oldest urban areas in the city of San Salvador. He studied his first six grades at Escuela San Alfonso—under the direction of Marist brothers—and Francisco W. Cisneros public school. He completed his high school degree at General Francisco Menéndez National Institute in 1943.

Torres' affair with psychology started in high school when he took the course "Psychology and

Logic," which provided a robust introduction to the field following a 90-point program that emphasized experimental psychology (see Portillo, 2006). Torres distinguished himself from the rest of his classmates by achieving the highest grade, and as an incentive, his teacher gifted him his first psychology book. An avid reader like his father, later on, he added to his personal library books by Freud, Havelock Ellis, and others that were published in accessible formats.

Despite his early interest in psychology, Torres had to wait 13 years to embark in its study when he joined the first program in psychometrics opened at the University of El Salvador in 1956. There, he met Rodolfo Semsch and they became close friends and collaborators. Before finishing his studies in psychology, he had already joined the Department of Psychology at the university as an instructor and as member of a technical committee that guided the psychology program (Calderón de Orellana, 2006). Both Torres and Semsch worked directly with Walter Albert Stahel and Paul Watzlawick (1921–2007) while they were members of the program. In the 1960s, Torres and Semsch worked with Luis Blanco Pérez and Pío Rodríguez (1935–) who had come from Spain (P. Rodríguez, personal communication, November 2, 2008).

Torres initiated his academic career as a professor teaching the subject psychology of children and adolescents in the Department of Education of the Faculty of Humanities. Then, he taught psychometrics and introduction to Rorschach's psychodiagnosis in the psychology program. As most members of the program, he combined teaching with other professional activities. In 1969, he introduced the use of psychological testing at the Psychiatric Hospital of El Salvador and founded its first office of psychological testing with the help of its director, Dr. José Molina Martínez, a psychiatrist who also taught in the psychology program. Torres was an expert in the use of the Rorschach test and other projective tests to evaluate mentally ill patients.

The same year that he opened the office of psychological testing at the Psychiatric Hospital of El Salvador, he was awarded a scholarship to

further his studies in Europe. Although he had applied to study in Geneva, he was ultimately accepted at the Catholic University of Leuven in Belgium. The university customized a program that allowed him to join simultaneously as an undergraduate- and graduate-level student in order to obtain a bachelor's degree and postgraduate degree in clinical psychology.

In total, Torres spent two and a half years in Europe. To validate his undergraduate degree, he was asked to complete a capstone thesis, which he did on the use of the Bender Visual-Motor Gestalt Test on children from primary schools in Brussels. For his graduate-level prerequisites, he completed a mandatory internship at the student orientation center and an internship at the Hospital del Rey in Madrid.

Torres returned to El Salvador in April of 1971 and rejoined the Department of Psychology at the University of El Salvador. He had become an expert in psychometrics, humanistic psychology, and ethics, and soon, he was back to teaching. His own clinical psychology training had convinced him of the need to introduce a more specialized program that went beyond the generalist one offered up to that point. He also considered the need to require supervised clinical practice in order to work as a psychotherapist. These ideas had been proposed in the past, but neither Torres nor anyone else succeeded in implementing them at the time. In 1973, he was one of the founders of Albert Einstein University in San Salvador.

Outside academia, Torres played a more effective and significant role in shaping the professional organization of the field of psychology in the country for over 20 years. Before leaving for Europe, he helped to organize the Salvadoran Society of Psychology in 1964, and as a founding member, he served as its first member at large. However, he had to leave his post shortly after because he also served as secretary of the university's Faculty of Humanities. The Salvadoran Society of Psychology paved the way to form the Psychology Licensure Board in 1987, an organization whose main goal was to authorize and ensure the professional and ethical practice of psychology in the country. This provided a legal

framework to the field and recognized it as bona fide health profession. Torres was elected as the first president of the Psychology Licensure Board in 1988, and he later occupied that same position in two other separate terms. He also offered his professional services free of charge at Hospital Rosales, one of the main public hospitals in the country, for 17 years.

As the sociopolitical crisis worsened in the 1970s, the military took over the University of El Salvador in numerous occasions, and this disrupted the academic and professional progress of the field. This impact was felt more at a personal level as well since the government began to target many psychologists. As a representative of the Faculty of Humanities for the Board of Governors, Torres was arrested and jailed in February of 1981 after the military stormed an emergency meeting at a local private school, near the university campus. In the 1980s, the military had taken over the university and closed it intermittently until 1984. As a result, Torres left his alma mater for good in 1986 and started working at the University of Central America (UCA) that same year. The chair of the Department of Psychology, Ignacio Martín-Baró, offered Torres a position. He stayed at the Jesuit university until 2002, when he retired, although he continued teaching at the José Matías Delgado University's Department of Psychology.

Despite the fact that he was a sympathizer of the left, as were most intellectuals in academia, he kept a low profile during the Salvadoran Civil War and limited himself to participate in public demonstrations. He suffered the loss of colleagues though, including his close friend Rodolfo Semsch and Ignacio Martín-Baró. He spent the last years of his life in the St. Vincent de Paul Nursing Home. Torres rests in the Illustrious People Cemetery in the city of San Salvador.

Cross-References

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- ▶ [Semsch Aguilar, Rodolfo José](#)

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Torres Orozco, José

Born *in México, on February 22, 1890*

Died *in Mexico City on June 9/10, 1925*

César Campos-Farfán

World Association for the History of Psychiatry,
Morelia, Michoacán, Mexico

Keywords

Mexico · Mental pathology · Positivism ·
Psychoanalysis

José María Torres Orozco was the son of the lawyer Mariano de Jesús Aniceto Torres Reyes (1838–1921) and of Mrs. María del Socorro Orozco Rojas (c. 1849–1915); he was the youngest of nine children of the marriage.

His childhood was spent in the midst of a hectic family life, where his father, in addition to being a trial lawyer, was an illustrious polygraph, with his own printing press, who was completely devoted to his literary productions, among them dramatic works, poetry, history, but above all journalism, founding numerous magazines and newspapers, notably *El Centinela* (The Sentinel) (1893–1914), as well as a Historical, Biographical Dictionary, etc., of Michoacan in three volumes (1905, 1912, and 1915). The home library was

huge and well stocked, a place where Torres Orozco recreated his intellect in his childhood years. He grew up in a cultural world, surrounded by personalities with whom his father maintained relationships similar to his own, among them were professionals, writers, politicians, and ecclesiastical dignities.

On May 25, 1910, he enrolled in the Escuela de Medicina de Morelia (Morelia School of Medicine), where he carried out professional studies with the highest grades. He presented his graduation exam on July 25, 1914, with the thesis called: *Ensayo Sobre la Patología del Lenguaje* (Essay on the Pathology of Language). Any reply by the jury was suppressed due to the academic record of the applicant.

Between 1911 and 1913, he was a contract professor of Philosophy at the baccalaureate. His top philosophical work dates from that time: *Los Datos de la Filosofía* (The Data of Philosophy). In 1912, when the Colegio de San Nicolás (Saint Nicholas College) was closed for political reasons, in an alternate “School” called San Nicolasito, he gave free classes in Moral, Logic, and Psychology.

After completing his medical studies, he attended the Escuela de Altos Estudios de la Universidad Nacional de México (School of Higher Studies of the National University of Mexico) (EAE-UNM) and attended the course that Antonio Caso (1883–1946) taught on Metaphysics and Aesthetics in 1914. He returned to Morelia, and in 1915 he again taught the Chair of Philosophy in San Nicolás. In February 1916, Professor Jesús Romero Flores (1885–1987), Director of Public Instruction of the State, appointed him head of the subjects of Logic, Ethics, and Experimental Psychology. Many of his students of those years appeared, later, as eminences in their respective areas, among them the cardiologist Ignacio Chávez Sánchez (1897–1979); the philosopher Samuel Ramos Magaña, whom he teaches in the fourth year of high school (1915); the parasitologist Manuel Martínez Báez (1894–1987); as well as his brother, the lawyer and politician Antonio Martínez Báez (1901–2000), highlighting Daniel Cosío

Villegas (1898–1976), founder of the Colegio de México (f. 1940).

At this point in his life, although already in late stages, Positive Philosophy and the study of the Psyche are already his priorities, credibly the only ones.

From the first, he traced the history of philosophy, from classical times to Henri Bergson (1859–1941). He had a profound knowledge of the entire work of Herbert Spencer (1820–1903) and Isidore Marie Auguste François Xavier Comte (1798–1857), without overlooking John Stuart Mill (1806–1873) and the Mexicans Gabino Eleuterio Juan Nepomuceno Barrera Flores (1818–1881) and Porfirio Parra Gutiérrez. Samuel Ramos, who nonetheless said at the time that he did not agree with Torres Orozco's already obsolete ideas, recognizes the worth of man and intellectual, in such a way that he places him as the last Mexican positivist, "in fact, he is the only positivist" (Ramos, 1925).

Torres Orozco was a man of ideas, rather than action, of intellectual work, and of academia; his work is related to his convictions about the science he represents. Meanwhile, recently graduated, he was looking for a position as a doctor; still very young, some of his most famous writings are released, many of them on psychological studies: Essay on the psychology of Cervantes (1916); Psychological dissertation on the personality of Nietzsche; and, in 1918, Neurasthenia as an abnormal state of cenesthesia and The neurasthenia of day laborers. According to Ponciano Tenorio Montes (1912–1963) (Tenorio, 1962), it is the year of his "medical exaltation," and he acquires national prestige. After multiple vicissitudes in his professional practice, with the help of Salvador Iturbide Alvérez (1893–1980) and Dr. Rosendo Amor Esparza (1879–1970), director of the National School of Medicine, on October 4, 1918, he entered as Internal Doctor in the General Asylum of "La Castañeda." He was assigned the load of a ward with 146 patients.

In the Pathology of Language, published in the *Medical Journal of the Colegio del Estado de Puebla* (Puebla State College) (Vol. I, n. 4 and 5, November and December 1918), Torres Orozco says he understands language as "the set of physical-psychic processes which have the effect

of the externalization of thought," in such a way that the metaphysical concepts that were held in this regard until then were suppressed; therefore, "language is nothing but an organic reaction that arises from the impulse of thought and is translated by modalities as dissimilar to each other as are the mental states that determine it" (Torres, 1985: 77).

In 1922, in the magazine *México Moderno*, he published *Las Doctrinas de Freud en la Patología Mental* (The Doctrines of Freud in Mental Pathology). It is the first formal study on the Czech neurologist in Mexico, with a great impact on the scientific community, both due to the prestige of the journal and those who write in it. Torres Orozco shows no less astonishment when he affirms that: "since the not too remote constitution of psychiatric science, no doctrine like Freud's had managed to revolutionize in such a decisive and fundamental way our knowledge about the causation and development of mental illnesses [...] previously unknown facts [that] came to enrich the wealth of psychological observation [...] mental developments that previously went unnoticed [...] and a new way of interpreting those facts, arising from apparently irrefutable inductions, established in the world of psychopathic phenomena, a synthesis that, by explaining its developments and origin, truly illuminated the vast field of normal psychology" (Torres, 1922: 39). A new way of psychoanalysis, he says. Under his premise that things must be learned well and firsthand, with that philosophical "pathos" that was characteristic of him, he had learned German to read without a translation from his favorite authors. He studied Sigismund Schlomo Freud (1856–1939) in his original language.

Torres Orozco's latest work is *El Estado Mental de los Tuberculosos* (The Mental State of Tuberculosis). He wrote this, prostrate in ward # 26 of the Hospital General de México (General Hospital of Mexico). Although certainly the fundamental basis of the study is a psychobiography of the Italian philosopher Giacomo Leopardi (1798–1837), with whom it has been said he identifies, it also takes parts of the lives of other tuberculous geniuses such as Chopin, Laënnec, the Ukrainian artist Marie Bashkirtseff (1858–1884), Fernández de Lizardi

(1776–1827), and the Yucatecan Miguel Rodríguez, without ignoring, of course, Jean-Marie Guyau Tuillerie (1854–1888). In this historical-clinical correlation of the psychology of tuberculosis, as in *Patología del Lenguaje* (The Pathology of Language), he complements his impregnations with small vignettes of his personal experience with other companions of misfortune in the Hospital where he convalesces.

“It is known - Freud himself affirms it - that psychoanalytic treatment does not cure neuroses definitively, but on rare occasions,” because even when disappearing from the field of Consciousness, “the obsessive idea continues to make its appearances in the subconscious, taking advantage of a thousand occasions and, above all, of the breach of the personality caused by sleep” (Torres, 1956: 114-115). He signed the work on November 5, 1924, and it was published by Dr. Ignacio Chávez, to whom he entrusted his correction, the following year, in the *Journal of the Mexican-Medical Association* (vol. IV, n. 18 and 19, 1925). In that same decade, but with greater formality in the following, when the violence after the Mexican Revolution (1910–1917) has already dissipated, doctors from the General Asylum of Mexico began to offer seminars on Psychoanalysis, and the study on Sigmund Freud consolidates.

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Torroella González-Mora, Gustavo Antonio

Born *Havana, (Cuba), 20 May 1918*

Died *Havana, (Cuba), 6 June 2006*

María Elena Segura Suárez

Centro de Estudios Martianos, Havana, Cuba

Keywords

Cuba · Psychological orientation · Diagnosis · Education

He completed his elementary studies at the Escuelas Pías La Salle, Havana. In 1936 he finished his studies in Science and Letters, in the Instituto de Segunda Enseñanza de la Habana (High School Institute of Havana). In 1938 he began the university program in Philosophy and Letters at the Universidad de la Habana (University of Havana) and he graduated in 1942 in Doctor in Philosophy and Letters, in the specialty of Psychology and Philosophy, and began to work as a professor of Psychology, Philosophy

María Elena Segura Suárez is retired

and Social Sciences in the Instituto de Segunda Enseñanza del Vedado (High School Institute of Vedado) until 1961. In 1949 he created the Departamento de Psicometría y Orientación en el Instituto del Vedado (Department of Psychometry and Orientation at the Vedado Institute) and considered the first Psychometry and Professional Orientation laboratory for Secondary Education in the country (González & Rodríguez, 1987; González, 1989).

In 1947 he worked as a professor at the University of Havana teaching History of Philosophy, Methodology of Social Research and Professional Orientation, Personality Psychology, Educational Psychology and Evaluation and Diagnostic Techniques. In 1950 the School of Psychology and Education was created at the Catholic University of Villanueva, where he held the chair of Psychometry and Psychological Orientation until 1958.

During the 1940s and 1950s, he participated in the Summer Institutes organized at the Universities of Havana, Oriente, and Las Villas for the improvement of teachers and professors, referring to the contents, methods, and techniques of psychological and educational orientation, in aid of school learning and the training and education of students. In 1954, he studied postgraduate courses in Social Sciences at Duke University, North Carolina, the USA. In 1955 he obtained a Master's degree in Counseling Psychology from Columbia University, New York, the USA.

During this stage of his life, he created by his own efforts the Instituto Nacional de Psicología Aplicada (National Institute of Applied Psychology, 1956–1961), a private institution that he declined when he devoted himself to his work at the Escuela de Psicología (School of Psychology) at the University of Havana, where he was part of the founding faculty, co-director, and the principal for several years of the Departamento de Psicología Educacional y técnicas de Evaluación y Diagnóstico Psicológico (Department of Educational Psychology and Psychological Evaluation and Diagnosis techniques). The first generations of Cuban psychologists owe their training in part to the teaching work of Professor Gustavo Torroella (Guevara et al., 1980; de Armas et al., 1984).

He was appointed by the Cuban Government and UNESCO to be in charge of a research on Cuban youth as part of an international study on ideals and values, which concluded with a report (Torroella, 1963). In 1969 he began his work at the Academia de Ciencias de Cuba (Academy of Sciences of Cuba), and he was appointed director of the Departamento de Psicología Aplicada (Department of Applied Psychology) where he promoted researches on adolescence and youth, developed courses that benefit different organizations in the country, and culminated his work in 1985. The *Revista Latinoamericana de Psicología* (Latin American Journal of Psychology) distinguished him with his appointment as a member of its Editorial Board representing Cuba.

From 1985 to 1990, he worked at the Instituto Superior Pedagógico Enrique José Varona (Enrique José Varona Pedagogical Institute) where he continued his research and academical improvement until his retirement. He directed the Servicio de Orientación Educacional (Educational Guidance Service) and began a period of collaboration with institutions and associations inside and outside the country, such as the Ministry of Education, the United Nations Children's Fund (UNICEF), and the Instituto Pedagógico latinoamericana y Caribeño (Latin American and Caribbean Pedagogical Institute, IPLAC) where he occupied the chair of Education for Life. From 1995 until the end of his days, he was coordinator of the group of Education for Life and then in 2002, director of the Chair for Human Development at the IPLAC.

Torroella was deeply humanistic, not exclusively affiliate to any school of thought in psychology, that excludes other sources of knowledge about humankind. His training and thinking were more holistic and original. He constructed his own vision of the "human drama" and defined his objectives with his own criteria.

He is considered the pioneer of psychological orientation in Cuba. His fundamental contribution was directed to the teaching of Psychology, as well as to the development of multiple researches on the study of adolescence and youth, psychological and vocational orientation, personality, conception of the world, orientation of values

and meaning of life, methods of psychological and social research, and education for life and human development (Guevara, 1984; Rodríguez-Álvarez, 1990; Segura Suárez, 2003).

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Tuana, Élide J.

Born in Montevideo, Uruguay, July 18th 1913

Died in Montevideo, Uruguay, October 19th 2015

Emaluna Gallo Goncalvez
Universidad de la República, Montevideo,
Uruguay

Keywords

Uruguay · Educational psychology · Dyslexia

Elida Tuana was the granddaughter of Italian immigrants who arrived in Uruguay in the decade of 1870. Because she was the first born, she had the responsibility of continuing with the family name and taking care of her two sisters' education. At the end of elementary school, the last grade teacher urged Elida's mother for her daughter to follow her studies.

In 1925, she entered the Universidad de Mujeres (Women's University), whose students continued the training in school teaching in the Instituto Normal de Mujeres (Lady's Normal Institute). In January of 1925, Sebastián Morey Otero (1894–1939) presented the first Experimental Psychology course in the Normal Institutes and Elida Tuana participated in that course. In 1929, along with the students of the Women's

University, they organized the Alfredo Binet Association, the first association of scientific nature in psychology in Uruguay (Monetti & Ocampo, 2011).

In 1933, the Laboratorio de Psicopedagogía (Psychopedagogy Laboratory) was created in the Instituto Normal de Varones (Men's Normal Institute) due to the impulse of Sebastian Morey Otero, who summoned school teaching students to do honorary work and it was so that Tuana along with other students entered the Laboratory. The work consisted in the application and adaptation to the country of aptitude tests used in Spain and France.

When Morey Otero died in 1939, the Laboratory stopped functioning, and in 1941, a public selection was called to provide its direction. Tuana applied, but María Angélica Carbonell de Grompone (1907–1995) ended up taking on that position. Tuana continued working there until 1954, when she became the vice principal of the Institutos de Formación Docente (Teaching Formation Institute). Being a teacher, between the years 1940 and 1942, she took up the post of headmistress at a school in Montevideo. During that period, she became interested in the big percentage of repeating students and that led her to applied psychological tests to the kids in that school, activity that lasted a short time because Montevideo's Primary Inspector wouldn't let her continue.

In 1942, Emilio Mira y López (1896–1964) visited Uruguay on several occasions to offer conferences and seminars, and in 1944, he was hired by the Uruguayan State to make a study about *El Normotipo del Niño y del adolescente uruguayo* (The Uruguayan child and adolescent normotype). During 1944 and 1945, on the occasion of the investigation conducted by Emilio Mira y Lopez, Elida Tuana directed the team that applied the Test de Inteligencia espacial (Spatial Intelligence Test). The contact with Mira y Lopez as a trainer continued in Rio de Janeiro, where Tuana participated during 1947 and 1948 in the first Latinoamerican Psychotechnics Training Course about professional guidance in South America, in the Professional Selection and Orientation Institute (ISOP).

In 1950, she got the Beca Galinal (Gallinal scholarship) to study abroad, which allowed her to travel to Europe. There she took classes with professors such as Jean Piaget (1896–1980) and at the Sorbonne with Pierre Pichot (1918–2020), among others. Meanwhile in Uruguay, in 1953, Juan Carlos Carrasco (1923–2010), Jorge Galeano Muñoz (1919–1987), and Washington Risso promoted the foundation of the Sociedad Uruguaya de Psicología (Uruguayan Society of Psychology, SPU), a scientific society of psychology in a country that did not yet have professionals trained in the discipline. When she returned to the country, Tuana entered in the SPU as a secretary, developing a highlighted activity and holding various positions of importance. In 1956, the Licenciatura en Psicología (undergraduate Psychology Program) was created in the Facultad de Humanidades y Ciencias (Humanity and Science Faculty) in the Universidad de la República (University of the Republic). In 1960, the first Uruguayan Psychology Workshops were held organized by the SPU, and by the ends of the 1960s, the first attempts to regulate the professional practice of psychology began, a process in which Tuana played a fundamental role as the SPU president (Monetti & Ocampo, 2011; Oiberman, 2001).

At the request of Maria Angélica Carbonell, she became interested in dyslexia and joined a group that in 1962 organized a course with Suzanne Borel-Mausonny (1900–1995). At the end of the year, they created the Sociedad Uruguaya de Dislexia (Uruguay's Dyslexic Society), and in 1963, they organized an international seminar about dyslexia in Montevideo. Tuana specialized in the lecture, and along with Carbonell, they made various studies that deepened the relation between orthography, lecture, and language.

In the civic-military dictatorship period between 1973 and 1984, the undergraduate program in Psychology at the Humanities and Science Faculty got shut down, because it was considered a highly politicized environment. Meanwhile, a sector of medicine promoted the limitation of professional practice by defining the role of psychology as the physician's assistant.

In this period, different psychology associations defended the discipline's autonomy countering the attack from some sectors of psychiatry and the SPU played a relevant part in that process, Tuana being its president.

Tuana held positions in the educational environment. In 1954, she took part in the direction of the Instituto de Formación Docente (Teaching Training Institute), where she had previously served as a responsible for the Psychology and Educational Psychology courses. Later on she worked in the Consejo del Niño (Child's Council), she was an Education counselor in 1985, and from there she started working with sexual education in schools.

In the year 2006, she was granted the Doctora Honoris Causa degree by the Facultad de Psicología (Faculty of Psychology) at the University of the Republic, based on her "extraordinary input to psychology from many years before it existed as a scientific discipline," as stated Sylvia Castro (Universidad de la República, 2015). Elida Tuana passed away at 102.

Cross-References

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- ▶ Carrasco Giordano, Juan Carlos
- ▶ Mira y López, Emilio
- ▶ Morey Otero, Sebastián

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U

Ulloa, Fernando O.

Born *Pigüé (Provincia de Buenos Aires, Argentina)*, 1 March 1924

Died *Ciudad de Buenos Aires (Argentina)*, 30 May 2008

Fernando Adrián Fabris
Primera Escuela Privada de Psicología Social
fundada por E. Pichon-Rivière, Ciudad Autónoma
de Buenos Aires, Argentina

Keywords

Argentina · Psychoanalysis · Institutional
psychology · Human rights · Argentine
psychoanalytical association

Physician graduated from the University of Buenos Aires (1951), he carried out his initial practice as a surgeon. In 1957, he joined the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association, APA), component society of the International Psychoanalytic Association (IPA), becoming a training analyst and a member of the Board of Directors of this institution.

In 1958, he was a group coordinator at the Rosario Experience where Pichon-Rivière (1907–1977), considered by Ulloa as his greatest teacher, presented his new theory in the field of social psychology using the technique of operational groups (Fabris, 2007).

He was one of the Full Professors in the undergraduate program in Psychology at the Universidad Nacional de Buenos Aires (National University of Buenos Aires, UBA). There he organized the Centro Experimental de Psicología Institucional (Experimental Center for Institutional Psychology, CEPI), a study group dedicated to institutional psychology. Also at Buenos Aires University, he taught Adult Clinic Psychology course, where he created in 1966 a clinical procedure that he called Clinical Assembly. The objective of the Clinical Assembly was to reflect on learning from a respectful closeness, in which third parties of appeal allow finding a solution to typical dilemmas of institutional life.

In the Clinical Assembly, (in which even dozens or hundreds of people participated), a clinical management, a psychoanalytic reading, and a reflection on the institutional dimension are combined, understood as an organizational history that refers to a series of creative processes both like others of stereotypy and repetition. In other words, the attempt to establish critical thinking – a way of *staying* and not just of *being* – that transforms the suffering syndrome and tragic enclosure, in situations open to problematization.

The clinical Assembly requires the establishment of a third party of appeal, an attitude as abstinent as it is committed by the operator. Underlying this positioning is a tenderness understood as a gesture that, being empathetic, prevents the destructive seizure of the figure of the other.

While still in the APA Seminars, he published a paper on Relationships between psychoanalyst candidates (Ulloa, 1959). Later, he made strong criticisms of the ideological use of the psychoanalytic settings that is, the use of transference regression and a rigid asymmetry, as instruments of control and power, in institutional relations between analysts (Ulloa, 1971).

He was one of the leaders of the so-called Grupo Documento (Document Group), which together with the Grupo Plataforma (Platform Group, the Argentine branch of International Psychoanalytical Association 26th Congress, held in Roma in 1969), decided to resign from the APA in 1971, based on the rejection of the autocratic and conservative ways of this institution (Langer, 1971)

Ulloa was president of the Buenos Aires branch of the Federación Argentina de Psiquiatras (Argentine Federation of Psychiatrists, FAP). The Buenos Aires branch of FAP, together with the Asociación de Psicólogos de Buenos Aires (Buenos Aires Psychological Association), the Asociación de Psicopedagogos de Buenos Aires (the Buenos Aires Psychopedagogical Association), and other institutions organized the Coordinadora de Trabajadores de Salud Mental (Coordinating Committee of Mental Health Workers). Within the Coordinating Committee, it was organized the Comité de Docencia e Investigación (Teaching and Research Center), an instance of training in mental health of a progressive nature and interdisciplinary spirit, in which psychiatrists, psychologists, psycho pedagogues, anthropologists, nurses, among other professionals converged in a horizontal and democratic process (Dubcousky, 1973).

With a moderate and at the same time committed spirit, he was forced to live for several years in Brazil (San Salvador de Bahia), to protect himself from the Civic-Military Dictatorship (1976–1983), which, in those years, made tens of thousands of citizens disappear.

Upon his return, when the new democratic government had not yet assumed, he increased his collaboration with Human Rights organizations, such as the Movimiento Solidario de Salud Mental (Solidarity Movement of Mental Health),

in the program with relatives of the disappeared and political prisoners, becoming an expert on the part and advisor to movements of Grandmothers of Plaza de Mayo and Mothers of Plaza de Mayo.

In these years, he developed theoretical topics such as the tragic enclosure and the relationship between cruelty and tenderness. “The paradigm of the tragic enclosure is torture, a situation where the victim completely depends, to stop suffering or to survive, on someone whom he totally rejects” (Ulloa, 1995, p. 133; translation is ours)

Ulloa stated that similar situations, in their basic structure, also produce a syndrome of suffering typical of a culture of mortification that sits in a void, which is attempted to be resolved from a position between perverse and addictive. The suffering syndrome is comparable to a current neurosis, which as such impoverishes and blocks the approach to the task, as a result of the defensive effects in the face of the “dark object of work.” (Ulloa, 1995, p. 133)

In Ulloa’s work, reflection on the place of the operator has a prominent place, both in individual psychoanalytic clinical practice (carried out in his case in unorthodox ways) and in practice with *numerosidad social* (*social numerosity*). The operator must have an attitude of abstinence, without this implying an indolence that dismisses or denies the sinister. That is why his approach, as regards the necessary attitudes, is that of tenderness. . . abstinent. Similar to parental tenderness, which is what allows child disability not to be the object of a destructive seizure of the figure of the child.

He offered frequent lectures and published dozens of articles, in addition to two books: *Novela Clínica Psicoanalítica* [Psychoanalytic Clinical Novel], in 1995, and *Salud EleMental* [EleMental Health] in 2012. His disciples published *Pensando Ulloa*, [Thinking Ulloa], in 2005, a book that reflects on his work (Taber & Altschul, 2005).

Its most outstanding contribution can be summarized in the idea of *social numerosity*, as a sociocultural object – and at the same time psychoanalytic – which is approached through the Clinical Community – or Clinical Assembly, mentioned above.

Cross-References

► [Pichon-Rivière, Enrique José](#)

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Unanue y Pavón, Hipólito

Born *Arica (Viceroyalty of Peru)*, August 13, 1755

Died *Lima (Peru)*, July 15, 1833

Tomás Caycho-Rodríguez

Universidad Privada del Norte, Lima, Peru

Keywords

Peru · Race · Climate and psychology

Hipólito Unanue, Peruvian physician and naturalist and one of the main representatives of the Enlightenment in Peru (Salazar, 2006), studied at the Seminario de San Jerónimo (Seminary of Saint Jerome) in Arequipa (south of the Viceroyalty of Peru), becoming familiar with philosophy, literature, theology, Latin, and Greek. At the end of 1770, he traveled to Lima, abandoning his priestly studies, starting medicine, and graduating in 1786. He had an important political role in the period of the transition from the colony to the republic, being, among other things, the first Minister of Finance of José de San Martín (1778–1850), who independized Peru, and one of the signatories of the act of independence of this country. He was also a collaborator and minister of Simón Bolívar (1783–1830). In medicine, Unanue was the founder of the anatomical amphitheater (1792), where he began the study of anatomy through the dissection of corpses. Later, he directed the Colegio de San Fernando (later Faculty of Medicine of the Universidad Nacional

Mayor de San Marcos, National University of San Marcos, Lima) and actively participated in the Sociedad Académica de Amantes del País (Society of Lovers of the Country), being editor (1791–1794) of *Mercurio Peruano* (Peruvian Mercury), an important publication of scientific dissemination (García, 2010).

Unanue emphasized the need to study the climate as a cause of variations in the nature of living beings, analyzing the psychology of the Peruvian settlers, more specifically those of Lima (Caycho, 2016). For him, both climate and race explain the psychological traits of people. Unanue described various psychological characteristics for different races. Thus, the Europeans are considered as having a solid thought and the ability to discover truths that require reflection, as well as generous. He considered the Africans of a heavy and barbarous spirit, while he described the Indians as sensitive, shy, a lover of solitude but imaginative. On the other hand, the miscegenation produced in the colony from the unions between Europeans, blacks, and indigenous people gives rise to intermediate traits. This allows him to develop a typology based on the proportion in which these three races are mixed. This classification expresses a very hierarchical society, in which Spaniards and Creoles had the highest rank while Indians and blacks are degraded in the last steps of society.

In addition, Unanue believed that the climate of Lima produces a weak nervous system, easily excitable by the presence of different objects. This physiological characteristic would be associated with the sadness and melancholy. He points out, in turn, that the organs of digestion would also be related to bodily weakness. For this, he remembered that in ancient times philosophers placed the place of the soul in the pit of the stomach, just like Democritus (Alarcón, 1992). Likewise, the imagination and shyness of the natives would have their origin in their body structure and weak nerves. For the first, Unanue points out that the impressions received by the delicate organs are forcefully transferred to the spirit. In the second case, the surprise produced by coming into contact with the stimuli takes hold of the soul, which causes fear of a new stimulus that can bring danger to life.

Unanue's observations regarding races and miscegenation should not be superficially

interpreted as an expression of racism, as he pointed out that alongside the characteristics described above we can find virtuous and talented people, but his ideas constituted at the time a scientific foundation of racial discrimination in Peruvian society. The idea of attributing negative characteristics to people of color was common in the society and colonial state of the time, where racial or ethnic aspects fixed the main aspects of the relations between the incipient classes. Despite no longer being current or valid, it cannot be denied that such a classification is the first psychological typology of Peruvian man.

Cross-References

► Alarcón Napurí, Reynaldo

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Urdaneta Ballén, Orlando

Born *in Bogotá (Colombia) on November 9, 1941*

Died *in Bogotá (Colombia) on September 13, 2018*

Lyria Esperanza Perilla-Toro
Universidad de los Andes, Bogotá, Colombia

Keywords

Colombia · Organizational psychology ·
U model · Human capital management

Orlando Urdaneta Ballén was born in the family of María Emma Ballén Zapata and Oliverio Urdaneta Mayorga, a national railroad mechanic. He had two brothers, with whom he grew up in the Bogotá's La Soledad neighborhood. He attended high school at Carmen's Institute (currently Champagnat School). He began studies in psychology in 1961 at the Universidad Nacional de Colombia (National University of Colombia), with honors throughout the same, and graduated in 1966 with the thesis "Construction and standardization of proficiency tests and usable knowledge in professional orientation" (Ardila, 1971). Later, between 1969 and 1972, he carried out a specialization in organizational psychology and labor sciences at the Higher Institute of Labor of the Catholic University of Leuven (Belgium). He published four books, each with several editions, and about 80 articles in specialized journals, as well as various manuals. He worked on the construction and validation of three instruments to measure the climate, culture, and organizational conflict.

After graduating as a psychologist, he took several positions at Servicio Nacional de Aprendizaje – SENA (National Learning Service), until he became director of Industrial Relations between 1973 and 1977. According to Urdaneta, SENA had a decisive influence in "the development of organizational psychology in Colombia, because thanks to it, sections and departments of selection, training and

development, and later, industrial relations services, began to be organized" (1993, pp. 347–348). He was also vice president of the Asociación Colombiana de Relaciones Industriales y Personal – ACRIP (Colombian Association of Industrial Relations and Personnel; currently, Colombian Federation of Human Management) and president of the Consejo Nacional Profesional de Psicología (National Professional Council of Psychology), the Federación Colombiana de Psicología (Colombian Federation of Psychology), and the Asociación Colombiana de Graduados de Universidades en Bélgica (Colombian Association of Graduates of Universities in Belgium). He worked as a teacher of undergraduate and graduate courses in organizational psychology and human talent management in several Colombian universities such as Pontificia Universidad Javeriana (Pontifical Javeriana University) at Cali and Bogotá, Universidad Católica de Colombia (Catholic University of Colombia), Universidad Santo Tomás (Saint Thomas University), Universidad Central (Central University), Universidad Piloto (Pilot University), Universidad Nacional de Colombia (National University of Colombia), Universidad Libre (Free University), Universidad del Rosario (Del Rosario University), and Universidad de la Salle (La Salle University). Orlando Urdaneta stood out as a high-level international speaker on human resources management issues in globalization scenarios, with experiences in countries of America and Europe, including Belgium, Chile, Colombia, the Dominican Republic, Norway, Panama, Peru, Sweden, the United States, and Venezuela. His primary work activity was as an independent consultant, being an advisor in labor competencies (Law 909, 2004 – Colombia) of public entities such as the Fondo Nacional del Ahorro (FNA) (National Savings Fund), the Instituto de Tránsito del Atlántico (Atlantic Transit Institute), the Unidad Especial de la Aeronáutica Civil (Special Unit of Civil Aeronautics), the Superintendencia de Sociedades (Superintendence of Societies), the Hospital de San Vicente de Arauca (Arauca's San Vicente Hospital), the Instituto Nacional de Concesiones (National Concessions Institute), and the Instituto Nacional de Vías (National Roads Institute). In recent years, he

worked in the restructuring of state companies such as the Ministerio de Educación (Ministry of Education), Aeronautica Civil (Civil Aeronautics), and the Superintendencia de Sociedades (Superintendence of Societies). In the academic field, its principal impact can be seen in the multiple citations to his books, mainly of *Organizational Psychology Applied to the Management of Human Capital* (2001). Thus, it is possible to find a good number of references to this work in articles on organizational structure and culture issues (Pérez Uribe, 2007), personnel administration (Higueta-López, 2011), organizational climate (Dávila et al., 2011), and performance evaluation (Pereira et al., 2008), among others. In his two other most outstanding books, he develops the well-known U model, a diagnostic intervention methodology, product of his experience as a consultant for large entities, which led to identifying staff development needs and initiating a program of strategic redirection and continuous improvement that he adopts with practical instruments that allow general managers and human resources managers of Latin-American countries to face the processes of economic openness and globalization (Urdaneta Ballén, 1997, 2002).

In 1990, his only child, Juan Camilo, was born. He remembers his father as a very active person, who especially liked playing tennis and volleyball, a sport in which he excelled in the 1960s as part of the National University of Colombia's team, and regular reader of politics, current affairs, and health issues and a constant writer who, with his knowledge and experience in the field of human talent, advised and generously helped many people prepare for job options. A few days after having the pride and joy of seeing Juan Camilo graduating as an industrial engineer, a CVA took the life of this remarkable organizational psychologist.

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Uribe Martínez, Federico

Born *Mexico City (Mexico), 27 July 1907*

Died *Monterrey (México), 12 January 1976*

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Autonomous University of Coahuila, Saltillo,
Mexico

Keywords

Mexico · Institutionalism · Creation of
educational institutions

Dr. Federico Uribe Martínez founded and was the first principal of the Escuela de Psicología de la Universidad Autónoma de Coahuila (School of Psychology of the Autonomous University of Coahuila) that has trained thousands of graduated psychologists in more than 50 generations (Universidad Autónoma de Coahuila, 2019b).

Federico Uribe was born in Mexico City; his parents were Federico Uribe López that was from Nuevo Laredo Tamaulipas, Mexico, and María Inés Martínez de Uribe, native of Guanajuato, Guanajuato, Mexico (CEAS, 1991). He completed his elementary education in Mexico City pending the Mexican revolution (1910–1917), an important historical moment for his country that marked his temper and that would be reflected in his successful and extensive professional development.

Motivated by friends of his mother, in 1923 he went to live to Belgium to study his baccalaureate and then continue his medical training in the Université Catholique de Louvain (Catholic University of Leuven) and later the Neuropsychiatry specialty (CEAS, 1991).

He studied exact sciences at the L'Université de Lyon (University of Lyon), France. Upon his return to the country, he revalidated his studies at the Universidad Nacional Autónoma de México (National Autonomous University of México), and in this same institution, he studied his post-graduate in philosophy. He also studied History and Pedagogy in 1958 and obtained his Master's degree in History from the Escuela Normal

Labastida (Normal Labastida School) in Monterrey (CEAS, 1991).

He was fluent in Latin, Greek, French, English, and German. One of the main characteristics in his contribution to the psychology was its development in relation to phenomenology and his general domain of human sciences (Valdez, 2015). His scholastic career was consolidated along with his studies, he changed his residence to the north of the country in 1943, invited to be part of the founding teachers of the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) (Monterrey Institute of Technology and Higher Education), in this institution he remained until 1947. He also taught at the Escuela de Bachilleres del Instituto Lauren (Bachilleres School in the Lauren Institute); at the Escuela Normal del Colegio Excelsior (Normal School of the Excelsior College), at the Facultad de Medicina, Arquitectura y Psicología de la Universidad Autónoma de Nuevo León (UANL) (Faculty of Medicine, Architecture and Psychology of the Autonomous University of Nuevo León); and at the Bachillerato y Normal de la Escuela Normal Labastida en Nuevo León (high school and Normal School of the Normal Labastida School in Nuevo León) (CEAS, 1991).

Among his administrative and academic management activities, he was part of the founding teachers of the Facultad de Filosofía y Letras de la UANL (Philosophy and letters faculty) and the la Facultad de Ciencias Químicas y Psicología en la Universidad Labastida (Chemical Sciences and Psychology faculty at the Labastida University) where he also taught for more than 26 uninterrupted years. From 1954 to 1956, he taught at the Bachillerato del Colegio Mexicano (High school in the México College), later he was director of department and finally vice rector in the same institution, he was also principal of the Colegio Israelita de Monterrey (Israelite College of Monterrey).

In 1963, Cesar Augusto Cárdenas called him to found the Universidad Jaime Balmes (Jaime Balmes University) in Saltillo, Coahuila, in this assignment Federico Uribe collaborated in academic activities and development of educational programs. The psychology school was founded in 1965 as a part of the Universidad Jaime Balmes

(Jaime Balmes University), Uribe was the first director having this position for several periods. Later this University changed its name to *Facultades Universitarias de Saltillo, A.C.* (University Faculties of Saltillo) and finally in 1975 it was incorporated to the *Universidad Autónoma de Coahuila* (Autonomous University of Coahuila) in which Uribe was again the first director that year and he taught in it until 1976, year of his death (*Universidad Autónoma de Coahuila, 2019a*).

Uribe worked as a consultant for the development and incorporation for different programs at the *Escuela Normal* (Normal School), and he always had a great commitment and dedication to guarantee academic excellence in the professional training of Mexicans in the north of the country.

In each institution mentioned, he left an important mark in teachers and students who studied undergraduate in the early 1960s, teaching in the field of psychology students from different municipalities of the state and from different places in the northeast region of the country.

In spite of working in an important way in the teaching and administration of various institutions, he left a written work among which it can be mentioned *Temptation of the technique*, in the *Cuaderno de Investigación Humanística* (Humanistic Research Notebook) and *Of the exiostic congeries*, published in October of 1966. Between 1950 and 1956, he collaborated in publications of the UANL with various philosophical articles and on different topics published in the journal *Vida Universitaria, Armar y Letras* (*College life, Arm and Letters*) and in student newspapers among which *Diotimia, Previsión y seguridad* (*Forecast and Security*), *Reflejos Sociales de Monterrey* (*Social Reflexes of Monterrey*), and *El Porvenir* can be mentioned (CEAS, 1991). He was invited to participate in presentations in Nuevo León, Coahuila, Sinaloa, and Mexico City. He carried out activities to broadcast psychology, and he was invited to various local television programs in the city of Monterrey to address issues of community interest, from an academic and scientific perspective, with the aim of informing and disseminating the importance of the profession (CEAS, 1991).

He dedicated most of his life to teaching; he finally died in the city of Monterrey, Nuevo León, having 68 years. His most valuable heritage was the dissemination and teaching of psychology in the northeast of the country, always manifested by his great commitment to teaching, but above all reflected in the way he enjoyed sharing his knowledge about psychology.

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Uribe Patiño, Francisco Javier

Born *in Mexico City, on September 26, 1945*

Died *in Mexico City, on February 28, 2012*

María Teresa Acosta Ávila
Autonomous Metropolitan University, México City, Mexico

Keywords

Mexico · Education · Social representations

Uribe graduated as Social Psychologist at the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) (FFyL) at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) (1969–1972). He obtained a Master's degree at the École des Hautes Études in Social Sciences (EHESS) in Paris, France, under the direction of Serge Moscovici (Srul Hers Moscovici, 1925–2014). He also realized PhD studies under Moscovici's direction in the same institution in 1981–1984. Since he came back to Mexico City in 1984, he was a professor and a researcher at the Universidad Autónoma Metropolitana, Iztapalapa (Autonomous Metropolitan University, Iztapalapa) (UAM-I) until he left away. During his academic career, he worked as a professor at the Facultad de Psicología (Faculty of Psychology) at the UNAM from 1973 until 1979, in regular courses as well as in the Open University System.

He collaborated in the post-graduated plan in Social Psychology at the Benemérita Universidad Autónoma de Puebla (Meritorious Autonomous University of Puebla) (BUAP); he gave classes, workshops, conferences, and consultancies in research programs at the Universidad Autónoma de San Luis (Autonomous University of San Luis Potosi) (UASLP), at the Universidad Autónoma del Estado de México (Autonomous University of the State of Mexico) (UAEMex), at the Universidad Pedagógica Nacional (National Pedagogical University) (UPN), the Centro Universitario de Ixtlahuaca (University Center in Ixtlahuaca) (CUI), and the Universidad de Tlaxcala (University of Tlaxcala) (UT); all of these were an active support for the significant role of Social Representations theory in Mexico.

As a witness and coparticipant of the effervescence of the student's movement in 1968 in Mexico, and the union strike in 1977 at the UNAM, his interest grew concerning subjects about democracy and violence, as well as the significance and interpretation that different social groups are to a great extent in the origin of these discomforts.

The tight friendship with Jorge del Valle Cervantes (born 1946) and Luis Gonzalez de Alba (1944–2016), as well of other professors at the Faculty of Psychology at that time, together with other like-minded colleagues, allowed him a

space for a dialogue and reflection on these issues, organized on Friday nights.

During his staying in Paris (1979–1984), he established relations with colleagues of other universities which continued when he came back to Mexico creating and encouraging reflection spaces with professors and students of different universities, as well as encouraging the visiting of European professors to Mexico with the support of Serge Moscovici. His pioneering effort transformed the (UAM-I) into a fertile ground for the study and discussion of the Theory of Social Representations. As it was not possible to have access to texts in Spanish language, he made translations together with María Teresa Acosta Ávila (born 1951) that have been spread among students and professors at other universities. This way, Uribe had a prominent role within the impulse of this theory.

Professor Uribe's work mainly enrolled within the framework of the social representations. He was co-author of the first paper in Mexico about the subject at the Asociación Latinoamericana de Psicología Social (Latin American Social Psychology Association) (ALAPSO) in 1978. Among his activities for the diffusion of the research work of theory, it stands out the obtaining of the headquarters in Mexico for the IV Conferencia Internationale sur les Représentations Sociales (IV International Conference on Social Representations (CIRS)) in 1998, when somehow the interest for the theory invigorated.

His work in the diffusion of the Theory of Social Representations allowed to create national networks, such as the Red Nacional de Investigadores en Representaciones Sociales (National Network of Social Representations Research Networks) (RENIRS). Besides, at the UAM-I he worked in the research area of "Psicología política e identidades" (Political Psychology and Identities), promoting workshops and seminars with colleagues such as Michel-Louis Rouquette (1948–2011) and Jean Claude Abric (1941–2012), among other researches of the Theory of Social Representations.

In homage to his work, since 2014 UAM-I established the "Award Francisco Javier Uribe Patiño" for young researchers.

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Uzcátegui García, Emilio

Born in *Quito (Ecuador), mayo 11, 1899*

Died in *Quito (Ecuador), julio 12, 1986*

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Keywords

Ecuador · Paraguay · Pedagogy · Institution building

Emilio Uzcátegui García was born in the San Marcos neighborhood, located in the historic center of Quito. His parents were Teófilo Uzcátegui and Rosa García. In 1905, he entered the Sucre Municipal Secular School when secularism was established in the education of Ecuador.

During his student years, one of the most important events was when Eloy Alfaro Delgado (1842–1912), president of Ecuador who introduced liberalism and secularism, decorated him with a medal in recognition of his academic achievements. He entered (1912) the *Escuela Normal Juan Montalvo* (Juan Montalvo Normal School), which trained school teachers, where he was educated without political and religious orientations. He accessed a scholarship granted by the German Pedagogical Mission to study in Germany; however, he preferred to study in Chile. In Santiago de Chile from 1914 to 1916 he studied at the *Escuela Normal José Abelardo Núñez* (José Abelardo Núñez Normal School), where he was also decorated as a good student, and he graduated as the best *normalista* (teacher). He devoted himself to music, theater, ballet, and to the reading of important European philosophers and writers that made him a cultured person in various subjects (Pérez, 2019).

Once he obtained the title of *Normalista*, he stayed in Chile to continue his studies at the *Instituto Pedagógico* (Pedagogical Institute),

specializing in natural sciences, as a secondary-level teacher. He also studied at the *Conservatorio de Música y Educación Manual* (Conservatory of Music and Manual Education), while working as a teacher at the school attached to the José Abelardo Núñez Normal School.

In 1926, he returned to Ecuador with the titles of Normalist granted by the Ministry of Public Instruction of Chile, Bachelor of Modern Humanities, Professor of Manual Works and Professor of Biological Sciences and Chemistry, conferred by the University of Chile.

He entered the Faculty of Jurisprudence of the *Universidad Central del Ecuador* (UCE, Central University of Ecuador). In December 1934, President José María Velasco Ibarra (1893–1979) closed the university because he thought it was a superficial and rebellious proselytizing club, which neglected scientific quality and was a constant threat against the order and legality of the country (Barreto, 2015; Terán & Soasti, 2006). The closure of the university made Uzcátegui study at the *Universidad de Cuenca* (University of Cuenca), where he obtained a Bachelor of Social Sciences degree from the Faculty of Jurisprudence (1935). In the same year, he obtained the title of Doctor of Jurisprudence at the UCE with the dissertation *Situación del niño en la legislación ecuatoriana* (Situation of the child in Ecuadorian Legislation), which served as the basis for the country's Juvenile Code.

In 1938, General Alberto Enríquez (1894–1962) as Supreme Chief of Ecuador reopened the UCE under the decree of a new Law of Higher Education and ratifying its autonomy. The *Facultad de Pedagogía y Letras* (Faculty of Pedagogy and Humanities) appointed Uzcátegui as professor of Applied Psychology to Education.

Uzcátegui contributed from various areas of knowledge to public education and participated in the creation of the *Partido Socialista del Ecuador* (Socialist Party in Ecuador) (Fonseca & Martínez, 2018). He also contributed (1944) to the creation of the *Unión Nacional de Educadores* (National Union of Educators), which was legalized in April 1950, being one of its main actors and its first president (Órgano Central del Partido

Comunista, 2009). Uzcátegui drew up the first regulation to appoint, promote, and remove teachers leaving behind unfair processes in which teachers entered the teaching profession for political reasons and not for their pedagogical skills. Together with other professionals, he drew up the *Ley de Escalafón Profesional del Magisterio* (Law for the Professional Rank of Teaching) and was the manager of courses to update knowledge for teachers in Ecuador (*Revista Ecuatoriana de Educación*, 1951).

In 1944, he assumed the Presidency of the *Comisión Técnica del Consejo Nacional de Educación* (Technical Commission of the National Education Council). In 1945, he participated in the *Asamblea Nacional Constituyente* (National Constituent Assembly) – which would draft a new Political Constitution of the Republic of Ecuador – as a representative of primary education for the Sierra (Highlands) region (Pérez, 2019).

In 1949, at an event held at the UCE, Uzcátegui gave a conference, in which he proposed the training of psychologists and counselors and the creation of an *Instituto de Investigaciones Psicopedagógicas* (Institute for Psychopedagogical Research). Once elected Dean of the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Humanities and Education Sciences) of the UCE in November 1949, he drew up the proposal for the creation of the *Instituto de Psicología* (Institute of Psychology), which was approved by the University Council in 1950. The first Institute of Psychology of Ecuador had two sections: Psychology and Psychopedagogical and Methodological Research. The University Council approved the Regulations of the Institute of Psychology in 1952. Among the objectives of the Institute were: to study and investigate psychological problems in relation to national needs; train professionals in the different psychological specializations; centralize the teaching of psychology so that it is taught in the different faculties of the university; carry out research and experiences of a methodological and pedagogical nature; determine the psychological profile of the Ecuadorian inhabitant. The Institute only conferred the

degrees of Professor of Psychology and Doctor of Psychology.

In recognition of his work, Uzcátegui was elected Dean of the Faculty of Philosophy, Humanities and Educational Sciences on two more occasions, from 1951 to 1953 and from 1953 to 1955. In 1955, the Institute of Psychology was renamed as *Escuela de Psicología* (School of Psychology).

In 1947, he directed the *Revista Ecuatoriana de Educación* (Ecuadorian Journal of Education) of the House of Culture. Between 1947 and 1955 he worked as a lawyer for the *Fondo de Seguridad Social del Ecuador* (Social Security Fund of Ecuador). And in 1950 he was appointed member of the Electoral Tribunal of Pichincha. In 1951, President José María Velasco Ibarra awarded him the National Order of Merit for being the best Pedagogue in the country.

From June 11 to 15, 1955, with the support of other professionals, he organized the *Congreso Nacional de Enseñanza de la Psicología, Antropología y Ciencias Biológicas* (National Congress of Teaching of Psychology, Anthropology and Biological Sciences). From 1955 to 1959 he served as head of the UNESCO Mission to Paraguay, in order to contribute to the educational reform of that country. Under his guidance, Paraguayan education achieved transformations of all kinds and at all levels, from the institutionality of the *Ministerio de Educación* (Ministry of Education) itself to the reform of the teacher training system. Between 1958 and 1959 he was a professor at the *Instituto Normal de Física y Química de la Escuela Superior* (Normal Institute of Physics and Chemistry of the Higher School) in Asunción, Paraguay.

In the field of psychology, as UNESCO expert, Uzcátegui promoted the creation of the *Departamento de Psicología Educativa* (Department of Educational Psychology) at the Ministry of Education of Paraguay. The department was to have a director and three psychology professionals. In 1959, under his guidance, a psychology and psychopedagogy office was inaugurated at the *Escuela Normal de Profesores N° 1* (Normal School of Teachers N° 1), in Asunción,

including an experimental psychology laboratory for student's practices.

The planning and execution of the reforms can be reconstructed from two publications that appeared under his direction: the *Revista del Ministerio de Educación* (Journal of the Ministry of Education) and the *Boletín de Educación Paraguaya* (Paraguayan Education Bulletin). In addition, he published a compendium of his articles on education in Paraguay, the *Panorama de la educación paraguaya* (Overview of Paraguayan education) (Uzcátegui, 1959). His official mission ended in 1959. According to the historian of psychology García (2006, 2021) the initiative was truncated due to a lack of professionals who could support it at the time that Uzcátegui had to leave the country for the end of his activities at the head of the UNESCO in Paraguay.

Between 1959 and 1960, Uzcátegui was again a UNESCO expert, in those years in El Salvador, where he put into practice a regional education project. In 1960, he dictated the chairs of Pedagogy and Special Didactics of the *Escuela de Ciencias de la Educación de la Universidad de San Salvador* (School of Educational Sciences of the University of San Salvador).

From 1961 to 1964 he was head of the UNESCO Mission in Bolivia and taught at the *Universidad de San Andrés* (University of San Andrés) and at the *Instituto Superior de Pedagogía* (Higher Institute of Pedagogy) of La Paz in this country. In 1969, he was appointed Consul in Bolivia. In 1972, he was a professor at the *Pontificia Universidad Católica del Ecuador* (Pontifical Catholic University of Ecuador) and chaired the Academic Council of the Faculty of Philosophy, Humanities, and Educational Sciences of the UCE.

Uzcátegui wrote approximately 40 works between essays and books, which encompass issues of education, inclusion, history of Ecuador, social changes, and influential figures at the Latin American level. In his works he urged university professors to have a high scientific training and a modest knowledge of pedagogical technique; therefore, it was essential that they be trained in learning psychology and university student

psychology. He was a key figure not only in Ecuador but also in Paraguay.

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V

Valderrama Iturbe, Pablo

Born *in Mexico City on July 28, 1959*

Died *in Mexico City on September 20, 2020*

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Universidad Nacional Autónoma de México,
Ciudad de México, Mexico

Keywords

Mexico · Psychology · History · Cognitive
behaviorism

Pablo Valderrama Iturbe majored in Psychology at Facultad de Psicología (Faculty of Psychology, FP) at Universidad Nacional Autónoma de México (National Autonomous University of Mexico, UNAM) in 1983; his thesis *Ensayos de la Historia de la Psicología en México* (Essays on the history of Mexican Psychology) was directed by Jorge Molina. In 2010, he got the Master's Degree in Experimental Psychology at UNAM; to achieve this degree, he wrote the thesis *Evolución de la enseñanza de la psicología en la Universidad Nacional Autónoma de México de 1920 a 1973* (Evolution of Psychology Teaching at the National Autonomous University of Mexico from 1920 to 1973).

In 2005, he got a PhD in Humanities at Universidad Latinoamericana (Latin American University, ULA).

Valderrama joined the academic staff at the FP in 1980 and he retired in 2013 after having held the *Profesor Asociado B Medio tiempo* position. He was also the Director de la Escuela de Psicología (Principal of the School of Psychology) at ULA from 2000 to 2009. In 2015, he worked as a professor at Universidad Chapultepec (Chapultepec University), where he taught several subjects at the Psychology major up to 2017.

Valderrama started his academic career when he was still a major student; he worked together with Benjamín Domínguez Trejo on the field of cognitive behaviorism therapy. As a result of this labor, he published several works; one example of this is the 1983 proposal, authored by Domínguez and Valderrama, issued on *Revista del Instituto Mexicano de Psiquiatría Juan Ramón de la Fuente* (Juan Ramón de La Fuente Mexican Institute of Psychiatry Magazine). This work proposed a training program on the topic of cognitive therapy as well as different professional usages in national issues.

In 1995, he wrote a chapter for the book *Emotion, Disclosure and Health*, published by the American Psychological Association (APA); he was invited by James Pennebaker (born in 1950) to participate in this work due to his works on adapting the technique called self-reflective emotional writing to the Mexican context.

His work on cognitive behavioral therapy focused on practical uses on patients with physical ailments, especially on women with cervical cancer.

His publishing record proves his devotion to cognitive behavioral therapy matched his passion towards Psychology History, on which he tried to keep a record on the most relevant events and personalities that left a mark in the field in Latin America and Mexico. Several works, such as *Estado actual de la psicología en México* (Current state of psychology in Mexico) (1998), show the breakthroughs of Mexican Psychology pioneers by analyzing books, articles, thesis, and other papers that prove the development of Psychology as science.

Along with Sánchez Sosa (2001), he also documented scientific and professional activities performed in the origins of Psychology all over Latin America in the late 1800s as well as the funding of higher education institutions with Psychology programs, and the arise of scientific communities that nourished Latin American Psychology.

Pablo Valderrama's contributions to the study of the History of Psychology in Mexico help understand the need to define a Mexican Psychology (as stated in Valderrama and Rivero, 1983); to do this, he studied in depth the development of Psychology teaching from 1910 to 1973, when the FP opened at UNAM, as well as the diverse theories that influenced the making of courses and studies, postgraduate courses, and field research.

He focused his professional interest on Sports Psychology, too. He published articles on the topic on *Boletín de la Facultad de Psicología* (Bulletin of the Faculty of Psychology) as well as he did on the newspaper *El Nacional*, which was printed all over Mexico in those days (1990–1992).

He worked as a therapist for over 10 years. In this activity, his main interest was helping patients improve their life standard.

He directed and advised 43 bachelor degree thesis. He worked on topics such as stress, cognitive behavioral treatment, psychometrics, and Sports Psychology.

In his personal life, Pablo Valderrama enjoyed listening to classic rock and planning trips on which he visited libraries that held books that could help him know more about the History of

Mexican Psychology since, according to his own son, “his work was cognitive behavioral therapy, but his real passion was History” (García Saénz, 2022, personal communication).

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Valdivia, Juan Gualberto “Deán”

Born *Cocachacra, (Arequipa, Peru), 11 July 1796*

Died *Arequipa, (Peru), 11 December 1884*

Walter Arias
Universidad de San Pablo, Arequipa, Peru

Keywords

Peru · Phrenology · Psychology

In 1811, Deán Valdivia traveled to the city of Cusco to study philosophy and then returned to Arequipa, where he studied theology. In 1817, he made his religious vows in the Orden de los Mercederarios (Order of the Mercedarians), and in 1820, he taught mathematics and physics at the Colegio de la Inmaculada Concepción (Inmaculada Concepción College) and introduced the teaching of chemical mineralogy for the first time in Peru. He occupied a high position (that of dean, hence his nickname) in the church of the city of Arequipa. In 1828, he founded Universidad Nacional de San Agustín (National University of San Agustín, UNSA), the first university in the city. A year earlier, he opposed celibacy and hung up the habit.

In 1841, Deán Valdivia was captured under the charge of conspiracy and put into captivity by Ramón Castilla (1797–1867), according to the orders of President Agustín Gamarra (1785–1841) but was released thanks to the intervention of the ecclesiastical authorities of the city. From the dialogues he had with Castilla (who was president of Peru twice, 1845–1851 and 1855–1862), a lasting friendship emerged, which was reflected in the biographical book he wrote about him, where the results of the phrenological analysis he made of him are also reported, also resorting to physiognomy (Valdivia, 1873).

Deán Valdivia’s phrenology meant for regional psychology the step from metaphysical

explanations to the search for the neurophysiological foundations of the mind (Arias, 2018). Likewise, he made some innovations to the phrenological theory, since he raised four new phrenological faculties: penetrability, smoothness, tactivity, and conjugability. In this sense, he was based on the basic principles of phrenology enunciated by Franz Joseph Gall (1758–1828) and made craniographic descriptions of the location of each phrenological faculty referring to brain structures that were known at the time (hemispheres, lobes, convolutions, meninges, brainstem, and basal ganglia). He highlighted certain normal and irregular manifestations when there are excessive protrusions on the skull and presents an analysis of temperaments following the Hippocratic-Galenic theory. He also proposed an analysis of the “geniuses” or attributes of the personality and a professional guide to the ideal characteristics of 22 professions or occupations.

His phrenological analysis involved dividing the brain into three regions: anima (back of the skull), moral (upper part), and intellectual (front part); and the distinction of 25 affective faculties that he divided into inferior and superior, and 14 intellectual faculties that he divided into perceptual and reflective. The work of Deán Valdivia combines in an original way the phrenological doctrine with physiognomy, the Hippocratic-Galenic theory, Thomistic psychology, and the enlightened knowledge typical of the nineteenth century.

Deán Valdivia’s work was pioneering in the history of regional and national psychology, which constitutes a historical antecedent of physiology, psychopathology, and applied psychology in Peru and Latin America.

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Valdizán, Hermilio

Born *on Huánuco (Peru), November 20, 1885*

Died *in Lima (Peru), December 25, 1929*

Ramón León

Universidad Ricardo Palma, Lima, Peru

Keywords

Peru · Psychiatry · Psychiatric journals

Hermilio Valdizán was a Peruvian psychiatrist born in Huánuco, a city in the Peruvian Andes. Still in his childhood, in 1894, he moved to Lima for secondary studies, and in 1903, he entered the Faculty of Medicine of the Universidad Nacional Mayor de San Marcos (UNMSM), obtaining a bachelor's degree in 1909.

With a scholarship from the Peruvian government, he made a stay in Europe (1911–1914), especially in Italy, where he worked with Sante de Sanctis (1862–1935), an important figure in Italian psychiatry and psychology.

On returning to Peru, he obtained an M.D. degree and created (1916) the Chair of Nervous and Mental Diseases at his alma mater. Since 1921, he was director of the Víctor Larco Herrera Asylum (today the Víctor Larco Herrera Hospital, Lima), an institution dedicated to the care and treatment of mentally ill patients, which he modernized. In that hospital, he had entered to work as a resident doctor 2 years before, and as director, he arranged changes based on his European experience, which, however, encountered strong

opposition from the nuns who were in charge of that institution. Thanks to donations from Víctor Larco Herrera (1870–1939), a man of great personal fortune and important political contacts, the reforms proposed by Valdizán were implemented, and the nuns left the asylum.

In 1918, he founded the *Annals* of the Faculty of Medicine of the UNMSM (*Anales de la Facultad de Medicina de la Universidad de San Marcos*), a journal of which he was the editorial secretary and which continues to be published today. That same year, together with Honorio Delgado, he also founded the *Revista de Psiquiatría y Disciplinas Conexas* (*Journal of Psychiatry and Related Disciplines*), the first Peruvian periodical specialized in psychiatric issues, which appeared until 1924. Between 1922 and 1925, he directed *Unanue*, a journal also founded by him and dedicated to the history of medicine.

His publications are numerous despite having died prematurely, being dedicated to the history of psychiatry and clinical psychiatry. He also dedicated himself to studying topics of Peruvian folk medicine. Mariátegui (1990) has edited a selection of his most significant writings under the title of *Paleopsychiatry of Ancient Peru* (*Paleopsiquiatría del Perú antiguo*).

Hermilio Valdizán was the initiator of psychiatry as an autonomous specialty in his country, and his works on psychiatric problems in Peru continue to be cited to this day (Mariátegui 1981). In the field of psychology, he expressed interest in psychoanalysis, expressed in the large number of psychoanalytic works (especially by Honorio Delgado) published in the *Journal of Psychiatry and Related Disciplines*, which he together with Delgado directed but also disseminated psychological tests to Europeans and implemented a psychological laboratory in the hospital he ran.

Cross-References

- ▶ [Delgado, Honorio](#)

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Valverde Téllez, Emeterio

Born *in Villa del Carbón, State of Mexico (Mexico), on March 1, 1864*

Died *in León, Guanajuato (Mexico) on December 26, 1948 (although some sources indicate 28)*

Enrique Anchondo López
Autonomous University of Ciudad Juárez, Juárez, Mexico

Keywords

Mexico · Philosophy · Catholicism · History

Valverde Téllez Emeterio was a prominent Mexican philosopher, historian, and academic, who, for more than 40 years, led topics related to the psychology of the Mexican, mainly on Catholic philosophy and its instruction in Mexico. In 1876 at the age of 12, he was awarded a scholarship to study at the Clerical College of San José, where he later taught Philosophy and Latin lessons; likewise, at the age of 23, he was ordained as a priest by Bishop Pelagio Antonio de Labastida y Dávalos (1816–1891) on March 5, 1887. At the

age of 26, he was appointed parish priest of Santa Fe, the same year in which he began his writing career; a year later he was selected as parish priest of Tlalmanalco until 1885, the year in which he was appointed to Zinacantepec and in 1896 to the parish of San José in Mexico City. It is in this last year where he published one of the pioneering works of its kind (Villalpando, 2002) *Apuntaciones Históricas Sobre la Filosofía en México* (Historical Notes on Philosophy in Mexico), where he contributed writings on the subject, reviewing Mexican Catholic schools, the training that was had within education, libraries, the profile of Catholicism in the country, societies, and cultural symbolisms of spirituality among others.

In 1897 Valverde was named “prebendado canon” in the chapter of the Cathedral of Mexico, where he served as a consultant for the V Concilio Provincial Mexicano (V Mexican Provincial Council). In 1904 he wrote another of his books called “Crítica filosófica; estudio bibliográfico y crítico de las obras de filosofía escritas, traducidas o publicadas en México desde el siglo XVI hasta nuestros días” (Philosophical Critique; bibliographic and critical study of the works of philosophy written, translated, or published in Mexico from the sixteenth century to the present day), in which he made a critique of the theories and writings of the moment regarding nationalist philosophical controversies and atheism, training philosophical such as Darwinism, positivism, spiritualism, and the different beliefs of the Mexican population of the time. From that moment until 1905, one of his main tasks was to visit parishes and ecclesiastical personnel throughout Mexico. In addition to the above, in that last year, he was appointed a member of the Mexican Society of Geography and Statistics upon returning from a trip to the city of Rome and Palestine. In 1907, being secretary of the Chamber and Government, he wrote his work entitled “Bibliografía filosófica mexicana” (Mexican Philosophical Bibliography), a book that 2 years later he expanded with two volumes and took up some of the themes of his first book and added more characters.

By 1909 he was appointed bishop of León Guanajuato, an activity that he worked for 40 years until his death. Two years later, in 1911

he published another work with the title of “La Verdad” (The Truth) in which he promotes the rebirth of Mexican philosophy as well as defends metaphysics in teaching and some other teachings above technical tasks; this text can come to be considered more in terms of the defense of the Catholic faith than of philosophy itself (Ibargüengoitia, 2000).

In 1914 he reissued his work “Bibliografía Filosófica Mexicana” (Mexican Philosophical Bibliography) where he encourages in various ways to establish the foundations of different disciplines such as Sociology and Historiography in Mexico, as well as Psychology. He considered that together they created, through behavioral and mental patterns, the way of thinking of the Mexican and their problems and characteristics differentiated from other cultures. This would allow finding solutions to archaic problems that have led the Mexican to where he is. Contrary to what positivism posited, which only observes in a reductionist way, as Emeterio considered positivism. Added to this aversion, he postulates the coldness with which positivism is handled, calling it a manipulator of procedures and blind to things that cannot be verified because he believes he has the only key to understanding the world, art, knowledge, and science leaving faith aside since positivism despite its scientific veracity does not give importance to beliefs and ideas regarding the formation that goes beyond the measurable, that is to say, the spiritual.

Thanks to his political skills, in 1921 he managed to get the Mexican Catholic archbishops and bishops to sponsor the raising of the national monument to the Sacred Heart of Jesus on the “Cristo Rey” mountain, an act that was condemned by President Álvaro Obregón Salido (1920–1924) and he decreed the expulsion in 1923 of the Vatican’s apostolic delegate in Mexico Ernesto Eugenio Filippi (1879–1951). This was the preamble to the conflict that broke out between the Mexican government and Catholic religious: In June 1926, President Plutarco Elías Calles (Francisco Plutarco Elías Campuzano, 1924–1928) proposed a law, called “Ley Calles,” in which the church was refused to participate in political activities and to be possessors of real

estate and it prevented the religious cult in places that were not temples; this fact caused riots between the parishioners and the Mexican militia. This event was called the “Cristero War,” which lasted from 1926 to 1929.

Valverde was appointed in 1926 as a representative to the Holy See to respond to the Mexican population during the events and began to reside in Rome, within the Pío Latino school; 2 years later, the monument that he had ordered to be erected together with some other characters was destroyed by a bombardment by opponents of the church. The war ended with the interruption of the United States, which sought to apply the proposals and requests of the bishops and Catholics of that country, which led the interim president of Mexico, Emilio Cándido Portes Gil (1928–1930), not to modify the constitution but alluding to the fact that the Catholic Church had to submit to what was requested by the country.

From 1928 to 1929, he ardently defended the Mexican episcopate since the war had left consequences causing both groups to continue contending for power (political and religious). Upon his return to Mexico, in 1930 he was appointed a member of the Mexican Academy of History, thanks to the fact that the work he had carried out magnified the history of the new world and the way of thinking about its inhabitants through the years; added to this he managed to assemble a private library that had more than 20,000 volumes, which are in a collection that bears his name in the library of the Universidad de Nuevo León (University of Nuevo León).

As we can see, the studies and writings of Emeterio Valverde Téllez helped to form what in the future would be the psychology of the Mexican, in which he would try to investigate social problems and their resolution through the tools that he has at his disposal, the development of his personality, as well as his motives for acting. All of the above thanks to the studies of Philosophy and the importance of Historiography to observe behavioral patterns.

It was on December 26, 1946, in the city of León Guanajuato that Emeterio Valverde Téllez suffered from hemiplegia and died.

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Varela y Morales, Félix

Born *Havana, Cuba, November 27, 1788*

Died *St. Augustine, Florida, USA, on February 25, 1853*

Asel Viguera Moreno

Universidad de Oriente, Santiago de Cuba, Cuba

Keywords

Cuba · Philosophy · Psychological ideas · Teaching

Lived his early years in Havana, and in 1791 his father was appointed Captain of Fusiliers in St. Augustine, Florida (still a Spanish colony), where he spent his childhood. He returned to Havana in 1801 and enrolled in the Real y Conciliar Seminario de San Carlos y San Ambrosio (Royal and Conciliar Seminary of San Carlos and San Ambrosio). Four years later, he received a bachelor's degree in Theology, taking the religious habit. In 1811, he graduated with a degree in Theology and the following year, he was ordained as a Catholic priest and obtained the chair of Philosophy (Ibarra-Cuesta, 2008).

In this context, the first psychological ideas appeared at the Universidad de la Habana (University of Havana), through the Course of Moral Philosophy; in the Institutos de Segunda Enseñanza (Secondary Schools Institutes) with the courses in Psychology, Logic and Moral Philosophy and in the religious seminaries. The teaching in these centers was permeated by the colonial condition of the Island, in which the Catholic Church imposed its religious dogmas on culture, so that a scholastic philosophy predominated. However, in the Seminario de San Carlos (Seminary of San Carlos) and in the private high schools, Psychology was part of the Philosophy Course and reflected the assumptions of the philosophy of the Enlightenment, which was pronounced as a critique of traditional institutions.

Varela y Morales' teaching focused on philosophy as well as on chemistry and physics. His conception of education aimed at forming a human being prepared to change society. The ethics of his teaching method implied placing the student in a learning situation that would allow, through his reflections and analysis, to formulate solutions to certain situations. Thus, the student should analyze, understand, and meditate without learning texts by heart, but rather learn to think and that this should involve value actions such as love for the native country (Segura-Suárez, 2003).

Varela's psychological ideas seemed to be part of his pedagogical, philosophical, and political work. In his writings, he started from the thesis that experience and reason were the true foundations of knowledge and, therefore, knowledge came from the encounter of the senses with reality. The attention he paid to the problems of the theory of knowledge led him to criticize the agnosticism from Kant (1724–1804) for sustaining the thesis that the senses, reasoning, and experience were insufficient to arrive at the truth (Ibarra-Cuesta, 2008).

His sensualism and empiricism discarded the assumption of innate ideas; thus, knowledge had its origin in the contact of the senses with external reality and general ideas were the product of logical abstractions. He was a connoisseur and disseminator of the work of Locke (1632–1704), Descartes (1596–1650), Condillac (1714–1780), and Destutt de Tracy (1754–1836); he also read and criticized the work of Gall (1758–1828) (Guevara-Valdés, 1984).

In the search for the genesis of human knowledge in sensations and psychological evolution, in different ages of children, he gave vital importance to the senses, giving priority to the sense of touch. It is through this sense that the sensations of the remaining senses are discovered, of the object that has produced them. Touch puts the human being in contact with nature and takes him out of himself.

In Varela's conception of the human being, man was the result of nature, but also of society. The human being was a result of nature, but his difference with the animals was the environment in which he lived. A human being in the jungle

would hardly be distinguished from the animals and would not have, like them, the properties that belonged to him in the social state. Thus, the physical and moral good were closely linked to society; otherwise, the faculties of the soul would not find development and virtue would not be exercised. Varela also conceived the relationship between affection and cognition, arguing the need to cultivate not only the intellect, but also the feelings, in order to lead life in a harmonious way (Segura-Suárez, 2003).

In December 1823, Félix Varela arrived to the United States, after being persecuted and condemned to death for his position against the Spanish authority. There he lived in Philadelphia and New York until his death. He continued his struggle for Cuban independence by publishing the newspaper *El Habanero* (The Havanero) (Miranda-Francisco, 1999).

His main contribution to Cuban psychological thought lays in his method: It inspired the idea of synthesis through integration and criticism, always thought in the solution of problems. This method was enriched by his followers, among them José de la Luz y Caballero (1800–1862).

Cross-References

- ▶ [Aguayo Sánchez, Alfredo Miguel](#)
- ▶ [Bernal del Riesgo, Alfonso](#)
- ▶ [De la Luz y Caballero, José](#)
- ▶ [Varela y Morales, Félix](#)

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Vargas-Ordóñez, Carlos

Born *in Bolívar, Cauca (Colombia), on June 17, 1938*

Died *in Bogotá (Colombia) on May 24, 2018*

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Keywords

Colombia · Education · Professional psychology · Undergraduate psychology

Carlos Vargas-Ordóñez, the son of José Gabriel Vargas, lawyer by profession, and Laura Ordóñez, studied philosophy at the Conciliar Seminary of Popayán and subsequently obtained a bachelor's degree in theology from the Pontificia Universidad Javeriana (Pontifical Javeriana University) in 1962. In addition, in 1980, he obtained a degree in psychology from the Universidad

Católica de Colombia (Catholic University of Colombia) (UCC). During his time as a student, he was characterized by his leadership, reflected in the fact that he was proposed to provide the monitoring given by advanced students and to systematize academic records (C. Cifuentes, personal communication, September 2, 2019). In 1984, he married the psychologist María Consuelo Quintero Giraldo, with whom he had two daughters.

At the beginning of his professional life, he was a professor of philosophy and psychology in vocational and secondary education at the Colegio Alejandro von Humboldt (Alejandro von Humboldt High School), the Instituto Técnico de Popayán (Technical Institute of Popayán), and the Colegio Fernández Guerra (Fernández Guerra School) in Santander de Quilichao (Cauca). In Bogotá, he also worked at the Colegio Restrepo Millán (Restrepo Millán School) and Liceo Antonia Santos (Antonia Santos Lyceum).

Between 1980 and 2000, he served as principal of the Colegio Nacional Nicolás Esguerra (Nicolás Esguerra National School), a public institution which, under his leadership in the afternoon shift, was recognized for its high-quality educational project, which distinguished it from other public schools at that time (Ocampo 2018).

While he was principal in the Nicolás Esguerra National School, the Ministry of National Education, through Decree 1162 of May 14, 1980, awarded him the *Camilo Torres Civil Medal* in the higher category for his “virtues and dedication to the enhancement of the nation.” Later on, in 1998, on the 60th anniversary of this school, he received the *José Acevedo y Gómez* award from the Council of Bogotá.

Concerning his service to higher education, he taught at the Universidad Jorge Tadeo Lozano (Jorge Tadeo Lozano University), the Catholic University of Colombia (UCC), and Fundación Universitaria Konrad Lorenz (Konrad Lorenz University Foundation) in Bogotá. In 1989, he was appointed dean of the UCC Psychology Faculty, a position he held until his death. He received this appointment amid a crisis that began in 1986, with the resignation of the then dean José Antonio Sánchez and other renowned academics. The

students went on a hunger strike and got organized to demand the reinstatement of the professors and the appointment of a suitable candidate for the post of dean. This situation jeopardized the survival of the Psychology Faculty at this institution, which had three temporary deans between 1987 and 1989 (Gómez and García 2018; Ocampo 2018).

In the first part of his tenure, Vargas promoted research and its dissemination. During this period, approximately 150 students graduated as psychologists, through participation in institutional research projects led by teachers and supported by the student body.

Moreover, under his leadership, the Psychology Faculty curriculum began to be overhauled, with an emphasis on research skills and students' integral development. Between 1992 and 1998, due to his conviction of the importance of research in psychology training, Carlos Vargas negotiated the purchase of the first laboratory equipment at UCC that would make it possible to formalize experimental practices. He subsequently supported the creation of the human research laboratory and the setting of psychometric and behavioral neuroscience laboratories.

Concerned about the shortage of quality psychology graduate programs in Colombia, Carlos Vargas endeavored to offer alternatives to improve teacher training, increasing the number of professors who obtained specializations, master's and doctoral degrees, benefiting at least 30 of them. Between 1998 and 2002, he promoted the creation of graduate programs with specializations in the clinical, educational, legal, and organizational areas.

In 1996, he formed a team of five psychologists with master's and doctoral degrees to strengthen a line of research in addictions and violence, creating the Center for Studies and Research on these topics (CEIAV), which was officially registered in the Administrative Department of Science, Technology and Innovation in 2000, as well as the master's degree program in psychology, which was approved by the Ministry of National Education (Flórez 2018). The creation of this program

was important since there were only six such graduate degree programs in the entire country at that time. Subsequently, in 2015, his team achieved official registration for a doctoral program in psychology (Londoño et al. 2018).

In 2006, under his leadership, the bachelor's degree program in psychology obtained the high-quality accreditation for 6 years, granted by the Ministry of National Education. In 2012, its accreditation was renewed for a further 8 years, making it the only private university psychology program to obtain this level of accreditation at that time.

In 2011, Carlos Vargas was recognized by the president of this institution for its commitment to academic excellence, due to the high scores obtained by students in the final year of the program in the state tests (Evaluation of Academic Skills in Higher Education – ECAES, currently called Pro Knowledge Tests).

In his capacity as dean, Vargas supported the creation of the journal *Acta Colombiana de Psicología* (Colombian Psychological Record) and contributed to the management of its publication as its director for 20 years (Ravelo-Contreras 2018). He also contributed to the creation and publication of the *Carta de Psicología* (Psychology Newsletter) that has been published for over 15 years.

In 2013, UCC awarded him a mention for the achievement of the reaccreditation of high quality of the Psychology Faculty, and that same year, he was granted the institutional recognition *Sapientia aedificavit sibi domum* (Wisdom has built its home), given to the “professional who undertakes or has undertaken outstanding academic work in their respective discipline, art or science, in the humanities or politics” (Ravelo-Contreras 2018, p. 8; Universidad Católica de Colombia 2019).

In 2015, Carlos Vargas was nominated for national awards in the categories “To a life of commitment” and “Management of the guild and its beneficial social impact,” granted by the Colombian Board of Psychologists (Colpsic), and was awarded the latter (Universidad Católica

de Colombia 2019). In 2016, the president of the Council of Bogotá presented him with the “José Acevedo y Gómez Order of Merit” for his excellent and permanent education services in the city of Bogotá.

His professional life focused on education, especially program management, whose hallmark was the positive leadership that enabled him to form committed, high-level work teams. One of the outstanding features of the accreditation processes he led was the cohesive, committed working group behind them. During his 28 years as dean, approximately 6,000 undergraduate students and 1500 graduate students completed their degrees.

As a teacher, he was always interested in integral development and ethics, subjects he taught at the various institutions where he worked. He participated in several congresses and academic events whose central axis was the development of psychology in the country, particularly as regards the training of psychologists.

In the late 1990s, several of the most representative psychologists in the country had expressed the need to update the legislation (1983) to regulate the exercise of the profession, but the existing groups (two professional associations) had apparently irreconcilable positions. However, on April 16, 1999, the deans present at the annual meeting of the Colombian Association of Psychology Faculties (Ascofapsi), in the city of Pasto (Nariño), constituted the assembly of the founders of the Colombian Board of Psychologists (Colpsic). Subsequently, in 2006, Colpsic was formally created, of which Carlos Vargas was a founding member (*Revista Colombiana de Psicología* 1999, p. 148). In addition, Vargas was jointly responsible for merging the two existing professional associations in 2004. He undertook mediation work, led meetings to unify and create agreements, and formed part of the team that negotiated the enactment of Law 1090 (2006) regulating the practice of psychology in Colombia.

In the Colombian College of Psychologists, Vargas was an active member for 13 years, serving on the National Board of Directors on two

occasions. Between 2007 and 2011, he was president of the regional chapter of Bogotá and Cundinamarca.

Carlos Vargas was a leader of training of psychologists in Colombia; a teacher of several generations; a manager and administrator of various quality programs that included different levels of education including middle school and undergraduate, specialty, master's, and doctoral degrees; and a defender of the rights of psychologists and psychology in the country.

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Varona Duquestrada, Carlos Manuel

Born *on March 11, 1923, in Santiago, Cuba*

Died *on February 8, 1999, in San Juan, Puerto Rico*

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Keywords

Puerto Rico · Cuba · Humanistic-rational psychology · Human rights

Carlos Varona was one of the five children of Francisco Varona Roura, a lawyer, and Angela Emilia Duque de Estrada both originally from Camagüey, Cuba. Following his father's steps, in 1946, he obtained a Doctor of Laws degree from the Universidad de La Habana (University of Havana). He practiced as a lawyer in Cuba for 14 years (1947–1961) at Varona-Roura Law Firm with his siblings. Varona was a professor of jurisprudence at the School of Law of the *Universidad de Camagüey* (University of Camagüey) and the *Universidad Oficial Ignacio Agramonte* (Official University Ignacio Agramonte). In 1948, Varona married Ana Margarita Lavernia-Hernández and became parents to Emilia, Ana, and Magdalena. Varona joined groups opposed to the Cuban President Fulgencio Batista dictatorial regime and was a supporter of the July 26 Movement and Civil Resistance Movement. In 1959, he was appointed Under Secretary of Labor of Cuba and resigned on October of the same year due to the Fidel Castro's government alignment with the communist ideology. Concerned about political transformations and events after the Cuban Revolution in 1959, Varona and his family migrated to Puerto Rico on 1963.

Upon his arrival to Puerto Rico, Varona held a variety of jobs including assistant librarian at the School of Law of the Interamerican University (1963–1964), director of the Department of Social Sciences, dean of Students, professor of Social Sciences, and director of the Río Piedras and Caguas campuses of Puerto Rico Junior College (1963–1969). Since his years as a lawyer and throughout his life, Varona nurtured his interest in the field of psychology and the interface among law, psychology, sociology, political science, and philosophical views of human behavior. Varona completed his master's degree in clinical psychology at the *Instituto Psicológico de Puerto Rico* (Puerto Rico Institute of Psychology, today Carlos Albizu University) in 1969 and a PhD in professional psychology with distinction at the Caribbean Center for Advanced Studies (presently known as Carlos Albizu University) in 1976. The title of his doctoral dissertation is *The Concepts of Responsibility and Guilt in Psychology and Puerto Rico Criminal Law* (Varona 1974).

Varona began his professional career as a psychologist in 1969, serving as a professor and supervisor of clinical practice at the Puerto Rico Institute of Psychology. In 1970, he worked as special assistant to the Secretary of the Puerto Rico Department of Social Services and in 1971 became a professor of psychology at the Interamerican University, Metropolitan Campus, until retiring in December 1998. He also lectured in the Criminal Justice program and the Doctoral Education Program at the same institution. He was elected to the University Senate of the institution in 1977, 1985, 1990, and 1992. In the 1980s, he was also a recurrent lecturer in the master's level program on Decision Analysis at the Universidad Central de Bayamón, Puerto Rico, along with his friend and mentor Dr. Norman Matlin.

Varona was a very prominent social commenter, public speaker, and activist on a variety of issues especially human rights. He was vice president of the Cuban Committee for Human Rights (circa 1990) and active member of similar organizations. As a keen observer of social-political dynamics, he began publishing several articles and essays in Latin American newspapers

and magazines in 1951. Once in Puerto Rico, his articles on psychology and legal or political topics were published in the legal journal of the Inter American University of Puerto Rico; the *Judicial Bulletin*; *Homines*, a social science journal; the *Puerto Rican Journal of Psychology*; and the newsletter of the Puerto Rico Psychology Association. Between 1977 and 1992, he wrote about 217 articles and essays on various topics for the newspaper *El Nuevo Día* and from 1994 to 1998 was a frequent collaborator in the magazine *El Camagüeyano Libre*. His writings became influential for discussions on public policies, highlighted views and contributions of psychology to society, and were recommended readings for college students on a variety of disciplines. His books constitute an invaluable legacy for psychology in the country.

Varona defined himself as a humanist-rational psychologist. His thinking integrates his liberal philosophical beliefs (liberalism), humanist pragmatism, humanist psychology (i.e., holistic view on individuals' capacity to make their own choices and actualize themselves in their own way), and rational psychology (i.e., study of psychological phenomena that emphasizes philosophy, logic, and deductive reason). Consistent with these views, he embraced an ethics of respect philosophy positing that the autonomy, rights, choices, values, and goals of individuals must be regarded as well as their special moral status as persons. Varona emphasized the importance of reasonableness and common sense as criterion for selecting useful counseling and psychotherapy methods. He believed that individuals act as if they have free will (whether a fact or an illusion) and have the intellectual abilities to foresee the consequences of their actions and avoid taking risks that endanger their lives or the lives or well-being of others. He believed that individuals can make intelligent and creative decisions considering alternative options presented by their own body, physical environment, culture, society, and the people with whom they interact. Varonas' views were greatly influenced by Antonio R. Martínez y Martínez (1905–1982), his professor of psychology and logic at the Instituto de Segunda Enseñanza de Camagüey (circa 1940,

Secondary Education Institute of Camagüey), Dr. Leonardo Rodríguez Betancourt and Dr. Norman Matlin both professors at the Puerto Rico Institute of Psychology (circa 1966–1970), and philosophers and theorists advocating rational analysis and cognitive reconstruction to solve human problems.

Varonas' participation in the development of the graduate psychology program at the Interamerican University of Puerto Rico was enduring. In 1995, he was recognized as exemplary professor by the excellence of his educational work by the faculty of the Division of Sciences and Behavioral Professions. His contributions to the development of psychology in Puerto Rico were honored by the Puerto Rico Psychology Association in 1978, 1979, and 1993. In 2004, the School of Psychology of the Interamerican University of Puerto Rico dedicated the Third Congress of Psychology and Mental Health to Dr. Carlos Varona Duquestrada in recognition of his memorable legacy to the profession and Puerto Rico.

Cross-References

- ▶ [Matlin, Norman](#)
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Varona y Pera, Enrique José

Born *Camagüey, (Cuba), 13 April 1849*

Died *Havana, (Cuba), 19 November 1933*

Asel Viguera Moreno

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Keywords

Cuba · Study of psychology

Varona studied at elementary school in his native city and soon after in Havana. In 1868 when the “Guerra de los 10 años” (first war of independence in Cuba), he incorporated to the battle field. When concluding, began the war in 1878, he restarted his literary activities and dictated and published in Havana his celebrated *Conferencias Filosóficas sobre Lógica, Psicología y Moral* (Conferences on Logic, Psychology and Morals). Later, before the failure of their management like deputy to the parliament of Spain representing Cuba, he broke up with the autonomism. As intellectual he participated in different educational spaces. On September 1878, in a covert of the *Revista de Cuba* (Magazine of Cuba) (which he opened up and directed from 1885), he exposed about the independence of the psychology in connection with the biological sciences. On May of the following year, he exposed his

speech known as “*The psychological evolution*” (1879). The Spencer doctrine marked him when declaring that the capacity of abstraction linked to the language, defined the human’s significant superiority on the nearest animal relatives (Pruna-Goodgall, 2006), that made him a convinced evolutionist. These postulates implied an opposition to the innatism of the ideas.

He also dictated in the years 1880 and 1881 a course in the Academia de Ciencias Médicas, Físicas y Naturales de La Habana (Academy of Medical, Physical and Natural Sciences of Havana). It was about a series of Philosophical Conferences on Logic, Psychology and Morals. Such a course was very well received by the intellectuality and the critics, and it was published in the *Revista de Cuba (Cuban Magazine)* until 1888. To a demand of José Martí, in 1895 he traveled to New York and assumed the writing of the newspaper *Patria* (“Homeland”), official organ of Revolutionary Cuban Party (PRC), and in 1896 he pronounced the titled conference *The Colonial Failure of Spain*.

During the North American occupation in 1898, he carried out the Secretary of Treasury position. Later, he assumed as Secretary of Public Instruction and Fine arts, implanting a plan for the modernization of the teaching known as Varona Plan. This reformation was possible thanks to the position of Secretary of Public Instruction that he exercised. There he articulated his vision of educate scientists and technicians for the economic and social development when organizing both the higher and secondary education systems. In the high school, the Varona Plan was applied on June 1900. In the logic course, for example, was incorporated psychology notions. In the university, new programs were created. Resources were dedicated to install spaces that favored the scientific and practical distinctive in the formation (Segura Suárez, 2013).

In this context, Varona expressed the idea that teaching should be directed from and toward the individual person, being the results consequences of the characteristics of the personality of the students. The teacher should have certain flexibility to assist each case that was presented and to reconcile the general rule with the local

application that should be individual. In this sense, the teacher had to be a psychologist (Aguayo, 1925).

In 1900, Varona was teaching the course of Logic, Psychology, Ethics, and Sociology at the Universidad de la Habana (University of Havana) and was the first holder until 1915. Here Psychology was taught as subjects in the Faculties of Philosophy and Letters, Education, and Law. It was also becoming trained in the institutes of second level and in the normal schools for teachers. In 1902, when the Republic was established, he devoted to his work as professor at the University of Havana. Then, he entered the Partido Conservador Nacional (Conservative National Party) and assumed the vice-presidency of the Republic from 1913 to 1917). One year later, his aphorisms, entitled *Con el eslabón (With a link)*, expressed their frustration with the social situation and, at the international level, with the beginning of First World War.

Varona established a considerable impact in Cuban pedagogy, being articulated with his psychological thought. He was a defender of a pragmatism in the Cuban pedagogy that stimulated the university reform for that he proposed.

His conceptions about Psychology were summarized in a text published in 1905. In the book, he defines the object of study of the Psychology and the relationship of this science with the Physiology. He understood the biological system as a basis of the mental phenomena. Concepts like sensation, perception, memory, representations, attention, judgment, and reasoning, imagination, emotions, and feelings are approached and defined (Bernal del Riesgo, 1951; Guevara-Valdés, 1984). Also, issues related with the morality and the ethics. He consulted the works of outstanding authors of the time such as Wundt (1832–1920), Binet (1857–1911), Spencer (1820–1903), James (1842–1910), Titchener (1867–1927), and Ribot (1839–1916). In his ideas were expressed a continuity of the sensualism, empiricism, and humanism of Félix Varela (1788–1853), José de la Luz Caballero (1800–1862), and José Martí (1853–1895) and of the tradition of the critical elections in the psychological Cuban thought (Viguera Moreno, 2017a).

He criticized the advanced introspection of his time. For him, not all the states of the mind had the same clarity and not all were conscious (Varona, 1921). From this idea, he outlined the necessity to study them by means of objective phenomena that accompanied such states and their conscious results. He showed examples about the effects that the person's affective state could play in the observation of itself. As a consequence, declared that the introspection was necessary, but incomplete (Viguera-Moreno, 2017, 2018; Viguera-Moreno et al., 2012).

In the definition of the conscience as the object of study of Psychology, Varona was beyond the idea of studying their function or structure, just as James and Titchener proposed. The fact he argued was to accept all the mental states, inside or outside of the conscience. In this sense, he agreed with Wundt when proposed that the Psychology should also be interested in the religion, the art, and other manifestations of the culture and the society (Viguera-Moreno & González González, 2012).

As a consequence, he paid attention to psychosocial topics. He considered in this way that the psychosocial investigations should keep in mind the social classes, historical, ethnic antecedents, the language, the industry, and the necessities of the persons. For Varona, each one of these factors, as much as the specific characters of the individuals, was relationships of the subject with the object (Ferrer-Lozano, 2015).

His thoughts transcended the averaging concept of the human with a vision free of atavisms. His conception of the psychological, the biological, and the social allowed him to define the person in context. He also enabled to think an ethics that is built from the native culture; nevertheless, the value that might have the psychological ideas imported from outside. It is possible whenever the psychology is applied with critical arguments that respond to the problems that find solution from the practice, be formative, investigative, or professional. Enrique José Varona y Pera, considered by the Cuban Society of Psychology as the first Cuban psychologist, was one of the maximum exponents of the positivism in Latin America (Segura-Suárez, 2003). He is the representative

in Cuba of the transit of the psychological ideas in the ideology and the Philosophy, to the Psychology like science, since he lived both in the Colony and the Republic.

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- ▶ De la Luz y Caballero, José
- ▶ Varela y Morales, Félix

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Vaz Ferreira, Carlos

Born *Montevideo, (Uruguay), 15 October, 1872*

Died *Montevideo, (Uruguay), 3 January, 1958*

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Keywords

Uruguay · Experimental psychology · Philosophy

Carlos Vaz Ferreira was born in Montevideo in October of 1872; his father Manuel Vaz Ferreira was a native of Portugal, and his mother Belén Ribero had Spanish and Portuguese ancestry. His first studies were at home with different teachers. In 1888, he entered the Universidad de la República (University of Republic) and graduated in law in 1903. Although he graduated in law, his most outstanding performance was both in the philosophy and public teaching field, where he held teaching and directorate of teaching agencies positions. During the period of 1897–1922, he served as a Philosophy Professor in Preparatorios (High Schools), focusing his interest on psychology developments.

In April of 1897, he was appointed as interim professor for the first year of the philosophy course that included psychology and logic contents. For the psychology course, he proposed a training program that stood out because of its topicality, depth, and rigor. In May of that year, he published the *Curso Expositivo de Psicología Elemental* (Expository Course of Elementary Psychology), work prepared for the teaching of the psychology course and that in the previous year had been presented in five consecutive issues of the *Anales de la Universidad* (Annals of the University) (Vaz Ferreira, 1896b, 1896c, 1897a, 1897b, and 1897c). In that work, he exposed his position on the knowledge and teaching of philosophy, synthesized in the idea of knowing without exclusions the different doctrines that make up the field of psychology, reflecting a broad vision on the knowledge of psychology and being careful not to emphasize any of the proposals of the tendencies that coexisted in the philosophy field in Uruguay. In that moment, a controversy between two currents of thought was developing: spiritualism and positivism, which Arturo Ardao (1965) defined as: “the struggle between two epochs, two systems, two political ideals in the Eastern Republic” (p. xii).

In the manual made for the course, Vaz Ferreira warned that psychology is a very large field that integrates both discussions and hypotheses of metaphysics, and laws that arise from the novel development of positive science. He distinguished, on the one hand, the field of metaphysics that would take care of the essence or intimate

subject of spirit, and on the other, a rational psychology in which he highlighted experimental psychology as a science of the same genre as physical and natural sciences.

In his course, he taught that psychology studies facts or phenomena, and its scientific method conjugates introspection and observation. Vaz Ferreira’s proposal echoed the precepts that formed the scientificity of knowledge at the time: on the one hand, the search for the laws through the scientific method, and on the other, the theory of evolutionism. Vaz Ferreira highlighted that experimental psychology not only makes use of the observation of mental phenomena, but also intervenes in their production and even manages to produce them artificially in order to study them in an “adequate way,” as understood from the experimental sciences at the time.

To Vaz Ferreira, laboratory psychology had a direct relationship with education, and he proved it including Alfred Binet (1857–1911) and Henri Beaunis’ (1830–1921) experiences in his course, over 1894, as well as the statistical investigation performed by Francis Galton (1822–1911) in 1880. The professor presented experimental psychology as an element to pay attention to for the educational advancement of the country.

In his course, Vaz Ferreira included training in experimental psychology considering that: “The objective and concrete method is very practical and easy to use, facilitated by simple experiences that can be very frequent and very fruitful in the Psychology class” (Vaz Ferreira, 1897e, p. 362). This leads him to wonder “Could and should a Psychology laboratory be created in our University?” (Vaz Ferreira, 1897e, p. 362). He answered that laboratories linked to universities are intended for original research or for pedagogic demonstration. He found the first type unnecessary due to the low interest for psychology in his country at that time (1897). But the second type would allow him to reach the pedagogic ideal he was trying to achieve, practical teaching through classroom demonstrations.

The beginning of the courses in 1897 was accompanied by the creation of a Laboratorio de Psicología Experimental (Laboratory of Experimental Psychology). Vaz Ferreira considered that the creation of a psychological laboratory, would

put our country at the forefront of psychological teaching in South America (Vaz Ferreira, 1897e). It was possibly the first Laboratory of Experimental Psychology organized in Latin America, if we consider that the one organized by Victor Mercante in San Juan in 1891 was a Laboratory of Psychophysiology. The psychology laboratory worked for 10 years, in addition to preparations for the anatomical demonstrations (brain with cuts, skull, etc.), and it had several psychometric devices. Those elements were discontinued as Vaz Ferreira took up other positions and became interested in other aspects of philosophy, closing a stage of sustained development of psychology in Uruguay. After the closure of the laboratory in 1907, it was not until 1933 that under the influence of Sebastian Morey Otero (1894–1939), the country once again had a psychology laboratory.

Vaz Ferreira focused on the articulation between psychology and logic, supported by Stuart Mill's studies (1806–1873) (Ardao, 1961). This interest took him away from the specificity of psychology, to enter fully into the field of philosophy and embark on a path of elaboration of his own, original and of clear local cut. His philosophic work had a "strong scientific impregnation" (Vaz Ferreira de Echevarría, 1981, p. 256). He called the axis of his reflection "living logic," articulating psychological, logical, and epistemological elements and addressing a wide field of philosophical problems, such as morality, esthetics, freedom, religion, pedagogy, and legal and social philosophy.

Throughout his career, he was a member of the Consejo Directivo de Instrucción Primaria (Directing Council of Primary Instruction) (1900–1915); he was Decano de Preparatorios (Dean of Preparatory) (1904–1906) and Maestro de Conferencias (Teacher of Conferences) (1913–1958) of the University of the Republic. He was Rector of the University of the Republic on three occasions (1929–1930, 1935–1938, y 1938–1943), and he was Dean of the Facultad de Humanidades y Ciencias (Faculty of Humanities and Sciences) in two periods (1952–1955 y 1955–1958). Vaz Ferreira provided a strong impulse to the teaching of psychology, and he taught the discipline as pragmatic and useful knowledge.

Cross-References

► [Morey Otero, Sebastián](#)

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Vázquez Fernández, Hugo Gabriel

Born *in Mexico City, México, on May 17, 1945*

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Keywords

Mexico · Professionalization of psychology ·
Applied behavioral analysis

Thru his teaching and extensive professional labor in the public and private sectors, Hugo Gabriel Vázquez Fernández played an important role in the development of psychology as a profession.

He was the last of six children of a typical middle-class family, 16 years younger than his eldest brother. At 14, he held his first paid job as the leader of the marching band at the “Fray Juan de Zumarraga” primary school. In 1964, he entered the Facultad de Filosofía y Letras (FFyL, Faculty of Philosophy and Literature) at the Universidad Nacional Autónoma de México (UNAM, National Autonomous University of Mexico), interested in what motivated people to behave in one way or another. His first 2 years passed – as he mentions – without pain or glory, although his friendship with Arturo Bouzas Riaño, Ely Rayek Zaga (born in 1945), Gustavo Fernández Pardo, Francisco Montes Ahumada (born in 1946), Jorge Molina Avilés, and Héctor Ayala Velázquez, among others, got him involved in the local efforts to promote a scientific psychology, removed from the philosophical and psychoanalytic approaches to the teaching of psychology that prevailed at the time, and the founding of a professional identity.

In 1966, his life took an important turn when he and Fernando García Cortés (1943–2019) represented the students of the Colegio de Psicología (College of Psychology) (CP) before the Consejo de Huelga (Strike Council) of the student movement that led to the dismissal of the Rector of the University, Dr. Ignacio Chávez

Sánchez (1897–1979), and foreshadowed the student movement that 2 years later, in 1968, would become a watershed for democracy in Mexico.

The 1966 student movement was a trigger for the first modern curriculum for the training of psychologists, with definite psychological and scientific orientations, and paved the way to the creation of the Facultad de Psicología (Faculty of Psychology) (FP) at the UNAM in 1973.

In the struggle to have a science of psychology, independent from philosophy and distanced from the dominant influence of psychiatrists and psychoanalysts, Gabriel Vázquez, as representative of the student activists in 1966 (Jorge Molina, Jorge Llanes, and Fernando García, among others), demanded the resignation of the Jefe del CP (Dean of the CP), José Luis Curiel, who viewed psychology from the stance of a philosopher. To replace Curiel, Gabriel Vázquez suggested Santiago Ramírez Ruiz Sandoval. A psychoanalyst himself, Ramírez understood that the science of psychology was something different from psychiatry and psychoanalysis and served as a bridge between the different factions in the conflict, backing up the students.

The first modern curriculum was conceived in the consulting room of Guillermo Dávila García, and for the first time, laboratory courses in motivation, sensation and perception, and learning formally appeared as part of the curriculum. Later on, still as students, Jesús Figueroa Nazuno, Jorge Molina, Héctor Ayala, and Gabriel Vázquez would write the lab manuals for these courses.

Gabriel Vázquez showed early on a greater interest in the practical/applied side of psychology. In 1969, years before he obtained his licentiate in psychology (1974), he founded the “Walden Dos” (Walden Two) school and led it (1972–1991), to demonstrate that it was possible and advantageous to apply the principles of operant control in a school setting with normal children. At that time, the general opinion was that those principles were only appropriate for children with mental retardation or disability and psychological training at the FP at the UNAM was becoming more academic and theoretical.

With the advice and friendship of Bill Hopkins (1935–2011), a pioneer of applied behavior

analysis, he set up a token economy to regulate the social behavior of children and adolescents, as a necessary prerequisite for academic behavior, under the double premise that reinforcement increments the motivation to learn and the efficiency to follow instructions and self-control (delay gratification) that facilitate learning. In a very innovative way, he extended the token economy to reading and writing and to the learning of arithmetic, obtaining significant improvements in time on the task, attention to the task, and number of correct responses (error reduction) in the solution of arithmetic problems. For many years, during Gabriel Vázquez's tenure, Walden Dos was open as a practicum in behavior modification in school settings for students of the Department of Psychology at the UNAM. All this changed with the introduction of constructivism in the teaching of psychology and a new administration that changed Walden Dos's philosophy of education.

In 1977, he became the head of the Department of the Centros de Atención del Sistema para el Desarrollo Integral de la Familia del Gobierno Federal (Attention Clinics, System for Integral Family Development, Federal Government). He was quickly promoted to operational under-director, in charge of the Centros Foráneos (Attention Clinics outside Mexico City), Casas Cuna y Hogar (Newborn, Infant, and Child State-Care Centers), and the educational services of the system, serving until 1980. That same year, he began a 27-year-long teaching career as a lecturer at the FP at the UNAM, sharing his knowledge and practical experience in courses on experimental, educational, and organizational psychology.

At the UNAM, he held several academic administrative posts at the FP: head of the Department of Social Service (1985–1986); coordinator of Exchange, Extension, and Support Services (1986–1989); coordinator of Institutional Relations and Communication (1993); head of the Division of Continuing Education (2013); and secretary general (2013–2018).

He alternated his work in the public service and in academia, at and outside the UNAM. He worked as an advisor and regional under-director for the Federal District at the Instituto Federal Electoral (Federal Electoral Institute,

1991–1992), as an independent advisor to the Secretaría de Comunicaciones y Transportes (1992; Ministry of Communications and Transportation), and as coordinator of Technical Support and Monitoring and later director of Procurement for the House of Representatives, LVI Federal Legislature (1994–1997), where he put into action the first Regulations Manual for Procurement.

He was appointed rector (President) of the Universidad Latinoamericana (ULA) (Latin American University) for the period 1997–2001. Under his leadership, the ULA went through a period of great academic and professional growth and consolidation: the schools of Psychology, Architecture, and Graphic Design were created, enrollment in the Schools of Dentistry and Law increased substantively, and two additional ULA campi opened.

From 2001 to 2006, he worked as an independent consultant in Strategic Planning and Quality Systems and helped ad-honorem to certify under the norm ISO-9000 the academic extension services and the Psychological Service Clinics of the Department of Psychology at the UNAM.

Gabriel Vázquez's academic and professional career reflects his conviction that the scientific understanding of the principles that regulate behavior are fundamental for the development of an effective and wide-spectrum professional psychology.

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- ▶ [Dávila García, Guillermo](#)
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Vega Vega, René Felipe

Born *in Havana, September 20, 1926.*

Died *in Havana, July 5, 2019*

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Keywords

Cuba · Child Psychology · Therapy

Vega studied his primary education in a public school, and high school in the Instituto de la Habana (Institute of Havana). He entered the Universidad de la Habana (University of Havana), where he obtained a doctor's degree in medicine in 1952. He developed interest in mental illnesses,

for which he took a specialization in Psychiatry at Hospital General “Calixto García” (General Hospital “Calixto García”). Then, he was interested in child psychiatry, because he liked to work with children and at that time in Cuba, they didn't have child psychiatrists, just psychiatrists for adults. He decided to work in the Hospital Infantil “Pedro Borrás” (Children's Hospital “Pedro Borrás”) with other colleagues with the same interests, especially Noemí Pérez Valdés (1926–2008), and Juan José Guevara, with whom he agreed on the need to organize an institution for the care on child psychiatric disorders. In 1954, they opened the first clinical school of behavior, the Centro de Orientación Psiquiátrica Infantil (OPI, Center for Child Psychiatric Orientation), dedicated to childcare. He remained there until 1960. Unlike other psychiatrists, he used medication as a last resort, and he greatly respected the opinion of psychologists.

He looked for information from behavior clinics that existed in other countries, especially in the United States and in England. He consulted directly the works by Anna Freud (1895–1982). Other authors that Vega consulted were Leo Kanner (1894–1981) of the psychobiological school; Carl Rogers (1902–1987) that somehow influenced in their practice; and Telma Reca (1904–1979) from Argentina whose works also served him as bibliography. Although his practice at the beginning consisted fundamentally of individual psychotherapy, he was interested in group therapies. Then, he established contact and shared orientations of Lauretta Bender (1897–1987), and began to use the theater of marionettes that didn't have antecedents as therapeutic practice in Cuba.

In 1959, with the beginning of the Revolution, the psychiatry departments were founded in the infantile new hospitals. From 1960 to 1968, Vega was designated responsible for the Departamento de Psiquiatría (Department of Psychiatry) of the Hospital Infantil “William Soler” (Children's Hospital “William Soler”). There, he designed a playing room with games to supplement the psycho-diagnostic tests he carried out.

In 1962 appeared the possibility to create the Escuela de Psicología (School of Psychology) at the University of Havana and he was invited to

participate in it. Vega began to teach lessons of Psychotherapy jointly with the other activities that he developed. Later on, from 1975 until his decease, he was the principal professor of Child Psychotherapy. Besides, he provided consultation to university students as part of a service that was offered at the university. He was also professor of Child Psychopathology in courses for Health Counselors of the Children's Circles, at the Finlay Institute, from 1963 to 1966 (Cairo, 1988; Oliva, 2005).

In addition, he was advisor for the Administration of one of the 13 Municipal "Creches" that existed in different municipalities of the city. The "Creches" were institutions for children without family support. The first decision he made next to their work team was to change the name of "Creches" to Hogares Infantiles (Infantile Homes). With other colleagues, he organized a Hogar Especial (Special Home) called "Casper," where they cared for the children who presented the most difficulties. Vega became Director from 1965 to 1975 because in these years the Home became a part of the system of Infantile institutions. The name "Casper" was due to the fact it was the original name of the puppet with whom Bender first started psychotherapy, as well as being a legendary hero of German children's literature. Innumerable students passed through this center and did their professional training with Vega as a professor.

Later on, he moved from the Infantile Hospital "William Soler" to the similar "Angel Arturo Aballí" as principal of the Department of Psychiatry, where he remained from 1968 to 1994. Vega redesigned a large playroom with games for therapeutic work. They also had temporal schools in their Department of Psychopathology for those children who didn't adapt to the school, and an obligatory School for Parents as a complement of the work with the children. He was always characterized by being responsible with his consultations, demanding in terms of discipline, and his work was always very integral indeed.

In 1994, the Centro de Orientación y Atención Psicológica (COAP, Center of Orientation and Psychological Attention) was founded, ascribed to the Facultad de Psicología (Faculty of

Psychology) of the University of Havana, to which he contributed with all his capacity and enthusiasm (Oliva, 2005). There he worked mainly with children and adolescents, making use of a great diversity of resources, many which he created himself through his good manual skills, and his love for painting. Even after his retirement, he continued to provide services without free of charge.

He was considered a practical person, with a dialectical realist approach and an incredible worker. On more than one occasion he was publicly recognized, as a tribute of gratitude by the professional psychologists and the Cuban Psychology, for his foundational work and mainly for his total and passionate dedication (Labaut & Pérez, 2010). He was a professor respected by colleagues and students, and perhaps what was the most important legacy of his life as a professor: the professionals he trained in clinical psychology for children.

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Velasco Mogollón, Ermel Neptalí

Born *Quito, (Ecuador), 21 August, 1912*

Died *Quito, (Ecuador), 27 October, 1990*

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Keywords

Ecuador · Educational psychology ·
Development of tests

Son of Manuel Velasco and Victoria Mogollón. Married to Blanca Margarita Abad Grijalva. He had two children, Margarita and Fernando, the latter known as *El Conejo* (The Rabbit), a young leftist intellectual and father – along with Rosa María Torres – of the Ecuadorian singer, Juan Fernando Velasco Torres (Margarita Velasco Abad, personal communication, April 8, 2020).

Velasco entered *Escuela de los Hermanos Cristianos* (Christian Brothers School) elementary school, then he transferred to *Escuela Leopoldo Chávez* (Leopoldo Chávez School, 1922–1925) and finished his studies there. He completed his high school studies at *Colegio*

Normal Juan Montalvo (Juan Montalvo Normal School, 1925–1931) where he graduated as a normalist teacher (Velasco-Mogollón, n.d.). He studied to become a professor of psychology at the *Universidad Central del Ecuador* (Central University of Ecuador, UCE, 1932–1936) (Pérez-Pimentel, 1996). In 1947, he obtained the degree of *Profesor de Enseñanza Secundaria en la Especialización de Psicopedagogía* (Professor of Secondary Education in the Specialization of Psychopedagogy) by the *Ministerio de Educación Pública* (Ministry of Public Education), and in 1958 he graduated as *Profesor de Educación Superior en la especialización de Estadística* (Professor of Higher Education in the specialization of Statistics) in the *Facultad de Filosofía, Letras y Ciencias de la Educación* (Faculty of Philosophy, Letters and Education Sciences) of the UCE (Velasco-Mogollón, n.d.).

Since the 1930s and for several decades, he worked with some renowned educators such as Fernando Chávez Reyes (1902–1999), Gonzalo Abad Grijalva (1910–2009), Gonzalo Rubio Orbe, and especially, with his friend Edmundo Carbo Bravo (1907–2004). At *Reformatorio de Menores de Quito* (Quito Juvenile Reformatory, 1932–1935), he worked together with Gonzalo Abad Grijalva (Pérez-Pimentel, 1996). Since 1933, he was a member of the *Sociedad de Profesores Grupo Cuadernos Pedagógicos* (Society of Teachers Pedagogical Notebooks Group) (Margarita Velasco Abad, personal communication, April 8, 2020); it was the place of reflection on educational issues; furthermore, he collaborated in the journal *Cuadernos Pedagógicos* (Pedagogical Notebooks) founded the same year by Fernando Chávez Reyes (Rubio-Orbe, 1957).

He was *Profesor de Psicopedagogía de la Dirección de Higiene Escolar del Ministerio de Educación Pública* (Professor of Psychopedagogy at the Department of School Hygiene of the Ministry of Public Education, 1936), where, under the command of Celso Jarrín, he worked with Bolívar Drouet in mental tests, which were applied at the elementary school of Quito (Rubio Orbe, 1957); they used the Ballard Collective Test (Carbo-Bravo & Velasco-Mogollón, 1976). This was the beginning of his interest

in educational research; over the years, he trained as a quantitative researcher, especially in educational statistics.

He was also professor of psychology and overseer at the *Escuela Normal Urbana Juan Montalvo* (Juan Montalvo Urban Normal School, 1936–1937) in Quito, professor at the *Colegio Normal Juan Montalvo* (Juan Montalvo Normal School, 1939–1942) (Velasco-Mogollón, n.d.). In the middle of World War II, he became *Secretario-Ayudante de la Dirección de Prioridades y Distribución de Importaciones del Ministerio de Hacienda* (Secretary-Assistant of the Department of Import Priorities and Distribution of the Ministry of Finance, 1943) and *Ayudante de la Sección Técnica de la Dirección de Comercio Exterior del Ministerio de Economía* (Assistant of the Technical Section of the Department of Foreign Trade of the Ministry of Economy, 1944) (Margarita Velasco Abad, personal communication, April 8, 2020).

Later, he was *Jefe de la Sección Estadísticas y Escalafón del Ministerio de Educación Pública* (Head of the Statistics and Ranking Section of the Ministry of Public Education, 1944–1963) (Velasco-Mogollón, n.d.); during this time, he specialized even more in statistics applied to education and worked for the benefit of teachers through the application of the teacher ranking (Velasco-Abad, 2010). Later, UNESCO awarded him a scholarship to observe for several months (1952) the statistical directorates and the school statistics offices of Canada, the United States, France, Italy, Spain, and Brazil (Velasco-Mogollón, 1955). When he came back, he innovated the department he was in charge of. He was *Subdirector de Planeamiento de la Educación del Ministerio de Educación Pública* (Vice principal of Educational Planning of the Ministry of Public Education 1963–1968). In 1968, he retired from the Ministry of Public Education and received the *Condecoración al Mérito Educativo de Primera Clase* (First Class Educational Merit Award).

He was a professor of statistics at UCE for many years. He collaborated with the founding of the *Escuela de Psicología y Orientación Vocacional* (School of Psychology and Vocational Guidance) of the *Facultad de Filosofía, Letras y*

Ciencias de la Educación (Faculty of Philosophy, Letters and Educational Sciences, 1955). He was a professor of statistics at the *Escuela de Pedagogía* (School of Pedagogy, 1955–1960) and at the Faculty of Philosophy, Letters and Educational Sciences (1960–1980) (Velasco-Mogollón, n.d.). He also collaborated in the *Escuela de Servicio Social* (School of Social Service) founded by Graciela Escudero (Margarita Velasco Abad, personal communication, April 8, 2020). He was an honorary professor at UCE from 1975 until his death.

He attended to various meetings related to education and statistics on behalf of Ecuador: *Conferencias Culturales de Lima* (Cultural Conferences of Lima), Peru (1956); *Seminario Regional Latinoamericano sobre Normalización de las Estadísticas relativas a la Educación* (Latin American Regional Seminar on Standardization of Statistics Related to Education), Tucumán, Argentina (1960); *Conferencia Mundial de Población* (World Population Conference), Belgrade, Yugoslavia (1965); *IV Reunión Técnica del Comité Consultivo Intergubernamental del Proyecto Principal sobre Extensión y Mejoramiento de la Educación Primaria en América Latina* (IV Technical Meeting of the Intergovernmental Consultative Committee of the Major Project on the Extension and Improvement of Primary Education in Latin America), Buenos Aires, Argentina (1966); and *Reunión Técnica sobre Mejoramiento de las Estadísticas en la Educación* (Technical Meeting on the Improvement of Statistics in Education), Washington, USA (1966) (Velasco-Mogollón, n.d.).

He was a member of the *Casa de la Cultura Ecuatoriana* (House of Ecuadorian Culture, 1946) and directed the *Sección Académica de Ciencias de la Educación y Disciplinas Filosóficas* (Academic Section of Educational Sciences and Philosophical Disciplines, 1969) (Velasco-Mogollón, n.d.). Additionally, he was an honorary member of the *Sociedad Ecuatoriana de Psicólogos Educativos* (Ecuadorian Society of Educational Psychologists, 1977) and a founding member of the *Academia Ecuatoriana de la Educación* (Ecuadorian Academy of Education, 1978) (Velasco-Mogollón, n.d.).

One of his interests was mental tests and educational achievement tests that he, together with Edmundo Carbo Bravo, introduced in Ecuador. One of his most important works together with Gonzalo Abad Grijalva and Edmundo Carbo Bravo (1942) was *Pruebas de instrucción ACV: guía para su corrección, valoración e interpretación de sus resultados*. The House of Culture section Azuay awarded him a medal for his book: *La investigación del niño en la edad escolar* (1965) (Velasco-Mogollón, n.d.). In 1971, he published the first volume of *Estadística para educadores y psicólogos*, and in 1976, his last book, together with Edmundo Carbo Bravo, *Antecedentes y realizaciones de la investigación Psicopedagógica en el Ecuador*. He also published several works related to educational statistics in the *Revista Ecuatoriana de Educación* (Ecuadorian Journal of Education) of the House of Ecuadorian Culture.

He contributed to the development of psychology and education in Ecuador, through quantitative research about mental and educational achievement tests, and showed the importance of using statistics to have relevant information and guide decision-making.

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Velilla Moreno, Julio

Born *La Rioja, (Spain), 26 July 1930*

Died *Caracas, (Venezuela), 28 August 2021*

Danny Daniel Socorro

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Keywords

Venezuela, Psychological Counseling ·
Personality Psychology · Humanism

Julio Velilla Moreno did his primary school studies at the Colegio Marista San José (Marist School San José) (Logroño, Spain), and his high school studies at the Colegio Apostólico de Javier (Apostolic School of Javier) (Navarra, Spain), the latter being a decisive influence to opt for the

consecrated and priestly life, as a member of the Society of Jesus (Jesuits).

He entered the Jesuit Novitiate in Loyola (Spain) on September 3, 1949, where he began his education as a religious. During his first months of novitiate, he was sent to Venezuela to continue his formation, arriving in Caracas on January 15, 1950. In January 1952, he moved to Santa Rosa de Viterbo (Boyacá, Colombia), where he spent 2 years, during which time he was immersed in the study of humanistic sciences such as history, literature, arts, and others, where the mastery of languages such as Latin and Greek were fundamental.

He moved to the Pontificia Universidad Javeriana de Bogotá (Pontifical Javeriana University of Bogota) (January, 1954), where he studied Philosophy and Letters, and Chemical and Biological Sciences, simultaneously. So, obtained the degree of both careers (1956). When he returned to Venezuela, he worked as a teacher at the Colegio San Ignacio de Loyola (San Ignacio de Loyola School) (Caracas, 1956) and also performed tasks of a group and personalized accompaniment to students. The most relevant contribution at that time was the reorganization and the impulse given by Velilla Moreno to the Centro de Excursionista Loyola (CEL) (Loyola Excursionist Center), which led him to lead excursions both in Venezuela and in the United States.

In 1959, he was assigned to the United States, where he completed his studies of priestly education and studied for a degree in Theology at West Baden College (West Baden Springs, Indiana), Faculty of Theology of Loyola University, where he graduated with honors in 1963, being awarded the distinction of Magna Cum Laude. He began his studies in Psychology at Loyola University Chicago (USA), with a single subject in the summer of 1961, Psychology of Personality, where he obtained the highest grade. Later, he stood out as a professor of this discipline.

At that time, Chicago had an important and renowned psychologist, Charles Arthur Curran (1913–1978), who was his professor and represented a great influence during his training, with special emphasis on two courses: Principles of Counseling and Group Counseling. Dr. Curran,

for working together with Carl Rogers (1902–1987), was the one who brought Julio Velilla closer to such an important author and psychological system, who became his main teacher in the field of psychology. Later, Carl Rogers visited Venezuela at the invitation of his disciple, where he gave important lectures at the Universidad Católica Andrés Bello (UCAB, Andrés Bello Catholic University).

Velilla finished his psychology studies at the University of Loyola, when he delivered his special degree work, entitled *Descriptive study of the interests and personality characteristics of diocesan priests with counseling training at the University of Loyola, compared with diocesan priests without counseling training*, using the Kuder-Vocational and the MMPI (Velilla Moreno, 1967).

He continued his doctoral studies at the same university, but these were not completed due to the request to return to Venezuela made by the religious authorities, where he joined the Escuela de Psicología (School of Psychology) at the UCAB.

He became a professor in the course of Psychological Counseling at the School of Psychology and in the Supervised Practices of the Postgraduate Course of Psychological Counseling (October, 1966). As an undergraduate and graduate professor, he became one of the pioneers of humanistic psychology in Venezuela, with an important Rogerian emphasis. That same year, he assumed the coordination of the Postgrado de Orientación Psicológica (Postgraduate Program of Psychological Orientation), a position he held for a decade.

In 1967, he founded, at the UCAB, the Centro de Orientación Psicológica (COP) (Psychological Guidance Center), which later – in the 1990s – was named Centro de Asesoramiento y Desarrollo Humano (CADH) (Counseling and Human Development Center), as a tribute to his work. When the fiftieth anniversary of CADH was commemorated in 2017, the University placed him as the eponym of the Center.

He was appointed as professor of Personality Psychology (1969), a course that together with Psychological Orientation stood out for more than 40 years in the School of Psychology. A year later (1970), he was appointed as Director

of the School of Psychology, contributing to the renovation of the Psychology career at the University, leaving behind the model with emphasis on the medical-psychiatric and adapting to the psychological model with openness to different approaches. In 1982, he was appointed Academic Vice-Rector of the UCAB, a position he held without leaving his teaching duties at the School of Psychology until 1986.

Julio Velilla, in addition to his teaching and administrative work, stood out as a psychotherapist in the university and religious environment. His work as a psychologist evaluating candidates to the priesthood and consecrated life (male and female) has been highly valued, as well as his contribution to education in these areas.

In the university environment, his career was distinguished with the Andrés Bello Order and, upon his retirement, he was awarded the title of “Professor Emeritus,” an act in which a recognized tribute was made (2013). The Federación de Psicólogos de Venezuela (FPV) (Federation of Psychologists of Venezuela) distinguished him for his contribution to Venezuelan psychology. The School of Psychology, in the celebration of its 60th anniversary, paid tribute to him as one of the founding professors who laid the foundations of the program at the University.

Julio Velilla was a member of the American Psychological Association (APA), of the Focusing Institute (Chicago, USA), and of the Federation of Psychologists of Venezuela in which he is accredited with the N° 1.046.

On August 28, 2021, at 12:20 m. at the Provincial Infirmary, in Caracas-Venezuela, Fr. Julio Velilla, S.J., died at 91 years of age and 71 years as a Jesuit. His companions describe him as a counselor, teacher, a humble human being, who enjoyed good humor and joy (Jesuits of Venezuela, 2021).

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Veloso, Elisa Dias

Born in *Minas Gerais* on *February 16, 1914*

Died in *2002*

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Keywords

Brazil · Clinical psychology · Clinic with children and adolescents

Elisa Dias Velloso was a student of Helena Antipoff at the Laboratório de Psicologia da Escola de Aperfeiçoamento de Professores de Minas Gerais (Psychology Laboratory of the School for Improvement of Teachers) of Minas Gerais, in Belo Horizonte, from 1936 to 1941. Between 1945 and 1947, she took courses with Emílio Mira y López on selection, advisement, and professional readaptation in the Departamento Administrativo do Serviço Público (DASP) (Administrative Department of Public Service), and, in 1948, on child psychotherapy at the Instituto de Seleção e Orientação Profissional (ISOP) (Institute for Selection and Professional Guidance), both in the city of Rio de Janeiro. She participated in courses and internships at schools for children with disabilities in England and Scotland, in 1952, and published, in the *Boletim da Sociedade Pestalozzi do Brasil* (Newsletter of the Pestalozzi Society of Brazil), the work carried out in these institutions (Rafante & Lopes, 2010). Between 1965 and 1966, she did an exchange and training in psychology in the United States (CFP, 1998).

Velloso’s professional career is quite extensive, having worked as a teacher, therapist, and director

of relevant institutions in the history of psychology in Brazil. Between 1938 and 1941, she taught psychology classes at the Instituto de Educação de Minas Gerais (IEMG) (Institute of Education of Minas Gerais), in Belo Horizonte. In 1941, she went to Rio de Janeiro to work at the Instituto Nacional de Estudos Pedagógicos (INEP) (National Institute for Pedagogical Studies), where she worked from 1941 to 1944. After this period, she went to the Departamento Nacional da Criança (DNCr) (National Department of Children), an agency of the Ministry of Education and Health in the same city. This institution, created by Helena Antipoff and Emilio Mira y López, had a body in its Social Advisement Section of the Social Protection Division, the Centro de Orientação Juvenil (COJ) (Youth Guidance Center). Velloso worked there between 1946 and 1968, being the director in the period from 1960 to 1964, succeeding Helena Antipoff's direction. This body was important for the development and consolidation of clinical psychology in Brazil. COJ was an orientation clinic with psychological assistance for young people (Jacó-Vilela et al., 2017). The demand for its creation arose from the need to integrate psychological guidelines to the medical treatment and pedagogical support developed by DNCr, which resulted in the expansion of the specific area of study and professional practice in psychology (Jacó-Vilela et al., 2017).

Elisa Dias Velloso, in an interview granted in 1985, highlights that the professional team of COJ, made up of psychiatrists, social workers, and psychologists – among whom she was part – in addition to providing services to the public through orientation clinics, developed professional training activities permeated by research (Rafante & Lopes, 2010). At COJ, Elisa Dias Velloso did psychological counseling as a counselor and therapist for children and adolescents, supervised the psychology team, and held clinical meetings with case discussions, in addition to being a director.

Between 1960 and 1964, she was a professor in a postgraduate course at the Escola Nacional de Saúde Pública (National School of Public Health). From 1960 to 1966, she was an undergraduate

professor at the Pontifícia Universidade Católica do Rio de Janeiro (PUC/Rio) – (Pontifical Catholic University of Rio de Janeiro), and between 1967 and 1969, she taught postgraduate studies at the same university. She participated in several surveys, including one on child recreation in shelters for destitute children. She also made scientific dissemination at congresses and symposia, such as the presentation of the work “Evolution of two cases of child psychotherapy through psychosomatic problems – child enuresis,” held at the “Simposium sobre Alguns Problemas de Pediatria Psicossomática” (“Symposium on Some Problems of Psychosomatic Pediatrics”), in 1963 in the city of São Paulo (Velloso, 1964).

Velloso participated in the Interministerial Commission responsible for drafting a preliminary draft law which created the councils of psychology. Between 1974 and 1976, she had an active participation in the Conselho Regional de Psicologia do Rio de Janeiro (Regional Council of Psychology of Rio de Janeiro) and, between 1976 and 1979, in the Conselho Federal de Psicologia (Federal Council of Psychology), where she chaired the Ethics Committee. She was a member of the Associação Brasileira de Psicologia Aplicada (Brazilian Association of Applied Psychology), the Sociedade Interamericana de Psicologia (Inter-American Psychological Society), the International Association of Applied Psychology, and the International Council of Psychologists. In 1982, she received the Dante Moreira Leite Prize by the Federal Council of Psychology, and in 1998, she was honored at the Interdisciplinary Seminar of the Brazilian Association of Applied Psychology.

Elisa Dias Velloso published about fifty articles in the period from 1940 to 1982 (CFP, 1986). In 1962, when she was director of COJ, she published the article “Some aspects of the evolution of a psychological clinic (Youth Advisement Center),” coauthored with Vera Castro Silva. The authors present a study on the transformations undergone in the treatment offered to the COJ's clientele, organized in three overlapping phases: “I. Predominance of psychological diagnosis and direct advisement (1946–1954)” (p. 8), “II.

Predominance of psychotherapy for the client and parallel advisement of those responsible for them (1945–1954)” (p. 9), and “III. Beginning of analytical treatment – 1960” (p. 10). These three phases are presented along with summaries of clinical cases and are justified as a way of “better serving the interns and the clientele” (p. 8), highlighting the concern not only with the service, but also with the professional training and also the emergence of other services offering psychological diagnosis, making it possible for the COJ to invest in the “depth of help that one intends to give to adolescents” with the analytical treatment (p. 8).

In the article “*Clinical Psychology in Brazil*,” from 1982, Elisa Dias Velloso discusses the roots of the constitution of psychology in the country, marked by the medical model, referring to the important role of women like Helena Antipoff and Noemy Silveira Rudolfer. She describes the struggles and disputes for the regulation of psychology in Brazil, pointing out clinical psychology as one of the main obstacles in this process, considering that, as a bordering area to medical work, it suffered resistance from these professionals. She also highlights aspects and characteristics of the consolidation of clinical psychology in Brazil.

Elisa Dias Velloso’s involvement with clinical psychology at COJ was expanded to professional training in psychology in Brazil. She taught courses, gave conferences, and made visits to psychology and psychiatry services to exchange experiences in several Brazilian states, such as Pernambuco, Bahia, São Paulo, and Rio Grande do Sul (Velloso, 1964). She was responsible for training psychologists for over twenty years (CFP, 1998). Her contribution to the development of clinical psychology in Brazil is marked by a persistent activity in the field of professional training, combined with constant updating, research, and scientific dissemination.

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- ▶ [Mira y López, Emilio](#)
- ▶ [Rudolfer, Noemy Marques da Silveira](#)

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Verdesio, Emilio

Born *in Montevideo, October 6th, 1892*

Died *in Montevideo, s/d, 1984*

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Facultad de Psicología, Universidad de la
República, Montevideo, Uruguay

Keywords

Uruguay · Public school · Psychopedagogy ·
Special learning

Emilio Verdesio started his teaching studies at the Instituto Normal de Varones (Men's Normal Institutes) in Montevideo, graduating as a first-grade teacher in 1911 and as a second-grade teacher in 1912. From that moment on, he occupied teaching positions in different educational centers in Uruguay. During his teaching trajectory, Verdesio was concerned with the way Uruguay's public schools were organized, and because of that, he contributed largely to the innovation and modernization of the country's education system at an academic level. As he himself proved on several occasions, he considered that the student's individual characteristics were not addressed adequately, and simultaneously, it wasn't able to explain the high percentage of school failure that happened at the time.

Verdesio became interested in designing a nationwide educational reform; for that, he traveled to Europe with the specific goal to observe the educational practices in some countries and, in this way, to increase the knowledge of the attention of deficient children or those maladjusted at school level. In Switzerland he established contact with Édouard Claparède (1873–1940), a psychologist, child neurologist, and educator, and in Italy with María Montessori (1870–1952). Because of that effort and his collaboration with different European educationalists, in 1925 he became a correspondent for *Bureau International d'Education*

(International Bureau of Education) at Ginebra. The experience in Europe brought him closer to the developments of experimental psychology and to the valuable contribution of this discipline to the educational renovation. Psychology turned into the foundation of the proposals for the Uruguayan educational reform, and Verdesio was a member of a group of educators that drove, over more than two decades, the necessity to transform the education, including the more current scientific knowledge.

The main pedagogical proposal that Verdesio had was oriented towards the implementation of special classes for boys and girls with different psychological and pedagogical skills. In 1927, he got the special classes installed, in an experimental way, in three schools in Montevideo, and because of that initiative, the Consejo Nacional de Enseñanza Primaria y Normal (National Council for Elementary and Normal Education) continued with such pedagogical reforms. Over the years, Verdesio published various works in which he presented his ideas and investigations about special education: "Selección escolar" (School selection) (1927a), *Clases diferenciales* (Differential classes) (1931), and *La enseñanza especial en el Uruguay* (The special teaching in Uruguay) (1934).

In this last book, the author made an exhaustive statistic investigation with the aim of increasing the knowledge about the physical, intellectual, and moral difficulties of the students in order to be able to design more inclusive, special classes that were more adequate to the needs of all the students. This work resulted in being of great value to special education, given that in it Verdesio gives notice of the different experiences and the general knowledge relating to the multiple difficulties that public school student's present, useful knowledge: psychological, physical, and sensory weaknesses. And, moreover, the author leaves a record of future projects related to the education of intellectually "well endowed" children, and dedicates the last chapter of this book to the technical formation of teachers, in which he includes (among others) a detailed description of

the new psychology program for teachers imposed by the teaching reform of 1925.

After this investigation, the modifications designed by Verdesio for the Special Teaching plan were integrated into the Educational School System and the government enacted a law that established the compulsion of the special teaching for deficient students. In the year 1941, the First American Congress of Special Teaching was held in Montevideo, which Verdesio ran and in which educationalist's of the whole region's works were presented, with the shared goal to set up a new conception of education as a science (...) A pedagogy that doesn't deny philosophy and sociology, and on the contrary is based on the principles of one and the other (Primer Congreso Americano de Enseñanza Especial, 1942, p. 21).

This congress was of great importance to psychology, because in it, among others, the following works were presented: Psychopedagogyc Procedures in the Prophylaxis of infantile hysteria, medical-psycho-pedagogic office for students, courses of mental hygiene for school students and teaching of mental hygiene for students, Moral Formation of the teenager, and Formation of professional psychologists (Primer Congreso Americano de Enseñanza Especial 1942).

In 1943, Verdesio presented his work *Education and Democracy: A New Educational Reform*, which emerged from the criticism of the uniquely theoretical pedagogy that took place habitually in schools at the time. The author proposed the establishment of a correct relation between the individual goal of education (which aims to develop the child, respecting their personality, the formation of their character, and their vocations), and the social goal, the school socialization (which consists in preparing the child to act in society in an adequate form, because of the stimulation of cooperation and solidarity). The main idea of this work was to defend political education at school, understanding that it allows the child to adapt to the democratic reality of the country. On the basis of the reaffirmation of the mutual dependency between State and education, the author states that "School should educate the child in a

complete way: providing a general education and cultural elements, for them to become an upright citizen of a free country" (Verdesio 1943, p. 19).

Verdesio's interest to educate "upright citizens" that could act in democracy plays a part in a common interest of educators during the first four decades of the twentieth century, a period of construction of Welfare State in Uruguay. This way, school was essential to educate the subjects in a way that subsequently made them able to work, politics and the legal system.

Emilio Verdesio had an important political participation; he became a departmental deputy of Montevideo and director of the Child Council; he left behind a long professional trajectory in the education field, having had contributed hugely to the progress of this discipline in Uruguay.

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Vilanova, Alberto Ramón

Born in *Comodoro Rivadavia, Province of Chubut, Argentina, September 4, 1942.*

Died in *Mar del Plata, Province of Buenos Aires, Argentina, February 22, 2003.*

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Keywords

Argentina · Psychology · History · Training · Education

Alberto Vilanova received his degree in psychology from the Facultad de Humanidades (Faculty of Humanities) of the Universidad Nacional de Mar del Plata (National University of Mar del Plata) (UNMdP) in 1978 and a MSc in social psychology from the same University in 2001. In 1999, he achieved certification as a specialist in curricular innovation at the University of Buenos Aires.

In 1996, he was awarded the Konex Foundation Merit Diploma for being “one of the five most important representatives of Argentine humanities in the field of psychology of the last decade” (Konex Foundation, 1996). In 1998, he obtained the highest level category (Category I) in the Argentine Ministry of Education Research Fellowship. He directed the “History, Training and Professionalization of Psychology in the Countries of America’s Southern Cone” Research Group at UNMdP from 1995 until his death. His research addressed such topics as psychology training and education, the professionalization of psychology in the countries of the Southern Cone, and the history of psychology in Latin America, among others.

He served as academic secretary of the Escuela de Psicología (Psychology Department), UNMdP, and then as academic advisor in the 1987–1996 period. He held various teaching positions at

UNMdP and in 1987, following a process of selection by competitive exam and background submission, he became full professor of Social History of Psychology and Contemporary Systems I, a position he held until his death. He also had various roles in Postgraduate and Advisory Committees of the UNMdP Chancellor’s Office.

He was associate director and codirector of the *Acta Psiquiátrica y Psicológica de América Latina* (Latin American Journal of Psychiatry and Psychology), head of the psychology section of the *Enciclopedia Iberoamericana de Psiquiatría y Ciencias del Hombre* (Iberian-American Encyclopedia of Psychiatry and Human Sciences) (1993), member of the advisory board of the *Boletín Argentino de Psicología* (ADIP) (Argentine Psychological Bulletin), member of the advisory board of the *Cuadernos Argentinos de Historia de la Psicología* (Argentine Journal of the History of Psychology), member of the advisory committee at the *Revista de Historia de la Psicología* (History of Psychology Journal), and member of the editorial committee of UNMdP scientific journal *Nexos* (Nexus), among others.

His writings include works which could be referred to as journalistic (Fierro, 2017), considering the media in which they were published. Such works include 320 notes, articles, and columns published in Paraguayan newspapers between 1979 and 1980, in which he already showed his expertise in psychological theory, epistemology of social sciences, and philosophy of man. Human rights violations during the military dictatorship in Argentina from 1976–1982 (Sanz Ferramola, 2000) led to Vilanova’s voluntary exile to Paraguay, where he lived with his wife Margarita Orr, who was also a psychologist.

During his work as an academician, he was a prolific writer, and his works stood out for their original, diverse, and relevant sources, their conceptual rigor, erudition, and impeccable style, which reflect a literary vocation he never renounced (Di Doménico, 2003). He wrote five books: *Contribuciones a la psicología clínica. Algunos aportes teóricos de psicólogos notables*

(Contributions to Clinical Psychology. Some Theoretical Contributions by Outstanding Psychologists) (Vilanova, 1993); *Formación de psicólogos en el Mercosur* (Psychology Training and Education in Mercosur) (Vilanova & di Doménico, 1999), *La psicología en el Cono Sur. Datos para una historia* (Data for the History of Psychology in the Southern Cone) (Vilanova & di Doménico, 1999), *El carácter argentino. Los primeros diagnósticos* (The Argentine Temperament. First Diagnoses) (Vilanova, 2001) – which was the result of his master’s dissertation, in which he explores psychosociology development in Argentina since the end of the nineteenth century, and *Discusión por la psicología* (Debates in Psychology), a compilation of his own writings, selected and reviewed over his last year of life, which was published posthumously (Vilanova, 2003). His concern about issues in psychology training and education was reflected in several publications: *La formación de psicólogos en Iberoamérica* (Psychology training and education in Iberian America) (Vilanova, 1993), *El dilema olvidado de la Psicología latinoamericana* (The forgotten dilemma of Latin American psychology) (Vilanova, 1995), and in some works included in *Discusión por la Psicología*, such as, “Psicología latinoamericana: un comienzo bifronte” (Latin American psychology: a two-faced beginning) (p. 85), “Las deudas de la Psicología en el Cono Sur” (Deficits of psychology in the Southern Cone) (p. 123), and “La formación académica del psicólogo” (Psychology academic training) (p. 175). He also wrote two chapters: “La formación académica de psicólogos en el mundo y en el país” (Local and Worldwide Psychology Academic Training) (Vilanova, 2000a) and “Diez Problemas en la Historia de la Psicología como Curso de Grado” (Ten Issues in the History of Psychology as an Undergraduate Course) (Vilanova, 2000b), among several writings. In the *Enciclopedia Iberoamericana de Psiquiatría* (1993), he contributed 5 macroentries and 134 microentries, concepts, biographies, and notes, all of them within his subjects of interest. Regarding his technical writings on the historiography of Argentine psychology, we could arbitrarily mention “Vida, mente y moral en el Río

de la Plata” (Life, mind and morals in Río de la Plata) (Vilanova, 1996) and “Evolución de la clínica psicológica antes de 1940” (Evolution of clinical psychology before 1940) (Vilanova, 1994). A record of 64 of his works can be referred to in a review paper whose young author, without having met Vilanova in person, has considered him as a master in his field (Fierro, 2018).

The following brief synthesis may reflect Vilanova’s contributions to psychology.

Klappenbach (2003) referenced a 1986 paper: “Pluralidad, desarrollo y transformación” (Plurality, development, and transformation) in which Vilanova already advocated theoretical plurality in psychology, antidogmatic approaches, and dehegemonizing positions in university education. This concern for a scientifically based education and his interest in promoting critical thinking are manifested throughout his works.

He considered the history of psychology as a tool of the discipline itself. Far from advocating corporatism and rejecting extra-disciplinary contributions, his position sought to avoid extrapolation of intellectual discussions from other disciplines, other latitudes, or other times (Ostrovsky & Moya, 2015). He claimed that the history of psychology is meaningful when it is understood at a socio-professional level, and contextualized in a determined academic tradition of a given age (Vilanova, 1997).

In the 1980s, after democracy had been restored in Argentina, he was a pioneer in addressing psychology training and education, which had been always taken for granted in a vernacular context of clinically oriented psychoanalytic hegemony. From 1991 onward, he had both a leading and guiding role in the foundation and development of the Asociación de Unidades Académicas de Psicología (Association of Psychology Academic Departments) (AUAPsi) of Argentina and Uruguay, as well as in their curricular improvement programs and documents into which he infused his ideas.

When the Psychology Undergraduate Program at UNMdP was reopened, he chaired the Curriculum Reorganization Committee, which produced an innovative curriculum, approved in 1989. In 1996, he prepared the source documents to

request academic autonomy for the Psychology Department of UNMdP, which then changed its status into Facultad de Psicología (Faculty of Psychology).

In 1995, he joined the first Committee on Specialties of the Colegio de Psicólogos (Association of Professional Psychologists) of the province of Buenos Aires, to regulate and operationalize specialist professional certifications. This was a necessary step for professional consolidation after the enactment of professional practice laws proposed by psychologists at large and the resulting creation of their professional associations.

At a regional level, he participated in the *Encuentros Integradores de Psicólogos del Mercosur* (Integration Meetings of Psychologists from Mercosur) on behalf of the Federación de Psicólogos de Argentina (Argentine Federation of Psychologists) (FEPPRA) as a member of the Committee on Training and Education, which produced two framework agreement protocols in 1998 and 2001 that clearly reflect his ideas.

Through his actions and writings, he provoked multiple debates on various field-specific topics, which are mirrored today in his disciples, in the field of the history of psychology and in the current ministerial regulations for the evaluation and accreditation of psychology graduate and undergraduate programs.

He is remembered for his generosity, learnedness, and passionate advocacy of scientific psychology and its professionalization.

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Villa Landa, Florencio

Born *Badajoz (Spain), 22 May 1912*

Died *Madrid (Spain), 19 September 1992*

Virgilio Ibarz

Universidad Ramón Llull, Barcelona, Spain

Keywords

Mexico · Cuba · Spain · Soviet Union · Soviet psychology

Florencio Villa Landa was a Spanish psychiatrist. In 1927, he moved to Madrid to study medicine at the *Universidad Central* (Central University). He obtained an MD in 1934 and started to work as an intern at the Department of Psychiatry of *Hospital Provincial* (Madrid Provincial Hospital), under the direction of Dr. Gonzalo Rodríguez Lafora (1886–1971), who established the first

institutional foundations that made the development of psychology in Spain viable. The Civil War interrupted his training.

Villa, in August 1936, joined the Communist Party of Spain (Partido Comunista Español, PCE), and in October he joined the Medical Services of the Fifth Regiment. He was appointed Chief of Health of the V Army Corps. After the defeat of the Republic, he crossed the French border and was interned in concentration camps in the south of France. He had the option of going into exile in Mexico but chose to go to the USSR to learn about the Revolution and complete his training with Russian neuropsychiatrists (Marco-Igual, 2009, 2010).

At the end of September 1939, the Ministry of Public Health suggested that he go to work at the Ryazan Psychiatric Hospital, southwest of Moscow. This psychiatric hospital was a model institution. It had wards that housed patients according to their pathologies. In 1940, Villa married Alejandra Serova. As the Germans approached Moscow, the couple moved to the Omsk, region of Western Siberia, where Villa worked as a rural doctor in four villages. In 1945, at the end of World War II, he returned to the Ryazan Psychiatric Hospital. He was the chief of the plant where the sick who suffered from somatic diseases associated with mental disorders were.

Villa was a marxist-leninist. He was affected by the death of Stalin (1878–1953) and was surprised to learn of the accusations made by Nikita Khrushchov (1894–1971) in his report to the *XX Congress of the CPSU* (1956), in which he made a harsh criticism of Stalin. Villa tried to explain Stalin's behavior considering that he suffered from a cerebral vascular disease that had affected him during the last stage of his life. In his autobiographical writing *Mi vida* (Villa Landa, 2013), he wrote that years later he was able to contemplate it from another perspective and understand the unreason of that time.

In 1957, tired of the monotony of work at the Ryazan Psychiatric Hospital, he accepted the invitation of his exiled relatives in Mexico to emigrate. From 1957 to 1961, he lived in Mexico City. He had to validate his medical degree and dedicate himself to private medicine, and in 1960 together with Manuel de la Loma (1906–1968), he

translated *Psiquiatría (Psychiatry)* of Izmail F. Sluchevski (1903–1966) (Sluchevski, 1960). In 1961, he accepted the invitation to work as a professor of Psychiatry at the *Universidad de La Habana* (University of Havana), whose clinical center of reference was the Psychiatry Service of the General Hospital. Villa was a follower of Pavlov's theories, and in Havana he applied a marxist approach to psychiatry, based on the knowledge he had acquired in the Ryazan stage.

In Cuba, a series of books were published that divulge the theories of Pavlov and his disciple P. K. Anojin (1898–1974). In 1960, he translated *Psicología (Psychology)* by Smirnov (1894–1980), Leontiev (1903–1979), Rubinstein (1889–1960), and Teplov (1896–1965) (Smirnov et al., 1960), which marked the beginning of the influence of Soviet Psychiatry and Psychology in Cuba. This book was used in the initial formation of psychologists in Cuba.

In 1963, at the National Conference of Psychiatric Institutions, Villa presented the paper “La psiquiatría en tiempos de guerra” (Psychiatry in times of war) (Lambe, 2017), in which he maintained that during the Bay of Pigs invasion in Cuba and the Caribbean crisis, men and women, adolescents, and the elderly participated. These events recall the great deeds of history, episodes from the Bible, and the revolutionary wars of the Soviet Union and Mao's China. Villa claimed that it would be a blindness to ignore that also in the wars of liberation and defense, citizens carry a heavy inheritance, that of the scourges, customs, and modalities accumulated during centuries of exploitation.

For Villa, it was not possible that men and women, especially those of the middle class – although not only of this one – suddenly detach themselves from the scourges of the past. A long, difficult, and hard process of rehabilitation was often required. The Revolution not only had to put its hopes in new people, in the children, and young people, but it also had to count on mature people and has to confront those who did not want to change, those who were actively or potentially counterrevolutionary.

Villa Landa is not only important for his work as a translator of psychological works from

Russian to Spanish, but he also produced his own bibliographic materials for his courses, which contained a severe questioning to psychoanalysis. It was used as a textbook at the University of Havana. In 1970, he decided to leave the PCE for disagreeing with the leading groups of the communist parties and, in 1973, left Cuba to return to the USSR, where he worked again at the Ryazan Psychiatric Hospital. He pointed out in *My Life* that the standard of living in Ryazan had improved, but the Soviet doctors were poorly trained.

In 1978, he definitively returned to Spain. He settled in Madrid and worked in the medical cooperative “*Centros Médicos Asociados*” (Associated Medical Centers), created by his brother, also a physician. He died in 1992 because of multiple myeloma (Sueiro-Rodríguez, 2010).

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Villar-Gaviria, Álvaro

Born *in Bogotá (Colombia), December 31, 1921*

Died *in Bogotá (Colombia), May 5, 1999*

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Keywords

Colombia · Critical psychology · Social psychoanalysis · Children · Women

Alvaro Villar-Gaviria's academic path ran parallel to the origin and development of psychology at the Universidad Nacional de Colombia (National University of Colombia) between 1950 and 1986. He obtained his degree as a medical doctor and surgeon in 1950 and later specialized in psychiatry. He was dean of the Faculty of Psychology between 1962 and 1966 and director of the Department of Psychiatry of the Faculty of Medicine, between 1976 and 1980. He married Leonor Concha Maldonado (?–1995) in 1946. They had five children: Eduardo, Elsa, Clemencia, Patricia, and Juan Carlos. Elsa Villar Concha was closer than the others siblings to his work; she was the proofreader of his writings and wrote a biographical summary for the journal *Psicoanálisis* (Psychoanalysis) (Sánchez 2012).

As a student of medicine, he worked with the Institute of Applied Psychology (1947–1950) carrying out the application and qualification of aptitude tests and measuring skills according to vocational orientation of those who expected to enter the National University (Domínguez-Blanco 2017). Mercedes Rodrigo Bellido (1891–1982) hired him as a professor when the undergraduate *curriculum* was approved on April 9, 1949 (Universidad Nacional de Colombia 1949). According to his words, “at that time the acquisition of knowledge and the practical approach was in charge of physicians specialized in psychiatry, and pedagogues interested in individual and group cases” (Villar-Gaviria 1965, p. 7).

As dean of the Faculty of Psychology, in 1962, he pursued the creation of specializations in clinical, pedagogical, industrial, and criminology psychology, but only the first one was approved much later in 1988. From 1964 to 1965, he had to negotiate the ongoing academic reform, aiming at the integration of disciplinary faculties in new larger faculties. This negotiation was especially difficult because the Faculty of Sociology, led by Orlando Fals Borda (1925–2008), wanted to transform the Faculty of Psychology in one of its sections, with a common curriculum. Following a negative response by psychology, Fals Borda proposed, alternatively, to divide psychology in two programs: (1) a social psychology program within a new Faculty of Human Sciences led by sociology and (2) a clinical psychology program as part of a new Faculty of Health Sciences. Psychology also rejected these proposals; Villar-Gaviria (1965) argued “Psychology was a science, both biological and social, and therefore, a curriculum should simultaneously offer a background in experimentation and social research” (p. 9). After Fals Borda's resignation associated with the rejection of his proposals by the Planning Office of the university (Carrillo-Guerrero 2006), psychology and other programs became part of the Faculty of Human Sciences as departments (Universidad Nacional de Colombia 1966, Agreement 49).

Villar-Gaviria taught the subjects of psychological tests and applied psychology from 1950 to 1967. Later, he taught psychoanalytic theory, therapy techniques, psychology applied to the clinic, and the Rorschach test until 1987 (Domínguez-Blanco 1999). During the 1950s and 1960s, he was a tireless promoter of Freudian psychoanalysis in the training of practitioners and the care of patients in psychiatric hospitals. In his opinion, psychoanalysis was presented as a theory of great depth, to understand human mind, unconscious, and dreams. As an alternative to traditional psychiatry, psychoanalysis could avoid confinement in nursing homes and therapies with electroshocks or with medications that had negative side effects: “Psychoanalysis was shown to us as something almost magical. Our teachers said that the patients of the psychiatric hospital were there for lack of

analysis. Over time this proved inapplicable. Who would work in analysis with 2,000 women patients from a psychiatric hospital?" (Montenegro-Álvarez 1999, pp. 38–39).

In any case, psychoanalysis allowed Villar-Gaviria to understand the origin of mental disturbances he saw in the mentally ill. He could interpret the cause of hallucinations and delusions. However, he began to feel disappointed by the limitations of psychoanalytic therapy. This non-conformity led him to study Marxism, specifically Wilhelm Reich's (1897–1957) ideas. This German psychoanalyst pointed out a psychological criticism to capitalist structure and with other first-generation Frankfurt School philosophers' integrated psychoanalysis to study the relationship between individual and society. The concepts of repression and the principles of reality and pleasure became equivalent to those of alienation, fetishism, and oppression to explain mental illnesses as a product of inequalities in capitalist society. Consequently, Álvaro Villar-Gaviria defined himself as a Marxist psychologist, critic and researcher of how exclusion by social class, gender, and age constructed abnormality in contemporary subjectivities (Domínguez-Blanco 1999).

Villar-Gaviria was director of the Department of Psychiatry of the Faculty of Medicine of the National University of Colombia between 1976 and 1980. He promoted alternative mental health experiences for patients held in psychiatric internships. His psychotherapy techniques were accepted little by little by psychologists and psychiatrists, because they involved therapeutic communities with outpatients. With this change, he wishes he could change the history of exclusion, which has been psychiatry. He really believed that the patient and society had to be cured, because "... we should be all included ourselves in a better society. This would have to do with politics, with Marxism, with history ..." (Montenegro-Álvarez 1999, p. 38).

As a researcher, Villar-Gaviria found out the origin of many clinical symptoms in the socio-economic characteristics of Colombian families. The critical analysis from Marxism, "with the emphasis on social classes, I soon realized that it was

indispensable to understand how first consultation people, placing them from their social class, their way of life, education, religion, habitat and region" (Montenegro-Álvarez 1999, p. 37). Accordingly, he developed an ambitious program in order to understand *how abnormality has been constructed historically*. He carried out psychosocial studies on bourgeois and proletarian families, for explaining clinical symptoms of the housewife, the housekeeper, teenagers, and children. The research about the Colombian family by anthropologist Virginia Gutierrez (1921–1999) brought him an important background for his discovering. The results of his work gave rise to three volumes of *Psychology and Social Classes* between 1978 and 1988, but only the first and the second volumes were published. He wished he had published the third volume about young people and teenagers of different social levels, but his death in 1999 cut this project short.

Villar-Gaviria focused on childhood vulnerability. His book *The Child, Another Oppressed* (1973) was reprinted seven times between 1973 and 1988. He pointed out that the education that children received was unrealistic and unjust. First, it was not allowed to talk about religion, politics, art, or literature at home. Second, the rules of behavior were instilled through humiliation and shame. This violent learning subsequently justified irrational hatred toward women and low-class people in adult life.

Villar-Gaviria's studies started from the daily observation of different urban and rural social groups. He kept a thorough field diary and never took pictures. In *Everyday Life in the Working-Class Family of Bogotá* (Villar-Gaviria 1986), he gave an account of the psychosocial effects of the migration of the rural proletariat to the city, seeking better living conditions due to unemployment and violence. In these studies, he was able to verify how the clinical symptoms in women originated in the violence they received from men, their excessive workload, and poverty. Many young poor women had chosen domestic service as an alternative life from abuse in their own homes, but they found similar abuses in homes of bourgeois families. His book *Domestic Service, a Guild in Extinction* (Villar-Gaviria 1974)

demonstrated how the dialectic of the master and the slave was reproduced in other forms of voluntary servitude by maids (Montenegro-Álvarez 1999, p. 35).

Given the above, Professor Álvaro Villar-Gaviria can be considered the pioneer of critical psychology in Colombia, because he developed an original complex interpretation of clinical symptoms and mental illnesses of bourgeois and proletarian families in urban and rural settings. He was also a precursor of feminist studies regarding women, sexuality, and psychoanalysis. His scientific production covered ten books and 60 articles. His main topics were about mental health and sociohistorical context of mental illnesses (anxiety, depression, and neurosis). Other topics include the situation of women and homosexual individuals and the oppression of children, teenagers, and young people. In all these works, he alternated criticism of psychoanalysis, with its emancipator role. He also made numerous presentations at national and international events in Mexico, Italy, Spain, and Argentina, among other countries.

Villar-Gaviria had extensive knowledge about classical, contemporary, and Latin-American literature. He used literature as a pedagogical resource to interpret clinical symptoms in main characters as Sigmund Freud (1856–1939) used to. He generously shared both his knowledge and his books with many students. Although he showed himself up as an erudite scholarly teacher, he carefully listened to his practitioners in clinical supervision sessions. Therefore, he first wisely invited each disciple to self-examination before a later diagnosis of a clinical case. He thought that pedagogy instead of adding knowledge should contribute to remove those ideas that did not allow scientific thinking. In 1983, he was awarded with the highest distinction to the work of a teacher and scientist: professor emeritus of the National University of Colombia.

His work influenced professionals and teachers of psychoanalysis, the health sciences, and social work (Díaz Leguizamón 2017). It helped transform the diagnosis by avoiding stigmatizing classifications. He emphasized that clinical treatment to each patient should include his or her partner,

their family, and other significant relatives or friends.

Finally, it is important to add that during his career as a professor of the Department of Psychology, he participated in different international associations, such as the Interamerican Society of Psychology, the Rorschach Society of New York, and the International Network of Alternatives for a Democratic Psychiatry. Without a doubt, he was a key figure for research, teaching, and administration, because he contributed to a dialog between different trends for the development of psychology at the National University and developed a kind of indigenous psychology for a Colombian context affected by internal war since 1948.

Cross-References

- ▶ [Rodrigo Bellido, Mercedes](#)

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Villegas Bustos, Julio Francisco

Born *San Carlos (Chile)*, 18 March 1944

Died *Santiago (Chile)*, 11 March 2016

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Cuadernos de Neuropsicología – Panamerican Journal of Neuropsychology, Rancagua, Chile

Keywords

Chile · Social psychology · Training in psychology · Inter-American Society of Psychology · Historiography of psychology

Julio Francisco Villegas Bustos was born in San Carlos, a mainly agricultural and cattle raising area in Ñuble region, in Southern Chile. His first years of education were carried out in San Carlos city, later in Concepción city he attended the emblematic Enrique Molina secondary school. His training in psychology started at the University of Chile concluding with his thesis entitled *Factores Psicosociales de la desnutrición infantil* (Psychosocial Factors on child malnutrition) which he carried out with Virginia Nassar who would be his wife until the end of his days and with whom he had two children.

In 1973, a few days before the military coup in Chile, Villegas wrote *Técnicas de influencia sobre las actitudes y el cambio del comportamiento* (Influence over attitudes and change of behavior

techniques), a work that was presented at the XIV Pan American Children's Congress and later published with the same title in *La Psicología Social en Latinoamérica* (Psychology Social in Latin America) (Villegas, 1975).

Julio Villegas was a social psychologist and his work is summarized in the areas of social perception, social cognition, and subjective culture (Ardila, 2002). In addition to his undergraduate and postgraduate training, he complemented his career as an experimental social psychologist at the Latin American Faculty of Social Sciences (FLACSO). At the 1st National Congress of Psychologists in Chile, he gave a conference entitled: *Psicología Social y Desarrollo Nacional* (Social Psychology and National Development) in which he asked how can social psychology contribute to national development? To answer this, he discussed various works related to theoretical approaches to democracy and authoritarianism as subjects associated with trends and resistance to social change. He argued that the various social psychology projects, that implied the possibility of participating in a difficult but challenging process, should succeed in contributing to the design of a democratic, participatory social system open to possibilities of change (Villegas, 1985).

In the Sociedad Interamericana de Psicología (Interamerican Society of Psychology) [SIP], he actively participated in international psychology, where he was a member since 1973 (Villegas, 2004), National Representative of Chile (1983–1985), member of the SIP Board of Directors (1985–1995) and in 1993 he chaired the XXIV Inter-American Congress of Psychology (Alonso & Eagly, 1999). The first carried out in Chile and very important for Chilean psychology since it returned to place it in the international arena shortly after democracy returned to the country.

The training for psychologists, not only in his country but also in Latin America, was the area of work to which he dedicated the last 20 years of his life. Joining in discussion that began to gain relevance in the region with works such as the book *Formación de Psicólogos en el Mercosur* (Training of Psychologists in the Mercosur) (Di Doménico & Vilanova, 1999). For its part,

the Chilean College of Psychologists stated the minimum conditions for training psychologists (Massardo, 1999) and in 2001, the SIP commissioned Villegas along with Juan Pablo Toro to coordinate the project called *Problemas centrales para la formación académica y el entrenamiento profesional del psicólogo en las Américas* (Problems for Academic Education and the professional training of the psychologist in the Americas), which would eventually generate a publication over three volumes.

In his various meetings, conferences, and publications, Villegas always defended the urgency of assuming responsibility for the development and training of psychology, for which it is essential to seek the development of psychology from the Emic and Etic prisms (Villegas, 2002).

Along with the work carried out at the SIP, his work has been added to the *Asociación Chilena para la Formación Académica y Profesional en Psicología* (Chilean Association for Academic and Professional Training in Psychology) [ACHIFAPs] that emerged in mid-2007 and that sought to reflect on training in psychology in a systematic way as a manner of integrating this activity to the institutional tradition of the discipline.

Although Villegas cannot be seen as a historian of psychology as such, he was always interested in the history of scientific research, being an active disseminator of these studies, being a fundamental contribution to articulate the problems of training of psychologists throughout the history of psychology in Latin America (Salas, 2016). The permanent enthusiasm that he maintained to spread the subject of professional training, even when his health was already very deteriorated, speaks of his commitment, discipline, and deep generosity to psychology and psychologists, especially young people and students for whom he always had time and words of support.

Among the numerous recognitions and awards received are those of the *Colegio de Psicólogos de Chile* (Board of Psychologists of Chile), the *Sociedad Chilena de Historia de la Psicología* (Chilean Society for the History of Psychology), and the Inter-American Prize "Rogelio Diaz Guerrero," the most important prize for psychologists

working in Spanish or Portuguese from the Interamerican Society of Psychology, in 2015 in the city of Lima. In his accepting speech, he pointed out that “half a century after the beginning of training in psychology in our countries, we now only have data, information and scope for 2000 undergraduate programs at around 700 universities in the Americas” (Villegas, 2015, p. 12) being a challenge to start thinking about discipline for the next 50 years. That same speech concluded with the following: “at this stage of my life, I face a circumstance as painful as, sad and inevitable that makes my perception of time more vulnerable, more sentimental and briefer with close people. For this reason, this Inter-American Psychology Award allows me to leave you my proud memory as a husband, as a father, as a father-in-law and as a grandfather” (Villegas, 2015, p. 12).

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Vincenty, Néstor Isaac

Born *on July 5, 1901, in Mayagüez, Puerto Rico*

Died *on June 3, 1992, in San Juan, Puerto Rico*

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Keywords

Puerto Rico · Educational and clinical psychology

Néstor Isaac Vincenty was the fourth of eight children born to the marriage between Francisco Vincenty Polanco, a pharmacist, lawyer, and educator, and Juana Ramírez de Arellano (W. Vincenty, personal communication, April 8, 2020). He was born at the beginning of the twentieth century, three years after the United States received Puerto Rico as a gift from Spain to end the Spanish-American War. There is no doubt that this family stressed education as an important value as most of its members studied professional careers (L. Vincenty, personal communication, April 16 2020). This family also stressed political views of independence for Puerto Rico as the father was a founder of the *Partido Nacionalista de Puerto Rico* (Puerto Rico Nationalist Party) which fought for independence. Although Dr. Vincenty was born in the western part of the island, his family moved frequently, according to work requirements of his father, and he lived in different towns and regions of the island.

He studied at the public school system of the island graduating from Central High School in Santurce, one of the best high schools of Puerto Rico at that time. As expected by his family, he

entered the University of Puerto Rico in Río Piedras (UPR-RP) in 1919 to study to be an educator like his father but left his studies a year later and moved to New York City and worked as a translator of Spanish, French, Italian, and English for a year. In 1921, he returned to Puerto Rico and worked for two years at the public school system, first teaching English at elementary level and, then, Spanish and science at secondary school level (Publications, lectures, studies by Néstor I. Vincenty, 1927–1948).

In 1923, Néstor I. Vincenty returned to UPR-RP and obtained a bachelor's degree in education with high honors in 1925. Following his father's example, he decided to pursue graduate studies in education and entered Harvard University, in Massachusetts, to study educational psychology (L. Vincenty, personal communication, April 16, 2020). He obtained a master's degree in education in 1926 in educational psychology and continued toward his doctoral degree (EdD) in mental and educational testing (Publications, lectures, studies by Néstor I. Vincenty, 1927–1948).

In 1928, Dr. Néstor Vincenty was granted a fellowship from Harvard University to undergo his dissertation research in Puerto Rico which compared the intelligence of children from Puerto Rico and the United States. That summer, he taught a psychology course at UPR-RP and was hired as director of the Division of Technical Research, paid by UPR-RP, but ascribed at the Department of Education of the government of Puerto Rico. He also published a book in Spanish that analyzed the impact of the United States in the future development of Puerto Rico (Vincenty, 1928). He obtained his doctoral degree with high honors in 1930 with the following dissertation: *Racial differences in intelligence as measured by pictorial group tests with special reference to Porto Ricans and the United States* (Vincenty, 1930).

During the summer of 1929, he married Ana Eulalia Cardona with whom he had eight children. His first child, a girl, was born in 1933 with a brain tumor that nobody in Puerto Rico could operate. Dr. Vincenty and his family left for Chicago looking for medical answers for his daughter, and he decided to study medicine. He started his medical studies, but looking further for treatments

for his daughter found a surgeon in Spain who was willing to operate his daughter's tumor. He transferred to the Universidad Central de Madrid, where his daughter was successfully operated—she had a long life with no sequelae of her brain operation. Dr. Vincenty obtained his medical degree in 1936, including some practical experience in pediatrics, at the beginning of the Spanish Civil War, and returned to Puerto Rico (L. Vincenty, personal communication, April 16, 2020).

In Puerto Rico, in 1936, Dr. Vincenty started working at the Department of Health, as director of the Public Health Unit in Río Piedras. From 1937 to 1939, he was named Assistant Commissioner of Education under Dr. José M. Gallardo (1897–1976). In 1939, he also started teaching psychology at UPR's College of Education with the rank of full professor (Álvarez, 2006). He taught a variety of courses: experimental psychology, physiological psychology, advance psychology, general psychology, abnormal psychology, social psychology, educational tests and measurements, and experimental pedagogy. According to Álvarez (2006), in 1939, the College of Education of UPR offered the majority of courses of psychology at this university and had two academic tracks: one for students of education interested in the benefits of psychology in teaching and one for students interested in psychology as a career.

In 1943, UPR restructured its academic offerings and transferred all psychology courses to the newly created College of Social Sciences (Roca de Torres, Gaztambide Géigel, and Morales Vázquez, 2003). Dr. Vincenty was transferred to the new college, taught most of the psychology course, and coordinated the psychology program.

In December 1947, Pedro Albizu Campos (1891–1965), political leader of the Nationalist Party, a Harvard educated lawyer, co-student and friend of Dr. Néstor I. Vincenty, and at that recently liberated from jail for political reasons, was coming to visit UPR campus in Río Piedras and offer a lecture to its students and faculty. As leader of the Nationalist Party, Pedro Albizu Campos was judged responsible for a public protest

uprising in Ponce which resulted in the death of several participants and policemen, even though he personally had not attended. The Student Council, in order to welcome him, raised a Puerto Rican flag from the UPR's tower, an act that was illegal at the time but which had been previously permitted by the chancellor of the university. No permission had been asked this time, and security guards took the flag down, and a commotion was started. Due to this incident, the chancellor banned the use of UPR's theater for the Pedro Albizu Campos lecture (Abayarde Rojo, 2011). Students were suspended by university authorities and later expelled from the university; professors defended the students' actions, among them Dr. Vincenty. He voiced his defense of the students' rights based on the liberty of expression guaranteed by the Bill of Rights of the US Constitution, and he lectured freely in the campus and published his arguments in local newspapers (L. Vincenty, personal communication, April 16, 202; Vincenty, 1948a; 1948b; 1948c; 1948d). Due to his active participation in the defense of the students and his harsh and strong criticism of the chancellor and the university, Dr. Néstor I. Vincenty, even though he was a full professor, coordinator of the psychology program, and the one who taught most of the courses, was also expelled from his tenured position (Huelga 1948, 2018). As Álvarez says, "the professor who had been longest teaching Psychology full time at this College, stopped being a member of its Faculty" (2006, p.110).

From 1948 to mid-1970s, Dr. Néstor I. Vincenty opened a private office for the practice of both his professions. He attended both medical and mental health patients at his office in Río Piedras. He dedicated more time to his family and continued writing articles on local newspapers about important issues in education, politics, and physical and mental health. His interests stressed the importance of teaching children in their vernacular to give them every opportunity to develop fully their potentials.

He died at 91 years of age of an infection produced by stones in his gallbladder.

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W

Walters, Fred C.

Born *on December 18, 1879, in Kansas, USA.*

Died *on October 8, 1965, in Kansas, USA.*

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Keywords

Puerto Rico and the United States ·
Educational psychology · Psychological
testing

Fred C. Walters is the eldest of the ten children born to John H. Walters and Margaret Jane Withers, a distinguished family of pioneer immigrants to the United States of America. His father emigrated from Germany in 1853 while still a child (Ward, *n.d.*). They worked a farm, and during the Civil War years, his father joined the Army.

Fred C. Walters studied at the schools near his hometown in Woodson County, Kansas, graduating from high school and obtaining a teaching certificate. He started teaching at the elementary schools in Kansas in 1903 and taught until he earned his bachelor's degree in education from Kansas State Teachers College in 1916. Education was an important value for this first-generation

American, and he decided to continue his education. In 1917 he earned a master's degree in Education and in 1927 a doctorate in Education, both from Teacher's College at Columbia University (Personnel Record of Fred C. Walters, 1924–1962).

From 1917 to 1918, Fred C. Walters was an instructor in education in Wilmington College in Ohio. In 1919 he moved to Freemont, Nebraska, where he was named Chair of the Department of Education at Midland College. The following year he moved to Connecticut where he worked until 1923 as a School Psychologist at Bridgeport (Personnel Record of Fred C. Walters, 1924–1962).

In 1924, Fred C. Walters was hired as a professor at the University of Puerto Rico, Río Piedras Campus (UPR-RP); he was also named director of the newly created *Institute for Educational Research and International Education* (Álvarez, 2006). From 1937 to 1941, he served as the Head of the Department of Psychology in the Education Faculty. He remained working at the College of Education at UPR-RP until his retirement in 1962. He then moved back to the United States of America.

Dr. Fred C. Walters was one of the pioneers in psychological testing in Puerto Rico. He spent much of his time developing instruments and psychological tests for students at the University of Puerto Rico and the Puerto Rican

population in general. Dr. Walters with Prof. Malvina Monefeldt (1892–1967), Prof. Alfredo Silva (1897–1990), and Mrs. Mercedes Chiqués de Walsh (1893–1976) developed the *Test Hispanoamericano de Habilidad y Logro, para grados 3–12* (Spanish-American Test of Skills and Achievement, for grades 3–12) (Álvarez, 2006; Roca de Torres, 2008). They constructed six forms of *Test Hispanoamericano de Habilidad y Logro* (Hispano-American Test of Skills and Achievement) for high school students. This same group of researchers translated the 1916 edition of the Stanford-Binet Intelligence Test. Their translation was the one used in Puerto Rico to evaluate our children until Pablo Roca de León (1951, 1953) published his translation and adaptation of the Wechsler Intelligence Scale for Children (1949) and the Stanford-Binet Intelligence Scale for Children (1937).

Later in his career, Dr. Fred C. Walters devoted time to studying bilingualism, developing achievement tests in different subjects, and researching general educational themes in Puerto Rico. His quest for developing measuring instruments for different abilities with adequate reliability and validity measures established a very strong tradition in Puerto Rico that was reinforced by Dr. Pablo Roca de León, Dr. Miguelina Nazario de Hernández, Dr. Laura Leticia Herrans, and Dr. Gabriel Cirino, among others.

Cross-References

- ▶ Chiqués de Walsh, María Mercedes
- ▶ Cirino-Gerena, Gabriel
- ▶ Herrans-Pérez, Laura Leticia
- ▶ Monefeldt Müller, Malvina Louise
- ▶ Nazario de Hernández, Miguelina
- ▶ Roca de León, Pablo
- ▶ Silva Cofresí, Alfredo

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Walther, Leon

Born *Saint Petersburg, (Russia), 28 March 1889*

Died *Geneva, (Switzerland), 20 April 1963*

Deolinda Armani Turci

State University of Minas Gerais, Belo Horizonte, Brazil

Keywords

Switzerland · Brazil · Technopsychology · Psychotechnics · Career guidance

Leon Walther graduated in 1912 from the Faculty of Arts of St. Petersburg. He kept teaching at a college in that capital until 1914, when he moved to Switzerland. He studied sociology in Laussane and law at the University of Geneva. In 1916, he ran a career guidance office attached to the Jean Jacques Rousseau Institute (JJRI). In order to continue in the teaching field, he joined the psychopedagogy course at the JJRI in 1917, where he attended Edouard Claparède and Pierre Bovet's courses (1878–1965). He completed the graduation in 1918 (Antonini, 2001; Walter, 1953).

From 1918 to 1921, he worked in a watchmaking factory in Geneva. In the same year, 1921, on the recommendation of Pierre Bovet, he began working as an expert psychologist in a large graphic company in Switzerland, where he remained until 1926. According to Claparède, stated in a preface to a Walther's book (1926), it was based on the knowledge acquired at the watchmaking factory and in an internship program carried out at the Geneva Psychology Laboratory that Leon Walther, right in the first year of operation in this company, managed to considerably expand the company's production. They managed to have less employee's fatigue by applying principles of occupational technopsychology, based on the rationalization of work and better conditions for workers.

In 1922 he was appointed the chief head of the technopsychology and professional guidance section of the JJRI. He completed his doctorate in

philosophy at the University of Geneva in 1926, when he defended a thesis on the technopsychology of industrial work, which was made into a book under the title *La psychologie du travail* which was published in the same year. This work expanded his reputation worldwide, and it was translated and divulged in other countries, such as Colombia, Spain, Italy, and Germany, among others. In Brazil, it was translated by Lourenço Filho, in 1929.

He began teaching at the University of Geneva in 1926. Later on, in 1929, he accepted an invitation from the government of the State of Minas Gerais, Brazil, to perform, complying with the principles of the *Escola Nova* [New School] at the *Escola de Aperfeiçoamento de Belo Horizonte* [School of Improvement of Belo Horizonte]. Leon Walther, together with other teachers, such as Théodore Simon, Louise Artus Perrelet (1867–1946), and Eugénie Rogovine (?–?), arrived in Rio de Janeiro (Brazil) in February of the same year and were welcomed by members of the Brazilian Education Association (ABE). At this opportunity, and sponsored by the organization of the Secondary Education Section of ABE, Leon Walther delivered a lecture at the headquarter of that association on “The work of the International Bureau of Education” and donated the copyrights for the translations of several of his works to the ABE.

He stayed in the city of Belo Horizonte (Minas Gerais) with his wife and children for 4 months, contributing to the organization of the School of Improvement of Belo Horizonte and teaching Psychology in the Course of Improvement for Elementary Teachers, approaching themes related to physiology and brain development, organs of the senses, and manual aptitude tests, among others. Later on, in the second half of 1929, he was replaced by Helena Antipoff. In August 1929, he accepted an invitation from the government of São Paulo state to give lectures on the scientific organization of industrial work, Taylorism, industrial workforce, labor selection, and occupational fatigue. In the following month and in the same city, he gave a lecture on vocational guidance for the Brazilian Association for Professional Education and started delivering a series of five conferences, under the invitation of the Commercial

Association of São Paulo, with the program: “(1) Introduction, definition and methodology of technopsychology, (2) worker selection, (3) the study of professional movements, (4) the adaptation of work instruments to the worker, (5) occupational fatigue” (Correio Paulistano, 1929, p. 6). The free-admission conferences were based on a course on psychotechnics and professional guidance that Leon Walther had taught at the University of Minas Gerais.

Still in September 1929, Walther visited the library of the Brazilian League of Mental Hygiene in Rio de Janeiro at the invitation of the board of directors of the Institution, when he complimented them for their set of works specialized in psychology and pedagogy (O Jornal, 1929). On the occasion, he offered to obtain from the JJRI an agreement to exchange publications with the League. In the same month, before heading for Europe, invited by the Secretary of Instruction of Vitória (Espírito Santo), he visited the Gomes Cardim School Group, headquarter of the State Higher Education Course, and he participated in a school ceremony on Arbor Day, which took place at the Moscoso Park in that city. In an interview to the *Diário da Manhã* newspaper (1929) he expressed the good impression he had of Brazil, of the teaching methods based on the modern pedagogy of the Active School in that city, as well as in Minas Gerais and Rio de Janeiro.

In 1930 he was awarded for his scientific work by the Belgian government at the *L'Exposition Internationale de La Grande Industrie et Des Sciences in Liege*. From 1933 to 1938 he held the chair of Experimental Psychology at the University of Cairo and in 1939 he started to collaborate with the International Institute of Psychopedagogy in Geneva.

He returned to Rio de Janeiro (Brazil) in 1948 and, together with his assistant and JJRI alumnus, Pierre Weil (1924–2008), developed and organized the Department of Professional Guidance and Selection of the *Instituto Técnico Comercial* [Technical Commercial Institute] of the Serviço Nacional de Aprendizagem Comercial [Teaching Department of the National Service for Commercial Learning] (SENAC). On the occasion, he evinced that technical education should also be based on educational psychology and scientific

pedagogy, highlighting the student’s learning motivation and practical activity as in the precepts of the Active School, based on functional training and not only on the domain of technology. He started the first Professional Guidance course at the National Department of SENAC.

Before returning to Europe, from August to October 1948, he gave lectures, conferences, and courses on topics related to occupational psychology, guidance, and professional selection, in Rio de Janeiro and São Paulo. In August he lectured on “The Psychology of work” at the *Associação Brasileira de Medicina do Trabalho* [Brazilian Association of Occupational Medicine], of the Ministry of Labor in Rio de Janeiro. In September, he delivered conferences on the commercial profession, the adaptation of instruments to men and on occupational guidance for commercial and independent careers, at the *Federação das Indústrias* [Federation of Industries] of the State of São Paulo, at the invitation of the *Instituto de Organização Racional do Trabalho* [Institute of Rational Labor Organization] (IDORT), SENAC, and the *Serviço Nacional de Aprendizagem Industrial* [National Service for Industrial Learning] (SENAI). In October 1948 he held a series of lectures on “The Psychology of Liberal Careers” at the Faculty of Philosophy Sciences and Letters, installed in the building of the Caetano de Campos School in São Paulo. Leon Walther contributed to industrial psychology, innovating in techniques and methods based on technopsychology in several countries.

Concerning Brazil, he introduced the importance of education and science as bases for the rationalization of work, through concepts derived from psychology and physiology, contributing to the developing segments of commerce and industry in the country. He praised the selection and professional training based on psychological knowledge as premises for adaptation to work. He pointed out that the selection of workers made on a preliminary basis through standardized psychotechnical tests would demonstrate the skills required for the functions and, consequently, the institutions would have more capable and better trained employees. It included motivation as a stimulus for work, automated movements, and interspersed pauses to shorten

workers' occupational and learning time. For the training of workers, he presented to Brazilians the proposal for a functional training in technical education with practical classes and assessment of students' progress. He proposed that the training should meet the students' aspirations and ideals so as to stimulate learning and work.

Considered one of the leading specialists in psychotechnics of the period, he was concerned with better organization of work, with the adaptation of the work process to the worker, reconciling the reduction of fatigue, workers' functional training, and the interests of industries, which under his point of view would be the harmony between labor and capital. He diffused his ideas on industrial psychology, teaching courses as a visiting professor at several universities or higher degree schools, as in São Paulo and Belo Horizonte (1929), and in Bogotá (Colombia) in 1932, among others. He also taught special courses at the University of Minas Gerais (Brazil), at the University of Bogotá (Colombia), and at the Catholic University of Sacro Cuore, in Milan (Italy), in addition to working as a professor at several universities around the world, such as the University of Cairo (Egypt), University of Lyon (France), and the University of Geneva (Switzerland).

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- ▶ Lourenço Filho, Manuel Bergstrom
- ▶ Simon, Théodore

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Weil, Pierre Gilles

Born in *Strasbourg (France)*, on *April 16, 1924*

Died in *Brasília (Brazil)*, on *October 10, 2008*

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Keywords

France · Psychotechnics · Psychodrama · Transpersonal psychology

Pierre Gilles Weil was educated in France and had most of his professional journey in Brazil (Bomfim, 2016). Weil went to *l'Institut National d'Études du Travail et d'Orientation Professionnelle de Paris* (National Institute of Work Studies and Vocational Orientation of Paris), *École pratique de psychologie et de pédagogie de Lyon* (Lyon practical school of psychology and pedagogy), and *Faculté de psychologie et des sciences de l'éducation – Institut Jean-Jacques Rousseau – de l'Université de Genève* (Faculty of Psychology and Educational Sciences – Jean-Jacques Rousseau Institute – of the University of Geneva). Weil held a doctoral degree in psychology from *Sorbonne Université* [Sorbonne University] (1972). He was also a student of Henri Pierón (1881–1964), Henri Wallon (1879–1962), Jean Piaget (1896–1980), André Rey (1906–1965), and Léon Walther.

In 1948, Weil, invited by his former professor, Léon Walther, became in charge of training the groups that would work on psychotechnical activities at the *Serviço Nacional de Aprendizagem Comercial (SENAC)* (National Service of Commercial Learning), an institution recently established in Rio de Janeiro, which was the capital of Brazil at the time. Overall, the idea was to adapt, focusing on commercial work, what Roberto Mange was already doing at *Serviço Nacional de Aprendizagem Industrial (SENAI)* (National Service of Industrial Learning), another institution created a few years before, in 1942.

As a director of the Education Division of the National Department at SENAC, where he held the role for 10 years (from 1949 to 1958), Weil conducted many research projects and published a significant number of articles in the journal *Arquivos Brasileiros de Psicotécnica* (Brazilian Psychotechnical Archives). Initially, Weil defended eclecticism as a positive psychotechnics trend, proposing the combination of many different techniques of psychophysiological investigations to substantiate the SENAC actions (Weil, 1953). However, by comparing different methods, Weil indicated the lack of accuracy of the intelligence tests in predicting the success of commercial workers, stating that the recruiting process for sales staff depends more on individual personal

characteristics (Weil et al., 1953). Hence, influenced by theories which related physical types with individual mood profile and behavior, Weil developed studies around the biotype of retail sales employees (Weil et al., 1954).

These activities of SENAC, in Rio de Janeiro, added to the spread and creation of professional orientation services across the country. SENAC was also the educational center for psychologists who created the *Centro Editor de Psicologia Aplicada (CEPA)* (Publishing Center of Applied Psychology), in 1952, which focused on the production of psychological tests (Weil, 1972).

Along with the work developed at SENAC, Weil was also part of a psychology clinic in the *Instituto Pestalozzi no Rio de Janeiro* (Pestalozzi Institute of Rio de Janeiro), from 1949 to 1958, having been invited by Helena Antipoff. This clinic was mostly focused on treatment of disabled children. Therefore, considering the need of measuring the intellectual level of these children, the main focus of Weil's research was on the development of its Nonverbal Intelligence Test (INV), which was the basis of many future studies related to adaptability (Schechtmann, 1955).

In 1958, Weil moved to Belo Horizonte, another important Brazilian city, with the purpose of organizing and directing the *Departamento de Orientação e Treinamento (DOT)* (Department of Training and Orientation) of the *Banco da Lavoura de Minas Gerais* (Lavoura Bank) in a time where he also became a professor at the *Universidade Federal de Minas Gerais (UFMG)* (Federal University of Minas Gerais). Weil felt his compensation at SENAC was not competitive but accepted their invitation under one condition that he could travel and research what was currently being done around the world related to psychology in banking. As a result, Weil went to the United States, France, Germany, and the U.K. (Motta, 2004). Under his direction, from 1958 to 1969 (when the bank moved to São Paulo), the DOT trained managers and employees on Human Relations Developments (DRH), a technique which combined the basis of T Group and Social Analysis (Goulart & Santos, 2011). His book *Relações Humanas na Família e no Trabalho* (Human Relations at Work and in

Family), developed from findings of previous work, was first published around the same time of the DOT creation (1959) and became a best seller (with approximately 60 editions, selling for over six decades).

One of the Lavoura Bank owners, a private bank, held a medical degree and supported the DOT project in the creation of its own research center. To recruit specialists in the subject, Weil went in France and selected Anne Ancelin Schützenberger (1919–2018), a professor of group dynamics and student Jacob Levy Moreno (1889–1974), who Weil invited to a workshop as well as to begin the creation of the DOT Psychodrama team. For this reason, Anne went to Brazil many times from 1961 to 1968 to teach triadic system of Psychodrama (Motta, 2004).

These actions made Weil an author of books on the subject and one of the pioneers on Psychodrama in Brazil, both as a theoretical (even his academic disciplines at UFMG) and applied science reference, beyond clinical treatment, as a specialist in the training of the labor force (Kladi, 2009).

Weil, during his time at DOT, experienced a personal crisis, originating experiences with Anne Schützenberger in Paris, in the Group Psychodrama of 1960 (Motta, 2004). Such crisis, around 1968, propelled his professional break, and Weil started to develop what later was called Psychodrama of Sphinx which became Weil's doctoral dissertation, defended in 1972 at Sorbonne University.

From these changes, Weil's new studies resulted in a transpersonal psychology. In Brasilia, the capital of Brazil, Weil also established Universidade da Paz (UNIPAZ) (Peace University) in 1988, which uses a holistic view and a cross-disciplinary approach as a core philosophy (Bomfim, 2016). Weil was the head of UNIPAZ until his death.

Cross-References

- ▶ [Antipoff, Helena Wladimirna](#)
- ▶ [Rey, André](#)
- ▶ [Walther, Leon](#)

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Wilde, Guido

Born *Coburg, (Germany), 22 July 1914*

Died *Bogotá, (Colombia), 10 January 2003*

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Keywords

Colombia · Clinical psychology · Industrial psychology

Guido Wilde Seifert was one of the first psychologists from the Universidad Nacional de Colombia [National University of Colombia] and a prominent clinical and industrial psychologist. He wrote several papers that contributed to positioning the new profession in Colombia.

Wilde Seifert was the only child of a German family formed by Ivan Wilde (who died in World War I in 1916) and Doris Seifert. During his childhood and adolescence, Guido lived with his

mother and Jenny Wilde, his father's sister, who worked for the Library of Berlin.

Wilde went to a public school in Berlin, and after finishing high school, he took several courses on business administration. In 1937, a German printing company (Printator) gave him its representation in Medellín, Colombia. There, he had economic success with Printator, and later, he also represented an English pharmaceutical laboratory (Glaxo).

In 1945, Wilde married Inge Sondermann, a German migrant (born in 1921 in Delmenhorst, Germany, and died in Bogota, Colombia, in 1963). They had three children: Tomás, Norman, and Elianora.

In 1946, Wilde adopted Colombian citizenship; because of the law, he lost his German nationality (however, when the Colombian law changed, he recovered German citizenship in 1972).

In 1949, Guido Wilde and his family moved to Bogotá because he wanted to become a psychologist and the only program in the country was in the capital. He graduated as a psychologist on December 18, 1954, from the National University of Colombia (His degree act appears in Act 2, page 3 of November 2, 1954, of the Faculty of Human Sciences). He then enrolled in a doctoral program in philosophy at the Pontificia Universidad Javeriana [Pontifical Javeriana University] and graduated in 1958. His dissertation was a critical review of psychoanalysis (published as a book, Wilde, 1959); some psychoanalysts did not receive Wilde's criticisms very well.

Wilde was a good friend of Jaime Vélez Correa, a Jesuit philosopher who invited him to give lectures on Freud and Jung in his course of History of Philosophy in 1958 and 1959 in the philosophy program of that university. Previously, in 1952, Guido Wilde was baptized as a Catholic by father Vélez in the Chapel of the Psychiatric Clinic Santo Tomás. Since then, one of the recurrent themes of his writings was the relationship between psychology and theology (Wilde, 1968, 1973). However, although Wilde never was an active catholic practitioner, he kept his faith until death and gave his children a catholic education

(T. Wilde, personal communication, February 4 and 11, 2021).

His first job as a clinical psychologist was in the Santo Tomás Neuropsychiatric Clinic (Bogotá, Colombia). Wilde was the first psychologist hired by this clinical institution. There, he had an active social and academic exchange with many renowned psychiatrists and psychoanalysts of that time in Colombia, including Hernán Vergara, Ariel Durán, Oscar Jiménez, César Constain, Hernando Chala, Guillermo Ballesteros, and Simón Brainsky, among others. Wilde had several academic debates because, for them, Wilde was not a physician (psychiatrist) nor a psychoanalyst, and the functions of psychologists as therapists were not recognized at that time. Alvaro Villar-Gaviria (1965), a psychoanalyst, wrote on this topic: “Dr. Guido Wilde published a book on psychoanalysis. His theoretical knowledge was patent, but this book is objectionable because the author is not an analyst, and therefore, he has no direct experience in the field. It is possible that because of that, more than any other reasons, there are many imprecisions of approaches already reassessed or not completely analyzed.” Also, Delgado (1960) said: Psychoanalysis, according to Wilde, is “a world view or *weltanschauung* that pretends to be an absolute authority in the fields of social and natural sciences, although is an issue of controversy... and the religious man should not accept the psychoanalytic view of religion” (p. 183).

After his graduation as a doctor in philosophy, Wilde took 6 months in New York with Kurt Goldstein (1878–1965), a psychiatrist, and neuropsychologist, influential in Wilde’s psychological thinking. Goldstein introduced Wilde in the works of Lippot Szondi (1893–1946), a Hungarian psychoanalyst who developed a projective test. Wilde learned the application of this test and was the first Colombian psychologist who used it and worked with Szondi’s theories that showed an essential distancing from orthodox psychoanalysis.

During this time, Wilde also had teaching experience, first as a professor in the Pedagogical Feminine University (1958–1959) and then as a professor of the newly created psychology program at the Pontifical Javeriana University (1966–1972).

He taught courses on psychometrics and projective tests and also in psychotherapeutic issues. For example, the newspaper *Hoy en la Javeriana* of March 1965 announced a clinical training program for psychology students in psychological testing, psychological diagnosis, psychopathology, projective techniques, and interview techniques and treatment of mental problems. At Javeriana, Wilde became the first associate professor of the Psychology Faculty, and among his students and colleagues stand out well-known Colombian psychologists such as Isa Fonnegra de Jaramillo, Nelly de González, Sara Pérez de Cabrera, Elisa Dulcey Ruiz, José Antonio Sánchez, Rosa Tanco Duque, Mateo Mankeliunas, Victoria Bossio, Beatriz de la Vega, and others.

Wilde was a prolific writer during this time of his life. He wrote several books and journals and newspaper articles: Wilde (1959, 1962, 1963, 1968, 1973, 1974a, 1974b, 1975).

Returning to his personal life, after his first wife died in 1963, Guido Wilde got married again to Susana Frank, a Czech immigrant (born in Praga but raised in Nürnberg) who died in 2012. This union had no children. Unfortunately, in 1992 his daughter Elionora was killed in a robbery attempt. This event affected him emotionally during the last years of his life.

In Wilde’s professional life, several activities characterized his performance: (a) During many years, he had a private clinical practice in which he made the clinical assessment and psychodynamic therapy with a robust humanistic approach; (b) translated and adapted the Minnesota Multiphasic Personality Inventory (MMPI) to the Colombian population in collaboration with psychiatrist Jaime Giraldo Ángel (the Dean of the Faculty of Psychology of the National University); (c) he was the first Colombian psychologist in using the Szondi projective test for clinical assessment and personnel selection; (d) after retiring from the Santo Tomás Neuropsychiatric Clinic, he started to work for Avianca Airlines and created the Department of Psychology specially focused on the selection of pilots and executives; and this was a long-term job (more than 20 years), and Wilde received training in

“aeronautic psychology” in Pan American Airlines in the United States.

Guido Wilde dedicated his last years to family life with his wife, children, and grandchildren, but he also was affected by several health problems. According to his son Tomás, Wilde kept his cognitive abilities and love for music, art, history, and literature intact. He died in Bogotá at the age of 89. He left a library of more than 2500 volumes, some of which were donated to the library of the Pontifical Javeriana University, and others were donated to the bookstore “Torre de Babel.”

Guido Wilde’s main contributions to psychology were in the areas of clinical and industrial psychology. He was a man of his time. The way he thought about psychology as a science and profession reflects the dominant approaches in psychology during the 1950s, 1960s, and 1970s.

In the middle of the century, psychological thinking was dominated by psychoanalysis and was referred to as “deep psychology” or “dynamic psychology.” Wilde adopted psychoanalysis more as a general framework to understand human behavior than as a therapeutic technique. Wilde (1968) wrote: “It is naïve to think that psychoanalysis is just a therapeutic method for the neurosis, because. . . its theoretical foundations have gone beyond psychopathology and became the discipline of reality, the science of the unconscious, the oracle of the human destiny. . . [Psychoanalysis] corresponds to a *Leitprinzip* of action, to a *Weltanschauung* that pretends to have universal validity” (p. 21).

Wilde defended “lay psychoanalysis.” He considered that psychoanalysis is not an exclusive property of psychoanalysts. Therefore, he defended the idea that a psychologist (not a formed psychoanalyst) could use the psychoanalytic framework instead of the psychoanalytic therapeutic techniques.

However, Wilde did not assume all the theoretical assumptions of Freudian psychoanalysis. On the one hand, his personal religious beliefs led him to reject what he called the deterministic and mechanistic tenet of psychoanalysis, and on the other hand, Szondi’s theoretical influence allowed him to elaborate a particular conception of human motivation (Wilde, 1968; Wilde & Giraldo, 1964).

Lipót Szondi was a Hungarian psychiatrist, nonorthodox psychoanalyst, and professor of psychology. His main book is *Self-Analysis*, and his psychology is known as “fate or destiny psychology.” Szondi’s approach is based on a systematic drive theory and identified eight drive needs (not just the Freudian sexual drive). These drives represent hereditary archetypes and are present in all individuals in different proportions. Fate analysis assumes that a person’s life unfolds in a series of elections: One chooses an occupation, acquaintances, partners, family, and so on. The Szondi test pretends to identify these basic drives and identify the person’s tendencies (personality). However, Szondi’s approach is not as deterministic as it may appear. As Wilde (1968) points out: “In his book *Self-analysis*, Szondi shows, without any doubt, the influence of the personal self in assuming individual responsibility, it means, free will, and furthermore on the existence of a superior being, named God, who has an important role in our decisions. . . Men may swim against the stream of the circuit of their ancestors, but only through the humanization of the hereditary drives. . .” (p. 34).

Probably it was Guido Wilde the first Colombian psychologist who introduced clinical psychology as a “new profession.” He considered that clinical psychology derived from psychometrics and dynamic psychology. Its subject matter is the study of personality using different techniques (interviews and tests) to understand pathologic behavior to contribute to the treatment and prophylaxis of mental diseases. The clinical psychologist assists the psychiatrist in diagnosing mental syndromes and collaborates with him in the therapy of various disorders (Wilde, 1963).

According to Wilde, clinical psychologists need to have solid theoretical and scientific foundations and rigorous practical training and, at the same time, have specific personality characteristics with a reasonable degree of personal maturity and cultural education. Wilde emphasizes the relevance of a solid education in general psychology, biology, and philosophy. In this sense, he recognizes the progress in the education of clinical psychologists at the National University of Colombia and at the Pontifical Javeriana

University, the only two psychology programs in the country at that time.

Several considerations are worth mentioning:

1. The basic structure of the education of psychologists, in general, is still relevant.
2. In Wilde's time, dominant theoretical approaches in psychology were psychodynamic, which is different today in Colombian psychology.
3. Although the primary function of clinical psychologists was the psychological assessment to assist psychiatrists in the diagnosis, psychotherapy is at the present time an essential function for psychologists.
4. This way of looking at the profession of clinical psychology brought Wilde much criticism from psychiatrists who considered psychotherapy as a task reserved to physicians.
5. In any case, Guido Wilde was one of the first Colombian clinical psychologists who contributed with his writings, professional practice, and teaching to developing this area of professional psychology.

As it was said before, Guido Wilde dedicated more than 20 years of his career to "Industrial psychology" (currently identified as "Organizational psychology"). His thinking on this area of applied psychology was also a subject of his writings.

For Wilde (1968), the subject matter of industrial psychology is human behavior in job contexts. Its primary purpose "is that each person devotes him or herself to the type of job to obtain the best performance with the least tension and more wellbeing and advantage for him or herself, for the company and society" (p. 14).

Wilde points out that human behavior (including emotional, affective, cognitive dimensions) is always present in all company areas. That means that individual performance requires intellectual knowledge and practical competencies and emotional maturity, and self-strength.

Industrial psychologists use different instruments for staff selection and assess the workers' motivation, conflicts, frustrations, etc. In doing

their job, industrial psychologists use interviews and psychometric and projective tests to assess intelligence, aptitudes, social and emotional maturity, and the possible incidence of mental disorders.

Given this assessment, industrial psychologists make a psychological report, and the head of personnel makes the final decision. This report must center on the "dynamic interaction between the individuals and their environment, the degree of organization of their interpersonal interactions, the lability of their self-functions, the conditions of their defense mechanisms" (Wilde, 1968, p. 18).

As we can see, the description of industrial psychology reflects the status of this area in the middle of the last century. The main virtue of Wilde's contribution was to introduce and position psychologists in working environments. Many of Wilde's students and colleagues, such as Clemencia Mantilla, Elena Herrán, and Norma Romero, contributed to boost industrial (organizational) psychology to become one of the Colombian psychologists' primary sources of employment.

Today, psychology in Colombia is a well-established science and profession. This author considers that this would not be possible without the participation of figures such as Guido Wilde. In many ways, he was an innovator for his time. He introduced a new profession in different fields, and he contributed to theoretical and practical psychology. Overall, he was an excellent person, very rigorous in his thinking, a true humanist. As his son Tomás says: "My father was a great father and husband, and of course a respected psychologist. If I could go back in time, I would like to be a psychologist like he was."

Cross-References

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- ▶ [De la Vega, Beatriz](#)
- ▶ [Dulcey-Ruiz, Elisa](#)
- ▶ [Giraldo Ángel, Jaime](#)
- ▶ [Mankeliūnas, Mateo V.](#)
- ▶ [Sánchez González, José Antonio](#)
- ▶ [Tanco-Duque, Rosa](#)

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Witter, Geraldina Porto

Born *in Mogi das Cruzes, São Paulo, Brazil, on January 31, 1934*

Died *in São Paulo, São Paulo, Brazil, on March 29, 2014*

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Keywords

Brazil · School psychology · Literacy

Professor Geraldina belonged to a generation of professionals, who migrated from education to psychology even before the profession was regulated in the country, and developed the two areas of

knowledge and profession, integrating themes, issues, and producing knowledge that serve to this day for both areas. Professor Geraldina developed her educational trajectory, initially in Mogi das Cruzes (São Paulo): High School (1946–1949), a technical/vocational course (1950–1952) at the Escola Normal Estadual de Mogi das Cruzes (State College and Normal School of Mogi das Cruzes), then in São Paulo, where she did Undergraduate and Graduate Studies at the Universidade de São Paulo (University of São Paulo – USP). The degree was in pedagogy with bachelor's degree (1958–1961) and then a specialization in educational psychology (1962–1965). At this time, she contributed to the formation of the Instituto de Psicologia (Institute of Psychology) at the USP and participated in the legal procedures for the regulation of training and profession in psychology. She studied Doctorate in Sciences, with the thesis: Discrimination of Form and Position with Professor Arrigo Leonardo Angelini as her supervisor and, in 1977, obtained her titular degree with the title: School Psychology – teaching and research, both at the University of São Paulo. From 1982 to 2012, she was technical-scientific advisor at the Universidade Federal da Paraíba (Federal University of Paraíba) and contributed significantly to the consolidation of School Psychology in João Pessoa, Paraíba, enabling the city to currently have psychology professionals working in public schools. From 1987 to 2002, she was professor in the graduate program in psychology of the Pontificia Universidade Católica de Campinas (Pontifical Catholic University of Campinas), in addition to carrying out other academic and scientific activities at the same institution. Between 1969 and 2013, she published 178 articles in scientific journals always related to the theme of education and psychology.

In addition to her scientific contributions, Professor Witter played important political roles in the consolidation of psychology entities, such as the Conselho Federal de Psicologia (Federal Council of Psychology), Conselho Regional de Psicologia de São Paulo (Regional Council of Psychology of São Paulo), and Associação Brasileira de Psicologia Escolar e Educacional (Brazilian Association of School and Educational Psychology). She was president of the Associação

Brasileira de Psicologia Escolar e Educacional (Brazilian Association of School and Educational Psychology) from 1991 to 1997, secretary of the Sociedade de Psicologia de São Paulo (Society of Psychology of São Paulo) in the 1970s, and president in 1996/1997. In 1999, she was president of the Associação Brasileira de Psicologia (Brazilian Society of Psychology) and secretary of the Conselho Federal de Psicologia (Federal Council of Psychology) from 1976 to 1979.

She was a person who showed a commitment to scientific production. She valued orientation activities and sought to organize collective spaces of debates on individual research. Offered opportunities for a large number of master's and doctoral students from all parts of Brazil and Latin America to meet and get to know each other, at a time when graduate studies were not structured in Research Groups. The impact of her performance in the training of psychology teachers throughout Brazil was significant: She supervised more than 254 researchers in postgraduate courses (175 master's students and 79 informed doctoral students until 2004). In 2004, she published an autobiography with information about her life, her production, and orientations. In this publication, she presented her worldview and values that have led to her life.

Always feeding the importance of the process of development of science and the formation of educators, Professor Witter makes explicit the hope of building the future. In her words: "I will continue the journey to the point where the path ends or leads me to other horizons. I'm going to be aware that I didn't do everything I should or could. I tried to do what I could under various circumstances. I'm going to get better on the way. May my account be helpful for others to find, make, and remake their ways. May love be our common denominator at work and outside it" (Witter, 2004, p. 173).

Professor Witter left marks on many people's lives, especially at a time when there were no graduate courses distributed throughout the country. The University of São Paulo, at the hands of Professor Geraldina Witter, trained several researchers from all states of the country and thus helped to build Brazilian psychology.

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Woyno, Wladimiro

Born *Zabolotiv (Also Zablotów, or Zablotov) (Ukraine), 11 November 1900*

Died *Barranquilla (Colombia), 20 February 1977*

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Keywords

Colombia · Ukraine · University of Leuven · Educational psychology · Psychometrics

Born in what was then Tsarist Russia and the son of an Imperial Army officer, the October Revolution forced Woyno to flee his country while still a teenager. He studied philosophy, obtaining a bachelor's degree in 1925 and his PhD in 1931 at the Catholic University of Leuven (González, 1977b). Soon after, he left for South America and arrived in Colombia at the beginning of the 1930s. It was in this country where he settled down and where he was recognized as one of the first professionals qualified in psychology to dedicate himself to this practice. It was also this country the recipient of his most valuable contributions in the fields of psychological measurement and education.

The first mention of Woyno's work in Colombia refers to his participation as an advisor, together with the Belgian educator George Lagache (1878–1954), in the *Curso de Información Pedagógica* (Pedagogical Information Workshop), held in the city of Medellín since 1932, with the aim of getting teachers the tools offered by the advances of psychological and pedagogical science. Woyno's presentation of psychological testing and evaluation drove a movement, unfortunately ephemeral, toward the development of psychological measurement in Medellín, whose vehicle was the journal *El Alma Nacional* (The National Soul), which was published until 1936 (Sierra Camacho, 2014).

In 1935 Woyno moved to Barranquilla, Colombia. There, he was recruited for the main official educational center of the city, el *Colegio de Barranquilla* (The School of Barranquilla), where he installed a psychology cabinet, which in addition to offering counseling services to students, began with the application of psychometric tests and its standardization to the local context (González, 1977a, b).

In 1939, the *Escuela Técnica del Atlántico* (Atlántico's Technical School) was created and began its work in 1940 in Barranquilla. From that year until 1949, Wladimiro Woyno served as principal, being in charge of the foundation of the school (Itida, 2015). Later he was the principal of the *Escuela Normal de Antioquia* (Antioquia's Normal School), in Medellín, before arriving in

Bogotá as a professor of the *Escuela Normal Superior* (Superior Teacher Training College) (González, 1977a).

His career in psychometrics must have attracted the attention of the Ministry of National Education, which in 1956 recruited him to lead the Institute of Psychological Studies and Professional Guidance (Rodríguez Valderrama, 1998). There he ran what may be the first psychological study on a large scale conducted throughout the Colombian territory: a survey on vocational guidance that was answered by 5973 high school seniors (González, 1977b). The results of this study were published in the volume *El Bachiller Colombiano y su Porvenir Profesional* (High School Seniors in Colombia and their professional future) (Instituto de Estudios Psicológicos y de Orientación Profesional, 1956). The Institute also had the functions of planning the creation of institutions for students with superior intelligence, advising on the selection of inspectors and supervisors of the country's capital schools, developing and adapting their own technical work material and offering individual advice for vocational guidance (Mosquera, 2002). This last task was carried out through the use of the Strong Interest Test, adapted by the Spaniard Ventura Fontan* whom Woyno had met during his stay in Medellín (Rodríguez Valderrama, 1998).

Woyno was still in Bogotá when he was contacted by Alberto Assa (1909–1996), an educator interested in creating a school in Barranquilla for children with limited resources and superior intelligence, a project in which he was encouraged and advised by Woyno. Consequently, in 1960 the *Instituto Pestalozzi* (Pestalozzi Institute) was founded. From 1963, it was integrated into the College of Education of the Universidad del Atlántico (University of Atlántico) as a center for teachers in training, a function it fulfills until today, although this implied rejecting the original purpose of special education for high intelligence children (Rodríguez Valderrama, 1998; Institución Educativa Distrital Pestalozzi, 2011). The relevant role played by Woyno in the conception of this school is confirmed by the fact that shortly after returning to Barranquilla, in

1964, he was appointed as principal, a position he held until 1969.

In 1963, the year of his return to Barranquilla, he and his collaborator Raúl E. Oñoro Amador launched *Ediciones Pedagógicas Latinoamericanas* (Latin American Pedagogical Editions), a publishing house company devoted to the translation, adaptation, and distribution of psychological tests and psychology books in the national and regional markets. In this regard, it is worth highlighting the adaptation to Spanish of the Kuder Occupational Interest Survey and the Thurstone Temperament Schedule (TTS), which are still the versions distributed in the Spanish-speaking market, through the publishing house El Manual Moderno (Woyno & Oñoro, 1962, 1963, 1988; Rodríguez Valderrama, 1998). Furthermore, Woyno designed, in collaboration with his assistant, José Manuel González, a clinical scale aimed at adolescents, called the *Cuestionario Juvenil* (The Youth Questionnaire, Woyno & González, 1975; González, 1977b).

Concluding his period as principal at the Pestalozzi, Woyno promoted an educational project with similar purposes to those that initially led to the creation of that school: the training of children with superior potential. To this end, he carried out negotiations with the Rotary Club and with the city's Office of Education. As a result, both entities committed to finance in equal parts a new school that, with the name of Fundación Humboldt (The Humboldt Foundation), started operations in 1970 (Polo, 2016). This school was the first institution of this nature in Colombia. It is also the oldest active, because, under its new name of Alexander von Humboldt Educational Institution, it continues functioning and standing out as one of the best in basic education in Colombia (Patiño, 2018) and being recognized as the one that "educates the geniuses of the country" (Revista Dinero, 2016). Although the press reports do not recover Woyno's name, such acknowledgments to his educational project are testimony to the legacy of this psychologist who despite being born in distant lands is part of the history of Colombian psychology and education.

A tireless worker, in 1975 he assumed the position of Dean of the Faculty of Psychology at the Universidad Metropolitana (Metropolitan University) of Barranquilla. He held this position until his death, 2 years later (González, 1977a).

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Y

Yampey, Nasim

Born *on November 19, 1920 in Paraguay*

Died *on 2001 in Buenos Aires (Argentina)*

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Keywords

Paraguay · Argentina · Psychoanalysis ·
Culture · Migration

Nasim Yampey was Paraguayan, a son of Syrians, from the city of Hermel (today in the Lebanese territory), who arrived at the country in 1915 (Martín Romano, personal communication, October 19, 2020). He was a Doctor in medicine and surgery, pediatrician, psychiatrist, psychoanalyst, and writer (Yampey, 1991). He was the first Paraguayan psychoanalyst to join at the International Psychoanalytical Association (IPA). He was trained professionally in Buenos Aires and it was there that he developed most of his career. He began his medical practice in 1945, taking a particular interest in pediatric and general mental health problems (Smulever, 2001). His main interest ended up being the development of psychoanalysis. He was a full member in a training function of the Asociación Psicoanalítica Argentina (Argentine Psychoanalytic Association)

(APA) and a professor at the Instituto de Psicoanálisis (Institute of Psychoanalysis) (Yampey, 1991). He was also a part of the writing committees of specialized journals such as *Acta Psiquiátrica y Psicológica de América Latina* (Psychiatric and Psychological Report of Latin America) and the *Revista de Psicoanálisis de la APA* (APA Journal of Psychoanalysis), in which he published numerous articles (Smulever, 2001).

In the sixties, he worked as a psychiatrist at the Hospital Teodoro Álvarez (Teodoro Alvarez Hospital), Hospital Rawson (Rawson Hospital), and Hospital Israelita (Israelite Hospital) in the city of Buenos Aires. In the latter one, he was the Head of the Neurological Service and the Pediatric Psychiatry Section. In 1982, the Centro Paraguayo de Estudios Sociológicos (Paraguayan Center of Sociological Studies) (CPES) published in Asunción a compilation of texts written during that time (1960–1966) under the title of *La iniciación en la investigación psicoanalítica* (The initiation into psychoanalytic research) (Yampey, 1982b). The author pointed out in his introduction that “these brief contributions bear witness to the passage of the author from the pediatric field to the psychotherapeutic field and from dynamic psychiatry to psychoanalysis. Some of these initial lines of inquiry were later pursued with greater depth and more rigorous methodology in the psychoanalytic setting” (Yampey, 1982b, p. 17). In 1966, he published in Buenos Aires *El niño que rabió. Poemas infantiles para adultos* (The child that got angry.

Children's poems for adults), about which he stated: "more than a vein or a specifically poetic attitude, these poems are a pale reflection, sometimes literal, of the daily dialogue that the professional task of the one who composed them, allows him to maintain with those children who suffer" (Yampey, 1984, p. 7).

In 1974, a group of mental health professionals from Asunción, among them psychiatrists, psychologists, psychopedagogues with a psychoanalytical orientation, who had previously been developing training activities and meetings, invited prominent Argentine psychiatrists and psychoanalysts. Such invitations were the first steps to establish in Asunción, advised by the APA, a local institution that provided psychoanalytic training. On behalf of the APA came Dr. Nasim Yampey, who was in charge of structuring the Instituto Superior de Psicología Dinámica (Higher Institute of Dynamic Psychology) (ISSID), the first institution dedicated to the systematized teaching of Psychoanalysis according to the parameters of the IPA in Paraguay, and directed by Yampey. For 3 years, psychoanalysts from the APA traveled monthly, giving seminars, analyzing and supervising. In the 1970s, the country experienced one of the most violent repressive waves of the long dictatorship of Alfredo Stroessner (1954–1989), and at that juncture it was not possible to sustain ISSID, since the repression was fierce. On one occasion, Dr. Yampey and Dr. Elsa Díaz de La Greca were arrested and interrogated by the Police of the dictatorship about their activities in Asunción. International pressure was necessary for his release. The professionals continued to train despite the police raid on the ISSID premises, which did not manage to hold on for much longer. However, the links, both with professionals and with psychoanalytic institutions, not only lasted, but were consolidated. The psychoanalytic training of the professionals of Asunción was given, among others, by doctors Carlos Vispo (1939–), Alfredo Gazzano and Carlos Barredo, the latter standing out especially, who also traveled regularly to Paraguay for 19 years (Cristaldo et al., 2009).

Towards the end of the 1970s, Yampey founded in Buenos Aires, together with Gela Rosenthal and Mario Smulever, the Grupo de Estudios Psicoanalíticos sobre Mitos de América Latina (Group for Psychoanalytic Studies on Myths of Latin America) (GEMPAL), a subject that he was passionate about, opening at APA a space for study and research in which numerous psychoanalysts contributed, sharing his interest, and marking an important line of research within the APA. From there, he coordinated several national and international symposia, holding the Congreso Internacional de Psicoanálisis de los Mitos (International Congress of Psychoanalysis of Myths), held in Argentina in 1996.

In the 1990s, he created in Buenos Aires, together with other colleagues, the Centro para el Estudio y la Prevención del Suicidio (Center for the Study and Prevention of Suicide) (CEPS), a nonprofit scientific institution that was part of the International Association for Suicide Prevention (IASP). As director of CEPS, Yampey represented Argentina in the International Association for the Prevention of Suicide (Yampey, 1992).

Yampey gave a very important impulse to the beginnings of psychoanalysis in Paraguay. Later, in his theoretical journey, his works on myths starting from the Guarani and extrapolating them to other mythologies of the region promoted a new reading on the construction of national identities. His contributions to the study of culture, migration, and transculturation processes have also been relevant in the scientific literature on Paraguay. He has published several articles on Paraguayan migration to Argentina, especially in Buenos Aires, from a psychosocial and psychoanalytic perspective (Yampey, 1982a, b).

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Yulis Nemirovsky, Sergio

Born *Santiago (Chile) on July 28th, 1936*

Died *Montreal (Canada) on June 5th, 1980*

Vanetza Quezada-Scholz
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Keywords

Chile · Behavior therapy · Experimental psychology · Sexual behavior

Sergio Yulis Nemirovsky was born in Santiago, Chile, on July 28, 1936. He is the son of Jewish

immigrants; his father was born in Besarabia and his mother in Odessa, both of which were later absorbed by the former Soviet Union. His primary education was in the Instituto Hebreo (Hebrew Institute; 1944–1947). He was part of the Hashomer Hatzair movement, along with his future wife Frida Kaplan.

He was the psychologist who introduced behavior therapy in the psychotherapy courses of what were then the only two Chilean universities that offered degrees in psychology in the 1970s, the Universidad de Chile (University of Chile) and the Pontificia Universidad Católica de Chile (Pontifical Catholic University of Chile). During his academic life he maintained a solid interest in the study of sexual behavior, its etiology and the treatment of dysfunction, as well as advancing behavior therapy. Some of his ideas on these subjects are summarized in two of his publications (Yulis, 1974, 1977).

His main characteristics included his way of approximating knowledge of psychology from a scientific perspective, his rigor as a teacher, mentor, professional, and researcher, and his ability to translate the findings of his research into clinically relevant facts (Quezada et al., 2014).

Dr. Yulis studied psychology (1958–1962) and philosophy (1959–1961) in the Universidad de Chile. He obtained his PhD degree in clinical psychology from the University of Iowa in the USA in 1968, financed by a Fulbright Scholarship (Quezada et al., 2014). After receiving his doctorate, he was an assistant professor in the University of Iowa, and then became the director of the Psychology Service of the Mental Health Clinic in Norristown, Pennsylvania (Dubrovsky & Harris, 1980). In 1970 he was chosen as the director of the psychology department of the Pontificia Universidad Católica de Chile. He held this position until the beginning of the military dictatorship led by Augusto Pinochet Ugarte after the *coup d'état* of the democratically elected President Salvador Allende Gossens on September 11, 1973.

While he was the director of the Psychology School of the Universidad Católica de Chile, he introduced the scientific method in the experimental psychology courses of the first years of the

program and led research on the efficacy of behavioral therapy and on sexual therapy. In spite of several controversies, in this period he studied a number of sexual dysfunctions from a cognitive behavioral perspective and the techniques of Masters and Johnson (1966, 1970) in ambulatory and hospital patients (Dorna, 1982).

After the military takeover, Jorge Swett Madge was designated as rector of the Universidad Católica de Chile; he asked Yulis to resign after he opposed the plans to fire a number of professors who were leftists or opposed the military rule. Sergio Yulis went to Mexico but was not allowed to enter, so he went to Costa Rica, where he lived with his family from February to August, 1974. When he arrived he was hired by the Dean of the Facultad de Ciencias Sociales (Social Sciences Faculty) of the Universidad Nacional de Costa Rica (National University of Costa Rica), the Uruguayan Hugo Fernández Faingold, to establish a psychology department of this university according to his advanced vision of scientific psychology at the time; he was its first director. In this period, he taught behavior therapy together with the Chilean psychologist Herman Lucke, who had arrived a few months earlier after escaping the dictatorship in Chile. Yulis had directed the thesis of Lucke (Yulis et al., 1974) for his psychology degree in the University of Chile. The experience and formation of Yulis was quickly recognized in all the academic and professional groups of Costa Rica. Yulis was named honorary member of the Sociedad de Psiquiatría de Costa Rica (Psychiatric Society of Costa Rica), and also member of the Sociedad de Psicología (Psychology Society; H. Lucke, personal communication, November 21, 2019).

Later Yulis traveled to Montreal, Canada, where he became director of the Psychology Service in the Royal Victoria Hospital of the Allan Memorial Institute, and associate professor of the Psychology Department of McGill University (Zagmutt, 1980). In this period, he reached his greatest development and published a large number of papers (see Sect. 1). In addition to his interest in sexual behavior and couples therapy, he researched and treated anxiety and assertiveness disorders and evaluated the effects of

behavior therapy, among other topics. This led him to be chosen as didactic therapist by the Corporation of Psychologists of Quebec (1977) and honorary member of the Sociedad Chilena de Psicología Clínica (Chilean Society of Clinical Psychology; 1978) (Dubrovsky & Harris, 1980). Yulis always wanted to return to Chile. Unfortunately he died on June 5, 1980, due to respiratory failure after a corrective nasal septum operation in the Jewish General Hospital of Montreal (C. Yulis, personal communication, July 28, 2008).

For Yulis, behavior therapy was a revolution in psychology, whose area of application extended rapidly (Yulis, 1974). His efforts transcended through his students, given his “capacity to transfer the principles of behavior to clinical practice and to approach the study of sexual dysfunction from a professional and objective perspective” (Quezada et al., 2014, p. 10). His legacy lives on with the creation by the Chilean Society of Clinical Psychology of the Sergio Yulis prize, which is awarded annually to the most outstanding clinical psychologist in the country.

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- ▶ Matte Blanco, Ignacio
- ▶ Peña Maturana, Rómulo José
- ▶ Piga Dacchena, Arturo
- ▶ Pinto-Hamuy, Teresa
- ▶ Ribes Ñesta, Emilio
- ▶ Villegas Bustos, Julio Francisco

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Z

Zendejas Merino, Sara Margarita

Born *Mexico City, (Mexico), 10 January 1923*

Alfredo Méndez-Ramírez
Autonomous University of San Luis Potosí, San
Luis Potosí, Mexico

Keywords

Mexico · Educational orientation ·
Developmental psychology · Adolescent
psychology

She graduated from the Escuela Normal de Maestros (National School of Teachers) (ENM) and studied for a master's degree (1963) and a doctorate in Psychological Sciences at the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM). She conducted psychotechnical research and school and professional orientation in France in 1966. Zendejas developed professionally in teaching both in basic education from 1942 to 1946, and in middle and high school between 1946 and 1971 at different times and institutions; as well as in the Instituto Federal de Capacitación del Magisterio (Federal Institute for Teacher Training), the ENM and the Escuela Normal Superior de México (Higher Normal School of Mexico) between 1946 and 1966.

She held various positions in the educational sector, in the Center for Educational and Professional Guidance of the National Institute of Pedagogy, the Department of Educational Guidance of the Prevocational School No. 3 of the Instituto Politécnico Nacional (National Polytechnic Institute) (IPN). In the Secretaría de Educación Pública (Ministry of Public Education) (SEP), she held several positions, among them, head of the Centro Nacional de Enseñanza Técnica Industrial (National Center for Industrial Technical Education); she was also Technical Coordinator of Educational Guidance of the General Directorate of Industrial Technological Education. She was also Executive Secretary of the Unit of Voluntary Promoters of the Centro Nacional de Enseñanza Técnica Industrial (National Council of Science and Technology) (CONACYT) (UNAM, 2007).

She belonged to the Frente Mexicano Pro Derechos Humanos (Mexican Pro Human Rights Front), as technical advisor and director of social research and later to the Academia Mexicana de la Educación (Mexican Academy of Education) (AME). She participated in the National Educational and Vocational Guidance Service as well as in the Escuela Secundaria Experimental Mexicana (Mexican Experimental Secondary School) where she was a pioneer in the incorporation of daily activities to the learning of basic sciences.

In the SEP between 1972 and 1978, she participated in various positions, among them as coordinator of educational guidance and of the

experimental schools of Secondary Education, Experimental High School, and in the area of Experimental Research. She also collaborated as advisor and researcher in several educational projects for institutions such as the Secretaría de Salubridad y Asistencia (Ministry of Health and Assistance) (SSA) from 1950 to 1954 as well as for the Instituto Nacional de Pedagogía (National Pedagogical Institute) from 1953 to 1958, the vocational schools of the IPN from 1960 to 1967, the Centro Nacional de Enseñanza Técnica Industrial (National Center for Industrial Technical Education) from 1968 to 1970 and the Servicio Nacional de Orientación Educativa y Vocacional (National Educational and Vocational Guidance Service) from 1971 to 1979, and the Organization of American States from 1979 to 1985, the AME.

Between 1950 and 1953, she participated as head of the Family Mental Health Center belonging to the SSA. During this period, she worked with adolescents on issues such as drug addiction, suicide, and pedagogical problems (Zendejas, 1950).

Although she was mentioned (Winker, 2012) as part of the founders of the Interamerican Society of Psychology (SIP), some authors investigated whether she had participated in its foundation, ending up omitting her name because they could not find documents to prove it (Colotla & Urrea, 2006). The positions she did hold within the SIP were as Executive Secretary for Latin America 1957–1959 and Executive Secretary for Central America and the Caribbean from 1959 to 1961.

She received several awards such as the “Moisés Sáenz” award, the Mauro Ernesto Cárdenas Ojeda medal, and is Honorary Life President of the AME. She wrote several poems (Arreola, 2018), in which she writes about her love for life and interpersonal relationships. In addition to this, she taught at the Escuela de Enfermería de la Cruz Roja Mexicana (Nursing School of the Mexican Red Cross), as well as at the Neutral White Cross at the Children’s Club and to medical and nursing staff at the “Maximino Ávila Camacho” Center. Her contribution to psychology is divided into two areas, founder in the fields of training and educational guidance in Mexico and in the line of attention to addictions mainly in adolescents.

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Zulen, Pedro Salvino

Born *Lima (Peru) October 12, 1889*

Died *Lima (Peru), January 27, 1925*

Tomás Caycho-Rodríguez

Universidad Privada del Norte, Lima, Peru

Keywords

Peru · Psychology of Gestalt · Bergson

Pedro Zulen studied at the Universidad Nacional Mayor de San Marcos (National University of San Marcos, UNMSM) since 1906, obtaining a Bachelor's degree in 1910 and a Ph.D. in 1924. In 1916, he visited Chile, Argentina, and the United States, where he studied psychology and philosophy (Harvard University), which he failed to complete due to health problems. He would return to the United States in 1920 to study library science. Between 1922 and 1925, he took charge of the Library of the UNMSM and began teaching the psychology and logic course at this same university. His concern for the condition of the Peruvian indigenous people led him to be one of the promoters of the Pro-Indigenous Association, as well as founding the journals *El Deber Proindígena* (*The Pro-Indigenous Duty*, 1912–1917) and *La Autonomía* (*The Autonomy*, 1915).

Thanks to Zulen there were in Peru references for the first time of the thought of Bertrand Russell (1872–1870), Wilhelm Dilthey (1833–1911), and Henri Bergson (1859–1941), as well as *Gestaltpsychologie* (Psychology of the Gestalt). His contributions to psychology were given from the chair of Psychology and Logic and the posthumous publication of his classes entitled *Programa de Psicología y Lógica* [Psychology and Logic Program] (Zulen, 1925) basically constituted of the readings of the last course of the same name dictated in 1924 in UNMSM and divided into two parts; the first dedicated to psychology and the second emphasized in logic.

Zulen was a *connoisseur* of the most important psychological currents of his time, pointing out that for behaviorism, psychology is a natural science that does not need to recognize the existence of mental states by themselves or the environment we have to confirm their reality. He was also one of the first diffusers of *Gestaltpsychologie* in Peru, giving importance to the postulates that indicate that the experience is not divided into parts but rather that it is shown in its entirety. On the other hand, he is opposed to the use of the experimental method, arguing that it only studies external manifestations, leaving aside the truly psychological, the internal.

Likewise, Zulen studied the problem of knowledge from a pragmatic perspective, outlining an

educational practice based on pragmatism, which he disseminates in a series of journalistic works (Quiroz et al., 2015).

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Zúñiga Lira, Guadalupe

Born *in Mexico City, on September 8, 1898*

Died *in Mexico City, on November 26, 1995*

Margarita Vega Vázquez

University of Guadalajara, Guadalajara, Mexico

Keywords

Mexico · Applied psychology · Penitentiary

In 1921, the Escuela Nacional de Altos Estudios (ENAE) (National School of Higher Studies) granted her the degree of Academic Professor of Psychology, endorsed by José Vasconcelos Calderón (1882–1959), Secretario de Educación Pública (Minister of Public Education) at that time. Obtaining this degree made her the first Mexican woman to hold a degree in this discipline

(Guevara Ruiseñor, 2015; López Suárez et al., 2014). Until before her appearance in history, very few women had had access to formal higher education, so the intellectual production of the time, and history as a consequence, was fully concentrated in the work of men (Aguado Herrera & García Hernández, 2020).

As part of her training, Guadalupe Zúñiga received valuable instruction in experimental psychology in the laboratory of ► **Enrique O. Aragón**. This was one of the memorable spaces of this era due to the demonstrations of psychological phenomena that took place there. Personalities such as ► **David Pablo Boder**, Luz Vera de Córdoba (1881–¿?), and Palma Guillen de Nicolau D'Olwer (1893–1975) were also trained in this laboratory (Escobar, 2016). The work carried out there contributed in good measure to the establishment of psychology as a scientific discipline in Mexico (Guevara Ruiseñor, 2015).

Subsequently, ► **David Boder** started a psychotechnical laboratory in the Mexico City Penitentiary and invited Guadalupe Zúñiga, Eduardo S. Díaz, Esteban Fey, and Agustín Molina R. to work with him. Their work included the translation and standardization of the Terman version of the Binet-Simon intelligence test and the adaptation of Haggerty's Delta 1 test (Aguilar-Morales & Vargas-Mendoza, 2010). According to Zúñiga (1984), the intention of this instance was to defend the neediest prisoners.

Two years after starting to work in the psychotechnical laboratory, Boder left the country (the causes are unknown), and the department was closed. Ernesto Primo Villa Michel, then first Gobernador del Distrito Federal (Governor of the Federal District) (1927–1929), and they agreed to continue the work of this team in the correctional schools. As a result of the efforts of this team, a behavioral clinic was created, which months later became the Tribunal Administrativo para Menores (Juvenile Court) (Zúñiga, 1984).

Thus, on December 10, 1926, Guadalupe Zúñiga Lira was elected by Mr. Villa Michel as the first Judge of the Tribunal Administrativo para Menores (Juvenile Court), a position in which she was given the task of making a psychological profile of the young offender, as well as applying

the Binet-Simon, Descoudres, Bourdon, Toulouse and Pieron, Rorschach, and Toulouse and Vaschide psychometric tests (Valderrama et al., 1994). In addition, she worked on the rehabilitation of what she called “behavioral disorders” present in these minors, so that they could behave according to the values that society expected of a citizen at that time (Cano & Radkau, 1988). She remained in this position for 21 years (Aguado Herrera & García Hernández, 2020).

Simultaneously, she taught psychology at the Escuela de Enseñanza Doméstica (School of Domestic Education) (1920) and psychotechnics at the Escuela Normal Superior (Teacher Training College) (ENS) (1924–1941). She also taught Spanish at the Summer School of the Universidad Nacional de México (National University of Mexico) (UNM) (1925) and Psychology at the Facultad de Filosofía y Letras (Faculty of Philosophy and Literature) of the UNM and at the Escuela de Trabajo Social (School of Social Work) of the Secretaría de Educación Pública (Ministry of Public Education) (SEP) (1925). Subsequently, she began to teach the subject of Measurements of Mental Aptitude and Development (1926) (Cano & Radkau, 1988).

She was also a researcher at the Instituto de Psicología y Psiquiatría (Institute of Psychology and Psychiatry) of the Universidad Nacional Autónoma de México (National Autonomous University of Mexico) (UNAM) (1937–1938) (Valderrama et al., 1994, cited in Aguado Herrera & García Hernández, 2020). At the end of the 1920s, he published in the “Revista El niño” a series of papers entitled “El examen mental individual del niño”, “Los inadaptados a la vida escolar de los internados,” and “Tiempos de reacción del oído y la vista” (Aguilar-Morales & Vargas-Mendoza, 2010).

Derived from her work in the Juvenile Court, clinical work with juvenile offenders arose, thanks to which guidance was provided to the minors and the first School of Social Work in Mexico (School of Social Work in Mexico), the Asociación “Amigos de los Niños” (“Friends of the Children” Association), several clinics for the treatment of human behavior, the Centros de Acción Social Educativa para Mujeres (Centers

for Social Educational Action for Women), and the Patronato Auxiliar de Prevención Social para Menores Infractores (Auxiliary Board of Social Prevention for Juvenile Offenders) were created, the latter with the purpose of taking in minors who, for their benefit, it was determined should not be returned to their families of origin (Zúñiga, 1984).

In 1953 she was elected as Directora de Acción Social (Director of Social Action) of the SEP, with which her work was extended to also contribute to families, as well as to maladjusted and abandoned children (Aguado Herrera & García Hernández, 2020).

It is due to this trajectory that she is recognized as a promoter of applied psychology both in the field of penitentiary and correctional schools, being awarded the Premio Mexicano de Psicología (Mexican Psychology Prize) by the Sociedad Mexicana de Psicología (Mexican Society of Psychology) in 1984 (Aguado Herrera & García Hernández, 2020).

Cross-References

- ▶ [Aragón Echeagaray, Enrique Octavio](#)
- ▶ [Boder, David Pablo](#)

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