

BOOK REVIEW SECTION

Condicionamento Verbal: Pesquisa e Ensino. Geraldina Porto Witter, Euza Maria de Rezende Bonamigo e Maria Cecilia Manzolli. São Paulo: Editora Alfa-Omega, 1974.

Nove capítulos compõe este livro, procurando o primeiro situar o leitor diante das diferentes posições teóricas e relação entre a Linguística e a Psicologia de um ponto de vista histórico. O capítulo focaliza desde os trabalhos de Ebbinghaus (1885) até os de Skinner (1957), os de Kluoklolo (1965) e Chomsky (1968). A autora agrupa, a grosso modo, os diferentes modelos em dois grupos, um que vê a linguagem como apanágio da espécie humana e o outro que não a considera como categoria especial de resposta capaz de caracterizar o homem como essencialmente diferente dos outros animais. De modo bastante detalhado, a autora, Witter, apresenta dois enfoques no estudo do comportamento verbal: (1) a posição nativista e (2) a posição ambientalista.

No segundo capítulo, Manzolli analisa as diversas técnicas do condicionamento verbal, tais como a de Greenspoon (1949), a de Taffel (1955), e de associação livre baseada muitas vezes em Kent-Rosanoff (Anastasi, 1960), a da entrevista (Ball, 1953), a de Krasner ou "Thematic Story Telling" e a técnica de Verplanck conhecida como técnica da conversação. A autora salienta que estas técnicas sofrem diversos tipos de agrupamentos e classificações quando consideradas por diferentes autores.

Os capítulos tres e quatro, por Bonamigo, focalizam o uso educacional da técnica de Greenspoon e outras perspectivas bastante interessantes de seu emprego como o estudo da criatividade e levantamento de vocabulário. Focaliza também a obra de E. Paul Torrance "Education and the Creative Potential", que conta com numerosas obras muito em moda nos Estados Unidos da América do Norte nos dias atuais.

O capítulo cinco, Conhecimento da Contingência Reforçadora, pela autora Witter, focaliza a assunto muito importante no estudo do conhecimento da contingência do reforço, com menção de vasta bibliografia. A necessidade de melhores técnicas e mensurações mais precisas da contingência reforçadora são lacunas a serem preenchidas por pesquisas, na opinião da autora.

No capítulo seis, Manzolli focaliza também o conhecimento da contingência do reforço, instruções e condicionamento verbal, realçando que a situação atual se fundamenta não apenas na ausência de pesquisa suficiente sobre instrução, mas a própria evolução do modo de encarar a

educação. A autora define instrução, problema já abordado por Rousseau, como um padrão de estímulos discriminativos verbais apresentados no início do condicionamento que aumenta a probabilidade do sujeito emitir uma resposta verbal. O assunto é discutido em termos de propósitos, métodos de apresentação, quantidade de informação apresentada e momento da instrução.

No capítulo sete, Manzolli focaliza o problema da Instrução no Condicionamento Verbal e no Conhecimento da Contingência do Reforço usando a técnica de Taffel. A autora apresenta o relatório de uma pesquisa com objetivos de estudar o efeito dos diferentes tipos de instrução no condicionamento verbal de crianças, suas influências no conhecimento da contingência do reforço, ambos em função da variável sexo. Os resultados são considerados quanto às instruções, nível operante e condicionamento verbal, quanto ao condicionamento verbal nos vários grupos de instrução e condicionamento da contingência do reforço. A autora chega à conclusão de que é inegável a importância das instruções, quer na vida diária, quer nas situações restritas de laboratório, mas o que se sabe sobre como ela atua no comportamento é ainda insuficiente.

No capítulo oito, Witter apresenta um relatório de pesquisa, Efeito do Uso de Perguntas no Desenvolvimento Verbal de Pré-escolares, com o objetivo de se verificar o uso de "mandos" solicitando informações sobre um dado objeto estímulo. Os resultados sugerem que a emissão de mandos ou de uma certa categoria verbal, usada por um dos elementos em uma interação verbal pode atuar de modo a modificar a direção dos "tatos" emitidos pelo outro membro. Os resultados apoiam a consideração de que é preciso não apenas treinar como também orientar o professor quanto ao uso de seu comportamento verbal para obter resultados específicos sobre o comportamento do educando.

Finalmente, no capítulo nove, Witter apresenta breve discussão do quadro histórico da pesquisa sobre condicionamento verbal focalizado por Kanfer (1968).

As autoras, professoras de Psicologia das Universidades de São Paulo e Federal do Rio Grande do Sul, apresentam trabalho muito interessante e útil para o estudante brasileiro que geralmente não dispõe de bibliografia, nesta área, em língua nacional.

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Language Development. Structure and Function. Philip S. Dale. Hinsdale, Illinois: The Dryden Press, Inc., 1972.

This is an introductory (paperback) textbook intended to facilitate com-

munication among various specialists interested in child language — those in psychology, linguistics, speech, education, and others. The topic and effort are timely in that child language development has been receiving increasing attention over the past decade from a number of points of view.

The first of ten chapters concerns the structure of language, the end product of language acquisition. The author introduces basic linguistic terms like “grammar” (“essentially a theory”), and concentrates on the structure of a sentence (“an ordered string of morphemes”). He nicely develops a transition from phrase-structure grammars to the currently more fashionable transformational grammars — the latter are presented as more economical (as in accounting for deep structure) and as permitting more important generalizations to be made. The book is enriched by selected readings from other sources at the end of each chapter. The symbolic analysis might bother some beginning students, but that shouldn't be a distraction.

The course of syntactic development is described in the second chapter, including Russian accounts of language acquisition. Here the author starts programming the reader away from an empirical learning set to a nativistic set with his belief that word order, as the primary grammatical device, is evidence that language learning is more than a process of position learning. The author also starts showing a weakness in some of the fields in which he is trying to facilitate communication. For example, one is surprised to read that Pavlov thought that his laws of “classical conditioning did not hold for the second signal system” (p. 58). What Pavlov actually said was “It cannot be doubted that the fundamental laws governing the activity of the first signalling system must also govern that of the second, because it, too, is activity of the same nervous tissue” (Pavlov, 1955, p. 262).

Chapter 3 is built on the question of whether languages are “transmitted entirely culturally from one generation to the next, or do children possess an innate capacity for language?” (p. 63). Though concluding that there is hardly enough evidence to decide the question of the innateness hypothesis, the author still argues hard for nativism, even to the point of not further mentioning the first (“cultural transmission”) alternative stated in his question. No matter, because the question merely sets up a straw man — it probably never occurred to any serious thinker that humans lack a special capacity for language, relative to the other species. Regardless, the author thrashes his straw man thoroughly with such statements as that empiricism holds that “the human child has no special ability for language . . .,” “no linguistic structure is innate,” and some statements that put excessive demands on the imagination, like the tautology that “language is learned entirely through experience” (p. 64) — *by definition* learning oc-

curs through experience. So one can only imagine in vain a kind of learning that can occur without experience.

Chapter 4 continues with later aspects of syntactical development. Chapter 5 on "Theories" contains the author's most extensive presentation of empirical, learning aspects of syntactical development — in less than three pages he "demolishes" imitation, practice, and reinforcement as important variables because "they reflect a *passive* (italics mine) conception of the language learner. The emphasis is . . . on what the environment does *for* and *to* the child" (p. 113). A reinforcement model, according to the author, thus misses "the sense of *activity of trial and error* . . . on the part of the child" (p. 120, italics mine). The author does not understand the law of effect or operant conditioning. Thorndike's major emphasis was on the *activity* of the organism in *trial and error learning*. In operant conditioning the organism *operates* on the environment. The behaviorists' model is of an active, striving, dynamic organism, whether the concern is linguistic or nonlinguistic behavior. Further confusion about the reinforcement variable is the equating of approval and disapproval with reinforcement; the author then concludes (rightly or wrongly) that since approval and disapproval are ineffective, reinforcement is ineffective. The complex variable of knowledge of results (approval, disapproval, etc.) may or may not function as a reinforcing (or aversive) stimulus; certainly one cannot merely assume an identity.

More generally, in Chapter 5 and throughout the book, the author gives the impression that his conclusions are based on a large number of systematic data, but references are few; while one does not expect extensive documentation in an introductory book, the suspicion is that the author does not have a sound concept of "systematic data" nor of inductive inferences — many conclusions are the result of excessively long inductive leaps from unsound data bases. In the present context, for instance, "imitation" is dismissed with an anecdote and one published reference to *one* clinical case. The status of neural, muscular and glandular systems in pathological individuals is typically so undetermined that it is difficult to reach *any* behavioral conclusion, much less being able to negate a broad theory like that about imitation with a necessarily confounded and limited study. Actually, a good argument *can* be made against an imitation theory, for it is likely that a person must be able to produce at least an approximation to a response before he can "imitate" it; if true, the learning potency is removed from an imitation principle.

In Chapter 6 some problems and basic notions of semantics and language development are presented, but not until two theories of meaning (a referential and a behavioral theory) have been refuted. Not only do the arguments continue to be weak, but one wonders about the selectivity

— where is Osgood's excellent work, and that of the logical empiricists?

Presentation in Chapter 7 of the basic principles and concepts of phonology, phonetics, and their development in the child may be the most valuable part of the book. The discussion of the reading process here is less impressive; in particular, the author's de-emphasis of the importance of motor activity in silent reading, in speed reading and the like indicates lack of awareness of the relevant research.

Chapter 8 concerns the functions of language, with emphasis on the Whorf hypothesis, Piaget's work, and Russian views (especially those of Vygotsky). A gnawing irritation that grew throughout the book surfaced here for this reviewer, namely the realization of an underlying "ghostly mentalism." Science is now making great progress in understanding "the higher mental processes," but only because of a natural science view of mind. The author remains with a 19th century metaphysics which has not yet exorcised the ghost, as in his phrase about "the relationship between words and images in the mind" (p. 235).

The final two chapters concern problems of dialect, Black English, language education, language measurement, and the like.

An author of an introductory text can legitimately take one of (at least) two approaches: he can attempt to present fairly all sides of the issues that he considers; or he can write a book that is openly committed to one particular point of view. What he should not do is to attempt to appear as if he is objectively and competently presenting both sides to a question when he is not. This author should have frankly written a linguistic (non-interdisciplinary) book and should have told the student that he is being exposed only to nativistic and non-empirical points of view. As far as the limits of the author's competence are concerned, certainly he should not have attempted to present the positions of the systematic empiricists, or of the behaviorists.

Nevertheless, the author's stated purpose is an admirable one — linguists, speech professionals, educators, and psychologists have much that they can learn from each other. Effective cooperation can do much to advance our understanding of this most complex topic of verbal processes.

REFERENCE

Pavlov, I. P. *Selected Works*. Moscow: Foreign Languages Publishing House, 1955.

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Developmental Psychology: A Book of Readings. William R. Looft (Ed.). Hinsdale, Illinois: The Dryden Press, 1972. ix + 494 pp. \$5.00.

Believing that undergraduate students in developmental and educational psychology courses are "not much interested in papers that are primarily reports of research [and] do not read [them]," the editor of the volume under review — an associate professor in the College of Human Development at The Pennsylvania State University — has selected a variety of review papers, essays on developmental topics, and similar materials with only a minimum of research articles chosen for inclusion.

Thirty-one papers by 42 authors are organized into three parts: The Psychological Study of Human Development (6 papers), Influences on Development (10), and The Course of Human Development (14). The editor "introduces" each paper, explains why it was included, and briefly discusses the important issues it covers. The biases of the editor have resulted in articles that emphasize "a historical perspective, which points to the parallel between the development of the society in which the individual lives; generational issues — the flow of generations or cohorts through historical time; a qualitative, structural view of intelligence and thinking, in contrast to the overemphasized quantitative, standardized-test approach; education and schooling as a developmental influence; [and] a view that human development should be studied within a life-span framework. . . ." (p. v).

The papers themselves, selected from eighteen different journals/periodicals, vary greatly both in quality of content and in writing style — as one would expect in any such collection — but all of those that have been previously published, and therefore carry dates, are of recent vintage. (One paper in Part II and two in Part III are undated and apparently previously unpublished. With the exception of these undated selections — and two brief selections from Stone and Church's *Childhood and Adolescence*, originally published in 1957 but revised in 1968 — all selections have been published since 1964, and over 80 per cent in the five years prior to the book's publication in 1972!)

At least three of the papers included, one from each of the three sections, deserve special attention. In Part I, K. Warner Schaie's "Age Changes and Age Differences" — originally published in *The Gerontologist* (1967) — presents considerable food for thought for psychologists conducting developmental research — whether such research is cross-sectional, longitudinal, or some combination of these two methods. It is Schaie's thesis that developmental change is understood best by means of a three-dimensional model involving differences in age, in generations, and in time of measurement. In Part II, Bettye M. Caldwell ["What Is the Optimal Learn-

ing Environment for the Young Child?" — from the *American Journal of Orthopsychiatry* (1967)] — summarizes the current evidence regarding what is necessary for a child's optimal development, and then draws some educated conclusions from her own vast experience. In Part III, Riley W. Gardner's "Individuality in Development" — published originally in the *Bulletin of the Menninger Clinic* (1970) — explores "individual differences in personality formation that result from the reality of unique environmental situations through the course of their development" (p. 403).

Some of the other authors represented in the remaining papers — in addition to those already mentioned — include Anandalakshmy, Bettelheim, Buhler, Cameron, Charlesworth, Cottle, Fitzsimmons, Grinder, Hess, Hirsch, Inkeles, Kastenbaum, Keniston, Krauss, Neugarten, Rheingold, Schiamberg, and Staffieri. Several cartoons from *The New Yorker* and *Saturday Review* add to the book's usefulness.

While Looft sees his collection as being "of such a nature that it can beneficially supplement most textbooks of developmental psychology, or . . . serve as the sole text for courses in human development" (p. v), it is the reviewer's opinion that a collection of papers such as this one can be used most profitably as supplementary reading for both undergraduate and graduate courses that emphasize life-span developmental psychology. Probably the book's principal fault is its lack of indexes. It is absolutely inconceivable to the reviewer that a major publisher of textbooks could market one in 1973 without either a subject or an author index.

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Aprendizagem: Teoria do Reforço. Fred S. Keller. Tradução do original americano (1969) de Rodolpho Azzi, Lea Zimmerman e Luiz Octávio de Seixas Queiroz, do Brasil. São Paulo: Editora Pedagógica e Universitária Ltda. (E.P.U.), 1973 (3ª reimpressão).

O lançamento da terceira impressão do pequeno livro de Keller deve ter ocorrido como uma necessidade de atender a demanda do próprio mercado brasileiro. Realmente, neste mercado há ainda carencia de obras similares quanto a "teoria do reforço" no nível em que ela é apresentada neste livro, sem cair em uma linguagem popular ou na mera apresentação do senso comum. Possivelmente esta razão tenha contribuído para o êxito da obra nas escolas brasileiras, porém é inegável que por si mesma ela merece esta atenção do público.

Conforme o próprio autor relata, no prefácio da segunda edição ameri-

cana, pretendeu atingir principalmente a leigos e professores que se interessam ou precisam conhecer algumas noções sobre "teoria do reforço". O livro preenche bem esta função apresentando de forma resumida, porém sem deslizes, os principais conceitos e princípios desta concepção de aprendizagem. A apresentação dos vários tópicos é clara, simples e complementada por exemplos bem escolhidos que tornam o conteúdo ao mesmo tempo interessante e acessível ao leigo.

Dado que a tradução foi feita em relação à segunda edição americana, inclui alguns acréscimos em relação à primeira edição (1964) que se faziam necessários para complementar a obra. Neste particular, foi especialmente relevante a inclusão do apêndice sobre registro acumulado.

O autor sugere ainda algumas leituras adicionais indicando ao leitor o nível das mesmas e como se assemelham e se diferenciam umas das outras. Algumas destas obras já estão traduzidas para o português e são de fácil acesso ao leitor mais interessado em se aprofundar no assunto.

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Criatividade no Ensino. Alice Miel (Coordenadora). Publicado originalmente em inglês com o título de "Creativity in Teaching", em 1961. Tradução de Aydano Arruda, com revisão de José Reis. São Paulo: Instituição Brasileira de Difusão Cultural S/A, 1973.

Criatividade é assunto que tem merecido a atenção de muitos psicólogos, especialmente à partir da década passada. No Brasil este interesse é mais recente e é por volta de 1970 que começam a aparecer as primeiras pesquisas nesta área neste país. Embora várias traduções de trabalhos teóricos tenham sido feitos a bibliografia existente, em português, é reduzida, tendo sido acrescida recentemente com a tradução da obra coordenada por Miel.

Considerando que o grande incremento da pesquisa em criatividade ocorreu na década passada e vem se intensificando nos anos setenta, e que, o original em inglês, surgiu em 1961, é evidente que o leitor não pode esperar encontrar no livro as informações mais recentes e os últimos desenvolvimentos teórico-metodológicos. Todavia, quer para ter uma perspectiva histórica quer pela atualidade de muitos artigos reunidos na coletânea trata-se de um livro que pode ser de interesse principalmente para os cursos básicos de pedagogia e de psicologia.

O livro consiste em uma série de trabalhos preparados por outros autores além da coordenadora, os quais desenvolveram um esforço conjunto de

modo a produzir uma obra que esclarecesse o conceito de criatividade aplicada à função de ensino, sem contudo restringir-se ao ensino das artes, o que se constitui em notável empresa quando se considera a data da publicação original. A definição dos objetivos, a organização dos temas e da sua forma de apresentação foram decididas através de vários contatos e seminários entre os autores. A composição final é feita em tres partes: Ensino como Processo Criativo, Aspectos do Planejamento no Ensino e Participação Responsável no Incentivo da Criatividade no Professorado.

A primeira parte é bastante abrangente e tem como ponto de partida uma tentativa de definição de ensino, de criatividade e de criatividade no ensino. Borgan assina o capítulo seguinte em que focaliza as várias razões em favor da criatividade mostrando a necessidade de implantá-la como um sistema em sala de aula, apontando ainda seu papel em inumeras atividades humanas. Segue-se um trabalho de Foshay que de acordo com o modelo cognitivista, faz uma descrição do processo criativo, procurando mostrar suas implicações para o ensino. O último capítulo desta parte é da autoria de Wenzel e vê o problema do ponto de vista da ação do professor.

A segunda parte é constituída por capítulos assinados por Hughes, Veatch e Bostwick. A primeira autora tratou da questão em termos das relações humanas em sala de aula, focalizando predominantemente a receptividade do professor. Veatch vê o problema de conteúdo e criatividade enquanto que Bostwick trata da inventividade em função do tempo, do espaço e dos materiais.

Na última parte, o foco de atenção é o professor considerando-se seu papel, suas características e a necessidade de sua ação no desenvolvimento da criatividade de seus alunos. Vários aspectos relativos às qualidades do professor e a necessidade do mesmo ser receptivo às pessoas, idéias e sentimentos, para que possa atuar efetivamente no desenvolvimento da criatividade de seus alunos são objeto da atenção de Lindsey. No capítulo seguinte, assinado pela coordenadora da obra, trata-se da responsabilidade da administração e da supervisão no que tange à adoção de medidas que incrementem a criatividade. O capítulo final é da autoria de Harbage que trata da auto-educação em criatividade, recorre para tanto ao relato anedótico tentando mostrar como as pessoas podem orientar e dirigir sua própria atividade criativa.

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Children and Youth: Psychosocial Development. Boyd R. McCandless and Ellis D. Evans. Hinsdale, Illinois: The Dryden Press, 1973.

McCandless and Evans have written a developmental psychology text

outstanding for its clarity and style of presentation. It is well integrated and excites the reader's interest throughout. Interest is aroused and sustained by a clear presentation of the issues, succinct summaries of the literature, excellent illustrative examples of key points, and the continual raising of critical and unresolved issues for the student to think about. It is the mature work of two men who have pulled together their combined knowledge, wisdom, beliefs, and prejudices about the central core of the field and their view of that core. The authors know what they believe and they express it well.

The book represents an excellent attempt to integrate the problems of child development and education, to relate the issues of home and school, and to provide advice to both parents and teachers. It is ideally designed for the commonly required course in human development for students of education who seek primarily a feel for the field rather than a detailed knowledge of its contents and the intricacies of its empirical findings. The authors' advice to both parents and teachers, viewed against the history of such advice, is eminently trendy but chronically middle-of-the-road. It reflects contemporary academic positions on the issues of minorities, women, and non-traditional sexual relationships and the developmental implications of these positions. This ideological underpinning should appeal to undergraduates.

The content is selective and contemporary. The introductory chapter on basic concepts of psychological development emphasizes the authors' concern for the whole person and the highly interactive nature of all facets of human development. The second chapter reviews four ways of viewing human development and gives an excellent account of the behavioristic approach. The authors clearly favor behaviorism mixed with humanism; view with disfavor the psychodynamic approach; and are ambivalent about the cognitive-developmental point of view. The third chapter outlines some basic dilemmas in human development. Although interesting, it assumes a great deal of previous knowledge on the part of the reader and is best left until later.

The material on language (Chapter 4) reflects primarily a behavioristic approach. Chapter five on intelligence, however, is well balanced, thoughtful, and gives extensive consideration to cultural factors as well as to current issues such as early educational intervention. The sixth chapter on special factors in cognition is rightfully acknowledged by the authors to be a potpourri.

The material on psychosexual development (Chapter 7) has a strong social-learning bent and provides a wealth of normative data on sexual behavior against which the student may compare him/herself. The eighth chapter on moral and political development presents a fresh and lively ap-

proach to two contemporary foci of socialization research and is one of the more attractive features of the book. Here the authors provide a good balance between the social-learning and the cognitive-developmental points of view. The material on peers (Chapter 9) is well presented and well integrated with previous chapters. The discussion of psychosocial conflict (Chapter 10) includes an excellent presentation of the dependence-independence conflict during adolescence and is particularly well suited for the college student to gain insight into some of his/her recent or current conflicts. The development of self (Chapter 11) is well treated and hopefully will spur some students to undertake more and better work in the area. The final chapter on contemporary problems in human development and the schools presents the authors' views on some of the pressing issues in this area.

The authors deserve considerable credit for quickly and effectively guiding the interested student to further material. In the earlier chapters where they gloss over many important topics (e.g. behavior genetics, prenatal development, attachment, and cognitive development) they refer the student directly to the best and most recent review chapters and secondary texts available. From these sources the student quickly gets both an overview of the topic as well as easy access to the original research references. In the later chapters, which are considered in greater detail, recent research references both in child development and education are added.

One major criticism regarding content. The central core of Piaget's cognitive-developmental theory and empirical work were summarized in eleven pages (pp. 64-74). While a fine summary for the knowledgeable reader of Piaget, the average student taking his/her first course in human development will find that he/she can neither assimilate nor accommodate to the material. This, unfortunately, is most likely to leave the student with a strong distaste for the work of a man whom he/she cannot understand. The authors' attempt to summarize Piaget's complex concepts too briefly perhaps might best be deleted or expanded in a future edition.

Finally, for students whose instructor is likely to have a cross-cultural orientation, one of the most attractive features of the text is its presentation of data and illustrations from cultural contexts other than the North American. This consideration of cultural factors, however, highlights some of the shortcomings of our field. Viewed from the perspective of an isolated village in the Guatemalan Highlands (where the reviewer currently is doing fieldwork) one is struck by the highly academic, affluent, and urban nature of many of developmental psychology's traditionally hottest issues. As one moves outward from the urban University, it becomes increasingly clear that we must face the realities of non-urban and non-western developmen-

tal environments if we truly wish to claim knowledge about the development of a majority of the world's children.

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A Criança, O Adolescente, A Cidade. Publicação oficial do Centro Brasileiro de Análise e Planejamento de São Paulo, Brasil. São Paulo: Gráfica Municipal, 1973, 307 pags.

Durante a X Semana de Estudos do Problema de Menores em que se focalizou tanto o problema do menor abandonado, como do marginalizado e do delinquente, julgou-se oportuno o planejamento e a execução de uma pesquisa ampla em São Paulo, Brasil, que permitisse a obtenção de informações do que ocorria nesta região quanto a este assunto. Organizou-se um Conselho liderado por Muniz de Souza, visando tratar deste assunto. Aliás, é ele quem se encarrega do prefácio do livro.

Deste empenho resultou um amplo trabalho de pesquisa que contou com a colaboração de vários especialistas e foi coordenado pelo Centro Brasileiro de Análise e Planejamento, dirigido por Camargo. Esta pesquisa contou com o auxílio de vários órgãos e fundações.

O livro compreende três partes — Introdução, A Problemática, O Diagnóstico e As Conclusões — nas quais é relatada a pesquisa, cujos dados foram colhidos em 1971, porém poucas foram as mudanças sócio-econômicas, políticas, sociais e outras relevantes que podem ter influido nos dados então obtidos. Aliás os próprios autores chamam a atenção para este fato na página 28.

Na Introdução, ao contrário do que se poderia esperar, uma revisão bibliográfica e dos dados já colhidos na área, os autores começam expondo diretamente seus objetivos e as condições que os levaram a estabelecer seus alvos, destacando a necessidade de que a pesquisa tivesse “fins eminentemente práticos devendo contribuir para: (a) melhor equacionamento dos problemas; (b) aperfeiçoamento dos recursos materiais, técnico-científicos e organizatórios; (c) planejamento integrado das soluções e meios de ação.” (p. 20). Assim sendo, os planejadores pretendem fazer um amplo levantamento descritivo. No item seguinte faz-se uma rápida apresentação dos procedimentos de coleta de dados: questionário, entrevista, história de vida, estudo de caso e observação direta. A Introdução acaba por apresentar a organização dada à apresentação do relatório nas partes seguintes e indicando em que pretendem contribuir para o conhecimento da criança, do adolescente e seus problemas na cidade.

Na parte denominada A Problemática, compreendendo um único ca-

pítulo, é que são focalizados alguns problemas de ordem conceitual e possíveis variáveis que conduzem à marginalização, tais como o pauperismo; e as causas possíveis dos comportamentos anti-sociais, procura fazer-se uma caracterização tanto da família marginalizada como o do menor, apresentando as conceituações legais.

A parte "Diagnóstico" compreende sete capítulos em que são apresentados os dados obtidos quanto às causas de internamento, a classificação do social menor internado nas várias instituições, caracterização do menor (sexo, idade, cor, procedência geográfica, condições físicas e mentais, relação com os pais, ocupação), organização e recursos das entidades públicas e privadas; sistema público de entidades, a ação educativa das entidades públicas e privadas, terminando com a apresentação das idéias e as pré-noções sobre o menor marginalizado.

Todos os dados indicam uma carência de condições adequadas ao bom funcionamento destas instituições, a precariedade em atendimento psico-educacional. Os dados são meramente descritivos, mas permitem ter uma perspectiva geral das condições de origem e de vida da população infanto-juvenil que vive nestas instituições antes e mesmo durante sua permanência nas mesmas.

A última parte compreende dois capítulos em que os autores fazem uma apresentação dos problemas fundamentais que levantaram a partir do quadro que puderam estabelecer a partir dos dados colhidos. Dá-se ênfase especial à socialização e ressocialização, às deficiências e insuficiências das instituições.

No capítulo final, os autores apresentam uma série de recomendações globais e especiais em que pretendem enfatizar a busca de meios de ação a partir dos dados, retomando todos os problemas focalizados ao longo da obra.

No apêndice aparecem na íntegra todos os instrumentos usados, tabelas de dados brutos e a relação das instituições estudadas.

Trata-se de obra de interesse para todos quanto trabalham com carentes culturais, delinqüência e outros tipos de marginalização.

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Psicoterapia Centrada en el Cliente. Carl R. Rogers. Buenos Aires: Paidós, 1972.

Este libro no es ni nuevo ni desconocido. Es un clásico en todo el sentido de la palabra. La nueva edición en español es una gran oportunidad para

todos los psicólogos latinoamericanos de leer o volver a leer este importante libro. Hay muy pocos libros en el área de la consejería como terapia que alcanzan el nivel de éste, el cual es una necesidad básica para cualquier psicólogo que se considera profesional.

El libro trata varios temas importantes, dando primero una visión general de qué es la consejería no-directiva, después dando las aplicaciones que ésta tiene en terapia en grupos, en el salón de clase y con niños. Rogers hace mucho énfasis en que esta terapia no es simplemente una repetición de lo que ha dicho el cliente; el rol del consejero es el "de asumir, en la medida de lo posible, el marco de referencia interno del cliente para percibir el mundo tal como éste lo ve, para percibir al cliente tal como él mismo se ve, . . . y comunicar algo de esta comprensión empática al cliente." (p. 40) Utilizando ejemplos de entrevistas y estudios científicos, Rogers va explicando cómo se logra esta posición y por qué es tan difícil el lograrlo. Expone también la experiencia del cliente en cuanto a su responsabilidad, la exploración, el descubrimiento, y la re-organización de sí mismo. Rogers discute y rechaza la transferencia y el diagnóstico ya que carecen de importancia en esta terapia. La parte de las aplicaciones de la terapia está escrita por otras autoridades en el campo, cada una explicando los problemas y oportunidades que se encuentra en esta aplicación con estudios y ejemplos de casos específicos.

Rogers hace mucho hincapié en la necesidad de más estudios científicos en el área. Observando la literatura contemporánea se puede ver que los estudios científicos sí se hicieron y que en la gran mayoría de los casos éstos corroboraron a la teoría básica expuesta por él.

La calidad humana de Rogers se halla en todas las partes de este libro. Muestra un respeto profundo por todos los seres humanos y una confianza en su capacidad de superarse y entenderse a sí mismos. Es un respeto que no se halla muy frecuentemente en las terapias interpretativas ni en las dirigidas. Es una forma de pensar que deben tener más en cuenta todos los psicólogos, especialmente los que se encuentran conduciendo terapia.

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Personality Changes in Aging. Joseph H. Britton and Jean O. Britton. New York: Springer Publishing Co., Inc., 1972. Pp. xiii + 222.

The sub-title of this slim volume, "A Longitudinal Study of Community Residents," is perhaps more descriptive of its contents than its main title. A nine-year investigation of elderly persons in a Pennsylvania village and

the surrounding township, the purpose of the research was to study "behavioral processes of aging by observing them developmentally, as they change over time, among persons living in their own homes in a community where most had lived all their lives (p. 149)." The study began with a house-to-house survey in order to contact all residents over 63 years of age. At the same time data were collected in each household (N of 487) on social norms and community expectations for older persons. By this extensive survey 205 individuals aged 64 and over were located in 1955. By 1956, 176 individuals aged 65 and over were still living in the community, and 146 were interviewed that year; and 46 (17 male, 29 female) survived the full nine years of the study. All these individuals were interviewed and tested on three different occasions: 1956, 1962, and 1965. In 1956, approximately half were between 65 and 69 years old; by 1965, nearly three-fourths were in the 75-84 range. All were native-born white; and most were middle-class, Anglo-Saxon Protestant. As a group they were "somewhat better educated than older persons generally in the United States (p. 150)."

A variety of measures to assess personality and adjustment was employed, some with the individual himself and some with others who could give information about him. Assessment "involved older persons' activities, their attitudes toward themselves and their activities, their attitudes toward other persons, and the attitudes of others toward them (p. 151)." [Extensive appendices at the end of the monograph contain the several interview schedules, rating forms, and recording sheets.]

Findings include, among a great deal of other things, the following: (1) both change and continuity existed within the individuals studied; (2) for women, significant survival differences were found for age (younger ones survived better), social status (higher survived more frequently), and health status (those who reported good health during the initial interview survived more frequently than those who did not); (3) considerable demographic data were collected regarding social norms/expectations that other residents had for older people; and (4) many other predictors employed were found to be insignificantly related to survival, at least for the relatively small sample employed in the present study.

The authors, Joseph H. and Jean Oppenheimer Britton, are a husband-and-wife team and have been on the faculty of the College of Human Development at The Pennsylvania State University since 1949. Both attended the University of Chicago where they received their Ph.Ds in 1949, his in general psychology and hers in developmental.

In conclusion, while the findings of their investigation are neither conclusive nor too surprising, the authors and their almost 50 associates/assistants are to be congratulated for completing such an extensive longitudinal study in a community setting. The problems they encountered, and

how they "solved" them, the long list of references, and the eight-page combined author-subject index should prove very helpful to the student of aging.

In conclusion, this book can be recommended to those in personality psychology and/or developmental psychology interested in natural setting, field research rather than laboratory research, especially as it serves to demonstrate the difficulties typically encountered in such investigations.

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Minutes of the Vienna Psychoanalytic Society, Vol. III, 1910-1911. Edited by Herman Nunberg and Ernst Federn. Translated by M. Nunberg. New York: International Universities Press, 1974. 367 pages.

The Third Volume of the Minutes of the Vienna Psychoanalytic Society carries us through two more momentous years of the famous "Wednesday Evening Meetings." The membership continued to include not only analysts and practicing psychiatrists but also various medical specialists, medical students, educators, professors, philosophers, lawyers and government officials, thus providing a diversity of background and viewpoint. The editors, neutral as possible, add footnotes only to elucidate murky passages and the translator assures that he has taken care not to smooth out the rough edges of positions nor to smuggle into the statements of six decades ago concepts and views which became part of psychoanalytic thinking only fifteen or twenty-five years later. The reader must keep in mind the same cautions. Thus one can preserve and enjoy the tentative, formative pioneering spirit of the discussions. At each meeting there might be twenty or more members who came to present and to discuss original papers, to offer for appraisal from theoretical and practical standpoints ongoing clinical case material, to review articles and books of current interest and to explore the relationship of psychoanalysis to art, philosophy, teaching, theatre and whatever. The meetings encompassed the functions of present day societies, the discussions were lively and, as can be glimpsed through the brevity and calmness of the notes, often impassioned. Unlike the earliest years there was less in the way of highly personal revelation and interpretation of each other's behavior but there are hints that Freud at least remained aware of the difficulties that resistances, transferences and counter-transferences might pose in the outlooks of his colleagues, many of them unanalyzed.

These minutes covered the period of Adler's break with Freud. Until his

defection, Adler stood firmly and unswervingly for his version of ego psychology and for his concepts of organ inferiority and the masculine protest, while he meanwhile moved further and further away from upholding basic, orthodox psychoanalytic tenets. In a memorable special meeting on October 11, 1911 Freud announced the resignation of Adler and several of his adherents. As Chairman he then confronted those members of Adler's circle with the fact that their activities bore the character of hostile competition and that they must decide for membership either with the Vienna Psychoanalytic Society or with the other group, the "Society for Free Psychoanalytic Investigation," for he and the Board believed that membership in both groups was incompatible. After some heated discourse this position was affirmed by a vote of the Society and at this point the balance of the Adlerians resigned. Unfortunately Freud offered no further explanation about the Adler affair, but instead invited those members who wished to hear more about it to come subsequently to his apartment, and the matter is no more mentioned in the minutes.

Of unusual interest are the three sessions, extending those reported in Volume II, devoted to discussion of masturbation. Again one notes under the guise of objective scientific scrutiny a fair amount of personal attitude and bias. The participants struggle but, with each holding a viewpoint he considers most telling, fail to come to a comprehensive overview or theory about masturbation. They reach no synthesis and have yet to recognize masturbation as universal, not necessarily symptomatic or pathogenic but having a place in the normal development of the individual. The need for further observation and gathering of data was once more stressed.

The most noteworthy contributions continued to be made by Freud, Stekel, Sacks, Sadger, Tausk, Federn, Rank and Adler. But, as the editor ruefully notes, one finds some of Freud's most devoted followers are beginning to minimize his achievements and seemingly to forget his teachings. At least as they are recorded, Freud's remarks seem to become drier and sparser and go often unattended, yet he continues to demonstrate to his colleagues the errors and pitfalls in their thinking and turnings from basic analytic doctrines. Although there is a considerable gulf between Freud and his students and much unevenness in level, quality and scope of discussions, it is remarkable that amidst pieces of misunderstanding and dogmatic assertion there appear flashes of great perceptiveness and insight and portents of important future developments.

Freud presented his important papers: "On the Two Principles of Psychic Happenings" and "Further Contributions to the Theory of Dreams," which we know later in somewhat altered form. Stekel received thoroughgoing discussions on his uses and misuses of symbolism and dream interpretation, some papers dealt with general problems of analysis, Sachs contrib-

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uted enjoyable discussions on poetry and on "Feeling for Nature," and Rank spoke earnestly on "Death and Sexuality." Throughout Freud appeared steadfast, insistent on openmindedness, the careful accumulation of data and the cautious empirical derivation of formulations.

As in the earlier volumes one can gather the sense of excitement and strong involvement among the members. The student of psychoanalysis and of the history of ideas has much to gain from observing these pioneers struggling to build a new science of man.

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