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BOOK REVIEWS

The Lost Ones —Social Forces and Mental Illness in Rio de Janeiro. Eugene B. Brody. New York: International Universities Press, 1973.

Two-hundred and fifty-four first-admission psychiatric patients to three hospitals in Rio de Janeiro were given a systematic psychiatric interview with responses recorded on two predetermined forms: 1) observations of patient's behavior including subjective experience and 2) social and cultural dimensions, and information about relatives. This book reports the characteristics of the psychiatric population which emerged from this procedure, and the implications and consequences stemming from these characteristics. Basic dimensions reported on include age, sex, color, wheter the patients were migrant or settled, education, literacy, occupation, housing, and religion. The author is aware that this population is select in that it includes people who have identified themselves, or have been identified by others, as psychiatric patients. These are patients for whom by definition the extended family has been insufficient to prevent hospitalization. Such people are exceptions in a culture which is unused to turning to psychiatric facilities, and where problems of physical health, indeed sheer survival, take precedence over the good life. Nonetheless, the population is sufficiently representative to allow a variety of gross generalizations.

One's confidence in the validity of these generalizations is strengthened by the sophistication and care with which the gathering of information was designed and carried out. Because of the author's knowledge of the lack of homogeneity and reliability of diagnostic categories, the main data of the interviews were behaviors, with interviewers being trained by the author in the collection of these data. The author was further aware of the chronic problem of psychiatric interviewing: on the one hand wanting to collect hard data, which tends to necessitate predetermined questions, and on the other wanting to allow the patient to experience the examiner and procedure in spontaneous, interpersonal terms and be allowed to choose what he himself wishes to talk about. This dilemma was perhaps exaggerated by what the author says is the particular wish and expectation of Brazilians that relationships be warm and interpersonal, and their shying away from what may seem to them to be the coldness of objetivity. The attempted solution was to have the interviews largely informal and wide-ranging, while the recording of data was objetive and standard. One-quarter of the population was also tested with Holtzman inkblots and the Thematic Apperception Test.

Some of the major conclusions from these data were that recently migrated people have a higher risk of becoming psychiatric casualties than settled people (whether because of the change in their living conditions or because they tend to be personally and economically more deprived anyway); that color results in psychologically separate groups, that illiteracy is associated with the extremes of

incapacitating behavior, and that higher occupation varies directly with higher education, literacy, lightness of skin, residential stability, and better housing. In general the dimensions of substandard conditions for living and personal development are highly correlated with one another. In turn these have a presumably casual relationship to psychiatric disturbance.

Though the data were primarily collected, analyzed, and reported from the standpoint of these main nomothetic dimensions, the steady goal and emphasis throughout is for the reader to see that these dimensions constitute a matrix for individual behavior. In the words of the author, "The development of articulating concepts between the individual and the social, the intrapsychic and interpersonal, remains a major and only partly solved preoccupation. . . " For example, the results of the psychological testing yielded a picture of uncreative, intellectually unproductive, and constricted personalities. The author surmises that these are the result of defensive operations in conjuction with impoverished socio-cultural characteristics, and he suggests that this situation is probably the same in such socio-economic groups everywhere. Although he does not go into much detail as such, one gets the impression that he is well aware that the clash of cultures, the meaning to the individual of the dimensions of his culture, are expressions of or triggers for the clash of internal conflict.

A bare description of the procedure may create the impression of the book's being a dry and statistical tome, but that would be a mistake. For one thing, first order data are organized into tables at the back of the book where they can be easily referred to but do not interfere with the flow of the writing. The writing itself is a model of clarity and stimulates interest.

As with any good photograph or dream which allows one to grasp more than what is manifest, the author's picture of the experimental population has implications far beyond itself. This is one of the author's stated, and realized, objectives. He suggests that the study of the psychopathological reveals the normal, that the study of Rio de Janeiro reveals Brazil, that the study of Brazil reveals the problems of other emerging, especially Latin American nations, and moreover that all societies are emerging in one sense or another and share many of the problems of his target population. He writes, ". . . Rio's problems and those of the *cariocas* trascend national and cultural boundaries. In varying measures and qualities they may be recognized as similar to those of New York, Baltimore, Washington, or San Francisco. . ." any area which struggles "under the weight of overwhelming migrant populations, mainly black, underemployed, and partly literate." No one with empaty for the human condition and for social conditions such as *described* in this book can leave the book with the complacent feeling that he has been exposed only to a subculture or unique national problem.

It follows, from the author's thesis, that to the exent that psychiatric difficulties result from, or are a function of, lower socio-economic status, "treatment" lies in improving social, economic, and cultural conditions. (It is moot, however, whether such changes would result in a *lower* psychiatric casualty rate or in *different* psychiatric difficulties. The author cites some data to suggest the latter possibility.) Improving the individual by improving society would, by and large, be different from the approaches taken, at least until recently, by those communities which have developed further than Brazil along the path of providing services and of developing an industrialized society. The gloomy alternative would be for each nation to have to repeat the mistakes of others while attempting to emulate the successes of others. What may be an unhappily portentous straw in the wind is the tendency for medical facilities

in Brazil to follow the authoritarian, medical, perhaps particularly European, models of some decades ago. For example, the author suggests that there is reluctance on the part of the psychiatric profession to educate and train paramedical personnel, and that individual psychotherapy is relegated to psychoanalytic institutes. The latter not only constricts the supply of practitioners, but perhaps even more seriously, hampers the study and knowledge which extended individual psychotherapy can provide.

The title of the book is poetic, as well it might be since it is also the title of a Buñuel motion picture about another underprivileged population. The title does not, however, describe well the goal, intent, and successes of the book, whose emphasis is on finding rather than losing. The population investigated, after all, is one which did emerge from the vast masses of untreated psychiatric difficulties. The wise implications of the work as a whole suggest discovery rather than loss.

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Psychology: A Story of a Search. Second Edition. W. Lambert Gardiner. Monterey, California: Brooks/Cole Publishing Company, 1974.

In the first revision of his 1970 introductory psychology text the author continues his attempt to produce a beginning psychology textbook that is innovative and unusual if not entirely original. Any presentation which breaks significantly with convention or tradition will generate controversy and the second edition (like the first) is no exception. Unlike the majority of entries in this crowded field, this text will likely generate emotional as well as intellectual reactions from both teachers and students. Some readers will find the book refreshing and stimulating; some will find it offensive and totally unacceptable; but few, if any, will be indifferent to it.

Among several non-traditional aspects of the book the major innovation in the second edition is the organization of the material into a methodological rather than a content or process format. The author endeavors to present psychology as a series of methodological approaches toward an understanding of the functions of the nervous system rather than a catalogue of facts associated with psychological processes.

Other departures from the traditional introductory text are retained from the first edition. His writing style is extremely informal, contemporary, and occasionally quite humorous. He frequently writes in the first person, uses personal references, and in his own words "talks to the student, not the professor" using the current vernacular liberally sprinkled with slang, jokes, and anecdotes. The content material is presented concisely in very short chapters written largely in non-technical language but which, however, cover most of the traditional process areas of psychology.

The author postulates the view that psychology is man's search to know himself and endeavors to present a humanistic view of psychology as a methodological quest rather than a catalogue of facts related to psychological processes. His logical and hierarchical structure of psychology is presented at the outset both narratively and visually with complex diagrams. His systematic approach is sound and the hierarchies are logical although some arrangements appear a bit forced. With the change from content to method (the author prefers the term "approach") the chapter on verbal learning becomes *Approach through Verbal Response;* perception becomes the *Psychophysiological Approach;* and the *Ontogenetic Approach* is usually more prosaically described as developmental psychology.

This methodological approach is unusual enough to be considered innovative without being unacceptably radical. On closer examination, however, it quickly becomes apparent that despite their new titles the chapters remain quite content and process oriented in most cases. Descriptions of classical and operant conditioning, neuronal physiology, and lists of neurotic symptoms are very much like those found in any other standard introductory text except for being shorter and less detailed, although in some cases his methodological approach is quite successful such as his chapters on novel response and phenomenology.

His loose, informal writing style will appeal to many students who are intimidated by the formal or technical formats found in the more conventional text. It will also find favor with those teachers who feel that psychology has become too "scientific", "de-humanized" or content-oriented. The serious student, on the other hand, will likely be less affected by the writing style than by the fact that there is very little substance or solid content included compared to more conventionally comprehensive texts. There is no acknowledgement of personality theory

except in relation to psychopathology, for example, and though he discusses visual sensation and perception there is no mention of hearing, smell, taste, or somesthesis in the entire book.

Many professors will be offended by the author's less-than-respectful attitude toward both the content of psychology as well as the psychologists themselves. When describing the psychophysical methods, for example, he states that they comprise the dullest area in psychology. Even though many psychologists secretly share this opinion most would probably have difficulty accepting such public candidness.

I found reading the book quite pleasant and some chapters extremely enjoyable. On completion, however, I had the same reaction I have after reading a *Reader's Digest* article on psychology. The information is not incorrect, but has been so condensed, simplified, and popularized that the conclusions often differ from those in the original journal articles.

His preference for a "clear, nontechnical statement" instead of a "safe, precisely qualified account" sometimes leads the author to attempts at humor rather than clarity. This desire for simplicity occasionally leads him to overstate or condense the experimental results to the point that unwarranted conclusions or inferences may result although in fairness to the author he states that this is done knowingly for the sake of understanding over precision. One is tempted to argue, however, that complete comprehension of inaccurate or incomplete material is really not much better than a lack of understanding of correct information. Despite his attempts at non-technical explanations his descriptions of many technical topics (color vision, for example) are equally technologically complex and jargonistic as the more comprehensive traditional text with the added burden of extreme brevity.

One has the feeling after reading the book that his break with convention has been somewhat tentative and that he would have liked to have produced something more daring, more original, and probably more humanistic but, for whatever reasons, accepted a compromise goal. Like most compromises it is not an unqualified success but neither should it be judged a failure when the extraordinary difficulty of his task is considered. Of the scores of introductory psychology textbooks published over the past few years it is extremely rare to see an author even attempt a new approach much less produce a triumph of originality. Conventionality can too easily become stereotypy, of course, and as a guard against this potentiality efforts towand the creative presentation of introductory psychology such as this one by Professor Gardiner should be encouraged even though the final product falls short of perfection.

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Modern theories of motivation. K. B. Madsen. N.Y.: Wiley, 1974.

Madsen's metascience is specifically "'systematology' . . . that metascientific research which is concerned with the comparative study of scientific theories, and which may produce a metatheory." (p. 32)[1] He does in fact attempt metatheory in that his text is a sort of "scientific text" almost "exclusively informative" and quite "systematically organized." (p. 33) His metascience assumes an ideal language philosophy of science with an epistemology based on statements in principle capable of verification through intersubjective agreement (p. 70), a methodology which is moving toward the production of a data language amenable to computerized mechanical manipulation (pp. 70, 431, 455), and a metatheory consisting of a set of statements having certain inter— and intrastatement formal logical relationships. (Cf., Appendix to Chapter 2, pp. 72-77.) His history of the pertinent psychological domain, motivation, is brief. (He references as an extended treatment his own work in Wolman, 1973.) His psychology of the psychological domain of motivation assumes that human beings seek reduction of an exploratory drive, or, in other words, seek to achieve a cognitive goal, or, in other words, reach equilibration in assimilative and accomodative mechanisms, or, in other words, function as autonomous data-producing organisms. Regardless of the motive, psychology, because it is a science, is not exclusively human behavior but also the "result of human behavior." (pp. 21, 30) Madsen's psychology of psychology concerns, the results of epistemic human behavior with regard to the results of epistemic human belavior. A metapsychologist, then, would be one curious about the products, methods, etc. of others curious about others' products, methods, etc. The sociology of psychology is an admission that statements of certain form and content are more or less socially sanctioned than other statements. That Madsen selects a logical method readily applied to symbolic propositions and that groups of people outside groups of psychologists are often decisive in determining what counts as a psychological statement is evidence of the influence of the popular, so-called "rational empiricism" espoused tacitly, if not expressly, in the usual psychological products (p. 27). (Cf., Natalicio and Kidd, 1971; Kidd 1972, Chapter 2.)

Madsen applies the presumptive rules for theory formation in psychology to theories of motivation. The structure of theory he assumes has been described elsewhere in European psychological literature (e.g., Ross, 1964). In addition to the construct, variable, and data levels, however, Madsen includes a metastratum which consists of philosophical assumptions. He also merges variables and constructs into a stratum of hypothetical propositions and variables and data into a stratum of descriptive propositions. He takes Tolman's position with respect to the issue of intervening variable versus hypothetical construct, and he further classifies hypothetical constructs (or simply, H-variables) according to their ontological presuppositions as being H_m— (mentalistic), H_o— (physiological), or H_N— (neutral) with respect to their surplus meanings. One can see in his diagram of a scientific text (p. 43) the intra— and interstatement structures which he assumes. Protocol statements, or the data language, must go to a statement including terms representing a stimulus variable (S-variable) which may lead directly to a statement involving a response variable (R-variable) in a statement of an inductive law as in a characteristically descriptive theory such as Skinner's.

[1] Page numbers listed without further reference are of the volume under review.

A statement may link an S-variable to an H-variable, the descriptive with the hypothetical stratum; another statement may link H-variables at the hypothetical stratum alone; and a third statement may link an H-variable to an R-variable, the hypothetical with the descriptive stratum. Some theories such as Maslow's may have a rich hypothetical stratum with many statements linking hypothetical and descriptive strata but few purely empirical statements at the descriptive level.

The development of the structure and method of Madsen's systematology is contained in Part I of his work. Part II consists of the application of this metascientific method to scientific texts of more than a dozen major theorists in the area of motivation. Madsen writes in a personal way even in making these quite formal third-person analyses of theories. For example, he calls Pribram "a truly great integrator" (p. 173), and he admits not trying "to hide his [Madsen, the author's] highly positive evaluation of Konorski's theory" (p. 149). These analyses help one become familiar with Madsen's model; yet, they are academic exercises which require of one at least a reading knowledge of most of the theorists. The major problem with the application of Madsen's metascientific method is the arbitrariness (and perhaps widely variable) classification of statements into the various statement groups and the classification of the terms of the statements according to the operations within the theory of the variables which the terms are said to represent.

For example, Duffy's theory contains a term "activation" representing presumptively a variable, activation. Madsen selects a statement from Duffy, "The level of activation of the organism may be defined, then, as the extent of *release of potential energy, stored in the tissues of the organism,* as this is shown in activity or response." (p. 98) After a few paragraphs in pseudodebate of the issue, Madsen classifies "activation" as an H-term representing an H-variable. Further, it is an H_O- term since it apparently borrows of neurophysiological surplus meaning. Madsen must claim, one would suppose, that such classification is an empirical question open to investigation by means of a method which could generate intersubjective agreement about the adequacy of one rather than another classification of some term. His student Jorgenson is reportedly working on computer-assisted content and logical analyses of theories. (p. 455) The criteria for such classification and analyses presently remain unspecified, and the legitimacy of arranging strata of statements awaits such specification. This point of criticism will be elaborated at the close of this review.

Part III of the book is the comparative study of the popular theories of motivation analyzed in some degree in Part II. Here it becomes clear that Madsen is teaching one how to do his kind of metascience. By the time one has read, even cursorily, the first two parts, the language of Madsen's metascientific approach can be handled with some ease. The theories he compares as he has restructured them according to his method seem to "fit" without undue distorting force into the taxonomic scheme he has devised. The numbers he has generated through the use of curious formulae, such as the M-H-D ratio $\frac{M}{M+H+D} \times 100$ $\frac{H}{M+H+D} \times 100$ where M refers to pages in the scientific text devoted to metastrata; H, pages devoted to hypothetical strata; and D, pages devoted to descriptive strata, p.447) seem to match the value orientation got through one's own professional training or, at least, that orientation prominent in the policies of most editors of journals and publishers of manuscripts.

Upon concluding the reading of this volume, one feels that the has been

working with the product of the efforts of a serious, scholarly, sincere academician. One who may read it seriously needs a reading background in philosophy of science, perhaps philosophy of social science in particular, as well as an interest in the area of motivation. The social value of Madsen's metascience is to be determined within the present and immediately future group of psychologists. Whether it comes to have value for society at large is, at some level, an empirical question, predictably to be answered negatively.

Parascience might be defined as the study of metascientific products and processes. Reviews of metascientific products might qualify as parascience. A review of Madsen's metascience might share metaproposition with Madsen. In that event, one would suppose an identity between para— and metascientific products. In parascientific discourse, however, one may invent non-logical conventions which generate language systems now labeled absurd. Today's absurdities, tomorrow's science. Valuing behavioral products places severe restrictions on the organization of human activity. Science as in part the valued result or product of human activity is likewise limited. These limits are part of the definition of science. Metascience which assumes that certain liguistic units, or, more precisely, certain visually and/or auditorily discriminable units are available for scientific study explores the limits of science. These limits, one would suppose, ought to be explored; yet, Madsen does not propose the radical revaluing which could accompany such exploration. For example, how does one arrive at criteria? Seemingly, that question is empirical and psychological; yet, it and its answer could be seen to precede Madsen's metascience. Madsen's metascience initially seems to depend on a taxonomic scheme, admittedly the most primitive of scientific structures, but how are the taxonomic divisions demonstrably valuable, i.e., what is valuable about this classificatory scheme in comparison to others, avowedly non-scientific?

In brief, Madsen is taking words, sentences, paragraphs, chapters, textbooks, and collections belonging to single authors as the subject matter of his analysis along with processes inferred from them concerning how those words, etc. came to be thus organized. He distinguishes between terms and variables, between words and their "corresponding" facts, data, protocol statements, networks of statements, etc. He proposes a rational empiricist method and structure for dealing with these words and with these collections of words. He assumes, as do most current social scientists, that, at some level or "stratum," scientific terms derive their meanings from the variables which the terms are said to represent. Scientists behave in the presence of theoretical statements in ways that are said to create the variable to which the terms are alleged to correspond. Great educative pains are taken to increase the likelihood that the relationship of scientists' writing behavior to their experimental behavior is, even if indirectly, a correspondence relationship. However, some scientists are beginning to see the rituals which they perform as, at times, based on mere superstition. A metascience which assumes a correspondence theory of meaning also assumes that scientists' behavior is the definitive operation by which terms are transformed into variables. Perhaps there is no metascientific product; hence, no parascience. Perhaps this review is simply an attempt to resist the behavior changes discovered in one's own writing following hours of notetaking upon the reading of Madsen's fine book.

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Explorations in Psychology . Albert A. Harrison (Ed.). Monterrey, California: Brooks/Cole Publishing Company, 1974.

This is a collection of readings chosen specifically to complement the editor's introductory psychology text *Psychology as a Social Science* although it would probably be appropriate for any introductory course that emphasizes social and developmental psychology. There are 29 selections included in the book divided into four main topic areas but all are related to or stress social or developmental psychology. Each of the four topic areas begins with one or two pages by the editor giving an introduction to the material under consideration. Each article or paper is likewise introduced by Prof. Harrison with a brief description of the content and its relevance or importance to the area and at the end of each selection he makes some final comments or draws conclusions about the material. These brief comments are well-written, effective, and constitute, in my view, the book's major strength.

The selections are from various sources but only aproximately half of them (15 to be specific) are journal articles. The articles selected include such well -known research papers as Bandura and Menlove's experiment on modeling behavior in children, the studies of bystander apathy by Latane and Darley, and Aronson and Mills' experiment on severity of initiation and attitude towards a group. The articles chosen are generally from very reputable journals (The *Journal of Abnormal and Social Psychology* being the most frequent source) and some are widely known and respected examples of social psychological research. If one were to criticize this selection of articles it would be that the research areas sampled are too narrow even for the restricted areas of social and developmental psychology much less the whole of introductory psychology. Another criticism which also could be directed at this group of articles is the dearth of current research included with only two of the 15 selections being post-1970 while six are, in fact, from the 1950's.

The other 14 selections are either excerpts from introductory textbooks in general, developmental, or social psychology or else original papers prepared specifically for inclusion in this volume. The six selections reprinted from general textbooks (all published by Wadsworth Publishing Company who also publishes this volume) are generally directed toward orienting the student to the field of psychology. The procedure of taking excerpts from another introductory text to supplement one's own introductory text seems at best somewhat superflous and unusual. Professor Harrison's writing ability is more than adequate if it is judged by his original paper and his introductions in this book and one wonders why he did not simply write this material himself for his introductory text or include more relevant research articles in the readings collection to illustrate his points.

The eight original papers included in the collection are, for the most part, of good quality and interest and in many cases worthy of, and I feel should be, submitted for journal publication. The inclusion of so many such selections in a collection of readings designed for introductory student consumption, however, does not really seem totally justified or appropriate. In some cases these articles represent their author's research efforts but they have not undergone the kind of rigorous scrutiny and critical editing to which a published journal article is subjected and some of the results and consequent conclusions appear at least somewhat questionable. The introductory psychology audience to which the book is directed could not, of course, really be expected to discriminate between the results in a previously published journal article and an unpublised one. In

other cases the original papers are review articles which, however, are often presented from an extremely biased perspective and again a student unfamiliar with the literature could easily arrive at unwarranted if not erroneous conclusions.

It is always an editor's prerogative to choose any article or paper on any basis he deems proper for inclusion in a collection according to any system or scheme he fancies. I must confess, however, that the system of choosing selections or the ultimate objective of this collection are not at all clear. If the major goal is for the student to gain first-hand experience with published research his selection of only 15 journal articles seems to miss the mark. If his objective is to present an overview of introductory psychology or even a more restrictive view of developmental and social psychology the coverage in this selection is very narrow and limited. If the purpose is to present current research in the field the previously cited publication dates of the articles limits the contemporaneity of this collection. Finally, if the objective is to present a series of classic, critical, or crucial articles in the area of social-developmental psychology I fear that too many significant papers are missing for this purpose as well.

This is a pleasant and generally readable collection of papers and the editor's comments and observations are excellent but unfortunately there does not seem to be anything really unusual or significant about it that would serve to distinguish it from the multitude of other readings volumes that appear every year. As a specific supplement to the editor's introductory text it may prove considerably more successful than attempting to compete on its own merits in this already overcrowded field.

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Psychology in the USSR: An historical perspective. J. Brozek & D.I. Slobin (Eds.) N.Y.: International Arts and Sciences Press, 1972.

Brozek y Slobin son dos psicólogos muy bien conocidos en el mundo occidental, que se han preocupado por presentar a sus colegas el estado actual de la psicología soviética. Han servido como un puente de unión entre los psicólogos occidentales y los psicólogos soviéticos, y han buscado difundir información para evitar los estereotipos que existen a uno y otro lado de la "cortina".

La presente obra contiene una serie de artículos escritos por los líderes de la psicología soviética, especialmente en 1967, en relación con el 50o. aniversario de la revolución de octubre. Los artículos se dividen en tres categorías: psicología básica (actividad nerviosa superior, visión, neuropsicología, desarrollo), psicología aplicada (del trabajo, de la aviación, militar, de los deportes), y psicología en la república de Georgia. Estas tres secciones van precedidas por una "Orientación de la psicología soviética y de su historia", escrita por Brozek.

En inglés existen en este momento varias fuentes para estudiar la psicología soviética; la primera es la famosa revista *Soviet Psychology*, que contiene traducciones de artículos originales, publicados en muchos casos en *Voprosy Psikhologii* (*Problemas de Psicología,* la revista "oficial" de la psicología soviética). Otra fuente es el *Handbook of Contemporary Soviet Psychology,* editado por Cole y Maltzman en 1969. La tercera fuente es el presente libro, de Brozek y Slobin. Hay otros libros de menor importancia. Utilizando esas tres fuentes se logra una visión de conjunto de la psicología soviética contemporánea y de sus orígenes históricos. La ventaja de la última obra mencionada, es su presentación de materiales bibliográficos, biográficos, y guías para traducción, que no se habían publicado antes.

Probablemente en castellano existen únicamente tres artículos sobre psicología soviética, dos publicados por Brozek en la *Revista Latinoamericana de Psicología,* y uno publicado por Arana en la *Revista de Psicología General y Aplicada* (Madrid). Hay fuentes indirectas, pero no trabajos dedicados especialmente a la psicología soviética.

El presente libro nos muestra la forma como ha evolucionado la psicología soviética desde sus orígenes. El énfasis en Marx y Pavlov parece ir disminuyendo progresivamente. Se citan a Marx, Engels, y otros líderes políticos, pero no como autoridades decisorias en problemas de carácter psicológico. La obra de Pavlov se coloca en el lugar que le corresponde, como una aportación fundamental al progreso de la psicología y de sus bases fisiológicas. En el libro hay trabajos sobre psicofisiología, percepción, aprendizaje, pensamiento, desarrollo, psicología del trabajo, psicología de la aviación, psicología de los deportes, y psicología militar. Ciertas áreas como la psicología social y la psicología clínica solo se tocan en forma tangencial, y es bien sabido que estas áreas no se han comenzado a desarrollar en la URSS sino en tiempos muy recientes.

Leyendo esta obra es posible notar que las diferencias geográficas están desapareciendo de la psicología científica. Es posible y deseable, que exista una ciencia psicológica unificada que esté más allá de las escuelas y de las diferencias culturales. La geografía debe dejar de ser un factor importante en lo relacionado con las áreas de la psicología que se cultivan y con los métodos que se utilicen. En las ciencias más desarrolladas es prácticamente imposible encontrar diferencias geográficas en lo que se investiga y en cómo se investiga. En psicología debemos llegar a eliminar términos tales como "psicología norteamericana", "psicología

francesa", "psicología soviética" y hablar de psicología pura y simplemente, que puede hacerse en cualquier país del mundo.

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Trauma and Symbolism. Herbert F. Waldhorn, & Bernard D. Fine, New York: International Universities Press, 1974.

This volume is the fifth in a series produced by the Kris Study Group of the New York Psychoanalytic Institute, and like the preceding four, it is really two separate monographs under one cover. In this case the first monograph ("Trauma," reported by David Milrod) occupies three-quarters of the book's 102 pages, while the second ("Symbolism," reported by John Donadeo), is only 26 pages long. Actually, "monographs" is not quite the right term either. As the Foreword explains, these are the reports of two sections of the Study Group, each of which devoted a year or more to an effort ". . . to bring some clarification to an area of psychoanalytic theory where the literature was sparse, diffuse, or contradictory." There are obvious problems in reporting on such a group enterprise, and these have been met differently by the authors of the book's two sections.

Milrod's section, despite the author's statement that it represents a reorganization and integration of the material according to his own viewpoint, reads much like an extended version of the panel reports which frequently appear in the psychoanalytic literature. Reflecting this group's approach to its topic, the bulk of the report consists of summaries and discussions of clinical presentations which illustrate various types or aspects of psychic trauma. This manner of presentation has its advantages; the clinical material is rich, and its variety (ranging from observations of the "survivor syndrome" among concentration-camp victims, to studies of the effects of specific events on children who happened to be already under analytic observation) makes for a compelling demonstration of the importance of certain key concepts that appear in various contexts. Among those particularly noted by the author are the usefulness of distinguishing between "shock trauma" and "strain trauma"; the presence of a latency period of varying duration between the traumatic event and its effects; the frequent observation that traumata occur in clusters, rather than singly; and above all, the general principle that the "traumatic" significance of any event can only be evaluated in relation to the developmental backgroung and current status of the individual. However, this way of organizing the presentation also makes the reader feel the lack of a systematic theoretical treatment to aid in organizing the points brought out by the clinical material. It is sometimes difficult to know which observations are regarded by the author as crucial, and which are more incidental or have less generality.

Donadeo's work on symbolism is a more tightly organized exposition, beginning with an attempt at a psychoanalytic definition. "True symbolism," in a psychoanalytic sense, combines instinct expression and defense--that is, it is a manifestation of conflict, though some of its sources are independent of conflict. According to this viewpoint, the symbol occupies a functional place in the psychic apparatus, defined especially by its relation to repressed instinctual strivings. Later sections emphasize the importance of a developmental perspective in considering how symbols are formed; Freud's speculations about the prehistoric origins of symbolic connections are rejected in favor of the view that each symbol can be traced to its sources in individual experience. Evidence from the fields of anthropology and comparative psychology is also considered in order to compare and contrast the viewpoints of other fields which concern themselves with symbolic phenomena. Throughout this portion of the book, the richness and heuristic value of clinical description are sacrificed for the sake of a more compact and focused theoretical treatment.

Readers who seek fresh approaches or original insights are likely to be disappointed by both parts of this volume, but after all, these are not the stated aims of the authors. The book's main intent is to impose order in two areas of existing psychoanalytic theory which need clarification, and it succeeds well enough to represent a worthwhile contribution. Such a survey of existing theory can serve as a useful point of departure for the creative elaborations or new integrations which are achieved by pushing one of the alternative viewpoints beyond its present limits.

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