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EDITORIAL

Este volume especial é dedicado à história da psicologia no chamado Terceiro Mundo, isto quer dizer: no Vietnã, Tailândia, Egito, Zâmbia, Perú e México.

Embora a psicologia no chamado Terceiro Mundo tenha se desenvolvido expansivamente nos últimos decênios, os países industrializados ricos do centro não têm tomado conhecimento deste desenvolvimento, e com isso, têm ignorado a vivência e o comportamento de aproximadamente 4/5 da humanidade.

Este etnocentrismo deve ser superado no sentido de uma psicologia "cosmopolita" e "universal", a qual englobe toda a humanidade existente.

Infelizmente, existe até agora apenas uma deficiente cooperação entre os psicólogos dos chamados países em desenvolvimento. O olhar dos psicólogos destes países está freqüentemente dirigido unilateralmente para a psicologia dos países do centro, embora lá sejam raramente discutidas as questões imprescindíveis para o dito Terceiro Mundo. Por outro lado, chegamos ao momento máximo de levantarmos a questão: O que os países industrializados podem aprender do dito Terceiro Mundo?

Este volume deve, por tanto, servir como base para uma "história universal da psicologia", assim como ter a função de acentuar a união e solidariedade mundial dos historiadores da psicologia.

This volume is devoted to the history of psychology in the so-called Third World, namely in Vietnam, Thailand, Egypt, Zambia, Peru and Mexico.

Although there has been an expansive development in psychology in the last decades in the countries of the so-called Third World, the rich, central, industrialised nations have hardly taken any notice of this development to date and thus entirely ignored the life and behaviour of approx. 4/5 of mankind.

This ethnocentrism should be supplanted by a "cosmopolitan" and "universal" psychology which encompasses the entire humanity.

Unfortunately, there has been but little cooperation hitherto amongst the psychologists of the so-called developing countries. Their attention is often focused exclusively on the psychology of the countries of the centre although the urgent questions of the so-called Third World are rarely covered there. On the other hand the time has come to ask what can the industrialised countries learn from the so-called developing countries.

This is why the purpose of this volume is also to provide components for a "universal history of psychology" and to emphasize the people-linking function and worldwide solidarity of psychology historians.

Hannes Stubbe
Ramón León

CONTEMPORARY PSYCHOLOGY IN MEXICO¹

Edgar Galindo

The aim of this work is to give an account of the development of Psychology in Mexico between 1959 and 1987. Its main purpose is to analyze the prevailing theoretical approaches and areas of research and application in this period. However, a brief description of the social and economic situation of the country and the historical antecedents of modern Mexican Psychology will be given in order to draw an adequate picture of the conditions in which our science has developed.

The main part of this work comprises a quantitative analysis of books and papers published by Mexican Psychologists from 1959 to 1987. Some introductory remarks are necessary:

- This analysis is devoted to Psychology; related disciplines like Psychiatry, Psychophysiology and Psychoanalysis are only treated in connection with the work of Psychologists². For instance, some Psychologists have carried out research into psychophysiological themes (like Alcaraz, 1980) and some Psychoanalysts have worked in Social Psychology Problems (like Cueli & Biro, 1975).

- This analysis is based on existing literature: Books and papers published in scientific journals as well as some published, not readily available, research reports from public or private institutions. Contributions in congresses or symposia (unless full pub-

¹ Paper presented at the XXIV International congress of Psychology. Sydney, Australia, 28 August - 3 September, 1988.

² De la Fuente & Torres Torija (1983) have given a complete account of the research carried out into Psychiatry and Psychophysiology in Mexico.

lished in books or journals), works on the teaching of Psychology and textbooks for students are not included.

- Some foreign Psychologists (mainly from Latin-American countries) are included, as far as they have taken part in the development of Mexican Psychology. - This analysis is based mainly on books and journals published in Mexico. A great exception are *Revista Latinoamericana de Psicología* (Latinamerican Journal of Psychology, published in Colombia since 1969) and *Revista Interamericana de Psicología* or *Interamerican Journal of Psychology* (published in Texas since 1967), which include many papers of Mexican scholars. Some works published in other journals are also included, but may research has not been extensive in this case.

Last but not least, I must say that scientific journals have a difficult life in Mexico. I know of many of them which appeared only for a short period between 1959 and 1987. Only two Psychology journals have been more or less regularly published for more than 10 years: *Enseñanza e Investigación en Psicología* (Teaching and Research in Psychology) and *Revista Mexicana de Análisis de la Conducta* or *Mexican Journal of Behavior Analysis*, both since 1975. Two more recent journals - *Acta Psicológica Mexicana* (Mexican Psychological Act, since 1981) and *Revista Mexicana de Psicología* (Mexican Journal of Psychology, since 1984) have more or less appeared regularly. However, Mexican Psychologists have published frequently in well established medical, psychiatric or educational journals, mainly *Salud Mental* (Mental Health, since 1978), *Perfiles Educativos* (Educational Profiles, since 1978) and *Revista de la Educación Superior* (Journal of High Education, since 1972). My analysis is based mainly on the above mentioned journals, although other sources have been re-

searched as far as possible. However, I suppose that under the mentioned conditions, this analysis covers the main body of the modern Mexican Psychology.

I shall then begin with the social and historical background of Psychology in Mexico.

Social and Economical Conditions of Mexico

Mexico is a so-called developing country. It is difficult to explain what that really means for material living conditions. I have tried to represent these conditions through a comparative presentation of some important social and economical data.

Table 1
Mexico and the world:
Some basic data

	Population (Millions)	Gross Net Product	Life Expectancy at birth	Literacy rate Men/Women	Infant Mortality rate
Mali	7.4	180	42	19/8	150
Senegal	6.0	490	43	31/14	140
Nigeria	86.0	860	48	66/38	120
Zambia	6.0	640	51	79/58	100
Peru	18.2	1310	58	90/75	100
Brazil	126.9	2240	63	76/73	70
Mexico	73.2	2270	66	81/75	50

	Population (Millions)	Gross Net Product	Life Expectancy at birth	Literacy rate Men/Women	Infant Mortality rate
China	1027.5	310	67	79/51	39
German Democratic Republic	16.7	7180	73	99/99	12
Federal Republic of Germany	61.4	12460	73	99/99	11
Australia	15.1	11140	74	99/99	10
Japan	118.2	10080	76	99/99	7

Source: UNICEF (1985)

Table 1 shows a comparison of Mexico with 11 selected countries in terms of Population, Gross Net Product, Life Expectancy at Birth, Literacy Rate and Infant Mortality rate. It is evident that Mexico does not belong to the poorest countries in the world. However, the difference to the high developed countries - German Democratic Republic, Federal Republic of Germany, Australia and Japan - is very significant.

In other words, Mexico is developed enough to have a certain scientific and educational structure, but the social needs are enormous: Social contradictions are very sharp. Numerous problems in Health and Education remain unsolved. The huge problems of underdeveloped societies coexist with the calamities of industrialized countries, like pollution and destruction of ecology. It is especially important the existence of millions of people who live under miserable conditions in the countryside or in the slums of big towns like Mexico-City, far away from the benefits of science and education, which the Mexican middle-class can enjoy.

Although a constant economic progress did allow the development of a Public Health and Educational Infrastructure since 1940, the situation has changed since 1982: Mexico is experiencing a big crisis.

Social conditions have always influenced the work of Psychologists in Mexico. On the one hand, they have hindered the development of a systematic scientific research: publications are scarce and long-term research is an exception. On the other hand, they have often created a social consciousness among scholars: Social, health and educational problems have been the main matter of concern for Mexican Psychologists, as we shall see.

There are many public and private Universities in Mexico. About 66 of them provide a professional training in Psychology. Nevertheless, they have had an unequal academic development. The National Autonomous University of Mexico (UNAM) is the biggest one, not only in Mexico, but in the whole Spanish speaking world (more than 300 000 students in 1987). Thus, the UNAM greatly determines the cultural and scientific life in Mexico. This is true especially for Psychology, as we shall later see: The History of Psychology in Mexico is largely the History of Psychology at the UNAM.

Nevertheless, following public or private Universities and Institutions have made a significant contribution to the development of Psychology in Mexico:

- Instituto Mexicano de Psiquiatría (IMP) (Mexican Institute of Psychiatry), a state sponsored research center where Psychiatrists and Psychologists carry out investigations regarding alcoholism, drug-addiction and related problems.

- Universidad Iberoamericana (UIA). A private University in Mexico-City.
- Universidad Autónoma Metropolitana (UAM). A state University in Mexico-City.
- Secretaría de Educación Pública (SEP). Ministry of Education in Mexico.
- Instituto Nacional de Ciencias del Comportamiento y de la Actitud Pública (INCCAPAC) (The National Institute for the Behavioral Science and the Public Opinion). A private research center in Mexico-City, which carried out many investigations regarding Social Psychology for some years. Most of its scientists have been teachers at the UNAM and in fact it belongs to UNAM since 1982 (see Almeida & Díaz Guerrero, 1979).

Other Universities and Institutions only play minor roles.

Historical Antecedents of Modern Psychology in Mexico

History of Psychology in Mexico can be divided in two parts:

1. An early formation period (1896-1958).
2. An expansion period (1959-1987).

Table 2

Some historical antecedents
of Contemporary Psychology in Mexico

-
- 1557 Alonso de la Veracruz: *Physica Speculatio*.
 - 1567 First Psychiatric Hospital. Mexico City.
 - 1849 T. Lares: *Elementos de Psicología*.
 - 1896 First Course in Psychology by E. Chávez (High School Level).

- 1901 E. Chávez: *Ensayo sobre los rasgos distintivos de la personalidad como factor del carácter mexicano*.
- 1902 E.O. Aragón: *La psicología*.
- 1905 James Baldwin visits Mexico.
- 1907 J.N. Cordero: *El alma orgánica*. Partial traduction of Wundt's *Grundzüge der physiologischen Psychologie*.
- 1911 J. Mesa Gutiérrez: *Ficción de locurca*.
- 1916 First Psychology Laboratory is founded by E.O. Aragón.
- 1923 Janet visits Mexico.
- 1938 First Psychology Training Program (Postgraduate Level).
- 1946 Bergson visits Mexico.
- 1955 A Department of Medical Psychology is founded by A. Millán at the National Autonomous University of Mexico (UNAM).
- 1959 A Career of Psychology is founded at the National Autonomous University of Mexico (UNAM).

Table 2 shows the main historical events in the early formation period of Mexican Psychology starting in 1557.

An interest for psychological problems in the broadest sense is evident, i.e. in connection with medical and philosophical issues. The date of birth of modern Mexican Psychology is probably 1896, when E. Chávez founded the first Course of Psychology at a Mexican High School. Other important events are the publication of books by Lares, Aragón and Mesa Gutiérrez and the visit of foreign scientists, like Baldwin, Janet and Bergson, to Mexico.

Psychology in Mexico was developed in connection with an interest by state Institutions in educational and psychiatric applications. A great number of psychometric tests have been translated and standardized from

1916 to 1959 (see Colotla & Jurado, 1983). It has been first influenced greatly by European Psychology and Psychoanalysis: Janet, Piéron, Wundt and Freud. An influence of American Psychology will be evident in the next period.

In the forties and fifties, Psychology has been understood mainly as a mixture of Psychoanalysis, Psychometrics and Psychiatry. This situation provoked the first revolution in Mexican Psychology in 1958-1959, which marks the beginning of the expansion period. A consequence of this first period has been the existence of a traditional approach to Psychology until today, which is devoted to Psychometrics and its applications in Psychiatry - I have called it "pschiatric-psychometric approach". Today, this kind of Psychologists carry out their investigations mainly in psychiatric Institutions.

A number of research works has been concerned with this first period of Mexican Psychology. For instance, *Acta Psicológica Mexicana* has devoted its Volume II (1983) to this matter. Valderrama & Jurado (1985 and 1987) and Valderrama (1987) have also carried out a very serious investigation into the development of scientific Psychology during this period. I recommend these works to all interested colleagues.

Expansion Period of Mexican Psychology (1959-1987)

The expansion period of Mexican Psychology begins in 1959 with the foundation of a Career of Psychology at the UNAM. This period is characterized by a huge development of Psychology in many senses.

Table 3

The Teaching of Psychology in Mexico
(1960-1987)

	1960	1980-1987	
Psychology Schools and Departments at Universities	4	66	
Psychology Students	1500	25 000	
Psychology teachers	--	2 028	
Areas of Research	No systematic research		<ul style="list-style-type: none"> - Social & Personality P. - Educational & Developmental Psychology - Clinical Psychology - Industrial Psychology - Theoretical & Methodological Issues - Experimental Psychology - History of Psychology - Alcoholism & Drug Addiction - Psychopharmacology - Psychophysiology - Ecological Psychology

Data derived from Millán (1982) and Galindo & Vorwerg (1985).

Table 3 shows an enormous growth in terms of the number of Psychology Schools and Psychology students in Mexico. One aspect is especially important for our purposes: In 1960 there is no systematic research in Psychology. In 1987 research is carried out in almost all areas of Psychology.

One can say that Mexican Psychology is becoming growing up in the eighties.

Obviously, this increase in research areas also means a growth in application fields, as we shall see.

First of all, I would like to reiterate that my interest is presently centered on the development of Psychology as a science during this period. That is to say, I will not relate minutely the different aspects of the teaching of Psychology at Mexican Universities nor the present state of our profession in Mexico. Several works have already been written on these topics. I recommend the most up-to-date studies of Millán (1982), Díaz Guerrero (1984) and especially a volume published by UNAM (1983) which gives a very detailed account of teaching and research at the Psychology Faculty from 1973 to 1983. The above mentioned works quote other important sources about the teaching of Psychology for different years and universities.

In short, Psychology as a Science and a Profession develops explosively during this period: Many Psychologists follow postgraduate studies in the USA and Europe, numerous works are translated into Spanish, famous foreign scientists give courses and lectures in Mexico, national and regional congresses and symposia are regularly organized, scientific Societies are founded and Mexican journals of Psychology are published. All these developments are in close connection with American Universities and research centers. So that Mexican Psychology is definitely influenced by American Psychology approaches. The influence of west or east European Schools has been scarce, but grows slowly in the past years probably as a reaction to positivist positions.

Development of Psychology in the last 30 years is thanks to the fight of young Psychologists to introduce new ideas at the Universities. Unfortunately, this

fight has been too often a discussion on curricula and teaching methods for professional Psychology. Scientific discussions are rarely found in books or papers.

Most of the time, a new point of view is introduced and its advantages are praised in relation to theoretical, experimental or applied problems.

Psychologists in this period have three main concerns:

- The development of a scientific Psychology.
- The development of an "own" Psychology.
- The development of a socially engaged Psychology.

That is to say, that adoption and diffusion of an approach are determined by the degree in which it gives an answer to those three main questions: Every existing approach understands and handles those questions in its own way.

Many different theoretical approaches exist in present-day Mexican Psychology. Nevertheless, an analysis of the existing publications shows clearly a prevalence of some of them.

This period is characterized by two great movements: Cross-cultural Psychology and Behaviorism.

As we shall see, Behaviorism until now remains a main movement. Cross-cultural Psychology has lost its ancient vitality, but its influence persists in the works of Social Psychologists. This new approach remains directly related to American Social Psychology Schools (Osgood, Holtzman, Katz, Allport) and I have called it "USA Social Psychology Approach".

Another School - Cognitive Psychology - remains, in spite of the existing differences, under the influence

of USA Cognitive Psychology (Bloom and others). I have called it "USA Cognitive Psychology Approach".

Some other existing Schools are Humanistic Psychology (Rogers)³, Piagetian Psychology, Freudomarxism (influenced by Argentinian Scholars like Pichon Riviere and Braunstein and/or authors of the *Frankfurter Schule* like Marcuse and Adorno) and Marxist Psychology influenced by Soviet Psychologists like Vygotski and Leontiev.

Let's then begin our analysis. I have divided the works of Mexican Psychologists in four groups:

1. Original books by one or more authors.
2. Collections containing works of several authors.
3. Research reports with limited availability published by public or private Institutions.
4. Papers published in scientific journals.

In all cases, the works have been classified in terms of

- a) Institution the author belongs to. Names of institutions are given by its initial letters (see p. 160 for an explanation).
- b) Theoretical approach. Only the main approaches are given.
- c) Area of research and application. The main areas of Psychology are represented here. One area - Theoretical & Methodological Issues - is comprised of the works devoted to discussions about controversial issues in Psychology, independent of their subject area.

³ Segrera (1983) has given an account of the development of Humanistic Psychology in Mexico from 1972 to 1982.

Table 4
Original books published
between 1959-1987 (76 books)

<i>a) Institution</i>		
UNAM	54	(71.0%)
UIA	8	(10.5%)
UAM	2	
SEP	2	
UV	1	
Unknown	9	(11.0%)
<i>b) Theoretical Approach</i>		
USA Cognitive Psychology	15	(19.0%)
USA Social Psychology	15	(19.0%)
Behaviorism	12	(16.0%)
Cross-cultural Psychology	8	(10.5%)
Psychoanalysis	7	(9.0%)
Psychiatric-psychometric Approach	4	(6.5%)
Humanistic Psychology	5	(7.0%)
Piagetian Psychology	3	
Freudomarxism	1	
Religious Psychology	1	
Unknown	5	(6.5%)
<i>c) Area of Research and Application</i>		
Educational & Developmental Psychology	25	(33.0%)
Social & Personality Psychology	15	(20.0%)
Industrial Psychology	15*	(20.0%)
Theoretical & Methodological Issues	12	(18.0%)
Clinical Psychology	8	(10.5%)
Religion	1	

* 12 Booklets.

Table 4 shows original books published between 1959 and 1987. It is evident that UNAM authors have written much more than all the others together.

Concerning theoretical approaches, authors oriented to USA Cognitive and Social Psychology come in first place, followed by Behaviorists. The difference between these three approaches are very small, especially if it is taken into account that 12 works on Social Psychology are booklets on industrial training (by Arias Galicia). USA Cognitive Psychology books have been mainly written by an applied research group working on educational themes under the direction of Huerta and Gago. Behaviorists have published about educational, social, clinical and theoretical issues; three books have been written by Ribes, the main behaviorist author and one of the most prolific Psychologists in Mexico. Psychoanalysis is mainly represented by 7 books about a long-term research on Social Psychology under the direction of Cueli and Biro; many Psychologists have participated in this project. Cross-cultural Psychology is largely represented by its most important author and also one of the most productive scientists in Mexican Psychology - Díaz Guerrero. Humanistic Psychology books are mainly the work of Psychologists at the UIA.

In respect to areas of research and application, most of the books have been devoted to Educational & Developmental Psychology, Industrial Psychology seems to be as important as Social & Personality Psychology. Clinical Psychology and Theoretical and Methodological Issues have also deserved many books. Thus, applied Psychology themes are in fact very important for Mexican Psychologists.

Table 5

Collections containing works of different authors published between 1959-1987 (33 books)

<i>a) Institution</i>	
UNAM	19 (57.0%)
UIA	1
Other Institutions	13
<i>b) Theoretical Approach</i>	
Behaviorism	18 (54.0%)
Cross-cultural Psychology	2
Humanistic Psychology	1*
Other Approaches	3
Several Approaches	9 (27.0%)
<i>c) Area of Research and Application</i>	
Educational & Developmental Psychology	6 (18.0%)
Social & Personality Psychology	7 (21.0%)
Clinical Psychology	6 (18.0%)
Theoretical & Methodological Issues	1
Experimental Psychology	1
History of Psychology	1
Several Areas	11 (33.0%)
	* 3 Volumes.

Table 5 shows collections containing works of different authors. Most of them contain contributions in national or international congresses or symposia.

UNAM authors are again more numerous than any other.

With respect to theoretical approaches, Behaviorists have been by far the most productive, especially if we take into account that some Behaviorists have also published in books containing several approaches.

The most important areas of research and application are again Educational, Developmental, Social and Clinical Psychology.

These 109 books together are probably the most important accomplishments of Mexican Psychologists in 28 years.

Table 6

Research reports with limited availability published between 1959-1987 (21 reports)

<i>a) Institution</i>	
UNAM	16 (76.0%)
SEP	2
UANL	1
UAM	1
UIA	1
<i>b) Theoretical Approach</i>	
Cross-cultural Psychology	13 (62.0%)
USA Social Psychology	2
Piagetian Psychology	3
USA Cognitive Psychology	2
Unknown	1
<i>c) Area of Research and Application</i>	
Social & Personality Psychology	15 (71.0%)
Educational & Developmental Psychology	5 (24.0%)
Theoretical & Methodological Issues	1

Table 6 shows research reports published by public (like UNESCO) or private Institutions (like INCCAPAC). Unfortunately, many of them are not readily available in other countries. In spite of this, they are included in this analysis because of their scientific significance.

UNAM authors are again the most productive. Cross-cultural Psychology is by far the most represented, while INCCAPAC - Head-Quarters of Cross-cultural movement during many years - has published 11 of these reports.

Table 7

Papers published in scientific journals between 1959 and 1987 (705 papers)

a) Institution	
UNAM	439 (62.0%)
IMP	81 (11.5%)
UIA	59 (8.0%)
UAM	18 (2.5%)
Other Universities	87* (12.0%)
Other Institutions	21** (3.0%)
b) Theoretical Approach	
Behaviorism	236 (33.5%)
Psychiatric-psychometric Approach	107 (15.0%)
Cross-cultural Psychology	63 (9.0%)
USA Cognitive Psychology	63 (9.0%)
USA Social & Personality Psychology	60 (8.0%)
Humanistic Psychology	35 (5.0%)
Piagetian Psychology	17 (2.0%)
Psychophysiological Approach	17 (2.0%)
Psychoanalytical Approach	16 (2.0%)
Marxist Psychology	13 -
Freudomarxism	13 -
Other approaches	13 -
Unknown	52 (7.0%)
c) Area of Research and Application	
Educational & Developmental Psychology	163 (23.0%)
Social & Personality Psychology	149 (21.0%)
Clinical Psychology	116 (16.5%)
Experimental Psychology	67 (9.5%)

Theoretical & Methodological Issues	67 (9.5%)
Alcoholism & Drug-addiction	49 (7.0%)
History of Psychology	26 (3.5%)
Psychopharmacology	19 (2.5%)
Psychophysiology	18
Industrial Psychology	15
Ecological Psychology	9
Other areas	7

* 18 different Universities.
** 6 different Institutions.

Table 7 shows papers published in scientific journals. An analysis of these papers will give us a very wide scope of Mexican Psychology. Again, UNAM authors are more numerous than other authors. IMP, UIA and UAM have made a significant contribution here. On the contrary, only a few other institutions - mainly provincial universities - are represented. Again, Behaviorism is by far the most productive Psychology School. The psychiatric-psychometric approach appears for the first time as an important approach. This is due to the systematic work of Psychologists at IMP and the regular publication of their results in *Salud Mental*.

Cross-cultural Psychology, USA Cognitive and USA Social Approaches seem to be equally important. Although Humanistic Psychology is not as important as other schools, it has been productive enough to be taken into account.

Other approaches are evidently less represented in Mexico. In spite of that, the existence of these approaches can give us an idea of the new tendencies in Mexican Psychology: Piagetian Psychology, Marxist Psychology and Freudomarxism seem to be increasingly important in Mexico.

Our previous observations about the main areas of research and application are confirmed in this last part of the analysis. But new areas appear in the landscape of Mexican Psychology: Alcoholism & Drug-Addiction, Psychopharmacology, History of Psychology and Ecological Psychology. Again, the appearance of new areas can give us an idea about future development tendencies in Mexico.

Some important conclusions can already be drawn from this quantitative analysis:

- The development of Psychology in Mexico has been largely determined by the work of Psychologists at the UNAM.
- The main areas of research and application are Educational & Developmental Psychology, Social & Personality Psychology, Clinical Psychology and Industrial Psychology. It means that Mexican Psychologists have been mainly concerned with applied problems in the last 28 years.
- However, Theoretical & Methodological Issues have been also a main subject of concern for Mexican Psychologists.
- Many different theoretical approaches exist in the Mexican Psychology, but 5 of them have been especially important: Behaviorism, Cross-cultural Psychology, USA Social Psychology, USA Cognitive Psychology and a Psychiatric-Psychometric Approach.

Nevertheless, such a quantitative analysis would not be sufficient to understand some important historical aspects of Mexican Psychology. In the next pages, I will give a brief historical account of the above mentioned approaches. (A more comprehensive explanation of them can be found in Galindo & Vorweg, 1985.)

The Psychiatric-Psychometric Approach is the oldest approach to Psychology in Mexico. It is directly related to the prevailing tendencies in the formation period of Mexican Psychology. Scientists in this field usually work in collaboration with Psychiatrists. The majority of them are working at the IMP, carrying out research into alcoholism, drug-addiction and related matters by means of psychometric tests. A detailed account of these works has been published by *Salud Mental* (1987), Vol. 10(4). A special case is Núñez (see Núñez, 1987), who has been working with MMPI since 1967 and its clinical applications.

Although the work done by these Psychologists is certainly important, it is precisely the kind of Psychology which was replaced in the early sixties by a more promising School: Cross-cultural Psychology.

Cross-cultural Psychology was born in 1959 as a reaction to the limited scope of psychiatric positions and in collaboration with the University of Texas. This first great movement of Mexican Psychology - whose main author has been Díaz Guerrero - predominated between 1959 and 1973. The aim of this movement is clear: the development of a Mexican Psychology, namely of the Mexican people. Its main accomplishment has been the introduction of systematic scientific research on Psychology in Mexico. It is in fact a Social & Personality Psychology whose theoretical and methodological roots are to be found in American Psychology (Holtzman, Peck, Swartz, Osgood). The main works of this movement are devoted to Mexican Psychology (Díaz Guerrero, 1961 and 1986 the most developed version), personality development in texan and mexican Children (Holtzman, Díaz Guerrero & Swartz, 1975) and an own historical-bio-psychosocio-cultural theory of human behavior (Díaz Guer-

ro, 1972 and 1985). A detailed account of other areas of research can be found in Díaz Guerrero, 1984.

Although the scientific production of this movement has declined considerably in the past 10 years, its historical influence can be found today in the works of many social psychologists. A great part of modern Social Psychology in Mexico has been related to the Cross-Cultural Movement and can be considered a USA oriented Social Psychology. Pick de Weiss (1986) has given an account of this approach.

In spite of its contributions to scientific Psychology, Cross-Cultural Psychology has been replaced slowly since 1970 by the second great movement in Mexican Psychology - Behaviorism.

The Behavioral Psychology Revolution can be explained as a reaction to a Psychology which had not been able to give an answer to the huge social and educational problems in Mexico. This movement has not only pretended to develop an "own" Psychology, but also a socially applied Psychology, i.e. in behaviorist terms, an applied technology for the solution of social problems in the fields of education and health. Probably this pretension explains the great success of Behaviorism in the past 15 years.

As a matter of fact, Behaviorists have been able to produce regularly a great number of works devoted mainly to applied themes: Adult Education, Pre-school and School Education, Special Education, Drug-Addiction, as well as clinical, medical and community problems (see Colotla & Ribes, 1981 and Galindo & Vorwerg, 1985). They have also been able to carry out a long-term research into Experimental Psychology whose results are regularly published in the *Mexican Journal of*

Behavior Analysis. The main theoretical work of the movement appeared in 1985 (Ribes & López, 1985).

Nevertheless, the strength of Behaviorism seems to have declined in the past few years: Many previous Behaviorists have expressed their disappointment (see Alvarez & Molina, 1981 and Millán, 1982), behavioral technology is sharply criticized (Morán, 1981 and Rueda, 1982), and Behaviorism is related to the most reactionary philosophical and political positions (Molina, 1980). In a few words, Behaviorism does not seem to have fulfilled the expectations of Mexican Psychologists and other alternatives for the development of a scientific socially engaged Psychology are explored in other old or recently known Psychology Schools.

One of the old alternatives seems to be the USA oriented Cognitive Psychology. A research group working on Education from an "epistemic approach" has produced many important works since 1976, that are regularly published in *Perfiles Educativos*, *Revista de la Educación Superior* and in books (see Gago, 1977 and Huerta, 1977). Mercado (1978) has written an important book about theoretical and methodological issues in cognitive Psychology.

New alternatives seem to be Freudomarxism (Delahanty, 1982) and Marxist Psychology (Molina, 1983), but it is yet too early to say what direction Mexican Psychology will take in the next years.

I would like to finish this paper with a final remark on the Psychology in developing countries.

The development of Mexican Psychology is a Case History. All developing countries have similar problems and our aim is probably the same: the construction of a scientific socially engaged Psychology. The case of

Mexico shows clearly that such an enterprise is only possible if Psychology is able to make a contribution to the solution of our huge social problems. However, this contribution should not just consist of the development of an applied technology. Much more than that is required. We also need an adequate theoretical framework.

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HISTORY OF PSYCHOLOGY IN PERU: A SHORT OVERVIEW

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Ebbinghaus's comment that "psychology has a long past but only a short history" is true also for the case of psychology in Peru.

There was an impressive richness of psychological knowledge in the Indian cultures developed in the territory which belongs today to Peru. However, the modern psychology sensu strictu started in this century with the important contribution of to men of science: Honorio Delgado (1892-1969) and Walter Blumenfeld (1882-1967).

Credited with introducing psychoanalysis in Peru and in Spanish-speaking areas of Latin America, psychiatrist Honorio Delgado was a remarkable figure of the Peruvian cultural, academic, and political life. (He was Education Minister in 1948.) He was familiar with Freud's, Jung's, and Adler's ideas, and visited Freud at his home in Bergasse XIX. Enthusiastically devoted to diffusion of psychoanalysis in Latin America, Delgado cofounded (with his teacher, Dr. Hermilio Valdizán, 1885-1929) the first psychiatric journal in Peru, the important *Revista de Psiquiatría y Disciplinas Conexas*, published between 1918 and 1924, with an interdisciplinary orientation (psychoanalysis was of course considered by the editors as one of the "disciplinas conexas" - allied disciplines) (León 1986), that published a number of "psychoanalytic" papers of his (e.g. Delgado 1918, 1919).