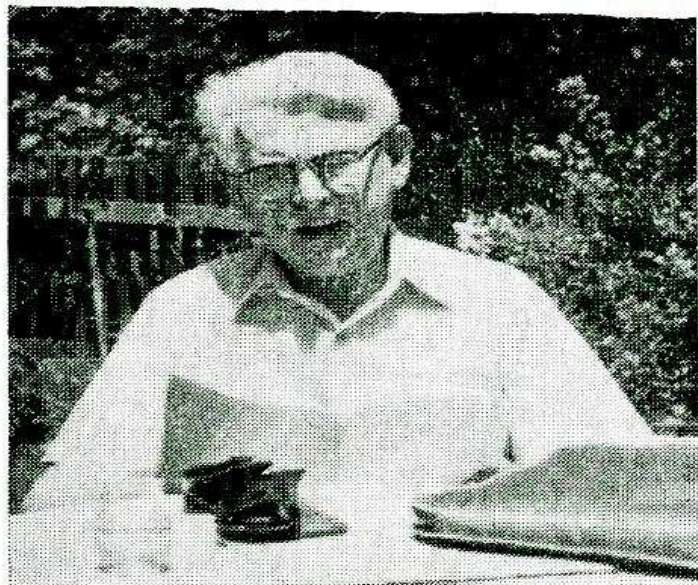


# PSYCHOLOGIE U NÁS A JINDE

## K ŽIVOTNÍMU JUBILEU PROF. JOSEFA BROŽKA



Univ. prof. Josef Brožek, významný světový pokrokový psycholog a antropolog českého původu, žijící od roku 1939 v USA, se dne 14. srpna 1983 dožívá sedmdesátí let.

Hlavní motiv životní činnosti Josefa Brožka lze snad nejlépe vyjádřit jakožto stavění kulturních mostů. Metafora jde do let 1915–1916 a váže se na „podivinství“ jeho otce, který jako majitel rakousko-uherského pasu byl „odsunut“, brzy po vypuknutí první světové války do carského soustředovacího tábora v Altajských horách, v horním povodí řeky Ob, na samých hranicích Mongolska a Číny. „Utíkat“ nebylo kam, ale otec prostě nemohl vydržet bez práce (a to je jedna charakteristika, která je otci a synovi společná, ač jinak je, jak říká, po mamince). V kraji se stavěly železniční mosty a tak si vyjednal, že

ho pustí během dne na práci, na noc se musel vracet do tábora. „Mosty“ Josefovy jsou jiného druhu, ale z dětství důležitost stavění mostů se mu v mysli zachovala.

Ústřední součástí jeho mostů nejsou z kovu, ale ze slov a jazyků. Jeho chůva byla Polka. Léta sibiřská (1915–1920) byla prožita v jazykovém prostředí ruském. Přátelé jejich rodiny v městečku Ust'Kataev, ve středním Uralu, v ufimské gubernii, byli francouzsky hovořící Belgičané.

Jeho prvním cizím jazykem, kterému se začal učit v třetí třídě obecné (1921/1922) byla němčina, ne francouzština. Police nad Metují, kde tehdy Josef žil, byla na samém jazykovém pomezí. Otec i maminka hovořili dobře německy. Maminka byla velmi zručná s jehlou a vyšíváním monogramů — přicházely k ní zdaleka zákaznice, které si chtěly dát vyšít monogramy na výbavu. Naučila se to v jedné rodině ve Vamberku, kde se též naučila jako mladé děvče německy.

Ve třetí třídě gymnázia měl Josef úvod do slovanských jazyků — ruštiny (která byla prvním jazykem jímž jako chlapec hovořil), polštiny a srbochorvatštiny. Tehdy ho zaujala srbochorvatština a investoval koruny, které dostal na jídlo v Náchodě, kam dojížděl do školy (1924–1929), do nové, po sešitech vycházející knihy Dragutina Prohasky, lektora srbochorvatštiny na Karlově univerzitě. V Brně, v septimě, chodil na nepovinnou ruštinu (1930/31). Lužičtinu studoval v r. 1932/33 v dejvickém semináři a po večerech si zdokonaloval ukrajinštinu. Na filozofické fakultě studoval slovenštinu (ze které složil zkoušku) i bulharštinu. Makedonštině se učil od makedonského lékaře, u kterého si též zlepšil svou srbochorvatštinu. Jeho „učitelem“ v daleké Minnesotě byl srbský lékař a fyziolog Bora Vračarić, který pracoval v laboratoři pro užitou fyziologii (Laboratory of Physiological Hygiene), ale každý víkend byl u Brožků na návštěvě v St. Paul.

K slovinštině se Brožek dostal o pár let později. Jeho učitelkou byla česká Slovinka, Růžena Skerljeva, autorka mnoha slovníků. S ní studoval jazyk; s Bozou Skerljem, vynikajícím slovinským antropologem, žákem českého Matiegky (ale také dobrým pianistou a dobrým znalcem slovinských a českých písní a nadaným malířem) zpívali, k Bozovu doprovodu na klavír.

Brožkovi však nešlo jen o jazyky, měl zájem o lidi. V poválečných letech mu jeho minnesotští přátelé říkali „slovanský konzul“. Dům Brožkovy rodiny byl vždy otevřen vědcům a lékařům slovanských národů, kteří zavítali na minnesotskou univerzitu (laboratoř sama přitahovala lidi z celého světa — Srby, Poláky, Chorvaty, Čechy, Rusy, Slovince).

Lehighská univerzita, kam Brožek později přesídlil, není tak velká jako minnesotská, a Betlém je podstatně menší než Minneapolis či St. Paul. Ale i tam přicházely návštěvy z Čech, ze Slovinska, z Bosny a Hercegoviny, z Moskvy, z arménského Je-



revanu. Boris Fedorovič Lomov, ředitel Ústavu psychologie Akademie věd SSSR, patřil mezi jeho hosty.

Pracovně byl prof. Brožek v mnohých částech slovanského světa. Zvláště vzpomíná dvou hodin ve Skopji, na začátku sedmdesátých let, kdy překládal z makedonštiny do angličtiny a na přednášku, kterou měl při desetileté vzpomínce na smrt Bozi Skerlja v Lublani, ve slovinštině.

Soustředění na psychologii, po seznamování se s latinou, řečtinou, medicinou a filozofií, bylo výsledkem rozpadu jeho studijních plánů v důsledku těžkého kloubového reumatismu, s celou řadou „průvodních symptomů“, včetně poruch činnosti srdce, na jaře roku 1935. Rozhodl se „nehrát si se státnicemi“ a zaměřil se, plnou parou, na přípravu k doktorátu s psychologickou disertací. Věděl, že se musí učit „extra muros“ — experimentální psychologii u Joh. Lindworského na německé filozofické fakultě, statistiku u Josefa Váni v Elektrických podnicích, poznávat testy tužky a papíru v Doležalem vedeném Ústředním psychotechnickém ústavu, psychologické zkoušky používající aparaturu u Josefa Mlse ve Vojenském technickém ústavu na Hradčanech.

S antropologií začal na Karlově univerzitě na podzim 1937, v čase, kdy přecházel do Zlína. Měl „zapsány“ asi tři semestry, ale přednášek a cvičení se nemohl zúčastnit. Na podzim roku 1939 si domluvil, že bude pokračovat v Brně a že bude dělat malé rigorózum ze zoopsychologie. Výbuch války, jeho odjezd do Ameriky a emigrace v ní před nacisty rozptýlily však jeho antropologické představy, alespoň pokud šlo o formální školení.

V důsledku válečného chaosu se dostal na Pennsylvánskou univerzitu skoro ke konci podzimního semestru r. 1939. Bohužel, s tamějším Morrisem Vitelem si dobře nerozuměl. Zato školní rok 1940/41, na minnesotské univerzitě byl velmi příznivý, s kursy na filozofické fakultě (Arts & Sciences), na lékařské fakultě (historie medicíny s Richardem Scammonem) a na technice (time & motion studies).

Jeho velkým štěstím bylo, že se koncem podzimu roku 1941 mohl zapojit do Laboratory of Physiological Hygiene. Tam mohl uplatnit všechny dovednosti a znalosti — statistiku, jazyky, psychometrii, fyzickou antropologii, ale i slovanské národní písně (o svátečních schůzkách personálu) a průpravu v knihovnictví [Mělník n. L., kurs v roce 1930; starost o knihovnu Filozofického semináře UK z Praze (1936/37)]. V laboratoři se staral po léta o poměrně rozsáhlou knihovnu.

V Minnesotě (1941–1958) se specializoval na použití somatických měř na poli lidské výživy (tomu se říkalo „nutritional antropometry“), ale hlavní těžiště jeho zájmu v tomto oboru bylo na novém poli studia složení lidského těla in vivo. V těch letech, druhá půlka let padesátých a první půlka let šedesátých — jeho práce a publikace byly převážně v tomto oboru (knihy z let 1956, 1961, 1963, 1965). V očích většiny kolegů byl antropologem se specializací v těchto dvou úsecích.

V druhé půlce let šedesátých se více zabývá historií psychologie, ač „výživa a chování“ zůstává důležitým polem, zejména z hlediska administrativního a organizačního.

Kterou knihu pokládá za nejdůležitější? Na tuto otázku odpovídá bez váhání: *The Biology of Human Starvation* (1950), s odpovědností za celou psychologii, části morfologie a části fyziologického dílu.

V oboru metod pokládá za nejdůležitější simulaci vizuálních procesů při průmyslové práci, s šesti pracovními místy, která „běžela“ současně.

Jaké funkce si nejvíce vážil? Asi funkce Presidenta APA sekce pro historii psychologie (1973/1974), ač rád organizoval národní i mezinárodní konference a redigoval sborníky. Bylo jich asi tucet.

Jaké jsou jeho „speciality“ v oboru historie psychologie? Dvě oblasti byly pro něho zvláště zajímavé: 1. archivní studie, které vyžadovaly cesty do knihoven a archivů v Jugoslávii (Split, Zadar, Dubrovnik, Zagreb), MLR (Budapešť), Itálii (Benátky, Vatikánská knihovna, Padova), Holandsku (Utrecht) a USA (Akron; University of Rochester, N. Y.; Bucknell University, Lewisburg, PA), 2. současná historiografie psychologie, s cestami do západní Evropy (Anglie, Holandsko, NSR, Francie, Itálie, Španělsko) a socialistických zemí (Československo, Jugoslávie, NDR, Sovětský svaz).

Prof. Brožek se rád směje, „smích je vážná věc“ říká ne náhodou titul jedné ruské knihy, kterou má v ložnici, a jenž se čte — smeč delo serjoznoje. Kdyby k tomu byla příležitost, rád by napsal článček o možnostech smíchu v „malé psychoterapii“. Říká tomu „gelototerapie“, od řeckého slova „gelos, gelotos“ — smích. Druhou formu te-



rapie, kterou pěstoval po dlouhá léta, nazývá „epistoloterapie“ — terapie prostřednictvím dopisů. Nejednou ho přátelé z různých koutů světa prosili: Prosíme vás, napište nám něco veselého. Snažil se jim vyhovět, ač někdy jemu samému nebylo zrovna do smíchu.

Prof. Brožek vždy hodně cestoval a pokračoval ve velkých cestách i mezi šedesátkou a sedmdesátkou. Dostával jsem od něho zprávy nejen z USA, ale i z Japonska (1974), Sicílie (1975), NSR (1976, 1979–1980), Thajska (1976), Jihoafrické republiky (1979), Španělsko (1982) a Švýcarsko (1983). Působil však i jinde.

V minulém desetiletí nejenže neochaboval ve stycích s psychology ze socialistických zemí, ale ještě takové styky z Betléma rozvíjel, za podpory své ženy paní Eunice, věrný ideji stavění kulturních mostů. J. Hoskovec

## STUDIA PSYCHOLOGICA, SUPPLEMENTUM, 1972–1982: A BIOBIBLIOGRAPHIC ACCOUNT\*)

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### INTRODUCTION

A decade has elapsed, with a lightning speed, since information about the harvest of the preceding 35 years was shared with colleagues in Czechoslovakia and beyond its borders (7). The present report has nine parts: 1. Introduction. 2. A Sketch of Professional Biography. 3. Malnutrition and Behavior. 4. History of Psychology. 5. Slavica. 6. Sovietica, 7. Alemanica. 8. Iberoamericana and Hispanica. 9. What of the Visible Future?

This Table of Contents differs greatly from its 1973 equivalent. The number of the dominant themes is reduced to two, roughly equivalent in strength: Malnutrition and Behavior, and the History of Psychology. While Slavica thinned out, Sovietica continued fairly strong. Alemanica, Iberoamericana and Hispanica were added.

The linguistic component of my professional activities has always been strong, reflecting my own complex linguistic history: My first linguistic environment was Polish and I spoke Russian before I spoke Czech. While the two content-oriented themes (Malnutrition and Behavior, History of Psychology) are pervasive, much of my scientific interaction at the international level is language-specific.

The overarching theme is that of “bridge-building” — the building of communication channels across barriers, valleys and, at times, chasms. For this the linguistic skills serve as essential tools.

Typically, and importantly, the intellectual traffic flows in both directions, in and out, at least in principle, and in most instances, in fact. At times the flow becomes more complex (and more interesting): There are reviews of Russian books in Italian scientific journals, and reviews of Italian publications in Spanish journals. An article on psychology in Czechoslovakia may appear, in English, in a Japanese journal while a monograph on this subject is published in Germany.

It is a pity that, in order to save space, in the present report the references to book reviews were kept to a minimum. Since my student years at Charles University — my first, extensive book review appeared in print 1935 — the reviewing of books constituted an important facet of my scientific (as well as human) “bridge work”.

### A SKETCH OF PROFESSIONAL BIOGRAPHY

The report on the Second Summer Institute on the History of Psychology, directed by the present writer (with the assistance of Jiří Hoskovec) and held in 1971 at Lehigh University, did not appear in print until 1973 (8). Similarly, the autobiography written to *The Psychologists* in 1972 was not published until 1974 (9). Thus,

\*) Dedicated to my teachers in elementary school (grade 2, Mělník n.L., 1920/21; grades 3–5, Police n/Met., 1921/24), gymnázium (Náchod, 1924/29; Mělník n.L., 1929/30; Brno, 1930/31; Plzeň, 1932/32. Charles University (Praha, 1932/36), and extra muros (1920/39).



together with the 1973 account published in *Československá Psychologie* (7), the story they tell stops near the point in time at which the present report begins.

For the sake of economy and easier orientation the biographical data on occupational chronology, membership in committees and panels, offices held, an international activities in the area of the history of psychology will be presented in a tabular form. Membership in the editorial boards of psychological journals will be described in running text.

#### *Occupational Chronology*

Since (1972) — 1979 Research Professor, Department of Psychology, Lehigh University, Bethlehem, Pennsylvania. 1979/1980 Senior Fulbright Research Fellow, and Visiting Professor, Institute of Psychology, Chair II (Prof. L. J. Pongratz), University of Würzburg, 1980—1981 Senior Lecturer, Department of Nutrition and Food Science, Massachusetts Institute of Technology (MIT), Cambridge, MA, and Resident Coordinator, United Nations University's World Hunger Program. 1982 Adjunct Professor, Department of Psychology, Lehigh University, Bethlehem, PA.

#### *Membership in Committees and Panels*

Year 1973 Panel on Behavioral Toxicology, Working Conference on Principles of Protocols for Evaluating Chemicals in the Environment (National Research Council — National Academy of Sciences), 1973—1978 U.S. Malnutrition Panel (U.S.—Japan Cooperative Medical Science Program). 1974—1979 Committee on Nutrition, Brain Development, and Behavior (Food and Nutrition Board, National Research Council — National Academy of Sciences). 1978 USA—USSR Working Group on Behavioral Toxicology.

#### *Offices Held*

In 1973 Temporary Adviser, World Health Organization (Nutrition). 1973/1974 President, Division 26 (History of Psychology), American Psychological Association. 1980 Chairman, Committee on Nutrition, Brain Development, and Behavior (Food and Nutrition Board, National Research Council — National Academy of Sciences). 1980, 1981 Chairman, Committee 2, Mental Development and Behavior (Commission III, Human Development, International Union of Nutritional Sciences).

#### *Places and Activities: History of Psychology*

Spring 1973 Western Europe, collection of information on contemporary historiography of psychology. Summer 1973 Prague, Czechoslovakia, work on the unpublished psychological manuscripts of J. E. Purkyně. Summer 1976 Federal Republic of Germany, contact with historians of psychology and medicine; lectures at universities. 1979/1980 University of Würzburg, preparation of *History of Modern Psychology* (Ref. 4). Lectures at the universities of the Federal Republic of Germany, France, Spain, Italy, and Turkey. Nov. 1979 University of Leipzig, German Democratic Republic, participation in an International Wundt Symposium commemorating the 100<sup>th</sup> anniversary of the foundation of Wundt's laboratory of experimental psychology. March 1980 University of Barcelona and University of Valencia, Spain, participation in a cycle of conferences on the First Century of Scientific Psychology. Nov. 1982 University of Valencia, quantitative historiography of psychology.

#### *Membership in the Editorial Boards of Psychological Journals*

For years (1960—1979) I have served as Advisory Editor of *Contemporary Psychology*, the journal of the American Psychological Association devoted to book reviews. My special responsibility was for non-English, primarily Slavic publications. I "retired" from the *Contemporary Psychology's* Board of Advisory Editors in 1979, the year I retired from Lehigh University.

In 1976 I welcomed the invitation to join the Editorial Board of the *Journal of the History of the Behavioral Sciences*. In view of extensive contacts with the historians of psychology throughout the world, it was natural that I should pay a special attention to the developments abroad, reported in the section of "News and Notes".

Intensification of my contacts with German psychologists led to the offer of a membership in the Advisory Board of the *Archiv für Psychologie* in 1979.



At that time an endeavor was made to increase the number articles published in the journal in English. The idea of making the *Archiv für Psychologie* into all-English *Archives of Psychology* had genuine merit, in view of the very restricted number non-German psychologists who are able to read readily German scientific literature. Unfortunately, from this writer's point of view, the idea did not prove viable.

In 1980 I accepted, with pleasure, membership on the Consejo Editorial of the new Spanish journal of the history of psychology (*Revista de Historia de la Psicología*, Valencia) and on the Comitato di Consulenza of the Italian sister-journal, *History and Critique of Psychology* (*Storia e Critica della Psicologia*).

#### MALNUTRITION AND BEHAVIOR

This part of the report deals with three types of scientific communications: Overviews; contributions to symposia, conferences, and workshops; and book reviews.

Communications in other languages than English will be noted in the sections of the report covering different linguistic and geographic areas.

##### *Overviews*

The surveys of world-wide research on malnutrition and behavior have been addressed to different audiences: psychologists (10, 11), nutritionists and dietitians (12, 13), professional groups with special interests (14), and the educated public interested in the current status of the sciences of nutrition and recent advances made in this field (15).

In terms of a measurable response, the chapter in the *Annual Review of Psychology* for 1978 (10) leads all the other overviews by the score of several hundred requests for reprints. Today such a measure of worldly success would constitute a heavy financial burden since such expenses are not built into retirement incomes.

##### *Symposia, Conferences, and Workshops*

The meetings that will be recorded here will be limited to events in which my participation involved more than the presentation of a paper or chairing of a session.

In the planning of the WHO (World Health Organization) Workshop on Early Malnutrition and Mental Development, held at Saltsjöbaden, near Stockholm, Sweden, on 24 August 1973, I served as a WHO (Nutrition) Temporary Adviser. At the workshop I presented a paper on sensory functions (16), served as session chairman, and summarized the principal points brought up in the oral presentations and in the discussions that followed (17), under three headings: Research design, Assessment of nutritional status, and Assessment of behavior.

The Symposium on the Biological and Cultural Sources of Variability in Human Nutrition, held at the University of California, Berkeley, CA, on 3–5 December 1975, was organized by Professor Sheldon Margen as a member of the U.S. Malnutrition Panel, operating in the framework of the U.S.–Japan Cooperative Medical Science Program. As a fellow member of the U.S. Malnutrition Panel and an individual deeply interested in the problems of human variability, I first discussed the plans for the symposium at the 1974 (Mt. Fuji) meeting of the combined (U.S. and Japan) Panels at which the theme for the 1975 symposium was accepted by the Japanese colleagues. As a chairman of the symposium session on Man as a Biological and Cultural Species I introduced the session (18). Later in the symposium I spoke on the biological variability in human nutrition (19).

On behalf of the U.S.–Japan Malnutrition Panels I organized the international nutrition conference on the Behavioral Effects of Energy and Protein Deficits, held at the beautiful PAHO (Pan American Health Organization) building in Washington, D.C., on 30 November–2 December 1977. At the conference I made the introductory statement on "Goals and Structure of the Conference" (20), chaired and introduced (21) one of the sessions on Human Studies, and pinch-hitted for Dr. Joaquín Cravioto in providing a synopsis of the Mexican studies on the behavioral effects of clinical malnutrition (22). In addition, I edited the conference proceedings (3), wrote the



preface (23), and prepared reports about the conference for *Nutrition Reviews* (24) as well as the *Life Lines* (25) since the conference was co-sponsored by the Committee on Nutrition, Brain Development, and Behavior — a standing committee of the Food and Nutrition Board, National Research Council — National Academy of Sciences.

As a chairman of the Committee on Mental Development and Behavior (Commission III, Human Development) of the IUNS (International Union of Nutritional Sciences) for 1979–1981, I participated in the role of a “facilitator” in a Colloquium on Malnutrition in Southern Africa, held at the Institute of the Behavioral Sciences (directed by Prof. R. D. Griesel), University of Pretoria, on 30–31 July 1979. My responsibilities were manifold and involved, in addition to participating in the discussions throughout the symposium and writing a foreword for the proceedings (26), the presentation of a comprehensive review of recent studies on malnutrition and behavior that have been carried out in the West, East, and South of the African continent (27) and in other parts of the world (28), giving thought to the tasks for the visible future (29); and providing, in the Appendix, additional information on recent studies on generalized (energy-protein) malnutrition (30) and about the 1977 conference the proceedings of which at that time were not yet available (31). For the record and for the benefit of some raised eyebrows I wish to make it crystal-clear that the Colloquium was fully “integrated” in terms of the racial background of both the speakers and the audience.

In the capacity of the chairman of the IUNS Committee on Mental Development and Behavior, I had the responsibility to organize the 1981 Symposium on Nutrition, Brain and Behavior, held at San Diego, California, in August 1981, in the framework of the XII International Congress of Nutrition (32); to chair, and to open (33) the symposium by bringing together the most recent studies on the interaction between the effects of deficient food intake and the socio-environmental factors. Special emphasis has been placed a broad geographical coverage; the studies under consideration were carried out in India, Nepal, Jamaica, Mexico, Columbia, and Chile as well as in the United States.

#### HISTORY OF PSYCHOLOGY

Two book-length publications devoted to the history of psychology appeared in print in the last decade: 1. A volume of R. I. Watson's selected papers (1) and 2. the collaborative *Historiography of Modern Psychology*. A collection of monographs on various aspects of the history of psychology in the United States, conceived as a series of individual projects in 1974, reached the stage of galley proofs in December 1982; the volume should be available early in 1983 (5).

##### *Historiography of Modern Psychology*

Among many other things the book (4), edited in collaboration with Professor L. J. Pongratz, my host at the University of Würzburg during the academic year 1979/1980, contains synopses of the monographs constituting the volume of *Explorations in the History of Psychology in the United States* (34); and introduction to Part III, *Archival Resources* (35); a chapter on quantitative methodology in the study of the history of psychology, based on the analysis of citations of Wilhelm Wundt's publication in the *American Journal of Psychology* for the years 1887 to 1977 (36); an epilogue (37); and an index to Barbara Ross's chapter on “Work in Progress” and “Work Planned”.

##### *Historiography of Psychology Around the World*

This is a long-term project going back to 1965. The 1971 accounts of Soviet writings on the history of psychology and of the physiology of higher nervous activity (39–41) were supplemented by four short papers (42).

In 1975 a detailed survey of West European historiography of psychology covered the French-speaking (France, Belgium, a part of Switzerland) and the German-speaking areas (West Germany, East Germany, Austria, a part of Switzerland) as well as Great Britain, Holland, Italy, and Scandinavia (43). The part of the survey dealing with Italy was later up-dated (44).



Details of the paper on East European historiography of psychology (45) are given in the section of the present communication labelled SLAVICA.

A substantial attention was given to the topic of "Historiography of Psychology Around the World" in Part II of the book on the *Historiography of Modern Psychology* (3). The presentations are introduced by a systematic "progress report" (46) in which 18 linguistic and geographic areas, covered in the earlier papers, are tabulated. The areas are presented in an alphabetical order, together with the numbers of the corresponding references and pages.

In the book (3) additional information is provided on Europe's German-speaking areas (47), Soviet Union (48), and Spain (49).

A paper on R. I. Watson's literary contributions to the historiography of psychology (50) may be viewed as a chip added to the mosaic of the historiography of psychology around the world. It makes one painfully aware of the need for a comprehensive, critical treatment of the more recent Northamerican contribution to this field.

### *Archival Research*

The present writer's multifaceted involvement in archival research was outlined in the introduction to the 1973 symposium on the subject (51). Much remains to be done to bring these explorations to fruition. In the 1970s only two papers on Marcus Marulus (1450–1524), the author of a manuscript entitled *Psychologia* (cca 1510), appeared in print (52, 53).

The single larger work (54), with a strong ingredient of archival information, is a monograph on D. J. Hill (1850–1932), named President of the University at Lewisburg, later renamed Bucknell University, at the tender age of 29 years of age. Hill was one of the first academic teachers — perhaps the first one — to hold the title of "professor of psychology" (be it, in Hill's case, "professor of psychology and ethics").

### *Purkyniana*

The record of publications on this topic is exceedingly sparse: a review of Erna Lesky's monograph on J. E. Purkyně (55).

The Summer of 1973, spent in Prague, was devoted to the transcription (with the much-appreciated help of Edith Hoskovec) and a preliminary analysis of the unpublished manuscripts from the pen of J. E. Purkyně dealing with matters psychological. This project must be completed, be it by the present writer or another hand.

### *History of Psychology in Autobiography*

The topic has been of interest to this writer as a "consumer", "producer", and "midwife".

Reviews of collections of autobiographies (56, 57) belong to the first category. The second category contains a fairly extensive autobiography (9) and a biographic sketch, now in press (58). With genuine interest I have followed the project conceived by a younger colleague and coworker, mostly at large distances (Lima, Perú — Bethlehem, Pennsylvania; Würzburg, West Germany — Cambridge and Boston, Massachusetts), Ramón León. The project involved the collecting and editing of autobiographies of outstanding living Latinoamerican and Hispanic contributors to psychology. It was a source of deep satisfaction to write, in Spanish, a Foreword to the book (59).

### *Varia*

An introductory comment was prepared for the reprinting of the important journal, the *Archives of Psychology* (60).

I was fascinated by the statement on the planning of psychological research in Pierre-Louis Maureau de Maupertuis's *Lettre sur le Progrès des Sciences* (1752) which he wrote as the President of the Berlin Royal Academy of Sciences. We translated it from French into English — not an easy task! — and made it available in print (61).

A two-way intellectual exchange with Italy involved the publication, in English, in the journal *Episteme* (Milano), of a report on the 1975 meeting of the Inter-



national Society for the History of Behavioral and Social Sciences, and a note of welcome, in the *Journal of the History of the Behavioral Sciences*, addressed to an Italian journal (63).

### *Book Reviews*

Reviewing books has always constituted for me an essential part of my involvement in the history of psychology: A cherished stimulus for critical, socially responsible thought. In a number of instances the reviews of books relevant to the history of psychology have been extensive, closer in size to journal articles than to an average book review. These "special" (or "essay") reviews, published in recent years, dealt with important publication: K. E. Rothshuh's *History of Physiology* (64), R. I. Watson's bibliographies of primary and secondary references to "eminent contributors to psychology" (65), and the translations of E. H. Weber's Latin (*De tactu*) and German (*Der Tastsinn*) works on the sense of touch (66).

### SLAVICA

In the years under consideration the principal contribution has been a monograph on recent developments in scientific psychology in Czechoslovakia, with a historical introduction (2).

The writings on the history of psychology published in Czechoslovakia, Poland, and Yugoslavia (with a brief note on Rumania) were the subject of an extensive report (45) representing a counterpart of the coverage of the relevant literature of the West European countries (43). Both reports appeared in the prestigious *History of Science*.

Through some 20 years, at roughly yearly intervals, booklists of "Recent Slavic Books in Psychology" were appearing in *Contemporary Psychology* (67). To my regret, this endeavor to inform the world-wide community of psychologists about the literature published in Slavic languages was brought to an end by my retirement, as research professor, from Lehigh University in the Spring of 1979.

I continued to review selected publications. The synoptic review of Václav Příhoda's impressive, four-volume *Ontogenesis of Human Behavior* (68) was an in memoriam to the last man of the generation of my teachers at Charles University.

### SOVIETICA

This section could well be entitled "Sovietica in English". Publications on the subject in German and Spanish may be found in the next two sections of the report.

Furthermore, a number of works on Soviet historiography of psychology are registered in the section on HISTORY of PSYCHOLOGY (39-42, 48).

The following topics will be taken up, in turn: Behavioral toxicology, *Varia*, Forewords to books, and Pavloviana.

While behavioral toxicology represented a collaborative group endeavor, the overwhelming majority of the publications that will be cited represented an "East to West" transfer of information. Yet during the period covered in this report, effective efforts involving "West to East" communication were not altogether lacking: My paper on "The Effects of Malnutrition on Human Behavior" appeared, in Russian, in *Voprosy Pitaniya* in 1980 (69).

### *Behavioral Toxicology*

In the mid-1970s the awareness of common concern about environmental pollution as a health hazard facilitated collaborative team effort in this area. At the very first, organizational meeting, held at Chapel Hill, North Carolina, I was able to resolve a serious obstacle to mutual understanding. The problem arose as a result of fundamental differences in the meaning of the term "methodology" (*metodologiya*) in contemporary English and Soviet usage. When the Americans proposed that the group should begin by focusing on "methodology", the Soviet counterparts insisted that this will lead to nowhere. The Americans were sorely puzzled. The problem was happily resolved when I assured both sides that they are in a complete agreement but that they do not know it since they speak different kinds of Greek. Both want to begin by studying *methods*: all that our Russian-speaking colleagues need to



realize is that the Russian translation of "methodology" is *metodika* (cf. 70).

I participated actively in a working session held in November 1978 in the ancient city of Suzdal', near Moscow. It was disappointing that the proceedings of the workshop did not appear in print, as it was intended, neither in Russian nor in English.

### *Varia*

In parallel to the lists of non-Russian Slavic publications, the more voluminous lists of "Recent Russian Books in Psychology", with the entries classified by subject, continued to appear in the 1970s (71).

Through the years, book review constituted an important vehicle of information transfer regarding the Soviet work in the area of psychology and the closely allied fields.

In a series of papers dealing with the major developments in post-World War II psychology, a paper was devoted to the founding of the Institute of Psychology in the framework of the USSR Academy of Sciences (72).

Book chapters dealt with a comparison of psychology in the USSR and the USA (73), sources of information in English on the history of Soviet psychology (74), and recent developments in Soviet psychology (75). An overview, covering developments from the pre-Revolutionary period to the present, is in press in the *Wiley Encyclopedia of Psychology* (76).

### *Forewords*

To write a foreword to a book is both an honor and a heavy responsibility — to the author of the book, the potential readers, and to oneself. Forewords were written for both the original (English) edition of Levy Rahmani's *Soviet Psychology* (77) and to its translation into Swedish (78), the English translation of Luciano Mecacci's *Brain and History* (79), and to *Parapsychology and Contemporary Science*, written by A. P. Dubrov and the late V. N. Pushkin (80).

### *Pavloviana*

The work of I. P. Pavlov (and V. M. Bekhterev) was noted in a chapter on the history of the non-introspective approach to psychology (81, pp. 805–809).

The needs and opportunities for research on Pavloviana in the USA were spelled out (82), and a "special review" was written about Pavloviana in the encyclopedic *Psychologie des 20. Jahrhunderts* (83).

### ALEMANICA

The publications reflecting interaction with the German-speaking parts of Europe may be grouped into four categories: Malnutrition and behavior, Historiography of psychology, History of psychology, Wundtiana.

#### *Malnutrition and Behavior*

Directionally speaking, the publications on this subject represent the flow of information from many different parts of the world into Germany, East (84) and West (85–87). Curiously enough, the communications published in West Germany appeared in print in German while the overview that was to be translated into German appeared in an East German journal in English.

#### *Historiography of Psychology*

Two publications, in English, dealt with German writings on the history of psychology (43, pp. 35–45, 56–58; 47) while two book reviews addressed themselves to collections of autobiographies (57, 58).

#### *History of Psychology*

A large chapter — in reality, a small monograph — was devoted to the history of "objective", non-introspective psychology (81).

#### *Wundtiana*

Throughout the world, the centenary of the founding of Wilhelm Wundt's laboratory of experimental psychology stimulated research on the origins and development of scientific psychology.



Intellectually, it was a thrilling experience to journey from Würzburg to Leipzig, the "Mecca" of psychologists in the closing decades of the 19<sup>th</sup> century, in order to participate in an international symposium commemorating the centenary of the founding of Wundt's laboratory. In a session on "Wilhelm Wundt und die nationale Entwicklung der Psychologie", I presented, in German, a brief communication on "Wundt in America"; the abstract appeared in English (88). The study was based on a quantitative (citation) analysis of the first 90 volumes of the *American Journal of Psychology*.

A more detailed account was published in a special issue of *Psychological Research*, the successor to *Psychologische Forschung* (89).

#### IBEROAMERICANA AND HISPANICA

During the past decade the intellectual two-way traffic between the USA and Latin America continued in both of my primary areas of concentration. In the late 1970s, contacts with Spain were added.

#### *Malnutrition and Behavior*

A report on a week-long conference, held in Cali, Colombia, was published both in English and in Spanish (90). The conference endeavored, and succeeded, to strengthen the information basis for comparing the principal longitudinal studies on the behavioral effects of generalized (energy-protein) malnutrition, with or without nutritional supplementation and behavioral stimulation.

A systematic review of recent literature on nutrition, malnutrition, and behavior, available in English (10), appeared in Spanish as well as, in an up-dated version, in Portuguese (91).

I had the opportunity to visit the site of a unique study on the effects of nutritional supplementation on physical and mental development, carried out by Adolfo Chávez, Celia Martínez, and their coworkers in Tezonteopan, a poor rural community in the province of Puebla, Mexico. Their important Spanish monograph, *Nutrición y Desarrollo Infantil*, published in 1979, was reviewed in a variety of media, from different points of view (92).

#### *History of Psychology*

Our Latin American colleagues were informed about the Western and the Soviet publications on the history of psychology in the Soviet Union (93).

In turn, several volumes on the history of psychology, written by Latin Americans, were reviewed in American journals (94).

Dr. Ramón León, the Peruvian coauthor of our review of A. L. Merani's *History* (95), and I overlapped during our stay in Würzburg. We have put the available time — "after the working hours" — to a good use. Among other things, we wrote a chapter on the historiography of psychology in Spain (49).

The opportunity for visiting Spain and expanding first-hand contacts with Spanish historians of psychology presented itself in the Spring of 1980 as a result of an invitation, issued by the Instituto Aleman de Barcelona (the German Institute of Barcelona), to participate in a series of lectures commemorating the first centenary of scientific psychology. I spoke, in Spanish, about Wilhelm Wundt's impact on the psychology of the United States in Barcelona (11 March 1980) and in Valencia (13 March 1980). The paper was published in the *Revista de Historia de la Psicología* (96).

The foundation, in 1980, of this specialty journal was a significant event in the history of the Iberoamerican historiography of psychology. I welcomed the opportunity to contribute to the *Revista's* book review section, and in other ways.

In turn, I have reviewed for *Contemporary Psychology* and for the *Journal of the History of Behavioral Sciences* recent contributions of the Valencian historians of psychology, with special reference to the quantitative (bibliometric) approach to the study of psychology's historical development and its complex present (97).



In press are two publications, in Spanish, both of which are the result of intellectual interaction with Ramón León: An introduction to his volume of autobiographies (59) and a versión castellana (98) of a paper on R. I. Watson's contributions to the historiography of psychology (50).

## NEW GOALS FOR THE HUMANKIND

Is it purely accidental that this report, replete with details, many of them small, ends on a note of highest intellectual and moral challenge, the scope of which is almost without limits? No, I believe that it is not purely accidental. My experience in the years 1980 and 1981 as the Resident Coordinator of the United Nations University's World Hunger Program, associated with the Massachusetts Institute of Technology (MIT) and Harvard University, served to widen my horizon, at times painfully, through contacts with Fellows coming from the Caribbean area, South America, Africa, Far East, and the "Near East".

Furthermore, the concern with broader issues closes circle that began in the form of long, "philosophical" discussions held in the late 1920s in a little mountain flour mill in the Ochoz valley near the town of Police, in the Northeast corner of Bohemia.

The intellectual (and political) history offers evidence of complex "feed-back loops": In 1992 it will be 500 years since Columbus discovered (re-discovered!) America; this has served as a stimulus to the Spanish Foundation for Sociological Research (FUNDES) to initiate a critical reassessment of the current march of events and the perspectives for the future. It was an honor to be invited to participate in the long-term project, set into motion in 1981, on New Goals for the Humankind: The Quality of Life in the Perspective of the Year 2000.

A paper (99) presented at the 1982 meeting of the Work Group 2, Changes in the System of Values in the Developed and the Developing Societies, and based on psychobiological research is to be followed by analyses of the pertinent sociological and anthropological (ethnological) literature on nutrition, especially malnutrition, as a potential co-determinant of individual and group behavior, since epidemic hunger is a serious threat to mankind.

## WHAT OF THE VISIBLE PROFESSIONAL FUTURE?

Predicting the future, including one's professional future, is a hazardous undertaking. It is a chastening experience to compare the comments on "Tomorrow and After Tomorrow", closing the 1973 work report (7), with the bibliography appended to the present account. While accomplishments are not lacking, there is almost no overlap between the expectations and the realizations.

Three books remain to be written: One as a kind of "marriage ceremony", one for fun (a piece intended for children of all ages), and a tough one.

The "marriage" involves combining two life-long, disparate concerns: the history of psychology and the study of the psychological effects of malnutrition. The result should be a volume of important ("benchmark") papers, covering close to 100 years and held together by the mortar of the history of this field of research.

As a child, I spent 5 moving years (1915-1920) in Siberia, a complex part of the world that is a part of me. I would love to write a volume, largely autobiographical, about "A Child's Siberia".

The difficult task involves an attempt at a critical synthesis of the world-wide research on malnutrition and behavior.

In addition, I am tempted to expand into a book our extensive chapter, available at present only in a German translation (81) and dealing with the long history of non-introspective, "objective" (in V. M. Bekhterev's sense) psychology.

But, "constitutionally" and as a result of some 20 years of experimental research in the Laboratory of Physiological Hygiene, University of Minnesota, in the 1940s and 1950s, I am a writer of articles, not of books, and and I am getting anxious to immerse myself again in a variety of smaller tasks. With the "symphonies" — the larger works — completed, I am ready to return, in earnest, to the unfinished „sonatas" and "sonatinas", principally in the area of the history of psychology. For better or worse, the project on New Goals for the Humankind will keep me from losing sight of the larger, global, real-life issues.



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lombia: Desarrollo histórico, 1973. Contemp. Psychol., 1975, 20, 147–148.

85. (with Mary Flesher & Ramón León) Review of A. L. Merani, Historia Crítica de la Psicología (A Critical History of Psychology: From the Greek Antiquity to the Present). Amer. J. Psychol., 1980, 93, 167–173.

96. Wundt in América: Enfoque cuantitativo (Wilhelm Wundt in America: A quantitative approach). Rev. Hist. Psicol. (Valencia), 1981, 2, 57–68.

97. Review of H. Carpintero and J. M. Peiró (eds.), Psicología Contemporánea: Teoría y Método para el Estudio de su Literatura Científica (Contemporary Psychology: Theory and Method of Bibliometric Analysis). Contemp. Psychol., 1982, 27, 323.

98. (with Ramón León) La contribución de Robert I. Watson a la historia de la psicología como especialidad (R. I. Watson's contribution to the history of psychology as a specialty). Rev. Latinoamer. Psicol., 1983, 15 (in press).

99. Behavioral impact of severe food deficits, with special reference to value-guided (axiological) behavior. In Actas, 1982/1983, Nuevas Metas para la Humanidad. FUNDES. Madrid, 1983 (in preparation).

#### IV. DRÁŽĎANSKÉ SYMPOZIUM PSYCHOLOGIE PRÁCE A INŽENÝRSKÉ PSYCHOLOGIE

Ve dnech 14.–16. 9. 1982 se uskutečnilo již tradiční setkání na drážďanské Technické univerzitě, které organizovala sekce psychologie (ved. prof. dr. W. Hacker) ve spolupráci s Psychologickou společností NDR. Jednání, jehož se zúčastnilo okolo 250 odborníků, především z NDR a socialistických zemí i některých západoevropských zemí, bylo tentokrát zaměřeno na téma „Psychologie a technicko-organizační rozvoj“. Symposium bylo věnováno památce prof. dr. W. Blumenfelda (1882–1967), který byl v čele Psychotechnického ústavu TU až do nástupu nacismu v roce 1935. Poté odešel do Peru, kde pokračoval ve své práci jako ředitel Psychologického ústavu univerzity.

Zahajovací referát symposia měl státní tajemník pro práci a mzdy při Radě ministrů NDR, který v obsírném příspěvku poukázal na pozitivní přínosy psychologických disciplín při realizaci nových