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SUMMARY

A Note from the Editor

President's Corner

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Diversity in Psychology

This Newsletter is dedicated to diversity in Psychology. Recently a research project on gender studies was carried out in Colombia (Cudina, et al., 2021). For this purpose, Cudina conducted an analysis from a socio-bibliometric perspective (the corpus of analysis was 1328 indexed in Scopus).



This study finds that a significant percentage of "gender studies in Colombia" address:

- Processes of indigenous women's claims.
- Human rights and democracy around the LGBTI population.

Those studies are articulated with processes and dynamics of emancipatory collective action and are the result of agreements between academics with collectives, organizations, and social movements. It is worth saying that "emancipation" represents a social process generated by forces that resist and enter into tension with a system of oppressive logics (Nash, 2006).

One of the conclusions of this research (Cudina, et al., 2021) is that gender studies in Colombia have demarcated an important link between political scenarios and academic spaces. This has led to the crystallization of a specialized field of production, by virtue of the social and transformative commitment of all the actors involved.

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Julio César Ossa Ph. D.
Editor in chief

Dear colleague,



It is a pleasure to send you this issue of the Division 18 Newsletter (History of Applied Psychology) which is dedicated to the diversity in psychology. Diversity is a subject related to the history of psychology itself because our discipline recognizes the heterogeneity or plurality of the psychological experience or subjectivity of individual or collective behavior. Many studies and approaches bring out factors such as age, gender, socioeconomic status, sexual orientation, ethnic group, cultural identity, physical conditions, and psychosocial roles to determine that diversity.

Psychology is a discipline that has emerged and consolidated from diversity which makes possible the study of behaviour of an individual or groups of people in their plurality and singularity. Historically, this epistemological diversity of psychology has been elaborated from different schools and methodological approaches that began since its separation from philosophy. Many authors have come up with their ideas and approaches to build psychology as a discipline and profession which is characterized by plurality. Wilhelm Wundt, John Watson, Oswald Külpe, Sigmund Freud, Edward Titchener, Ivan Pavlov, Jean Piaget, Alfred Binet, Carl Jung, Gustav Fechner are some of the pioneers who contributed to psychology as science which object of study is centred on the observable behaviour, on mental activities or conscious processes and on neurophysiological processes. Today, it has become a science that features many paradigms, methods, and theories or approaches. The identity of psychology lies in the combination of diversity of its approaches and at the same time to its unity as a discipline.

Through its history, psychology has grown stronger as a diverse discipline spanning multiple branches such as work and organizational psychology, psychological assessment and evaluation, societal development, environmental psychology, educational and school psychology, clinical psychology, gerontology, economic psychology, law and psychology, political psychology, sport psychology, traffic psychology, cognitive psychology, counselling psychology, etc. This diversity of fields of study, research and contributions should be considered as richness of psychology as a discipline. It represents the real trend of plurality and of convergence, and its uniqueness as a science. It is an area of study that respects and recognizes diversity as a bountifulness that highlights the common goal of psychology.

In this context, this Newsletter presents some relevant contributions on diversity. Dr. Jacy Corrêa Curado and Dr. Ana Maria Jacó-Vilela present the emergence of gender studies in Brazilian psychology, highlighting its influence on theorizations and methodologies in the recent history of psychology in the framework of Brazil.

On his side, Dr. Robert Morgan presents the experience of two pioneers (Robert Green and Martin King) who have struggled to achieve the respect for diversity. They taught us that the change of attitudes is an important drive to achieve a community where the diversity is key factor in order to build a peaceful, prosperous and harmonious society.

Dr. Fernando Cárdenas invites us to pay tribute to Alfredo Ardila (1946-2021) who let us with great pain for his loss. Prof. Ardila has made several contributions and great academic achievements in different fields of psychology. His legacy includes also his interests on social issues such poverty, social inequality, human rights, decent health and education conditions and mental problems. He will always remain in our hearts.

We profit this opportunity to invite all of you to look for and then send us information and news related to those historical issues related to psychology from your country or region. You might also suggest new topics for the coming issues. Our newsletter tries to be our common work, and an important piece for our common memory.

Very cordially

Richard Mababu Ph. D
President Elect Division 18 IAAP

The Emergence of Gender Studies in Brazilian Psychology



Jacy Corrêa Curado Ph. D
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This text presents the research “A história dos estudos de gênero na psicologia: aproximações e distanciamentos” (“The history of gender studies in psychology: proximities and distances”, 1980-2016), carried out at the Clio-Psyché Laboratory of the State University of Rio de Janeiro (UERJ). The objective of the research is to study the emergence of the concept of gender in Brazilian Psychology and its influence on theorizations and methodologies in its recent history (Curado & Jacó-Vilela, 2021).

We understand that gender is a disputed concept, marked by thematic, theoretical, and methodological heterogeneities. Many contributions and transformations have occurred from the insertion of the gender perspective in several disciplinary fields such as anthropology, economy, philosophy, history (Saffioti, 2015; Hirata, 2009; Soihet & Pedro, 2007; Heilborn, 2004), which lead us to ask: What about the field of psychology? What is the importance of gender studies in psychology? Which gender themes and problems are prioritized in this debate? Does the insertion of the gender perspective change the way of doing psychology in Brazil?

In Brazil, the emergence of the concept of gender occurred in the mid-1980s – not only in academia, but especially in social movements of women and feminists, amidst the struggle for social and political rights during the drafting of the Federal Constitution of 1988. Until the elaboration of what became known as the “Citizen Constitution”, the gender perspective was not heard, read or discussed, and the issue was debated under the scope of the concept of women's subordination in a patriarchal capitalist society.

There is no consensus on the notion of gender, still considered as a political concept in dispute, infinitely in struggle, a perpetual place for political contestation, as stated by Scott (2012). And she is the author of the main notion that we adopt in this research, understanding gender as “a constitutive element of social relationships based on perceived differences between the sexes”, and “a primary way of signifying relationships of power” (Scott, 1995, p. 86). This implies the rejection of biologicism and essentialism normally expressed as sex or sexual difference.

The intra and intergender difference and diversity – which has become a great epistemological question – is expressed not only in the production of knowledge, but also in practices and strategies of political action – that is, considering the implications of the axes of social class, race, ethnicity, and culture that permeate gender relations. Therefore, the importance of this approach lies in the possibility of understanding the multiplicity in gender constitution.

We highlight the recent uses of gender in Butler's work (2003), which extends the discursive limits of this concept, presenting the notion of performativity to problematize sex/gender identities, with a powerful criticism of the requirement to build a subject of feminism that excludes those who do not conform to the binary order of a compulsory heterosexuality.

THE METHODOLOGICAL DESIGN OF GENDER STUDIES RESEARCH IN PSYCHOLOGY JOURNALS

In line with the critiques of gender identity formations and nominations, the concept of cisgenderism was introduced by transfeminist activists “as a neologism for naming normative matrices and regulatory ideals related to the compulsory designations of gender identities” (Matos & Cidades, 2016, p. 133), which has become a political proposal to the right of self-attribution of identity. This concept also denotes a denunciation of a supposed “normal gender identity” as opposed to a transsexuality constructed as deviation and pathology.

IN THE WAVES OF FEMINISMS

We consider it important to use the historical marker of waves, periods and stages of feminism to contextualize the emergence of the concept of gender and its development. The first wave is considered to take place in the mid-19th century, extending until the 1960s, and may be represented by the suffrage movement that claims the right to vote, i.e., the civil rights (Carneiro, 2015, p. 245).

The second wave is characterized by the fight against female oppression in various areas: at work, in the family and in politics. It is the wave of social rights, for equality and occupation of central spaces in the public world, and comprises the sexual revolution, from the advent of the contraceptive pill, and the combat of violence against women. Criticism of ethnocentrism, anti-colonialist struggles and black feminism emerge in this wave (Nogueira, 2017; Carneiro, 2015). It is at this stage that the main legal frameworks are signed and that public policy mechanisms for women are created in Brazil.

Post-structuralist and post-modern critiques directed at essentialist rationalism and at the categories of gender and subjectivity of the hegemonic feminism of the time point to what we call the third wave of feminism (Nogueira, 2017). Transfeminist positions between the late 1990s and early 2000s also characterize the third wave, revealing new ways to expand gender studies. In this approach, new concepts are created and the cisgenderism emerges as a criticism of the political system based on the cisnormativity and compulsory cisgenderism.

The methodological design adopted is historical research carried out through a survey in the Scientific Electronic Library Online (SciELO) database of Brazilian psychology journals available online. SciELO was chosen because it was created 15 years ago and has a great indexing capacity, being considered reliable, safe and practical enough for the purposes of this research.

The first stage of the survey searched the descriptor “gender” in Brazilian psychology journals, in the period between 1980 and 2016. The search results provided 483 articles distributed in 12 journals. Utilizing inclusion and exclusion criteria such as: regional and editorial diversity, journal’s seniority, Qualis score (Capes), journal’s representativeness and virtual availability; we chose three national journals to be analyzed. In these three journals we found 153 articles, distributed as follows: 70 from *Psicologia e Sociedade* (Psychology and Society), the *Journal of the Associação Brasileira de Psicologia Social* (Brazilian Association of Social Psychology); 46 from *Psicologia, Ciência e Profissão* (Psychology, Science and Profession), the *Journal of the Conselho Federal de Psicologia* (Federal Council of Psychology), and 37 from the *Journal Estudos de Psicologia* (Studies of Psychology), edited by the Department of Psychology of the Federal University of Rio Grande do Norte. For classification purposes, we created 15 thematic categories expressing the keywords.

Of the 15 thematic categories built from keywords of the 153 articles, five stood out: 23 (15%) referred to health; 22 (14.3%) to sexuality; 21 (13.7%) to violence (domestic, against women); 19 (12.4%) to the question of work; and, finally, 15 (9.8%) to education. This demonstrates that psychology, when discussing gender, does so through thematic discussions of traditional fields of knowledge—such as health, education and work, typical of the second wave of feminism. The 15 categories are shown in Figure 1.

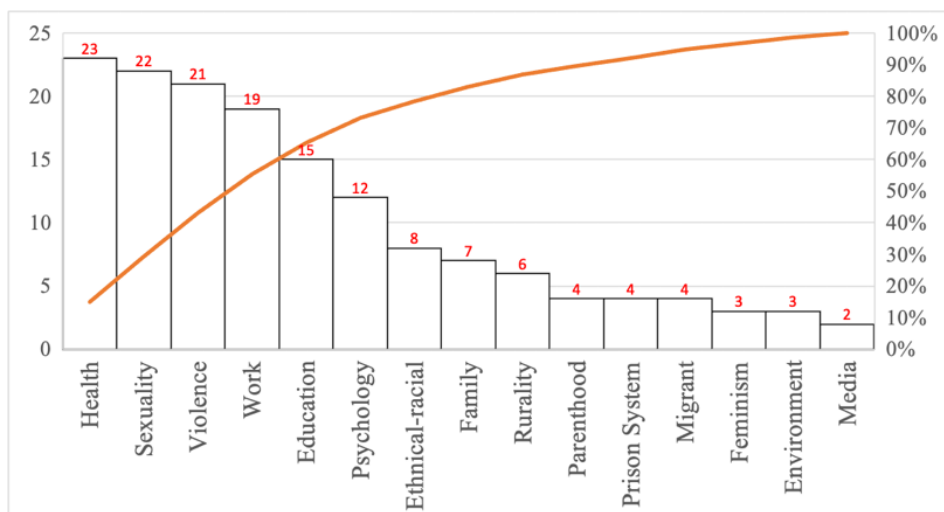


Figure 1. Number of articles by thematic categories derived from keywords.

Of the 402 authors who have published on gender and psychology in the studied journals, 289 (71.8%) are women and 113 (28.01%) are men. This data points to the restricted form of identification of the sex/gender system available in the journal databases. When we use only the name of the authors as a form of gender identification, we are legitimizing the biological sex and the female and male dichotomy as the only identity possibilities, which prevents the recognition of authorship of other genders, relegating them to anonymity.

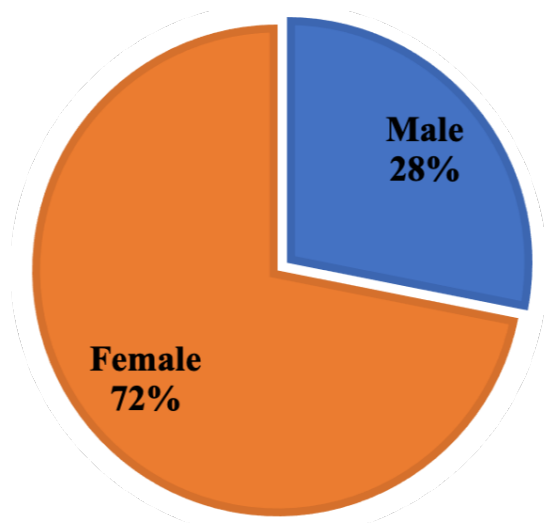


Figure 2. Sex of the authors who published in the 153 articles researched

Among the 10 authors who publish the most, six are male and four are female. This indicates that, even with women making up 72% of the total number of authors surveyed and composing 89% of the profession of psychologist (Federal Council of Psychology, 2018), when a gender analysis is performed among those who publish most, asymmetry and inequality are observed.

From the ranking of the 195 institutions of authors who publish on gender and psychology, the Federal University of Santa Catarina (UFSC) presented 18 articles; the University of Brasilia (UnB), 16 articles and the University of Sao Paulo (USP), 11 articles. Among the ten institutions that publish the most, public universities are the majority: seven are federal universities, two are state universities and one is an international university.

Based on the classification of waves of feminism, we chose 12 articles grouped in the feminism and psychology categories because we understand they could give us greater possibility to analyze the theoretical-methodological questions proposed by the research objectives.

Three articles of the Journal Estudos em Psicologia present a theoretical-methodological diversity that points to the various aspects with which gender studies can impact Psychology, the first having the objective of bringing new methodological challenges to the

discipline, the second of introducing gender schemes into psychological inventories and, finally, of discussing gender composition of the category and professional career of psychology.

In the journal *Psicologia e Sociedade*, the five articles in the categories of feminism and psychology deal with feminisms, politics, memories, and tributes. Of the four articles in the journal *Psicologia: Ciência e Profissão*, two deal with profiles of psychologists, another is about training in psychology and problematizations regarding new gender configurations, and the other about gender and sexuality approaches in psychology proposing to review concepts and rethink practices.

FINAL CONSIDERATIONS

From what was described and analyzed above, quantitatively and qualitatively, we can infer the following conclusions:

a) women are the majority of those who publish in the area of gender, but they are not among those who publish most.

b) among the institutions of the authors, the largest number of publications is found in public universities; c) the debate on gender in Psychology occurs through thematic discussion of traditional fields of knowledge such as health, education, work and violence, which would characterize the second wave of feminism.

c) the identity discussions of sexuality and gender that address the third-wave gender theorizations, such as queer theory, transsexuality, cisgenderism, trans-feminism, intersexuality, masculinities, etc., are scarce and very recent.

d) some articles point to epistemological criticisms of psychology, questioning the descriptive use of gender, the objectivity of knowledge, the universality of the subject and the difficulties of leaving the androcentric, ethnocentric, classist and heterosexist place that characterizes the production of knowledge in the field.

The presented scenario of the relationship between gender and psychology studies points out, therefore, that, despite the expressive number of publications and authors who are publishing about gender in the field of psychology, we cannot consider that they are significantly changing the theories and methods of the main psychosocial approaches to psychology. In view of these considerations, we propose greater awareness so that spaces for discussion of the relations between gender and psychology are expanded and become more than a way of doing engendering psychology, but also of resisting the invisibilities that are still so persistent in our field of knowledge.

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Two Pioneers



Robert Morgan
Morgan Foundation Publishers, Albuquerque, New Mexico, US

DR. ROBERT LEE GREEN

Understanding our key past events requires providing more attention to these two courageous pioneers, one far too unknown and the other celebrated now as a National Holiday in their own country. Maybe today's world is the best time to remember what they contributed then.



Dr. Robert Lee Green

Who led the visit to the Union of South Africa that sparked the economic boycott that ultimately ended Apartheid and freed Nelson Mandela to begin Reconciliation?

Who co-wrote with Martin Luther King Jr. the speech to the American Psychological Association that reshaped modern Community Psychology?

Who was the only full time psychologist working with Dr. King, and so closely that he was one of the six bearers of Dr. King's coffin?

Who was the African American psychologist who planted the American flag on Jeff Davis's Confederate monument?

Who was the African American psychologist from Detroit to stage a sit-in protest against a barber shop owned by people with black skin who would only cut the hair of people with white skin?

When an entire county in Virginia closed its schools for 4fouryears to avoid desegregation, who took on the research to follow these thousands of children, re-open the schools, identify critical periods for learning, and develop an empirical basis for seeing measured intelligence as environmentally dependent?

Is this the same psychologist who helped found and develop Head Start along with Follow Through in the US (and Newstart in Canada) as well as modern schools of urban studies or special education or desegregation institutes?

Yes, and his name is Dr. Robert Lee Green, now a retired President of the University of the District of Columbia, author and professional speaker. Today living in retirement with his wife Lettie, children grown and away.

I met Dr. Green on the Human Relations Committee of the city of East Lansing, Michigan. He had recently graduated from Michigan State University with a doctoral degree in Special Education and had been hired as a young Assistant Professor. When he attempted to buy a home there for his young family, he was told that the realtors had a written prohibition against selling property in their city to anybody of Dr. Green's race. As usual, Bob did not accept this: whenever faced with the alternatives of bad and worse, he always generated a third choice.

He went with me directly to the university president. Now this president, John Hannah, had been appointed by President Eisenhower as National Chair of the United States Human Relations Commission. He did not want an embarrassment in his own back yard. President John Hannah's academic background was essentially a B.A. in Poultry Science enhanced by marriage to the prior university president's daughter. He also had many high level friends in the national Republican Party.

In record time he had substantial funds rolling in from other countries, international students, parents, governing families, and corporations developing resources for the growing war in Vietnam. Hearing of Green's housing dilemma, Hannah called the Chair of the MSU Speech department (who was also the Mayor of East Lansing). The university president ordered him to put a Human Relations Committee together to look into Dr. Green's situation. Not to resolve it exactly, but definitely to consider it carefully, or at least publicly. While this phone call was being held, I noted a huge painting on President Hannah's wall depicting slaves picking cotton.

In any case, the Commission was formed. Besides Bob there were 8 other members, 7 of which were friendly to the realtors. The last and ninth seat was held open for a student at Michigan State University: that was me. I earned this seat because I was the only volunteer from MSU's 30,000 students – not a selection particularly based on merit. As the press-covered public monthly meetings progressed in City Council seats, the other Commission members agreed that Bob had been treated unfairly. Yet they argued for change by persuasion instead of a new law.

They stated that we needed to create positive community change by changing attitude rather than behavior. A classic argument resolved usually by existential context or "it depends". In this clear case of injustice, attitude change alone as a first approach of course did not work. It took Green and me half a year to get them to (barely by a vote of 5 to 4) move to behavioral change, let attitude follow, and to ask the City to pass a law ending racial discrimination in East Lansing. How we did this is another story but it borrowed heavily on the work of a Social Psychologist, Solomon Ash.

Dr. Green took me under his wing and allowed me to bootleg an unofficial second pre- and post-doctoral internship with him that involved special education, innovative federal poverty programs, and assisting Dr. King in the last four years of King's young life. Green's work on the vulnerability of measured children's intelligence made him famous, leading to changes in educational patterns in the USA and in Bermuda among other places. His Prince Edward County, Virginia, project included the organization of Martin Luther King Jr. who took Dr. Green on as his key Director of Citizen Education. Responsibilities included Adult Literacy programs in Chicago, Desegregation Institutes across the country, and innovative educational methods in and out of government throughout the world (Green et al 1964-1969, 2015; Morgan 1969; 2012; 2018).

It was Robert Lee Green who went to the apartheid Union of South Africa with Arthur Ashe and other African-American celebrities to see for themselves what actually was being done there.

Mandela was in jail and the press was censored. Green, Ashe, and the others received intense criticism from both left and right political figures for what they charged seemed implicit support of a rogue apartheid regime. But just as Mandela had been doing from his cell, Green was studying the opponent, knowing that information-based decisions were more effective. It was Green that noted that the apartheid regime would fail without the continued economic support of some very visible western corporations. Not that these corporations responded immediately or willingly, but a broad-based economic sanctions campaign was launched to withdraw university and union retirement funds from any corporation doing business with South Africa's regime. Eventually this worked, along with a growing (and music-influenced) rebellion by the mistreated South African majority in-country. With economic sanctions, racial rebellion, and a fear of a bloodbath, only Mandela and his Reconciliation plans held hope to the white leadership for a non-violent transition. Mandela was released and history tells the rest of his successful story.

Dr. Green now consults internationally here and there, but he chides me for assuming he's "still only 35 years old". He no longer looks like a young Denzel Washington. He looks like an older Denzel Washington (smile).

Psychologist Green remains largely unknown to the public. Well, not well known enough. If only more people knew of the national and international legacy of his lifelong applied decades of contribution to assessment, community psychology, the organization of Black Psychologists in the American Psychological Association, special education, urban psychology, and the career launching of younger psychologists like myself.

Well, with great good fortune, I know him.

And now you know him too.

DR. MARTIN LUTHER KING JR.



Dr. Martin Luther King Jr.

September, 1967. Martin Luther King Jr., was only 38-years-old but already president of the Southern Christian Leadership Conference, and winner of the Nobel Peace Prize when he stepped to the microphone, not something he really needed, at the American Psychological Association (APA) Annual Convention in

Washington, D.C. Robert Lee Green and I collaborated in the development of this speech, suggesting some paragraphs, a few of which he approved. I learned later that Ambassador Andrew Young had said that he contributed separate input as well. When addressing a specific professional group, Dr. King always wanted to review what this group was all about, their issues and goals, so he could build an informed speech around core ideas that were entirely his own.

Dr. King never needed a ghost writer. Or a teleprompter. He was always on top of delivering his own speech, his own principles, and his own powerful delivery. Bostonian and calm at first; louder, faster tempo, and more emphatic in the middle; with powerful impact for the close. The few sentences we suggested seemed reasonable but kind of mundane. To listen to what he ultimately delivered was hearing a script brought to life from this great orator. The speech was moving, persuasive. Even to an auditorium full of psychologists. A re-reading of his powerful address today captures the urgent tone of the 60s, as he cajoled the nation's social scientists to 'tell it like it is', to invite them to join a crucial and just cause. In fact, to APA's membership, whom he addressed as 'concerned friends of good will,' his plea for help in changing a society 'poisoned to its soul by racism,' seems now much more poignant in light of the tragedy of his death that struck only seven months later.

My minor portion and Green's went to him through a meeting Robert Green had with King. I was honored to see if anything we suggested had met with King's approval, and fit his message for that day. What a lifetime gift to contribute any part of this.

The full text of his speech is found at the end of this chapter. The words he spoke that Sept. 1, as the convention's Invited Distinguished Address, were reprinted in the Journal of Social Issues (Vol. 24, No. 1, 1968). . When you read it, please use your auditory imagination to hear him speak it. And if you can, see him on that stage in this everlasting live statue in time.

While the speech was in galley proofs, the shocking and numbing news of his assassination was released.

ANOTHER TIME STATUE

It was 1964 in Atlanta, Georgia. Thanks to Robert Lee Green, it was time for my first visit to the main office of Martin Luther King Jr. At age 23, still a graduate student, I anticipated meeting this older man in his late thirties.

Now I was just outside his Southern Christian Leadership Conference (SCLC) office entrance.

From the street I could see, just beyond the front door, was a woman at her reception desk. She was white.

This I learned later meant racists were far less likely to shoot into the office as, at that time, such women were held in some esteem by gun loopy white supremacists. Some. Maybe. Also from the street, I could see another office just past her on the side, still very visible. That was where Dr. King worked, where I would be with him shortly.

Once inside, the receptionist told me that the other SCLC leadership and staff had offices not in any direct line from the front door or street. The layout was "L" shaped with the receptionist and Dr. King in the smaller leg of that "L", the only ones in line from any bullets fired from passing cars. The rest were housed in the more secure larger leg of the "L". Not that they stayed there for long.

I wondered what kind of human family member, clearly lacking conscience or sense, would shoot into an office building in downtown metropolitan Atlanta and still expect to have no consequences. Maybe dimwit ones who might do a drive-by shooting from a bus?

Well, we are all cousins in a much closer DNA family than people thought. Can't say I like them all. Like the two in the elevator that other time in Atlanta.

THE ELEVATOR

Green and I were on our way to a special SCLC Conference in Atlanta. The elevator was our last stop on the way to the Dinkler Hotel Conference Ballroom. When we got on, two white men were already there. Both wore suits, as did we. The elevator door closed and began a slow ascent. They checked out the large SCLC Conference name tags we wore on our jackets. Sneered.

Well, not going to our conference.

One, the big one, just glared. He shifted to stand up very straight which most men do just before they fight. The smaller one smiled but managed to make it hostile. Turning to me, ignoring Robert Green, he said: "We live here in Georgia. We BELONG here. Now, where are YOU from?"

Answering directly: "Hawaii."

Him, sneer widened: "Ha-why-yeee?"

I said "Well, if you can't pronounce it right, they won't let you come there. It's Hawaii" *

This annoyed him.

"Why would I want to go there anyhow?"

*Note: It is said that a tourist couple newly arrived in this 50th state, approached an oldtimer resident sitting in his chair enjoying the ocean view. They asked him "Do we say 'Hawaii' or should we call it 'Havaii'?" The oldtimer smiled and said "Hayaii". They thanked him. He responded "You are welcome."

I looked to Bob Green who seemed on full alert. Bob wanted no racial incident here to reflect badly on the nonviolent participants of the SCLC Conference. He nodded at me, meaning ‘Okay for you to take care of this.’ Now Robert Lee Green, fit and feisty, had plenty of his own courage. He grew up in Detroit, drove a cab in San Francisco (where his fraternity brother Willie Brown became eventual Mayor following years of spectacular success as Speaker of the California Legislature). He was an adept at standing up to authority. I saw him once intimidate the legendary university football coach Duffy Daugherty for Duffy’s disrespectful treatment of Black football players.

That was in Michigan, the North. Here we were in 1960s Georgia, the South, safe home for even more white privilege. Bob was very protective of his joint mission with Martin Luther King Jr. No distracting incidents.

A San Francisco gay client of mine once advised me that his favorite way of dealing with narcissistic hate group citizens was to identify them as a member of the group they hated.

Still time to play. Two of us and only two of them. I gave it a try.

“Check with your wife. She’d give her left anything to have you take her to Hawaii.”

“Well, you are sure wrong there, kid. I don’t have a wife.”

“Not surprised. Sorry, ask your husband then.” I nodded toward the other quiet local, the one still glaring.

The speaking local, no longer sneering, seemed confused. I knew he and his friend would figure it out eventually in a time-release way.

The elevator door opened at our floor.

No time to have fun telling them erroneously that they would be unlikely to pass the IQ test required to enter Honolulu. No need to have fun telling them that my job was to make sure that the pro-boxer I had with me didn’t fight when no pay was involved. And it didn’t occur to me to end our conversation with that friendly Southern mocking “Well, BLESS your hearts.” Their tiny little hearts. We walked out the elevator door. It shut behind us. We moved on in peace, Bob Green laughing.

IN HIS OFFICE

Dr. King was ready to see me.

I entered his office. Stepping from behind the desk, he shook my hand. His large hand enveloped mine like a glove, reflecting the welcome in his voice.

I was a head taller at 6’4” than the older man but he

seemed much larger, seeming to fill the room. Green had told me of King’s athleticism. I could see for myself that he was solidly built and, in his thirties, at his prime. All the more remarkable that he was truly nonviolent.

Most others around him bought into nonviolence as a strategy to achieve equity and justice. Not King. He lived it. I thought of him in later years where the best martial artists shunned fighting anywhere outside exhibitions.

We sat in comfortable chairs and spoke together for an hour.

In that time, outside the content of our conversation, I noticed that he effortlessly sat like a King, deserving his last name.

There began my four-year study of his regal posture, nonverbal leadership confidence, speaking tone shifts, and fully focused attention on whoever he was spending time with. What was it about this man, our human family cousin, to endear him so completely to those of us whose path he crossed? Existentialists might say it was his clear righteous purpose in life, a primary mission he was willing to die for. And did.

Coming from Buffalo, I grew up with an excessive disdain for celebrity. Even earned celebrity. I had also as a child lived across from a very lively Black church, amazingly beautiful in its own powerful way (the music!) but run by a Black minister who was also the local slum lord exploiting families fresh up from the South. I at that time shared my father’s distrust for clergy of all races. Yet here I was in the presence of our most celebrated clergyman. He was the real thing, genuine, driven. I trusted him instantly.

With no tact whatsoever, I asked him what he thought of Robert Williams, a Black veteran whose gun club with other Black veterans was achieving initial success at desegregating parts of the South. Williams had a perspective that was the antithesis of Dr. King’s. Williams threatened retaliation for injustice, freedom by strength. Wasn’t this more congruent with the American spirit than the Asian Indian nonviolent approach of Gandhi?

King was patient and gracious in his response, explaining nonviolence as though I had just recently discovered it and could use some tutoring. In fact, I did. What a fine teacher.

(The success of Williams ended when Freedom Riders came through, bringing after them cowardly white racists who expected no pushback from nonviolent people. They fired into residential homes randomly. To their surprise, Black veteran gun club members fired back. The battles ended with Williams a federal fugitive fleeing the country, labeled a dangerous “paranoid schizophrenic” by a local Sheriff.)

We spoke about our families. He was truly energized by this.

I asked him about the SCLC stress tests. For example, if they were to get to the airport in an hour in order to catch a plane, they would leave half an hour late and do their best. At least once a plane had stopped in mid-runway to let King and the reverends on.

He laughed and said it wasn't so much of a test as it was his spontaneous repetitive oversight. But, on reflection, he could see that it was good preparation for handling crises. Of which there was no shortage.

King's resume or CV was only a few pages long but ended with a paragraph, very important to him, about his wife and children. Right after the listing of the Nobel Peace Prize.

Toward the end he spoke about my working at SCLC, even part-time as I was, assisting Dr. Green. He said he never made an important organizational decision without first listening carefully to each of his staff. Each one was heard out. Once that was done, he would consider fully everything that had been said. In the end though, much as King deserved his name, the decision would be his alone. The deciding factor would not be a majority vote or the persuasion of friends. It would be "the right thing to do".

This was exemplified by the discussion around whether he should go beyond his desegregation efforts, of which he had the full support of President Johnson, to move forward on economic justice or equity.

Even more controversial was the choice to oppose the war in Vietnam, an intrusion into a Civil War involving the invasion of another country with consequences of the deaths of thousands of young Americans. Yet, that would lose President Johnson's support completely, also magnifying the right-wing hatred for King already led by J. Edgar Hoover's FBI. Consequences could be deadly.

Almost all staff advised against these initiatives, especially the Vietnam one. Robert Lee Green was an exception, supporting this antiwar direction. (I wasn't at this meeting but through Bob I was agreed.) Very few others did. King reflected quietly. Silence. Then he announced that he would do the right thing. They moved ahead on all these initiatives.

In Michigan, the desegregation marches had not been molested. The police kept order and did their jobs. Years later, the anti-war in Viet Nam marches had a different reaction. Police clubs came out, protester arrests in great numbers, public support was highly divided. By 1968, Dr. King had been murdered. He died doing the right thing.

Once my 1964 conversational hour with Dr. King

was over, I met with Green and went to work. Program evaluation, desegregation institutes, an Adult Literacy program in Chicago, suggestions for speeches, whatever could be contributed.

This while and after finishing my doctorate in Michigan, an internship at Hawaii State Hospital, globetrotting consultations or site visits for government programs with Robert Green, and a young family of five to support. It was a very full and very enriched four years.

Never again did I get a one-on-one with Dr. King before the four years and his life ran out.

We both had been very busy, particularly him. Bob Green was a great observer though, always keeping me informed, involved, aware.

Dr. King's verbal and nonverbal leadership never let up. His was the first "Rainbow Coalition", insisting on a place for all races in his staff and in the movement. I studied his command of a room, confidence in his goals and in all of us. On stage in a panel or on TV, he sat alert and focused. Should a staffer have an urgent message for him, he would keep looking forward, tilt his head slightly so the staffer could whisper the message in his ear without his shifting focus from forward. Regal. Effective.

Positive Psychology challenges clinicians to define the opposite of all those diagnostic categories. What can be at the other end of the human potential spectrum? What would a totally healthy person, mentally and physically, be like?

Probably somebody athletic, compassionate, loving, eloquent, with a great sense of humor, a generous spirit, decisive, inclusive, definitely a higher primary purpose for living as a reason for gladly beginning each day as a gift.

Who always jumps to my mind is Dr. Martin Luther King Jr.

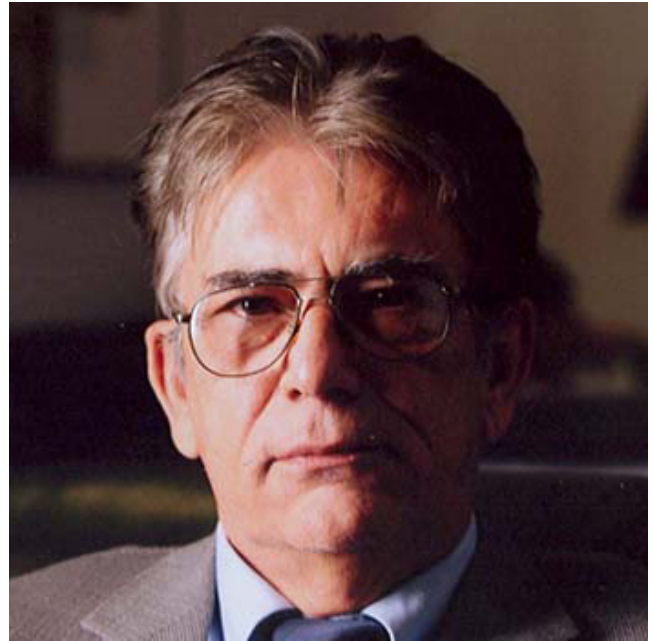
And yes, definitely, Dr. Robert Lee Green as well.

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ALFREDO ARDILA (1946-2021)



By Fernando Cárdenas, Ph. D
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Death always hurts us, but each one comes with a different pain. The loss of one of the most prominent figures in the field of Neuropsychology worldwide, which occurred on January 9, 2021, leaves us with a bitter taste, a deep reflection on our helplessness in the face of death, but also leaves us with a sense of what is a well-lived life, full of successes and achievements, both academically and personally, a life that inspires us and fills us with reasons to go on.

Alfredo Ardila, born on September 4, 1946, in Ocaña, Colombia, will be remembered as one of the most influential Colombian psychologists in the field of Neuropsychology and Experimental Psychology. A man of family, strong feelings and deep friendships - in the words of one of his greatest friends, Dr. Luis Flórez Alarcón, whom he knew since 1979. Many people will remember Alfredo Ardila as an excellent teacher, as a restless scientist and a very talented researcher, some others will also remember him as an eloquent social analyst, as a teacher and as a guide. Some of us will also remember him as a life inspiration. But we will definitely all remember him as an excellent human being.

Alfredo Ardila obtained his psychology degree from the National University of Colombia (1969) and his Ph.D. degree from the Lomonosov Moscow State University (1976), being one of the last disciples of Alexander Romanovich Luria and the only foreign student to do a Ph.D. under his mentorship.

His reflective vision on scientific development and on the need for research as the fuel for the development of every nation was the hallmark of his speech and always motivated his academic life, leading him to establish strong ties with many relevant academic research groups in several countries, among which Mexico stands out. From these diverse collaborations emerged many of his almost 550 articles published or in press (with almost 25,000 citations accumulated to date, H=82), many of his nearly 50 written or edited books, as well as seven neuropsychological evaluation batteries.

One of the most outstanding aspects of his career is the fact that his life and work motivated many students who, over time, created academic networks and shaped a whole school of training in the field. He was always a pioneer in his field, even from the very beginning of his teaching career, when in 1971, as a professor of Psychology at the Javeriana University in Bogota, he designed and created, together with another of his great and permanent friends and colleagues, Dr. Carlos Moreno (who sadly passed away two months before his death), the first chair of Psychophysiology that was taught in Colombia.

Among his contributions to the consolidation of Neuropsychology in his native Colombia, his fundamental participation as a professor and clinician in many universities and institutions should be

mentioned. It is worth mentioning his role as chair of the Psychology program at the National University of Colombia (1976-1978), professor of Clinical Neuropsychology at the Catholic University of Colombia (1976-1978), professor of Neuropsychology in the Department of Psychology at the University of the Andes (1981-1987) and chair of the Department of Neuropsychology at the Neurological Institute of Colombia (1980-1987), his role as coordinator of the area of Neuropsychology at the Konrad Lorenz University (1990-1992), his crucial participation in the creation of the first master's degree in Neuropsychology in the country at the University of San Buenaventura in Medellin (1993) and his permanent function, since 1999, as founding editor of the journal *Neuropsychology, Neuropsychiatry and Neurosciences*.

Many of his most relevant contributions were made from the USA, where he lived since 1993 and where he initially worked in the clinical area at Memorial Regional Hospital, also serving as an advisor to the Miami Public Defender's Office, performing neuropsychological evaluations in a forensic environment and as a professor at the Miami Institute of Psychology. Since 2002 he worked for Florida International University, in the Department of Communication Sciences and Disorders, where, in his own words "I met some excellent colleagues, and found the two most essential elements I needed to accomplish the projects that I wanted: time and support" (Ardila, 2016).

Throughout this successful career, he was always at the side of his wife, Dr. Monica Rosselli, his life and research partner, with whom he published almost 200 articles, monographs, books and book chapters. Dr. Rosselli, a restless researcher – they would not have been able to maintain this close scientific collaboration for so many years otherwise – was always his constant colleague in dialogue and partner in reflection and theoretical creation. From this fruitful collaboration emerged many works of great relevance in the field such as, for example, one of the books that has been an obligatory reference for anyone who starts in the field of Neuropsychology and in particular Clinical Neuropsychology: the text *Clinical Neuropsychology*, initially produced in 1992 and with a second edition in 2019 (Ardila & Rosselli, 1992; Ardila & Rosselli, 2019). Equally important and with very deep impact in the academic

community are some of the articles resulting from this joint work on such relevant topics as the effects of education on normal aging (Ardila, Ostrosky-Solis, Rosselli & Gomez, 2000), the effect of parental educational level on the development of executive functions in the child (Ardila, Rosselli, Matute & Guajardo, 2005) or on nonverbal neuropsychological measures (Rosselli & Ardila, 2003), to name just a few.

Alfredo Ardila's work represented a clear advance in the study and understanding of aphasia and other neuropsychological syndromes, which earned him a position of great international prestige. Within his production in various fields, he himself made a list of what he considered his most representative works in each of the areas in which he did research. Within this list (Ardila, 2016) he included, his work on brain asymmetries (Bernal & Ardila, 2014), aphasias, alexias and agraphias (Ardila, 2004; Ardila, 2010; Ardila & Rosselli, 2014), aging and dementia (Ardila, 2007), child neuropsychology (Ardila, Matute & Rosselli, 2005), neuropsychology of criminality - work done with another of his colleagues and lifelong friend, Dr. Feggy Ostrosky of the National Autonomous University of Mexico - (Ardila & Ostrosky-Solis, 2009) and on bilingualism (Ardila, Rosselli, Ostrosky-Solis, Marcos, Granada & Soto, 2000), just to mention a few.

Throughout his career he received many awards of great importance among which we can mention the "Alejandro Angel Escobar" Award (Colombia, 1997), the Latin American Neuroscience Award, given by the Consortium of Neuropsychology (Spain, 2012), the Honor Vygotsky Prize (Portugal, 2016), the National Psychology Award, given by the Colombian College of Psychologists (Colombia, 2018) and the Lifetime Achievement in Cultural Neuropsychology Award, conferred by the Hispanic Neuropsychological Society (USA, 2019).

He was also appointed as Distinguished Professor in the doctoral program of Psychology at Albizu University in Miami (2018) and the program of Psycholinguistics and Intercultural Communication at I.M. Sechenov First Moscow State Medical University (2018) and as visiting professor and researcher at Universidad del Valle in Cali (Colombia, 1976), Universidad de San Marcos (Lima,

1978), University of Kentucky (USA, 1981), Universidad de Chile (1982), Universidad Nacional Autónoma de México (1984, 1985 and 1991), Moscow State University (2018), Universidad Central de Ecuador (1991) and Universidad Complutense de Madrid (Spain, 2003), among others.

The academic prestige achieved by his work led him to be invited as an editor and member of the editorial boards of 26 journals, including Applied Neuropsychology, Neuropsychology Review and the International Journal of Neuroscience. He also acted as peer reviewer of countless articles for many journals, including Brain, Journal of Clinical and Experimental Neuropsychology, Aphasiology, Journal of Clinical Psychology, Epilepsia and Frontiers in Neuroscience, among others.

His departure also leaves a great void in many associations, societies and associations of which he was a member, either as founder, president and member of their governing boards. These include his appointment as president of the Colombian Federation of Psychology (1976-1977), founding member of the Colombian Association of Neuropsychology (1982), of which he was its president on two occasions (1983-1985 and 1991-1993), board member of the International Neuropsychology Society (1993-1996), founding member and president of the Latin American Society of Neuropsychology (1989-1991), founding member and president of the Latin American Association of Neuropsychology also on two occasions; 1999-2003

and 2014-2016 and founding member and president of the Hispanic Society of Neuropsychology (1999-2001).

His vocation as a promoter of affiliation and networking allowed him to leave his mark in many countries, and throughout his life he was a visiting professor and researcher at several universities in Colombia (mentioned above), Mexico, Paraguay, Spain, Ecuador, Venezuela, Bolivia, Chile, Russia and the United States. It is clear, then, why his academic impact was felt in many Latin American countries.

Always, as a teacher and as an interlocutor, he displayed an overflowing intelligence, a wonderful memory, a permanent effort to be updated, to know in depth the smallest details of the topics that captured his attention and to take advantage of his magnificent gifts as a speaker to communicate to any type of audience. All this created around him that atmosphere of warmth and security that facilitated dialogue with him. It was common to see him in many debates showing a knowledge greater than that of his interlocutor, even in conversations with experts.

This oratorical quality that was characteristic of him was always present in his talks until days before his unexpected hospitalization, at the end of 2020, when he was meeting with family and friends, talking about the devastating effects of quarantine and confinement, products of the SARS-CoV-2 pandemic on the economic production of our countries, offering precise details on the progress of the contagion curves, the impact in terms of comorbidity and the prospects of economic development following the pandemic. In fact, and a pioneer as always in his field, he had already published a first article on the subject in April 2020 (Lahiri & Ardila, 2020), which was followed by two others, including a letter to the editor of the journal *Diabetes & Metabolic Syndrome: Clinical Research & Reviews*, on the alterations in executive functions found in COVID-19 patients (Lahiri, Dubey & Ardila, 2020; Ardila & Lahiri, 2020).

"Poverty, social inequality, the violation of human rights, the absence of decent health and education conditions, indifference to mental problems, were all issues that moved him deeply and permanently" in the words of one of the people who

knew him well for many decades, Dr. Elsa Rodriguez. All this, in combination with his friendly, affectionate, generous, modest and warm temperament, loyal to the customs of his region, his music and his food, made him a person who knew how to perfectly integrate all his qualities.

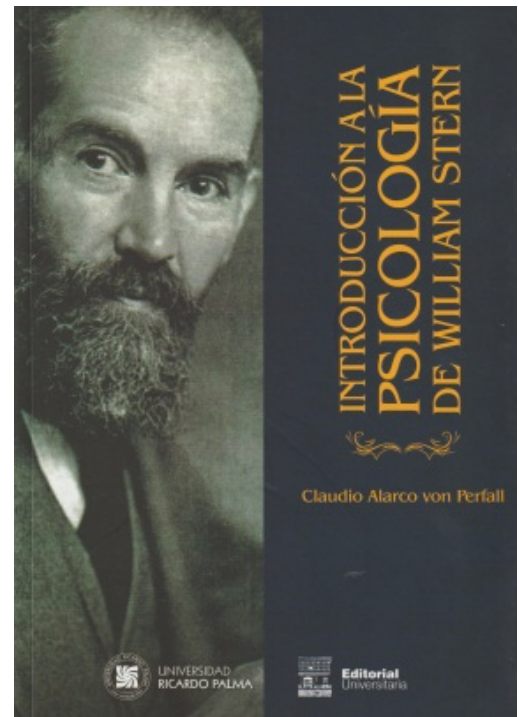
He is survived by his wife Dr. Monica Rosselli and his four children Sara Elena, Silvia, Felipe and Adriana. To them, to his brother, Dr. Rubén Ardila (whom I also thank for much of the information included here), to his friends and family, to all of us who had the honor of knowing Alfredo Ardila and being influenced by his immense charisma, and to all those who were lucky enough to share a moment in his company, my heartfelt condolences. All losses are painful, but some of them hurt even more.

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Introducción a la Psicología de William Stern [Introduction to Psychology by William Stern]

Claudio Alarco von Perfall



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Claudio Alarco von Perfall, son of Felipe Alarco, one of Peru's most prominent philosophers and professor of the first generation of Peruvian psychologists, is a Peruvian psychologist who was trained at the Universidad Nacional Mayor de San Marcos (Peru) and at the University of Colonia (Germany), where he obtained his doctorate. He has published a Dictionary of Sexuality (Alarco, 2000) and two other dictionaries on analytical psychology and individual psychology. Based in Germany for several years, he has written a new book about one of the most important psychologists in the world, and who is, ironically, little known in these latitudes.

The book concentrates on the various facets of Stern's work in the twelve chapters that make up William Stern's Introduction to Psychology, as the text is titled. Thus, it speaks of the various themes that Stern had addressed in his career as a psychologist, reflecting the versatility of his work and the vision of psychology that animated his personalistic approach (Stern, 1962). In this sense, although Stern is best known for his work on the evaluation of intelligence and his contribution to differential psychology (Stern, 1914), he has also touched on the topics of developmental psychology, educational psychology and sexuality (Stern, 1943a, 1943b, 1943c); aspects that are addressed by Alarco on the basis of the hundred primary sources that he reviews from William Stern, from both articles and published books.

The text delves into the scheme of psychology, as outlined by Stern, taking the person as the nucleus, with a rich philosophical vision and the greatest possible objectivity. Within the personalistic vision of this book, the person must be understood as a totality of experiences, acts and dispositions that structure the dynamics of the "self", orienting it towards a specific end. He was a critic of psychoanalysis as well as of metaphysical personalism, and he worked in various fields of applied psychology on aspects such as individual differences, the development and education of children and adolescents, psychotechnics and intelligence, and the psychology of testimony. He came to found, with Otto Lipmann, the Institute of Applied Psychology in 1906.

For William Stern, applied psychology should take advantage of psychology's relationships with other disciplines, without falling into psychologism. For this reason, he proposes cultivating a critical approach to human nature, the relationships between people and their daily activities, from which objective data emerge and constitute a background for psychological applications. In pursuit of this, the most characteristic

features of Sternian applied psychology are its personalistic vision, interdisciplinarity and objectivity.

Alarco's book reviews these and other topics, with a masterful display of ideas that enrich the historical framework of William Stern's life and presents him as a current figure in contemporary psychology, since much of what is being worked on today was initially proposed by Stern, although many of us are unaware of the significance of his work. *Introduction to Psychology by William Stern*, is a book written with clear and documentary language, well founded, which invites us to know the life and work of one of the most important characters in the history of psychology, and of applied psychology, more specifically: William Stern.

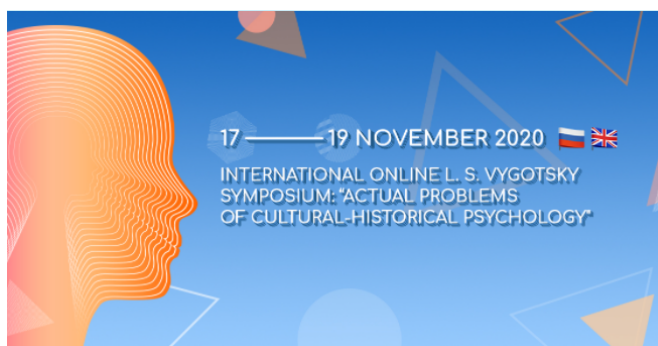
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The first international symposium on cultural-historical psychology

The first international symposium on cultural-historical psychology will be held online from 17 to 19 November. This's an event dedicated to the memory of Lev Vygotsky (1896–1934), where will discuss actual problems of cultural-historical psychology.

More information: <https://www.issa.nl/content/first-international-symposium-cultural-historical-psychology>



Participation in the event is free. The symposium program and registration are [here](#).

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More information: <https://www.ids.ac.uk/events/decolonising-development-imagining-otherwise/>



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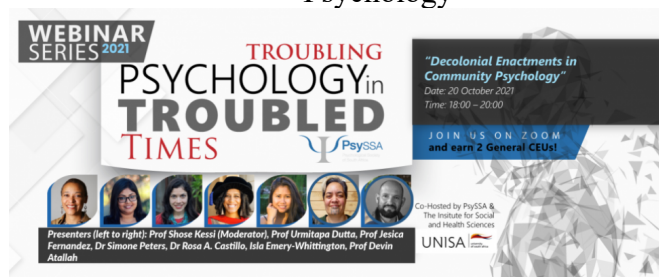


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