

Historical links between Latin American psychology and pedagogy in experimentation

Nexos históricos entre la psicología y la pedagogía latinoamericana en la experimentación

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Summary

This work sets out historical information about the development of Latin American psychology over the base of education. It reviews the contribution from education to Latin American psychology, and especially, the creation of experimental psychology laboratories in schools and educational and psychopedagogical institutions, where experimental pedagogy laboratories operate, which were a relevant antecedent for psychology's institutionalization through the creation of Programs and Professional Schools.

Key words: Experimental laboratories, psychology, pedagogy, history, Latin America.

Resumen

El presente trabajo expone información histórica acerca del desarrollo de la psicología latinoamericana sobre la base de la educación. Se revisa el aporte de la educación a la psicología latina y muy particularmente, la fundación de laboratorios de psicología experimental en escuelas e institutos de educación o psicopedagogía, donde funcionaban laboratorios de pedagogía experimental, los mismos que sirvieron de base para la institucionalización de la psicología a través de la creación de los programas y escuelas profesionales.

Palabras clave: Laboratorios experimentales, psicología, pedagogía, historia, América Latina.

Introduction

Since Wilhelm Wundt (1832-1920) founded the first laboratory on experimental psychology in 1879 in Leipzig and, as a result thereof, the psychology career was created as a scientific discipline and independent profession of philosophy, the establishment of psychology laboratories has been a tradition that has accompanied the creation of schools or professional programs, psychology departments or institutes around the world (Boring, 1879).

Wundt's pupils would be the first ones who, distributed in several parts of the world and settled in important European and US universities and research centers, founded experimental psychology laboratories such as Edward Titchner at Cornell University, Stanley Hall at Clark University (Hothersall, 1997) and Vladimir Bejterev (Quintana & Tortosa, 1998) in Russia, to mention just some of them. But, this first surge of psychology laboratory foundations would not compromise the Latin America countries. Then, several psychologists, mainly from Europe, moved by political and warlike reasons², commenced to emigrate to other Latin American countries, where they were well-received in the majority of cases, and their work was translated into the foundation of experimental psychology laboratories, psychology professional programs, institutes, professional orientation centers, etc. The work performed by these people built momentum for academic work of Latin American psychology. Among these people, we can mention Mercedes Rodrigo, Walter Blumenfeld, Helena Antipoff, Waclaw Radecki, Emilio Mira y López, among others (Arias, 2011). The last one precisely wrote one of the most important experimental psychology books (Mira & López, 1955) in Latin America.

Now then, education has not been strange to experimentation as a study method. In fact, one of the most highlighted research and pedagogical experimentation centers (Claparède, 1957a) operated in Switzerland and more specifically at the Jean-Jaques Rousseau Institute of Geneva founded by Edward Claparède in 1912. In Latin America, there have been several educational centers and tertiary education institutions with an experimental

² When Hitler assumes power in 1933, employment situation became complicated for many Jewish researchers so that, during the Second World War, they were obliged to emigrate to the USA, Central America and South America. Moreover, political conflicts between right and left political parties were exacerbated in several countries, which also played a relevant role in the immigration from other psychologists.

pedagogy laboratory so that psychological experimentation laboratories were created from these ones. Hence historical links exist between psychology and pedagogy – besides others of epistemological and methodological style – since pedagogy laboratories have given rise to psychology experimental laboratories that, at the same time, were used for creating psychology careers with the subsequent professionalization of this new science.

In this sense, as told by Alarcón (2000) in the process of psychology formalization as a science, Peruvian psychology is very thankful to education. But this story is not exclusive from Peru, it is repeated in several countries of Latin America. Thus, we can say that what occurs in Peru is actually reflected on what occurs around Latin America, with some exceptions and certain particularities, according to the corresponding country (Arias, 2011). In this article, we will develop in brief the links matching psychology and pedagogy through the foundation of pedagogical and psychological experimentation laboratories which gave rise to the creation of psychology professional programs in Latin America.

Direct and Indirect Pedagogical Contribution to Psychology

The contribution from pedagogy to the emergence of Latin American science and profession is evidenced in several aspects; some of which should be clearer and more direct than others. First, psychological contents were present in the lessons taught by educators since the 16th century. That is, before the existence of psychologists, the ones devoted to deal with and study psychological phenomena were educators, even though they were not the only ones, since it was also done by physicians and philosophers.

In this regard, a good part of the first psychological contents in Latin America has been introduced by educators. According to our research, we can mention for example, Juan Gualberto “Dean” Valdivia (1796-1884)³ as the main phrenology promoter⁴ in Arequipa region. Similarly, Domingo Muriel and Manuel Suárez taught animastic and psychosophy

³ Dean Valdivia taught phrenology in the Colegio Nacional de la Independencia Americana de Arequipa (National School of American Independence of Arequipa) to four-year secondary education students in Arequipa. This course was probably taught between 1827 - when this school was founded as the first laical educational center in the region - and 1834 - when there was an active cooperation with the Peruvian-Bolivian Confederation – and again, from 1844 to 1853.

⁴ Phrenology is a pseudo-science founded by Franz Joseph Gall (1758-1828) in the 18th century, according to which the people's shape of cranium is related to people's personal features.

courses, respectively, in Argentina (Gottheld, 1969a). Like phrenology, animastics and psychosophy were approaches to psychological phenomena with roots in philosophy but, while phrenology was based on ingenuous localizationalism, animastics was supported on the vitalistic thought of that time and psychosophy was supported on theology. These lessons were taught to students by church-related men, since at that time teaching and research activities were an exclusive power of priests and presbyters.

Secondly, education is a profession which recognized since the very beginning the importance of psychology in life and people formation. Here we should mention more contemporaneous prominent educators who were ahead of their time, since their pedagogical vision as an interdisciplinary science opened doors for the future development of Latin psychology. Thus, the presence of these figures benefited the beginning and progress of psychology, both as science and profession, at theoretical or practical level. In Cuba, for example, the presence of important educators was relevant such as José Martí (1853-1895), who were a source of inspiration for social and scientific development of their nation. In this sense, an educator who accompanied with his work the development of psychology in Cuba is Dr. Diego González, whose pedagogy (González, 1956) and psychology (González, 2000a) works have derived in a proposal of human learning theory which integrates several phenomena under the Vigotsky's conception (González, 2000b).

In Peru, educators Augusto Salazar Bondy (1925-1974) and José Antonio Encinas (1888-1958) promoted psychology with their proposals and academic management; the first one did so through several philosophical works that settled discussion lines of spiritualist psychology which preceded scientific psychology in Peru (Alarcón, 1980). The second one did so because in 1931, while he was a President of Universidad Nacional Mayor de San Marcos (San Marcos Public University), the Psychology Institute was created which would give rise to the Instituto de Psicopedagogía y Psicotecnia (Institute of Psychopedagogy and Psychotecnia) in 1941 and then the Psychology Department of this university in 1955.

In this sense, not a few educational institutions were used as a basis for psychological organization formation. We will see this below, when

dealing more specifically with the foundation of experimental psychology laboratories, but we should also point out that education was used as a platform for professional psychology development when providing workplaces. For example, in the 50's during the creation of psycho-pedagogical departments in Peruvian normal schools, work positions for psychologists were created at the same time. Today, pursuant to Act 29719 – School Coexistence Act (known as anti-bullying law), the Government has ordered that each Peruvian educational institution, notwithstanding their level of teaching, must count on a psychologist to deal with students' learning problems and human relations at school.

In Paraguay, pedagogue Ramón Indalecio Cardozo (1876-1943) introduced the principles of “active pedagogy” through works such as *La pedagogía de la escuela activa*, *La escuela activa y la nueva enseñanza*, *Pestalozzi y la enseñanza contemporánea* (García, 2008) which advocated for education psychologization (Arias, 2002), through the psychology approach to psychological concepts and methods. Precisely, education by the early of the 20th century was grounded on methodological principles of experimental pedagogy, as a result of influences of the so-called “New School” promoted by María Montessori (1870-1952) (Montessori, 1973) and other European figures such as Edward Claparède (1873-1940) (Claparède, 1957b), with a great influence on several psychologists who arrived in Latin America, so that an indirect contribution of pedagogy to psychology was produced. Among these psychologists we can mention Helena Antipoff, Waclaw Radecki and Mercedes Rodrigo.

Helena Antipoff (1892-1974) was a Russian psychologist who studied at the University of Paris and the Institute of Educational Sciences of Geneva. Then, she worked as an assistant to Edward Claparède in the Jean-Jacques Rousseau Institute, and in 1929 she arrived in Brazil to manage a psycho-pedagogical research project. She founded Pestalozzi Children's Foundation in Belo Horizonte and in Rio de Janeiro, and worked at the psychology laboratory of the *Escuela de Perfeccionamiento Pedagógico* (Pedagogical Training School). This institution was devoted to evaluate and recover children with physical and mental disabilities as well as to classify children's mental level. In fact, the Foundation operated a medical-pedagogical bureau for this purpose in 1933. These activities would be also an important

antecedent to the development of clinical psychology in Brazil (Freitas & Pereira, 2012). Waclaw Radecki (1887-1953) is a Polish psychologist trained with Edward Claparède, who emigrated to Brazil in 1923 and took charge of the psychology laboratory of Colonia de Psicópatas de Engenho de Dentro; then he travelled to Argentina and there he founded the Centro de Estudios Psicopedagógicos (Center of Psychopedagogical Studies) in 1936 to be then called the Instituto de Psicología (Institute of Psychology) in 1948 (León, 1997).

Spanish psychologist Mercedes Rodrigo (1891-1982) also studied at the Jean-Jacques Rousseau Institute together with Jean Piaget (1896-1980) under the management of Edward Claparède. When she returned to Spain, she acted as a cooperator to José Germain (1879-1986) in the Instituto Nacional de Psicotecnia, but civil war obliged her to emigrate to Colombia in 1939, where she founded the Psychotecnia Division in the Universidad Nacional (National University), which gave rise to the creation of the Psychology Career in 1947 in Colombia (Ardila, 1988).

Seen in this light, contribution from pedagogy to psychology can be synthesized as a teaching contribution through the teaching of psychological contents of educators from the viceroyalty to the formation of republics around Latin America, a management contribution through the creation of laws, spaces and institutions used for psychology, and a theoretical contribution because, either directly or indirectly, certain pedagogical proposals – such as the New School – have nurtured those psychological ideas of native⁵ and foreign psychologists, who contributed to laying the foundations for scientific psychology in Latin America.

Experimental Psychology Laboratories and Education

As anticipated, experimental pedagogy was an alter ego of experimental psychology, so that psychology and education were fused together, as today occurs, in the crucible of their common goals: knowledge of children's development. In fact, the first experimental psychology laboratories appearing in Latin American were founded in Psychopedagogical Institutes and Educational Faculties in the universities. There we have the institutional contribution we talked about in the foregoing paragraph. For example, in

⁵ Among these people we can mention Brazilian Lorenzo Filho as one of the most active Latinos engaged in disseminating ideas from the New School in our continent.

Argentina Víctor Mercante founded the first psycho-physiology laboratory in the Faculty of Educational Sciences of Normal School of Paraná in 1891, where the first psychology experimental research was conducted; and Horacio Piñero created in 1898 the first experimental psychology laboratory in the Colegio Nacional de Buenos Aires (National School of Buenos Aires) (Gottheld, 1969b). In Bolivia, the Psycho-pedagogy Department of the Universidad Católica Boliviana (Bolivian Catholic University) was created in 1967 which, later, would make way for the Department of Psychology under the management of Alberto Conessa (Aguilar, 1983).

Table 1

First Experimental Psychology Laboratories in Latin America

	PLACE	FOUNDER
1891	San Juan (Argentina)	Víctor Mercante
1898	Buenos Aires (Argentina)	Horacio Piñero
1899	Río de Janeiro (Brasil)	J. Madeiros
1901	Buenos Aires (Argentina)	Horacio Piñero
1905	Chile	Rómulo Peña
1907	Brasil	M. Madeiros
1916	México	Enrique Aragón
1923	Brasil	Waclaw Radecki
1939	Bogotá (Colombia)	J. F. Socarrás
1941	Lima (Perú)	W. Blumenfeld
1959	Asunción (Paraguay)	E. Uzcátegui
1975	Bolivia	Erick Roth
1978	Venezuela	O. Romero

In Brazil, the establishment of psychological laboratories was also productive and like in other Latin American countries, education was a support for experimental research. Joaquín Madeiros de Albuquerque established in 1899, in Río de Janeiro, a pedagogical laboratory, while Clemente Quaglio founded another laboratory in 1912 in the Escuela Normal de Praça da República (Normal School of Praça da República) (Alarcón, 2002). From an educational angle, the conception of social progress in Brazil promoted education modernization through scientific experimental-style methods. In this sense, as already mentioned, the key was the presence of European figures

in the establishment of pedagogical and psychological experimentation laboratories, as well as training and research academic institutions. This is the case of Helena Antipoff, who founded in Belo Horizonte a psychology laboratory in *Escuela de Perfeccionamiento de Profesores* (Teachers' Training School). Her work was very active from 1929 to 1946, and it became a point of reference of Brazilian educational psychology. The second laboratory founded by Antipoff was called *Edward Claparède*, in honor of her master, and it began operations in 1955 in Minas Gerais. Both laboratories kept academic links with *Jean-Jacques Rousseau Institute*, in Switzerland (Dias, Lopes & de Souza, 2012). After 1930, laboratories were an essential tool to teach psychology in Brazil and; in fact, the psychologist profession institutionalization phase commenced with them. This psychology was also strongly linked to children's care and through this to education. According to Degani-Carneiro and Jacó-Vilela (2012) there were two theoretical perspectives which stood out in the Brazilian pedagogical scope of that time; on one side, hygienist medicine and on the other "New School" movement.

In the first case, physicians addressed their efforts to public health by giving priority to children, so that mental hygiene was used as a mechanism for preventing certain behaviors deemed deviated or immoral. Here we can see the figure of *Waclaw Radecki* who, by articulating pedagogy and experimental psychology, worked with the *Brazilian League for Mental Hygiene* founded by *Gustavo Riedel* (1887-1934). Also, the diffusion body of this entity was the *Brazilian Archives of Mental Hygiene* and it promoted to apply mental hygiene principles at schools. We should mention that mental hygiene was much related to psycho-analysis, particularly to child psychoanalysis works performed by *Melanie Klein* (1965). Furthermore, even though in 1860 *William Connell* published a mental hygiene book, the formal origin of this major commenced in 1908 when *Clifford Beers* wrote "A mind that found itself". That same year, the first *Committee for Mental Hygiene* was organized in the USA and in 1919 it became the *International Committee for Mental Hygiene*, whose first congress was held in *Washington D.C.* in 1930 (Behrens, 1966).

However, the hygienist company had to face an obstacle because, at that time, Brazilian illiteracy rates were too high: 74,6% of children in school years did not know how to read or write (by 1890, a little less than

90% of world population was illiterate [Cipolla, 1970]). But, more or less as of 1920, the “New School” arrived in Brazil, pedagogical principles of which contributed to reverting illiteracy in the country. Anísio Spínola Teixeira (1900-1971) and Manuel Bergstrom Lourenço Filho (1897-1970) were New School’s top representatives. In fact, Lourenço Filho was not only the introducer of New School in Brazil (Filho, 1964a), but he developed significant psychological and pedagogical works at micro and macro level that contributed to the educational reform process in his country (Filho, 1964b). Besides, he created a test to value maturity for reading and writing learning which has been widely used in Latin America (and recently it was validated for children in Arequipa [Arias & Caycho, 2013]).

Now then, three Brazilian institutions became interested in child psychological knowledge: In the educational field, the *Servicio de Ortofrenia e Higiene Mental* (Orthophreny and Mental Hygiene Service) was created in 1934, where psychiatrist Arthur Ramos (1903-1949) applied psychoanalytical theories to education, apart from being devoted to psychological evaluation of children with intellectual disability. Another center, but with legal emphasis, was *Laboratorio de Biología Infantil* (Child Biology Laboratory), created in 1936 by legal and medical physician Leonidas Ribero (1893-1976). His studies took as a basis César Lombroso’s bio-typology theory to detect biological predisposition to crime in Brazilian children. Later, this center would turn into *Servicio de Asistencia al Menor* (Children’s Care Center) in 1941. Lastly, the *Centro de Orientación Juvenil* (Youth Orientation Center) created in 1940, from the health field, provided medical and pedagogical orientation to family, postpartum women, adolescents with behavioral problems, etc. Emilio Mira y López (1896-1964) and Helena Antipoff, two psychologists who emigrated from Europe, worked for a while with this institution. Particularly Antipoff engaged in the study and evaluation of exceptional children (Degani-Carneiro & Jacó-Vilela, 2012).

In Colombia, Dr. José Francisco Socarrás (1906-1995), President of the Normal School created in that educational institution a psychology laboratory in 1939, the first psychology laboratory in Colombia. In the same year, Mercedes Rodrigo arrived at Bogotá and began the Psychotecnica Section in Physiology Laboratory of the Faculty of Medicine of the National University of Colombia. It should be mentioned that in both cases they were

not psychology laboratories since, in Colombia, there were no psychology laboratories until 1964 (Ardila, 1976), but these were spaces where the first psychological studies were conducted. Francisco Socarrás was trained in psychoanalysis in Paris between 1947 and 1950, and when he returned to Colombia, he applied so much knowledge in childhood, just in a moment when psychoanalysis was a mainstream in that country. Then, it was supposed to be succeeded by behavioral, humanist and cognitive approaches (Ardila, 2012).

In Chile, Wilhelm Mann was commissioned to make up the first experimental psychology laboratory in 1908. However, this laboratory valued normal and abnormal development of Chilean students. For this reason, Mann's contributions to Chilean psychology are actually significant: he did not just publish *La psicología experimental como guía de la práctica forense* in 1905 and *Lecciones de introducción a la psicología experimental* in 1906, but he laid the foundations for Chilean psychology in the upcoming years. Thus, for example, the laboratory founded by Mann gave rise to the Psychology Institute of the University of Chile and its disciples conducted a hard task for psychology dissemination and development in Latin America (Bravo & Tschorne, 1969). From its foundation in 1889, this psychology institute would be a pedagogical institute under the management of Enrique Schneider, but in 1903 professor Mann turned it into a psychological research center. So that this educational institution would be used as a platform for the development of a prestigious psychological experimentation center that, as commented, has been a common route to arrive in formalizing psychology as an independent science and autonomous profession. However, we would like to comment that according to Salas (2012) an experimental psychology laboratory operated in Copiapó since 1905 under the management of Rómulo Peña Maturana. In any case, Chilean psychology has been much historically linked to education so that one of the most developed fields of psychology in this country has been educational psychology (Salas & Lizama, 2013). In fact, one of the most significant psychologists in Chile is Luis Bravo Valdivieso, an educational psychologist specialized in learning problems with more than 40 years of professional experience and whose contributions to research on learning disabilities are more than notable (Bravo, 2013).

In Mexico, Dr. Ezequiel Chávez is the one who gave the first course

on psychology in the Escuela Nacional Preparatoria (National Preparatory School). So that between 1896 and 1940, Mexican psychology went the first steps together with education through some figures such as Chávez, Aragón, Gómez y Mesa; with whom psychology is mainly developed as a consequence of the interest generated in some public educational institutions (Ardila 1986; Galindo, 2010).

In Venezuela, psychology also emerges in several educational spaces. Thus, for example, in 1946 the Instituto Pedagógico de Caracas (Pedagogical Institute of Caracas) was a scenario for emerging Venezuelan psychology. Dr. Eugenio González, a philosopher, former Chilean minister and former President of the University of Chile, taught the first psychology courses in this institute. On the other hand, Professor Francisco del Olmo was in charge of Psychotecnia courses where teachers were taught to use psychological tests. In 1950, as a dependency of the Faculty of Philosophy and Arts of the Central University of Venezuela, the Instituto de Psicotecnia y Psicología (Institute of Psychotecnia and Psychology) was created, and afterwards it would lay the foundations for the first School of Psychology in that country (Arias, 2011).

Also in Paraguay, like in other Latin American countries, pedagogy was a big support for arrival of psychology since pedagogical forums were established which gave a space for dissemination of psychological topics. In fact, the first psychology laboratory in Paraguay was founded by Ecuadorian pedagogue Emilio Uzcátegui in one of the rooms of “Presidente Franco” Normal School of Professors in the city of Asunción (García, 2005).

Therefore, it was a constant that experimental psychology had its genesis in several educational bodies, and Psychotecnia was in the majority of cases a hinge between psychology and education. However, positivism was the ideology reigning in these laboratories and study centers, with a long past in Latin America. Thus, for example, in Mexico, Gabino Barreda (1818-1881) was the first one to introduce positivism in that country (Lora, 2004). Víctor Mercante was a disciple of Pedro Scalabrini Ortiz, who was the main introducer of positivism in Argentina (Gottheld, 1969b). In Paraguay, Cecilio Báez and Ignacio Pane would be the jurists who introduced positivism in the Guaraní country (García, 2005). In Chile, two international-level positivists

were Serapio Lois and Valentín Letelier (Salas, 2012). However, in Argentina the psychological positivism achieved its best success and had the most recognizable representatives in the first half of 20th century. Horacio Piñero, José Ingenieros, Félix Krüeger, Rodolfo Senet, Alfredo Calcagno, Enrique Mouchet, Virgilio Ducceschi, Cristofredo Jacob and Carlos Rodríguez are some of them (Papini & Mustaca, 1978). During the second half of 20th century, positivism would be masterfully cultivated in Mexico and Colombia by following the guidelines of operant behaviorism.

According to Klappenbach and Pavesi (1994), positivism turned into the State philosophy in some countries such as Chile, Argentina, Mexico and Brazil; and we could also add Peru in this list, since as noticed by Alarcón (2000), positivism enters our country together with notable jurists such as Javier Prado, Manuel González Prada, Juan Antonio Barranechea or Víctor Andrés Belaunde. In the field of experimentation, positivism is accompanied by the theories of Darwin and Spencer, and later by behaviorism, exercising certain dominium over the scene of experimental psychology until the arrival of cognitive psychology and constructivist aspects.

As occurred with Wundt in Germany, the establishment of psychology laboratories gave rise to scientific psychology in several Latin American countries. Even though establishing psychology laboratories was a tradition, since many of them were created in Psycho-pedagogy Institutes or Faculties of Education, the psychologist profession would be only socially and legally recognized upon creating Professional Schools or Faculties of Psychology, and upon institutionalizing Professional Associations.

Table 2

First Professional Psychology Programs in Latin America

YEAR	LOCATION
1947	Universidad Nacional de Colombia
1948	Universidad de Chile
1950	Universidad Sto. Tomás de Villanueva (Cuba)
1953	Pontificia Universidad Católica de Río de Janeiro (Brasil)
1954	Universidad del Litoral (Argentina)
1955	Universidad Mayor de San Marcos (Perú)
1956	Universidad Central de Venezuela
1957	Universidad de Costa Rica
1959	Universidad Nacional Autónoma de México
1960	Universidad de Puerto Rico
1962	Universidad Católica de Asunción
1963	Universidad Estatal de Guayaquil (Ecuador)
1965	Universidad de Panamá
1967	Universidad Autónoma de Sto. Domingo (Rep. Dominicana)
1971	Universidad Católica Boliviana
1972	Universidad Católica de Paraguay
1974	Universidad de Haití

The first Psychology Program founded in Latin America was that of the National University of Colombia founded by Mercedes Rodrigo in 1947 and in 1948, the same occurred in the University of Chile (Ardila, 1988); even though Bravo and Tschorne (1969) stated that the Department of Psychology was founded in 1947. In the same country, Bela Zsékely founded in 1955 the second Department of Psychology in the Catholic University of Chile. In Peru, in 1955, the first Psychology Program in San Marcos Public University was created thanks to the Instituto de Psicopedagogía y Psicotecnia operating under the management of Walter Blumenfeld (1882-1967) since 1941, when the first experimental psychology laboratory was founded in Peru. In Venezuela, the Psychology Section of the Central University of Venezuela was created in 1956. In 1957, the psychologist profession was introduced in Costa Rica by Dr. Gonzalo Adis Castro, when the Department of Psychology of the University of Costa Rica was founded (Claudet, 1970).

In Bolivia, the Psychology Career was founded in 1971 in the Bolivian

Catholic University, from the Department of Psycho-pedagogy managed by Alberto Conessa since 1967 (Aguilar, 1983). A curious fact is that the first experimental psychology laboratory in that country was founded after four years in 1975; it breaks up the traditional mold for psychology development in Latin America since it was usual that experimental laboratories preceded the establishment of Psychology Programs. In Venezuela, something very similar occurred since even though the psychology career began in 1956 in the Central University of Venezuela under the management of Dr. Guillermo Pérez Enciso, the first psychology laboratory was founded in 1978 as an initiative of Dr. Oswaldo Romero García in the Faculty of Medicine of Los Andes University (Rodríguez & Sánchez, 2009).

If psychology recognition as a science was tacitly linked to the establishment of psychology laboratories, legal recognition of psychology as a profession had to pass first by the establishment of Psychology Programs or Schools and then crowned with the formation of Professional Associations or Psychologists Societies; but this is another story. Up to here we would simply say that psychology has been supported on education as a mean to institutionalize, as well as become independent and professional. That is, education has contributed to the development of psychology with several contributions, such as the establishment of experimental psychology laboratories that, in many cases, were created in schools, psycho-pedagogy institutes and experimental pedagogy laboratories around Latin America. This also includes the academic contribution made by some educators who introduced psychological contents of that time into their teaching subjects.

Conclusions

We expect this article can show a new face of relations between psychology and pedagogy, so that the work performed by educators is valued as a source of development of similar sciences such as psychology. Thus, even though many times and from different points of view (Merani, 1969; Ausubel, Novack and Hanesian, 1976; Arias, 2002) it was said that education has used psychology to generate a theoretical framework on which a good part of pedagogy is based, to the extent Piaget (1983) asked himself: Why pedagogy is so scarce? Is it due to pedagogues' work? We can see that pedagogy also contributed significantly to psychology through theoretical,

legal and institutional grounds provided for its formalization as a science and profession. In this sense, we advocate for relations between psychology and education, far from being asymmetrical, are of mutual correspondence, so that both of them can walk together since, as stated by José Chávez Zamora, “every psychologist is an educator and vice-versa” (Chávez, 1995).

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