

Review

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the third details the special military and industrial interests that support the herbicide program at home and abroad.

Whiteside's pieces are all very readable, clearly written, and concise, and maintain a reasonable objectivity. The stated facts are backed up by the appendices, and the articles reveal much about bureaucratic maneuvering under stress. However, since the hardcover is a reprint of *New Yorker* pieces, it is seriously dated, to June 24, 1970, to be exact, and much has happened since. The Herbicide Assessment Commission of the AAAS has reported its findings, and Matthew Meselson, the director of the commission, is known to be writing a book which may be the definitive work on the whole military operation. Whiteside's articles are a very good introduction for such a work.—Robert Edward Cook, *Biology, Yale University*

## Behavioral Sciences

CASTANEDA, Carlos. *A Separate Reality: Further Conversations with Don Juan*. 317 pp. Simon and Schuster, 1971. \$6.95.

The characters in *A Separate Reality* will be familiar to those who have read Castaneda's earlier work, *The Teachings of Don Juan* (1968). The new book, as sparsely and gracefully narrated as the first, is the tale of a second cycle of encounters and conversations between a Yaqui Indian sorcerer, Don Juan, and his young apprentice, an anthropologist named Carlos Castaneda. The relation between the two protagonists is portrayed with vivid and merciless candor: Don Juan is ever dispassionate and mirthful while Castaneda is curious, ingenuous, constantly writing things down, often the reluctant fall-guy. Even if taken as little more than a report on the relationship of an anthropologist and an extraordinary native teacher the book would be well worth reading.

The artfulness and popularity of Castaneda's writings may lead some social scientists to dismiss the significance of his work. Certainly there is an exasperating and serious omission of any information on the social and historical context of the world of Don Juan. While geographical locations seem to have been left vague to respect Don Juan's wishes, I would like to learn more of Don Juan's family, his friends, his past. Nor do I understand why one has to wait until reading *A Separate Reality* to be certain that (though it is only touched on in passing) Don Juan was deported from his homeland during the Yaqui wars and confined in Oaxaca, where, I suspect, he learned the lore of mushrooms.

Whatever its omissions, Castaneda's narrative poses with unparalleled force and plausibility the major problems in coming to comprehend and interpret beliefs we do not share. The way in which Castaneda

does so seems to have been shaped by phenomenology (perhaps Alfred Schutz), for he says that Don Juan's teachings led him to alter (or reject) his common-sense perceptions of the world. However readers may care to evaluate the reliability of sorcerers' reports of nonordinary reality, they will be hard put to dismiss the apparently reliable Castaneda when he says he flew like a crow or floated in a bubble. This compelling narrative should force anthropologists to consider seriously such questions about Don Juan's knowledge as: How is it imparted? What presuppositions does it make? In what ways is it coherent? All are hardly new questions; still they are fundamental and lying at the heart of much anthropological inquiry.—Renato I. Rosaldo, *Anthropology, Stanford University*

REYNIERSE, James H., ed. *Current Issues in Animal Learning: A Colloquium*. 394 pp. University of Nebraska Press, 1970. \$11.50.

This book, based on a series of lectures given in the psychology department of Nebraska University during 1968 and 1969, covers a wide range of theoretical and empirical problems at issue in animal learning. It does not claim, of course, to cover all the topics on the subject.

In terms of an overall approach to the study of animal learning, Jensen pleads the case for polythetic biopsychology, which involves a multifactorial approach, recording a whole range of responses. Reynierse, Scavio, and Ulness apply this approach to the analysis of classically conditioned fear, showing how this method can lead to interesting observations normally missed when only one variable is examined at a time. As a consequence, new ways of interpreting the responses present themselves. A similar technique is employed in the article by Retner in a well-organized review of the many aspects of habituation across a variety of species. Two chapters deal with the similarities of classical and operant conditioning problems. One, by Schneiderman, deals with many of the determinants in the classical conditioning of heart rate, while drawing on many references from the recent work on operant conditioning of visceral responses. Overmeier and Bull approach the problem somewhat differently in an attempt to unify Pavlovian and instrumental disciplines.

There is one paper on motivation, by Bolles and Grossen, who offer contingent and noncontingent theories of motivation to replace those dealing with acquired drive and incentive motivation. Another paper reviews the literature on the overlearning reversal effect and comes up with a theory having some promising testable predictions. A paper by Capaldi offers additional experimental data showing how reward magnitude controls instrumental behavior. Two papers deal with behavioral chaining. Platt and Sankowski point out

the usefulness of a stimulus-oriented approach while Donahoe analyzes stimulus control of response sequences in relation to external stimuli and internal (response-produced) stimuli. Two final papers deal with discrimination problems. Weismann's main concern is with the concept of inhibition in the theoretical analyses of discrimination learning, suggesting that the emotional reaction to nonreinforcement may be the crucial variable. Along somewhat different lines, Thomas discusses the relationship of stimulus selection and attention to the inverse hypothesis, emphasizing the differences between man and the lower animals.

Despite the book's inability to consider all the aspects of animal learning, the reader is impressed by the breadth of the field that animal learning now covers, extending from complex analyses of discrimination learning all the way down to the operant conditioning of visceral organs. The book emphasizes the inability of any one researcher to keep abreast of all the work being done in this area. Such a book serves a useful purpose in at least giving the experimental psychologist a concise review of the state of progress in many areas that he feels he should know about but never seems to find the time to read about in the literature.—Gordon G. Ball, *Psychology, The Rockefeller University*

RILEY, Carroll L., et al., eds. *Man Across the Sea: Problems of Pre-Columbian Contacts*. 552 pages. University of Texas Press, 1971. \$12.50.

The result of a symposium held at the 1968 meetings of the Society for American Archaeology, this impressive volume presents a comprehensive picture of the problems in discussing the possibility of pre-Columbian contacts between the Old and New Worlds. The papers which comprise the volume have been divided into three sections: theoretical and methodological, practical, and botanical. Each part concludes with an interpretive essay, and the editors have provided both introductory and concluding comments.

In relation to its historical content, the book is the best and most up-to-date summary on pre-Columbian contacts in print. Virtually all of the essays are modern in tone and quite free of the emotionalism that has clouded the study of pre-Columbian contacts in the past. The general conclusion which can be drawn from the essays is that contacts probably did take place, but it is difficult to judge their effect on New World cultures.

Unfortunately, the *raison d'être* of the volume, as discussed by the editors, is not so modern. The major reason for studying the possibility of pre-Columbian contacts, the editors assert, is to see whether cultural evolution in the New World was independent of that in the Old. If it was independent, then the New World can serve as a "laboratory" for the study of