

**VARIABILITY.** See Data Analysis.

**VARONA Y PERA, ENRIQUE JOSÉ** (1849–1937), Cuban psychologist, philosopher, educator, and politician. Varona was born in Puerto Principe, Camaguey, Cuba, on 13 April 1849 and was shot and killed on 19 November 1937 in Moron, Cuba. He was a successful politician, philosopher, and academician. Through his ample writings, institutional positions, and social activism, he is considered one of Cuba's greatest intellectual leaders.

After obtaining one of the first doctorates from the University of Havana, Varona fought in the Ten-Year War (1868–1878) and later in the Spanish-American War. After the death of Jose Marti, the ideological founder of an independent Cuba and an accomplished man of letters, Varona assumed the leadership of the nationalist movement left vacant by Marti's untimely death. He eventually became professor of psychology, sociology, and moral philosophy at the University of Havana. In 1900, he was promoted to the position of secretary of public (educational) institutions. During his tenure as secretary, he overhauled the University of Havana by suspending all professors, opening up existing positions through the process of competition, decreasing tuition, and modernizing the curriculum. Soon afterward, he was elected vice president of Cuba (1913–1916).

His publications include works in psychology, philosophy, political science, literature, and poetry. Besides being the founding editor of *Revista Cuba*, he was also editor of *La Patria* during his brief exile in New York. Varona is credited with over 2,000 published works, which are abridged in the four-volume *Obras* (1936–1938). In contrast to his political writings (e.g., *Cuba Contra Espana*, 1885) are the works interfacing literature and philosophy (*Estudios Literarios y Filosoficos*, 1882).

Varona's goals were the foundation of an independent Cuba, an honest and efficient government, and a vibrant and modern intellectual and educational climate for the new country. In his academic pursuits, Varona introduced novel thinking in psychology, philosophy, and pedagogy. In psychology, he proposed that mental acts occur in stages. First, a person acted; this was followed by thinking about that act, and finally the person acted again based on that thought. He also believed that intelligence was a complex mental activity that involved the understanding of how consequences affect purposeful behavior. Varona held psychology and physiology to be inseparable, possibly reflecting the contemporary views of Wilhelm Wundt. [See the biography of Wundt.]

In social philosophy, Varona believed that the indi-

vidual was dependent on the group. Furthermore, morality was broadly defined as conformity with social solidarity. Thus, morality occurs as a function of socialization. As a positivist and an empiricist, Varona believed logic to be the foundation for pedagogy. In his later years, his interest shifted to the application of these principles to the social and political life of Cuba. He founded the Partido Nacionalista as well as the Federacion de Obreros de la Habana. His critique of both the colonial imperialist government of Spain and the inept fledgling new country of Cuba resulted in the development of one of the twentieth century's most unusual countries as well as his own death.

### Bibliography

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**VENEZUELA.** The first psychologists in Venezuela were either emigrés from the Spanish Civil War, psychiatrists interested in psychology, or local young professionals who had been trained in the United States, Britain, or France. In 1950 the Institute of Psychology of the Universidad Central de Venezuela (UCV) was established in Caracas, and psychological courses were formally instituted there in 1956 at the school of psychology. Shortly afterward the Universidad Católica Andrés Bello (UCAB) began offering similar courses. The discipline developed under varied theoretical influences. Radical behaviorism obtained a strong foothold, particularly among clinical psychologists. Social psychologists started using cognitive-behavioral orientations for their research. Later, some opted for social representations, while others chose community social psychology. The developmental psychologists started with a strong Piagetian orientation, but more recently have turned to ecological frameworks, with a dominant interest in child development in the contexts of poverty.

An outstanding event in Venezuelan psychology was the creation during the 1979 to 1984 presidency of an *ad hoc* Ministry for the Development of Intelligence. Its aim was to promote a series of projects directed at stimulating cognitive development nationwide. After the government changed in 1984, most of these projects were discontinued, but some were incorporated into the Ministry of Education, and others were taken over by