

*Transpersonal psychology* deals with what we think and how we feel in our altered states of awareness.

*Cognitive psychology* has its roots in the cognitive outlook of the Gestaltists. The names of psychologists like Edward Thorndike and Jean Piaget are associated with the propagation of the ideas of this school of thought. It highlights the role of man's higher cognitive abilities and capacities to adapt to his environment and lays stress on studying the cognitive development and functioning of a man through his behaviour.

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### Chapter 5

## Psychoanalysis—Freud's System of Psychology

### INTRODUCTION

Psychoanalysis as a system or school of psychology was the brainchild of Sigmund Freud (1856–1939), a Viennese physician. This school put forward altogether different views, quite contrary to structuralism, functionalism, behaviourism or gestaltism to explain human behaviour. For the first time, this system presented a beautiful blend of theory and practice. On the theoretical side it presented a theory to understand and explain the human psyche and on the practical side it provided a method known as psychoanalysis for the study of human behaviour, and also as a therapy for treating the mentally ill. Let us first discuss some of the major concepts and ideas basic to the development of the psychoanalytic theory and then discuss the application of the theory through the psychoanalytic method of studying behaviour and as therapy for treating the mentally ill.

### STRUCTURE OF THE PSYCHE OR MIND

Freud, while explaining the structure of the human psyche or mind, divided it in two different parts, first by arranging it into three layers as the *conscious*, the *subconscious* and the *unconscious* and second, by postulating three other components, viz., 'id', 'ego', and 'super ego'. Let us try to understand these terms.

### The Concept of Conscious, Subconscious and Unconscious Mind

If we were to compare the human mind to an ocean, pond or a river, then the upper layer or the surface would represent the conscious mind, the main bed, would be identified with the subconscious, and the bottom would form the unconscious.

The conscious mind lies just above the surface of the water like the tip of an iceberg and occupies only one tenth of our total psyche or mental life. The ideas, thoughts and images that we are aware of at any moment of our mental life are said to lie within this upper layer of our mind. Just beneath the conscious layer lies the subconscious mind. This middle portion of our mind stores all types of information just beneath the surface of awareness dormant or untrapped which can

be easily brought to the level of consciousness at a moment's notice whenever required. Thus in the middle bed or layer of the human mind there lie all experiences or knowledge which have been gained or learned by an individual through various types of experiences or training.

Below the subconscious and lies the unconscious, the most important part of our mind. It is related to the vast part of our mental life which is hidden and usually inaccessible to the conscious. It contains all the repressed wishes, desires, feelings, drives and motives many of which relate to sex and aggression. All these repressed and forbidden desires and ideas are not destined to lie permanently in the unconscious. They usually strive and agitate to come up to the subconscious or the conscious layers of the mind, sometimes in disguised forms, in dreams and in reveries. This hidden treasure of mental life belonging to the unconscious is thus responsible for most of our behaviour and in fact, as Freud asserts, what we do and how we behave is always determined by the forces residing in our unconscious and not by the choices of the conscious mind. Not to speak of normal behaviour, the causes and forms of abnormal behaviour and mental illness are also decided by what is hidden in the unconscious and, therefore, the task of the psychotherapist consists of a search for the relevant in the unconscious and bringing it up into the conscious.

### The Concept of Id, Ego and Super Ego

Freud further invented three more concepts, the *Id*, *Ego* and *Super ego* for explaining the structure of the psyche and used them in providing a two-tier, tripartite division of the psyche as may be understood diagrammatically from Figure 5.1.

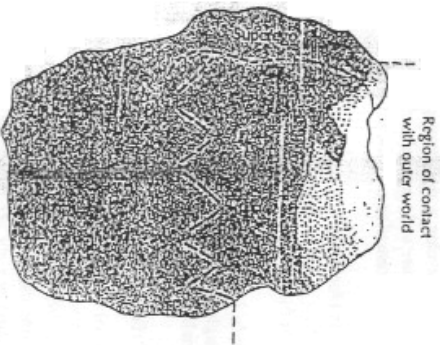


Figure 5.1 Structure of the human mind compared to an iceberg. (In the figure the blank area represents the conscious, the dotted area indicates the subconscious and the dark area shows the unconscious.)

The *Id* represents the animal in man and is seated in the unconscious. It is the source of mental energy and of all instinctive energy of the individual. It is present at birth and has the qualities of a spoiled child, i.e., it must get what it wants when it wants it. In this way *Id* is quite selfish and unethical. It knows no reality, follows no rules and considers only the satisfaction of its own needs and drives. It operates according to the pleasure principle—the pursuit of pleasure and the avoidance of pain and in practice it does so by attempting to discharge the energy of the psyche quite irresponsibly.

However, for the sake of the welfare of the individual and of society, the blind *Id* cannot be allowed to discharge the useful psychic energy in such thoughtless and irresponsible ways and so two other wings of the human psyche system, namely, the *ego* and the *super ego* come into play.

The *super ego* is the direct antithesis of *Id* and represents the ethical and moral aspect of the psyche. It usually develops in the child at the age of five and is referred to as 'conscience', or the judgment from within. Like *Id*, it is also seated in the unconscious but is not governed by man's instinctive tendencies or primitive drives. It is idealistic in nature, and perfection is its goal, rather than pleasure-seeking or destruction.

The *Ego* develops out of the *Id* and acts as an intermediary between three sets of forces, i.e., the instinctive, irrational demands of the *Id*, realities of the external world and the ethical, moral demands of the *Super ego*. It is extended to all the three layers of the mind for exercising its balancing role, i.e., to control the *Id* in terms of reality and to appease the *Super ego*.

### PSYCHODYNAMICS—BEHAVIOURAL PROCESS

How does the psyche system develop and operate in an individual for shaping his personality and determining his behaviour? The question can be answered through the following concepts and views expressed by Freud.

#### Life and Death Instincts

Freud believed in the role of instinct in driving human behaviour. He postulated two main instincts namely the life instinct and the death instinct, as the source of all the psychic energy available in man.

One's life instinct is engaged in the service of one's life and its main aims are survival and the propagation of the species. It is manifested through sex and love. Freud gave the name 'libido' to the driving force of the life instinct and made it synonymous with the sex urge and sexuality of human beings. The libido believes in the pleasure principle. Since all physical pleasure, aroused from any of the organs in the body and through any functions, as advocated by Freud, is ultimately sexual in nature, the sex urge or sex motive may be regarded as the dynamic force and centre of all human behaviour at all ages.

The concept of the other instinct, called the death instinct, relates to the impulse for destruction. It is manifested through acts of aggression, cruelty and even of suicide. Freud held that when one's life instinct is not allowed to function or to govern one's behaviour, the death instinct comes into the picture for

operating behaviour. For example, when one is not permitted to seek sexual gratification or derive pleasure, one is bound to lose one's balance, suffer frustration which may consequently lead to the destruction of one's self or of others.

### Infantile Sexuality and Psycho-Sexual Development

According to Freud, sex is the life urge or fundamental motive in life. All physical pleasures arising from any of the organs or any of the functions are ultimately sexual in nature. Sexuality is not the characteristic only of the adults. Children from the very beginning have sexual desires also. This, he termed as 'infantile sexuality'. A child passes through the following different stages with respect to his psycho-sexual development:

1. **The oral stage.** According to Freud, the mouth represents the first sex organ for providing pleasure to the child. The beginning is made with the pleasure received from the mother's nipple or the bottle. Thereafter, the child derives pleasure by putting anything, candy, a stick, his own thumb, etc. into his mouth.
2. **The anal stage.** At this stage, the interest of the child shifts from the mouth as the erogenous zone to the organs of elimination, i.e. the anus or the urethra. He derives pleasure by holding back or letting go of the body's waste material through the anus or the urethra. This stage, generally, ranges from two to three years.
3. **The phallic stage.** This phase starts from the age of four years with the shifting of the child's interest from the eliminating organs to the genitals. At this stage children come to note the biological differences between the sexes and derive pleasure by playing with and manipulating the genital organs. This stage, according to Freud, may give rise to a number of complexes like deprivation and Electra complexes in girls and castration and Oedipus complexes in boys. The deprivation complex is the result of the feeling generated in the minds of the little girls that they have been deprived of the male organ by their mothers. Castration complex is generated in boys through their fear of being deprived of the male organs certainly as a result of the threat received from elders that the organ would be cut off if they did not give up the habit of playing with it. About the Oedipus and Electra phases, Freud says that they are the result of the sexual attraction or pleasure that children experience in the company of the parent of the opposite sex. In case the parent of the same sex frustrates the desire, expresses his or her resentment and is not friendly to the boy or girl, the child may develop Oedipus or Electra complex by loving the opposite sex parent more and rather hating the like sex parent.
4. **The latency stage.** This period starts from six years in the case of girls and seven to eight years in the case of boys and extends up to the onset of puberty. At this stage, boys and girls prefer to be in the company of their own sex and even neglect or hate members of the opposite sex.
5. **The genital stage.** Puberty is the starting point of the genital stage. The adolescent boy and girl now feels a strange feeling of strong sensation in the

genitals and attraction towards the members of the opposite sex. Adult stage they may feel pleasure by self-stimulation of the genitals, may fall in love with their own self by taking interest in beautifying and adorning their bodies, and may be drawn quite close to members of the opposite sex even to the extent of indulging in sexual intercourse.)

### The Flow of Libido

The libido, in Freud's system, represents that life maintaining energy which aims to seek pleasure through sexual gratification. It can be equated to a river and its flow determines the type of behaviour or personality make-up of an individual.

1. If its flow is outward, causing satisfactory sexual gratification and pleasurable sensations from outside objects, the behaviour tends to be quite normal.
2. If its flow is inward, it can develop in the incultation of a spirit of 'self-love' leading to self-indulgence and narcissism.
3. If its path is blocked, then it may become stagnant. In such cases the libido may be said to have been arrested or fixed on an object or stage of development. For example, if a child does not get enough stimulation and pleasure by sucking etc., at the oral stage, his libido may get fixed at this stage and consequently in the later years of his life he may be seen excessively interested in eating, drinking or stimulating the mouth in any manner.
4. In case the flow of the libido is so blocked that it gets repressed or flows backward then the person may develop a regressed personality. Such persons tend to behave in the manner and ways related to that developmental stage at which they suffer frustration over the satisfaction of their pleasure seeking desires.
5. When the flow of the libido is blocked, condemned or repressed through the authority exercised by the ego in deference to the super ego, it may cause severe anxiety and conflicts in the individual causing neurotic or psychotic behaviour.
6. In case the flow of the libido is deflected, it may lead an individual to seek sex gratification through other socially desirable sublimated ways and to develop his personality accordingly.

### Anxiety, Conflicts and Disintegration of Personality

Anxiety and conflicts lead an individual to develop into an abnormal personality. Freud describes anxiety as a painful emotional experience, representing a threat or danger to the individual concerned. Whereas in the state of fear the source of tension is known, in case of anxiety one cannot relate it to an external object. In a real sense, the sources of free floating anxiety are related to earlier traumatic experiences. Very often it is the result of undischarged sexual impulses—a blocked up libido.

Blocking up or repression of the libido or sexual urge, according to Freud,

does not end only in a free floating anxiety but also gives birth to severe conflicts leading to mental illness and abnormal behaviour. All conflicts in one way or the other represent clashes of the authority and roles of one's id, ego and super ego. Id, by its nature wants immediate gratification of its desires and appetites. Super ego as the 'militant' id, tries to censor and push them back into the unconscious. Repression leads to the formation of certain complexes, creates a source of anxiety and develops an agitating force to fight with the super ego. The ego plays a role of moderator. In case the super ego is too strong and dominates the ego of the individual, the anxiety and conflict may give birth to a psychotic personality but in case the super ego is not so rigid, then the expression of the repressed libido may result in a less severe form of personality disintegration like neurosis or milder symptoms like headache, backache, restlessness, lack of sleep and appetite.

### PSYCHOANALYSIS AS A THERAPY

Besides providing a method of studying behaviour in the name of psychoanalytic method, Freud's theory of psycho-analysis has also contributed a therapy, i.e. the practical technique of treating mental illness. This therapy involves the following main steps.

#### Establishing Rapport

Attempts are made to establish a reciprocal emotional bond of mutual trust and faith between the analyst and the patient. Freud named this type of rapport as transference. When it is established, the patient begins to identify himself completely with the analyst by respecting and having full faith in him. The analyst also in turn becomes generous and capable enough to help him.

#### Analysis

This step is meant to find out the causes of the patient's problem. According to Freud, the behavioural problem or mental illness is the result of repressed wishes and desires dumped into the unconscious. For treatment, this unconscious needs to be explored. Freud suggested techniques like free association, dream analysis and the analysis of daily psychopathology for this exploration.

1. **Free association.** In this technique, the affected individual is made to lie on a soft couch and say anything that comes into his or her mind no matter how trivial or ridiculous it may seem.
2. **Dream analysis.** According to Freud, the dream is essentially a disguised satisfaction of desires that have been repressed during the waking life. These repressed desires or experiences are released symbolically in dreams. The analysis of these dreams can reveal the unconscious mind and thus lead to the root of the abnormalities.
3. **Analysis of the daily psychopathology.** The repressed desires or experiences lying in the unconscious can also be revealed through day to day psycho-

pathology in terms of slips of the tongue and slips of the pen, forgotten names and forgotten appointments, lost gifts and mislaid possessions.

#### Synthesis

After discovering the reasons or roots of the trouble, attempts are made to restructure and restore the balance of the psyche. This requires the whole story to be put before the patient. The patient is made to come out of the trouble by accepting the exposure of the contents of the unconscious, and having them synthesized in a realistic way with the help of suggestions put forward by the analyst.

#### Breaking the Rapport

Finally, the rapport or the temporary emotional bond formed during the course of the treatment is broken to enable the patient to face the realities of life without the support of the analyst.

### CRITICISM OF FREUD'S SYSTEM OF PSYCHOANALYSIS

Although Freud's work in the study of human behaviour is compared with the discovery of Copernicus that the earth was not the centre of the universe or with the Darwin's theory that monkeys and chimpanzees are the forefathers of man, yet it came in for severe criticism during and after his lifetime. The shortcomings of his system are enumerated briefly as follows:

1. His system reflects his medical background and consequently he has tried to emphasize man only as a natural or biological and not as a cultural entity. His assertion that man is a selfish pleasure-seeking animal is only one side of the story. Every man has an animal within him but he does not always live or strive only for the derivation of pleasure. He is also a social being and can make sacrifice and live for others.
2. Freud, in his study of human behaviour, has not been sufficiently scientific and objective. Many times he has concluded and generalized on the basis of a single study or case of mental illness and for that reason, many of his views and findings lack general applicability. For example, his theory of Oedipus and Electra complexes emphasizing hatred for the parent of the same sex and love for the parent of the opposite sex have not been found universally true, as we can find an altogether different type of attitude and relationship between parents and children depending upon the treatment received by the children under different environmental situations.
3. The most severe criticism suffered by Freud's system is concerned with his overemphasis of the role of sex in human life. Freud seems to overgeneralize everything in terms of sex as he declares that "the world

revolves round the sexes, not around the axis". His views on infantile sexuality are regarded as robbing the child of his divine nature and unique innocence. Certainly Freud has taken a very biased and erroneous stand by reducing human behaviour to a function of a single unitary motive, i.e. the sex motive.

The complex human behaviour cannot be interpreted in such a generalized unitary fashion. There are so many motives or urges that come into play for determining human behaviour at a particular time in a particular situation. However, we should not also do an injustice to Freud by denigrating and underplaying the importance of sex in human life. Sex, according to Freud, should be taken to be synonymous with anything which gives us sensation and pleasure. Sex is refined, beautiful, full of love and affection and helps us to derive pleasure and maintain the stream of our life. Therefore, sexuality or the sex motive must be interpreted in a wide sense for deriving all physical and mental pleasure and maintaining the process of life and not merely in terms of the sexual act or copulation.

4. Freud took the unconscious as a dumping ground of all the discarded or repressed wishes and a safe abode for all evils and vices in man responsible for giving birth to many conflicts, tensions and mental illness. However, it is not all that can be said for the unconscious. The unconscious can play a vital part in storing all that is good, beautiful and divine in man and thus lead a person to playing a more useful and constructive role in life in terms of creation, sacrifice and striving for the higher ideals.
5. Freud laid too much emphasis on the role of early childhood experiences in the determination of the course of one's life as well as one's overall personality. Although the impact of these early experiences cannot be ignored, what happens afterwards should also not be underestimated. If the views propagated by Freud are to be accepted blindly, then we are reduced to mere puppets in the hands of our early childhood traumatic experiences, the memory of which is stored in our unconscious. However, as may be experimentally verified, this is not true; our personality make-up or behaviour is not determined only by what happens with us in our childhood but also by the events or circumstances that we face in our adult life.

### CONTRIBUTION TO EDUCATION

Although as happens with any new ideology, much is said against the system advocated by Freud, it has many things on the credit side. Its contribution to education can be summarized as follows:

1. Prior to Freud behaviour was taken to mean conscious behaviour only. The concept and scope of the term 'behaviour' was thus widened and enlarged with the introduction of unconscious and pre-conscious

- behaviour. Consequently, the sphere and scope of psychology in general, and educational psychology in particular was expanded with the introduction of the system of psychoanalysis.
2. Freud's system of psychoanalysis has provided a very good method for the study of human behaviour.
3. Freud was a medical man and consequently his system propagated the biological approach as opposed to the mechanical approaches adopted by the behaviourists. It resulted in a change of outlook towards human beings and especially towards children. By emphasizing the emotional or affective side of behaviour and the inner nature of man and highlighting the role of instincts, needs, and wishes, Freud's system ushered in an era of child-centred education.
4. The ill effects of unnecessary restrictions, and the importance of earlier childhood experiences was adequately highlighted by Freud's system of psychoanalysis. It has given an impetus to the movement of early childhood education, incorporating the giving of maximum freedom to children for expression of their biological urges and minimum interference in the course of their natural growth and development.
5. The discovery of the unconscious and its importance in determining behaviour has helped in determining the causes of behavioural deviations. In education, this has helped in understanding the exceptional children, planning their education and the taking of all possible precautionary measures for preventing their becoming problem children or maladjusted personalities.
6. Freud's psychoanalysis has contributed significantly to providing education for mental health. By revealing the role of the unconscious, psycho-sexual development, the role of early childhood experiences, psychology of conflicts, anxiety or defence mechanisms etc., it has led to the diagnosis of mental illness. Psycho-analysis as a therapy has provided a method of treatment for the mentally ill and disturbed. The causes and symptoms suggested in psychoanalysis may thus prove helpful to the teachers and parents to remain vigilant for the preservation of mental health and the promotion of timely treatment of the behavioural problems and mental illness of children.
7. Psychoanalysis has highlighted the importance of the process of catharsis for releasing pent-up emotions, repressed desires and wishes. It has brought out the necessity of making adequate provision of occupational activities, hobbies and freedom of expression for children in any scheme of formal education and training.
8. Freud's psychoanalysis has also contributed considerably to highlighting the role of sex in one's life in terms of shaping one's personality and determining one's behaviour. It in fact opened a new chapter in the history of sex education by (a) discussing the stages of psycho-sexual development, (b) emphasizing the need for spontaneous expression of the sex instinct, and (c) changing the general attitude towards sex by treating it as a natural, essential, biological function instead of regarding it as shameful, dirty or bad.

## SUMMARY

Psycho-analysis—Freud's system of psychology represents a fine blend of theory and practice for the understanding and shaping of human behaviour.

The psychoanalytic theory put forward by Freud provides the theoretical framework for understanding human behaviour. Briefly it involves the following concepts:

*Structure of the psyche or mind.* Freud provides a two-tier tripartite division of the psyche, first, by breaking it into three layers as the conscious, the sub-conscious and the unconscious and second by postulating three more concepts of Id (the most selfish, uncalculated and basic component of man's animal nature), Super ego (the ethical-moral aspect of the psyche) and the Ego (the real self, the balancing force between Id and super ego).

*Life and death instincts.* Instincts, the life instinct and the death instinct, play a decisive role in shaping human behaviour. The goal of the life instinct is survival and the propagation of the species. Libido, or sexual urge is the energy force of the life instinct. Most of our behaviour is governed by the sex motive. In case one is not permitted to seek the gratification of sex, one is bound to behave under the direction of the death instinct, leading towards the destruction of one's own self or causing harm to others.

*Infantile sexuality and psycho-sexual development.* Sex is the life urge, therefore, not only of adults but also of infants who manifest sexual desire by sucking the breast of their mother and feeling satisfied. Freud termed this as infantile sexuality. Growing with such need for sex gratification the individual's psycho-sexual development is said to pass through certain distinctive stages like the oral stage, the anal stage, the phallic stage, the latency stage and the genital stage. At each of these five stages of psycho-sexual development, the child seeks sex gratification through some distinct peculiar means, which is unique to that particular stage, i.e. sucking behaviour, seeking sex gratification through the use of the mouth at the infantile stage. In case the child is denied proper sex gratification through the specified ways of his stages, he is bound to suffer at the later stages turning him into a disorganised personality showing maladaptive behaviour.

*The flow of libido.* Libido, the life maintaining energy which aims at seeking pleasure through sex gratification, may work as the determinant of one's personality make-up. In case the flow of this energy in terms of the satisfaction of the sexual urge is normal and satisfactory, the behaviour remains satisfactory and normal. But in case this flow is repressed, blocked or dammed up, it ends not only in free floating anxiety but also gives birth to severe conflicts leading to mental illness and abnormal behaviour.

Psychoanalysis as a method (of studying behaviour) and a therapy (treating mental illness or abnormal behaviour) is said to involve steps like (a) establishing rapport with the subject, (b) analysis of the behaviour of the subject to uncover the underlying causes of the abnormality by adopting techniques like free

association, dream analysis, and analysis of daily psychopathology. (c) synthesis for restructuring and restoring the lost balance of the psyche and (d) breaking the rapport in order to enable the patient to face the realities of life without the support of the analyst.

*criticism of Freud's System of Psychoanalysis.* Freud's system of psychoanalysis has been criticised mainly on the following grounds:

1. It treats mankind to be selfish, pleasure seeking and animal-like rather than social and humane.
2. It often overgeneralizes on the basis of a single study.
3. It overemphasizes the role of sex in human life.
4. It attaches too much importance to the role of the unconscious as a determinant of behaviour.
5. It exaggerates the role of early childhood experiences for setting out the course of one's life.

*Contribution to Education.* Freud's system of psychoanalysis has made the following contributions to education:

1. It has given a good method for the study of behaviour.
2. It has provided a good therapy for treatment of mental illness and abnormal behaviour.
3. It has highlighted the importance of good education and a healthy environment in the early years by emphasising the role of childhood experiences.
4. Freud's concept of the unconscious has helped in understanding the cause of maladaptive behaviour.
5. His emphasis on the role of sex in one's life has brought out the necessity of providing proper sex education to children.
6. Freud's system of psychoanalysis has called for the provision of proper extracurricular activities and suitable hobbies etc. in the school programmes for the release of repressed or blocked libidinal energy and pent-up feelings.

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