

Kellogg D., Yasnitsky A. The differences between the Russian and English texts of *Tool and Symbol in Child Development. Supplementary and analytic materials* // Психологический журнал Международного университета природы, общества и человека «Дубна». – 2011. – № 4. <http://www.psyanima.ru>.

The differences between the Russian and English texts of *Tool and Symbol in Child Development. Supplementary and analytic materials*¹

D. Kellogg, A. Yasnitsky

Текстологический сравнительный анализ двух изданий текста Выготского "Орудие и знак в развитии ребенка" (1984) и его английской версии "Tool and Symbol in Child Development" (1994). В табличном виде представлены расхождения между русским и английским текстом. Также в виде таблицы представлена сравнительная длина и различия в длине глав двух текстов, и, в виде двух графиков указаны параллельные и повторяющиеся фрагменты текста русского издания и соответствующие им места в английском тексте.

Ключевые слова: Выготский, текстология, анализ текста, перевод, публикации, фальсификации.

Table 1.

**Comparative Table of Contents and Publication Length / Сравнительное оглавление и длина публикации:
Tool and symbol (1994) & *Орудие и знак* (1984)**

Tool and symbol (1994)			Орудие и знак (1984)		
Chapter/ Глава	Pages, Figures/ Стр., Рис.	Length/ Длина	Chapter	Pages/ Стр.	Length/ Длина
1. The problem of the practical intelligence in animal and child	99-122	24	Глава первая. Проблема практического интеллекта в психологии животных и психологии ребенка	6-37	32
<i>Experiments on the practical</i>	100-	7	Эксперименты по	7-	13

¹ This work was supported by the Hankuk University of Foreign Studies Research Fund of 2011.

<i>intelligence of the child</i>			практическому интеллекту ребенка		
<i>The function of speech in tool use: the problem of practical and verbal intelligence</i>	106-		Функция речи в употреблении орудия. Проблема практического и вербального интеллекта	19-	
<i>Speech and action in child behaviour</i>	108-		Речь и практическое действие в поведении ребенка	21-	
<i>The development of the child's higher forms of practical activity</i>	112-		Развитие высших форм практической деятельности у ребенка	26-	
<i>Development in the light of facts</i>	115-		Путь развития в свете фактов	29-	
<i>The function of socialized and egocentric speech</i>	118-		Функция социализированной и эгоцентрической речи	32-	
<i>The change of the function of speech in practical operation</i>	120-		Изменение функции речи в практической деятельности	34-	
2. The function of signs in the development of higher psychological processes	122-135	14	Глава вторая. Функция знаков в развитии высших психических процессов	37-52	16
<i>The development of higher forms of perception</i>	123-		Развитие высших форм восприятия	38-	
<i>The separation of the primary unity of the sensory-motor functions</i>	127-		Разделение первичного единства сонсомоторных функций	41-	
<i>The reorganization of the functions of memory and attention</i>	132-		Перестройка памяти и внимания	47-	
<i>The voluntary structure of the higher psychological functions</i>	134-	2	Произвольная структура высших психических функций	49-	4
3. Sign operations and the organization of the psychological processes	135-141	7	Глава третья. Знаковые операции и организация психических процессов	53-59	7

Problems of signs in the formation of the higher psychological functions	135-		Проблема знака в формировании высших психических функций	53-	
The social genesis of the higher psychological functions	137-		Социальный генез высших психических функций	55-	
The main rules of development of the higher psychological functions	138- fig. 1, p. 140		Основные правила развития высших психических функций	56-	
4. The analysis of sign operations in the child	141-156	16	Глава четвертая. Анализ знаковых операций ребенка	60-75	16
<i>The structure of sign operation</i>	142- figure 2, p. 144		Структура знаковой операции	61-	
<i>The genetic analysis of sign operation</i>	147- figures 3 & 4, p. 149 figure5, p. 150		Генетический анализ знаковой операции	65-	
<i>The further development of sign operations</i>	152-		Дальнейшее развитие знаковых операций	70-	
5. Methods for the study of higher psychological functions	157-161	5	Глава пятая. Методика изучения высших психических функций	75-80	6
6. Conclusions	161-170	10	Заключение. Проблема функциональных систем	80-90	11
<i>The problem of functional systems</i>	161-				
<i>The use of tools in animal and human behaviour</i>	164-		Употребление орудий у животного и человека	83-	
<i>Word and action</i>	166-170		Слово и действие	86-90	

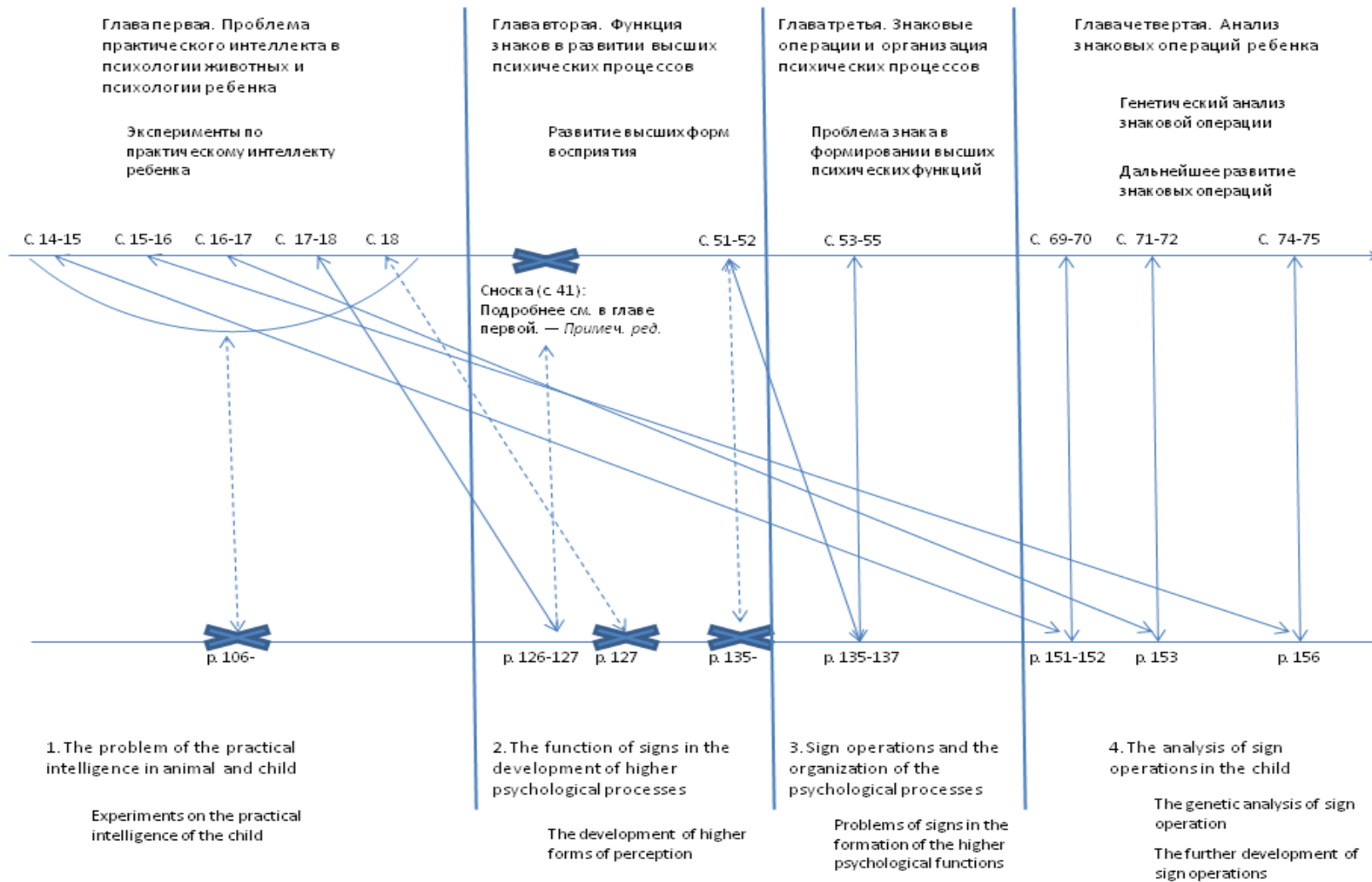
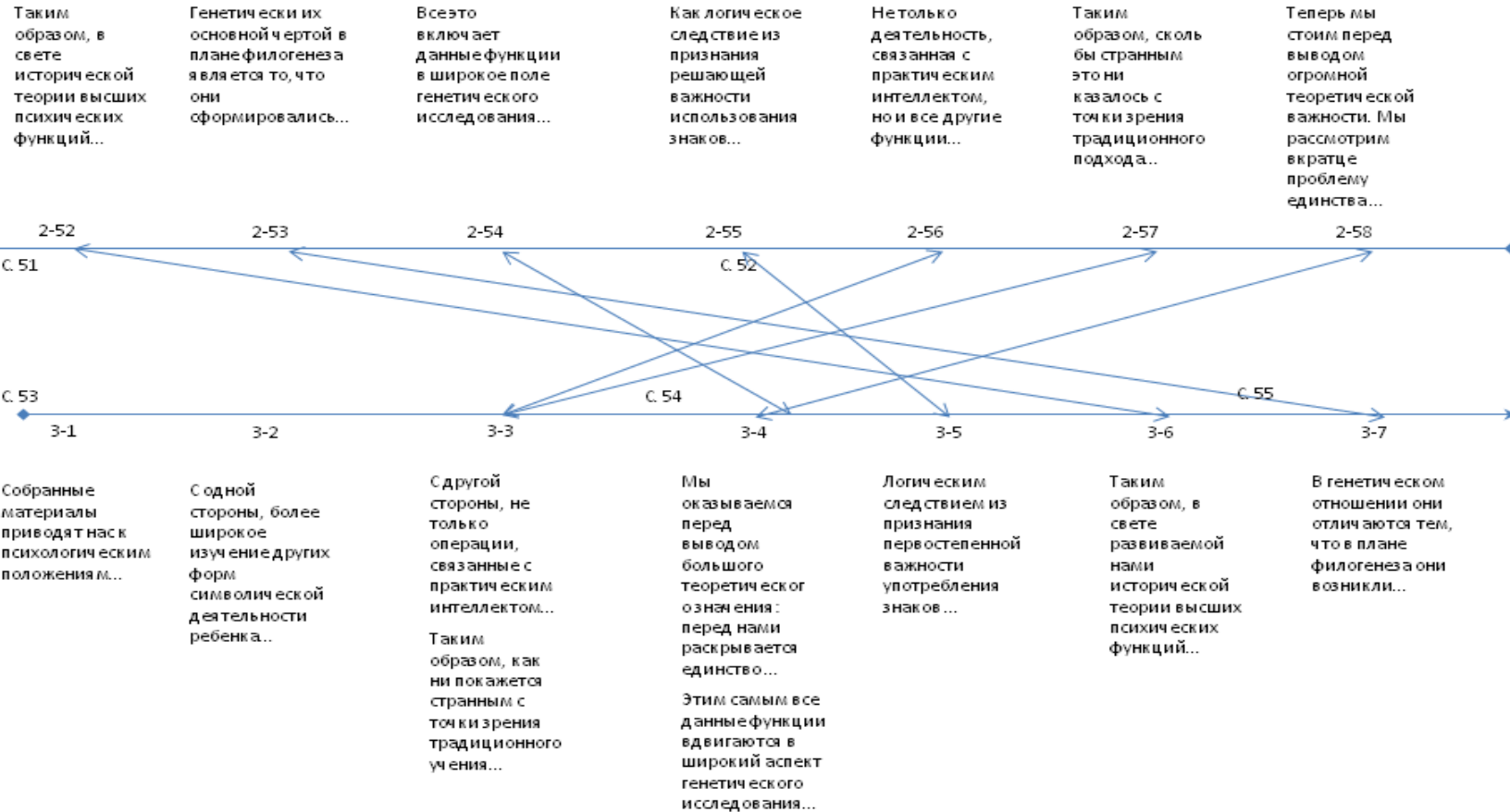


Figure 1. Parallel and repeated fragments of text in Russian edition of 1984 and English edition of 1994 / Параллельные и повторяющиеся фрагменты текста в советском издании 1984 г. и англоязычном издании 1994 г.

Глава вторая. Функция знаков в развитии высших психических процессов / Произвольная структура высших психических функций



Глава третья. Знаковые операции и организация психических процессов / Проблема знака в формировании высших психических функций

Figure 2. Parallel and repeated fragments of text in the end of chapter 2 and the beginning of chapter 3 in Russian edition of 1984 / Параллельные и повторяющиеся фрагменты текста в конце второй и главы и начале третьей главы в советском издании 1984 г.

Table 2.

The differences between the Russian and English texts of *Tool and Symbol in Child Development*.

Chapter-Paragraph Number	Russian Text as published in Volume Six of the Russian <i>Collected Works</i>, 1984 (Moscow: Pedagogika)	English Text as published in the <i>Vygotsky Reader</i> (van der Veer and Valsiner eds) 1994 (Oxford and Cambridge, MA: Blackwell)	Comments (by David Kellogg)
1-1	<p>The Russian title of this chapter is:</p> <p>”Проблема практического интеллекта в психологии животных и психологии ребенка.“ The word “психологии» appears twice.</p> <p>The Russian text does not make it clear that virtually the entire paragraph is a quotation from Carl Stumpf. It uses indirect speech. (p. 6)</p>	<p>The English chapter title is:</p> <p><i>“The problem of the practical intelligence in animal and child.”</i></p> <p>The word “psychology” is not in the title even once.</p> <p>The English text uses direct speech and an indented quotation for the Stumpf citation. (p. 99)</p>	
1-2, 1-3	<p>The Russian text has a paragraph break immediately after:</p> <p>“Мы говорим о росте детской личности, мы называем садом систему воспитания в раннем возрасте.”</p>	<p>The English text has a paragraph break immediately after:</p> <p>“It was only during the process of long investigations, lasting entire decades that psychology overcame the first concept which saw the processes of psychological development as following and proceeding along the lines of botanical patterns.”</p>	<p>This paragraph final position and use of parallel grammar suggests an emphasis on the main point of the paragraph (the botanical metaphor in child psychology as the prehistory of the zoological metaphor).</p> <p>This emphasis is completely lacking in the English version, where the putative author actually does not appear to understand the importance of the sentence at all. (p. 6)</p>

			<p>Note that the English version appears to largely miss the significance of the fact that child development is referred to as “growth” and that a kindergarten is seen as a kind of garden. Not only is this point not made paragraph final, which it is in the Russian text, but it is rendered in a way that suggests that the writer does not fully understand the importance of the comparison:</p> <p>“We speak of the development (growth) of the child, we qualify kindergarten as a system of early-age upbringing.” (p. 99)</p>
1-5	<p>The Russian text has no paragraph break immediately after this sentence.</p> <p>“Но в последнее время мы присутствуем при чрезвычайно парадоксальном этапе развития детской психологии, когда создаваемая на наших глазах глава о развитии высших интеллектуальных процессов, характерных именно для человека, складывается как прямое продолжение соответствующей главы зоопсихологии.”</p> <p>Also, the Russian text has the word <i>складывается</i> instead of “evolves.”</p>	<p>The English text has a paragraph break immediately after:</p> <p>“The chapter even now being written and dealing with the development of the higher intellectual processes native to man as a human being evolves as the direct continuation of the corresponding chapter of animal psychology.”</p>	<p>Van der Veer and Valsiner say that “evolves as” appears in the original English manuscript but has been changed to “is presented as” by an editor (possibly penciled in?). They have restored “evolves” because it agrees with the Russian manuscript.</p> <p>However, as we can see the Russian manuscript, at least as published in the <i>Collected Works</i>, does not have “evolves” but rather “складывается”, or “is added on” or “appended to.” (p. 100)</p>

	(p. 7)		
1-8	<p>The Russian text does not have a paragraph break immediately after:</p> <p>“...К. Бюлера, данной самим автором.” (p. 8)</p> <p>In addition, the Russian text does not use direct quotations to render Bühler’s words.</p> <p>“В шимпанзеподобном возрасте ребенок делает свои первые изобретения, конечно крайне примитивные, но в духовном смысле чрезвычайно важные, считает К. Бюлер.” (p. 8)</p>	<p>The English text has a paragraph break immediately after:</p> <p>“...the interpretation of Bühler’s experiments presented by the author himself.” In addition, the English text uses a direct quotation from Bühler,</p> <p>“These manifestations were absolutely similar to those of the chimpanzee and therefore this phase of a child’s life might quite justly be called. (sic--DK) ‘the chimpanzee-like age’...In the given chimpanzee-like age, the child makes its first little inventions, of course, most primitively, but from the psychological point of view of a most important nature.”</p>	<p>Van der Veer and Valsiner say that there is an insertion of “activity” by an editor, after the word “child” in “new investigators who tried to transfer to the child the laws of practical intelligence discovered by Köhler. (See note 4 on p. 170 of <i>The Vygotsky Reader</i>.)</p> <p>Of course, the full stop after “called” may have been introduced by the typesetters. (p. 101).</p> <p>Of course, the incorrect full stop before the quotation does not occur in the Russian version.</p>
1-10	<p>The Russian text does not have a paragraph break immediately after:</p> <p>“...(которые впоследствии были констатированы также в исследовании Ш. Бюлер и первые начатки которых должны быть отнесены к еще более раннему возрасту. 6.7-му месяцу жизни ребенка), как и действия шимпанзе, совершенно независимы от речи.”</p>	<p>The English text has a paragraph break immediately after:</p> <p>“...(this was later re-affirmed in the works of Ch. Bühler with the first manifestations of practical intelligence in the child being placed at an even earlier date between the sixth and the seventh months.)”</p> <p>The next paragraph uses direct quotations from Bühler, “prior to</p>	

	The Russian text, as usual, does not have quotation marks around the quotations from Bühler and does not use the original German word “Werkzeugdenken.” (p. 8)	speech their exists instrumental thought” and the German word “Werkzeugdenken” followed by “grasping of mechanical concatenations and finding of mechanical means for mechanical ends.” (p. 101)	
1-11	The Russian text has a paragraph break immediately after “механических конечных целей” but the English text does not after the corresponding text. In contrast, the Russian text does not have a paragraph break immediately after “развитии интеллекта” but the English text does. (pp. 8-9)	The English text does not have a paragraph break immediately after “mechanical means for mechanical ends.” In contrast, the English text has a paragraph break immediately after “the development of its intellect.” (p. 101)	
1-12	The Russian text says: “В ней наиболее ярко выражена та упомянутая опасность зоологизирования детской психологии, которая, как уже сказано, является господствующей чертой всех исследований в этой области.” (p. 9) There is no paragraph break after this sentence, but there is in the English text.	The English text says “(see earlier reference)”, instead of “that danger we mentioned earlier.” There is no clear “earlier reference” to see. (p. 101) There is a paragraph break after this, on p. 102. In this paragraph, the Russian “речевым мышлением в понятиях” is rendered (poorly) as “speech thinking in ideas.” The usual English equivalent would be “verbal thinking in concepts.”	

1-15	<p>The Russian text has:</p> <p>“...продвигаясь вперед в обоих случаях за счет усложнения внутренних моментов, определяющих интересующую нас операцию, но не за счет коренного и принципиального изменения ее структуры.” (p. 10).</p>	<p>The English text reads:</p> <p>“the fundamental identity of the psychological nature of the use of tools by animals and man, the fundamental similarity of the road leading to the development of practical intelligence in ape and child, which in both cases proceeds due to the growing complexity of the interior factors determining the operation of our interest, but not due to any basic or radical alteration in its structure.” (p. 102).</p>	<p>But van der Veer and Valsiner note (p. 170) that an English editor had added “is due” in the place of “proceeds.” However, we must keep in mind that according to Mike Cole, Alexander Luria was one of the English editors of this manuscript; it may have been an emendation by one of the author(s).</p>
1-17	<p>The Russian text has Bogen indirectly quoted (paraphrase without quotation marks). The name also appears with the initial in the Russian text, but not in the English one (this difference is quite consistent, as we shall see). (p. 10)</p>	<p>The English text has “Bogen” directly quoted. (Bogen’s name is given without the initial of his given name, and quotation marks and a more explicit quote, including phrases like “Without going into details...we could...” which are omitted in the Russian semi-paraphrase. (p. 102)</p>	
1-19	<p>The Russian text does use the word “terra incognita” in Latin, but does not use the literal Latin “a priori”, as the English text does.</p> <p>It also gives an indirect quotation from Lipmann and Bogen:</p> <p>“Поэтому они должны прийти к выводу, что, как показывают их</p>	<p>The English text gives a direct quotation from Lipmann and Bogen:</p> <p>“Therefore we must arrive at the conclusion,” they say, “that as far as our experiments show, no qualitative distinction between the behavior of child and ape may be defined during the process of teaching.” (p. 103)</p>	<p>Van der Veer and Valsiner, who have checked the original German book by Lipmann and Bogen, note that the German word used does not mean “teaching” but rather “learning.”</p> <p>They add that “behavior” is italicized. See the note on p. 171.</p>

	эксперименты, качественной разницы в поведении ребенка и поведении антропоида при обучении установить нельзя.” (p. 11)		
1-20	The Russian text omits the name of Schlüter: “Аналогичные опыты, примененные к умственно отсталым и малоодаренным детям, больше приближены к методике Келера.” (p. 11)	The English text says: “Analogous experiments on mentally handicapped or ungifted children closely follow Köhler’s methods; as for instance, those included in Schlüter’s book.” (p. 103)	Van der Veer and Valsiner suggest that this reference is to Luise Schlüter, but they have not been able to identify the exact book. I have not been able to identify a book either. She appears to have been a psychologist of education, and is author of this article, referenced in Meumann’s 1914 book <i>Vorlesungen zur einföhrung in die experimentelle pädagogik und ihre psychologischen grundlagen</i> . Schlüter, Luise, <i>Experimentelle Beiträge zur Prüfung der Anschauungs- und der Übersetzungsmethode bei der Einföhrung in einen fremdsprachlichen Wortschatz. Z. f. Psych. Bd. 68. 1913.</i>
1-21	The Russian text does not give the given name of Paul Brainard and only refers to him by his surname: “Речь идет о работе Брейнарда...” (p. 11)	The English text has: “ Undertaken by Paul Brainard,...” (p. 104)	
1-23, 1-24, 1-26	The Russian text uses indirect quotations from Shapiro and Guerke.	The English text has direct quotations from Shapiro and Guerke. (pp. 104-	

	(p. 12)	105)	
1-26	The Russian text has a paragraph break immediately after: “...которое проводится через посредство экспериментатора.” (p. 13)	The English text has no paragraph break here. (p. 104)	
1-30	The Russian text has no paragraph break immediately after “специфическими для человека.” (p. 13)	The English text has a paragraph break immediately after “...specifically human.” (p. 106)	
1-31~1-49	The Russian text includes all nineteen paragraphs of this material. (pp. 14-18) In particular, 1-49 does not seem to appear anywhere in the English manuscript (though there is a fairly similar paragraph on pp. 140-141 of the <i>Vygotsky Reader</i>). “Исследование функции образования понятий, начатое нашим сотрудником Л. С. Сахаровым, разработавшим для этой цели специальную методику эксперимента, показало, что функциональное употребление знака (слова) в качестве средства направления внимания, абстрагирования, установления связи, обобщения и т. п. операций,	The English text has omitted all of this material in this chapter, but presents it in chapter . The English equivalent of the missing paragraph (1-49) would be: “The study of the function of concept formation, begun by our colleague L.S. Sakharov, who developed for this purpose a special experimental procedure of experiment, demonstrated that the functional use of sign (the word) as a means of directing attention, abstracting, establishing connections, generalizing and other operations which form part of this function, is the necessary and central section of the entire process of the appearance of new concepts. In this process all basic elementary	Van der Veer and Valsiner note that (pp. 14-15 are reproduced on pp. 69-70, pp. 15-16 are reproduced on pp. 74-75, and pp. 16-17 are reproduced on pp. 71-72 in the Russian edition. This is largely true, but the repetitions are not word for word. (See note 20 p. 171 in <i>The Vygotsky Reader</i> .)

	<p>входящих в состав данной функции, является необходимой и центральной частью всего процесса возникновения нового понятия. В этом процессе участвуют все основные элементарные психические функции в своеобразном сочетании и под главенством операции употребления знака (Л. С. Сахаров, Ю. В. Котелова, Е. И. Пашковская).”</p>	<p>mental functions participate in a unique combination, under the supremacy of the operation of sign use (L.S. Sakharov, Yu. V. Kotelova, E. I. Pashkovskaya).”</p>	
1-51	<p>The Russian text has no paragraph break immediately after:</p> <p>“В психологической литературе почти совсем не уделялось внимания вопросу о структурной и генетической связи этих двух функций.” (p. 19)</p>	<p>The English text has a paragraph break immediately after :</p> <p>“Psychological literature almost ignored the question of the structural and genetic relations of these two functions.” (p. 106)</p>	
1-53	<p>The Russian text has a paragraph break immediately after:</p> <p>“он в дальнейших исследованиях показал, насколько тщетны все попытки развить у животных хотя бы самые начальные знаковые и символические операции.” (p. 19)</p>	<p>The English text has no paragraph break after:</p> <p>“...even the most elementary sign and symbolic operations in animals.” (p. 106)</p>	
1-55	<p>The Russian text has no paragraph break after:</p> <p>“...принципиально той же линии.”</p>	<p>The English text has a paragraph immediately after:</p> <p>“The isolated examination of the use of tools and of symbolic activity was</p>	

	<p>This is followed by:</p> <p>“Происхождение и развитие речи и любой другой символической деятельности рассматривалось как нечто, не имеющее связи с практической деятельностью ребенка, как если бы он был чисто рассуждающим субъектом.” (p. 20)</p>	<p>a common tendency in the research work of authors who studied the natural history of practical intellect: psychologists, studying the development of symbolic processes in the child, followed the same principle.” (p. 106)</p> <p>In the next sentence, the Russian expression “рассуждающим субъектом”, or “thinking subject”, is rendered in Latin and italicized as “<i>res cogitans</i>.”</p>	
1-60	<p>The Russian text has no paragraph break immediately after:</p> <p>“...игнорируя скачок, состоявший в переходе человека к общественной форме существования.” (p. 21)</p>	<p>The English text has a paragraph break immediately after:</p> <p>“...attempts to examine the higher forms of human labour and thought as the direct prolongation of these roots, thus ignoring man’s leap forward, made in his transition to social existence.” (p. 108)</p>	
1-61	<p>The Russian text does not use italics for:</p> <p>“...что величайший генетический момент во всем интеллектуальном развитии, из которого выросли чисто человеческие формы практического и познавательного интеллекта, состоит в соединении двух первоначально совершенно</p>	<p>The English text renders this mostly in italics, thus:</p> <p>“Our research leads us not only to the conviction of the fallacy of this approach, but also to the positive conclusion that <i>the great genetic moment of all intellectual development, from which grew the purely human forms of practical and</i></p>	

	независимых линий развития.” (p. 22)	<i>gnostic intellect, is realized in the unification of these two previously completely independent lines of development.” (p. 108)</i>	
1-62	The Russian text has no paragraph break immediately after: “...преодолевая прежние натуральные законы и впервые рождая собственно человеческие формы употребления орудий.” The next paragraph does not use italics, but the English text does. (p. 22)	The English text has a paragraph break immediately after: “...overcoming the former natural laws and for the first time giving birth to authentically human use of implements.” (p. 109) The English text italicizes “ <i>master the situation with the help of speech after mastering his own behavior.</i> ”	Van der Veer and Valsiner say that an English editor inserted the word “tools” in the place of the word “implements” in the English text. (p. 171, note 23). Mike Cole, however, notes that many of the emendations to the text are in A.R. Luria’s own hand (personal communication), and both seem fair equivalents of the Russian word “орудий”, at least in this context.
1-63	The Russian text has no paragraph break immediately after : “Это соединение с полной ясностью выявляется в экспериментальном генетическом примере, взятом из наших исследований.” (p. 22)	The English text has a paragraph break immediately after: “This unification appears with the greatest clarity in our experimental genetic research.” (p. 109)	
1-66	The Russian text has: “Возникшее единство восприятия, речи и действия, которое приводит к перестройке законов зрительного поля, и составляет подлинный и важнейший объект анализа, направленного на изучение происхождения специфически	The English text has: “This newly born unity of perception, speech and action, which leads to the inculcation of the laws of the visual field, constitutes the real and vital object of analysis aimed at studying the origin of specifically human forms of behavior.” (p. 109)	Van der Veer and Valsiner remark that the word “inculcation” is rather far from the Russian “перестройке” (“perestroika, or restructuring”). It is also rather awkward English.

	<p>человеческих форм поведения.”</p> <p>There is no paragraph break immediately after this in the Russian text. (p. 23)</p>	<p>This is followed by a paragraph break in the English, but not in the Russian.</p>	
	<p>The Russian text has no paragraph break immediately after:</p> <p>“...Пиже, явно возрастает по мере того, как в активность ребенка вводятся трудности и помехи.”</p> <p>The Russian text then has:</p> <p>“Как показали наши эксперименты, для определенной группы детей коэффициент почти удваивается в моменты возникновения трудностей.”</p> <p>This is immediately followed by another paragraph break in the English, but not in the Russian. (p. 23)</p>	<p>The English text has a paragraph break immediately after the words:</p> <p>“...calculated according to Piaget, quite obviously, increases along with the introduction of difficulties and obstacles into the child’s activity.”</p> <p>The next paragraph consists of the single sentence: “As our experiments have shown, for a given group of children this coefficient almost doubles during moments of difficulty as compared with other moments of the same situation.” (p. 110)</p>	<p>Van der Veer and Valsiner note that “given group” is not an accurate rendition of “определенной группы детей” (a specific group of children). They also note that “moments” should really be “periods” here. Finally, the expression “speech-thinking” is an unusual way to render the Russian “речевого мышления”, which is usually translated as “verbal thinking” (p. 172, notes 26~28).</p>
1-66	<p>The Russian text has no paragraph break immediately after:</p> <p>“...если принять во внимание ее функцию, но внешняя--по форме выражения.” (p. 23)</p>	<p>The English text has a paragraph break immediately after:</p> <p>“...but in its form of expression it is external speech“ (p. 110)</p>	
1-68	<p>The Russian text has no paragraph break immediately after:</p>	<p>The English text has a paragraph break immediately after:</p>	

	<p>“Ребенок констатирует словами значительно больше возможности, чем обезьяна может реализовать в действии.” (p. 23)</p>	<p>“...The child constructs with words much greater possibilities than the ape can realize through action.” (p. 110)</p>	
1-70	<p>The Russian text has no paragraph break immediately after:</p> <p>“Во-вторых, и это факт решающей важности, с помощью речи в сферу объектов, доступных для преобразования ребенком, включается и его собственное поведение.”</p> <p>The Russian text does not use italics, but the English text does. (p. 24)</p>	<p>The English text has:</p> <p>“On the other hand – and this is of decisive importance – among the different objects open to the child’s transformation, speech introduces <i>the child’s own behaviour</i> “ (p. 111)</p> <p>The English text uses italics, but the Russian text does not.</p>	
1-73	<p>The Russian text has “А. Гийома и Г. Меерсона“ with the initials of the authors. In the same paragraph, the Russian text has “Г. Хэдом” for “Н. Head.” (p. 25)</p>	<p>The English text has, apparently in French, “<i>Guillaume et Meyerson</i>“ without the initials of the authors and in italics. In the same paragraph, “Head” is given without the initial. (p. 111)</p>	
1-76	<p>The Russian text has:</p> <p>“...иногда превращаются в сложные и неорганизованные массивы практических действий” (p. 26)</p>	<p>The English text has: “a complex and unorganized mass of apractical actions” (p. 112)</p>	<p>In other words, the Russian text states “complex and disorganized masses of practical actions“.</p> <p>In contrast, English text refers to “apractical actions”. Presumably what is meant is apraxia, and not unpractical actions.</p>
1-78	<p>The Russian text has:</p>	<p>The English is:</p>	

	<p>“...двумя параллельными цепями реакций.”</p> <p>This is a long paragraph in Russian, but it broken up into two shorter ones in the English version. (p. 26)</p>	<p>“...two parallel links of reaction” rather than chains of reactions.</p> <p>There is a paragraph break after “...the psychology of man’s practical activities would remain forever incomprehensible.” (p. 112-113)</p>	
1-80	<p>The Russian text has no paragraph break after “Мы сознательно берем явление в его наиболее развитой форме, минуя смешанные промежуточные стадии.” (p. 27)</p>	<p>The English text has a paragraph break immediately after:</p> <p>“We consciously take the phenomenon in its most developed form, passing over transitional stages.” (p. 113)</p>	
1-81	<p>The Russian text includes</p> <p>“Мы должны, следовательно, опять обратиться к результатам экспериментов...” (p. 27)</p> <p>as part of the preceding paragraph.</p>	<p>The English text has</p> <p>“We must, therefore, once again turn to experimental data” (p. 113)</p> <p>as a stand-alone paragraph.</p>	
1-82	<p>The Russian text has:</p> <p>“Как только мы перешли к исследованию деятельности с точки зрения процесса ее становления...” (p. 27)</p>	<p>The English text has:</p> <p>“As soon as we moved on to the study of activity from the viewpoint of the process of its ‘Werden’.” (p. 114)</p>	<p>In the English text the German word for “becoming” is used to render the Russian expression for “process of formation”.</p>
	<p>The Russian text has:</p> <p>“Совместив в эксперименте ряд</p>	<p>The English text has:</p> <p>“Having combined in experiments a</p>	<p>“Evolutions” seems a rather free transformation of the word “преобразований”</p>

	преобразований и создав” (p. 28)	whole series of evolutions...” (p. 114)	(“transformations”) and van der Veer and Valsiner rightly protest it.
1-86	The Russian text has no paragraph break after: “...фактически утверждение Келера, что интеллектуализм нигде не ложен настолько, как в теории (и, мы должны добавить, в истории) интеллекта, здесь оправдывается.” (p. 28)	The English text has a paragraph break immediately after: “Köhler’s statement to the effect that intellectualism is nowhere so false as in the theory (and, we must add, in the history) of intellect, is here justified.” (p. 115)	
1-88	The Russian text has: “В соответствии с одним из них существо процесса рассматривается как результат интеллектуального действия; в соответствии с другим оно представляется продуктом автоматического процесса совершенствования навыка, возникающим как инсайт в самом конце процесса.” (p. 29)	The English text has: “According to one of them, the essence of the process is regarded as the <i>causa efficiens</i> of intelligent actions; according to the other, it is viewed as the product of the automatic process of the perfecting of habit, appearing as a <i>deus ex machina</i> at the very end of the process.” (p. 115)	While the Latin is elegant, it is not a very accurate rendition of the Russian, which reads roughly: “In accordance with one of them the essence of process is considered to be the result of intellectual action; in accordance with other it is the product of an automatic perfection of a process which appears in the form of insight only at the very end of the process.”
1-91	The Russian text has a paragraph break immediately after: “...речь стоит в самом начале развития и становится его наиболее важным, решающим фактором.” (p. 29)	The English text has no paragraph break here. (p. 116)	
1-92	The Russian text has no paragraph break after :	The English text has a paragraph break immediately after:	

	<p>“Путь от вещи к ребенку и от ребенка к вещи лежит через другого человека.” (p. 30)</p>	<p>“The road from object to child and from child to object lies through another person.”</p> <p>This is a stand-alone paragraph; there is also a paragraph break immediately after it. (p. 116)</p>	
1-93	<p>The Russian text includes initials, thus:</p> <p>“Э. Клапареда и Ж. Пиаже” (p. 30)</p>	<p>The English text omits the initials, thus:</p> <p>“...the works of Claparède and Piaget.” (p. 117)</p>	
1-94	<p>The Russian text has no paragraph break immediately after:</p> <p>“Протоколы экспериментов, проведенных нами с детьми, выявляют аналогичную картину синкретизма действий в их поведении.” (p. 31)</p>	<p>The English text has this as yet another stand-alone one sentence paragraph</p> <p>“The records of the experiments carried out with children give a clear picture of syncretism of action in their behaviour.” (p. 117)</p>	
1-95	<p>The Russian text has a paragraph break after the words:</p> <p>“...резко обрывает попытки и обращается к экспериментатору с просьбой подвинуть объект ближе и таким образом дать ему возможность выполнить задание.” (p. 31)</p>	<p>The English text has no paragraph break after:</p> <p>“...asking him to move the object nearer and thus give him the possibility to accomplish (sic--DK) his task.” (p. 117)</p>	<p>A more idiomatic English version would read:</p> <p>“...asking him to move the object nearer, thus giving him the possibility of accomplishing his task.”</p>
1-99	<p>The Russian text:</p> <p>“Иногда речь, как ни парадоксально</p>	<p>The English text has:</p> <p>“...finally, a paradoxical sounding</p>	<p>The word “деятельность” (that is, “activity”) is rendered as “attention.”</p>

	это звучит, прямо обращена к объекту деятельности.” (p. 32)	direct appeal to the object of attention.” (p. 118)	Also, note that there is a paragraph break immediately after this sentence in the English, but not in the Russian.”
1-102	The Russian text has: “Первый из изучаемых нами процессов (эгоцентрическая речь)...” (p. 32)	The English text has: “The first of the processes we study here is connected with the formation of ‘speech for oneself...’” (p. 118)	The English text does not use “egocentric speech” in parentheses and instead places “speech for oneself” in inverted commas.
1-104	The Russian text has no paragraph break after the words: “Если внимательно изучить протоколы наших экспериментов с маленькими детьми, можно заметить, что вместе с обращением к экспериментатору за помощью богато проявляется эгоцентрическая речь ребенка.” On the other hand, there is a paragraph break after the words “В другом случае, рассчитывая глубже изучить связь между эгоцентрической речью и трудностями, возникающими перед ребенком, мы организовали экспериментальные сложности в деятельности ребенка.” This actually occurs in the middle of a compound sentence in the English version.	The English text has: “If we study carefully the records of our experiments with small children, we find that, along with the appeals to the experimentalist for help, there is a wealth of manifestations of egocentric speech by the child. “We already know that difficult situations evoke excessive egocentric speech and that, under conditions of hyper-difficulties, the coefficient of egocentric speech is almost doubled in comparison to uncomplicated situations. In another case, hoping to achieve a deeper study of the connection between egocentric speech and difficulties, we created extra experimental difficulties in the child’s activities...” This ends in a semi-colon rather than	

	<p>There is another paragraph break which does not occur in the English version after the words: “...что эгоцентрическая речь связана с социальной речью ребенка тысячами переходных стадий.” (p. 33)</p>	<p>a full stop, and the paragraph continues until “...for egocentric speech to increase immediately” in the middle of p. 119.</p>	
1-106	<p>The Russian text has no paragraph break after:</p> <p>“из категории интерпсихической превращается в интрапсихическую функцию.”</p> <p>There is also no use of italics, either here, or in the next paragraph, or in the following one, while corresponding expressions in the English text are italicized. (p. 34)</p>	<p>The English text has</p> <p>“In this latter case the speech, participating in the solution, <i>from an interpsychological category, now becomes an intra-psychological function</i>”</p> <p>followed by a paragraph break.</p> <p>The English text uses italics, both here and in the next paragraph (“<i>organizing its own behavior according to a social type</i>”) and in the next (“<i>a social attitude to itself</i>”). All of these italics are missing in the Russian text. (p. 119)</p>	
1-109	<p>The Russian text has a paragraph break immediately after:</p> <p>“...образуя подвижную систему функций с непостоянным характером взаимосвязи.” (p. 34)</p>	<p>The English text has no paragraph break after:</p> <p>“...forming a mobile system of functions with a changing character of inter-relations.”</p>	<p>The corresponding expressions in the Russian text are not italicized.</p>

		Italics are used in the next paragraph for “ <i>child’s speech which previously accompanied its activity and reflected its chief vicissitudes</i> ” and for “ <i>moves more and more to the turning and starting points of the process, beginning thus to precede action and throw light on the conceived of but as yet unrealized action</i> ” (p. 120)	
1-114	The Russian text has no paragraph break after: “но и с ее помощью нащупывать верный путь решения проблемы.” (p. 35)	The English text has a paragraph break immediately after: “...of searching for and finding a problem’s correct solution.” (p. 121)	
	The Russian text has: “Между объектом, привлекавшим ребенка как цель, и его поведением появляются стимулы второго порядка, направленные уже не непосредственно на объект, но на организацию и планирование собственного поведения. Речевые стимулы, направленные на самого ребенка, преобразовываясь в процессе эволюции из средства стимуляции другого лица в стимуляцию собственного поведения, радикально перестраивают все его поведение.” (p. 36)	The English text has: “Between the object (attracting the child as its aim) and behaviour, there appear <i>stimuli of the second order</i> , now directed not immediately at the object but at the organization and personal <i>planning of the child’s behaviour</i> . These self-directed speech stimuli, changing in the process of evolution from a means of stimulation of another person into <i>auto-stimuli</i> , radically reconstruct the child’s entire behaviour.” (p. 121)	The Russian does not have italics, and it also does not call the “speech stimuli” “self-directed.”

1-116	<p>The Russian text has:</p> <p>“Ребенок оказывается в состоянии приспособиться к предложенной ему ситуации опосредованным путем через предварительный контроль над самим собой и предварительную организацию своего поведения, а это принципиально отличается от поведения животных. Поведение ребенка содержит в себе как внутренние необходимые факторы социальное отношение к самому себе и своим действиям, которые становятся социальной деятельностью, перемещенной внутрь субъекта.” (p. 36)</p>	<p>The English text has:</p> <p>“The child proves to be able to adapt itself to the given situation by <i>indirect means</i>, through preliminary self-control and the preliminary organization of its behaviour, and this in principle differs from the behaviour of animals; it includes as a mandatory factor of its make-up a social attitude toward itself and its actions, and this attitude becomes social activity transferred [‘to the realm’ – eds] within the subject.” (p. 122)</p>	<p>The italics are missing in the Russian (as is the apparently unnecessary interjection “to the realm” by the editors). The English text also italicizes “<i>space</i>” and “<i>drawn out in time</i>”, but the corresponding Russian expressions are not italicized.</p>
1-117	<p>The Russian text has a paragraph break immediately after:</p> <p>“Восприятие ребенка начинает строиться по новым законам, отличным от законов естественного зрительного поля.” (p. 37)</p>	<p>The English text has no paragraph break after:</p> <p>“...The child’s perception begins to develop according to new laws that differ from those of the natural optic field.” (p. 122)</p>	
2-2	<p>The Russian text does not have a paragraph break after:</p> <p>“...как они протекают у высших животных.” (p. 38)</p>	<p>The English text has a paragraph break immediately after:</p> <p>“to their process in the higher animals.” (p. 123)</p>	<p>Note that the phrase “practical intellect” is put in inverted commas in the English text but not in the Russian text.</p>
2-3	<p>The Russian text has:</p>	<p>The English text has:</p>	

	“Мы начнем с восприятия...” without italics. (p. 38)	“We will begin with <i>perception</i>” “ (p. 123)	
2-3	The Russian text has: “фенотипическое сходство” without italics or inverted commas. (p. 38)	The English text has: “external ’phenotypical’ resemblance” with inverted commas. (p. 123)	It is not clear why the English version requires scare quotes here, and in fact the use of “external” suggests that “phenotypical” is precisely what is meant. Perhaps the translator does not understand the word very well.
2-4	The Russian text has the year of publication “Келера (1930).” (p. 38)	The English text has “Köhler” without any date of publication (p. 124)	Van der Veer and Valsiner note that the original English manuscript has a correct attribution in the footnotes.
2-5, 2-6	The Russian text has “всякому восприятию” in this paragraph and “человеческим восприятием” in the next without italics. (p. 39)	The English text has “ <i>all perception</i> ” in this paragraph and “ <i>human perception</i> ” in the next one in italics. (p. 124)	
2-10	The Russian text has no paragraph break immediately after: “...прямо противоречит всем этим данным.” There is also no paragraph break after: “действенные ситуации.” (p. 39)	The English text has a paragraph break immediately after “...to all these data” and also after “...into effective situations.” (p. 125)	
2-12	The Russian text has “пантомимически” and “предметной стадии” without italics, and also without inverted commas. (p. 40)	The English text has “ <i>in pantomime</i> ” in italics and “object stage” and “object perception” in the next paragraph in inverted commas. (p. 125)	

2-13	The Russian text has: “...его речи, или, иначе говоря, особенностью его вербализованного восприятия” without italics. (p. 40)	The English text has: “...a peculiarity of its <i>speech</i> , or in other words, a peculiarity of its <i>verbalized perception</i> ” with italics. (p. 125)	
2-17	The Russian text has: “...более сложные формы познающего восприятия.” (p. 41)	The English text has: “...a more complex form of perception” rather than “comprehending” or “insightful” understanding. (p. 126) The next paragraph has a paragraph break after “...reflection of a perceived situation” but there is no such paragraph break in the Russian.	
2-17	The Russian text has an editorial note which tells the reader to refer to Chapter One for details. “Подробнее см. в гл. первой.— <i>Примеч. ред.</i> ” (p. 41)	The English text has a restatement of paragraphs 44-48 from Chapter One (pp. 126-127), an account of the Kohs test replications done by Geshelina.	Note that the last paragraph of this section of the English text, on p. 127, ends with the following words which do not appear in the Russian version “...and particularly in the data of our investigation.”
2-22	The Russian text has a reference to confirming the experiments of “Э. Иенш” (rather than “E.R. Jaensch”) and the word “лаборатории” is in the plural form. There is a paragraph break after “становятся совершенно понятными.” (p. 43)	The English text has “E.R. Jaensch” and no paragraph break after “...become absolutely clear.” The plural pronoun “we” is used to refer to the authors. (p. 128)	The next paragraph of Russian text, concerning Luria's study of motorics in affective processes, uses “мы показали”, which is interpreted by van der Veer and Valsiner as a support for co-authorship of the manuscript. Note that this paragraph is a clear reference to the work on forensics

			published in 1931 by Luria, and that the original English manuscript, according to van der Veer and Valsiner, makes a reference to this work. There is no such reference in the Russian.
2-25, 2-26	The Russian text has no paragraph break after “...высших психических функций” and there is also no paragraph break after “сенсорной и моторной частями реактивного процесса” in the next paragraph. (p. 44)	The English text has a paragraph break immediately after “...specifically human higher psychological functions” and also after “...the sensory and motor parts of the reactive process” (p. 129)	
2-28	The Russian text does not use italics. (p. 44)	The English text italicizes “ <i>stimulus</i> ,” “ <i>movement</i> ,” and “ <i>shaken by selection</i> ”. (p. 130)	
2-30	The Russian text has a paragraph break after: “натуральная операция заменяется здесь новой, культурной.” (p. 45)	The English text has no paragraph break. (p. 130)	
2-33	The Russian text has no “compositional division” (an empty space in the layout) after: “...которые создавали из движений взрослого культурного человека подлинное интеллектуальное поведение.” (p. 46)	The English text has a “compositional division” here (p. 131).	Van der Veer and Valsiner state that this compositional division (an extra line or change in font which suggests a change in topic) is usual in Russian texts from the period. (see note p. 173) Van der Veer and Valsiner also note (footnote 45, p. 173) that the English manuscript given by Luria to Mike

			<p>Cole included a footnote: “A detailed analysis of the corresponding stages of mastering signs is described by N.G. Morozova in her article ‘A psychological analysis of the choice reaction’. In the Proceedings of the Psychological Laboratory of the Academy of Communist Education.”</p> <p>They note that this footnote is not included in the Russian version, but that her work was closely related to Luria’s work, which has also been taken out of the Russian version.</p>
2-35	<p>The Russian text has no italics here:</p> <p>“Эти функции мы называем высшими, имея в виду прежде всего их место в развитии, а историю их образования, в отличие от биогенеза низших функций, мы склонны называть социогенезом высших психических функций, имея в виду в первую очередь социальную природу их возникновения.” (pp. 46-47)</p>	<p>The English text has:</p> <p>“We call these functions <i>higher functions</i>, meaning by this, first and foremost, their place in the plan of development, while we are inclined to call the history of their formation, as distinguished from the biogenesis of the lower functions, <i>sociogenesis of the higher psychological function</i>, having in mind above all the social nature of their inception.” (p. 132)</p>	
2-37	<p>The Russian text has no paragraph break after:</p> <p>“...структура употребления орудий осталась бы для нас неясной.”</p>	<p>The English text has a paragraph break immediately after:</p> <p>“...the psychological structure of the use of tools would remain unclear to us.”</p>	

	Later in the paragraph, the Russian text refers to “Г. Кафки” (G. Kafka) and uses “его центр тяжести.” (p. 47)	Later in the paragraph, the English text refers to Kurt Koffka, and uses the German expression “Schwerpunkt.” Also, the word “figures” is placed in inverted commas. (p. 132)	
	The Russian text has: “Создавая с помощью речи рядом с пространственным полем также и временное поле для действия, столь же обозримое и реальное, как и оптическая ситуация (хотя, может быть, и более смутное)...” without italics. (p. 47)	The English text has: “Creating along with the space field for its action, with the help of speech, <i>a time field</i> just as visible and real as the optic situation (although, perhaps, more vague)...” The words “ <i>time field</i> ” are italicized. (p. 134)	The English text has the rather awkward and vague expression “optic situation”, obviously a literal translation from the Russian.
	The Russian text has “Кафки” rather than Koffka, and no italics are used. (p. 48)	The English text has “Koffka” and italicizes the words “ <i>not simply</i> ” “ <i>new method of uniting the elements of past experience with present</i> ” and “ <i>speech formulas.</i> ” (p. 135)	
2-43	The Russian text has a long expression in parenthesis and no italics: “...элементов настоящего и будущего (актуально воспринимаемые элементы настоящей ситуации включаются в одну структурную систему с символически представленными элементами будущего), создает	The English text has no parentheses and uses italics, thus: “...the actually perceived elements of the present situation are included in one structural system with symbolically represented elements of the future. An absolutely new psychological field for action is created, leading to the appearance of	

	совершенно новое психологическое поле для действия, ведя к появлению функций образования намерения и спланированного заранее целевого действия.” (p. 49)	the function of <i>formation of intention</i> and previously planned <i>purposeful action</i> . “ (p. 134)	
2-44	The Russian text does not use any expressions in the original German either in the text or in the footnote. The footnote does not use italics, although «ситуация задачи» appears in quotation marks. (p. 49)	The English text has “Quasibedürfnisse” in the text itself, and in a footnote the expression “Aufgabe” and a number of italicized words: “ <i>from the aim</i> ” “ <i>to the solution</i> ” “ <i>breaking down.</i> ” (p. 134, 173)	Although van der Veer and Valsiner say they cannot locate the reference for Lindner, the Collected Works lists “G. Lindner” in the references, and <i>Mind in Society</i> (1978) has this: R. Lindner, <i>Gas</i> (sic) <i>Taubstumme Kind in Vergleich mit vollstandigen Kinder</i> (Leipzig, 1925).
2-48	The Russian text has: “трех натуральных первичных связей” (p. 50).	The English text has: “those natural primary ties“ (p. 135).	The Russian phrase “ <i>three</i> natural primary ties”, presumably, refers to perception, attention, and memory.
2-49	The Russian text has: ”..как волевое действие к произвольному” without italics. (p. 50)	The English text has: “...we will find that one relates to the other as <i>a voluntary action to an involuntary.</i> ” (p. 135)	
2-50	The Russian text has “К. Коффка“ and does not have italics or inverted commas. There are no expressions in the original German. (p. 50)	The English text has simply “Koffka”, “voluntary” is put in inverted commas, and “ <i>the mastering of one’s own behavior with the assistance of symbolic stimuli</i> ” is italicized. It also uses “Intelligenzhandlungen” in the original German. (p. 135)	
2-52~2-58	The Russian text has these paragraphs	The English text omits these	Although the repetition of this

	<p>here and in a different order at the beginning of Chapter Three.</p> <p>In Chapter Three the order is: 2-56, 2-57 (which appear together as 3-3), 2-58, 2-54 (which appear together as 3-4), 2-55 (which appears as 3-5), 2-52 (which appears as 3-6 and half of 3-7) and 2-53 (which appears as half of 3-7).</p>	<p>paragraphs and continues to Chapter Three.</p> <p>In Chapter Three the order of these missing paragraphs is mixed up, but it is the same as it is in the corresponding part of Chapter Three in the Russian text.</p>	<p>material in the Russian text for Chapter Two is extremely close in Chapter Three, it is not actually literally word for word. It must be said, therefore, that the English text omits this material and is with respect to the Russian text incomplete.</p>
3-7	<p>The Russian text does not use italics:</p> <p>“В генетическом отношении они отличаются тем, что в плане филогенеза они возникли как продукт не биологической эволюции, но исторического развития поведения, в плане онтогенеза они также имеют свою особую социальную историю.” (p. 55)</p>	<p>The English text uses italics:</p> <p>“<i>Genetically</i> they differ in that in their phylogenesis they are the <i>product not of biological evolution, but of the historical development of behaviour</i>, while in ontogenesis they have also a special social history. (p. 137)</p>	
3-10	<p>The Russian text has does not use italics:</p> <p>“По самой природе он есть часть истории социального формирования личности ребенка, и только в составе этого целого могут быть вскрыты управляющие им закономерности.” (p. 56)</p>	<p>The English text has:</p> <p>“By its very nature <i>it is a part of the history of the social formation of the child’s personality</i>, and only in the content of this whole can the laws governing it be disclosed.” (p. 138)</p>	
3-12	<p>The Russian text does not use italics. (p. 56)</p>	<p>The English text has:</p>	

		<p>“Thus, the sign primarily appears in the child’s behaviour <i>as a means of social relations, as an inter-psychological function.</i> Becoming afterward a means by which the child controls its behaviour, <i>the sign simply transfers the social attitude toward the subject within the personality.</i>”</p> <p>The last sentence of the paragraph reads: “...is disclosed here <i>as the history of the transformation of means of social behaviour into means of individual psychological organization.</i>” (p. 138)</p>	
3-13	The Russian text appears to lack this sentence. (p. 56)	The English text ends this introductory paragraph with: “We shall deal with these only in the form of the shortest indications that generalize what has been said and, hence, render a detailed discussion unnecessary.” (p. 138)	
3-14, 3-21, 3-24	The Russian text does not use italics in any of these paragraphs. (pp. 56-59)	The English text renders all of these paragraphs entirely in italics. (p. 138, 140, 141)	
3-15	The Russian text does not have a paragraph break and does not use italics. (p. 57)	The English text has a paragraph break after “...the simple continuation and development of the lower” and then a single sentence paragraph ending with “... <i>counting and arithmetical processes</i> ” in italics. (p. 139)	

3-16	The Russian text has: “(Кучурин, Н. А. Менчинская).” The Russian paragraph does not use italics. (p. 57)	The English text does not have the initials “N.A.” before “Menchinskaya.” The English text uses italics extensively “ <i>the immediate perception of given pluralities and number groups</i> ”, and “ <i>the child does not really count but perceives quantities</i> ”, “ <i>the breakdown of this immediate form</i> ”, “ <i>indirect auxiliary signs</i> ” and “ <i>process of counting.</i> ” (p. 139)	
3-19	<p>The Russian text has:</p> <p>“Мы приходим к выводу, что развитие счета сводится к участию в нем основных психических функций, переход от дошкольной арифметики к школьной не есть простой, непрерывный процесс, но процесс преодоления первичных элементарных закономерностей и замены их новыми, более сложными. Покажем это на конкретном примере.” (p. 57)</p> <p>The last sentence is a separate paragraph in the English version.</p>	<p>The English text has:</p> <p>“We arrive at the conclusion that the development of counting may be reduced to the process of the participation in this operation of the main psychological functions; the transition from pre-school to school arithmetics is not a simple, uninterrupted process, but rather a process of the overcoming of primary elementary laws and their replacement by new and more complex ones.” The following sentence, “A concrete example of this may be found in the simplest experiment” is the beginning of the next paragraph. (p. 139)</p> <p>The expression “arithmetics” is not particularly natural in English but it is</p>	<p>Note that the English version renders “основных психических функций” as “main psychological functions” rather than “basic psychological functions.”</p> <p>Note also that this passage makes much better sense if we NEGATE it: “...(T)he development of counting may NOT be reduced to the process of the participation in this operation of the basic psychological functions.”</p> <p>Problems like this are rare, but they do happen. In paragraph 1-19 (p. 103 of the <i>Vygotsky Reader</i>) van der Veer and Valsiner insert a “not” where it appears to make sense of the paragraph, and there is a similar problem in Chapter Four of <i>Thinking and Speech</i>, Chapter Four, Section</p>

		<p>certainly possible in this context, where the meaning (a contrast between counting and calculating) is clear.</p>	<p>Four: “Все это говорит в пользу положения Штерна, который был, несомненно, введен в заблуждение внешним, т.е. фенотипическим, сходством и толкованием вопросов ребенка.” As Françoise Sève points out, this makes much better sense if it is NEGATED. See translator’s note: Vygotski, Lev. (1997.) <i>Pensée et Langage</i>. Paris: La Dispute, p. 185.</p>
	<p>The Russian text has no figures or reference to figures: “В наших опытах мы давали маленькому ребенку пересчитывать фигуру креста, выложенную из шишек.” (p. 57)</p>	<p>The English text has: “If the counting process for the small child is entirely determined by form perception, at a later stage this attitude is reversed and form perception itself is determined by the articulative tasks of counting. In our experiments a cross made up of counters (figure 7.1, A) was presented to a small child to count up. Invariably the child made a mistake: it perceived the figure as an integral system of a cross (B), twice counting the central piece common to both the crossing systems. It was only much later that the child proceeded to another type or process. Perception</p>	<p>The reference to “articulative” tasks of counting is unclear.</p>

		<p>becomes determined by the problem of counting and is broken down into three separate groups of elements, which were consecutively counted (C).” (p. 139)</p> <p>This is followed, on p. 140, by three figures.</p>	
3-23	<p>The Russian text has:</p> <p>“Л. И. Божович” “Л. С. Славина” but “Сахаровым”, without the initials. (p. 58)</p>	<p>The English text has:</p> <p>“Bozhovich” and “Slavina” without initials but “L.S. Sakharov.” (p. 140, 141)</p>	
4-1	<p>The Russian text has at the very beginning.</p> <p>“Мы оказываемся в состоянии замкнуть круг нашего рассуждения и вернуться к тому, о чем говорили в начале этой работы.”</p> <p>At the end of the paragraph, we have:</p> <p>”...который должен быть вынесен за скобки и подвергнут в заключение нашего исследования специальному рассмотрению” (p. 60)</p>	<p>The English text has:</p> <p>“We are now in a position to return to the subject mentioned at the beginning of this chapter,”</p> <p>At the end of the paragraph, we have:</p> <p>“...a symptom we must regard as a kind of common multiplier and, at the conclusion of our experiment, submit to special examination.” (p. 142)</p>	<p>The Russian phrasing suggests the whole work, or a book, rather than a chapter. From the phrase at the end of the paragraph it is clear that what is referred to is the book as a whole, and not an experiment.</p> <p>The English phrasing suggests that the whole work thus far is only one chapter (part of the Murchison handbook?). From the ending of the paragraph in the English text it is not very clear what “our experiment” refers to here, if anything.</p>
4-2	<p>The Russian text has the usual first person plural authorial voice:</p> <p>“Серия работ, проведенных в</p>	<p>The English text has a first person singular authorial voice:</p> <p>“Several series of experiments,</p>	

	течение последних лет нами и нашими сотрудниками, была посвящена указанной проблеме, и мы можем сейчас....” (p. 60)	carried out during the last few years by my colleagues and myself, dealt with this problem...” (p. 142)	
4-3	The Russian text has: “...не могут быть охвачены непосредственно единым взглядом и соотнесены друг с другом.” (p. 60)	The English text has: “are never accessible in all their real conjunctions, and cannot be taken in at one glance in their multiple co-relations “(p. 142)	It’s not at all clear what the word “conjunctions” of the English text means here.
4-3	The Russian text has: “...вынужден прибегнуть к особой форме экспериментирования, которую со стороны методической мы охарактеризуем ниже и сущность которой заключается в создании процессов, раскрывающих реальный ход развития интересующей исследователя функции.” (p. 60)	The English text has: “Its methodology will be touched on further.” (p. 142)	The phrasing of the Russian text appears to look forward to the next chapter, Chapter Five. The phrasing of the English version might imply that more details will be given immediately.
4-6	The Russian text has: “Мы остановимся на истории детской памяти....” (p. 61) without italics.	The English text has: “We shall dwell here on the history of <i>child memory</i> ...” (p. 142)	
4-7	The Russian text has: “...Э. Иеншем в явлении эйдетизма“ and “памятью натуральной” (p. 61)	The English text has: “...E. R. Jaensch in the phenomena of ‘eidetic images’.” (p. 143)	

	without inverted commas.	The end of the paragraph places 'natural memory' in inverted commas as well, which the Russian text does not do.	
4-9	The Russian text does not use either inverted commas or italics: “...анализируя его внутреннюю структуру, мы можем назвать его опосредованным; оценивая его отличие от естественных форм поведения, мы можем квалифицировать этот вид поведения как культурный.” (p. 61)	The English text uses first italics and then inverted commas, ignoring the parallel structure of the sentence: “After analysing its inner structure, we can call it <i>indirect (instrumental)</i> ; evaluating its difference from natural forms of behaviour, we can qualify that type of behaviour as ‘cultural’.” (p. 143)	The word “instrumental” in parentheses has no counterpart in the Russian text.
4-10	The Russian text has no italics: “Существенный момент операции мнемической – участие в ней определенных внешних знаков” and later “...что обладают обратным действием....” The Russian paragraph does not end after this sentence, but the English one does. (p. 62)	The English text italicizes the words “ <i>external symbols</i> ” and later “ <i>reverse action</i> .” There is a paragraph break immediately after this sentence (p. 143)	
4-10	The Russian text has: “Применение бирок и узлов, начатки письменности и примитивные знаки – все это инвентарь, указывающий на то, что на ранних ступенях развития	The English text has: “The use of notched sticks and knots, the beginnings of writing and primitive <i>aides-mémoire</i> – all these serve to show that at the early stages of cultural development man already	Thus the word idea of an “inventory” of the treasure house of primitive man is missing, and the specific reference to primitive signs is replaced with “aides-memoires.”

	культуры человек уже выходил из пределов данных ему природой психических функций и переходил к новой, культурной организации своего поведения.” (p. 62)	went beyond the limits of the psychological functions given to him by nature, and proceeded to a new, cultural organization of his behavior.” (p. 143)	
4-12	The Russian text has: “Переход к высшим психическим функциям путем их опосредования и построения знаковой операции может быть с успехом прослежен в эксперименте над ребенком.” There are no italicized words, and no figure is included or referred to in the text. (p. 62)	The English text has: “The transition to higher psychological functions by way of their becoming indirect (instrumented) and the construction of symbol operation can be followed successfully in experiments on a child.” Later in the paragraph the words “ <i>direct</i> ” and “ <i>stimulus of a second order</i> ” are italicized, and a figure of the triangle is given which is not given in the Russian text. (p. 144)	The English text inserts the word “instrumented” in parentheses, and uses “indirect” to render (somewhat loosely) the Russian “опосредования”.
4-13	The Russian text has no italics: “...позволяя человеку с помощью внешних стимулов, извне овладеть своим поведением.” (p. 63)	The English text has: “...permitting man, by the aid of outer stimuli, to <i>control his behaviour from without</i> .” (p. 145)	
4-14	The Russian text has: “Проведенные в нашей лаборатории (А. Н. Леонтьев, 1930)...” (p. 64) There is also an endnote:	The English text has: “Memory tests with the use of external symbols carried out in our laboratories....” The final sentence ends in italics,	There is no reference to Leontiev’s forthcoming work in the text proper, and the use of “laboratories” is clearly plural and not singular as in the Russian version. There is a footnote in the English text,

	<p>“Леонтьев Алексей Николаевич (1903—1979)—см. т. 1, с. 404; т. 2, с. 483. Исходя из этих положений Выготского, он проводил экспериментальные исследования, отраженные в монографии 'Развитие памяти' (М., 1931).” (p. 349)</p>	<p>which are not used in the Russian version.</p> <p>“...it helps the child <i>to overcome the limits set for memory by natural laws of mnema, and that, what is more, it is primarily this mechanism in memory which is subject to development.</i>” (p. 145)</p>	<p>according to van der Veer and Valsiner, (p. 173, note 55). However, the reference is to an article on “The development of memory” in the Proceedings of the Psychological Laboratory of the Academy of Communist Education, No. 5, 1930. The footnote in the Russian version is to Leontiev’s 1931 book.</p>
4-15	<p>The Russian text has:</p> <p>“Однако классические исследования не сумели увидеть в них новые, специфические и единые формы поведения, приобретаемые в процессе исторического развития.” (p. 63)</p>	<p>The English text has:</p> <p>“Classic studies, however, failed to see in them <i>new, specific and integral forms of behaviour, acquired in the process of historical development.</i>” (p. 145)</p>	
4-16	<p>The Russian text has</p> <p>“новой и целостной функции“ and “знаковую функцию вспомогательных стимулов”</p> <p>without any italics. (p. 64)</p>	<p>The English text has</p> <p>“<i>really new and integral function</i> “, and “<i>sign function of auxiliary stimuli</i>”</p> <p>in italics. (p. 145)</p>	
4-18	<p>The Russian text has no italics in this paragraph except for these:</p> <p>“...пределах <i>инструментальной операции</i> ассоциативные....” (p. 64)</p>	<p>The English text has italics elsewhere in the sentence and uses quotation marks around “instrumental operation”, thus:</p> <p>“...<i>associative or structural processes begin to play their auxiliary, indirect role, within the limits of this</i></p>	

		<i>'instrumental operation', and that what we witness here is not an accidental combination of psychological functions but a really new and special form of behaviour'</i> in italics. (p. 146)	
4-19	<p>The Russian text does not use italics and has a paragraph break immediately after :</p> <p>“...невозможные без такой знаковой операции”</p> <p>The following sentence,</p> <p>“Мы проиллюстрируем это положение на примере генетического исследования деятельности произвольного внимания у ребенка”,</p> <p>is a stand-alone, one sentence paragraph. (p. 65)</p>	<p>The English text does not have a paragraph break after</p> <p>“...without such sign operations” and places <i>voluntary attention</i>”</p> <p>at the end of the paragraph in italics. The next paragraph begins with</p> <p>“A child of seven or eight years...” (p. 146)</p>	
4-22	<p>The Russian text has “laboratory” singular again, and gives the initials of Leontiev:</p> <p>“В опытах, проведенных в нашей лаборатории (А. Н. Леонтьев)...”</p> <p>There are no italics in this paragraph. (p. 65)</p>	<p>The English text has “In the experiments carried out in our laboratories by Leont’ev....”</p> <p>The words “<i>with the aid</i>” and “<i>active attention</i>” appear in italics. (p. 146)</p>	

4-24	The Russian text has: “(ага-переживания)” and “кантовской априорностью...” (p. 65)	The English text has “a so-called ‘aha’ reaction” instead of “ага-переживания” and renders “кантовской априорностью”, or “Kantian a-prior” as “Kantian facultas signatrix.” There is a paragraph break immediately after this sentence in the Russian, but not in the Russian text. The English text contains a reference to Cassirer which is lacking in the Russian text. (p. 147)	The English phrasing is obviously far more language-specific than the Russian text.
4-26	The Russian text has no italics. (p. 65)	The English text italicizes “ <i>development</i> ” in the third sentence and also the penultimate sentence, “ <i>They, too, are subject to the fundamental law of development which knows no exceptions.</i> ” (p. 147)	
4-27	The Russian text has no italics: “...уже внутри общего процесса развития ясно различаются две основные линии, качественно своеобразные...” (p. 66)	The English text has the word “ <i>Within</i> ” italicized: “ <i>Within</i> this general process of development two qualitatively original main lines can already be distinguished.” (p. 148)	
4-28	The Russian text has less italicization: “...что между чисто натуральным слоем элементарного функционирования психических процессов и высшим слоем	The English text has “ <i>transitional</i> ” in italics: “...between the purely natural layer of the elementary functioning of psychological processes and the	

	<p>опосредованных форм поведения лежит огромная область переходных психологических систем.”</p> <p>However, the last words of the paragraph are italicized: “мы и обозначаем как <i>естественную историю знака.</i>” (p. 67)</p>	<p>higher layer of indirect forms of behaviour, there lies a huge area of <i>transitional</i> psychological systems”</p> <p>But the English text agrees with the italicization of “<i>the natural history of the sign.</i>” (p. 148)</p>	
4-29, 4-30,	<p>The Russian text does not use italics. (p. 67)</p>	<p>The English text italicizes, by way of emphasis, the last phrase of these two paragraphs</p> <p>“We arrive, therefore, at the conclusion that these <i>most complex psychological formations arise from the lower by way of development.</i>”</p> <p>“...it forms a kind of <i>general syncretic structure embracing both the object and the symbol</i> and as yet does not really serve as a <i>means of memorizing....</i>” (p. 148)</p>	
4-31	<p>The text referring to the two figures and the figures themselves are completely omitted from the Russian text.</p> <p>“Ребенку, стоящему на первой стадии развития, еще чуждо осознание целенаправленности операции, связанной с</p>	<p>The English text has:</p> <p>“The idea of purposefulness of the operation, linked to the use of symbols, is still foreign to the child at this stage of development. Even if the child does turn to the auxiliary picture so as to memorize a given word, this does not necessarily mean that the</p>	

<p>употреблением знака; если он и обращается к вспомогательной картинке, чтобы вспомнить данное ему слово, то это еще не значит, что испытуемому столь же легок и обратный путь. воспроизведение слова по предъявленному знаку. Опыт с такой репродукцией показывает, что находящийся на этой стадии ребенок обычно не припоминает по предъявленному знаку первоначального стимула, но воспроизводит дальше целую синкретическую ситуацию, на которую толкает его знак и которая в числе прочих элементов может включать и основной стимул. Он и должен быть запомнен по данному знаку. Период, когда вспомогательный знак не является специфическим стимулом, обязательно возвращающим ребенка к исходной ситуации, а всегда является лишь импульсом к дальнейшему развитию всей синкретической структуры, в которую он входит, бесспорно, типичен для первой, примитивной, стадии в истории развития знаковых операций.”</p> <p>There is a paragraph break after these</p>	<p>reverse operation – reproducing the word upon being shown the symbol – is as easy for him. Tests along such lines show that the child at this phase does not usually recall the primary stimulus when being shown the symbol, but further produces a whole syncretic situation, as a result of this symbol’s influence, which, along with other elements, may also include the main stimulus that was to have been completed according to the given symbol.”</p> <p>The following words have no equivalents in the Russian text:</p> <p>“In this case, instead of the usual scheme typical of indirect memorizing (figure 7.3) (where the word’s auxiliary symbol turns the subject back to the given word) we get a different scheme (figure 7.4), where the symbol arouses in the subject a new associative (or better, syncretic) series, and the entire operation does not as yet bear a definitely expressed, indirect, ‘cultural’ character. During the further unwinding of the process this y may lead to a whole series of new associations, among which the subject</p>	
--	--	--

	<p>words in the Russian text, but in the English text the paragraph continues. (p. 67)</p>	<p>may arrive at the starting point A. But the process here is still bereft of its purposeful ‘instrumental’ character, and correct reproduction can at best be the result of the interplay of complex associative or image laws. The period when the auxiliary symbol does not act as a specific stimulus that always brings the child back to the starting point, but is always merely an impulse to the further development of the whole syncretic structure of which it is a part, is undoubtedly typical of the first, primitive phase in the history of the development of sign operations.” (p. 149)</p>	
<p>4-34, 4-35</p>	<p>The Russian text has no figures and no text referring to the figures. It refers to Zankov by his initials: “(Л. В. Занков)”</p> <p>The Russian text then has:</p> <p>“Таки образом, введение в опыт бессмысленного знакового материала не только не стимулировало, как мы могли предполагать, переход ребенка от использования готовых, уже сложившихся связей к созданию новых, но и привело к прямо противоположному результату . к</p>	<p>The English text has “Zankov” without the initials. The next paragraph refers to a set of figures which are given in the English text but not in the Russian:</p> <p>“Thus, in Zankov’s tests shape <i>a</i> in figure 7.5, presented as a reminder of the word ‘bucket’, was turned upside down by the child, and served to remind it of the word only when shape <i>b</i> really began to resemble a bucket: in the same way, shape <i>c</i> became the symbol of the word ‘bench’ only when turned upside down as in <i>d</i>. In all these cases the</p>	

	<p>стремлению непосредственно увидеть в данной фигуре схематическое изображение того или иного предмета и к отказу от запоминания там, где это было невозможно.” (p. 68)</p> <p>This is followed by a paragraph break.</p>	<p>auxiliary figure was not linked to the given meaning by any type of indirect link, but proved to be a direct, immediate drawing of it.”</p> <p>These words have no equivalents in the Russian text. (p. 150)</p>	
4-36	<p>The Russian text has:</p> <p>“Сложный опосредованный характер операции замещается и здесь элементарной попыткой создать непосредственно «эйдетоидное» отображение предложенного содержания во вспомогательном знаке.” (p. 68)</p>	<p>The English text has no paragraph break here. (p. 150)</p>	
4-39	<p>The Russian text has:</p> <p>“Специальные опыты позволили нам более детально исследовать естественную историю знака.”</p> <p>There are no italics. In the Russian text this paragraph and the next two are near repetitions of material that appears in Chapter One. The repetitions are not, however, word for word. (p. 69)</p>	<p>The English text uses italics:</p> <p>“Special tests enabled us to make a more detailed study of this <i>natural history of the sign.</i>”</p> <p>In the English text the near-equivalent of this paragraph and the next two have all been cut from Chapter One. (p. 151)</p>	
4-45	<p>The Russian text has this without italics:</p>	<p>The English text has this italicized:</p> <p>“<i>Sign operations are the result of a</i></p>	

	“Знаковые операции--результат сложного процесса развития.” (p. 69)	<i>complex process of development, in the full sense of the word.</i> ” (p. 151)	
4-47	The Russian text does use italics here but it does not use German: “Как показывают дальнейшие эксперименты, <i>функция называния</i> не возникает из единичного открытия, но имеет собственную естественную историю...” (p. 70)	The English text has an italicized German word in parentheses. “Further experiments show that the ‘function of naming’ (<i>Nennfunktion</i>) is not the creation of a single discovery, but has its own natural history.” (p. 152)	
4-51	The Russian text has a paragraph break immediately after: “...но только не прибегает к помощи внешних знаков, которые с этой минуты становятся не нужны ему.” (p. 71)	The English text has no paragraph break, but continues on to “...at each new revolution at a higher level” (pp. 152-153)	
4-53	The Russian text has: “Этот уход операций внутрь, эту интериоризацию высших психических функций, связанную с новыми изменениями в их структуре, мы называем процессом вращения, имея в виду главным образом следующее...” The Russian does not use italics at the end of this paragraph: “не возникает как прямое	The English text has: “We call this withdrawal of the operation within, this reconstruction of the higher psychological functions related to new structural changes, the process of interiorization” (p. 153) The English ends this paragraph with the use of italics: “...does not appear as a direct continuation of elementary processes but is a <i>social method of behaviour applied by itself to itself.</i> ” (p. 153)	This paragraph means that the Russian has two different terms for this stage, namely, “интериоризация” and “вращивание”, while the English has only one term. From this point on, the English text uses the term “interiorization” instead of “вращивания” (“revolution”, or “ingrowing” or “intro-volution”). It is clear from the Russian that the same process is meant. But the Russian text does not use the Russian equivalent of “interiorization” and the English text

	продолжение элементарных процессов, но является социальным способом поведения, примененным к самому себе.” (p. 71)		does not use “revolution” or “ingrowing” or “introvolution.”
See 1-42	The Russian text lacks these two important paragraphs. However, they do appear in Chapter One (pp. 16-17). Note that the Russian version does not use italics.	<p>The English text has two paragraphs which do not appear in the equivalent Russian passage at all:</p> <p>“Herein lies the reason for this operation not becoming at once an inner process of behaviour when being transformed from an <i>inter-psychological</i> to an <i>intra-psychological</i> operation. For a long time, it continues to exist and <i>to change</i> as an external form of activity, before definitively turning inward. For many functions, this stage of external symbol lasts forever as the final stage of their development. But other functions go further in their development and gradually become inner functions. They take on the character of inner processes as a result of a prolonged development. Their transfer inward is coupled once more to changes in their laws of activity, and they are again incorporated into a new system where new laws rule.</p> <p>“We cannot dwell on the details of this transition of higher functions</p>	

		<p>from the system of external activity to the system of inner activity. We are forced to omit many related events in this development, and we shall only attempt, albeit briefly, to couch on some of the principal moments connected with this inward transition of higher functions.”</p> <p>However, these passages do appear in Chapter One of the Russian version (1-42) (p. 154)</p>	
4-56	<p>The Russian text has:</p> <p>“Факт «овнутривания» знаковых операций экспериментально прослежен в двух ситуациях: (...) лаборатории (...) Рисунок показывает линию развития непосредственного и опосредованного запоминания в различных возрастах.”</p> <p>There is a paragraph break immediately after this sentence in the Russian version but not in the English version. In the Russian version, this sentence contains this note:</p> <p>“В рукописи рисунок не приводится. См.: Леонтьев А. Н. Избранные психологические</p>	<p>The English text has:</p> <p>“The fact of ‘interiorization’ of the symbol operation was experimentally traced by us in two situations (...) in our laboratories (...). The figure given below illustrates the line of development of direct and indirect memorizing in children of various ages.” (p. 155)</p>	<p>First of all, there is the use of “овнутривания” for interiorization. Secondly, there is a plural for “laboratories” in the English but not in the Russian. Finally, neither text has the figure referred to, but the English version has no footnote referring to Leontiev as the Russian version does. Van der Veer and Valsiner have added the reference in their own footnotes.</p>

	произведения: В 2-х т. М., 1983, т. 1, с. 55, 56, 58.— Примеч. ред.” (р. 72)		
4-57	<p>The Russian text has no italics:</p> <p>“...лет особенно резко растет внешнеопосредованное запоминание, от которого нижняя линия заметно отстает, то именно в этот период наступает перелом, и в старшем школьном возрасте обнаруживает особую динамику роста памяти внешнеопосредованной. По темпу она перегоняет линию развития внешнеопосредованных операций.” (р. 71)</p>	<p>The English text has italics:</p> <p>“...a particularly rapid <i>growth of outward indirect memorizing</i> which the lower line noticeably lags behind, this period stands as a turning point after which the growth of <i>outward direct memory</i> is particularly dynamic and which overtakes in pace the line of development of the outward instrumented operation.” (p. 154)</p>	
4-58	<p>The Russian text has “parallelogram of development” in italics:</p> <p>“Анализ этой схемы, названной нами условно <i>параллелограммом развития</i>”</p> <p>The Russian text also uses italics for “<i>натуральный</i> процесс” at the very end of the sentence. (p. 71)</p>	<p>The English text has this expression in inverted commas:</p> <p>“An analysis of this diagram, which we have called the ‘<i>parallelogram of development</i>’ and which remains constant in all tests....” It also ends with italics which (except for “natural”) do not occur in the Russian version.</p> <p>“...now the child <i>begins to reconstruct the inner process of remembering, unaided by outward symbols. The ‘natural’ process</i></p>	

		<i>becomes indirect.</i> ” (p. 154)	
4-59	<p>The Russian text does not mention “Figure Two”, although there is a reference to a missing diagram:</p> <p>“Двойное изменение и символизируется в нашей схеме переломом обеих кривых...”</p> <p>At the end of the paragraph, the Russian text has italics for “...потом и непосредственного запоминания...” (p. 73)</p>	<p>The English text has:</p> <p>“The results, shown in figure 2, illustrate the fact that...”</p> <p>Figure 2 is, however, not included. At the end of the paragraph, the English text places “direct” in inverted commas. (p. 155)</p>	
4-60	<p>The Russian text has no paragraph break after:</p> <p>“зависимость этих процессов.” (p. 73)</p>	<p>The English text has a paragraph break immediately after “...both these processes.” In the next paragraph, the English uses italics for “...is now transformed into a new intrapsychological layer” but the Russian does not use italics in the corresponding sentence. (p. 155)</p>	
4-61	<p>The Russian text has</p> <p>“Тот процесс вращения культурных форм поведения...”</p> <p>with italics. There is a paragraph break after:</p> <p>“...характерным для всей возникшей системы закономерностям.” (p. 73)</p>	<p>The English text has:</p> <p>“The process of ‘interiorization’...”</p> <p>in inverted commas. There is no paragraph break after</p> <p>“...new laws characteristic of the whole system.” (p. 155)</p>	

4-63	<p>“The Russian text has, using italics: “При <i>вращивании</i>, т. е. при переносе функций внутрь “ (p. 74) “</p> <p>Note that this paragraph is repeated almost but not quite verbatim in Chapter One (1-36).</p>	<p>The English text uses inverted commas: “During the process of ‘interiorisation’....” (p. 156)</p>	
5-6	<p>The Russian text has no italics: “Являясь объективной, она не была, однако, объективирующей:...“ (p. 76)</p>	<p>The English text uses italics: “<i>though objective, it was not objectivizing</i>“ (p. 158)</p>	
5-7	<p>The Russian text has “...его глубокая антигенетическая установка.”</p> <p>At the end of the paragraph, the word “<i>реактивного</i>” is in italics. (p. 77)</p>	<p>The English text omits an equivalent for “глубокая” (“deeply”, “profoundly”) and simply says that the defect was undoubtedly its “<i>antigenetic attitude.</i>” At the end of the paragraph, the word “reactive” is in inverted commas. (p. 158)</p>	
5-8	<p>The Russian text does not use italics: “Наконец, что тоже представляется нам важным, всякая построенная по этому принципу методика оказывалась неадекватной самим задачам исследования высших психических функций.” (p. 77)</p>	<p>The English text uses italics: “Lastly, and we find this point important, any method built on these lines <i>proves inadequate for the very problems facing the study of the higher psychological functions.</i>” (p. 158).</p>	
5-11	<p>The Russian text has no paragraph break after: “наиболее адекватных каждой данной задаче.” (p. 78)</p>	<p>The English text has a paragraph break immediately after “...in those concrete forms which are most adequate to the given task.” (p. 159)</p>	

5-12	The Russian text does not use italics. (p. 78)	The English text has italics: “In this way, we study the <i>problem of accomplishing a task by the aid of certain auxiliary means</i> (...). Examples of our experiments, noted above, show that this way of <i>bringing auxiliary means of behaviour</i> to the surface permits the tracing of the entire genesis of the most complex forms of higher psychological processes.” (p. 159)	
5-13	The Russian text has, without italics: “...но специфические психологические структуры операции.” (p. 78)	The English text has, with italics: “...we follow one principal route, studying <i>not only the final effect of the operation, but its specific psychological structure.</i> ” (p. 159)	
5-15	The Russian text does not use italics here: “...экспериментально-генетический метод.” There is a paragraph break right after the next sentence. (p. 79)	The English text has italics: “in an integral <i>experimental-genetic method.</i> ” There is no paragraph break after the next sentence. (p. 160)	
5-16	The Russian text has no italics: “...процесс развития в его основных чертах...” (p. 79)	The English text has italics: “...we find ourselves capable of tracing in laboratory conditions the <i>process of development in all its basic features.</i> ” (p. 160)	

5-19	The Russian text has: “Значительная часть наших экспериментов проведена именно по такой методике.” (p. 79)	The English text has: “A considerable part of our experiments was carried out following the above method.” (p. 160)	This appears to be a mistake: the English text suggests that each experiment devoted a considerable part to the method of offering potential symbols to the child, while what is meant is probably that some experiments incorporated this procedure while others did not.
5-20	The Russian text does not use italics. (p. 80)	The English text italicizes the word “speech”: “The best examples, perhaps, of this method of active instrumentation, are our tests with the use of <i>speech</i> and the reconstruction, with its help, of the whole structure of child behaviour.” (p. 161)	
5-21	The Russian text has: “Если речь наблюдалась обычно или как система реакций (бихевиористы), или как путь постижения внутреннего мира субъекта (психологи-объективисты)...” (p. 80)	The English text has: “If speech was usually observed either as a system of reactions (behaviourists) or as a means leading to the comprehension of the subject’s inner world (subjectivists).” (p. 161)	It appears that the editors or translators of the English text have simply changed “психологи-объективисты” or “psychological-objectivists” to “subjectivists.” This does indeed fit the argument being made, but Vygotsky and Luria may have good reason for using the other term (e.g. to emphasize that subjectivists take psychology and not behavior as their object of investigation).
5-22	The Russian text does not italicize the equivalent of “reactive behavior” and	The English text has inverted commas for “vital processes” and italics for	

	<p>instead italicizes “vital processes” rather than putting it in inverted commas:</p> <p>“Если первая из них склоняла психолога к простому описанию спонтанного поведения, считая его особой и несводимой формой <i>жизненных процессов</i>, а вторая приводила к изучению реактивного поведения, “ (p. 80)</p>	<p>“reactive behavior”:</p> <p>“While the first of these inclined psychologists to a simple description of spontaneous behaviour, considered as a special and irreducible form of ‘vital processes’, and while the second led to the study of <i>reactive behaviour</i> “ (p. 161)</p>	
6-1	<p>The Russian text has “Заключение” as a chapter heading and “Проблема функциональных систем” then appears to be the name of the chapter as a whole. (p. 80)</p>	<p>The English text has the number 6 and “Conclusions”, which is plural and appears to be the name of the chapter as a whole. “The problem of functional systems” then appears to be a subheading rather than the name of the chapter as a whole. (p. 161)</p>	
6-3	<p>The Russian text has: “Э. Торндайк (1925)” (p. 81)</p>	<p>The English text does not have either Thorndike’s initial or the year of publication (p. 162)</p>	
6-7	<p>The Russian text has no italics. (p. 82)</p>	<p>The English text has: “...the analysis of the development of higher forms, compels us to acknowledge <i>the unity, but not the identity, of higher and lower psychological functions.</i>” (p. 163)</p>	
6-8	<p>The Russian text has no reference to Charlotte Bühler. (p. 82)</p>	<p>The English text has reference to Charlotte Bühler:</p> <p>“As they put it, a living creature is not only a system that meets with stimuli,</p>	

		but also a system that pursues aims (Ch. Bühler).” (p. 163)	
6-9	The Russian text has no use of German words. “Они могут иметь позитивный или негативный «характер повелевания».” (p. 83)	The English text uses the original German expression: “They may have a positive or negative ‘Aufforderungscharakter’.” (p. 163)	
6-12	The Russian text has: “Употребление орудий у животного и человека” (p. 83)	The English text has the word “behavior” in the subsection title: “The use of tools in animal and human behavior” (p. 164)	
6-15	The Russian text has: “На Борнео и Целебесе, рассказывает К. Бюлер, найдены особые палки для копания, на верхнем конце которых приделаны маленькие палочки.” (p. 84)	The English text uses quotation marks and does not use the initial “K.” The reference is to Bücher and not to Bühler: ““Thus, on Borneo and the Celebes,’ says Bücher, ‘special sticks made to dig the soil were found, each having a small stick attached to its top part.” (p.164)	According to note 65 in the <i>Vygotsky Reader</i> , (p. 174), this correction in the English version was introduced by the <i>Vygotsky Reader</i> editors.
6-17	The Russian text has no quotation marks. (pp. 84-85)	The English text has: ““The most primitive man,’ continues Köhler, further developing his thought, ‘makes a stick to dig with even when he does not intend to start digging immediately, when the objective conditions for the use of tools are not as yet apparent in any	

		tangible way. The fact that he makes the tool in advance is without the least doubt related to the beginning of culture.” (p. 165)	
6-18	The Russian text has: “культурно-исторического.” (p. 85) Later, however, there is the use of “исторического культурного развития” development (see paragraph 6-21 below).	The English text has: “historico-cultural development of behavior” instead of “cultural historical.” (p. 165)	
6-20	The Russian text has, once again, “Бюлер” (“Bühler”) rather than “Bücher”, and it also includes exact references to the <i>Collected Marx and Engels</i> : “Палка, о которой рассказывает Бюлер, это палка для будущего. Это уже орудие труда. По прекрасному выражению Ф. Энгельса, «труд создал самого человека» (К. Маркс, Ф. Энгельс. Соч., т. 20, с. 486)” (p. 85)	The English text has “Bücher” rather than “Bühler” and does not have any references, although there is a footnote referring the reader to Engels’ <i>Dialectics of Nature</i> . (p. 165)	
6-21	The Russian text has no quotation marks or German words (p. 85)	The English text has: “Lewin makes a clear-cut definition of free and volitional intention as a product of the historico-cultural development of behaviour and as a specific feature of man’s psychology. He says:	Note that the Russian manuscript refers to “исторического культурного развития” here.

		<p>“The fact that man displays extraordinary freedom in what concerns the formation of any, even the most senseless intention, is astounding in itself... This freedom is characteristic of cultural man. It is incomparably less characteristic of a child and, probably, of primitive man, too; there is reason to believe that this, more than his highly developed intellect, distinguishes man from the animals which stand closest to him. This division corresponds to the problem of self-control (<i>Beherrschung</i>).” (p. 166)</p>	
6-22	<p>The Russian text has “Развитие свободы действия...” in italics. (p. 86)</p>	<p>The English text has: “The development of this ‘freedom of action’” with inverted commas. (p. 166)</p>	
6-24	<p>The Russian text has no paragraph break immediately after</p> <p>“Новые исследования едва ли оставляют сомнение в том, что слово не стоит в начале развития детского разума.”</p> <p>In addition it does not use quotation marks or words in the original German.</p> <p>At the end of the paragraph, the</p>	<p>The English text has a paragraph immediately after:</p> <p>“New investigations, however, do not leave any doubt as to the fact that the word does not stand at the beginning of the development of the child’s mind.”</p> <p>In the subsequent paragraph, the English text has direct quotations from Bühler and uses his original German word (<i>Werkzeugdenken</i>). (p.</p>	<p>Note that the Russian word дела, or “matter”, is contrasted to слова or “the word, the utterance.” In the English, this opposition is (poorly) rendered as an opposition between “word” and “action.”</p> <p>The Russian quotation is an apparent mistranslation of Bühler: The same quotation, correctly translated, appears in <i>Thinking and Speech</i>, Chapter Four:</p>

	<p>Russian version has a quotation from Bühler:</p> <p>“...инструментальное мышление в гораздо меньшей степени связано с речью и понятиями, чем другие формы речи.” (р. 86)</p>	<p>166)</p> <p>The English version then has: “(independence of action from the word and primacy of action)” instead of a contrast between between “дела” (matter) and “слова” (word).</p>	<p>«Действия шимпанзе совершенно независимы от речи, и в позднейшей жизни человека техническое, инструментальное мышление (Werkzeugdenken) гораздо менее связано с речью и понятиями, чем другие формы мышления» (13, с. 100).</p> <p>At the end of the paragraph, van der Veer and Valsiner have corrected the original English version’s mistranslation of Bühler to: “...his technical, instrumental thinking is related to speech and ideas to a much lesser degree than other forms of thought”. This quotation is later used (correctly) in <i>Thinking and Speech</i>, Chapter Four.</p>
<p>6-25</p>	<p>The Russian text has a paragraph break after</p> <p>“...возникновение и развитие новых психических функциональных систем.”</p> <p>It places this sentence in a stand alone paragraph :</p> <p>“В частности, это относится целиком и полностью к интересующему нас сейчас</p>	<p>The English text has no paragraph break. It places this sentence at the end of the previous paragraph:</p> <p>“This, among other things, applies one hundred per cent to our subject of interest, i.e. the interfunctional relation between word and action.”</p>	<p>We can see that Russian phrasing is a little different from the English text. Thus, “among other things” is a rather poor equivalent for “в частности” (“in particular”), and also that “applies one hundred percent” is a very loose formulation for “полностью”, or “wholly”, “completely.” (p. 167)</p>

	межфункциональному отношению слова и действия.” (p. 88)		
6-29	The Russian text does not use quotation marks or original German expressions: “Речь, говорит он, означает всегда более высокую ступень развития человека, даже чем самое высшее выражение действия--дело.” (p. 87)	The English text has inverted commas and the exact German word used by Gutzmann: “‘Speech’, says he, ‘always signifies a higher stage of man’s development than even the supreme expression of action – the deed (<i>die Tat</i>).’” (p. 167)	
6-31	The Russian text does use direct quotation but does not actually use quotation marks: “Практически выполняемое действие, формулирует Гутцман свою мысль, не имеет ничего общего с речью, даже если взять это слово в самом широком смысле.” (p. 88)	The English text has: “‘Practically accomplished action as such,’ says Gutzmann formulating his thought, ‘has nothing in common with speech, even if we take this word in its broadest sense’.” (p. 168)	
6-32	The Russian text has this as a stand-alone paragraph: “Остановимся на противоречии между теорией и фактами.” (p. 88)	The English version includes this sentence in the previous paragraph (6-31). “Let us dwell on this contradiction between theory and facts.” (p. 168)	
	The Russian text does not use direct quotation and does not refer to Comte. There is, however, a footnote: “От слова «туизм», которое Выготский употребляет как	The English text has this as an indented quotation from Gutzmann: “While the inner character of an action is chiefly personal and egocentric (even in the case of	The Russian footnote from the editors suggests that Vygotsky is coining a word “tuism” as an antonym of “egotism.” As we see from the English text, though, it is not Vygotsky and Luria who are coining

	антоним слова «эго».— Примеч. ред.” (p. 88)	altruistic purposes), the nature of an expressive action is the opposite. Even when following a selfish purpose, it displays, as it were, a kind of altruism, or, using a notion from Comte’s doctrine so as to separate it from the usual meaning of this word, a kind of tuism (Tuismus) : it is ‘tuistic’, it inevitably [’eminently’ – eds] is of a social character.” (p. 168)	this term.
6-34	The Russian text does not use italics. (p. 88)	The English text has italics: “...the appearance of <i>egocentric</i> speech and <i>tuistic</i> action.” (p. 168)	
6-38	The Russian text has: “Действенный аспект слова механически исключается,” The Russian text also has the initial: “Г. Гутцман” (p. 89)	The English has: “The affective aspect of the word is mechanically excluded.” The English text has no initial and simply refers to “Gutzmann.” (p. 169)	The English phrasing is probably a mistake. What might be intended, according to the Russian text, is something like the “active aspect”, the “activity aspect”, or the “pragmatic” side of an utterance rather than the emotional, expressive side.
6-41	The Russian text has no italics. (p. 90)	The English text has: “if <i>at the beginning</i> of development there stands the act, independent of the word, then at the end of it there stands the word which becomes the act, the word which makes man’s action free.” (p. 170)	

Поступила в редакцию: 20.01.2012 г.

Сведения об авторах

А. Ясницкий (A. Yasnitsky) – младший научный сотрудник, университет Торонто (University of Toronto), Канада.
E-mail: anton.yasnitsky@gmail.com

Д. Келлогг (D. Kellogg) – преподаватель Университета иностранных языков Ханкук (Hankuk University of Foreign Studies), Республика Корея.
E-mail: vaughndogblack@yahoo.com