

NEWS AND NOTES

The 30th anniversary of Alfred Adler's death, May 28th, 1967, will be observed by the American Society of Adlerian Psychology at their 15th Annual Meeting, in New York, Friday, May 26, to Sunday, May 28.

Dr. Kenneth B. Clark, professor of psychology, City University of New York, will be the guest speaker Friday evening at a meeting at the New York Academy of Medicine. His topic will be "Implications of Adlerian Theory for the Understanding of Civil Rights Problems and Action."

At this time we may recall the 20th anniversary which was reported in this *Journal* and is noted in Hertha Orgler's Adler biography (Capricorn Books, 1965, pp. 237-238). Perhaps the most important event then was Robert W. White's address, "Adler and the Future of Ego Psychology," in which he spoke of his own concept of competence (which has since become widely known and accepted) and declared Adler the pioneer of ego psychology.

On the eve of the 30th anniversary we find that this is indeed becoming one of the designations of Adler by the profession in general. The important introductory psychology textbook by F. L. Ruch, *Psychology and Life*, has newly introduced Adler in its 7th edition (1967) which has just appeared. In a section entitled "Frontiers in Psychology" Jane Loevinger notes that "Current work on ego development can be thought of as directly descendant from Adler's insistence on the primacy of the whole person—in our terms, the primacy of the ego rather than of biological drives. . . . It was primarily on this issue that Freud's split with Alfred Adler occurred, Adler insisting that the drives always act upon and through a person" (p. 660). Correspondingly, Ruch gives a brief yet admirably adequate account of Individual Psychology which he concludes by stating that according to Adler, "Every person develops his own way of striving for the basic goal of superiority—his own *life style* . . . This concept of personality as something unique to the individual has been accepted by many modern psychologists" (p. 124). In the previous editions of Ruch, Adler was not mentioned at all or only by name. We may take this change as further evidence that as the years since Adler's death increase his thoughts find increasing appreciation and his stature grows.

Dr. Frederick C. Redlich, chairman, psychiatry department, Yale University, was appointed dean of the School of Medicine on March 14th. On this occasion the *New York Times* reported the following day an interview with Dr. Redlich. While he described his method as basically Freudian, he also told that he remembered Adler, for his "warmth and humanity." He knew Adler while studying at the University of Vienna, where he got his medical degree in 1935. Adler treated his patients "as people, and not as insane objects. Adler was sensitive, he listened to their griefs with great humanity and warmth. I was impressed and I've never forgotten." Apparently the *Times* were also impressed because they chose as the caption under their portrait of Dr. Redlich, "He has never forgotten Adler."

The *International Journal of Individual Psychology*, Chicago, 1935-1937, edited until his death by Alfred Adler, with Sydney M. Roth as business editor,

is now being offered in a reprint edition by E. J. Bonset, P. C. Hoofstraat 145, Amsterdam-7, Netherlands, at a subscription price of approximately \$55.00 and a later list price of about \$69.00 for the set of three volumes amounting to 1490 pages. The same publisher offers a reprint edition of the *Handbuch der Individualpsychologie* edited by E. Wexberg in 1926 at approximately \$39.00.

The *American Academy of Psychotherapists* held its 11th Annual Conference in Los Angeles, October 14-16, 1966. The general topic was "The Patient's View of Psychotherapy." The discussants and moderators were Charlotte Bühler, Ruth Cohn, Rudolf Dreikurs, Martin Grotjahn, Kenneth Howard, Ethel Ann Michael, David Orlinsky, Carl Rogers, Marvin Spigelman, and Katherine Stilwell.

OREGON

Public Classroom Counseling Demonstrations with a teacher and all of the "problem" children in her class, have recently been started by Dr. Oscar Christensen as part of the teacher-counselor training program at the University of Oregon. In these demonstrations first the teacher alone is interviewed in front of the group, to determine the nature of the classroom problems, then the "problem" members of the class en masse. This is followed by discussion with the teacher alone with regard to possible solutions. This novel procedure may be considered a natural extension of the family counseling technique.—PAUL J. KAHN, *San Francisco*.

A *Family Counseling Center* was opened at Laurel Elementary School in Junction City, Oregon, November, 1966, with Paul J. Kahn as counselor. The counseling is being conducted in the evening, initially with a group of Head Start (Poverty Program) families.

Oregon State University, Corvallis, announces for its 1967 Summer Session as graduate courses in the School of Education two two-weeks workshops. The first, entitled "Control and Motivation: Classroom Practices," will be given by Maurice Bullard, Robert Foley, and Mrs. Yvonne Thomas, from July 17 through 28. The second, "Individual Psychology: Clarification of its Principles and Practices," will be given by Dr. Kurt A. Adler, psychiatrist of New York, from July 31 through August 11. Each workshop is for 3 credits; the second has a prerequisite of advanced standing in psychology, or one course in Individual Psychology. For further information, write to Maurice Bullard, 333 North 6th St., Corvallis, Ore. 97330.

"CHANGING FEMININE GENDER ROLE UNDERMINES FREUDIAN THEORIES"

Judd Marmor, M.D., at a meeting of the Southern California Psychiatric Society, as reported in *Roche Report, Frontiers of Clinical Psychiatry*, Feb. 1, 1967, seemed effectively to refute the four salient features of Freud's view of women. (a) Anatomy is not fate, since "one must always take into consideration the interaction between anatomical . . . characteristics and the experiences encountered in the environment." (b) Concerning penis envy, "the penis may be regarded . . . as an asset or deficit depending on the nature of the cues that the

child is getting from the environment." (c) The natural masochism and passivity of women is also a myth which is dispelled as we realize that to equate receptivity with passivity is to confuse a behavioral phenomenon with a motivational one. (d) Contrary to Freud's view of the female's faulty superego development, "females in our culture, at least in their early years, are apt to show evidence of a *better* superego development than do males." Dr. Marmor concluded by stating, the essence of "masculine" or "feminine" behavior involves "gender-role." This may be "related to biologic sex, but . . . once a child's biologic ascription is settled, a myriad of culturally defined clues begin to be presented to the developing infant, that are designed to shape its gender identity to its assigned sex."

REGINE SEIDLER, 1895-1967

Regine Seidler died suddenly at the age of 71 on February 27, 1967, in Des Moines, Iowa. She had suffered a broken hip but was recovering nicely, engaging in her rehabilitation with characteristic courage and cheerfulness. She had just mastered the trial of walking up and down some steps, when she became ill, and soon died. Until then, every afternoon a secretary had rolled her in a wheel chair from the hospital to the adjacent Child Guidance Center where she worked for several hours. At the time of her death, all her records were completed.

All who met her at the recent Annual Meeting of the American Society of Adlerian Psychology and at the International Congress in Salzburg admired her for her energy and activity despite her handicap in walking. Her disarming warmth and her kindness endeared her to all who knew her.

In 1922 she began working with Alfred Adler in Vienna when he initiated his first child guidance clinic, of which she later became director. She was a teacher of German and history in a Vienna public junior high school where she wholeheartedly applied Adlerian principles. She was known for her skill in the use of class discussions for educating children for the community, as these were used in the Adlerian Experimental School conducted by Oskar Spiel and Ferdinand Birnbaum.

She was the author of several articles on the child guidance clinics and understanding the life styles of school children, three of which appeared in the *International Journal of Individual Psychology*, and five in the *Individual Psychology Bulletin*; she served on the editorial staff of the latter in 1950 and 1951.

When the Nazis seized Austria, several Adlerian friends helped Miss Seidler to come to the United States. She first settled in Rochester, N. Y., in 1939, where she taught in a preparatory school while working for her B.A. at the University of Rochester. In 1941 she went to work at a settlement house in Auburn, N. Y., and commuted to the University of Syracuse where she earned her M.A. degree. In 1947 she came to Des Moines where she worked ever since as senior psychologist at the Des Moines Child Guidance Center. Just last May she was singularly honored when the new conference room at the Center was named for her, and she was cited for having provided evaluation and treatment for hundreds of children and helping to plan for thousands, as well as for training new child guidance workers, and pioneering in projects to study new techniques.

We shall all miss her.

Chicago, Illinois

RUDOLF DREIKURS, M.D.

GEORGE A. KELLY, 1905-1967

George A. Kelly, known best as the author of *The Psychology of Personal Constructs*, a 2-volume work presenting a theory of personality and its investigation, died on March 6 in Boston at the age of 61. Although he was a diabetic and had suffered several heart attacks in earlier years, he was presently recovering from a gall bladder operation when he died suddenly and unexpectedly.

Born in Perth, Kansas, April 28, 1905, Dr. Kelly completed his undergraduate education at Park College and pursued graduate studies at the Universities of Kansas, Minnesota, and Edinburgh. He received his Ph.D. from the State University of Iowa in 1931. Since 1946 he had taught at Ohio State University, and in 1965 joined the faculty of Brandeis University. Internationally known, he was a former president of the American Board of Examiners in Professional Psychology, as well as of the Clinical and Consulting Divisions of the American Psychological Association. He had also served as a consultant to the Navy and the National Institute of Mental Health.

Kelly's Personal Construct Theory bears great kinship to Adler's Individual Psychology as has been observed by numerous authors including Kelly. Like Adler's theory it is cognitive, phenomenological, rational, and interpersonal, and conceives of the individual as an active participant in the construction of his life. "The events . . . never cease to be open to . . . alternative constructions." By constructs Kelly meant primarily the interpretations we place on events. "If there seems to be genuine singularity in life's meanings, it stems primarily from the singularity of our own thinking."

But Kelly was not only an important clinician and theoretician. In a rare combination he was also an outstandingly creative research man and statistician. Many students have been inspired by him and their own productive careers are a further testimonial to their teacher.

This *Journal* had the honor of publishing two papers by Dr. Kelly. The first, in November, 1963, was a pioneering study on "Nonparametric Factor Analysis of Personality Theories," in which certain results from the comparative analysis of a case of attempted suicide, edited by Farberow and Shneidman, were explored further. The second, in November, 1964, on "The Language of Hypothesis: Man's Psychological Instrument," was Dr. Kelly's invited address at the American Society of Adlerian Psychology, May 16th, 1964.

Working with Dr. Kelly on the first manuscript the present editor became keenly aware of his intellectual flexibility and great creativeness. At the same time he was, in personal contact, always soft-spoken, a master of understatement, with a quiet sense of humor, and, as in his psychotherapy, a proponent of the *invitational mood*: "Just suppose we regard this matter as if it were *this way*." He was truly one of the great in American psychology.

JOURNAL PUBLICATIONS

ALTENBERG, H. E., ANSBACHER, H. L., COX, J. L. D., MAHRER, A. R., MENAKER, ESTHER, & SPECK, R. V. (Co-discussants) "What's in A Dream"? *Voices*, 1966, 2(4), 37-42.—The editor of *Voices*, John Warkentin, submitted a brief case fragment with a dream to three psychiatrists and three psychologists for discussion. The dream is reported by the husband of a couple who are in

psychotherapy. The clinicians' responses together with the case material are published here. The Adlerian position is represented by H. L. Ansbacher. This brief symposium shows clear differences in interpretation of the dream according to the clinicians' theoretical orientations, but also some underlying agreements, in that they all attribute to the dreamer in this case some characteristics of immaturity. The material would be well suited for comparative teaching of dream interpretation.

ANGERS, W. P. "Psychological Services: An Adjunct to Pastoral Counseling." *Pastoral Psychol.*, 1966, 17, 49-54.—The author presents the counseling cases of three young men—from each of the 3 major faiths—to illustrate how psychological services were used as an adjunct to pastoral counseling. The technique employed was Adlerian.

ANSBACHER, H. L. "Love and Violence in the View of Adler." *Humanitas*, 1966, 2, 109-127.—In Adler's psychology love and violence are not two equal and opposite forces. Rather there is only one dominant dynamic force, integral to life itself: a striving for growth, expansion, success, perfection, completion—ethically neutral. In addition, man's most important aptitude among many is for cooperating and identifying with others and responding to the requirements of social and other life situations. This Adler called the aptitude for social feeling or interest. When developed it includes the forms of behavior subsumed under brotherly love; when it remains undeveloped we may find violence. The term love itself is reserved by Adler generally for sexual love as in love and marriage. Adler considered it his main task to help in the development of better training methods for social interest.

CHODOFF, P. "A Critique of Freud's Theory of Infantile Sexuality." *Amer. J. Psychiat.*, 1966, 123, 507-518.—This paper is full of important new data on the subject, deserves to be widely noted, and, hopefully, should have great impact. Recent sleep research suggests that even infantile erections "may not be a primarily sexual phenomenon at all." Endocrinological research "seriously compromises" the Freudian concept of a constitutional bisexuality. As to the psychoanalytic supports for the theory, it is quite possible that "the analyst's preconceptions are influencing what his patient produces, and are thus providing a 'proof' of psychoanalytic theory which is essentially a form of *petitio principii*." The author ends by quoting the thesis of Frieda Fromm-Reichmann "that the entire Freudian psychosexual sequence is . . . but . . . a pathologic formation symptomatic of serious disturbances and hyper-sexualization of intrafamily relationships." Not sex itself but gender identity is the important factor. Yet infantile sexuality has become an all-embracing dogma "reducing many varieties of behavior to the same tired explanations" (p. 517). A fresh look is needed in these quarters.

MEERLOO, J. A. M. "Why Do We Sympathize With Each Other?" *Arch. gen. Psychiat.*, 1966, 15, 390-397.—This very fine paper includes the same point which quite independently is the main theme in the article on "Self-Understanding and Social Feeling" by J. F. Brennan in the present issue. In Meerloo's concluding words, "Knowledge about one man and the self cannot grow without knowledge about the other. Human understanding is always intertwined, and mutual sympathy is the great key to higher wisdom." Meerloo takes his starting

point from Max Scheler's *The Nature of Sympathy* (1923). Slightly modifying Scheler's division, Meerloo distinguishes six categories: innate empathy with others; being one with the other; sympathetic togetherness; fellow-feeling and com-compassion; pity, the humiliating form of compassion; and cosmic sympathy. The higher forms of sympathy include "love of life and people, loyalty, tolerance, caritas, altruism, philanthropy, and, finally, the all encompassing ecstatic cosmic sympathy." The reader will readily recognize the similarity with Adler's concept of social interest which he considered an ability "coinciding in part with . . . empathy" and including ultimately "harmony with the universe" (*The Individual Psychology of Alfred Adler*, pp. 135-137). Meerloo believes that "the study of sympathy can be helpful in penetrating deeper into the psychology of human relations and in clarifying that mysterious network of communications that is continually around us and forever playing with our destinies."

VARGA, L., & FYE, BONNIETA. "Ghost and Antic Disposition: an Existential and Psychoanalytic Interpretation of Shakespeare's Hamlet." *Psychiat. Quart.*, 1966, 40, 607-627.—This is a very interesting and long overdue alternative to the Freudian interpretation. The authors find that Hamlet is actually a strong character who is in control of the situation and whose aim was not murder but "to lead the king through an emotional experience." They conclude, "Hamlet . . . fails . . . to reach harmony and understanding with his fellow men. . . Only after the recognition that he had been deceived and that death encircles him, does he stab the king on the spur of the moment, without preconceived intentions."

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