

L. Sechrest, Nonreactive assessment of attitudes; D. Gutmann, Psychological naturalism in cross-cultural studies; J. G. Kelly, Naturalistic observations in contrasting social environments; P. V. Gump, Intra-setting analysis: the third grade classroom as a special but instructive case; and J. L. Kavanau, Behavior of captive white-footed mice. Introduction and concluding comments by the editors.

WILSHIRE, B. *William James and phenomenology: a study of The Principles of Psychology*. Bloomington, Ind.: Indiana Univer. Press, 1968. Pp. xi + 251. \$10.50.—Professor Wilshire had one goal in mind, namely to make a painstaking analysis of *Principles* and how it relates to European phenomenology, especially as represented by Husserl. He has achieved his goal and succeeded in making a major contribution to the growing literature on James, even though in doing so he deals with James only as a psychologist and not as a philosopher, and he takes not even a fleeting glance at Adler, Freud, or Jung. A secondary contribution, pertinent to today's linguistic preoccupation, is watching James' struggle with language when the vocabulary of the psychologist was still in the making. This is a readable book with the last chapter being perhaps the most readable.—K. WINETROUT, *American Int. Coll.*

NEWS AND NOTES

The 17th Annual Meeting of the American Society of Adlerian Psychology will take place Friday, May 30, to Sunday, June 1, 1969, at the Hotel DuPont, Wilmington, Delaware. Chairman of the program committee is Robert G. Bartholow, M.S.W., Minneapolis, Minnesota.

The *Associates for Study and Action*, Wilmington, Delaware, will present, preceding the above meeting, a public symposium on "The Generation Conflict: Some Answers for Today," Friday, May 30, 1969, 9 a.m. to 5 p.m. The moderator will be William Statton, Ph.D., and the meeting will be welcomed by William Flack, chairman, Associates for Study and Action. The opening address will be given by Harry G. Haskell, Jr., mayor, City of Wilmington. The participants will be W. L. Pew, M.D.; Rudolf Dreikurs, M.D.; Kurt A. Adler, M.D., Ph.D.; Manfred Sonstegard, Ph.D.; Vicki Soltz Statton, R.N.; Sergeant Angelo P. Citro; Bernard H. Shulman, M.D.; Owens Weaver, M.D.; and Harold H. Mosak, Ph.D.

The *Alfred Adler Institute, New York*, held its 1968 graduation exercises on November 24, at the Barbizon-Plaza Hotel. The graduation address was by Joseph Wilder, M.D., clinical professor of neurology, New York Medical College, on the topic, "The Role of Values in Psychotherapy." In the absence of Dr. Wilder due to illness, the address was read by Halfdan Gregersen, Ph.D., chairman of the board of trustees. Certificates in psychotherapy were awarded to Jeffrey Eisen, Ph.D.; Dorothy Flapan, Ph.D.; A. Lisa Friedman, Ph.D.; Robert Miller; Eli

Reifman, Ph.D.; and Helen Weiss, Ph.D. Certificates in counseling were awarded to Mrs. Irmgard Carle, Mrs. Ruth Larson, Mrs. Esther Spitzer, and Mrs. Eva Wolff. John Brinley received his certificate at a later date. Helene Papanek, M.D., is executive director of the Institute.

San Fernando Valley State College, school of education, Northridge, California, in cooperation with the American Society of Adlerian Psychology held a four-day workshop for teachers, counselors, and school administrators on "Bridging the Generation Gap," September 3 to 6, 1968. Drs. Rudolf Dreikurs, Oscar C. Christensen, Loren Grey, and Marcelle Robinson participated as the staff for the workshop the purpose of which was to bring out "some unique and different methods for improving communication between adults and children."

The *Minnesota Society of Individual Psychology* and the American Society of Adlerian Psychology co-sponsored a symposium on "The War Between the Generations: An Attempt at Reconciliation," in Minneapolis, November 9, 1968. The speakers were Kurt A. Adler, M.D., Ph.D.; Raymond J. Corsini, Ph.D.; Oscar C. Christensen, Ed.D.; Walter E. O'Connell, Ph.D.; and Rudolf Dreikurs, M.D. The moderator was W. L. Pew, M.D. Some 600 persons attended the all-day meeting.

The *Mid-East Society of Individual Psychology* has been formed, with Mrs. Lilly McEachern, division of clinical studies, West Virginia University, Morgantown, as president. Other officers are: Roy Moss, vice-president; Marilyn Snyder, secretary-treasurer; and Russell Manns and Donnie Shupe, membership chairmen.

The *Toronto Association of Individual Psychology* is the first Canadian group to become organized for the study and practice of Adlerian concepts and methods. Milton Dewey, 9 Roanoke Road, Apt. 602, Don Mills, Ontario, is president; Naomi Winkler, secretary; Eleanor Hayes, treasurer; Edith Dewey, education coordinator; and Gerry Denhart, membership chairman. Yetta Nashman and Rhoda Sigal are co-chairmen of community relations.

Helene Papanek, M.D., participated in the conference of the Association for the Advancement of Psychotherapy on "Therapeutic and Antitherapeutic Factors in Group Psychotherapy," New York City, November 3rd, 1968. She also read a paper on "Group Psychotherapy Interminable" at the 26th annual conference of the American Group Psychotherapy Association, New York City, February 6 to 8, 1969.

Dr. Walter E. O'Connell is part of a team who received honorable mention in the APA Division 13 (Consulting Psychology) Cattell Fund Competition for a paper on "Psychological Intervention in a Community Crisis." His co-authors are Sidney E. Cleveland, Robert L. Bell, and Philip G. Hanson. According to Roy M. Hamlin, research awards chairman, "The judges were enthusiastic about this paper, rated it as high as they could on relevance and originality." Dr. O'Connell's paper in the present issue of this *Journal* is concerned with the same problem area.

Dr. Alice R. Friedman, was recently promoted to principle psychologist, the highest rank for a clinical psychologist employed by the State of New Jersey. As such she works now in the area of training and research at Greystone Park

State Hospital, Greystone Park, New Jersey. An early close coworker of Alfred Adler, Dr. Friedman was subsequently a psychologist at Hamden House, Buckinghamshire, England; chief psychologist at Lebanon Hospital, New York; group therapist at Harlem Valley State Hospital and Kings County Hospital; and was on the staff of the Diagnostic Center, Menlo Park, New Jersey. Her numerous papers deal with subjects ranging from discouragement, masculine protest, Nietzsche, early recollections, life styles in foster homes, children's problems, to "Behavior Training in a Case of Enuresis" (this *Journal*, 1968, 24, 86-87).

Emery I. Gondor, child psychologist, art therapist, and artist, has been named clinical assistant professor in the department of psychiatry, New York Medical College, Flower and Fifth Avenue Hospitals, New York City, as of November 1, 1968. He had been instructor in psychiatry at this institution for many years. He has also been, and still is, in charge of the art and play therapy groups there and in the Metropolitan Hospital, and also in the Mental Retardation Center. He has also lectured for many years at the Postgraduate Center for Mental Health. He is on the faculty of the Alfred Adler Institute, and staff psychologist at the Alfred Adler Mental Hygiene Clinic. He is a charter member of the American Society of Adlerian Psychology, and was associated with Alfred Adler in Europe and the United States.

The *British Association for Social Psychiatry* announces the following events to which all professionals working within the field are cordially invited:

2nd International Congress of Social Psychiatry—The Sick Society. August 4-8, 1969, Quinton and Kynaston School, Marlborough Hill, London, NW 8.

1st International Conference on Day Hospitals and Community Services. August 11-13, 1969, Bedford College, Inner Circle, Regent's Park, London, NW 1.

1st International Conference on Self-Governed Units (like therapeutic communities and social clubs, Alcoholics Anonymous, etc.) August 13-15, Bedford College, Inner Circle, Regent's Park, London, NW 1.

International Post-Graduate Seminar in the field of Human Maladjustment. August 18-22, 1969, Queens College, Oxford.

For further details write to the above Association, 7 Hollycroft Avenue, Hampstead, London, NW 3.

ALFRED ADLER MENTAL HYGIENE CLINIC, 1966-1968 REPORT

In November, 1968, the Alfred Adler Mental Hygiene Clinic in New York celebrated its 20th anniversary. In November, 1948, it had modestly opened its doors in a nursery school, with an administrative staff of one, one desk, one typewriter, and one filing cabinet, as a consultation center planned as a community service for low-income groups. Two years later it moved into its present location at 333 Central Park West. In 1954 it was licensed by the State Department of Mental Hygiene to function as a mental hygiene clinic. It has been growing in the service it renders, ever since.

Two years ago we stepped out into the community. At the Goddard Riverside Community Center, located in our neighborhood, we instituted the following programs: a group discussion with the staff, to improve inter-departmental communication, led by Mr. Isaac Ziemann; group discussions with school dropouts and

other young people with behavior problems, led by Dr. Benjamin Shangold; individual counseling with members of senior citizens clubs, led by Mrs. Evelyn Marks; and talks to senior citizens on "How to Make the Most of Longevity," by Mrs. Danica Deutsch. Mr. Ralph Abramson, director of social services and associate director of the Clinic, participated in setting up the community mental health program.

Several other innovations can be reported. As a natural outgrowth of our teachers' course, a series of 12 demonstrations of the Adlerian child guidance approach was initiated at a public school. The principal, Dr. Silver, with the approval of the Board of Education, arranged for 25 teachers and counselors to participate in these. At each session a teacher presented the problems of one child. First the child, and then the mother were brought before the group and interviewed by the counselor. This was followed by an interpretation of the child's underlying problem. Corrective measures were then suggested, and a similar, follow-up interview for child and mother was scheduled. Plans are in the making for overcoming the language barrier between the foreign-born parents and the counselors.

A new group project on "How to Make the Most of the Middle Years," extending over 15 weekly sessions, was initiated by Mrs. Danica Deutsch in the spring of 1968. It proved to be so successful that it was, and will continue to be, repeated.

A substantial two-year grant from the van Ameringen Foundation enabled Dr. Beatrice Lieben to expand the Clinic's remedial reading program, especially for children with severe, organically-based reading handicaps. Thirty such children with resulting behavior problems were successfully treated. Dr. Joseph King supervised drug therapy where indicated. To our regret he had to resign due to other commitments. Dr. William W. Garitano is taking his place.

Among continuing activities, Dr. Alexandra Adler conducted psychiatric diagnostic sessions with parents and children in the presence of therapists-in-training, and Dr. Kurt Adler supervised weekly presentations of cases by the staff.

Group therapy was continued with mothers, married couples, adolescents, and children. A therapy group for college students and graduates was led by Mrs. Evelyn Marks. Instead of focusing on the individual who has been referred, our practice is generally to see the whole family together, and refer the parents to parent groups, the young adults and adolescents, to peer groups.

The social club, a special feature of the Clinic for over 13 years, continued with post-hospitalized people and isolates, who can find social contacts and communication only in structured activities. Various media are offered for self-expression. Mrs. Rose Garlock, director, uses art; Miss Anna Sten, music; and Mrs. Lillian Espanak, physical education. Dr. I. David Waitzel was added to the staff to evaluate members of the club, and provide prescriptions for those needing medication.

An increased contract with the Community Mental Health Board permitted acceptance of more patients who are not capable of paying even our modest fees. This service is also aided by the steady income provided by our enthusiastic women's division. Our referrals come from schools and agencies as well as from former and present patients.

For an overall view of the Clinic's activities the following figures, in terms of the average number of weekly sessions, are presented: 259 individual sessions of one hour; 19 group sessions of 1½ to 2 hours, involving about 120 individuals; and the social club meeting of 3 hours, involving about 30 individuals. There is some overlap of cases in these three categories.

With the expansion of our activities, as well as those of the Alfred Adler Institute, we feel that we are bursting at the seams and need additional space. A generous donation from our board member, Mr. Frederick Solomon, has sparked the initiation of a fund for our own building. With the unstinting cooperation and legal support of our board chairman, Mr. Victor Jacobs, we are seeking adequate quarters and look forward to raising the necessary funds. A housewarming in our new building is our optimistic goal for 1970, the year of the centennial celebration of Alfred Adler's birth.

*Alfred Adler Mental Hygiene Clinic,
New York, N. Y.*

DANICA DEUTSCH,
Executive Director

COUNSELING-PSYCHIATRY PARTNERSHIP

At West Virginia University a working relationship between counseling and psychiatry has gone into effect with the 1969 spring semester, based on the principles of Individual Psychology. Drs. Dave Srebulas, Barbara James, G. Edward Stormer, and Manford Sonstegard of the department of guidance and counseling will be working with Wilford W. Spradlin, M.D., chairman, Donald C. Carter, M.D., and John F. Kelley, M.D., of the department of psychiatry. Dr. Srebulas will work with Dr. Carter in the outpatient division in a clinical setting; Dr. James, also with Dr. Carter, in marriage counseling. Drs. Stormer and Sonstegard, working with Dr. Kelley, will meet the cases referred to them in the office of psychiatry in the medical center, which will facilitate observation by medical students of the counseling of the parents and children who seek help at the outpatient division.

This interdisciplinary approach was spearheaded last summer when Dr. Dreikurs, while visiting the University, and Dr. Stormer and his staff met with Dr. Spradlin and members of the psychiatry department "to discuss means of implementing the cross-fertilization of the two faculties." A masterful demonstration for the medical students and staff by Dr. Dreikurs with a case from the psychiatric ward was one of the important steps in bringing about the close working relationship now set up for the two disciplines.

UNIVERSITY COURSES BY ADLERIANS

The following table presents a list of courses taught by Adlerians in the summer and fall of this year, for which college or university credit is given. The courses carry three credits except where otherwise stated, after the title in parentheses.

For courses offered under the auspices of Adlerian societies see the announcements of the Chicago and New York Alfred Adler Institutes and the Minnesota Society of Individual Psychology in the back of this issue.

UNIVERSITY COURSES BY ADLERIANS, SUMMER AND FALL 1969

Date	Institution	Course title	Instructor
June 3— July 12	Texas Tech. Coll., Lubbock	Ps. 5322. Family Couns.	T. Andreychuk
June 3— July 15		Ed. 5312. Superv. in Elem. Schools Ed. 5359. Sem.: Superv.	J. W. Tidrow
June 9— June 11	Xavier U., Cin- cinnati, Ohio	Ps. Ed. 178-03. Instit.: Interpers. Relat. (1)	V. J. Bieliauskas
June 14— July 19 ^a	U. Arizona, Tucson	Couns. 247. Elem. School Guidance Couns. 399a. Sem.: Family Couns. (2)	O. C. Christensen
June 16— Aug. 8 ^a		Couns. 397a. Worksh.: Child Study & Guid. for Teachers	
June 16— July 24 ^a	San Fernando Vall. St. Coll., Calif.	Ed. X454. Student Behav. & Disc. Ed. 452. Interpers. Relat. in the Classroom	L. Grey
June 16— July 7	So. Illinois U., Edwardsville	Co.Ed. 525. School Behav. Probl. & Prevent. (4)	C. W. Meredith
June 17— Aug. 7		Co.Ed. 562a. Child Dev. in Education	R. E. Troyer
June 17— Aug. 9	U. Illinois, Urbana	Ed.Ps. Ment. Hygiene in the Schools (2)	Genevieve Painter
June 17— Aug. 20	W. Virginia U., Morgantown	C.&G. 216. Behav. Problems C.&G. 377. Couns. Techniques C.&G. 395. Couns. Practicum	W. L. McKelvey M. Sonstegard Lilly McEachern
June 30— Aug. 1	DePaul U., Chicago	Practicum: Guid. in Elem. School (4)	D. C. Dinkmeyer
June 30— Aug. 13	J. F. Kennedy U., Martinez, Calif.	Family Counseling Social Interest	Lucy Ackerknecht F. Humberger
Summer	Aurora Coll., Ill.	Ps. 206. Mental Health	C. H. Miley
July 7— July 18	U. Vermont, Burlington	S292. Dynamics of Class- room Behavior (2)	R. Dreikurs
Aug. 4— Aug. 29	U. California, Los Angeles	X312.17. The Well-Child Family	P. Brodsky
Sept.— Dec.	U. St. Thomas, Houston, Texas	Ps. 231. Psych. of Pers. Adjustment Ps. 337. Couns.& Psycho- therapy Ps. 335. Hist. & Systems of Psychol. Ps. 437. Psych. & Religion	A. Goss W. E. O'Connell
Sept.— Dec. ^b	U. Vermont, Burlington	Ps. 106. Personality Ps. 225. Psychol. Tests	H. L. Ansbacher

Sept.— Jan.	Newark St. Coll., Union, N. J.	572.67. Practicum: Clin. Psych. Case Studies 572.55 Adv. Couns. & Psychother. Processes	W. P. Angers
Sept.— Jan.	Roosevelt U., Chicago	Ps.305. Clin. Psychology	H. H. Mosak
Sept. 16— Nov. 30	J. F. Kennedy U., Martinez, Cal.	Parent Child Couns. Theory & Pract. of Indiv. Psych.	Lucy Ackerknecht K. Johnson
Sept. ^b	Aurora Coll., Aurora, Ill.	Ps.301. Growth & Change of the Indiv.	C. H. Miley
Sept.	Green Mtn. Coll., Poultney, Vt.	Child Psychology	L. W. Field

*Offered also in the fall. ^bOffered also in the spring.

FRIEDERIKE FRIEDMANN (1882-1968)

On November 7, 1968, Dr. Friederike Friedmann died in Vienna, at the age of 86. She had been among the closest co-workers of Alfred Adler, and endeavored all her life to translate his theories into practice.

Born on March 31, 1882 in Mährisch-Weiskirchen, now Czechoslovakia, the daughter of a rabbi, she grew up with many siblings in the very harmonious and cultured atmosphere of her parental home. When she was eight years old the family moved to Vienna. There she, like her brothers and sisters, attained her academic training while struggling against financial difficulties. Originally she wanted to study languages, but through the lectures of Professor Exner became interested in the natural sciences in which she then took her Ph.D. degree. She had decided on a research career—she worked with the late, renowned atomic physicist, Lise Meitner—when she met Adler.

Her meeting with Adler gave her life a new and lasting direction. She now became a teacher in a normal school and eventually, its principal. As such she worked with all her energy for the development of a school functioning on the principles of Individual Psychology, and she did indeed win the teachers, and also the authorities, over to Adler's ideas. In 1934 she was, as an active member of the Social Democratic Party, removed from her office by the Austrian fascists, and in 1939, when the Nazis had taken over, she was also imprisoned. Thanks to the vigorous efforts of her English friends she was able to emigrate to England in time, where she was a teacher until the end of the war.

In 1945 she returned to Vienna and became supervisor for the teaching of English in the schools, a post she held until her retirement. Immediately after her return, she renewed contact with the Individual Psychologists who had remained in Austria—Drs. Nowotny and Birnbaum, and Professor Spiel—and worked with them to rebuild the Vienna Society for Individual Psychology. As its president, from 1953 to 1961, she organized several educational guidance centers which she herself conducted for many years. She also conducted vocational guidance centers, and worked in the field of adult education. Together with Dr. Knut Baumgärtel she co-edited a *Lexikon der Erziehung* (Dictionary of

Education), Vienna: Ulstein, 1956. In 1960 she translated into German the English book, *To Sir, with Love*, by the Guyanian Black author, leader and diplomat, E. R. Braithwaite. Only a serious shock to her nervous system, suffered when she fell from a moving streetcar, forced her to give up all her activities. It brought on a long-lingering invalidism from which death finally released her.

All who knew Dr. Friedmann or had the privilege of working with her, soon realized that she was truly a person of great scope. The motto of her life was to be of service to man, whether child, adolescent, or adult. As a genuine Individual Psychologist she looked particularly after those people who were psychologically hampered. With untiring love, and without ever asking for thanks, she helped wherever help was needed. As an educator she was always intent upon helping the children entrusted to her to become fellowmen who would be able to meet their life tasks. Wherever she worked, she stood up for the teachings of Adler. But what we valued most highly in her was probably that through her ways, through her behavior as a fellowman, she demonstrated that for which she stood and strove. In this way her entire life was a steadfast expression of gratitude to her great teacher, Alfred Adler.

Vienna, Austria

GERTRUD GEORGI

SIBYL MANDELL (1896-1968)

It is with profound sorrow that we read of the passing of our friend of long standing, Sibyl Mandell, on October 16, 1968, in San Francisco, at the age of 72. Sibyl graduated from Mills College. Originally interested in speech correction, she studied with Alfred Adler in Europe and the United States for about five years. When the New York section of the International Association of Individual Psychology was founded in 1928 she took an active part in its meetings and served as its corresponding secretary, reporting to the *Internationale Zeitschrift für Individualpsychologie*. She received her Ph.D. from the University of Vienna in 1933. Later she became chief of the Division of Mental Health, Hygiene, and Education in the Baltimore City Health Department, also hygiene consultant, and conducted seminars for nurses and for the Mothers' Counseling Service.

Dr. Mandell was the author of two articles on speech: one on stuttering (*Int. Z. Indiv. Psychol.*, 1930) and one on phonographic recording of the infant's first speech sounds (*Arch. ges. Psychol.*, 1935). She wrote an article on school problems and the family constellation (*Int. Z. Indiv. Psychol.*, 1936); three papers for the *Indiv. Psychol. Bull.*—on criminal psychopathology (1945), on war psychoses (1944-1945), and on Adler's contributions to the varying functions of the psychologist (1947); and on the process of identification in interviewing (*Amer. J. Indiv. Psychol.*, 1954).

Sibyl was a wonderful friend to many in our group, and we in the East greatly regretted her leaving for the West after she retired from her post in Baltimore in 1961. However, we lost contact with her and did not know that she developed a deep depression that, as we understand, led to her death. We feel thankful for her having been with us, and want to convey our deepest sympathy to her sister, Ethel, who enjoyed many good years with her.

New York, N. Y.

ALEXANDRA ADLER, M.D.

ALEXANDER MÜLLER (1895-1968)

Alexander Müller, M.D., born in Budapest on May 6, 1895, died in Zurich on July 29, 1968. He studied medicine in Vienna. During World War I he was a prisoner of war in Russia for four years which, in retrospect, he described as a productive period in his life. Following his return, he became a student and co-worker of Alfred Adler. Eventually he moved to Berlin where he helped with the organization of a child guidance center and was active in therapy, teaching and lecturing, and the training of therapists. With the ascent of National-Socialism he emigrated to Holland where he founded an Individual Psychology group. Thanks to his efforts the Dutch group is today one of the largest and most active European groups.

During World War II he went back to Hungary and miraculously survived a concentration camp there. After the war he returned to Holland remaining there until 1952, when he accepted a position in Zurich as Dozent for Individual Psychology at the Institute for Applied Psychology under the directorship of Professor Hans Biäsch. Dr. Müller became director of the Swiss Society of Individual Psychology, and served as the first secretary of the International Association of Adlerian Psychology from 1954 to 1957. For reasons of health he retired in 1961.

His spiritual legacy is contained in his small book for which he borrowed the title from the Bible, "Thou shalt be a blessing" (Genesis XII, 2), and in which he presented his humanistic religious thoughts.¹ He considered our present basic problem as the paradox of wanting to be absolutely free, while at the same time believing in an absolute determinism. In practice this means—to be completely free, yet not responsible (pp. 15-16), with a resulting absence of any moral obligation and meaning of life. He believed moral courage and social interest could be realized only as "the immediate consequences of a deep metaphysical bond with God and man" (p. 82).

After his retirement Dr. Müller was at work on a new book to include further philosophical psychological insights; but this was interrupted by a serious operation, and remained incompleated. He left his extensive collection of books to the central library of the City and Canton of Zurich.

Dr. Müller was a man who lived what he taught. He had an unusual degree of kindness and wisdom. His understanding of the human soul was tied in with his demands upon others and himself: for him to be human meant to be subject to demands. In the last months of his life, after the death of his wife who had been his life's companion for many decades, he became for us an example to emulate. At that time he endured an illness not only with courage, but even, one might say, with a quiet cheerfulness. Many years earlier he had said: "Man must not only cope with three life tasks: there is also a fourth—the meeting of death." None of us who knew him will forget how indeed he mastered this fourth life task.

Zurich, Switzerland

EDITH H. GRABER

¹"Du sollst ein Segen sein": *Grundzüge eines religiösen Humanismus*. ("Thou shalt be a blessing": outline of a religious humanism.) Schwarzenburg, Switzerland: Gerber-Buchdruck, 1954.

JOURNAL ARTICLES

ALLEN, M. HARRIET. "The Adlerian Approach to Counseling." *J. Rehab.*, 1968, 34(5), 11-13.—In investigating the feasibility of a unitary approach in rehabilitation, the author chose Adler's theory of psychotherapy for her primary focus. She concludes that its "rationale of optimism, uniqueness of man, consciousness of behavior, and social interest may well be the launching pad for every man's progress. Moreover, it works both ways. Of paramount importance is the fact that if the counselor is unable to accept these premises, then he can hardly impart them in a therapeutic relationship."

BRODSKY, P. "Problems of Adolescence: An Adlerian View." *Adolescence*, 1968, 3(9), 9-22.—The best prevention of such problems is (a) to recognize both the family's importance as the prime educational unit, and the inadequacy of parents in carrying out this function; and (b) to supply parents with readily accessible means for acquiring an understanding of their child, his interactions with the environment and with them, taking into account the influence of societal changes. Regarding the adolescent himself, his position should be altered to provide him with the experience of being consequential to his community, thus lessening the distance between him and the grown-up world.

GRUBBE, T. E. "Adlerian Psychology as a Basic Framework for Elementary Counseling Services." *Elementary Sch. Guid. Counsel.*, 1968, 3, 20-26.—After explaining that essentially Adlerian psychology deals with the purposes of behavior rather than the causes, an illustrative case study of reading difficulty is presented. The recommendation is given to let the child suffer the logical and natural consequences of not doing what is expected. Concluding a further discussion, the author recommends a small bibliography which "will give the reader an opportunity to see how Adler treats the many complications of society in a goal-directed way" (p. 25).

PRONKO, N. H. "On Learning to Play the Violin at the Age of Four Without Tears." *Psychol. Today*, 1969, 2(12), 52-53 & 66.—Up to 5,000 very small children give a mass violin concert without rehearsal or even a fixed program every spring in Tokyo—in a land where this Western instrument could not be seen or heard 100 years ago—thanks to Sinichi Suzuki. His method is based on the way in which children master their native language. Learning starts in infancy and proceeds stepwise: from listening, to acquiring a good musical background, to wanting to make music like all the others around one do, to learning (at three) how to reproduce sounds on a small instrument through bowing and fingering, and to making (at six) an easy transition to note reading. The instruction is without pressure, or extrinsic rewards, or rivalry, or contests, depending solely on the pleasure derived from playing as its own reward. And most of the playing is in groups, heterogeneous groups where the older and better players help the younger ones, "and they all have a ball." Pronko ends his article as follows: "Thousands of accomplished young violinists . . . lend their support to Alfred Adler's notion that every person (i.e., every biologically normal person) is equal to his life task. Suzuki's wholesale results with unselected children discredit the still-popular view that capacities and abilities are inherited."

ROCHESTER, D. E. "The Use of Porter's Test of Counselor Attitudes to Discriminate between Adlerian- and Phenomenologically-Oriented Students." *J. counsel. Psychol.*, 1968, 15, 427-429.—At Southern Illinois University, Edwardsville, advanced courses in counseling are taught by an Adlerian and by a phenomenologically oriented instructor. The students are free to choose with whom to enroll. In the present study 56 students from the Adlerian course were compared on the Porter Test of Counselor Attitudes with 31 students from the phenomenologically oriented course, at the beginning and at the end of the course. Apparently the students had chosen their instructor from a previously established theoretical position because already at the initial testing reliable differences were found corresponding to what one would expect, the Adlerian students showing less "understanding" and more "probing" and "evaluative" attitudes than the others. At the end of the course the differences were actually diminished, the phenomenological students approaching the attitudes of the Adlerian students.

ROM, P. "Ueber einige Grundbegriffe der Individualpsychologie." *Prakt. Psychol.*, 1969, 23, 65-69.—This is a translation of the author's "Adler's Main Concepts" (*Indiv. Psychol. News Letter*, 1968, 18, 3-7).

TOBIN, S. S. "Effect of Stress on Earliest Memory." *Arch. gen. Psychiat.*, 1968, 19, 435-444.—The "stress," was admission to a home for the aged. 57 *Ss* were asked for "the first thing you can remember" (ER), 4 months before, and 2 months after admission. 83 control *Ss*—aged living in the community, applicants on the waiting list, and short-term and long-term residents of homes—were asked for their ERs once, and again 6 to 12 months later. All *Ss* were Jewish, ambulatory aged 68 to 92 years ($M = 78$ years). The ERs were rated on a 5-point scale of "narcissistic loss," ranging from nonloss (1), to injury and mutilation (4), to death (5). A significantly greater percentage of experimental *Ss* was found to introduce more extreme loss in their repeat ERs than did the control *Ss*. This is taken as evidence that the present is indeed "actively incorporated into the reconstruction of the past"—as has always been the Adlerian position, we might add.

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