

NEWS AND NOTES

A *Workshop on Training Adlerian Counselors and Psychotherapists* was held at the University of Vermont, Burlington, July 6 and 7, 1970. It was the first attempt within the American Society of Adlerian Psychology to bring together as many people as possible who are actually engaged in training, for an exchange of views and methods. Since the workshop fortunately followed directly upon the International Congress, there was a wide representation of participants, from Canada, France, Germany, Great Britain, and Greece, as well as California, Hawaii, Minnesota, New York, Oregon, Vermont, and West Virginia. The discussants, seated at three sides of a long table facing the audience, were at various times: Lucy Ackerknecht, H. L. Ansbacher, E. Blumenthal, M. L. Bullard, Danica Deutsch, R. B. Does, R. Dreikurs, Helene Papanek, J. A. Peterson, Miriam Pew, W. L. Pew, H. Schaffer, M. Sonstegard, and Rowena Ansbacher, chairman. In all, nearly 60 persons took part. All four sessions were audio-taped, and one was video-taped as well. The workshop was planned by the ASAP Committee on Training Facilities, Rowena Ansbacher, chairman. Outcomes of the discussions are to be made available.

The *Alfred Adler Institute of Minnesota* held a Human Relations and Individual Psychology seminar, August 13-15, 1970, at the Holiday Inn, Airport Number 2. The sessions included an introduction to Individual Psychology, demonstrations of family counseling, classroom discussion, life style analysis, psychodrama, marriage counseling, group counseling of several kinds, lectures, and small group discussions—This fall the Institute is offering 16 courses. For general information write to: W. L. Pew, M.D., Dean, Box 584, St. Paul, Minnesota, 55102.

At *Edgecliffe College*, Cincinnati, Ohio, Don Welti and Dr. Elizabeth R. Miller are this fall team-teaching an evening college, non-credit course entitled "Encouragement and Discipline in the Classroom," described as "Adlerian Techniques: Stimulating Learning and Cooperation," to 30 teachers and principles. A similar course is planned for the second semester, entitled, "Effective Parents—Responsible Children."

The *Adult Theological Center*, Diocese of Galveston-Houston, sponsored in Houston, Texas, a course entitled, "The Family Does its own Thing, and Jesus Lives," based on *Children: the Challenge* by Rudolf Dreikurs, with Vicky Soltz. The course was offered in six weekly meetings, this September-October, in four parallel sessions at four church locations. The speakers, who followed the same topical outline, were Walter E. O'Connell and the Revs. Dayton Salisbury, William Robertson, and Jacques Weber.

A *Community Child Guidance Center*, Morgantown, West Virginia, has opened, with Manford Sonstegard, director, and Robert and Mary Tures, counselors. The Center will be open Monday evenings, in the First Presbyterian Church. Its purposes are parent-child guidance, family education, and organizing home-study groups. In accordance with time-honored Adlerian practice the Center is

open to the public and no fee is charged; parents present their family problems in the presence of other parents and observers, while their children are in the supervised activity room; next the children are interviewed; then the parents return and are given guidance on what appears to be going on and what they can do. The counseling is an educational process, not therapy, dealing with common family problems.

Grant Hospital, Chicago, has a program of "milieu therapy" for its psychiatric patients which is described in a special report of its house organ, *Pulse*, spring 1970. Constandino Biris, coordinator of the psychiatric unit, explains that this approach, instead of seeking the reasons why people behave as they do, tries to get them to see the effect of their behavior on others. The others exaggerate their reactions so that the patients can see how ludicrous their own behavior is. When the patient decides that his behavior needs changing, the staff is prepared to help him. The approach is based on the Adlerian concept of personality. The group therapy used is indebted to Robert Postel's philosophy and methods. Adaline Starr directs the patients in psychodrama. Dr. R. J. Rodriguez, chief of the department of psychiatry, has the staff explain to patients in nontechnical language why they are in the hospital and what goals are to be hoped for. The patients' questions are answered openly and honestly. Even staff reports on the patients are given in their presence—but the reports comment only on the impact of the patients' behavior on other people.

Marven O. Nelson, Ed. D., has become the new head of the Children and Youth Services of the *Alfred Adler Mental Hygiene Clinic, New York*. Remedial work is being planned, individually and in groups, for pupils from the first grade in public school through colleges with open enrollment.

Charles Harvey Miley, chairman, department of psychology, *Aurora College, Aurora, Illinois*, has assembled "Selected Readings on Alfred Adler and his Individual Psychology" to commemorate the 100th anniversary of Adler's birthday. This bibliography of 18 pages contains materials under the headings: biographical; background readings, primary and secondary; and applications and influence of Individual Psychology.

An *Abraham H. Maslow Visiting Fellowship* has been established at the Western Behavioral Sciences Institute in recognition of the signal role played by the late Dr. Maslow in shaping the Institute in its formative days by his presence as a visiting fellow. Dr. Wayman J. Crow, director of the Institute, has announced that Dr. Louis A. Zurcher, sociology department, University of Texas, is the first recipient of this fellowship, as one whose distinguished work is carrying on the tradition of scientific scholarship combined with human compassion exemplified by Maslow.

The Institute of Logotherapy has been founded at the United States International University, on the Elliott Campus, San Diego, California, with Viktor E. Frankl, M.D., Ph.D., as professor of logotherapy in the Graduate School of Leadership and Human Behavior.

HERMAN NUNBERG, M.D., co-editor with Ernst Federn of the *Minutes of the Vienna Psychoanalytic Society*, died in New York, May 20, 1970, after a long

illness at the age of 86. The *Minutes*, originally taken down by Otto Rank, are of invaluable help to the Adler scholar in that they include a faithful record of Adler's participation in and contributions to the meetings of this Society from 1906 to 1911.

HARRY A. OVERSTREET, professor of philosophy and psychology, New York City College, 1911-1936, and author of numerous books for the general public, died in Falls Church, Va., August 17, 1970, at the age of 94. He knew Adler from Vienna and New York and was very fond of him, although he admittedly never fully understood him. For us it is of interest that one of his books is entitled *A Declaration of Interdependence* (New York: Norton, 1937), the same title which several years later was used by Lydia Sicher for one of her papers (*Indiv. Psychol. Bull.*, 1944, 4, 20-25).

LEONARD I. LAPINSOHN (1919-1970)

Leonard I. Lapinsohn, M.D., diplomate in psychiatry and neurology, died of a cerebral hemorrhage on April 22, 1970, at his home in Coral Gables, Florida, at the age of 50. A long-standing member of the American Society of Adlerian Psychology, he was a lecturer at the Alfred Adler Institute of New York from 1956 to 1960 when he moved from Philadelphia to Florida. Dr. Lapinsohn was to have presided over the Adlerian symposium at the American Psychiatric Association in San Francisco this past May. Surviving are his wife, Shirley; a son, Stephen; two daughters, Judi and Ilene; his parents; and a brother, Donald.

SIDONIE REISS (1882-1970)

Sidonie Reiss, well known to many elder Adlerians in Europe and New York, died on September 8, 1970, in a home for Jewish aged in Neustadt, West Germany. Born in Lower Silesia, then in Germany, she became originally a teacher. After World War I she was trained by Alfred Adler and practiced as a psychotherapist for many years in the Berlin guidance centers. After 1933 she went to Holland where she worked and lectured for the Dutch Individual Psychology organization. During the Nazi occupation, friends hid her in the Dutch "underground." Eventually she came to New York where she lived until her return to Germany. Though she was bed-ridden in her last years, her mind remained clear. In the spring of 1970 she still wrote her reminiscences of Adler, a contribution to a centenary collection.

She had contributed to the *Internationale Zeitschrift fur Individualpsychologie*, and wrote a book which appeared in English as *Mental Readjustment* (London: Allen & Unwin, 1949), with a prefatory note by Dr. Alexandra Adler. The book deals with the theory of Individual Psychology and its application in five highly instructive cases, three of which are of children. The book ends with the lines: "But death is also comprised in life. Reconciliation with life means also reconciliation with death."

New York, N. Y.

JOSEPH MEIERS, M.D.

JOURNAL ARTICLES

DREIKURS, SADIE G. "Art Therapy for Psychiatric Patients." *Perspect. psychiat. Care*, 1969, 7, 102-103 & 134-142; followed by B. H. SHULMAN, "Commentary," *ibid.*, 142-143.—A most informative account with three illustrations in color of work at St. Joseph Hospital, Chicago, where Dr. Shulman is head of the section of psychiatry. Mrs. Dreikurs paints with patients singly and in smaller or larger groups, depending on the case, offering all kinds of artist's materials and assignments. Her goal is change in immediate attitudes and behavior; her method, encouraging the patients to express themselves and to experience the joy of creating, of appreciating the productions of others, and of working with others. Often difficulties can be diagnosed by the patients' responses to the situation and by their creations. In some cases quite specific therapeutic results were obtained. Dr. Shulman summarizes the therapeutic effects which are illustrated in the incidents described by Mrs. Dreikurs as revealed by her "remarkably perceptive techniques."

FEINGOLD, S. N. "Counselor Competencies for the Eighties." *Counsel. Inform. Serv.*, 1970, 25(3), spec. supply. 1-7.—A presentation before the American Personnel and Guidance Association, 1970, by the national director, B'nai B'rith Vocational Service. The author anticipates that counselors will have to have more practicum training, and have it earlier in their training; learn more about the goals and life styles of people in all walks of life, and "reveal in their own behavior their belief in the dignity of all work"; and be able to handle larger numbers of people by acquiring techniques for small groups, and utilizing non-professional helpers and indigenous counselors. They must gain greater empathy with all kinds of people, and a deeper appreciation of the causes of behavior. "This knowledge, although abetted by sensitivity to others, must be rooted in serious study of psychology . . . and combined with skills derived from supervised experience."

GARNER, H. H. "The Confrontation Problem-Solving Technique: Developing a Psychotherapeutic Focus." *Amer. J. Psychother.*, 1970, 24, 27-48.—In this technique the therapist may confront a patient complaining about inferiority feeling with a statement such as, "You are the most inadequate and inept person in the world." Such confrontation would invariably be followed by, "What do you think or feel about what I told you?" The rationale for this question is explained as "a prod to the reluctance on the part of the patient to develop problem-solving attitudes and explore his feelings" (p. 44). The patient becomes oriented "toward a more mature relationship rather than one based on the expectancy of relief" (p. 43).

HEMMING, J. "Letter on Moral Education." *Freethinker*, London, June 20, 1970, 200.—"The only two assumptions we need to make are that man is a potentially moral and creative creature, provided he grows up in a humane, understanding environment, and that democracy . . . is the most fruitful social system . . . All the rest of moral education flows from them . . . Caring, considering, evaluating, co-operating are equally the basis of moral maturity, democratic society, and the good school."

MILLER, P. R. "Revolutionists among the Chicago Demonstrators," *Amer. Psychiat. Ass., Proc. 123rd Annu. Meetg.*, 1970. Pp. 285-286.—"Revolutionists received significantly more parental support (63%) than did non-revolutionists (45%), and this came from parents who were more liberal and politically active. This suggests that revolutionists are fulfilling rather than rebelling against a parental model; a theory of 'Oedipal rebellion' is not consistent with these data."

O'CONNELL, W. E. "Creativity in Humor." *J. soc. Psychol.*, 1969, 78, 237-241.—In another of his studies on this subject, the author found by his measures that only one of three Freudian hypotheses relating to with and humor achieved significance, namely, that of a positive relation between humor appreciation and an impunitive direction of aggression ($r = .26$).

PAPANEK, HELENE. "Group Psychotherapy Interminable." *Int. J. Group Psychother.*, 1970, 20, 219-223.—"When the group caters to the patient's dependency needs and fails to encourage growth, self-acceptance, and social interaction, the result is a custodial, not a therapeutic, group. Only when the patient is helped to develop a positive self-image and encouraged to find satisfaction in interpersonal relationships and work achievement, can the pitfall of interminable group psychotherapy be avoided."

ROM, P. "Do Computers Think about Themselves, Live in a Society?" *Freethinker, London*, April 18 & 25, 1970, 123 & 131.—The author presents the arguments against mechanistic materialism and rationalism, and in favor of dialectical materialism and social organicism. The futures of Marx's socialism or Adler's fully developed social interest would come about only by actively working in this direction.

ROM, P. "Life Style of an Immature 13 Year Old." *Freethinker, London*, June 20, 1970, 197-198.—One way of conceiving of the life style is as a "constitution" which the individual has drawn up for himself, stating his fundamental principles of behaving. How such a constitution might read for a tyrannical, totally dependent boy is described by the author, and his way of dealing with it.

TAINTOR, Z. "Birth Order and Psychiatric Problems in Boot Camp." *Amer. J. Psychiat.*, 1970, 126, 1604-1610.—Among 323 psychiatric evaluations at a military recruit training camp, only children were more likely than first borns to consult the psychiatrist, be diagnosed as psychoneurotic (65%), and be discharged from service; first borns were with almost equal likelihood diagnosed as neurotic (35%) or personality disorders (37%); while second borns were relatively rarely diagnosed as neurotic (10%) and most often as personality disorders (54%). These results are all statistically highly significant. An admitted shortcoming of the study is that the author whose original hypothesis was a greater incidence of personality disorders among second borns was also the diagnostician.—Within the limits of such imperfect control, the study is a further confirmation of the Adlerian hypothesis of the potentially greater rebelliousness of the second born (*The Individual Psychology of Alfred Adler*, pp. 376-382) which was recently also supported in a study by LeMay of college girls referred for misconduct (this *Journal*, 1968, 24, 167-169).

THOMAS, A. "Purpose vs. Consequence in the Analysis of Behavior." *Amer. J. Psychother.*, 1970, 24, 49-64.—The author, professor of psychiatry, New York University School of Medicine, contends that intrapsychic motivational states are not the only dynamics of behavior. The consequences it elicits may maintain a certain behavior which occurred at first perhaps quite accidentally. Parent guidance based on this insight involves a program of altered parental functioning. The success of such guidance "indicates that if the consequences of a child's behavior are changed—that is, if the parents respond to him differently and handle him differently—this may change substantially the nature of his psychologic functioning" (p. 57). The author thus recaptures an old Adlerian insight which has, e.g., recently lead to the book by R. Dreikurs and L. Grey entitled *Logical consequences: a handbook of discipline*, New York: Meredith, 1968.

WOLF, W. Review of Charlotte Bühler and Fred Massarik (Eds.), *The Course of Human Life*, New York: Springer, 1968. *Amer. J. Psychother.*, 1970, 24, 149-150.—This volume by the editors and 15 collaborators is concerned with "the setting and achievement of human goals," as the subtitle indicates. This being the case, and since "all authors seem to focus on human goals," Dr. Wolf comments in a straightforward fashion: "The entire approach leans heavily toward Adlerian psychology with its directness and practicality for which Adler was so well known. On several occasions other orientations, such as Freudian, Jungian, existential and others emerge, but they are only touched upon and are largely swallowed up by the dominant approach."

INDEX TO VOLUME 26, 1970¹

NAMES

Note: Names of book reviewers are followed by (*); names of authors of books reviewed are printed in *italics*

- | | | |
|---|-----------------------------|---------------------------------|
| Adler, Alexandra, 162(a),
219(a) | Bliss, W. D., 200 | Deutsch, Danica(*), 236 |
| Adler, A., 36 | Blumenthal, E., 220(a) | Dew, F. E., 225(a) |
| Adler, K. A., 113, 162(a) | Bragg, B. W. E., 196 | Doerries, L. E., 50 |
| Ansbacher, H. L., 161(a),
164(a), | Brennan, J. F.(*), 235 | Dreikurs, R., 163(a),
222(a) |
| Ansbacher, H. L. (*), 182,
234 | <i>Brill, N. Q.</i> , 93 | Elam, H. P., 224(a) |
| Ansbacher, Rowena R.(*),
88, 90, 91, 93, 94, 233 | Bullard, M. L., 225(a) | <i>Ellenberger, H. F.</i> , 178 |
| Becker, E., 169 | Burt, F. D., 64 | Ellis, A., 11, 167(a) |
| <i>Becker, E.</i> , 84 | <i>Carkhuff, R. R.</i> , 90 | Espenak, Lilyan, 223(a) |
| <i>Bierer, J.</i> , 86 | Carlé, Irmgard, 223(a) | Frankl, V. E., 12 |
| Bischof, L. J., 10 | Chaplin, J. P., 205 | <i>Frankl, V. E.</i> , 85 |
| | Chaplin, J. P.(*), 84 | Garitano, W. W., 225(a) |
| | Chapman, J. E., 10 | Garlock, Rose, 223(b) |
| | <i>Curti, M.</i> , 233 | Gold, L., 227(a) |
| | Deutsch, Danica, 122 | |

¹The letter (a) following an entry number indicates an abstract; the letter (b), title only.