

abstracted chapter by chapter. E.g., "On the History of the Psychoanalytic Movement" is represented through 4 abstracts of an estimated total of 900 words. The last 47 pages are the subject index. The work is sponsored by the National Institute of Mental Health. Tightly printed in large format, it is the equivalent of an ordinary book of some 800 pages. A marvelous introduction to and survey of *all* the writings of Freud, this work is without a doubt the greatest bargain in the field. A regular hardcover edition of essentially the same book is available at \$20.00 (see below).

ROTHGEB, CARRIE L. (Ed.) *Abstracts of the standard edition of the complete psychological works of Sigmund Freud*. New York: Int. Univer. Press, 1973. Pp. 770. \$20.00.—This is essentially the same work as available in paper from the U. S. Government Printing Office (see above).

SHNEIDMAN, E. S. (Ed.) *Death and the college student: a collection of brief essays on death and suicide by Harvard youth*. New York: Behav. Publ., 1972. Pp. xix + 207. \$9.95; \$4.95 paper.—These 18 essays selected from an already highly selected group, show a high quality of composition and intensity in philosophical and emotional insights. They range from reflections on one's own suicide attempt to a research-oriented essay on "Hope and Suicide in the Concentration Camp." They were written for a course by the editor given while visiting Harvard. The writers tell us about youth's attitudes and values toward contemporary life's problems as they write about death, themselves, and their world. Although this book is not about counseling, any counselor will be rewarded by reading it for these insights of the writers.—J. L. HART, *St. Michael's College, Winooski, Vermont*.

WAY, L. *Comprendre Alfred Adler (1956)*. Transl. by Odette Chabas. Toulouse, France: Edouard Private, 1973. Pp. 222.—The original English edition was entitled, *Alfred Adler: an introduction to his psychology*, a Penguin Book. It was reviewed in this Journal, 1957, 13, 201-202, and was considered at that time "the most convenient and best introduction to Adler and his work available to the general reader." The present book is one of a series which includes volumes on Freud (by Paul Rom), Antonio Gramsci, Heidegger, Levi-Strauss, George Lukács, and Mao Tse-tung.

NEWS AND NOTES

The 22nd Annual Meeting of the American Society of Adlerian Psychology will be held in Chicago at the Ambassador East and West Hotels, Saturday, May 25, and Sunday, May 26, 1974, with workshops on Monday, May 27, 1974.

The 13th Congress of the International Association of Individual Psychology, upon invitation from the Deutsche Gesellschaft für Individualpsychologie will be held in Munich, in August, 1976.

The Alfred Adler Institute, New York, held graduation exercises on June 10, 1973, for the following students: Tanya Adler, Lorna Arthur-Barrett, Rachel

Aubrey, Murray Bomzer, Thomas Boncina, Olive Branche, Del Eberhardt, Leslie Ellenbogen, Rosalind Frey, Necla Koperler, Seymour Lemeshow, David Lewin, Howard Mann, Ellen Mendel, Elliott Resnick, Sam Rosenfield, Ben Strudler, and Robert Sussman.

At the *81st Annual Convention, American Psychological Association*, Montreal, August 27-31, 1973, several Adlerians participated. *Arthur G. Nikelly* read a paper on "Humanistic Values: Community or Personal Concern?" in which he suggested a therapeutic group program for society's leaders which would enable them to "feel less defensive . . . and to enjoy . . . heightened self-esteem based on humanistic concerns rather than authoritarian . . . manipulations." *Eva D. Ferguson* chaired a symposium on "Some new Looks at the Relationship between Learning, Reinforcement, and Motivation." *William P. Angers* participated in a round table on professional issues, "ABPP Effectiveness, Negotiations, etc."

Marven O. Nelson, Ed.D., has been appointed executive director of the Alfred Adler Mental Hygiene Clinic, New York, succeeding Mrs. Danica Deutsch.

Danica Deutsch, founder of the Adlerian center in New York, which in 1954 became licensed as The Alfred Adler Mental Hygiene Clinic, and who has been its director ever since, has become executive director emeritus of the Clinic.

Dr. Sigrun Koch, member of the board of directors of the German Society of Individual Psychology, Northern Area, has been appointed medical director of the State Neurological Clinic, Berlin, as of April 1973.

A *Rudolf Dreikurs Summer Institute* was held in Espinho, Portugal, July 17 to 30, 1973, sponsored by the International Committee for Adlerian Summer Schools, Inc. (ICASSI). The faculty consisted of Erik Blumenthal, Germany; Juliette Cavadas, Greece; Sadie E. Dreikurs, Jewel Goddard, Bronia Grunwald, all three U. S.; Ruth Holger-Nielsen, Denmark; Ruth Miller, U. S.; Nira Kfir, Israel; Floy Pepper, Miriam and W. L. Pew, Eleanor Redwin, and Manford Sonstegard, U. S.; and Achi Yotam, Israel. There were about 150 participants from ten countries. The days began with papers related to the contributions of Rudolf Dreikurs. For the second half of the morning participants met with special-interest groups. Sessions on problem-solving took place in the afternoons, and the evenings were spent on demonstrations and exchanges of ideas and experiences. The Institute was rated as thoroughly rewarding.

A similar Institute is planned for July 28 to August 11, 1974, in Holland. For inquiries and registration write to ICASSI 74, c/o Solon Travel Service, P. O. Box 39261, Solon, Ohio 44139.

Rivista di Psicologia Individuale is a new periodical published by the Italian Society of Individual Psychology. The director is Professor Francesco Parenti, the editor-in-chief, Dr. Pier Luigi Pagani. Volume 1, Number 1, an issue of 71 pages, is dated March, 1973. It contains a paper by Parenti and Pagani on "Problems of Scholastic Integration of the Gifted"; one by Maria D'Arrigo, University of Naples, on "The Importance of Fantasy in the Individual Psychology of Alfred Adler"; and a third paper, by Francesco Fiorenzola on "Critical Comparison between the Thought of Harry Stack Sullivan and that of Alfred Adler." Ten reviews of Italian books complete the issue. They are new translations of Adler's *Neurotic Constitution* and *Practice and Theory*; translations of

Children: The Challenge, Psychology in the Classroom, and Fundamentals of Adlerian Psychology by Rudolf Dreikurs; Hertha Orgler's biography of Adler; Parenti's book on Adlerian psychotherapy; a manual on psychological tests for children by Parenti and Pagani; and two other books. The address of the *Rivista* is: Via Giasone del Maino 19/A, 20146 Milan, Italy.

The *Western Institute for Research and Training in Humanics*, Lucy K. Ackerknecht, Ph.D., director, is planning to offer seminars, group sessions, and marathons, in German and English, in Plage, France, August 1974. Plage is a Mediterranean resort near the Spanish border. During the summer, 1973, Dr. Ackerknecht taught in Aachen, Düsseldorf, Delmenhorst, and Münster.

101 to 125 Thousandth Printing. The German edition of *Children: The Challenge* by Rudolf Dreikurs and Vicki Soltz, *Kinder fordern uns heraus*, translated by Erik A. Blumenthal, has now appeared in its 8th edition, reaching a total printing of 125 thousand copies. This was announced by the publishers, the Ernst Klett Verlag, Stuttgart, in their catalog of Spring 1973.

The Will to Power Re-Examined is the name of a tape based on a symposium of that title held at the Association for Humanistic Psychology, Washington, D.C., 1971, and printed in this Journal, 1972, 28, pp. 3-32. The participants are Walter Kaufmann, H. L. Ansbacher, Helene Papanek, and Denis O'Donovan, chairman. The 1½ hours tape is available at \$12 from Big Sur Recordings, 117 Mitchell Boulevard, San Rafael, Calif. 94903.

HARRY H. GARNER, M.D., chairman of the department of psychiatry, Chicago Medical School, and of the Mt. Sinai Hospital Medical Center, died this Fall at the age of 63. Dr. Garner was a leader in the movement for brief psychotherapy and was largely responsible for making Adlerian psychotherapy the subject of the 4th Brief Psychotherapy Conference held under his auspices in Chicago, March, 1972. The November 1972 issue of this Journal was devoted to the proceedings of this conference. We deeply deplore this untimely loss of a good friend.

RUDOLF DREIKURS (1897-1972)¹

On May 25, 1972, Rudolf Dreikurs died in Chicago, at the age of 75. He had been suffering from cancer for years, was operated several times and treated with powerful drugs. In spite of all his physical suffering, he had agreed to address a meeting of the American Society of Adlerian Psychology in Houston, Texas, which, as it happened, took place three days after his death. Instead of his address, twelve of his friends spoke in memory of Dr. Dreikurs [see this volume pp. 5-18].

My brother Kurt and I are among those who knew Dr. Dreikurs in Vienna, where he received his medical degree in 1923. He was well-known there for his interest in social problems, and he collaborated with my father in introducing democratic methods of education to homes and schools, first in Vienna, and then, after his arrival in the United States in 1937, here, as well as, later on, internation-

¹Read at the graduation exercises of the Alfred Adler Institute, New York, June 10, 1973.

ally. He travelled widely, and, in many places where he lectured, new local and national societies sprang up. Again and again we have met people who tell us that their first contact with and knowledge of Adlerian psychology came through a lecture or demonstration of Dr. Dreikurs. He was greatly loved and esteemed by many.

Dr. Dreikurs wrote some 170 books and articles. Of the books, the best known are: *Children: the Challenge*, *The Challenge of Parenthood*, *The Challenge of Marriage* and *Psychology in the Classroom*.

His personality had many unforgettable qualities. It was forceful and dynamic. He had wide interests and knowledge, in particular in music. He was a seasoned traveller and a connoisseur of many of the pleasures of life, as all will remember who ever enjoyed a meal in a restaurant of Dr. Dreikurs' choosing.

He was not always easy to work with, but out of the difficulties sprang greater improvement and efficiency in the work of individuals, groups and whole societies, and he always stirred people to action. Dr. Dreikurs was a convinced Adlerian, but can also be thought of as having been guided by Leonardo da Vinci's philosophy: "The disciple who does not surpass his master, fails his master."²

Home is the sailor, home from sea,
And the hunter home from the hill.

—Robert Louis Stevenson.

New York, N. Y.

ALEXANDRA ADLER, M.D.

ERNST PAPANEK (1900-1973)

Ernst Papanek, Ed.D., Adlerian, educator, social worker, psychotherapist, socialist, and humanitarian died on August 5, 1973, at the age of 73, while visiting in Vienna. His health had not been good for the past few years, but he had kept up his many interests to the end. He is survived by his wife, Helene Papanek, M.D., his sons Gustav and George, two sisters, Mrs. Olga Norbin and Mrs. Grete Wasservogel, and five grandchildren.

Already at the age of 17, during the very hard times in Vienna at the end of the first World War, he gathered children off the streets into play groups, and distributed cocoa and food parcels to children and to old people in their homes, enlisting the help of others in these activities, the *Spielkameraden* and *Greisenhilfe*. He met his wife when she joined these groups. He studied pediatrics and psychiatry, psychology and sociology at the University of Vienna, and graduated from the Pedagogical Institute of Vienna. Later, in New York, he received an M.S. degree from the New York School of Social Work and an Ed.D. degree from Teachers College, Columbia University.

Until 1934 Dr. Papanek held various positions at the child welfare department and the continuation schools of Vienna. He was also a member of the city council. As a young teacher he was close to and greatly in support of the Vienna school reform during these years, which later led to his book, *The Austrian School Reform*, New York: Fell, Inc., 1962.

In 1934 he was forced to leave Austria, while trying to counteract the Fascist tendencies of the government that preceded the take-over by Hitler. He went to

²Quotation from Maurice L. Bullard, "In Memoriam," *Oregon Society of Individual Psychology Newsletter*, September-October, 1972, after Xerox Corporation TV program, "Leonardo da Vinci."

Czechoslovakia and then to Switzerland where he was jailed for two weeks, under suspicion of conspiring against the Austrian government. From there he went to France where from 1938 on he organized and directed the children's homes and experimental schools of the *Organisation de la Santé et de l'Éducation* (OSE).

In 1940 the Nazis demanded his arrest but the underground got him and his family out of France to the United States sponsored by the Jewish Labor Committee and Mrs. Eleanor Roosevelt. Subsequently some 240 refugee children came to this country through his efforts.

In the United States he filled several posts directing work for children and youths, culminating in that of executive director of the Wiltwyck School for Boys. Here his work became especially recognized, in part through two outstanding young men, Claude Brown and Floyd Patterson who credited him with redirecting their lives.

From his early youth Dr. Papanek's thinking and practice were informed by Adlerian principles. He was an active member of the American Society of Adlerian Psychology, and served for many years on the staffs of the Alfred Adler Institute and the Alfred Adler Mental Hygiene Clinic of New York. He was associate professor of education at Queens College of the City University of New York, and had recently lectured at the New School for Social Research.

At the memorial service for Dr. Papanek in New York, September 16, the following spoke: Dr. Alexandra Adler for Adlerian associates, Professor Marc Belth for Queens College, Samuel Friedman for the League for Industrial Democracy and the Socialists, Mrs. Honi Weiss for the Board of the Wiltwyck School and Claude Brown for its students, and Dr. Papanek's son George for his family. We quote the following from Dr. Adler's tribute: "Ernst was a friend of so many people, in so many places, that one can truly say that he was a friend of all the people of our earth. Whoever met him felt the warmth of his personality and his human interest, which made everyone love him, and induced many so to live up to their best." She quoted from a letter by one of his many close friends, the pianist, Rudolf Serkin: "His influence on my development, my thinking, and feeling, was already from my earliest years important and decisive . . . Whenever we met, it was a joyous time for me." Dr. Adler continued, "This letter from one of Ernst's friends speaks for all of us who have had the privilege of knowing him, and who will always remember him. . . . Our love for Ernst will remain with us and goes out to his loving and beloved family as long as we live."

A memorial fund has been set up for the benefit of the library at the Alfred Adler Institute and Clinic of New York. Contributions, marked "Ernst Papanek Fund," may be sent there, 333 Central Park West, New York, NY 10025.

ROCHE MONOGRAPH ON INDIVIDUAL PSYCHOLOGY

Dr. Alexandra Adler is the author of *Alfred Adler's Individual Psychology*, a monograph of 16 pages in 7" x 7" format recently published by Roche Laboratories. After briefly referring to the viability of her father's concepts, Dr. Adler deals with biographical and historical data, organ inferiority and compensation, social interest, the three main life problems, family constellation, the three main difficulties in childhood, early recollections, dreams, neuroses, criminality, psychoses, group psychotherapy, and Adler's contribution to modern psychotherapeutic theory and practice. A brief bibliography concludes the attractive booklet.

It has four illustration in modern style, on the cover a fine portrait of Alfred Adler not seen before, and as frontispiece a most excellent portrait of the author.

The monograph is part of a series on Major Contributors to Modern Psychotherapy, the publication of which began in 1972. So far monographs by Harold Kelman on Karen Horney, Joseph Wolpe on behavior therapy, Ralph Crowley on H. S. Sullivan, Alexander Wolf on group psychoanalysis, Antonia Wenkart on existential psychotherapy, Judd Marmor on Franz Alexander, and Bruno Bettelheim on child psychiatry have appeared, in addition to the present one. The series is being distributed "as a Roche professional service to specialists in Psychiatry or Psychosomatic Medicine," by Roche Laboratories, Nutley, NJ 07110.

AN ALFRED ADLER SCHOOL IN BERLIN

A new school in Berlin, in the Tempelhof-Marienfelde district, Erbindorfer Weg 13, was named Alfred Adler Elementary School. The official name-giving ceremony and festivities took place on October 6, 1973, in the multipurpose assembly hall of the school. For the occasion the parents' committee of the school published a small *Festschrift* from which we take the following further information.

Dr. Nils Ferberg, district alderman, notes that the school is located in a new district and has since its opening a year ago succeeded in creating a genuine school community in which a faculty young in age and spirit has been working together with an active parent body, thus promising to develop in the spirit of Adler into a "training ground for social relations."

The school principal, *Klaus-Peter Redlitz* gives a brief description of the physical plant—28 classrooms, a gymnasium, facilities for language study, natural science, shop training, library, gymnasium and assembly hall. He states the school's aim as being "to enable the children to recognize their own requirements and to develop them in social responsibility." To this end Redlitz favors that the children develop their own rules when, e.g., some classes are together at a vacation home.

One of the faculty, *Manfred H. Kersting*, explains the choice of the name. It was selected jointly by the faculty and the parents' committee, after extensive separate deliberations. Unfortunately we do not learn who originally suggested the name of Adler and promoted the idea. Kersting outlines Adler's biography and basic principles including the task of education as education for the community. Adler demanded that the classroom be a "democratic school community" and the school a "training ground for social relations." "The students should help one another and train in responsibility: the strong assisting the weak, the knowledgeable the ignorant. At the center of such a school and education should be 'encouragement.' "

Kersting continues, "We are convinced that these thoughts are today more timely than ever, and therefore they had particular appeal for us. Adler has with his teaching created a foundation for education on which we believe we can work successfully. His insights especially regarding the psychological development of the child, point the way for every educator because they provide a deeper understanding of our children and their difficulties.

"Adler, of course, wanted to reach not only the teachers but primarily also the parents as important persons in education. Thus he limited his activity as a practicing physician in favor of a broad educational endeavour. In countless

lectures in Vienna and lecture tours which took him as far as the United States he succeeded in getting people enthusiastic for his new scientific understanding of human nature. At the same time he did not neglect practical work with children. Again and again he resorts in his books to examples from individual therapy sessions and reveals with great empathy the relationships between the education of the child and his errors. Thus he makes a child's defiance understandable, his stammering or enuresis, his difficulties in school or in sleeping, his attacks of anxiety and his aggressions.

"Again and again the educator is amazed about the accuracy with which Adler understands these and other expressions of the child as meaningful answers to his life situation . . .

"Unfortunately Adler died much too early. . . . But he left manuscripts and books which have today been made accessible as pocket books. We should like to recommend them to all educators as they are bound to enrich their educational conceptions and in many cases offer welcome help."

Heidi Wille reports on various sorts of play activities at the Alfred Adler school which have only during the last four years been acknowledged as genuine learning experiences. They include role playing, spontaneity playing, play acting and several other forms. "Through play the children get to know their classmates better, act together with them, and come to feel as a classroom community." In play they also "test methods for solving their problems, and learn that their own behavior and that of their classmates is not determined by nature but has its reasons which one must recognize, in order to understand one's classmate and help him."

It is certainly a great pleasure to read about these innovative activities all in accordance with the spirit of Adler in what seems to be a model school now carrying his name.

The festivities following the formal dedication lasted until late into the evening, according to the local weekly newspaper which concludes: "May the enthusiasm and idealism of this school community of parents, teachers, and children be preserved throughout the everyday life of the Alfred Adler Elementary School."

AN ADLERIAN SCHOOL IN HAWAII

Raymond J. Corsini, and Sister Joan Madden of Our Lady of Sorrows Elementary School, have reported on the first year of an experiment called Radical Education, based on Adlerian principles, which took place at this school in a suburb of Honolulu. The goal of such schooling is for the pupils to become "competent and happy in the world of jobs, society, and the family." The functions of the staff are to guide and to instruct-and-train the children. The only pressure employed is the use of natural and logical consequences.

Responsibilities are shared between parents, teachers, and children. The parents are urged to attend parents' study groups which are held every day—some in the mornings, others in the afternoons or evenings. The teachers are grounded in Adlerian principles through a 500-page manuscript manual. The pastor, the school board, the Catholic school superintendent and the parents had given their permission to the modification of the school from the traditional system.

The curriculum consists of the usual subjects, with each child tested in these at the beginning and end of the year, and assigned to his corresponding class for each subject. Friday is test day for all levels of all subjects, and the child is apprised of his results. No information is given to the parents. The homeroom leader is a child's counselor as well, and has an individual interview with him at least once a week. There is no compulsory class attendance, no homework, no criticism or punishment.

For the first few months of school there was much confusion, but by the end of the year the conduct of the students was admirable, and teachers were enjoying their work. Evaluations by outsiders were enthusiastic, and test results showed academic advances of exactly one year. For copies of the report and of a manual for parents, write to Sister Madden, Our Lady of Sorrows School, 1403 California Avenue, Wahiawa, Hawaii 96786.

JOURNAL ARTICLES AND BOOK CHAPTERS

AUBRY, W. E. "Family Counseling in a Children's Center." *Marriage & Family Counsel. Quart.*, 1972, 7(3), 9-15.—An Adlerian, trained by O. Christensen, describes the procedures he used to establish a family counseling program at the Winzler Children's Center in Eureka, California, and finds demonstration counseling "a most useful way . . . to make a unique contribution to the community." He also notes the locations of training programs in Adlerian family counseling and psychotherapy.—P. J. Kahn, *Palo Alto, Calif.*

AUBRY, W. E. "Life Style Analysis in Marriage Counseling." *Marriage & Family Counsel. Quart.*, 1972, 8(1), 39-46.—Conflict-creating life styles are discussed and life style analysis of one partner in the presence of the other partner and then reversing the process, is recommended. The life styles are then discussed with both partners to effect a change of functioning to a cognitive rather than feeling-awareness basis. A life style questionnaire is appended.—P. J. Kahn, *Palo Alto, Calif.*

BERSOFF, D. N., & GRIEGER, R. M. "An Interview Model for the Psychosituational Assessment of Children's Behavior." *Rational Living*, 1972, 7(1), 14-22.—This is a helpful article which re-emphasizes several behavior modification precepts, and cites two rational-emotive principles: (a) It is unreasonable to demand any kind of behavior of a child. And (b), the child is not to be held responsible for the emotional response of the adult. "He makes me . . ." needs to be replaced by "I react with feelings of . . ." Altogether this approach is very much like the Adlerian child- and family-education counseling.

DINCE, P. R. "Power and Omnipotence." In J. H. Masserman (Ed.), *Science and Psychoanalysis*. Vol. 20. *The Dynamics of Power*. New York: Grune & Stratton, 1972. Pp. 64-70.—The author finds fault with Adler for ascribing the search for power to feelings of inferiority while overlooking "that which frequently lies behind feelings of inferiority, the sense of being damaged, vulnerable, and helpless in the face of anticipated annihilation" (p. 69). Much of the paper is devoted to similar criticisms based on the author's misunderstanding or incomplete understanding of Adler.

GRUNEBERG, R. "Psychological Assessment in Trauma." *J. Trauma*, 1972, 12, 364-365.—The author, a Scottish surgeon, argues that in surgery a deliberate

psychological assessment is important, and finds Adler's Individual Psychology especially helpful for this purpose. The reason is that it stresses "what a person aims for in the future, not his experiences in the past." All deficiencies and inferiorities, real or imagined, "must be seen in relation to the person's life style [the way in which all activities are colored by his particular goal in life] and not as rigid determinants or inevitable reactions. Clearly all this is relevant where injured patients are concerned."

Huss, R. "Adler, Oedipus, and the Tyranny of Weakness." *Psychoanal. Rev.*, 1973, 60, 277-295. — Adler's insistence that society as well as the entire family constellation, not merely the Oedipal triangle, provide a meaningful setting for individual strivings highlights two aspects of Oedipus' life normally neglected by Freudian and mythopoetic approaches: (a) His lameness leads him to evolve a faulty self-image and social posture. (b) He alters his feelings when he discovers himself to be a rejected foundling rather than a pampered only child. Oedipus' overcompensation for his organ inferiority and feelings of helplessness are explored. These aspects of his life style are located in the dramatic events of *Oedipus Tyrannus* and *Oedipus at Colonus*, and are also an integral part of the metaphorical and linguistic structure of the plays. In conclusion, the ironic relationships between the system of primogeniture that Oedipus initiates in Thebes and his "masculine protest" against feelings of feminine passivity are discussed.—Author's abstract.

LANG, JOYCE. "Adlerian Family Counseling Concept as Parent Education-Teacher Training Method." *Focus on the Family*. E. C. Brown Foundation, 1208 SW 13th Ave., Portland, Oregon 97205, 1973, 4(2), 1 & 3-7.—This is a report on the work of Raymond N. Low, professor, University of Oregon. It traces the history of Adler's views on the education of the child in the home and in school, and Adler's pioneer open counseling sessions in schools; Dreikurs' further development of these group procedures; and Low's teacher-training and counseling-directing in Eugene today. There is a good review of the principles and techniques involved, and an estimate of the many hundreds of teachers, parents, and children who have benefitted from them.—Through DON YUTZLER, *University of Vermont*.

MARMOR, J. "Freud's Sexual Theories 70 Years Later." *Med. World News, Psychiatry*, 1973, pp. 86-88.—No historical figure has exercised so profound an influence on sexual thought as has Sigmund Freud. Yet most of his sexual theories, especially the libido theory, have not withstood the test of time. "The postulate of a fluid-like energy coursing through the body . . . and capable of 'repression' or discharge simply does not jibe with modern neurophysiology" (p. 86). Questions have also been raised "as to whether all of the infant's genital excitations can properly be defined as 'sexual' " (p. 86), and whether all pleasure is related to sexuality. Infantile "incestuous" wishes are now considered by many as merely "a metaphorical . . . description" (p. 87). "Freud's theories concerning 'psychic bisexuality,' 'latent homosexuality,' and the biologic roots of masculine and feminine behavior have also been rendered obsolete by contemporary studies" (p. 87). And studies of penis envy have demonstrated that this phenomenon is by no means inevitable, but is culturally related. One of the most recent contradictions is of Freud's derivation of sexual dysfunction from childhood conflicts. "'Performance anxiety' rather than 'castration anxiety' " (p. 88) and the quality of the sexual relationship are today regarded as of major importance. "Oedipus complex and incest guilt . . . purporting . . . to explicate so many diverse reactions,

prove . . . to be no explanation at all" (p. 88).—Through ALEXANDRA ADLER, M.D., *New York, N. Y.*

ROM, P. "La compréhension des rêves selon Alfred Adler." *Médecine et Hygiène, Geneva*, 1973, 31, 761-673.—A brief account of Adler's dream theory followed by a short dream of a patient, which is then systematically interpreted.

RYLE, A., & BREEN, DANA. "Some Differences in the Personal Constructs of Neurotics and Normal Subjects." *Brit. J. Psychiat.*, 1972, 120, 483-489.—On the basis of their studies the authors arrive at a personal construct model of the neurotic as someone who (a) sees himself as unlike others, (b) is dissatisfied with himself, (c) tends to extreme judgments, (d) operates with a less complex construct system than do normals, (e) tends to construe others in ways departing from consensual values. Such a model, empirically based, appears to us as a validation of the Adlerian model of the neurotic. Personal construct theory is that of George Kelly, whose kinship to Adler has been noted on several occasion, but strangely, Kelly is not mentioned in this paper.

SHULMAN, B. H., PEVEN, DOROTHY, & BYRNE, ANNE. "Graffiti Therapy." *Hospital Commun. Psychiat.*, 1973, 24(5) 339-340.—In St. Joseph Hospital, Chicago, on the mental health unit, the corridor and dayroom walls are lined with butcher paper, with colored markers attached, for patients and staff to scribble messages (graffiti meaning "anonymous writings in public places"). In this way patients can express themselves with less inhibition, and may thus reveal the thread of their thinking to staff members, and even to other patients, suggesting how to approach them. A therapist may also write something about a patient; a statement written on the wall for all to see is not easy to ignore. Patients may be invited to write under a heading such as, "Ways to be Depressed." Graffiti are often humorous, to which all respond well. The openness of this medium encourages group cohesion. Graffiti have become as important as group therapy, psychodrama, and recreational and occupational therapy.

VEROFF, J., & VEROFF, JOANNE B. "Reconsideration of a Measure of Power Motivation." *Psychol. Bull.*, 1972, 78, 279-291.—This is a review of research using a thematic apperceptive measure of power motivation, interested in the desire for power in terms of influence and control rather than of effectiveness within the individual, or the manifest possession of power. The authors believe the power motive measure should be interpreted as a *concern about weakness*, and cite their agreement with Adler's suggestion "that power motivation is precipitated by feelings of inferiority with regard to one's search for perfection and status" (p. 282). For this they quote many studies. Even more interesting is the finding that "power motivation may lead to effective or successful social behaviors . . . like the type that underlies altruistic reactions." Only here the authors lay this to situations where the "performance is one that is not publicly and clearly defined as power oriented" (p. 287), whereas the Adlerian would claim that the difference in the uses of power depends upon the degree of social interest involved.

WILL, O. A. JR. "Catatonic Behavior in Schizophrenia." *Contemp. Psychiat.*, 1972, 9, 29 & 62.—The psychotic performance, bizarre as it may be, reflects conflict, is problem-solving, and is goal-directed. From H. S. Sullivan's point of view catatonic behavior is a method of keeping out, or getting out, of trouble that cannot be understood, escaped, or eliminated.—From *Dig. Neurol. Psychiat.*, March, 1973, p. 128.