NEWS AND NOTES

The 100th anniversary of Alfred Adler's birth will be celebrated in 1970. Plans are being made for its fitting commemoration with events and publications throughout this country and Europe and wherever his influence has been felt. On Adler's birthday, February 7th, 1970, a memorial meeting to honor him will be held in the main lecture hall of Rockefeller University, New York City. Ashley Montagu, noted anthropologist, sociologist, author, and lecturer, will be the main speaker.

The 11th International Congress of Individual Psychology will be held July 2-5, 1970, in New York City, at the Barbizon Plaza Hotel. This will be the first International Congress to meet in the United States. Every effort is being made to assist European Adlerians to attend this meeting, and it is hoped that the date within the summer vacation will enable the largest possible number of Americans to participate. For information write to Mrs. Danica Deutsch, Alfred Adler Mental Hygiene Clinic, 333 Central Park West, New York, N. Y. 10025.

The 2nd International Congress of Social Psychiatry took place August 4-8, 1969, in London, organized by the British Association of Social Psychiatry, under the chairmanship of Joshua Bierer, M.D. Professor Linus Pauling was president of the Congress, Sir Julian Huxley, honorary president, and Dr. Walter Schindler, vice-chairman. Adlerians who addressed the meeting were R. Dreikurs, W. E. O'Connell, Helene Papanek, H. Schaffer, and B. H. Shulman. K. A. Adler was a vice-president of the congress, and Alexandra Adler, H. L. Ansbacher, R. Dreikurs, Asya Kadis, W. E. O'Connell, and H. Schaffer were members of the advisory board.

The 5th International Conference for Suicide Prevention was held in London at University College, September 24-27, 1969. The conference was sponsored on behalf of the International Association for Suicide Prevention. Erwin Ringel, M.D., who is also president of the Austrian Society for Individual Psychology, is president of this Association; Erwin Stengel, M.D., and Rev. Erik Bernspang are vice-presidents; Norman Farberow is secretary; and Walter Poeldinger, M.D., treasurer. H. L. Ansbacher, read a paper, “Suicide as Communication: Adler's Concept and Current Applications,” which is published in the present issue of this Journal (pp. 174-180). Approximately 300 professional and lay persons attended the meetings.

The Adlerian Society of Great Britain held its annual week-end school in Canterbury at Eliot College, University of Kent, September 26-28, 1969, on the theme of “Aggression and Social Interest.” Shari Snoad opened the conference with “Basic Ideas of Adlerian Psychology”; Emerich Weissmann, M.D., gave a presentation of the meeting's theme. Further talks were given by John H. Wallis, on “Aggression and Social Interest in Marriage and Family Life”; Stanley Newens, Member of Parliament, on “Aggression and Social Interest in Politics”; H. L. Ansbacher, on “Suicide and Aggression”; Maurice Hill, on “Aggression and Social Interest in Education”; and Walter J. Bier, M.D., on “Aggression in
The program included time for discussions, visiting Canterbury, refreshments, and informal conversation.

The Alfred Adler Institute of Minnesota announces the following new officers for its board of trustees: Don Crannel, M.S.W., president; Karl Hertzke, secretary; Ken Stinson, treasurer. W. L. Pew is acting dean and Sue Blons executive secretary.

The Metropolitan Washington Society of Individual Psychology has recently been organized in the District of Columbia. The executive board consists of: Shirley Brown, president; Maddy Saari, vice president; Janet Terner, treasurer; Jane Van Vechten, recording secretary; Andrea Williams, corresponding secretary; Eleanor Williams, librarian; Else Tutwiler, newsletter editor; Maryellen Alexanderwitz, program coordinator; and Ann Hirsch and Sandy Rieff, publicity and posters. Peter Scarth addressed the inaugural meeting, September 24, 1969.

The newly organized California Adlerian Society held its first annual meeting at Alhambra, in the High School, September 27, 1969. It presented a symposium on “Children Power: Some Uniquely Effective Ways of Understanding and Dealing with it.” Participants were Paul Brodsky, Helen Crawford, Louella Connelly, Loren Grey, Doris Julio, Bruce H. Peppin, Jim Vogeler. Loren Grey, Ph.D., associate professor of education, San Fernando Valley State College, was chairman.

The San Fernando Valley Society of Individual Psychology has sponsored a Parent-Teacher Education Center at the State College, Northridge, California. Parents and children are counseled in front of open community groups, to afford participants a greater understanding of parent-child and teacher-child dynamics, and opportunities for education students and teachers to observe and work with children. Loren Grey, Ph.D., associate professor of education, is the director; Bernard C. Gindes, M.D., psychiatric consultant; Celia Harrison, M.S.W. and Frankie Stone, are the social workers.

The California Institute of Individual and Group Psychology has begun publishing a Newsletter, with Vol. 1, No. 1, dated June, 1969. The Institute was established several years ago. Dr. Lucy K. Ackerknecht, John F. Kennedy University, Martinez, is director; and Barbara G. Foley and W. James Smith, are administrative assistants. The Institute conducts a guidance center in Martinez which also provides training facilities for students of the university.

The Family Education Center of Hawaii has been organized with meetings held weekly at the Church of the Holy Nativity, Honolulu, to deal generally with “normal problems of normal parents and children.” Any parent or professional person is welcome to attend, but only parents of children under 12 who volunteer for public counseling will receive counseling. The counselors are Raymond Corsini, Ph.D., and Harold Kozuma, Ed. D.; Dr. K. Rigney is consulting physician, Dr. E. Furukawa, consulting psychiatrist; Mrs. Elaine Schwartz, social worker, Mrs. Mary Hayward, playroom supervisor, and Mrs. Donna Dennis, recorder.

Robert L. Postel, M.S., has announced two workshops, October, 1969 through May, 1970, at his office, 6 North Michigan Avenue, Suite 1701, Chicago, Ill. Workshop I focuses on diagnostic procedures for life-style evaluations for re-
educational programs; Workshop II, on new techniques of group psychotherapy and the clinician's role as therapist and group leader.

H. L. Ansbacher, on the occasion of his 65th birthday, was made honorary member of the German Alfred Adler Society.

Vytautas J. Bieliauskas, chairman, department of psychology, Xavier University, was voted president-elect of the International Catholic Association for the Study of Medical Psychology (ACIEMP) at their 5th Congress in Padua, Italy, July 20-25, 1969. Dr. Bieliauskas presented a paper, "Contemporary Psychological Profile of Clergymen and Religious." The ACIEMP is an interdisciplinary organization whose aim is to promote the application of modern psychology to the religious realm. This is the first time that a psychologist has been elected to the presidency.

Kenneth B. Clark has been voted president-elect of the American Psychological Association for 1970-1971. This is the first time that a member of the American Society of Adlerian Psychology was been elected to this office.

Danica Deutsch attended the Inter-American Conference of Psychology in Montevideo, Uruguay, March 28-April 2, 1969, and presented a paper on "The Middle Years as a Turning Point." She repeated this theme at the Conference of the American Society for Psychodrama in New York, April 26-27, 1969.

Bernard Mackler has been appointed director of research, Institute for Educational Development, New York, a non-profit organization serving industry, government, and education through studies intended to bring about beneficial changes in educational practice. Dr. Mackler holds certification in psychotherapy from the Alfred Adler Institute, New York, and has been associated with its mental hygiene clinic since 1963.

Abraham H. Maslow, past president of the American Psychological Association, has accepted a four-year grant from the W. P. Laughlin Foundation. He will take a leave of absence from Brandeis University where he has served as chairman of the department of psychology since 1951. Dr. Maslow stated: "I intend to work up the philosophy of democratic politics, economics, and ethics which is generated by the humanistic psychology, ... because of the current assault on American values, and loss of faith in them." The Laughlin Foundation, Menlo Park, California, was established in 1968 to provide a creative environment for the generation of new ideas which would affect immediate or short-range social change, particularly in the areas of organizational behavior.

Jacob L. Moreno, originator of psychodrama and sociometry, has been awarded the degree of "doctor honoris causa" by the Rector of the Medical Faculty, University of Barcelona, on October 14, 1968.

Walter E. O'Connell was an active participant in the American Psychological Association Annual Meetings in Washington, August 31-September 4, 1969. He spoke on "Humor in Situations of Social Stress," at Division 8 Roundtable; on "Psychological Intervention in a Community Crisis," at Division 13; on "Adlerian Action Therapy," in Division 29; and took part in Division 29, "Conversations
Dr. O'Connell addressed the VA Hospital in Houston, June 2nd, on “Adler and Psychodrama.” On June 3rd he spoke at Psychiatry Grand Rounds, Baylor University College of Medicine, Houston, on “Action Therapy: an Adlerian Approach to Teamwork.”

Ernst Papanek, professor of education, The City University of New York at Queens College, addressed the 8th National Scientific Meeting of the Association for the Advancement of Psychotherapy, May, 1969, Miami Beach, Florida, on “The Psychic Content of the Recent Student University Rebellion: Radicalism, Anarchism, Anomy?” The paper was discussed by Richard Chessick, M.D., associate professor of neurology and psychiatry, Northwestern University School of Medicine.

Dr. Helene Papanek's address to the Association for the Advancement of Psychotherapy, New York, November 3, 1968 (see this volume, p. 132) was fully summarized under the title, “Therapeutic, Antitherapeutic Factors in Group Process Evaluated,” in Roche Rep. Frontiers clin. Psychiat., July 1, 1969, pp. 8 & 11. The report is illustrated with a photograph of Dr. Papanek and an old woodprint of Ulysses between Scylla and Carybdis, relating to Dr. Papanek's comparison between this and the dilemma of the psychotherapist who must steer between providing the patient with too much security and confronting him with too much challenge. (See also p. 264.)

Dr. Papanek's paper, “Group Psychotherapy Interminable,” before the American Group Psychotherapy Association, February, 1969, has also been noted in Roche Rep., September 1, 1969, p. 3. The following reference to psychotherapists would seem to apply equally to humans in general: “We should know what we are doing and whether or not what we are doing is what we want to do.” Dr. Papanek continues: “We should not fool ourselves into thinking that we are 'doing therapy' when we are in effect 'taking care.'”

Dr. R. D. Waldman's article, “A theory and Practice of Humanistic Psychology” (this volume, pp. 19-31) has appeared in the form of a three-page condensation in Mental Health Digest, 1969, 1(10), 45-47, published by the National Institute of Mental Health.

Hadley Cantril, a consulting editor of this Journal, died on May 28, 1969 at the age of 62. He shared with us a thoroughly holistic, humanistic, and trans­actional point of view, as well as social concern and commitment. He contributed several important articles. His participation and encouragement will be greatly missed. For a full appreciation of Cantril's contributions see the obituary article by his friend and coworker F. P. Kilpatrick (pp. 219-225).

The American Society for Group Psychotherapy and Psychodrama will hold its annual meeting in New York City, Hotel McAlpin, April 2-4, 1970.

The Moreno Academy will hold its annual meeting in San Francisco, May 10, 1970. The topic of the meeting will be “Psychodrama and Television.”

The Fifth International Congress of Psychodrama and Sociodrama will be held in São Paulo, Brazil, August 16-25, 1970.

For information about all three meetings write to Zerka T. Moreno, 259 Wolcott Avenue, Beacon, N. Y. 12508.
The Fourth United Nations Congress on the Prevention of Crime and the Treatment of Offenders will be held at International Conference Hall, Kyoto, Japan, August 17-26, 1970. The government of Japan will act as host.

ADLER COMMEMORATED IN MUSIC

Richard Stoker, professor of composition, Royal Academy of Music, London, has written a string quartet inspired by various concepts from the writings of Alfred Adler. It was given its first performance by the Wissama Quartet, on April 24, 1969, in London, and was broadcast by the B. B. C. the following August.

Stoker, who was born in Castleford, Yorkshire, 32 years ago, writes:

I was introduced to Adler by his excellent What Life Should Mean to You, and as I wished to read further I came across Superiority and Social Interest, and it was one of the writings in this collection, “Complex Compulsion as Part of Personality and Neurosis,” that inspired the quartet No. 3 (Adlerian). I was so impressed by what I read, that I decided to commemorate Adler in music. I used as the inspiration for each of six movements the eight complexes he mentioned, in the following order: Predestination, Spectator-Proof, Polonius, “No”—Exclusion, Redeemer, and Leader. (After the first performance a number of people told me they would buy the book!)¹

An article by Richard Townsend on “Richard Stoker,” Musical Times, May 1968, 424-426, tells us that soon after he began to play the piano at the age of seven he composed pieces to play for his friends.

This belief in the essentially social aspects of music-making has never deserted him and remains one of his guiding principles (p. 424). One of Stoker’s main interests is providing music for the young and technically inexperienced amateur to play and enjoy without any feeling of ‘writing down’—the main fault of so much ‘educational music’ (p. 425). The breadth of Richard Stoker’s interests is impressive—he also paints and writes poetry—and the music he has produced so far must give us encouragement in the knowledge that there are still composers whose primary interest is to charm the ear with skill and wit (p. 426).

INDIVIDUAL PSYCHOLOGY IN BRAZIL

A Study Center for Individual Psychology has been formed in São Paulo, Brazil. The founders are six medical doctors—Ernani Borges Carneiro, Dirceu Fagundes, Augusto Teixeira, Ernani Gianini, Alexis L. Carvalho, and Ademar Silva—and one psychologist, Mr. Paschoal Di Ciero Filho. They meet every two weeks for several hours at the house of Dr. Carneiro. A theoretical presentation is followed by a discussion and review of actual cases. Dr. Fagundes is president and Dr. Teixeira secretary.

It was Dr. Carneiro who first became interested in Adler’s books in 1948 when he read his El sentido de la vida. As psychiatrist and for 10 years director of the Manicomio Judiciario do Estado de São Paulo, a hospital for criminal cases, he became aware of the practical applicability of Adler’s theory.

Dr. Carneiro suggested The Individual Psychology of Alfred Adler as basic study guide for this group. Dr. Fagundes, also a psychiatrist, became acquainted

with Adler two years ago through reading *The Neurotic Constitution* and is now using Adler's teachings successfully. The other members began their studies only recently. Judging from their enthusiasm it is believed that the group will soon grow considerably. Correspondence is to be addressed c/o Dr. E. B. Carneiro, Sanatório Charcot, Caixa Postal 3.691, São Paulo, Brazil.

**INTERNATIONAL ADLERIAN SUMMER SCHOOL, 1969**

The 1969 International Adlerian Summer School was held August 10-23 in Crete at the remotely located new Greek Orthodox Academy, under the directorship of Dr. Rudolf Dreikurs. In previous years it had been conducted in Holland, Denmark, and Oregon.

There were over 150 participants from over a dozen countries and many different professional fields as well as concerned lay people.

The staff consisted of Dr. & Mrs. Dreikurs, Dr. & Mrs. W. L. Pew, Dr. Betty Miller, Bernice Grunwald, and Eleanor Redwin from the United States; Judy Eloul, Marta Gottlieb, Dr. Nira Kefir, Zeev Lavie, Roni Silberman, Miriam Spielman, and Achi Yatom from Israel; Juliet Cavadas and Frosso Kenis from Greece; Ruth Holger-Nielsen from Denmark; and Erik Blumenthal from Germany.

The days were heavily scheduled with lectures, special interest group meetings, personal problem groups, and demonstrations. Translation was necessary for lectures and demonstrations, but language barriers were remarkably overcome in the small groups. This intensive experience of living, eating, breathing Adlerian psychology day and night in such an isolated retreat could probably not be duplicated in any other way. Heterogeneity was an unexpected bonus, with ages ranging from 18 to 80 and education from high school to the post-doctoral level, as well as a complete range in Adlerian sophistication. Everyone had something to contribute, and we lived through many trials and tribulations together. Having arrived as a motley group of strangers, we left the island as close friends.

A school such as this, promoting democratic principles in an undemocratic political atmosphere provided a unique contrast and challenging questions and discussion. Obviously it was not our purpose to change the Greek government, but we found the Greek people hungry for every idea of how to put democratic principles into everyday living, in the home, in the classroom, at work. Clearly the vestiges of an autocratic past in Greek interpersonal relationships cannot be attributed to the current regime. Greek parents and teachers find themselves faced with the same kinds of problems as their counterparts in other Western nations. A demonstration of family counseling with a priest and his family by Dr. Dreikurs and the follow-up one week later undoubtedly contributed to the intense interest of the clergy who will now meet with families in their parishes, and study together the principles of democratic family living.

The Academy is only a year old and was founded on the assumption that a dialogue provides basis for better human understanding and the improvement of human relations. Ours was the first large conference, and the facilities were taxed. But a volunteer staff under the leadership of Dr. Papaderos met the challenge with joy and humor.

From the Israelis came a proposal enthusiastically proffered by Dr. Dreikurs and accepted by the Bishop that representatives from Israel and Egypt could
perhaps experience some of the same benefits that we did if they could live together in the Academy for an extended conference.

The next International Adlerian Summer School is planned for 1971.

Alfred Adler Institute of Minnesota, W. L. Pew, M.D.
St. Paul

THE FIRST ADLERIAN SUMMER SCHOOL, 1932

An interesting echo—or preview—of the Adlerian Summer School, 1969, comes from a report of the Individual Psychology Summer School at the Semmering, a popular resort in the mountains, about 2½ hours by train from Vienna, June 20 to July 10, 1932. The 15-page report is by Marie Heynemann, Magdeburg, and was sent to us by Mrs. Sofie Lazarsfeld with the comment that this was the first Adlerian summer school ever to be held. Alfred Adler was the director and Mrs. Lazarsfeld was responsible for the scientific organization.

The report opens with the words: “The Individual Psychology Summer School proved to be a beautiful success. It was enjoyable and intensive... the organization was excellent, everyone felt well and satisfied, stimulated and appreciated—it was in every sense of the word an experience of community (Gemeinschaft).”

Dr. Adler gave a course the first week; Dr. Leonhard Seif, the second; and Mrs. Lazarsfeld during the first two weeks. Their presentations are summarized in the first 12 single-spaced pages of the report.

Parallel with these courses were several practicum sessions and lectures given by Martha Holub, Dr. Otto E. Kraus, Ferdinand Birnbaum, Dr. Rudolf Dreikurs, Oskar Spiel, Ida Löwy, Dr. Leonhard Deutsch, Dr. Edmond Schlesinger, Dr. Alice Friedmann, and Mrs. Schulhoff. The last week was given to separate lectures by some of the above. During the last week also, Adler gave demonstrations at a guidance center in Vienna.

The report concludes, “Everyone went home with a feeling of deep gratitude towards the organizers of the summer school for the ample content which was offered in concentrated form, for the varied stimulations, and not least for the harmony of these communal weeks at the Semmering.”

A brief account of the summer school, also written by Marie Heynemann, was published in the Int. Z. Indiv. Psychol., 1932, 10, xxiii. This account states additionally that for the American and English participants parallel courses in English were conducted.

Mrs. Lazarsfeld adds in her letter that everything had been prepared for a repetition in the summer of 1933 but that this was made impossible by the political events.

ADLERIAN FAMILY EDUCATION APPLIED TO DELINQUENCY

The Minnesota Society for Individual Psychology at their Family Education Center, in cooperation with the Division of Court Services, Hennepin County, conducted a 5-month pilot program, beginning January 1969, in applying Adlerian family counseling to delinquency. The project which was founded by a private foundation was staffed by Dr. W. L. Pew, dean, Alfred Adler Institute of Min-
nesota; Miriam L. Pew, program assistant, Wilder Foundation; Jewel Goddard, M.S.W., director, Court Services; and Robert W. Munro, graduate fellow, educational psychology, University of Minnesota. The basic hypothesis was: If one is adjudicated delinquent, his entire family has a problem and needs help toward better cooperation. Such help may be more efficiently provided to groups of families than by traditional casework. In this way it may also be a source of on-going in-service training for probation officers and related personnel. The family of an identified delinquent was referred by the judge to the Center for 10 weeks, and over half of such families did attend. The program included lecture-discussions on basic principles, counseling of volunteer families before the entire group, panel discussions with adolescents and with parents, and small group discussions. Preliminary evidence indicated that the program is helpful. It is thus being continued, accompanied by further evaluation.

**Further Adlerian Video Tapes**

Rudolf Dreikurs, M.D., taught his second course under the auspices of the University of Vermont Summer Session, at the University's Educational Television Studio, July 9-21, 1969. An offering of the department of education, the course was titled, “Issues in Contemporary Education: Dynamics of Classroom Behavior.” It was limited to 100 students, but drew many additional guest-listeners. Parts of the lectures, demonstrations, and discussion were video-taped. Thirteen half-hour films from these video-tapes were arranged to present a summary of the course. They were shown on the Vermont Educational Television Network, Mondays at 7 p.m. (repeated on Wednesdays), beginning September 22, 1969. Simultaneously, the Evening Division of the University has been offering in the department of education a course by the same title as during the summer. It requires attendance at the 13 broadcasts plus meetings with staff members.

The project has the active backing of Dr. Harvey B. Scribner, Commissioner of the Vermont State Department of Education, who also participated in some of the original sessions. In mid-August a 2-day workshop for school supervisory personnel throughout the state was held, which was attended by some 50 educators. They were shown a number of the video tapes of the course, heard brief presentations on the principles of the Adlerian approach, and met with staff leaders for discussion of the material. The purpose of the workshop was to enable the supervisors to understand and encourage those of their teachers and counselors who would be applying this approach. Subsequent to the workshop, six supervisory districts arranged with the Evening Division of the University to offer this course as a pilot undertaking in in-service teacher training, which would then be open to teachers without direct tuition.

The enrollment in the course this fall is 805, predominantly teachers. However, all the districts have also some school-board members participating, and some districts have parents. Classes meet at each of the six school districts once a week for 13 weeks. The first half is spent watching the telecast, in small groups; this is followed by a clarification period with the group as a whole; then by small group discussions; and finally by a summation session in the group as a whole. Leadership is shared by a University staff member and the district superintendent,
which insures that the discussion focuses on specific local problems. Homework is characterized by the same relevance. The intent of the small-group discussions is to develop ultimately both the spirit and skills of teamwork for solving present problems.

Each district has broad community representation in the course either directly, or indirectly through local discussion groups, or viewing among parents, social agencies, OEO poverty families, etc. In this way it is hoped that interest in and understanding of motivation and interpersonal behavior can be developed, which may spread through the whole community, resulting in a concerted beneficial influence.

**Pieter H. Ronge (1885-1969)**

Pieter H. Ronge, M.D., honorary president of the Netherlands Society for Individual Psychology, died in Utrecht at the age of 83, May 31, 1969. In the 1920's he had been for a time in Vienna where he became a pupil and friend of Alfred Adler. From that time on he devoted his life to the study and promotion of Individual Psychology. Before World War II his house was for many years the meeting place for Individual Psychologists. During the war Dr. Ronge took part in the resistance of the doctors against the occupation authorities, as a result he had to spend some time in a concentration camp. After the war he founded the Netherlands Society for Individual Psychology, serving as its president until 1959, when he became its honorary president. He was also an honorary member of the International Association of Individual Psychology.

For many years Dr. Ronge taught courses for the Dutch Society, and he lectured widely. He wrote several books and articles and translated into Dutch several of Adler's books and one by Künkel, as well as Hertha Orgler's biography of Adler.

Now that this well-spent life has come to an end, it is worthwhile to ask what it was that attracted Dr. Ronge to Individual Psychology. Among Individual psychologists we meet many men of common sense, social feeling, interested in fiction in Vaihinger's sense, of self-esteem based on their recognition by their fellowmen, of cultivated social relationships—in a word, one might say, the extrovert personality.

Dr. Ronge was different. He was more the man of the hypothesis than of the fiction, more the scholar of profound erudition than the intuitive judge of human nature. He chose Individual Psychology not primarily for its immediate usefulness, but for its standard of truth. Ronge was an individualist who felt at home in his study, and who was at his best in a small circle of friends. There he could lay aside his shyness and create, with his sensitive humor, a sphere where friendship flourished. He did not avoid appearing before a large audience, but he had to cross a threshold, as it were, to do so. There his great erudition was often hidden behind his modesty and prudence. For this reason he was a better author than lecturer.

What attracted Ronge most in Individual Psychology was the idea of the freedom of choice in the human personality. The objective of his therapeutic activity was first of all to deliver the patient from fear and inhibition. His social interest included tolerance, respect, friendship, and a sense of responsibility; and
in all this he was a model, as husband, father, doctor, teacher, patriot, and other roles he had to play. In our Dutch circle he was a great man, a symbol. In our international congresses he was esteemed as one of the old personal friends of Alfred Adler, and as one of the pioneers of Individual Psychology.

_Lunteren, Holland_  

**HANS HOFF (1897-1969)**

Professor Hans Hoff, M.D., chairman of the department of psychiatry and neurology, University of Vienna, died suddenly on August 24, 1969 at the age of 72 from a coronary thrombosis. He was born in Vienna where he also received his medical degree. He was visiting physician at the University Hospital of Neuropsychiatry when Hitler's forces occupied Vienna.

Hoff then was appointed at the Royal Medical School in Baghdad where he stayed until he accepted a position in the department of neurology, Columbia University Medical School. His students there were much impressed with his originality and knowledge.

In 1949 he returned to Vienna where the neuropsychiatry department of the university and hospital has ever since been popularly known as the "Hoff Clinic" and has become internationally famous. For his pioneer research in drug therapy for psychoses Dr. Hoff was widely regarded as one of the most eminent modern neuropsychiatrists and was decorated by several governments. He published several books that have been widely acclaimed as classics.

Yet he did not consider drugs as a cure for mental illness. In fact, his interest in the social aspects of psychiatry was outstanding, and he was a leader in many aspects of this field. He promoted a child guidance clinic in his department and placed Dr. Walter Spiel, son of the well-known Adlerian, the late Oscar Spiel, in charge of it.

Dr. Hoff never agreed with metaphysical interpretations, and consequently accepted few of the Freudian concepts. He always showed a positive interest in Individual Psychology and was honorary chairman of two international Adlerian meetings, in 1960 and 1966. Hans Hoff's death leaves a pronounced void.

Our sympathy goes to his son Henry, a biochemist, and to his wife Mascha to whom he was recently married. His first wife died from cancer a few years ago.

_New York, N. Y._

**ALEXANDRA ADLER, M.D.**

**EVA S. OLMAN (1889-1969)**

With the death of Dr. Olman the Los Angeles Adlerian group has lost another of its pillars and most faithful contributors. She was among the sponsors of the Alfred Adler Counseling Center where she worked as a counselor until the Center closed in 1967. She was also the last chairman of the Alfred Adler Society of Los Angeles, before its recent merger with the California Adlerian Society. She was a close friend of the late Dr. Lydia Sicher who had introduced her to Adler's psychology.

Dr. Olman, born in Berlin, came to the United States in 1936 with her husband, Dr. Peter Olman who died in 1944. He had been professor of philology at
the University of Goettingen. Eva Olman had obtained a doctor of law degree, summa cum laude, at the University of Berlin and was one of the first women assessors in Germany to be admitted to the bar. Later she obtained a doctor of international law degree at the University of Rome.

After settling in Los Angeles, Dr. Olman studied psychology at Scripps College and the University of Southern California. For almost 20 years she was staff counselor at the Institute for Family Relations, and was one of the founders of the Family Clinic at the Presbyterian Hospital, both in Los Angeles.

Dr. Olman is survived by a daughter in Germany and a son in Los Angeles, four grandchildren and six great-grandchildren.

Los Angeles, California

PAUL BRODSKY

JOURNAL ARTICLES

FARAU, A. “My Teacher, Alfred Adler.” Universitas, Stuttgart, 1968, 11(1), 65-74.—This moving, thoughtful piece conveys a life-like impression of Adler’s approach—gentle, wise, humorous, challenging, positive. It will enrich the reader’s image of Adler, the man. Farau’s understanding of Gemeinschaftsgefühl, especially its transcendental connotations, will stimulate opposition on the part of some, but his conversation with Adler about death is a great addition to the relatively little we have on this theme in his writings. Farau had Adler’s 100th birthday in mind in writing this tribute, and it is indeed a most worthy contribution on this occasion.

“Human Factors in Road Accidents.” WHO Chronicle, 1969, 23, 205-211.—This is a summary of a report that has recently appeared on a World Health Organization symposium on the subject of the present title, held in Rome in October 1967. Of special interest to us are the findings of Professor F. Ferrarotti, Rome, in that they point out the extent to which traffic accidents are due to lack of social interest. “Driving requires a high degree of civic consciousness and awareness of the rights of others . . . The importance of antisocial behaviour patterns in accidents is shown by the finding that among drivers involved in accidents the proportion of persons with an antisocial history—convictions for criminal offenses, involvement in financial difficulties, attendance at venereal disease clinics, etc.—is significantly higher than among accident-free drivers” (p. 207). The report concludes with the statement, “The development of a sense of responsibility towards other road users remains the most important aim of health education in the prevention of road accidents” (p. 211).

KRAMER, M. et al. “An Exploration of the Manifest Dream in Schizophrenic and Depressed Patients.” Dis. Ner. Syst., 1969, 30: Suppl., 126-130.—With 40 Ss in each category reporting their dreams, the schizophrenic found himself typically in an implausible situation as the victim of a hostile attack by a stranger; the depressed patient, with a family member, usually in a plausible situation which is hostile about half the time and in which he may be either expressor or recipient of the hostility; and the medical patient as control, usually with a friend in a plausible situation rarely hostile, and when hostile, as either the expressor or recipient of the hostility.—From Dig. Neurol. Psychiat., 1969, 37 (March), 80.
NEWS AND NOTES

LESTER, D. "Suicide as an Aggressive Act." J. Psychol., 1967, 66, 47-50.—Theories viewing suicidal behavior as an act of inward-directed aggression were not supported in a study of 43 undergraduate psychology students. Five students had threatened suicide, 19 had considered suicide, and 14 had never considered suicide. An hour-long questionnaire about their suicidal behavior, a suicide-potential scale, and a hostility inventory were used. The scales, concerned with the manner and direction of expressed aggression, did not differentiate the suicidal and nonsuicidal groups. The attempted and threatened suicides, however, showed most resentment and irritability; threatened suicides scored higher than attempted suicides on all scales, thus appearing to be more aggressive and hostile persons.—From Bull. Suicidol., Dec. 1968, 50.

LOMBARDI, D. N. "The Special Language of the Addict." Pastoral Psychol., 1969, 20 (June), 51-52.—The picture that emerges from an analysis of the drug addict's special language is essentially that of an immature individual, depressed, impulsive, who lacks social interest and finds the world a hostile place.

MALAMUD, D. I. "The Use of Early Childhood Recollections as a Teaching Device." Teaching Psychol. Newsletter, Skidmore Coll., June 1969, 8-10.—Although his theory is not Adlerian, "the author's experiences have been consistent with the Adlerian view of early recollections as being readily accessible to meaningful interpretation." They have the practical advantages that "people are generally unaware of the hidden or explicit meaning of their memories, discuss them willingly, and their brevity and simplicity make them readily available for use in large groups."

O'CONNELL, W. E., & COVERT, C. "Death Attitudes and Humor Appreciation Among Medical Students." Existent Psychiat., 1967, 6 (Winter), 433-442.—Medical students were found to have higher death cluster scores than college students, with future psychiatrists having the highest of all. No pronounced differences were found between these categories regarding wit or humor, but future surgeons came out ahead of future psychiatrists on humor choices.

PAPANEK, HELENIE. "Therapeutic and Antitherapeutic Factors in Group Relations." Amer. J. Psychother., 1969, 23, 396-404.—The Dean of the Alfred Adler Institute, New York, a most perceptive psychiatrist, summarizes her experience and some attempted evaluation studies. She finds that group sessions have a nonspecific therapeutic effect, and that the desired specific effect—to change the psychopathology of each individual member—depends on the total configuration of the group and the therapist's ability to understand the individuals and to use the group's therapeutic leverage. "The therapist's personality and his behavior . . . have the strongest impact in shaping an atmosphere in which the members come to grips with the fact that human action, thinking, and feeling always are at the same time social and psychogenic."

SCHNEIDERMAN, L. "Individualism and the Problem of Guilt." Psychoanal. Rev., 1969, 56, 313-326.—"Adler's psychological system, taken as a whole, presupposes that individualism must be rooted in guiltless involvement in the struggle for a better society. . . . One of the obstacles is excessive guilt feelings. I propose . . . to describe some of the characteristic distortions of individualism to which they give rise" (p. 313). "I am arguing for an individualism that is interested in
the common good ... that does not presume to speak in the name of others, but is
rooted instead in the capacity for empathy with concrete others. . . . Often it is
not possible to be . . . benevolent without . . . defying social norms” (pp. 325-326).

STRUPP, H. H. “Toward a Specification of Teaching and Learning in Psycho-
therapy.” Arch. gen. Psychiat., 1969, 21, 203-212.—While the author is psycho-
analytically oriented, he nevertheless proposes that the therapeutic process is
inadequately described in terms of “transference” and mere interpretation, and
that it can be best understood as a teaching process. What the patient learns is
(a) that the world is not as bad as he had thought; (b) to demand less gratification,
praise, and support; (c) that manipulation produces undesirable responses from
others, and how to cooperate instead; (d) to accept responsibility for one’s actions;
and (e) that one can bear suffering.

We should like to comment on this that Adler was explicit on these points
from the start: (a) The therapist extends social interest, thus exemplifying its
existence. (b) The patient learns to outgrow his pampered style of life. (c) The
goal of therapy is reduction of striving for personal power and the strengthening
of social interest as basis of cooperation. (d) The neurotic must abandon his “life-
lie” which is blaming others for his failures thereby gaining freedom from res-
sponsibility. (e) It is quite possible to compensate for shortcomings and suffering
in a constructive way.

WALDMAN, R. D. “The Modern Age: A Dilemma for Psychiatry.” Amer. J.
Orthopsychiat., 1969, 39, 569-577.—The author compares the mechanistic with the
humanistic dimensions in contemporary psychiatry, the former focusing on
causes, the latter on purposes. The former is therapeutically not helpful; if it
“continues to hold sway,” this is because “it is basically consistent with the mood
and tenor of our sociohistorical era” (p. 570). Contemporary psychoanalysis is
logically inconsistent in that its theory is mechanistic while its practice is by
necessity humanistic (p. 573). “Freudian theory of the unconscious is particularly
sober and pessimistic in that it links duplicity and deception to man’s unalter-
able biological nature. The hypocrisy of man becomes his destiny . . . . responsible
conduct and dialogue have been all too often successfully undermined” (p. 576).
As to the principal contemporary psychiatric conception of mental illness, namely
that “it is caused by the presence of repressed or aberrant emotions, affect, and
instincts, . . . it was Adler who perhaps first insisted that the emotions and instincts
which Freud took to be ‘cause’ were in fact ‘consequence’ and thereby provided a
forceful impetus to the humanistic strand of psychiatry” (p. 574). According to
Adler the symptom is not an end but “a means, a method of life . . . indicative of
the path taken by the patient to attain his goal” (p. 576). The author concludes,
the conceptualization of man “as one who is a body” neglects man’s creativity.
The better concept of man is as “one who has a body”, and “it is the meaning,
motives, and purposes of his bodily actions that must be scrutinized” (p. 577).

This is a splendid article, by the psychiatrist author of The Quest for Identity,
not to be missed by anyone serious about the potential for change through psycho-
therapy. “Freedom is the awareness of the alternatives and of the ability to
change” (p. 58). “Arbitrary necessity derives from forces within the personality,
but construed to be outside” (p. 60).
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Note: Names of book reviewers are followed by (*); names of authors of books reviewed are printed in italics.

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