



RESOLUTION

P.O. Box 2008, New Britain, Connecticut 06050
(203) 827-7700

concerning

Office of the President


AWARD OF THE TITLE


CONNECTICUT STATE UNIVERSITY PROFESSOR

May 5, 1989

- WHEREAS, The faculty of Eastern Connecticut State University has recommended Professor Leo Schneiderman for the title of Connecticut State University Professor, and
- WHEREAS, The President of Eastern Connecticut State University, David G. Carter, Sr., has recommended award of the title to Professor Schneiderman, Connecticut State University President Dallas K. Beal concurring, and
- WHEREAS, Professor Schneiderman, scholar in the psychology of literature and the psychology of religion, has served Eastern Connecticut State University as a member of the Department of Psychology for more than three decades, and assisted in building the University's psychology curriculum while attaining the highest levels of achievement in teaching, scholarship, and public service, and
- WHEREAS, Professor Schneiderman originated the University's Puerto Rican Regional Study Tour and has maintained a long association with the Connecticut State University's scholarly journal The Connecticut Review, beginning in 1969 and continuing to this day as editor of The Review, and
- WHEREAS, Professor Schneiderman has built a reputation as a prolific scholarly writer, having published many articles in academic journals since 1954 and been recognized by his colleagues in the field of psychology for professional excellence, now therefore, be it
- RESOLVED, That the title, Connecticut State University Professor, is herewith awarded by the Board of Trustees to Leo Schneiderman of Eastern Connecticut State University pursuant to the BOT/AAUP Agreement, and be it further
- RESOLVED, That the salary of CSU Professor Leo Schneiderman shall be adjusted to 1.10 times his base salary, effective May 5, 1989.

A Certified True Copy:


L. J. Davidson
Chairperson


Dallas K. Beal
President



An Equal
Opportunity
Employer

LEO SCHNEIDERMAN

1631 Storrs Road
Storrs, CT 06268

(203) 429-4828

Business Address

Department of Psychology, Eastern Connecticut State
University, Willimantic, Connecticut 06226
(203) 456-5316

Personal Data

Born New York City, August 20, 1925
Married, three sons
Wife, Dr. Harriet Schneiderman, is a supervising
psychologist at the Norwich Hospital

Education

1947	Brooklyn College, A.B. in Psychology, <u>cum laude</u>
1948	New York University Graduate School of Arts and Sciences, M.A. in Psychology
1953	New York University Graduate School of Arts and Sciences, Ph.D. in Clinical Psychology

Dissertation: The Estimation of One's Own
Bodily Traits

Military Service

1945-1946 U.S. Army Air Corps

Membership in Professional Societies

American Psychological Association
New England Psychological Association
New England Social Psychological Association
Connecticut Psychological Association

Certifications, Licenses

Certified clinical psychologist, New York State
Licensed psychologist, State of Connecticut

Awards

- Outstanding Educators of America (1970)
- Distinguished Scholarship Award, Eastern Connecticut State University (1973)
- Distinguished Scholarship Award, Eastern Connecticut State University (1983)
- Distinguished Scholarship Award, Eastern Connecticut State University (1985)
- Faculty Research Award, Eastern Connecticut State University (1985)
- Distinguished Scholarship Award, Eastern Connecticut State University (1986)
- Eastern Foundation Award for Teaching and Scholarship (1987)

Professional Growth and Development

Attendance at the following professional workshops:

- 1984 "Leadership and Organizational Effectiveness"
Instructor: Warren Bennis, Ph.D., Professor of Management and Organization, University of Southern California; former President, University of Cincinnati
Sponsor: Department of Psychiatry, Albert Einstein College of Medicine
- 1985 "Psychoanalytic Psychotherapy"
Instructors: Otto Kernberg, M.D. and Paulina Kernberg, M.D., Department of Psychiatry, Cornell University Medical College
Dr. Otto Kernberg is also Medical Director of the New York Hospital-Cornell Medical Center, Westchester Division
Sponsor: New England Educational Institute/Brattleboro Retreat/Dartmouth Medical School

- 1986 "The Psychotherapy of Character"
 Instructor: Howard Wishnie, M.D., Department of
 Psychiatry, Boston University School of
 Medicine
 Sponsor: New England Educational Institute/
 Brattleboro Retreat/Dartmouth Medical School
- 1987 "Self Psychology: A Close Look at the Thera-
 peutic Process"
 Instructors: Drs. Shane, Lichtenberg, Malin,
 et al
 Sponsor: New England Educational Institute/
 Brattleboro Retreat/Dartmouth Medical School
- 1988 "Personality Disorders"
 Instructor: Theodore Millon, Ph.D., Editor,
Journal of Personality Disorders
 Sponsor: Department of Psychiatry, Albert
 Einstein College of Medicine

Service to the University (1956 to the Present)

- 1960-1968 Chairman, All-College Curriculum Committee
- 1965 Colloquium: "Alienation and the Emergence
 of Individualism"
- 1967-1975 Chairman, Department of Psychology
- 1972 Colloquium: "Decline of Tradition"
- 1973 Colloquium: "Hemingway: A Psychological
 Study"
- 1977, 1985 Chairman, All-College Promotion and Tenure
 Committee
- 1977 Colloquium: "Moral Judgment and Social
 Structure"
- 1978 Co-Chairman, All-College Conference on
 Institutional Reorganization
- 1978 Colloquium: "Religious Cult Formation and
 Dissolution"

- 1981 Chairman, Task Force on College Mission and Goals (in preparation for accreditation evaluation by New England Association of Schools and Colleges)
- 1987 Member, Search Committee for Assistant Vice President for Academic Affairs
- 1988 Member, Search Committee for Dean, Liberal Arts & Sciences
- 1970 - Present Present Member, departmental committees, including Department Evaluation Committee, Curriculum Committee, Graduate Committee, etc.
- 1956 - Present Sometime membership in the following All-College committees: Admissions; Graduate; Student Welfare and Activities; Institutional Planning; Executive Board, Four-Faculty Association of Connecticut; Personnel; Curriculum Revision (under auspices of Ford Foundation)

Service to the Community (1956 to the Present)

Sometime guest speaker at Parent Teacher Associations, churches, Jaycees, Mental Health Groups; radio talks on psychology and education; psychological testing and screening of public school pupils for special classes program; articles in local mental health newsletters

Professional Experience

Research Assistant, Naval Research Project on Perception and Personality (Brooklyn College, 1947-1950)

Following graduation from college and overlapping my years as a graduate student, I was research assistant (1947-1950) to the late H. A. Witkin, whose discoveries in the area of perception and personality revolutionized the study of human perception. Funded by the Office of Naval Research, Professor Witkin conducted a wide array of far-reaching experiments in spatial orientation. As a full-time research worker (my graduate courses at New York University were given at night), I assisted Dr. Witkin in the conduct of numerous experiments and in the statistical analysis of data, using first-generation computers. I also participated in the planning and evaluation phases of

ongoing research projects. I tested hundreds of subjects under controlled laboratory conditions, working with children, college students, naval pilots, athletes, ballet dancers, and so forth. Psychiatric patients were also studied.

The Perception and Personality Project involved the clinical testing and assessment of experimental subjects by a team of prominent clinicians, including Dr. Helen Block Lewis (Professor Emeritus, Yale University), Dr. Max Hertzman, Karen Machover, et al. I was privileged to witness at first hand the exciting discovery by the above team of significant correlations between perceptual/cognitive style and personality variables. I was especially fortunate in being able to assist in experiments in the use of play technique with children and adolescents (ages 8-15). The clinical data obtained by these studies of individual children at play in a controlled playroom environment were an integral part of the larger research design of the Perception and Personality Project.

Clinical Psychologist, Galesburg State Research Hospital, Galesburg, Illinois (1951-1953)

The Galesburg facility, a psychiatric hospital affiliated with the Chicago Neurological Institute, specializes in geriatric research involving brain-damaged and schizophrenic patients. My duties as a member of the Department of Psychology and of an interdisciplinary research team (psychologists, psychiatrists, biochemists, physiologists, and neurologists) consisted of diagnostic testing and evaluation; group and individual psychotherapy, and research planning and implementation. A major goal of the hospital and the research team was to find ways to enhance the cognitive and perceptual functioning of persons suffering from chronic psychoses. While at Galesburg, I continued my experimental studies of body image and personality at Knox College with the encouragement of Dr. Charles Bumstead, chairman of the Psychology Department at the college. Upon the completion of the doctorate, I accepted a position with the Veterans Administration in Lebanon, Pennsylvania.

Clinical Psychologist, (G5-12), Veterans Administration Hospital, Lebanon, Pennsylvania (1953-1956)

Duties at this large facility (2,000 patients, mostly psychiatric) consisted of program development in selected wards, staffing of new patients, individual diagnostic testing and evaluation, group and individual psychotherapy of psychotic patients, supervision of graduate psychology interns in cooperation with Pennsylvania State University, in-service instruction of psychiatric nurses and psychiatric aides, and

joint research with other members of the psychology department. I also worked as a volunteer for the local chapter of the Mental Hygiene Association, giving talks and leading discussions at schools and churches in the Lebanon-Lancaster area. While I was on the Lebanon Veterans Administration Hospital staff, I co-authored a research paper, "Manifest Anxiety in Psychotics" and published several other clinical papers of which I was the sole author. Together with my colleagues in the psychology department, I helped bring an end to the practice of giving prefrontal lobotomies to patients at Lebanon by refusing to justify such operations on psychological grounds. I made the decision to switch to a career in teaching as a result of my experience of teaching hospital personnel at Lebanon. I found that I enjoyed teaching and was well-received by my students and commended by my peers; I became convinced that teaching could provide me with continuing opportunities for service and personal growth, and commenced a career at Eastern Connecticut State University.

Teaching Experience (1956 to the Present) Eastern Connecticut State University

Associate Professor (1956-1964)

As the only psychologist on the faculty, I divided my duties between teaching and counseling students (before Eastern established a counseling service). My teaching assignments, in turn, were divided between psychology courses and participation each Spring semester in the interdisciplinary course Societies in Transition. The latter assignment made it necessary for me to apply psychology to the problems of social change in a cross-cultural context, and to expand my knowledge of non-Western cultural traditions. I developed an enduring interest in Buddhism and Hinduism in this connection, incorporating my new-found insights into my teaching and research.

Faced with the task of curriculum development in psychology, I introduced the following courses: General Psychology, Child Psychology, Adolescent Psychology, Social Psychology, Abnormal Psychology, Theories of Personality, and Tests and Measurements. These offerings were service courses for education majors. In later years these courses were incorporated into the psychology major. In the meantime, the experience gained in teaching led gradually to the formulation of an approach to education emphasizing balance between lecture and discussion; encouraging independent thinking in students based on thorough knowledge of the available facts and what others have said or written about a subject; respect for the dignity and individuality of students. Increasingly, my teaching began to reflect my research interests in literature, comparative religion, psychological anthropology,

and social change. Several of my students dating back to this period eventually taught my own children in elementary school and were superior teachers. I would like to believe that their effectiveness was due not only to their training as education majors at Eastern but was influenced by my teaching methods and content.

Professor (1964 to the Present)

In the rank of professor I continued to expand the range of courses offered in psychology, served on various college-wide committees, developed a psychology major, supervised graduate students preparing to do master's level research, and continued to pursue my research interests, publishing three books, several dozen articles, and a number of book reviews. As chairman of the Department of Psychology, I encouraged professional growth by my colleagues and set rigorous standards for teaching and grading in psychology courses. As my understanding of Eastern's strengths and weaknesses as an institution began to crystallize, I helped to influence the evolution of educational philosophy through service on many college committees, particularly as chairman of the all-college curriculum committee for several years. My goal has been able to help the university break decisively with its tradition of vocationalism and to contribute to its transition to a regional university with a strong liberal arts and science foundation.

I developed the graduate seminar in thesis preparation, starting 20-25 thesis candidates on their respective research projects each year. Under my guidance, students chose thesis topics in psychology, education, history, literature, and sociology. I taught students the essentials of research design and statistical analysis, methods of data-gathering, library research, and the mechanics of research writing and referencing. The purpose of the graduate seminar is to raise the quality of masters theses at Eastern, especially by encouraging research in a variety of subject areas. This policy anticipated recent trends in teacher preparation which assign an important role to strong subject matter education with appropriate methodology. To this end, I organized a liberal arts and science committee which has become a standing committee of the college.

My work with students shifted from individual counseling to other activities. Thus I organized the first Psychology Club, served as faculty adviser to Student Government, the student newspaper, and the local chapter of the Honor Society in Education. I initiated the student-companion program at Norwich Hospital. This program eventually involved a large number of students, each of whom "adopted" a psychotic patient -- usually an elderly, chronic resident without a family -- and met with this patient on a weekly basis. At the end of each semester,

students shared their insights with the student body in a well-attended assemblies in the Shafer Auditorium. Although the project had to be abandoned eventually (due to the inability of Norwich Hospital to provide supervision), it was an important contribution to Eastern's strong tradition of student service to the community.

Among the psychology courses I introduced at this stage of my career were several distinctive electives which I have taught and revised many times over the last two decades. These courses, closely linked with my research interests, are: Psychology of Literature, Psychology of Social Change, Culture and Personality, American National Character, and Psychology and The Law. Other courses which I initiated included Psychopathology of Childhood, Theories of Counseling and Psychotherapy, Industrial Psychology, Social Psychology of Small Groups, Psychology of Thinking, Practicum in Mental Health, and Research Practicum.

The Mental Health Practicum, which has expanded greatly in recent years, introduced psychology students to community service and program evaluation in psychiatric hospitals and clinics, halfway houses, and so forth.

The Research Practicum has made it possible for selected students to participate in ongoing research projects at the Psychology Laboratory of the submarine base in Groton. This experience has included advanced training in computer applications to resign design, and has led, in at least one case, to joint authorship between a student and a post-doctoral psychologist, of a research article published in a major professional journal. The underlying philosophy of the mental health practicum is to embody the ideal of volunteer service and to equip students to evaluate the effectiveness of established programs. To this end, I have provided close supervision of practicum placements and have encouraged my colleagues to do likewise. In addition, I have required practicum students to do considerable library research to prepare them to assess their respective facilities with objectivity and on an informal basis. As is well-known, one of the risks involved in learning-by-doing in public and private agencies is that students may acquire faulty attitudes reflecting the shortcomings of existing bureaucratic procedures. The role of the faculty supervisor is crucial in correcting such tendencies.

Administrative ExperienceChairman, Department of Psychology (1967-1975)
Eastern Connecticut State University

Elected the first chairman of the newly-formed Department of Psychology, my aim was to develop a wide array of service courses, electives, and, ultimately, a major in psychology. In addition to curriculum development, I helped select the members of the department, mindful of the need to provide representation in several different specialties in psychology. During my tenure as chairman, the Department grew to eight full-time members and approximately the same number of adjunct instructors. I was acutely conscious of the need to set high standards for the department at the outset. With my encouragement, four of my colleagues completed the doctorate and devoted their teaching careers to Eastern. Also in my capacity as chairman, I provided leadership in developing a concentration in psychology at the graduate level.

Director, Puerto Rico Regional Study Tour (1959-1963)
Willimantic State College

The Regional Study Tour was the culminating experience of a one-semester, 12-credit course taken by all juniors. The name of the course was Societies in Transition, and it was taught by an interdisciplinary team representing history, literature, art, sociology, geography and psychology. My duties were as follows: organizing, planning, and supervising a 10-day tour of the Commonwealth of Puerto Rico on an annual basis. Students played an active role in making arrangements for accommodations, transportation, press conferences, and interviews. The purpose of the study tour was to enable students to form an objective appraisal of Puerto Rican society, its economy, political structure, social problems, and cultural heritage. In light of the fact that all of the students participating (voluntarily) in the Tour were preparing for teaching careers in Connecticut, an important goal was to overcome negative stereotypes of Puerto Ricans. The number of participating students ranged from about 45 to 75, increasing each year. Students prepared for the Tour by studying selected aspects of Puerto Rican society for one semester.

Under my personal direction, students visited urban and rural areas and held conferences with political figures, industrialists, labor leaders, educators, judges, farmers, journalists, social workers, researchers, writers, and artists. Among sites visited were factories, hospitals, schools, museums, farms, and a Peace Corps training camp in the mountainous

interior of Puerto Rico. Perhaps more important than interviews with such personalities as Luis Ferre, the future governor of Puerto Rico, or a press conference with the Speaker of the Puerto Rico House of Representatives, were the daily contacts with the friendly, hospitable people of Puerto Rico. It should be mentioned that on one occasion, dozens of Puerto Rican adults and children helped find one of our students who had fainted in a rain forest and was missing for over an hour.

Chairman, Societies in Transition (1962-1963)
Willimantic State College

As chairman of this 12-credit interdisciplinary course, my responsibilities included coordinating lectures, panel discussions, films, tests, writing assignments, etc. involving 5-6 faculty and approximately 100 juniors. The course focused at various times (it was given over a period of several years) on the civilization of India, Russian society, Latin American cultures, with special attention to Puerto Rico, Canadian society, and Appalachia. Guest speakers provided expertise based on first-hand knowledge of the above-mentioned societies. My duties were to see to it that the hour-by-hour spring semester schedule was planned jointly during the preceding semester and faithfully implemented. I also lectured on selected topics, such as social change, family structure, socialization of children, belief systems, etc. The purpose of requiring all juniors to enroll in Societies in Transition was to increase student understanding of other cultures and to prepare future teachers to share their knowledge (and enlightened attitudes) with their future pupils. In this regard, Willimantic State College pioneered in cross-cultural education and continues a long tradition of including the study of non-Western civilizations in its curriculum.

Editorial Experience

Editor, Connecticut Review (1986 to the Present)

In 1985, at a convocation of the Connecticut State University, I proposed to revive the Connecticut Review, which had ceased publication in 1976 due to state cutbacks in funding. The proposal was well-received and I became editor for a term of three years, with the understanding that the editorship would pass from one university campus to another every three years. I had more than one goal in mind in reviving the Review. In keeping with the mission of the newly formed state university, I hoped that the Review would provide an interdisciplinary outlet for the scholarly researches of my colleagues and would stimulate research and publication. Secondly, I felt that a well-designed,

high-quality publication would add to the prestige of the fledgling university. Thirdly, by inviting articles by outstanding writers outside the state system, I proposed to challenge my colleagues to perform at the highest levels of scholarship.

Starting with Vol. X, No. 1, the new Connecticut Review has printed refereed articles by many faculty members of the Connecticut State University, as well as by scholars at other universities in the United States and the United Kingdom. The design of the Connecticut Review has elicited many favorable comments and the high quality of the articles and art work has been widely acknowledged by the university community. I believe that the Review has been launched successfully and will continue to be a distinguished journal in future years.

Associate Editor, Connecticut Review (1969-1976)

Working closely with the editor and founder of the Connecticut Review, Professor Emeritus Bertram Sarason, I evaluated scores of manuscripts and encouraged my colleagues at Eastern to publish their work in the Connecticut Review. During my tenure, the Review printed a series of articles on Ernest Hemingway, including important biographical materials that had never appeared in print. I learned much from Professor Sarason, particularly the importance of searching out distinguished writers and inviting them to contribute articles.

Consulting Editor, Journal for the Scientific Study of Religion (1967-1979)

As a consulting editor, my contributions to the Journal coincided with the editorship of Professor James Dittes of Yale Divinity School. I evaluated numerous manuscripts submitted to the Review, writing detailed critiques. I also contributed two articles of my own, a paper on psychological aspects of mysticism and a study of Sri Ramakrishna, the nineteenth century Hindu holy man, and his circle of disciples who founded the worldwide Ramakrishna-Vivekananda movement. My special concern as editorial consultant was to help the Journal strike a balance between important empirical researches and the special requirements of a journal of ideas.

Publications (1954 to the Present)

See attached bibliography for complete listing

From 1956 to the present time, the period of my association with Eastern Connecticut State University, I have maintained a steady output of scholarly studies culminating in three books, with an additional volume in the form of a first draft and a fifth volume in the planning stage. My publications have appeared in refereed journals and have been read by psychologists and scholars in cognate disciplines. I believe that my researches have helped to demonstrate, among other things, that the psychological study of literature, and creativity in general, are vital and significant fields of inquiry. I have received many requests for reprints of my articles from scholars around the world, indicating wide interest in my investigations.

The Literary Mind: Portraits in Pain and Creativity (1988) attempts to demonstrate the thesis that great works of fiction are the product of a unique synthesis of powerful motivation, craftsmanship, and painful life experience. I argue that when trauma is transmuted by reflection and insight, it can be raised to the level of great art by symbolic elaboration. This view assumes that serious literature is inseparable from the experience of the writer, which provides the raw materials for art. Seen from this perspective, literary biography takes on new values, emphasizing the interior life of the writer and focusing on the work of fiction as a vehicle for symbolic problem solving and catharsis for the writer and reader alike.

My work in the psychology of religion, which is related to my interest in the literary treatment of myth and folklore, has explored the complex relationship between ritual and sacred myth. I have tried to draw attention, as well, to the creative and adaptive functions of religious ideologies and organizational forms in the face of social change. The Psychology of Myth, Folklore, and Religion (1981) is the distillation of my research in religion, bringing together religious motifs from classical antiquity, the Judeo-Christian tradition, Hinduism, medieval folklore, and religious cults of the modern period. This book explores the human needs that are satisfied by religious beliefs and practices. In addition to the emphasis on psychological analysis of the subject matter, I have attempted, as in all my writings, to achieve a lucid, readable style unencumbered by jargon.

The Psychology of Social Change (1988) reflects my long-standing interest in social process. I do not believe one can study literature or religion realistically without reference to historical forces and their interaction with the life of the mind. The Psychology of Social Change examines - current theories of social change, the nature of social controls, changing roles, and changes in the way people try to make sense of the world around them. I also endeavor to show how theories of social

change can be applied to contemporary art, religion, corporate leadership, international relations, and to understanding how Americans view the future.

The interdisciplinary methods that I have used in my studies examine the interaction effects of variables normally identified with several discrete academic traditions. These disciplines are academic psychology, psychoanalytic theory in its contemporary form, comparative religion, anthropology, sociology, literary theory and aesthetics. Ideally, interdisciplinary research should employ a team approach, engaging the talents of experts from different disciplines. Such team strategies are still relatively rare. In the meantime, the need to integrate knowledge cannot be ignored and I have tried to do the best I can, relying on the insights of many social scientists and humanists.

My research activities have been inseparable from my teaching, and were inspired, in part, by the need to awaken the imagination of my students and to involve them in the search for patterns of meaning. I have tried to translate what I have learned into lectures and classroom discussions. I have also shared a number of my papers with my colleagues in a number of disciplines.

Publications

Books

- 1981 The Psychology of Myth, Folklore, and Religion.
Chicago: Nelson-Hall.
- 1988 The Psychology of Social Change. New York:
Human Sciences Press.
- 1988 The Literary Mind: Portraits in Pain and
Creativity. New York: Human Sciences Press.

In preparation: Volumes 2 and 3 of The Literary Mind: Portraits in Pain and Creativity.

(See attached précis of book-length works)

Articles

- 1954 Anxiety and Social Sensitivity, Journal of Psychology, 37, 271-277.
- 1954 Social Perception as a Function of Identification, Journal of Psychology, 37, 155-162.
- 1955 Repression and Concept Formation, Journal of General Psychology, 53, 213-219.
- 1956 Form and Content in Social Behavior, Journal of Human Relations, 4, 40-46.
- 1956 The Estimation of One's Own Bodily Traits, Journal of Social Psychology, 44, 89-99.
- 1956 Insubstantive Values, Journal of Philosophical and Phenomenological Research, 18, 237-241.
- 1956 Manifest Anxiety in Psychotics, Journal of Clinical Psychology, 12, No. 94-96, 1, Jan.
- 1961 Repression, Anxiety, and the Self, article in Identity and Anxiety in Mass Society, edited by Stein, White, and Vidich (Glencoe: Free Press).
- 1965 Psychological Evolution from Polytheism to Monotheism, Psychoanalytic Review, 51, 106-116.
- 1965 The Cult of Osiris in Relation to Primitive Initiation Rites, Psychoanalytic Review, 52, 38-50.
- 1966 A Theory of Repression in the Light of Archaic Religion, Psychoanalytic Review, 53, 56-68.
- 1966 The Ramayana and Ram Lila from a Psychological Standpoint, Literature East and West, 10, 54-68.
- 1967 Psychological Notes on the Nature of Mystical Experience, Journal for the Scientific Study of Religion (Yale University), 6, 91-100.
- 1967 The Death of Apsyrtus, Psychoanalytic Review, 54, 159-176.
- 1968 Notes on D. H. Lawrence's Studies in Classic American Literature, Connecticut Review, 1, 57-71.

- 1968 Reflections on J. M. Barrie, Connecticut Review, 2, 24-34.
- 1969 Ramakrishna: Personality and Social Factors in the Growth of a Religious Movement, Journal for the Scientific Study of Religion (Yale University), 8, 60-71.
- 1969 Individualism and the Problem of Guilt, Psychoanalytic Review, 56, 313-326.
- 1970 Hawthorne and the Refuge of the Heart, Connecticut Review, 3, 83-101.
- 1973 Hemingway: A Psychological Study, Connecticut Review, 6, 34-49.
- 1974 Folkloristic Motifs in Aucassin and Nicolette, Connecticut Review, 8, 56-71.
- 1978 The Saint-Simonians: A Study of Religious Cult Formation and Dissolution, Illinois Quarterly, 40, 36-48.
- 1978 Enfantin and His Circle, Forum (University of Houston), 16, 60-65.
- 1979 Moral Judgment and Social Structure, Journal of Psychological Anthropology, 2, 213-233.
- 1980 Repression in Modern Art, University of Portland Review, 32, No. 1, 7-26.
- 1980 Henri Saint-Simon: Ideology and Personality, American Journal of Psychoanalysis, 40, 349-364.
- 1981 Conflict Resolution in Hesse's Fiction, Psychoanalytic Review, 68, 265-279.
- 1983 E. T. A. Hoffman's Tales: Ego Ideal and Parental Loss, American Imago, 40, 285-310.
- 1983 Ionesco: Anger as Despair, Pity as Scorn, Modern Psychoanalysis, 8, 207-218.
- 1984 Sartre: Ego and Superego Functions in Fiction and Ideology, Journal of the American Academy of Psychoanalysis, 12, 363-385.

- 1985 Nabokov: Aestheticism with a Human Face, Half-Averted, Psychoanalysis and Contemporary Thought, 8, 105-130.
- 1985 Faulkner: Ego Functions and Fantasy, American Journal of Psychoanalysis, 45-268-281.
- 1986 Borges: Blindness and the Art of Seeing, Imagination, Cognition, and Personality (Yale University), 5, 147-165.
- 1986 Tennessee Williams: The Incest-Motif and Fictional Love Relationships, Psychoanalytic Review, 73, 97-110.
- 1986 Simenon: To Understand is to Forgive, Clues: A Journal of Detection (Bowling Green State University), 7, 19-37.
- 1987 Beckett: On the Borderline, Psychoanalytic Review, 74, 347-372.
- 1987 Pinter: Ego Development and Psychological Space, Imagination, Cognition, and Personality (Yale University), 6, 119-131.
- 1987 Canetti: The Loneliness of the Nobel Prize Winner, Midstream, 33, 45-48.
- 1988 Anticipatory Scenarios in Psychotherapy, Psychotherapy Patient, 4, Nos. 3/4, 169-179.
- In Press Two Types of Remorse in Psychotherapy, Psychotherapy Patient
- In Press Psychological Aspects of Nonsense Literature for Children (Chapter for forthcoming book Nonsense Literature for Children: Aesop to Sues (Eds.) Marilyn Apseloff and Celia Anderson. Shoe String Press.

Book Reviews

- 1956 Counseling Psychology by Hahn and Maclean, in Journal of Human Relations, 4, 106-110.
- 1966 Saint-Nicholas: A Psychoanalytic Study by Adrian De Groot, in Psychoanalytic Review, 53. 137-139.

- 1969 Self-Realization and Self-Defeat by S. J. Warner, in Psychoanalytic Review, 56, 646-648.
- 1972 The Nathaniel Hawthorne Journal 1971, edited by C. E. F. Clark, in Connecticut Review, 5, 75-77.
- 1974 Bereavement: Studies of Grief in Adult Life by C. M. Parkes, in Psychoanalytic Review, 61, 306-308.
- 1974 The Writings of Anna Freud, Vol. III. Infants Without Families and Reports on the Hampstead Nurseries, in Psychoanalytic Review, 61, 642-644.
- 1974 Transcultural Psychiatry by Ari Kiev, in Psychoanalytic Review, 60, 633-635.
- 1975 The Psychoanalytic Study of the Child, Vol. 28, edited by R. Eissler, Anna Freud, Marianne Kris, and A. J. Solnit, in Psychoanalytic Review, 62, 187-191.
- 1975 The Technique and Practice of Intensive Psychotherapy by R. D. Chessick, in Psychoanalytic Review, 62, 336-338.
- 1975 The Mentally Ill in Connecticut by E. Carini et al, in Connecticut History, 15, 23-25.
- 1980 The Protestant Temperament, by Philip Greven, in Connecticut History, 21, 62-64.
- 1988 Shifting Landscape: A Composite, 1925-1987, by Henry Roth, edited by Mario Materasi, in Midstream, 34, 58-59.

References

Dr. Bernard Spilka, Professor of Psychology, University of Denver, University Park, Denver, Colorado 80208-0204. Fellow, American Psychological Association. President, Division 36 (Psychologists Interested in Religious Issues), American Psychological Association, 1985. Field of expertise: Psychology of religion.

Dr. Julian Rotter, Professor Emeritus of Psychology, University of Connecticut, Storrs, Connecticut 06268. Fellow, American Psychological Association. Present address: 1581 Storrs Road, Storrs, Connecticut 06268. Field of expertise: Social learning theory.

Dr. Maurice Farber, Professor Emeritus of Psychology, University of Connecticut, Storrs, Connecticut 06268. Present address: 1623 Third Avenue, New York City, New York 10128. Fellow, American Psychological Association. Field of expertise: Causes of suicide

References outside my discipline

Dr. Charles R. Webb, President Emeritus, Eastern Connecticut State University, Willimantic, Connecticut. Address: 141 Gurleyville Road, Storrs, Connecticut 06268.

Dr. Katherine McCrory, President, Hartford College for Women, 1265 Asylum Avenue, Hartford, Connecticut 06105.

Dr. J. Eugene Smith, President Emeritus, Eastern Connecticut State University, Willimantic, Connecticut. Address: South Street, Windham Center, Connecticut 06280.