

The Advisory Committee wishes to make a clear definition of the motivations and beliefs which have guided their efforts, some of which have recently been questioned. Understanding and agreement in principle is necessary to get the cooperation necessary to enable the Psychoanalytic Institute to continue to fulfill its functions as a training center.

Criticisms of the work of the Advisory Committee should be judged in relation to the purposes. Recommendations made by the Committee have always been with the premise that the Psychoanalytic Institute is a training center like a college or graduate school, though with greater responsibilities. Those teaching under its auspices must necessarily accept the obligations that go with such teaching. The Institute is not a corporation for the furtherance of any interest, public or private, other than that of turning out the best analysts of which we are capable. No member is compelled to become a training analyst. On the contrary, there are sacrifices which accompany the honor, such as time and effort, general adherence to the field he is teaching, and cooperation with the rest of the program. We would also like to see the precedent established for training analyses and controls to be on a non-profit basis for the training analyst; i.e., always at somewhat less return to the analyst than current patient rates. We would thus set an example for the future analyst, and uphold our obligations of teaching physicians. Where physicians can reasonably pay a higher amount, the surplus could go to a training fund.

The Committee has been called arbitrary and dictatorial because of wanting to conduct the Society's student training in an "orthodox" manner. The term "orthodox" has been used to insinuate old foginess and obstruction to new ideas and development. Such use tends to obscure the fact that it actually refers to the basic principles which have withstood the critical tests of time and experience, as against those which have not; the theories as opposed to the hypotheses of science. We have set up training regulations in the Institute through which the student shall first learn the basic principles of psychoanalysis. This is what students come for and is the responsibility of teachers of any subject.



The Committee has been called arbitrary and unfair toward students and instructors. With the greatly increased enrollment and the necessity for more formal teaching, more and more decisions and rulings have been asked. In the choice between uniform regulations for all and a laissez-faire policy, the Committee has tried to follow the first course. This has at times been displeasing to individual students and instructors. But the Committee's policy has been to exercise as great leniency as possible to the individual without being unfair to the rest. As to the methods of teaching, the Committee has some fear that its present efforts to deal with the influx of students has sacrificed quality for quantity, that the lectures to large groups can supplement but can not supplant seminars and individual consultations as the basic method of teaching psychoanalysis after the personal analysis, that the motivating force should be the student's eagerness to learn and the teacher's eagerness to help, and not the student's need to satisfy a course and meet examinations. Our Institute can not train all those who would like to become analysts, and it asks whether it would be better to concentrate more on quality, accept only a few who have outstanding potentialities in the field and give them concentrated personal training, taking no more students than the number for whom we can accomplish this.

The criticisms of the Committee have arisen when personal ambitions and beliefs of individual analysts have been disturbed. When anyone seriously believes that the Advisory Committee is persisting in a mistake, he should take up the disputed situation with the Educational Committee and thence, if desirable, with the Society as a whole. As the Advisory Committee has always brought all decisions and policies before the Educational Committee, it now would like the Society's reaction to these underlying purposes.

Advisory Committee

Philadelphia Psychoanalytic Institute