Fearfully and Wonderfully Made

David L. Smith

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The History of Duquesne University's Graduate Psychology Programs (1959-1999)

David L. Smith, C.S.Sp., Ph.D.
“Fearfully and Wonderfully Made”
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The History of Duquesne University's Graduate Psychology Programs (1959-1999):
A Human Science Psychology:
An Existential-Phenomenological Approach

David L. Smith, C.S.Sp., Ph.D.

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"I give you thanks that I am fearfully, wonderfully made; wonderful are your works."

(Psalm 139, v. 14)

The title of this book sings of the grandeur, dignity, freedom and transcendence of human being honored and respected by a human science psychology.
"There is properly no history, only biography."
—Emerson

Ergo

I am honored to dedicate this history to
My Spiritan Confreres

Adrian van Kaam, C.S.Sp.

who embodied their dream and with respect and admiration for all their co-dreamers

Anthony Barton
Edward W. Hogan
Alice Wagstaff-Verosko
William F. Fischer

Amedeo Giorgi
Charles D. Maes
Constance T. Fischer
Rolf von Eckartsberg
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Think back on the days of old, reflect on the years of age upon age. Ask your father and he will inform you, ask your elders and they will tell you:
(Deuteronomy 32:7)

Preface to the Second Edition

In his autobiography, the renowned Harvard historian, Arthur M. Schlesinger, Jr. wrote of history’s fickle fate:

...revisionism is an essential part of the process by which history, through the disclosure of new sources, the posing of new problems and the investigation of new possibilities, enlarges its perspectives and enriches its insights. History is indeed an argument without end. That is why it is so much fun. “The one duty we owe to history,” said Oscar Wilde, “is to rewrite it.” (2000, p. 454)

While abjuring all revisionistic tendencies, in the preface to the first edition (1983), I did make mention of the possibility of writing an updated edition of this history in 1997. That year would have been the 50th anniversary of the inception of the psychology major in the College of Arts and Sciences at Duquesne University. Obviously, that date has now passed and the question can be justly asked – Why another edition? The simple and brief answer would be: just to bring the work up to date – to report what has taken place in the graduate department of psychology over the past 20 years since the first edition appeared. The more complex and substantive rationale for this second edition must address the preeminent role played by Duquesne University’s Department of Psychology in the development and promotion of a human science psychology, inspired by an existential-phenomenological vision of human phenomena and human existence.

For many years in the promotional literature, the department’s expressed aim has been to develop, articulate, and communicate psychology conceived as a human science in a systematic and rigorous way. Far from adopting the position that a human science is impossible, the department believes that the conception of psychology as a human science is a positive attempt to incorporate the insights of twentieth century thinking into psychology. To speak of a human science essentially
means that one can no longer afford the luxury of ignoring the human origins of science itself. Physics (Heisenberg, 1952) has recognized this fact, as has biology (DuBos, 1965), the historians of science (Kuhn, 1970), and the philosophers of science (Toulmin, 1967). All these scholars recognized that who the scientist is, how the scientist thinks, perceives and understands his or her task vis-à-vis a certain community of scholars is relevant to our understanding of science itself. Since psychology is precisely the discipline that tries to understand how a person behaves (even the behavior of a scientist) then it seems that psychology should be in the vanguard of twentieth century science. If for some reason it is not, then it is not accomplishing its authentic aims correctly. Those who hold the viewpoint that psychology should be a human science believe that psychology conceived as a natural science (most of traditional psychology) did not distinguish adequately between the aims of science and the methods necessary to implement these aims (a distinction which would necessarily involve the awareness that the human person is the originator of the science).

Rather, psychology conceived as a natural science, proceeded to imitate the methods of the natural sciences, thereby believing that it accomplished its own aims as a science. From the perspective of psychology conceived as a human science, the opposite procedure is followed. We choose to adopt the aims as a science, but realize that the method to achieve these aims has to be different if one wants to include as the subject matter of psychology the whole human person. Nothing less than the latter is necessary if we are to account for the person as a scientist. An objectified person is not the person who creates science.

Thus, because of the constant awareness of the human person as originator or co-determiner of his/her world, psychology as a human science leans heavily on the method of phenomenology, whose goal is to understand how the human person conceives, perceives, senses, or in general experiences the world. (Early Departmental Mission Statement)

At times, it would seem that even after 40 years, the department's project for a human science psychology has barely made a dent in the positivistic shell of contemporary psychology. For example, the dogmatic socio-biologists (E. O. Wilson) continue to reduce all human and
cultural phenomena to the mantra that the unconscious drive to maximize number of offspring and enhance reproductive fitness is the sole driving force behind science, ethics, and religion. On another scene, the APA 1999 Award for Distinguished Career Contributions to Education and Training in psychology went to Dr. Gregory Adams Kimble for his theory of Functional behaviorism: A plan for unity in psychology, "...Functional behaviorism is an evolutionary stimulus-response psychology that applies to all behavior from reflexes to personality." (Kimble, 2000, p. 981) Much of psychology still seems to be moving fast and going nowhere.

As though it were a new insight, Kenneth J. Gergen in a recent article expresses his concern "that the conception of psychological science commonly shared within the discipline is historically frozen and is endangered by its isolation from the major intellectual and global transformations of the past half century." (2001, p. 803) As long ago as 1975, Gadlin and Ingle raised similar questions about psychological research. (Smith, 1976, p. 217). Forty years ago, the department of psychology at Duquesne University set out to address the very situation Gergen described.

As far back as 1966, when its doctoral program had been in existence a mere four years (1962), Misiak and Sexton could describe the department as "the capital of phenomenological psychology in the New World." (p. 62) Very early on in its history, some of America's most notable humanistic psychologists sang the praises of the department. For instance, in 1966 Rollo May wrote:

I have occasion to travel to many universities throughout the country, and I may say that I know the field of psychology very well. On that basis I want to say to you that the last half-dozen years you have been building up a department of psychology at Duquesne that is respected and admired all over the country. It is considered very highly both in its scholarship and in its original contribution to this developing discipline in American education.

...Duquesne has developed this highly valuable program of combining academic psychology with the study of the deeper presuppositions of psychology in the phenomenological and existential streams of history. This very significant combination is a contribution of genu-
ine importance to American education. (Smith, 1983, p. 274)

On November 14, 1966 Dr. Robert MacLeod of Cornell University, who had served as a Middle States team member, wrote: “Duquesne is making a unique contribution to the strengthening in America of the phenomenological-existential movement.” (Smith, 1983, p. 276) On October 16, Carl Rogers wrote: “The work being done in the psychological and counseling field at Duquesne University has commanded my respect for a number of years.” (Smith, 1983, p. 277) On October 26, 1967, Abraham Maslow wrote:

…it seemed to me that the psychology program at Duquesne was quite unique in the strict and literal sense of that term. There was and there is nothing like it any place. If it were to go out of existence or be diluted too much, something important would be totally lost...

(Smith, 1983, p. 277)

Since the time of these plaudits, proffered by some of America’s most distinguished humanistic psychologists, the department has continued to fulfill its promise. Its mission has been embodied in many ways and in many places.

Even so, the memory of historians is fragile, and already in less than 50 years it seems to have slipped at times. For instance, in his book The Founders of Humanistic Psychology (1991), Roy José DeCarvalho devotes a section to “Humanistic Psychology and Phenomenology” (pp. 69-72). It is a curious lapsus memoriae that no mention is made of Duquesne University’s Programs nor of the significant role played by A. Giorgi and A. van Kaam in the existential-phenomenological and humanistic movements. On page 13 he writes:

The first master’s program in humanistic psychology was established in the Fall of 1966 in the psychology department of the Sonoma State College (SSC). Two other important centers were established at West Georgia College and the Humanistic Psychology Institute in San Francisco.

The B.A. and M.A. programs at West Georgia College in Carrollton were established in 1969 by faculty members convinced that a completely new approach to psychology and university teaching was needed. Myrons Arons was instrumental in the founding of the department. Arons, who had been a graduate student of
Maslow and had also studied with Paul Ricoeur in France, was interested in the psychology of creativity. Aron’s colleagues established an original and innovative curriculum in which students’ personal and intellectual growth were the main goals. The program flourished throughout the 1970s and is still popular.

In 1970 the AHP created the Humanistic Psychology Institute (HPI) as an educational and research institute dedicated to Maslow’s memory. It aimed to respond to the need for educational opportunities in humanistic psychology. The initial goal of the institute was to provide an alternative university model for higher education. Since the HPI was financially dependent on the AHP during its formative period, there was some discussion about whether the HPI was meant to be an “operating educational institution” or an “educational arm of the AHP.”

The creation of the HPI was closely related to the Sonoma State College program in humanistic psychology. Its first graduate courses were offered through the Extension Division of the SSC, and only in the summer of the following year (1971) was a “branch” opened in San Francisco. The SSC first class had an enrollment of thirty students, but in the second year there were already 170 students from all over the nation, a much larger number than expected. In 1982 the HPI changed its name to the Saybrook Institute. Other institutions with programs on humanistic psychology today are Union Graduate School, Fielding Institute, Center for Humanistic Studies in Detroit, Walden University in Florida, and Duquesne University in Pittsburgh.

DeCarvalho seems to be unaware of the fact that Duquesne University initiated a Masters program in existential-phenomenological psychology in 1959 and a doctoral program in 1962. The M.A. program predated the program at Sonoma State by six years. In fact two Duquesne graduates, Drs. Bernd Jäger and Frank Siroky, were actively involved in the early years of the Sonoma M.A. program. Duquesne graduates played significant roles in the early years of other programs in humanistic psychology, to mention just a few: Robert Romanyshyn (University of Dallas) and in later years Scott Churchill; Steen Halling and George Kunz (Seattle University); Christopher Aanstoos (State University of West Georgia – formerly West Georgia College).
Since the inception of the M.A. program in 1959, approximately 1,200 students have been graduated and 224 doctoral dissertations have been completed. Faculty have published works in existential-phenomenological psychology in many of the central areas of the field: theoretical (A. Giorgi and A. van Kaam), anxiety (W. Fischer), assessment (C. Fischer), developmental (R. Knowles), imaginative thinking (E. Murray), psychotherapy (A. Barton), history (D. Burston), Jungian analysis (R. Brooke), Lacanian analysis (B. Fink), and existential counseling (A. van Kaam). At the present time, graduate programs in psychology with at least a human science flavor flourish at a number of colleges and universities where Duquesne graduates teach: the University of Seattle, the State University of West Georgia (formerly West Georgia College), the University of Dallas, and the Saybrook Institute. The editors of three major journals in the areas of humanistic, existential-phenomenological psychology are Duquesne alumni:

1. Journal of Phenomenological Psychology
   —Frederick Wertz, Fordham University

2. Review of Existential Psychology & Psychiatry
   —Keith Hoeller

3. The Humanistic Psychologist
   —Christopher Aanstoos, State University of West Georgia

The editors of Methods: A Journal for Human Science, (S. Churchill), of Biofeedback, (D. Moss) and of the International Human Science Research Newsletter (S. Halling) are alumni as well. The fine tradition of graduate student publications continues with the journal Janus Head, under the editorship of Claire Cowan-Barbetti, Brent Dean Robbins and Victor Barbetti. In addition, its graduates have spread Duquesne’s message far and wide. Two hundred plus doctoral alumni/ae trained in an existential-phenomenological approach to psychology and educated in the human science tradition are employed at colleges, universities, clinics, hospitals, and other institutions throughout the country.

The words of Maslow, Rogers, and May remain as true today as they were over 25 years ago – the department of psychology at Duquesne University is unique. There is nothing like it anywhere in the world. The story of it history is worthy of a second edition. While extolling its merits, Maslow warned of the danger of too much dilution of the program. An orientation, which is able to embrace a legion of approaches
to psychology, will soon lose its distinctive character and its unique mission to create and foster psychology as a human science in the existential-phenomenological tradition. Due diligence is in order for anyone who wishes to preserve the incomparable contribution which the Duquesne University department of psychology set out to make over 40 years ago.

The first edition of this work appeared in 1983 in the form of a lengthy article (79 pages) in volume four of *Duquesne Studies in Phenomenological Psychology* (pp. 257-336). In this first edition the title was “History of the Graduate Program via Existential-Phenomenological Psychology at Duquesne University.” This somewhat awkward title sneaked in as the author was looking the other way. For this second edition, the title has been changed to “Fearfully and Wonderfully Made”: *The History of the Duquesne University’s Graduate Psychology Programs (1959-1969): A Human Science Psychology: An Existential-Phenomenological Approach*. This new title more fully and accurately captures what the book is all about.

The revisions of the first edition have been minimal. Wherever possible, I have left the original text of the first edition intact. The addition of new material has been substantive, covering as it does a period of 18 years, from 1983 to the year 2000. In some places, I have extracted large amounts of material verbatim from the minutes of the faculty meetings and annual reports of the department of psychology and from the annual reports of the Simon Silverman Phenomenology Center, when this procedure seemed to be the best way to convey the information. In this second edition, the major events in the life of the department are recorded and significant changes in the graduate programs highlighted. In addition, each of the Appendices has been brought up to date, with the addition of a new Appendix, Selected Bibliography: Existential-Phenomenological Psychology, which replaces Appendix 2, Duquesne University’s Centennial Symposium in Phenomenology and Psychology, from the first edition. The original Appendix 2 has been incorporated into the body of the text.

While all the defects of this history are due to my own finitude, I must give special thanks to my research assistant, Daniel J. Martino, who spent numerous hours collecting data and preparing this manuscript. I would also like to thank Mrs. Norma Coleman and Mrs. Marilyn Henline, secretaries of the department of psychology for their generous
help and Dr. Paul J. Pugliese, University Librarian and Dr. Constance D. Ramirez, Dean of the McAnulty College and Graduate School of Liberal Arts, for encouragement and support. Finally, I wish to acknowledge my appreciation for an N.E.H. grant, which supported this research project.

David L. Smith, C.S.Sp., Ph.D.
Executive Director
Simon Silverman Phenomenology Center
Professor Emeritus
Department of Psychology
May 2002
...to write any history is to put limits on infinity.

(Frederic Morton)

Preface to the First Edition

Many months before the deadline approached for submission of articles for the fourth and final volume of Duquesne Studies in Phenomenological Psychology, it was suggested that I prepare for publication a history of the department's graduate programs. Not being an historian, in my naivety I readily accepted the invitation, never realizing what would be involved. My ignorance lulled me to sleep, and it was only many months later that I gave serious attention to the project. It was a shock to discover that many documents dealing with the early years of the department's history either no longer existed or could not be located. Faculty minutes, departmental correspondence, program plans—all of these from the early years proved to be scarce indeed. Fortunately it was possible to obtain all of the annual issues of the Duquesne University Bulletin/Graduate School of Arts and Sciences from 1959 to 1982, with the exception of the 1969-1970 issue. Throughout the text citations from the University Bulletin will be simply noted, UB, followed by the appropriate year. Beginning in 1967 the minutes of departmental meetings and the Chairman's Annual Reports were available. Having been a student in the first M.A. class of the new graduate program in 1959 and a faculty member in 1961, I have been able to draw on my own recollections of events in the early days and to check them with other individuals involved at the time. In particular, I am indebted to Drs. Edward Hogan, Henry Koren, and Adrian van Kaam who generously took the time to write out brief reports of their recollections of how existential-phenomenology first came to Duquesne University. My thanks are also due to Drs. Anthony Barton and Edward Murray who, in private conversations, helped me to clarify a number of points in the written records; to the staff of the APA Archives at the University of Akron for assistance kindly provided; and to Mrs. Mary Frances Lerch, administrative assistant in the department of psychology here at Duquesne; Mrs. Joanne Jorden, departmental secretary; and Miss Lisa Delaney; student aide, who so patiently helped to complete this work.
during the final rush.

My personal apologies are sincerely offered to any individual who has in any way been slighted or neglected in this brief history. No offense was intended. All the defects, deficiencies, errors and omissions are my responsibility alone. Preparing this history has been for me a work of love. My procrastination in beginning the work, makes me, I fear, somewhat of an unfaithful lover. Be assured that if I am still around in 1997 to write another history of the department, graduate and undergraduate, I shall begin the work well in advance of publication deadline.

In conclusion I would like to dedicate this brief history to all the faculty, administrators, graduate students, and staff who have contributed over the years to the growth and success of Duquesne University's graduate programs in existential-phenomenological psychology. Their motto can justly be *Per aspersa ad astra*.

David L. Smith, C.S.Sp., Ph.D.

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* Volume IV was published in 1983.

*° 1997 was the 50th anniversary of the institution of the psychology major in the College of Arts and Sciences.
When you start on your journey to Ithaca,
then pray that the road is long,
full of adventure, full of knowledge.
(C. P. Cavafy)

Chapter 1: Introduction

Genesis

The Department of Psychology at Duquesne University began in 1947 with the institution of the psychology major in the College of Arts and Sciences. Before that date courses in psychology were taught primarily in the School of Education. For the next decade the department offered the standard courses in traditional psychology, but had no distinctive character or special orientation of its own. The department instituted the M.A. program in 1959, followed by the Ph.D. program in 1962. With the inauguration of the graduate programs, the Department of Psychology was well on its way to earn the title “capital of phenomenological psychology in the New World” (Misiak & Sexton, 1973, p. 62).

The Dutch Connections

As psychology itself, to paraphrase Boring, phenomenological psychology has a long past but a short history. The psychology department’s involvement in that history was closely connected with the department of philosophy at Duquesne University and owes an incalculable debt to one member of that department in particular. It was through the efforts and vision of the Rev. Henry Koren, C.S.Sp., Ph.D., that phenomenology first came to Duquesne and took deep root there. Father Koren, a member of the religious community of Holy Ghost Fathers who founded and continue to sponsor the University, came to Duquesne to join the Department of Philosophy in 1948. His own philosophical background and orientation had been along strictly Thomistic lines. He taught courses in Thomistic philosophy and while convinced that Aquinas’ formidable synthesis offered a satisfactory overall view, he was keenly aware that he left many modern questions untouched. To fill this gap in Thomism raised by modern science, Koren relates in a personal
note that, once he became chairman of the Department of Philosophy, he inaugurated a program to invite visiting European scholars to Duquesne who were trained in science and contemporary philosophy. For many years thereafter he attended their lectures, where his own horizons began to widen. The first professor to be invited was Andrew G. van Melsen, D.Sc. from the Catholic University of Nijmegen, Holland, a boyhood friend of Koren and a specialist in the philosophy of science. He taught at Duquesne in the Fall, Spring, and Summer semesters of 1951-1952. Another distinguished guest professor was Herman van Breda from the University of Louvain, who spent the Spring semester of 1954 teaching at Duquesne. He served as the director of the Husserl Archives at Louvain and had saved Husserl’s papers from destruction at the hands of the Hitler regime. Through his contact with van Breda and his exposure to Husserl, Koren began to turn his attention to phenomenological thought. In 1951 Koren had started the Duquesne Studies series of philosophical books and in his capacity as Director of the University Press now began to translate books and articles written by the visiting professors in phenomenology. When the doctoral program in philosophy began in 1951 and a strong interest in contemporary thought arose on the part of the graduate students, Koren tried to respond to that interest in his faculty recruitment efforts. At first it was difficult to find qualified American faculty, so he turned to graduates of the University of Louvain. In 1959 Remy Kwant from the University of Utrecht offered a graduate course on the “Phenomenology of Encounter.” This was the first course in phenomenological philosophy taken by the psychology students in the new M.A. program and was the beginning of a long and rich relationship between the departments of philosophy and psychology.

What Koren had accomplished in the Department of Philosophy, another young Dutch Holy Ghost Father, Adrian van Kaam, would accomplish in an analogous manner in the Department of Psychology. Van Kaam joined the psychology department at Duquesne in 1954. For details of his life the reader is referred to his biography in Appendix 1. The form and direction which the Department of Psychology would take can be detected in an article van Kaam wrote while substituting for Abraham Maslow at Brandeis University (who was on sabbatical in the
Spring semester of 1959). In an article for the student newspaper, The Justice, entitled “Freud and Anthropological Psychology” (1959) van Kaam announced his plan for a new psychology:

The newly emerging anthropological psychology intends to fulfill the need for synthesis, integration, and theoretical depth in the many vastly expanding fields of knowledge about man. The awareness of the necessity of this kind of function in psychology has been increased considerably by the growth of existential-phenomenology. Existential-phenomenology’s concentration on man’s being and acting has made various psychologists aware of the need to understand in their deepest meaning the manifold findings, theories and terminologies of the numerous schools of philosophy, psychology and psychiatry in different cultures and to keep integrating them in an open, continuously growing and changing Gestalt. This task of anthropological psychology may be compared with the task of meta-biology in the biological disciplines and the rise of theoretical physics in the physical sciences. (p. 5)

The enterprise in psychology envisioned by van Kaam was no doubt an ambitious one. He often remarked in his lectures and in private conversations that he saw the task as the life-long work of a large number of dedicated scholars over a number of generations. Van Kaam saw the need for a formal academic program where the new psychology could be developed and he set about the recruitment of a body of like-minded scholars. They would in time constitute the faculty of the new graduate programs in existential-phenomenological psychology at Duquesne. Expressed very simply, the desire was to develop a psychology of the human person faithful to lived human experience and behavior, a psychology liberated from nonhuman categories and distorting philosophical assumptions, either rationalistic or positivistic. An existential-phenomenological approach seemed to be the most productive way to undertake the project.

Van Kaam’s vision was not totally alien to the American psychological scene at the time. In 1955, Gordon Allport had written Becoming: Basic Considerations for a Psychology of Personality, in which he lamented the excessive influence of positivistic philosophy on American psychology. Allport protested the reductionism of so much of psy-
chology and called for new models of human behavior to replace the rat, machine, and infant models then prevalent. Realizing the universal influence of psychological science, he made his case for a psychology fully respectful of all truly human phenomena. Even earlier Carl Rogers had written in the same spirit in *Client-Centered Therapy* (1951) and before that in *Counseling and Psychotherapy* (1942). At the time Rogers’ appeal to respect the client’s freedom and the client’s potential sounded a fresh and revolutionary summons among many psychologists. In the same tradition, Maslow’s book, *Motivation and Personality* appeared in 1954. He had begun work on it as far back as 1932 with the hope of producing a systematic psychology by synthesizing the holistic, dynamic, and cultural emphases popular among some young psychologists of the day. When Maslow and Anthony J. Sutich coined the now popular title, “Third Force Psychology,” they wished to capture in one expression the humanistic trends and values weaving their way through the thought of many psychologists, but overshadowed by behaviorism and psychoanalysis. The humanistic movement in psychology was about to blossom on the American scene. This story has been told well in Misiak’s and Sexton’s *Phenomenological, Existential, and Humanistic Psychologies: A Historical Survey* (1973). Obviously the graduate program in existential-phenomenological psychology at Duquesne University was not born in a totally foreign climate.
Every person, however, is inserted in a history which is not personal, which he himself has not made. There is nothing we can do about this being-inserted and, therefore, I can never begin to think from zero, as it were, for others have thought before me and I am carried by their thought.

(William A. Luijpen)

The Department's Philosophical Anthropology

From the beginning of the new graduate program, it was clear to the Duquesne Group that what was required was not just an infusion of humanistic values into traditional psychology, formed as a natural science, but a radical and comprehensive re-forming of the entire psychological enterprise. In his book, *Existence*, Rollo May (1958) described psychotherapy in a way that could well serve as a model for the Duquesne human science project:

A psychotherapy on existential-analytic bases investigates the life history of the patient to be treated...but it does not explain this life history and its pathological idiosyncracies according to the teachings of any school of psychotherapy, or by means of its preferred categories. Instead, it understands this life-history as modifications of the total structure of the patient's being in-the-world. (May, p. 5; Binswanger, p. 145)

Dr. Charles Maes, now deceased, directed the Duquesne Counseling Center for nearly 30 years and during that time of training many hundreds of students, he always emphasized the power of technical language and theory to impede the unfolding of ordinary experience. In an article, "The psychoanalytic and commonplace experience of silence: Some phenomenological considerations," he wrote:

The psychoanalyst almost immediately, as he acknowledges and articulates the commonplace view of silence, introduces a mixed discourse wherein he seems unaware that analytic interpretations are already in place of or exceeding the common sense view that he originally began to characterize before embarking upon a psychoanalytic interpretation. (p. 83)

In 1971, Amedeo Giorgi would also reflect this spirit of May while
describing the original intent of Duquesne's project:

...it was felt that many of psychology's problems could be understood as arising from its philosophical presuppositions and theoretical formulations. Thus, we turned toward phenomenological philosophy as a means of formulating more faithfully as well as more precisely the psychological phenomena in which we were interested. (p. xi)

...a phenomenologically grounded human scientific psychology seeks above all to be faithful to the phenomenon of man as a human being. This means that the underlying problem of the being of man cannot be solved by reducing him to a human organism, or to a cybernetic system, or to a second rate computer, or to a psychic steam engine, or to any other model that violates the everyday being of the human person. A phenomenologically grounded human scientific clinical psychology must be built upon an adequate portrayal of man the human being. (p. xiii)

Phenomenology always played a central role in Duquesne's Project for a Human Science Psychology. There are many and varied expressions of "What is phenomenology?" but they all share Husserl's injunction, "Back to the things themselves." Misiak and Sexton (1973) indicate one sense when they write that "...any psychology which considers personal experience in its subject matter, and which accepts and uses phenomenological descriptions explicitly or implicitly, can be called phenomenological psychology" (p. 40). Most germane to the Duquesne Project is its conviction that vital to phenomenological psychology is the assumption, as Joseph F. Donceel (1967) put it, "All scientific observations and theories are ultimately based on the direct, immediate, spontaneous experience of everyday life, which phenomenology uncovers" (p. 38). Misiak and Sexton continue with a quote from Merleau-Ponty which penetrates to the heart of the Duquesne Project:

The whole universe of science is built upon the world as directly experienced, and if we want to subject science itself to a rigorous scrutiny and arrive at a precise assessment of its meaning and scope, we must begin by reawakening the basic experience of the world of which science is the second-order expression. (p. 41)
In a similar vein Vanhoozer writes:

According to Ricoeur the point of phenomenology is to describe the meaning of “lived experience” rather than its factuality... We come to know the essence of a thing by exploring its various possibilities. These possibilities are explored in the workshop of the imagination... As far as phenomenology is concerned, we may define the meaning or “essence” of something as the imagined ensemble of its possibilities. (p. 21)

WE MUST BEGIN BY REAWAKENING THE BASIC EXPERIENCE OF THE WORLD

For a human science psychology, the original, the originating data must be the life-world where we all live and move and have our being. Poets and novelists have always intuited this basic truth. For instance, Annie Dillard has written:

I am no scientist. I explore the neighborhood. An infant who has just learned to hold his head up has a frank and forthright way of gazing about him in bewilderment. He hasn’t the faintest clue where he is, and he aims to learn. In a couple of years, what he has learned instead is how to fake it: he will have the cocksure air of squatter who has come to feel he owns the place. Some unwanted, taught pride diverts us from our original intent, which is to explore the neighborhood, view the landscape, to discover at least where it is that we have been so startlingly set down, if we can’t learn why.” (pp. 12-13)

To revision psychology as a human science, it was necessary to face the fact that traditional psychology had covered over and concealed the primordial ground of human existence, namely the life-world. How can a human science psychology reawaken the basic experience of the life-world? In his work, *Psychology as a Human Science: A Phenomenologically Based Approach* (1970), Giorgi answers:

By adopting a strictly descriptive approach, we can let the phenomena speak for themselves... whatever appears suggests in its very appearance something more which does not appear, which is concealed. For this reason, a phenomenon can be said to contain significances since it refers beyond what is immediately given. (p. 151)
It is for this reason that description does not mean a simple narration of the obvious. A rigorous interrogation of the phenomenon is required to unfold its significance. It is in Giorgi’s discussion of “approach” that we find the fullest and most lucid discussion of issues confronting the creation of a human science psychology:

By approach is meant the fundamental viewpoint toward man and world that the scientist brings, or adopts, with respect to his work as a scientist, whether this viewpoint is made explicit or remains implicit. (p. 126) 

... approach... is a place where psychological theorizing and the theorizing concerning metapsychological or even philosophical issues can take place. (p. 127)

DUQUESNE'S PHILOSOPHICAL ANTHROPOLOGY

In my opinion, no one more clearly and concisely articulated the epistemology and philosophical anthropology which guided the Duquesne Project than the Dutch philosopher, William Luijpen. He was a visiting professor at Duquesne in 1960 and his book *Existential Phenomenology* (1960) exercised a powerful influence over the department’s thinking. It is a critique of and a response to the idealistic and positivistic philosophies flowing from Descartes’ conceptual dichotomizing of the unity of human existence. Luijpen’s thinking was informed by the major existential-phenomenologists of the day: Heidegger, Husserl, Merleau-Ponty, Sartre, Buber, Marcel, and by numerous European phenomenological psychologists. It was his synthesis of their thought into a philosophical anthropology that most strongly shaped the Duquesne Group’s orientation. Following Luijpen’s schema, the Duquesne Project was sensitive to and oriented in its endeavors by five intrinsically and reciprocally related coordinates of human existence. They are: 1) The Human Person, 2) The World, 3) The Other, 4) The Body, 5) Time. I would like to comment very briefly on each one of these coordinates and try to illustrate with a few examples, their relevance for a human science psychology.

1) THE FIRST COORDINATE: THE PERSON

In response to the Cartesian imprisonment of the human person within self-encapsulated consciousness, Luijpen states that to be a human person means to exist. He writes: “human consciousness is always
and of necessity involved in a world which is the world itself and not a content of consciousness” (p. 20). *Ex-sist* in this sense means not just to be, but to be-in-the-world, the self co-constituted by its world. This *Ex-sistence* is what Luijpen (p. 35) calls the “Primitive Fact” of existential-phenomenology. Many American psychologists still do not believe this. In contrast, for instance, an introductory psychology textbook (Meyers, 1995) offers this definition:

> Psychology is the science of behavior and mental processes...*Behavior is* anything an organism does – any action we can observe and record...*Mental processes* are the internal subjective experiences we infer from behavior – the sensations, perceptions, dreams, thoughts, beliefs, and feelings. (Italics in original, p. 3)

For phenomenologists, on the contrary, the human person’s intrinsic tie to the world is expressed in various ways. The words, *Dasein*, encounter, dialogue, presence, participation, and intentionality, all with varying shades of meaning strive to express the insight – there is no human person without a world. Giorgi reflects this insight in his definition of behavior:

> ...behavior must not be seen in the context of the movement of a “thing” or the “dynamics” of an “object,” or even as the responses of an “organism;” rather, the primacy is with the behavior itself, i.e. the relation between man and world of which behavior is but an expression or manifestation. (p. 159)

Van den Berg used the insight gleaned from this existential coordinate to critique the psychoanalytic constructs of introjection and projection – assumed exchanges between a subjective inside and an objective outside. He also asks the question: Why do phenomenological psychologists speak so much of philosophy? His answer is because all of the traditional psychology – its language, its terms, its approach, its methods, always, already speak a philosophy – implicit but, nonetheless, a philosophy.

William Fischer, an early member of the Duquesne Group, has also reflected this existential coordinate in his empirical phenomenological studies of the experience of being anxious (1970). He writes of a sub-
ject, a young man faced with the possibility of failing an exam. From an analysis of the subject's description of his being anxious, Fischer concludes:

We can clearly see that the possibility of failing the exam, of not becoming somebody, illuminates and makes thematic the individual's relations with parents and girlfriend...that in the face of which he is anxious, is his lived-for world, while that about which he is anxious is his own viability, not as a biological organism or entity, but as an adequate, meaningful human being at home in his world. (p. 124)

If there can be no human person without an intrinsic tie to the world, the obverse is equally true, which brings us to the second existential coordinate.

2) WORLDDEDNESS

The world is a radically human world. Since Descartes we have grown accustomed to think of the possibility of the human person and world as separate from each other. Traditional psychology certainly thinks so. In a review of Stefan Hormuth's book, The Ecology of the Self: Relocation and Self-concept Change, Jerry Suls writes:

Self-psychology and ecological psychology have followed separate paths. The former examines how self-concept and self-esteem are formed, to the extent that they are stable, and how they direct behavior. Ecological psychology examines the ways in which the environment - objects, places, and social settings influence thoughts, feelings and behavior. On occasion, the two paths cross. Hormuth's basic assumption is that self-concept should be conceived as part of the ecological system. (p. 133)

The affirmation of the world as a radically human world rejects the "objectivistic world" constructed by positivism, a world of quantification, where no one ever dwells. Van den Berg (1972) has labeled this world of energies and stimuli - a world stripped of all qualities - a "denuded world" where only certain pseudo-scientists make their home. This second coordinate achieves concrete expression in the work of another early member of the Duquesne Group, Anthony Barton. In his book, The Three Worlds of Therapy: Freud, Jung, and Rogers (1974) he
demonstrates how the shared-languaged world of therapist and client effects the therapeutic transformation.

3) Sociality

The third existential coordinate of our philosophical anthropology pertains to a phenomenology of intersubjectivity. Luijpen asks, "Am I an isolated being?" Do I first exist alone and then only subsequently relate myself to others? The answer seems obvious, but since the time of Descartes the assumption has been made that our so-called inner, subjective life is concealed from others. In consequence, I am supposed to guess what goes on in you and you infer what goes on inside my consciousness. In the tradition of all phenomenologists, Luijpen (1960) demonstrates that human existence is always of necessity co-existence. As he expresses it, "...the worldly meanings of my world constantly refer to other human beings...The letter I write refers to its addressee; the pen I use refers to the supplier...the mountains and forests which I admire refer to the architect for whom they mean stone and wood, i.e. construction materials." (p. 177)

Dr. Constance Fischer, another early member of the Duquesne Group, concretely expressed this existential coordinate - co-existence - in her work on collaborative assessment. In Individualizing Psychological Assessment (1985), she writes:

Within this individualized approach, the primary data are life events, both as reported and as directly witnessed during assessment sessions...Together, client and assessor explore the ways the client moves through situations, shaping as well as being shaped by them. They collaboratively investigate both the client's experience and others' reactions to his or her way of doing things. (p. v)

Another early member of the Group, now deceased, Rolf von Eckartsberg, as a social psychologist, employed this existential coordinate of co-existence to build what he described (in a personal communication for this history in 1983) as "an ecologically oriented field-theory of human existence, conceived in terms of an interdependent network of personal situated events and interpersonal relationships within the framework of an "existential name-space." (p. 312) Von Eckartsberg's
life-work, cut short by his untimely death, is well expressed in the title of an article he wrote in 1966, “Encounter as the basic unit of social interaction.”

4) EMBO DIMENT

The fourth existential coordinate states that our human co-existence in the world is always a bodily being-with-others. According to Luijpen, we are accessible to the world of the other and to the meanings of the other’s world through our bodies. In daily life, this truth is taken for granted. When I see you smiling, I see that you are pleased. When I see you frown, I see that you are not pleased. Once again to quote Luijpen:

It is the other person whom I see shaking with fear or whom I hear sighing under the burden of his cares...the other’s body is “his” body and, therefore, the glance, the gesture...are also his glance...etc. The contact then with “his” body is not a contact with “only a body,” for “a” body is not “his” body. (pp. 185, 188)

For phenomenology, we are not hidden behind our bodies. Nor are we a consciousness within our bodies. My body, as mine, is what Merleau-Ponty calls a “subject-body” and Marcel says, my body is not something I have, but “I am my body.” For human science psychology, then the body is never understood as the organism of the physiological texts or a mere mechanism. Rather, as van den Berg notes, “A person has only to look at his hand to know that he is there himself, in his hand.” (1972, p. 50)

5) TEMORALITY

The fifth and final coordinate of human existence to be considered is time, or more precisely, temporality. Temporality as an existential coordinate is a most complex notion. There is no way I could do it justice here. I will merely quote from the work of another prominent member of the early Duquesne Group, Edward L. Murray now deceased. In his book Imaginative Thinking and Human Existence (1986), he speaks thus of temporality and the self:

Things exist all around us. There was a time when they were not and there will come a time when they will
cease to be. Such is their finite endurance. Such things can be said to endure for a while, but they are not said to be characterized in their being by temporality. This is said only of the human person. Thus, in a given situation, when a self appears on the scene and commences his or her co-constitution of reality, there is present a being whose existence, marked by temporality, bestows upon the other entities a time significance. Prior to that things just endured. Now, however, they endure in time, because the temporalizing human is in their midst...it is Dasein whose nature makes the clock time experience possible;...this time experience, born of Dasein’s temporality, makes all the difference. When a being whose Being is marked by temporality appears, the entire scene changes. (p. 223)

In a very concrete psychological way, Knowles (1986) has employed this existential coordinate of human temporality to expand and deepen Erikson’s developmental theory in light of Heidegger. In particular he enriches Erikson’s theory with the futural dimension of human existence, the future of human possibility.

On a lighter note, the lived-time of human existence is wonderfully expressed by a cartoon of two elderly gentlemen sitting on a park bench, one holding a balloon and commenting to the other, “It’s never too late to have a happy childhood.” Van den Berg remarks that our recollections always have a motive and it is the motive that decides the nature of our recollection: “...nice, delicious, pleasant, disappointing or worrying.” (1972, p. 83) Without adverting explicitly to the transformative effect of narration, he reveals the hidden power of temporality in story-telling and retelling, to change the life of the client:

The treatment of the patient, consequently, does not consist of a liberation from his childhood psychotrauma, but a liberation from the significance of the psychotrauma through the liberation from the disturbed contact with – in this instance – the father. During treatment, the patient learns to see his life differently. In the psychotherapist’s office, talking, he recapitulates his childhood, his whole life, and while doing this, he realizes that his life could have been different, and consequently, that it can still become different, become better. The patient changes his past, and in so doing, gives his future (from which his past presents itself to
him), a new countenance. (p. 98-99)

As we conclude this schematic review of the Duquesne Group’s philosophical anthropology – called for by Maslow – I am reminded that humanistic psychology always expressed a desire to study the whole person and to respect what was distinctively human – freedom, dignity, transcendence, responsibility, and human agency. Informed by this existential-phenomenological anthropology, the Duquesne Project for a Human Science Psychology indicates a way to study the whole person and to study the whole person wholly. Fred Wertz (1985), a Duquesne Ph.D. alumnus, has addressed the use of existential-phenomenological concepts to guide reflection. He writes:

[Another] concept sometimes used by researchers is the “self-world-others” structure which is believed to be involved in every psychological reality...the danger here is not the imposition of concepts which distort the matters at hand (a danger that exists when one uses traditional explanatory concepts). Since existential-phenomenological concepts are developed in light of the phenomena themselves...they illuminate in a radically descriptive way and can only help the researcher see what is already there but overlooked. The real danger is that of lazy reflection and its consequent superficiality, whereby the researcher would only see what these concepts lead him to. Thus the researcher must use them to facilitate true discovery and original thinking without replacing it. (pp. 177-78)

Van den Berg has pointed out that the existential coordinates co-inhere; no single one comes first; change one and all change. In consequence, human science psychology finds the traditional concepts of natural science psychology inadequate to the task. Linear causality, variables, objectified time, the body as organism, intrapsychic entities, a mind adrift from flesh, simply cannot adequately or accurately enable the lived world of everyday experience to show itself as it shows itself. From its earliest days, the Duquesne Group realized the necessity for a fresh notion of science. It found it in Husserl’s distinction between what he termed “exact science” and “strict science.” Van Melsen (1961), the first visiting European philosopher Koren invited to Duquesne University to lecture in the philosophy department (1951-52), describes the distinction as follows:
Exact knowledge, for instance, may not at all be equated with perfect knowledge. If one wants to know a friend better and restricts his efforts to the exact data that can be obtained by the registering research of physical science, he will hardly acquire any pertinent knowledge at all. The knowledge reached in this way may be exact, but it is not perfect or even sufficient. He does not even reach his friend as human being. (p. 65)

For human science psychology, it is fidelity to the human phenomena that counts. No one has addressed the issue of human science empirical research more fully or in a more nuanced manner than Giorgi. In *Psychology as a Human Science* (1970), he began to work out the relationship between approach, method and content in psychology. I only wish to indicate the emphasis Giorgi placed upon the need for both approach and method to synchronize with the human phenomenon to be researched. In the Spring semester of 1969, he had already initiated a course on Qualitative Research. Since no one else was actually engaged in doing empirical-phenomenological research, he decided to dedicate himself to this immense task. His original methodology has been employed in the Duquesne Program for almost 240 dissertations. Without question, this methodology has played a central role in the demonstration of the value of phenomenology for a human science psychology.

In a more detailed and more recent article on phenomenological method, Giorgi (1997) discusses the criteria necessary in order for a qualitative scientific method to qualify itself as phenomenological in a descriptive Husserlian sense. One would have to employ (1) description, (2) within the attitude of the phenomenological reduction, and (3) seek the most invariant meanings for a context. (Abstract, p. 235) In summary, Giorgi writes:

Thus, the proper understanding of the phenomenological method would minimally require the correct understanding of at least all of the above terms. *Consciousness* refers to the awareness of the system, “embodied-self-world-others,” all of which (and aspects and parts of which) are *intuitable*, that is, *presentable*; and precisely as they are presented, without addition or deletion, that is the strict meaning of *phenomenon*. *Phenomenon* within phenomenology always means that
whatever is given, or presents itself, is understood precisely as it presents itself to the consciousness of the person entertaining the awareness. Intentionality means that an act of consciousness is always directed to an object that transcends it. Phenomenology is concerned with the phenomena that are given to experiencing individuals, because nothing is possible if one does not take consciousness into account, but all of the givens must be understood in their given modalities, as phenomena, that is, not as real existents. Within phenomenology this is possible because one is concerned with the objects of intuition to which consciousness is necessarily directed, and these objects do not have to have the characteristic of being "real." Even when they are experienced as "real," that characteristic is bracketed and they are analyzed in their phenomenal status. (p. 238, emphasis mine)

In his classic work on psychopathology, A Different Existence: Principles of Phenomenological Psychopathology (1972/2000), van den Berg acknowledged the unique project of Duquesne's psychology department. He wrote:

I said before that American phenomenology is of a different nature from that of Europe. But now I must name one exception, Duquesne University. There are graduate programs (M.A. and Ph.D.) in both philosophy and psychology departments that are directly based on the thought of many of the men whom I have just listed. It is a center for the application of phenomenological thought to both clinical and research problems in psychology, as well as a source of a number of publications. (p. 139)

He also made mention of the Review of Existential Psychology and Psychiatry (first year of publication, 1961) initially edited by A. van Kaam, and the Journal of Phenomenological Psychology begun by A. Giorgi in 1970, each one respectively a founding member of Duquesne's program in phenomenological psychology.

A history cannot provide an intensive or extensive answer to the question, what is existential-phenomenological psychology? To assist the reader who might be interested in a fuller answer to this question, I have provided a selected bibliography in Appendix 2.
It is my personal judgment that W. Luijpen’s clear, cogent and comprehensive work, *Existential Phenomenology* has never been surpassed as an introductory text to existential-phenomenology. He is able to articulate all the essential themes of existential-phenomenology without ever succumbing to the extremes and exaggerations of some later schools of thought – be they forms of linguistic determinism or historical/cultural absolute relativism. At the same time, Luijpen always insists that respect be given to every school of thought, since every philosophy embraces some truth. Luijpen also always insisted that existential-phenomenology should not be presumed to be the final word in the history of philosophy. He only insisted that it was for our time, now, the best answer to the crisis of Western thought and culture, so vividly described by Edmund Husserl, the father of phenomenology. Husserl clearly understood “the crisis of the sciences,” to be an “expression of the radical life-crisis of European humanity.” He wrote these words in 1934 as the black cloud of evil tyranny and catastrophe was about to engulf the Western world:

Merely fact-mindend sciences make merely fact-minded people....In our vital need – so we are told – this science has nothing to say to us. It excludes in principle precisely the question which man, given over in our unhappy times to the most portentous upheavals, finds the most burning: questions of the meaning or meaninglessness of the whole of this human existence. Do not these questions, universal and necessary for all men, demand universal reflections and answers based on rational insight? In the final analysis they concern man as a free, self-determining being in his behavior toward the human and extrahuman surrounding world and free in regard to his capacities for rationally shaping himself and his surrounding world. What does science have to say about reason and unreason or about us men as subjects of this freedom? The mere science of bodies clearly has nothing to say; it abstracts from everything subjective. As for the humanistic sciences, on the other hand, all the special and general disciplines of which treat of man’s spiritual existence, that is, within the horizon of his historicity: their rigorous scientific character requires, we are told, that the scholar carefully exclude all valuative positions, all questions of the rea-
son or unreason of their human subject matter and its cultural configurations. Scientific, objective truth is exclusively a matter of establishing what the world, the physical as well as the spiritual world, is in fact. But can the world, and human existence in it, truthfully have a meaning if the sciences recognize as true only what is objectively established in this fashion, and if history has nothing more to teach us than that all the shapes of the spiritual world, all the conditions of life, ideals, norms upon which man relies, form and dissolve themselves like fleeting waves, that it always was and ever will be so, that again and again reason must turn into nonsense, and well-being into misery? Can we console ourselves with that? Can we live in this world, where historical occurrence is nothing but an unending concatenation of illusory progress and bitter disappointment? (Husserl, pp. 6-7)

From its birth in 1959, the Duquesne Project has grounded its psychological enterprise in the vision and philosophy of Husserl — and the phenomenological movement in general. To the present day as we enter a new millennium, 40 years later, it continues to adhere to his spirit and to his concerns. Unlike most of modern psychology, enchanted with the triumph of the natural science adventure of the age, the Duquesne Group continues to grasp the significance of Husserl’s insight, “The history of modern philosophy as a struggle for the meaning of man.” (p. 14) Can any less be claimed for the history of modern psychology? Inspired by this claim, the founding members of the Duquesne Group set out on their journey to re-found psychology as a human science.

§§§

Father Koren died on February 08, 2002.

This section—“The Department’s Philosophical Anthropology” —has been written for the second edition. It was not part of the first edition of 1983.

“Intuition,” an often-misunderstood word, is defined by Giorgi in line with Husserl simply to mean, “understood.”

Substantial parts of this chapter have been extracted from an article by D. Smith, published in The Humanistic Psychologist, 24, Spring 1996, pp. 79-94. The article is the paper presented at the 1995 meeting of the APA upon the acceptance of the Bühler award given that year by Division 32 to the Department of Psychology of Duquesne University for its outstanding achievements in the field of humanistic psychology.
History has a marvelous capacity to outwit all our certitudes. "Providence," wrote De Tocqueville in the concluding words of *Democracy in America*, "has not created mankind entirely independent or entirely free. It is true that around every man a fatal circle is traced beyond which he cannot pass; but within the wide verge of that circle he is powerful and free; as it is with man, so with communities." The very inscrutability of history refutes theories of determinism and leaves a margin in which people are free to make their own future. Or so I believed then, and still believe now.

(Arthur Schlesinger, Jr.)

Chapter 2: The First Decennial (1959-1969)

Academic Year 1959-1960, Year One

The Department of Psychology at Duquesne University moved into the modern era with the appointment of William Schanberger as Acting Chairman in 1955. After completion of his doctoral work at the Catholic University of America, he was appointed Chairman of the department in 1959. It was under his leadership that the original program for the M.A. was developed. Van Kaam returned to Duquesne in 1957 but spent the 1958-1959 academic year at Brandeis, substituting for Maslow who was on leave to study the Native American cultures of New Mexico. Another young Holy Ghost Father, Edward Hogan, joined the department in 1957 after completing his doctoral studies in experimental psychology at Fordham University. When the M.A. program at Duquesne was inaugurated in the Fall of 1959, the faculty of the department consisted of Drs. William Schanberger, Adrian van Kaam, Edward Hogan, Rudy Zlody, Blair Kolasa, and Frank Lackner. Except for Hogan and van Kaam, all the original faculty would leave the department by the end of the 1963 academic year. They all made a contribution to the new graduate program in its early stages and, while some were sympathetic to van Kaam's vision, they saw their own orientation moving in a different direction. At this time the departmental offices were located on the two top floors of the Guidance Building on Vickroy Street, now Centennial Walk at the site where the Bayer Learning Center now stands.
The implementation of van Kaam's plan for a graduate program, explicitly existential-phenomenological in its orientation, was a gradual process. The UB of 1959-1960, where the M.A. in Psychology was listed for the first time makes no mention of any special orientation, and the words "existential" or "phenomenological" do not even appear. A reading of the program description, objectives, requirements, and course offerings gives the impression that nothing more than another traditional program in psychology had been initiated.

The major objectives of the new program were listed as follows:

1. a general background in Psychology suitable for continuation of graduate study at the doctoral level.
2. the development of some measure of skill in research techniques and methodology in Psychology.
3. an introduction to the use of certain tests and measuring instruments in various applied fields of Psychology. (p. 100)

Work covering a minimum of 24 credit hours, together with a satisfactory thesis, a language examination in either French or German, and a comprehensive examination were required for the M.A. degree. The courses had to include statistics, two semesters of general experimental psychology, and the Master's research seminar. There were about six students in the program the first year, and one assistantship. Several students were able to be placed at area mental hospitals as psychological interns, first at Mayview State Hospital and later at Woodville and Dixmont State Hospitals. Dr. William Schanberger had initiated the internship program and served as the contact person at Duquesne. At the hospitals, the students were supervised usually by the chief psychologist or one of his assistants and were rotated through various services of the hospitals. In spite of the very traditional appearance of the initial program, its special orientation was evolving from the start. The early courses taught by van Kaam always had an existential-phenomenological thrust. At this time he was engaged in working out his own thinking for a comprehensive-theoretical psychology. My personal class notes from van Kaam's "Psychology of Personality" course given in Fall 1959 are filled with references to existential-phenomenology, Husserl, Heidegger, intentionality, being-in-the-world, etc. In one place, the class
We [anthropological psychologists] depart from the discovery of our existence in the world together with others... This is the starting point for everything. We don't prove them. They are simply given in experience... DATA... However, we must examine it, criticize it and make explicit what is implicit in the experience. Everyone has his pre-reflective anthropology and no one can do psychology without appealing to his pre-scientific experience. Anthropological psychology makes use of everyday experience but in a very critical manner.

Van Kaam also directed the research seminar for the students doing their theses under his direction. Some of the work of these seminars would eventually find their way into van Kaam's *The Existential Foundations of Psychology*. When Alice Wagstaff joined the department in 1960, these seminars became delightful weekly meetings at her apartment - evenings filled with intellectual excitement and always followed by delicious refreshments. During the first year of the program the rest of the faculty taught quite traditional courses, except for Dr. Ed Hogan. In his courses in experimental psychology, he constantly emphasized the importance of attending to the subject's experience, and he critically examined the intrinsic limits of traditional experimentation in psychology. In "History of Psychology," he also paid special attention to the philosophical influences on psychology.

In 1959 most of the works of the great existential-phenomenological philosophers and psychologists had not yet been translated into English. Heidegger's *Being and Time* did not appear in English until 1962 and Merleau-Ponty's *Phenomenology of Perception* appeared in the same year. *Existence*, edited by Rollo May et al. had been published in 1958 and was the most complete introduction to contemporary European psychological thought then available in English. Van Kaam's fluency in German, French, and Dutch gave him access to the great European thinkers and, through his informal discussions and formal lectures, the Duquesne psychological community became acquainted with the new thought. One of the most personally memorable experiences from those early days was the semi-monthly, Wednesday night
seminars held by van Kaam at the home of Drs. Mitch and Helene Borke. Mitch was a young professor in the Pharmacy School at Duquesne and Helene a psychologist in private practice. At this time in the Pittsburgh community of psychologists, Duquesne’s department was not well known. To help to spread its name and the thrust of the new program, they opened their home for a lively discussion group. Involved in the group were Dr. Ed Carrol, the dean of psychoanalysts in Pittsburgh; Dr. Gwen Chambers, a child psychologist at Western Psychiatric Institute; Dr. Bernie Ross, Chief of the psychology department at Children’s Hospital; Ellen Rubenstein, a psychologist at Western Psychiatric; Ed Hogan; and David Smith, a young Holy Ghost Father and member of the first M.A. class. Under van Kaam’s vivacious and genial guidance, the group met for several years to discuss Heidegger’s thought as applied to psychology. The only available text was Werner Brock’s *Existence and Being* by Martin Heidegger (1949), a commentary on Heidegger’s *Being and Time* and four of his essays. Patiently, slowly, often humorously, van Kaam would present a fine-grained analysis of the text with all members actively participating. I recall in particular the enthusiastic participation of Remy Kwant and William Luijpen, contemporary Dutch philosophers, when they were visiting professors at Duquesne.

A special word needs to be said about the role of one member of the Wednesday evening seminar, Father Ed Hogan, another young Holy Ghost Father. In a certain sense, it is questionable whether the graduate program in existential-phenomenological psychology would ever have survived its early years without his dedicated support and enthusiastic involvement. A humanist at heart, trained in the classics, traditional philosophy, and theology, he had received his doctorate in experimental psychology from Fordham. He served as Associate Chairman of the department from 1962 to 1967, and his contributions to the infant program were legion. In addition to his lively and challenging teaching, administrative skills, and enthusiasm, he brought to the department an efficiency and practical sense that sustained its material survival. In a situation of extremely limited financial and material support, he was always a resourceful provider. Most crucial of all, Ed served as a kind of father protector for the fledgling department. Among many Catholics at this time and in the minds of a small number of the religious com-
munity on campus, existentialism and phenomenology were held highly suspect. For them, both words summoned up threats of foreign and atheistic ghosts. They had heard of Jean-Paul Sartre at least, but without knowing what existential-phenomenology was really about, they suspected that the graduate program in psychology was a center of radicalism, inimical to Catholic values, a threat to faith and morals. A priest, an American, a member of the campus religious community, Hogan was the ideal defender of the new program. His moral courage and outspokenness in the face of hostile criticism were always a protection for the program’s survival. In 1967 Hogan left Duquesne to teach at Point Park College in downtown Pittsburgh where he served as Chairman of the department of Behavioral Sciences. The Department of Psychology at Duquesne will always be in his debt. He retired from Point Park College in December 1992, after serving at various times as Dean of the College and Academic Vice-President.

**Academic Year 1960-1961, Evolution**

We find the first intimations of the program’s evolving special orientation in the *UB* of 1960-1961. Six courses are now listed with the introductory description “The Existential-Phenomenology of...” For example, we find the following description of the “Psychology of Motivation” course.

The existential phenomenology of human motivation. The integration - within an anthropological psychology - of theoretical and empirical contributions to the understanding of human motivation; the implications of the psychology of motivation for integrational research, diagnosis, therapy, counseling, guidance, education and mental hygiene. (p. 116)

In successive semesters these six courses were taught by van Kaam and formed the preparation for his book, *Existential Foundations of Psychology* (1966). During this time faculty members continued meetings that were the first steps away from the traditional program. Thanks to the good services of van Kaam, who had met Alice Wagstaff and Tony Barton while studying with Rogers at the Counseling Center of the University of Chicago, the two prospective faculty members visited Duquesne and became vitally interested in the program. Offered con-
tracts, they joined the department in the Fall semester of 1960, Tony as an instructor and Alice as the Director of the about-to-be Counseling Center. Over the years their contributions to the program, especially to the clinical training of students, would be extraordinary. Tony remains a valuable member of the department to the present day. Alice left in 1968 after many years of dedicated service. When she first came to the department in Fall of 1960, the Counseling Center was just on the horizon. The M.A. program had included from the beginning courses in clinical psychopathology, clinical counseling, psychological testing, and projective techniques, but there was no place on campus where the students could gain practical clinical experience. An internship program had been set up in 1959 for the students at Dixmont State Hospital under the supervision of Dr. Herbert Levit, Chief Psychologist, but the department now desired an on-campus facility for clinical training.

On November 2, 1959, Dr. Schanberger, then Chairman, wrote to invite Dr. Wagstaff to come to Duquesne as Director of the planned center:

I visualize the Counseling Center as fulfilling the standard roles of service to the student body (personal counseling), a training center for our graduate students, and a research stimulant. (p. 1)

At the time Wagstaff, who had done her counseling training with Rogers, was working at the Counseling Center at the University of Chicago. It is not surprising then that the Duquesne Center would have from the start a humanistic and client-centered approach. Under her warm and inspirational direction, the Center grew and rapidly flourished. By 1963 the Center could report that it was conducting approximately 650 counseling interviews per semester. The original location of the Center consisted of only a few rooms on the second floor of the Guidance Building on Vickeroy Street directly across from Canevin Hall. When College Hall opened in 1970 most of the departmental offices moved there and the entire Guidance Building, later called the Psychological Center for Training and Research, became available.

From its inception the Counseling Center was considered to be an
integral part of the department. It was set up within the structure of the department as the optimal means to implement its triple function of service to the University, training for clinical students and research in psychotherapy and personality. The faculty believed that the type of research in which the department was interested could be carried out best at a Center where the aims and philosophy of the counseling and therapy staff were the same as those of the researchers. Since one of the chief aims of phenomenological research is to study problems that are directly germane to the human situation rather than attempting to extrapolate upwards from animal studies, the Center served as an indispensable arena for such research. In the early years of its existence, the Center provided staff and space for the Workshops in Religion and Personality. It also provided counseling training for the students in the Religion and Personality Program, which began in 1963, and for years the Center’s facilities were used for the clinical training of the students in the Institute of Formative Spirituality. Dr. Wagstaff served as Director of the Counseling Center until the end of the Spring 1968 semester. From 1963 to the end of the Spring 1967 semester she also served as Chairman of the department. It was a severe loss for the department when she left in 1968 for personal reasons, because not only had her professional contribution been of major proportions but also her personal qualities had enriched the department in numerous ways. The memory of her warmth, southern charm, and infectious enthusiasm will always be cherished. Since her departure she has resided in Minneapolis, Minnesota, where she continues to practice psychotherapy.

In addition to the launching of the Counseling Center in the 1960-1961 academic year, the department also initiated its custom of inviting a visiting professor, usually from Europe, to offer a course each year. The first visitor to fill this position was Dr. Johannes Linschoten, Director of the Psychology Laboratory at the University of Utrecht, Holland. During the Spring 1961 semester, he taught a course in “General Experimental Psychology” and in “Contemporary Schools of Psychology,” a seminar on phenomenological research. While attending the Eastern Psychological Association Convention in Philadelphia, Linschoten suffered a heart attack. This necessitated a change in his courses, and they were taken over by William Luijpen, another Dutch-
man who was Visiting Professor in Philosophy at the time. The custom of inviting a visiting professor to participate in the graduate psychology program at Duquesne has continued to the present.

**Academic Year 1961-1962, Dawn of the Ph.D. Program**

The year was filled with constant conversations, discussions, and position papers about the direction and thrust of the department. Van Kaam prepared most of the position papers, but they were always a distillation of his own thoughts and the thoughts, responses, and plans of the entire interested faculty. As mentioned previously, the formation of an existential-phenomenological program was a gradual process. In the *UB* of 1961-1962 it is explicitly stated for the first time that students in the M.A. psychology program must take a graduate course in “Philosophical Anthropology.” When the M.A. program was initiated in 1959 the department set September 1962 as the target date for the initiation of the Ph.D. program. In the Proposal submitted in 1961 to the Administration, outlining the rationale for the Doctoral program, we find the following:

There is a real need for the development of a comprehensive view of man, [of] the phenomenon which man is. To this end the psychology specialties and courses have as their focus the human person, seen primarily as a whole. This, in itself, gives the psychology department a unique outlook and flavor which is not duplicated elsewhere.

More concretely the department aims at the development of a comprehensive theoretical psychology which will have the same function in psychology as theoretical physics in the field of physics. Comprehensive theoretical psychology attempts the integration of the data and theories of the various sub-fields in psychology, both in this country and abroad, without minimizing or distorting their contributions to the understanding of human behavior. This integration is constantly tested in the light of a phenomenological study of human behavior as a whole. (p. 1)

The program was approved by the Administration and permission granted to begin the Ph.D. program in Fall 1962.
In the Fall of 1961 Charles Maes joined the department and throughout its history would play a central role in the graduate programs’ success. A richly talented young therapist, he had met Tony Barton at the Catholic Charities Counseling Center in Chicago in 1959, and through Tony he was introduced to van Kaam. His quiet manner soon won the respect of all. Since his arrival, most of Chuck’s time in the department has been devoted to the counseling area - teaching, training, and supervising clinical trainees. He has touched the life of every student who has ever passed through the program and they have departed the better for it. When Wagstaff left the department in 1968, Chuck became Director of the Counseling Center. (Later known as the Center for Training and Research in Phenomenological Psychology.) In a typical year, the Center provides a wide range of services: approximately 400 assessments are performed; 150 intake interviews are conducted; 230 therapy sessions are held and 30 group psychology sessions meet, totaling 600 hours. In addition, the Center provides training facilities for clinical trainees in the following graduate courses: “Introduction to Theory and Practice in Therapeutic Psychology,” “Introduction to Theory and Practice of Group Psychology,” “Theory and Practice of Assessment Psychology,” “Advanced Assessment,” “Basic Practicum in Psychotherapy I & II,” “Advanced Practicum in Psychotherapy I & II.” The Center has also served as a rich resource of clients for the practica courses. The therapy/counseling and assessment populations of the Center consist mainly of the university’s undergraduates, but members of the university staff and clients from the community at large are also included.

ACADEMIC YEAR 1962-1963, THE PH.D. PROGRAM

The doctoral program in psychology is listed in the UB for the first time in the 1963-1964 issue. It is described simply as follows:

This is a degree with a major in psychology. There are four sequences or programs of study offered by the department for doctoral study:

1. the clinical-theoretical sequence
2. the clinical-empirical sequence
3. the empirical-theoretical sequence
4. the theoretical-empirical sequence

Each sequence represents a combination of two major fields in the department (comprehensive-theoretical, empirical research, clinical). (p. 93)

Although there is no mention of any details about the three major fields in the UB, we know what the faculty intended by them from the Proposal submitted to the Administration for the program some time in the Fall 1961 or Spring 1962 semester. Theoretical Psychology was the comprehensive theoretical integration of data and theories of the various sub-fields in psychology into a meaningful and understandable view of man and behavior. This was primarily van Kaam's area. Empirical Psychology referred to all those approaches to concrete, controlled observation and analysis of human behavior, with a special emphasis on phenomenological research. At this moment in the department's history, empirical-phenomenological research consisted primarily of the methodology developed by van Kaam for his dissertation, Experience of Really Being Understood by a Person (1958). Very simply put, it involved obtaining subjects' written descriptions of their experience, teasing out the common constituents, and arriving at a type of descriptive definition of the experience. The intent was to remain as faithful to the experience as possible without the imposition of extrinsic categories or reductionistic manipulations of the data. Finally, in the new doctoral program the Clinical Psychology major field involved diagnosis, treatment, and research in the areas of personality and personality disorders. The number of credits required for the doctoral degree varied somewhat for each of the sequences, but for all a minimum of 64 semester hours of course work excluding research seminars and thesis credits was required. There was a basic first-semester program consisting of core courses for all beginning students. Among the core courses, we find for the first time one explicitly entitled, "Phenomenological Psychology." It is described as "An introduction to the fundamentals of the phenomenological approach to psychology and its application to empirical research." (UB, 1962-1963, p. 99) A reading knowledge in two foreign languages, one of which had to be French or German, comprehensives, and dissertation were also required.
The M.A. program also underwent revisions at this time. It is now described as a “fulltime, integrated pattern of courses, seminars and research training.” (UB, 1962-1963, p.94) Two to eight hours in graduate philosophy were now required, and an initial core program for all students including the course in “Phenomenological Psychology.” It had been a long but very rapid march from the very traditional M.A. program of 1959. In the years to come the program transformations would be even more striking. One individual in particular would be very significant in the changes. Dr Amedeo Giorgi joined the faculty in 1962. He had been a classmate of Ed Hogan at Fordham University and had received his Ph.D. in experimental psychology. He would bring to the department a strength and emphasis for rigorous empirical research following a phenomenological approach and contribute substantially to a sharper focus of the department’s program. In his book *Psychology as a Human Science: A Phenomenologically Based Approach* (1970), he would make a cogent case for the reforming of psychology as a rigorous and systematic science according to a human science paradigm, in place of the natural science paradigm so long prevalent in psychology. His numerous contacts with scholars throughout the world have provided a fertile source for the recruitment of Visiting Professors to the department and his publications, talks, and reputation continue to attract many visiting scholars to the department each year. His addition to the faculty in the Fall of 1962, just as the Ph.D. program was being launched, augured well for its success.

When the doctoral program began in the Fall semester of 1962, Dr. Wagstaff was the Head of the Department, and Father Edward Hogan was the Associate Chairman. In addition to Giorgi, another valuable addition to the faculty in the Fall of 1962 was Dr. David Smilie who would remain with the department until the end of the Spring semester of 1969. He was a gentleman in every sense of the word, a serious scholar and humanist. From 1953-1961, he had worked with Clark E. Moustakas at the Merrill-Palmer Institute in Detroit as a developmental psychologist, and from 1955 to 1961, as a Lecturer at the University of Michigan. While at Duquesne, his major contributions were in the areas of developmental psychology, creativity, and the contributions of sociology and anthropology to psychology.
ACADEMIC YEAR 1963-1964, RELIGION AND PERSONALITY

An indication of the department's rapid growth was the introduction of a special graduate program in Religion and Personality in the Fall semester of 1963 under the direction of Father Edward Hogan, C.S.Sp., Ph.D. Since 1960 the department had been offering special graduate courses and training for clergy and members of religious communities in the fields of religious education and pastoral care. Included among these courses were "Marriage Counseling," "Introduction to Counseling and Therapy," "Counseling for Clergy," and a two-week workshop in "Client-Centered Counseling for Clergy." Two special three-day conferences had been conducted by the department in the summer of 1962 on the general theme of Religion and Personality. The great interest shown by students for these course offerings and workshops led to the institution of the Religion and Personality Program. True to the ecumenical tradition of the University, the program was open to Protestant ministers, rabbis, and religious workers of all denominations. A flyer announcing the new program described it as follows:

The main purpose of the Program in Religion and Personality is to provide specialized study and training for persons in the religious field. Studies in special areas of psychology foster personal preparation of students for more effective human encounter.

The program was designed as an interdisciplinary program with a strong emphasis on an integrational approach, and in keeping with the overall orientation of the department, an existential-phenomenological thrust. Special seminars were offered to enable the student to integrate the contributions of contemporary philosophy and psychology in relation to the professionally relevant concerns of workers in the religious field. A special one-year program terminated in a Certificate in Religion and Personality on completion of two semesters and a Summer session of study, a total of 29 credits. Special attention was paid to the psychological aspects of spiritual direction and of the spirituality of religious workers, clerical and lay. Students who obtained the Certificate and wished to continue their counseling training, combining this with training in theoretical and empirical research in pastoral psychology, were eligible to apply for a second year of study leading to the M.A. in
psychology with a major in pastoral psychology. After obtaining the M.A., the student could continue study toward the doctoral degree with a major in pastoral psychology. At both the M.A. and Ph.D. level of study, the student’s research could be either theoretical or empirical. Theoretical research in pastoral psychology involved the conceptual integration of spirituality and pastoral psychology with the theories and data of psychology and psychiatry. Empirical research in pastoral psychology encompassed a variety of empirical investigations of topics related to religious attitudes and development of personality. The core faculty of the original program consisted of van Kaam, Hogan, and Maes, although many faculty members participated. In 1964 the Program in Religion and Personality would evolve into the Institute of Man. The Program’s true significance could be comprehended only years later in light of the contributions of the Institutes it would spawn.

**ACADEMIC YEAR 1964-1965, THE QUIET BEFORE THE STORM**

This would turn out to be a relatively quiet and serene year in the history of the department, especially in light of the events to come the following year. When the academic year opened, the full-time faculty of the department consisted of Barton, Giorgi, Hogan, Maes, Smillie, van Kaam, Wagstaff, and one new member, Dr. Rolf von Eckartsberg. Rolf came to Duquesne after completing his Ph.D. work at Harvard with a dissertation on *Stability and Change in Adult Personality*, under the direction of Gordon Allport and with a strong interest in idiographic methods of studying personality and with a conviction that the philosophies and methods of existentialism and phenomenology held the key to an adequate anthropological starting point for doing psychology. Since his arrival, he has carried the burden of the social psychology courses and has won the esteem of students with his inspirational teaching. He has been a major contributor to the success of the graduate programs. The first visible harvest of the new doctoral program was reaped this same year with the bestowal of the department’s first doctorates. Dorothy Greiner completed her dissertation, *A Foundational-Theoretical Approach Toward a Comprehensive Psychology of Human Emotion*, under van Kaam’s direction; and Frank Siroky completed his, *The Modes of Awareness of the Other Person Implied in the Perception of a Common*
Task, under Giorgi's direction.

The programs and curricula continued to evolve at this time. In the UB of 1965-1966, the M.A. degree was listed as now requiring a minimum of 42 hours, including a minimum of 24 hours in graduate psychology and eight hours in graduate philosophy, six in thesis seminar, a thesis, comprehensives, and a reading knowledge examination in one foreign language. Surprisingly, it was only in 1965 that we came across the explicit announcement of the Ph.D. program as “phenomenological.” In the UB for that year, three sequences or programs of study offered by the department are listed: (a) clinical, (b) empirical phenomenological, and (c) theoretical. They are described as follows:

The three programs have a common core in psychology of personality, phenomenology of man and research methodology. The theoretical program pursues the development of a comprehensive psychology of human behavior. Its objective is the integration of the contributions of the various schools of psychology into a comprehensive view of human behavior. The empirical phenomenological program centers on research and theory of the fundamental structures of human behavior.

The clinical program prepares the students theoretically and practically for the practice of clinical psychology. Clinical affiliations include the Counseling Center which is part of the Psychology Department, and Dixmont, Hollidaysburg, Mayview, Torrance and Woodville State Hospitals.

For all practical purposes, however, the existential-phenomenological orientation was operative from the beginning and as early as 1963-1964 we come across a document from the Graduate Office listing the program as described above. It would seem that there were always time lags between what the department was in fact doing and its official publication. The M.A. Program in Religion and Personality was also evolving at this time. In a departmental memo, “Corrections for new bulletin,” of June 2, 1964, we find that the Religion and Personality program has become an Institute within the department, with Rev. Edward W. Hogan, C.S.Sp., Ph.D., as its first Director. The degree is described as:
A degree with a major in one of the human sciences. This is a comprehensive two year program with emphasis on the relevant findings of psychology of personality, philosophical anthropology, counseling, and the human sciences, for pastoral care and religious education. (p. 1)

In 1965, when the University was in the process of preparing for Middle States evaluation, the University Administration requested that the Institute become a separate entity to avoid any confusion between the religious thrust of the Institute and the work of the Department of Psychology. It evolved into the independent Institute of Man, with van Kaam as the first Director. In 1979 the Institute of Man became the Institute of Formative Spirituality. What began in 1963 within the department as a mere M.A. degree in Religion and Personality evolved down through the years into two institutes, whose labors have enriched and transformed religious life in the United States and in many other countries of the world.

**Academic Year 1965-1966, The Great March**

The year opened on a positive note with the arrival of a new faculty member, Dr. William Fischer. He had received his Ph.D. in clinical child psychology from the University of Connecticut in 1961 and then served as a Research Associate and Instructor at Yale, where he met Dr. Aaron Hershkowitz who introduced him to phenomenological thought. From 1962 to 1963, he studied under the phenomenological psychiatrist, Dr. Erwin Straus, at the VA Hospital in Lexington, Kentucky. He came to Duquesne then not as a novice in the ways of phenomenology, and during the years with the department he has made invaluable contributions to the program and to phenomenological thought. His arrival turned out to be some of the good news for the year. Another welcome event was the visit to the department in December of 1965 of an advisory visitor for the American Psychological Association's (APA's) Committee on Evaluation. At the time the department was exploring the desirability of APA approval and had requested an evaluation of its graduate program. The evaluation was conducted by Dr. Leonard D. Goodstein, Professor of Psychology at the University of Cincinnati. His original report has been lost, but some years later, when a Ph.D.
alumnus of the department was seeking licensing in Connecticut, at the request of the department Dr. Goodstein wrote to the Secretary of the Board of Examiners of Psychology in the State of Connecticut to verify his 1965 visit. The pertinent part of his letter follows:

I assisted as a Site Visitor to the program at Duquesne University representing the Committee on Accreditation of the American Psychological Association. The department was interested in obtaining APA approval for the clinical program. At the end of my two day visit I strongly urged them not to apply for accreditation because I believed the unique quality of their program would be lost if they were to seek APA accreditation. While I would have very little question that they could obtain such accreditation, I did not feel that the gains were worth the cost to the University (7/18/74).

The department was encouraged by Dr. Goodstein's visit and decided to follow his advice.

During the 1965-1966 academic year, Father Ed Hogan was on sabbatical leave to pursue studies at the University of Strasbourg in the area of the Psychology of Religion. In his absence, Fr. David L. Smith, C.S.Sp. substituted for him as Acting Associate Chairman of the department. The early part of the Fall semester of 1965 was devoted to an internal study in preparation for the visit of the Middle States Evaluation Team expected to occur in the Fall of 1966. All seemed to be going well when rumors began to come to the attention of the department that a crisis was brewing in the philosophy department. The rumors would soon prove to be true, and the following months would be anxious ones, filled with tension and turmoil. As events evolved, it became apparent to the psychology faculty that the philosophy conflict endangered the very survival of the psychology graduate program. From its inception, the existential-phenomenological program in psychology had depended on the philosophy department to provide courses in contemporary philosophy for its students. The philosophy department under a new acting chairman, Dr. John J. Paulson, had become bitterly divided. There were charges and countercharges. Among a number of charges, the contemporary philosophers accused the new acting chairman of discriminating against them and their students and of planning
to phase out the emphasis on existential-phenomenology, which had given the philosophy department its strength and distinction. The University Administration seemed unable to get on top of the situation. The Administration stated that there was no plan to eliminate the existential-phenomenological concentration in the philosophy department. In later years, evidence did come to light that high-level University Administrators were determined to eliminate the program. They believed mistakenly that this was the desire of their major religious superior. After only a few months in office, the acting chairman was removed, only to be reappointed a few days later. The tension on campus mounted. Convinced that the contemporary philosophers had a valid cause, the faculty of the psychology department became very involved in the controversy. It repeatedly sent position papers to the Administration outlining its concerns and the perceived threat to its own graduate programs. The contemporary philosophers were threatening to resign if they could not gain some redress for their grievances. Meetings were held, press interviews given, numerous efforts made by the faculty of the psychology department to bring to the attention of the Administration the gravity of the situation. Unfortunately, every effort seemed to be of no avail. Finally, in total frustration, the psychology faculty and a group of psychology students independently engaged in a public march in a desperate attempt to appeal to the Administration to act. No action was taken. At the end of the year at least seven of the contemporary philosophers would leave the department. A year later the acting chairman who had been at the center of the crisis would also leave the University, and with the appointment of Father André Schuwer, O.F.M., Ph.D., a Heideggerian scholar, as the new chairman of the philosophy department, the graduate program in contemporary thought was preserved, and with it the unique psychology program. One positive consequence of the crisis was the way in which good friends rallied to the support of the psychology department. Hearing of the problems at Duquesne, Rollo May wrote to the President of the University on March 15, 1966, to express his support. His letter reads in part as follows:

I have been concerned about the difficulties at Duquesne University. I hope you will permit me, as one who has lectured several times at Duquesne and has genuine
admiration and affection for the University, to present some considerations to you.

I have occasion to travel to many universities throughout the country, and I may say that I know the field of psychology very well. On that basis I want to say to you that the last half-dozen years you have been building up a department of psychology at Duquesne that is respected and admired all over the country. It is considered very highly both in its scholarship and in its original contribution to this developing discipline in American education.

...Duquesne has developed this highly valuable program of combining academic psychology with the study of the deeper presuppositions of psychology in the phenomenological and existential streams of history. This very significant combination is a contribution of genuine importance to American education.

I do hope the problems can be settled amicably so that the excellent tradition you have begun in graduate psychology at Duquesne, may be continued and furthered.

Unfortunately, the problems could not be resolved amicably, but the program has continued and grown. Encouragement from friends was most welcome to the department at this moment of discouragement and gave it motivation to continue in spite of seemingly overwhelming adversity. Even greater encouragement would come from the Middle States Evaluation in the approaching Fall semester.

**Academic Year 1966-1967, Middle States**

In the Summer of 1966 Fr. Edward Hogan returned from his sabbatical and resumed his duties as Associate Chairman, and Fr. David Smith, who had substituted for him during his absence, left the department to become an Air Force Chaplain. There were two additions to the faculty at the beginning of the Fall semester - Dr. Constance Fischer and Dr. James Beshai. Jim was born in Luxor, Egypt, in 1927. He was awarded an Honors B.A. in 1950 from the American University, Cairo, an M.S. from the University of Pennsylvania in 1952, and his Ph.D. from the University of Kentucky in 1966. At the University of Kentucky, he was associated with Connie and Bill Fischer, and while working as a clinical psychologist at the VA Hospital in Lexington he was in
contact with Erwin Straus. All who came in contact with Jim recognized him as a congenial colleague with deep commitments to existential-phenomenology. He left the department in 1970, but continued to be a true friend of the department. He has supervised several of the department’s doctoral students on field placements at Dixmont State Hospital as its Chief Psychologist. He is currently (2002) on the psychology staff at the Veterans' Affairs Medical Center in Lebanon, Pennsylvania. Connie Fischer joined the faculty after finishing her Ph.D. also at the University of Kentucky and studying with Erwin Straus. Her involvement in professional psychological associations – local, statewide, and national – has been without equal in the department. She has made major contributions to the issue of clients’ rights to privacy and phenomenological approaches to testing and assessment.

The major event in the life of the university and the life of the department in this year of 1966-1967 was the visit from the Middle States Evaluation Team from October 23rd to 26th. For the first time in its history, with the exception of Dr. Goodstein’s earlier visit, the graduate program would be evaluated by a professional accreditation body. Naturally, there was some little apprehension. It was the good fortune of the department that the psychologist on the team was Professor Robert B. MacLeod of the Department of Psychology at Cornell University, a scholar sympathetic to the department’s orientation. His evaluation of the department was an extremely favorable one and it is a temptation to quote it at great length. Space limitations suggest that just a few of his observations be recorded here. On November 14, 1966, he wrote to the Chairman of the department, Dr. Alice Wagstaff, as follows:

(1) Duquesne is making a unique contribution to the strengthening in America of the phenomenological-existential movement. It would be incorrect to assert that this is Duquesne’s only claim to distinction, but it should be recognized, both inside and outside the university, that without this emphasis Duquesne would be much less distinguished than it is.

(2) The close association between Psychology and Phi-
losophy is part of Duquesne’s distinctiveness and should be maintained. From the point of view of psychology it is important that the current difficulties in the Department of Philosophy be resolved without any major change in that Department’s orientation. This does not mean that certain reforms in Philosophy should not be sought.

In concluding his letter, Dr. MacLeod wrote, “May I assure you again that I was impressed by the fine spirit of your department and that I share your excitement about the future.” Obviously the department was pleased and strengthened in its endeavors.

From the heights to the depths takes but a moment. In April Dr. Wagstaff resigned as Chairman to devote herself fulltime to her duties as Director of the Counseling Center. Since 1963 she had steered the department through rough seas and calm, always with grace and wisdom. As of June 1, 1967, Father Hogan would assume the duties of full time Chairman.


Just a short time before the start of the Fall semester, Ed Hogan announced that for personal reasons he was leaving the University. Alice Wagstaff also informed the faculty that for personal reasons she would be leaving the department at the end of the 1968 academic year. Both announcements hit the department hard. With very little notice, Andy Giorgi assumed the chairmanship. For the next several years, under his very able leadership, the department would move toward a sharper focusing of its essential project as the reformulation of psychology as a human science. In his first Annual Report, we find the following program description:

The aim of the graduate program of the psychology department is essentially to prepare scholars for both academic and professional careers in the field of psychology. It is not a pragmatic, professionally oriented program even though some graduates will eventually work in practical situations. Rather, it is primarily academically oriented, stressing the importance of psychological theory and its philosophical assumptions, and attempting to introduce students to the major research
problems of the field so that they may become familiar with the fundamentals of psychology early in their careers. The ambition is to educate students in such a way that they will become leaders of the field. This is important because, in a sense, due to our world-wide reputation, the spotlight is already on our students to live up to the expectations that await them. The department has the intention of continuing and strengthening the basis of its world-wide reputation, namely, its unique program in existential-phenomenological psychology (p. 16).

Lest this description be judged little more than grandiose self-congratulations, we can look at evaluations of the program at this time from outside sources. Concerned about the previous year's conflict in the philosophy department, a number of prominent scholars wrote to support the program in psychology. Carl Rogers wrote on October 16, 1967 to Alice Wagstaff, Director of the Counseling Center, as follows:

The work being done in the psychological and counseling field at Duquesne University has commanded my respect for a number of years. I feel that this is one of the few departments in the country which has been willing to take a forward looking step toward emphasizing an existential, phenomenological approach in psychology. (p. 1)

On October 26, 1967, Maslow, disturbed by rumors of continuing problems in the philosophy department, wrote to Andy Giorgi to express his concern:

I was made very unhappy by your academic crisis last year because it seemed to me that the psychology program at Duquesne was quite unique in the strict and literal sense of that term. There was and there is nothing like it any place. If it were to go out of existence or be diluted too much, something important would be totally lost...

Let me say again as formally and as seriously as I can: I urge you and the administration at Duquesne to continue with your unique and important program of existential and phenomenological psychology because there is nothing else like it and there is no substitute for it on this continent so far as I know...
On December 12, 1967, words of encouragement came also from Prof. Carl Graumann, Director of the Psychological Institute at the University of Heidelberg:

The singularity of the department lies in its concentration on existential psychology in its experimental and clinical branches. The undersigned knows of no other institute in the United States which gives its students a systematic training in the phenomenological method in experimental and clinical psychology. As the phenomenological viewpoint is being adopted by leading psychologists and discussed now on an international level a department wholly devoted to this approach deserves any support from the proper authorities.

Closer to home, one new member would join the faculty this year. Dr. Leslie Krieger came from Rutgers University, where he had received his Ph.D. in Social Psychology. A congenial colleague, he stayed for only two years but enriched the program with his contributions in the area of social psychology. At the beginning of the year, the department had moved onto the first floor of the Guidance Building. The entire building was now for the exclusive use of the department and its Counseling Center. A move was also made from 10 offices at 910 and 912 Vickroy Street to nine rooms in Murphy Hall at 908 Vickroy Street. The new Chairman started a Newsletter to keep graduate students informed of departmental events. There was an average of one newsletter per month, and this custom would be continued by successive chairmen over the years. The Summer of 1968 was the first time the department offered a regular Summer graduate program.

Because of the program’s uniqueness and the general over-subscription, the faculty followed very rigorous selective procedures for potential students. At this time, about 400 annual inquiries were received, and 200 applications processed, of which about 100 were complete. Whenever possible, applicants were required to meet with the Admissions Committee before being considered for acceptance into the program. Although great progress was being made, it was a period of tension as a result of the Vietnam War, the draft situation, and racial disturbances. A prospective faculty member from Germany wrote that he
did not choose to join the faculty at this time because of the impending disaster of chaos in American cities. Fortunately, with courage and determination, the department would survive all the storms.

**ACADEMIC YEAR 1968-1969, CURRICULAR REVISIONS**

The Department of Psychology this academic year underwent some radical transformations. Beginning with the Fall semester under Dr. Giorgi, the Chairman, and ending with the Spring semester under Fr. Edward L. Murray, C.S.Sp., Ph.D., the Acting Chairman during Giorgi's sabbatical leave, a complete revision of the curriculum and program was realized. Student participation in the revision was enlisted and enthusiastically welcomed by the faculty. The revisions are reflected in the *UB* of 1970-1971. At the M.A. level, the department offered a non-thesis degree for the first time. It required 39 credits, including six in graduate philosophy. The thesis M.A. continued to be offered, but the course requirements were reduced from 42 to 33 plus six thesis credits. Prior to this time, eight credits in graduate philosophy had been required. Both the thesis and non-thesis M.A. continued to require a modern foreign language, but the comprehensives were eliminated. The program remained a two-year one, but the core sequence of courses required of all students was eliminated. At the Ph.D. level, the basic first-semester program of required core courses was dropped, and the traditional doctoral comprehensives now took the form of a comprehensive integrational seminar held in the second semester of the student's second year in the Ph.D. program. The seminar was designed to demonstrate that the student had selected a significant phenomenon, worthy and capable of being researched, how the phenomenon could be situated within the psychological tradition, and what an existential-phenomenological perspective would add. The student entered the integrational seminar, usually conducted by several graduate faculty, where pilot studies were carried out, pertinent literature discussed, and methodologies developed. At the end of the seminar the student wrote a mock proposal, ultimately refined into the doctoral proposal. The introduction of the integrational seminar as a substitute for traditional comprehensives added another distinctive note to the program.
Two new faculty members joined the department at the beginning of this academic year. Dr. Henry Elkin, a noted Jungian analyst, had received his Ph.D. in social anthropology from Columbia University in 1940 and had trained at the C. G. Jung Institute in Zurich from 1951 to 1955. Before coming to Duquesne, he had been in private practice in psychotherapy in New York City for many years and lectured at the New School for Social Research. While at Duquesne, his warm presence and analytical skills were greatly appreciated. His contributions were primarily in the area of psychoanalysis and therapy. Dr. Robert Sardella joined the department from Saint Louis University, where he had earned an M.S. in research and a Ph.D. in general-experimental psychology. He came to Duquesne with interests in human learning, developmental, cognitive processes, and motivation. While at Duquesne, his quiet and scholarly presence won the respect of all. The department, although sorry to lose him after a few years, rejoiced when he established at the University of Dallas a program similar in spirit to Duquesne’s. At the end of this year, Drs. Dave Smillie and Les Krieger left the department.

The name of the Counseling Center was changed at this time to The Psychological Center for Training and Research. Contrary to the department’s original intentions, it had become known on campus mainly as a student service function. The name change was initiated to stress that the Center was primarily a vehicle for training clinical psychologists in technique and research. During the year a number of guest lectures were sponsored by the department. Dr. Stephan Strasser, a philosopher from the University of Nijmegen spoke at a special three-day symposium sponsored by the philosophy and psychology departments. Dr. Robert MacLeod from Cornell University gave an address on phenomenology and its relevance for contemporary psychology to the faculty. In the Spring semester, Dr. Aaron Hershkowitz of Yeshiva University presented a course entitled, “The Phenomenology of Motivation.” During the summer, Dr. Nicholas Beets of Leiden University, Holland, gave a course on the “Psychology of Adolescence.” Also in the Summer of 1969, a two-week workshop in “Pastoral Counseling and Psychotherapy” was offered. A total of nine doctorates were awarded by
the department, the highest number ever in its history. The first decade of the department’s graduate program had come to a close and the department could be justly proud of its achievements.

§§§
Memory, then, is no longer the narrative of external adventures, stretching along episodic time. It is itself the spiral movement which, through anecdotes and episodes, brings us back to the almost motionless constellation of possibilities which the narrative retrieves.
(Paul Ricoeur)

Chapter 3: The Second Decennial (1969-1979)

Academic Year 1969-1970,
Psychology - A Human Science

Upon his return from sabbatical leave in Europe, Dr. Giorgi resumed the chairmanship of the department. While on sabbatical he had been working on a book which would appear in 1970 with the title, Psychology as a Human Science: A Phenomenologically Based Approach. This title will be reflected in the department’s evolving self-understanding. The UB of 1970-1971 states most fully and explicitly what had been the implicit primary vision of the graduate program from the beginning.

The Psychology department at Duquesne University aims to develop and articulate in a systematic and rigorous way psychology conceived as human science. Far from adopting the position that a human science is impossible, the Department believes that the conception of psychology as a human science is a positive attempt to incorporate the insights of Twentieth Century thinking into psychology. At Duquesne, the program is focused on developing a specific type of human science psychology; one that flows from insights established by existential-phenomenological philosophy. As such it is committed to discovering, applying, articulating and developing these insights in a way that a viable science of the human person emerges. (p. 63)

Surprising as it may seem, it was only at this relatively late date that the UB announces that the department offers a Ph.D. program with a major in phenomenological psychology. Three areas of concentration were available from which the student could choose: (a) clinical phenomenological, (b) systematic phenomenological, and (c) social phenomenological. In actual fact, the concentration in social phenomeno-
logical never developed and was dropped. The systematic concentration attracted so few students over the years that it was discontinued in 1982, and a new concentration in theory/research was added.

At this moment in the department’s history the regular faculty consisted of 11 members, 10 full-time and one part-time. Dr. Maes held a joint appointment in the Institute of Man as well as serving as the Director of the Counseling Center. There were two distinguished visitors to the department during the year. In the Fall semester, Dr. Georges Thines, Chairman of the Department of Psychology at the University of Louvain, Belgium, spent some days with the faculty and presented a lecture. Dr. Erwin Straus, of the VA Hospital, Lexington, Kentucky, and the University of Kentucky Medical College, was the Visiting Professor in the Spring and offered a course on “Phenomenology and Psychology.” The faculty was engaged in implementing the curriculum changes made in the Spring 1969 semester, and the integrational seminar, the substitute for comprehensives, was offered for the first time in the Spring 1970 semester. There was some tension within the department over the issue of a few graduate students, encouraged by a few of the faculty, trying to involve undergraduates in encounter and sensitivity training groups. The issue created some heated discussions, but the faculty took a firm stand that these activities constituted “unsupervised practice of psychotherapy” and could not be condoned. Although sensitive to many of the values of the humanistic and human growth potential movements, the department held steady in face of the excesses and always insisted on maintaining a program of intellectual and academic rigor.

It is also important to note that a course on “Qualitative Research” was offered for the first time in Spring of this year. It was listed for the first time in the Annual Report of 1969-1970 and first appeared in the UB of 1970-1971, and has remained a constant offering ever since. Dr. Giorgi had returned from Europe disappointed that he could not find anyone actually doing phenomenological psychological research, and this prompted him to take on this huge issue. It was within the context of this course that the method of qualitative analysis, based on the discrimination of meanings in descriptions of experi-
ences provided by subjects, emerged. This method of analysis, and variations of it introduced by faculty members and students, has been central for demonstrating the value of the phenomenological approach for psychological research.

**ACADEMIC YEAR 1970-1971, PUBLICATIONS**

The new academic year opened in September under the administration of the Rev. Edward L. Murray, C.S.Sp., Ph.D., who succeeded Dr. Giorgi as Chairman of the department. Murray brought to his new position a long and rich history of association with Duquesne University and the department. From 1945 to 1952, while an assistant in a local parish, he had taught part-time in the Department of Philosophy. After receiving his M.A. and Ph.D. in psychology from Duquesne in 1964 and 1968 respectively, he joined the faculty as a full-time member. His election as Chairman only two years later bears witness to his exceptional personal and professional qualities. Under his creative and energetic leadership for the next five and one-half years, the department would see a number of innovations and experience an impressive growth. At the end of the previous academic year, Dr. Beshai left the department and a Duquesne alumnus was hired to replace him for the Fall 1970 semester. Dr. Paul Colaizzi had been an undergraduate at Duquesne and had received his doctorate in psychology from Duquesne in 1969 after teaching for several years at Virginia Commonwealth University in Richmond, Virginia. During the five years he spent at Duquesne, he made a significant impact on the graduate students as an inspiring teacher. His book, *Reflections and Research in Psychology: A Phenomenological Study of Learning*, published by Kendall/Hunt in 1973, made a solid contribution to phenomenological research methodology. Since leaving the department, Colaizzi has published a work on Heidegger and technology, *Technology and Dwelling: The Secrets of Life and Death* (1978).

With the opening of the new year, the department moved to new quarters in the recently opened College Hall, an old parking garage that had been completely renovated into a modern structure. Thirteen rooms provided accommodations for nine faculty members, including the chairman, administrative assistant, secretary, student aides, the graduate
psychology laboratory, graduate assistants and Psi Chi officers. At the other end of Academic Walk, the Psychological Center for Training and Research provided space for the Counseling Center and offices for a few faculty and graduate assistants. The work of the department was greatly facilitated by the improvement in its physical accommodations. The new Chairman undertook to establish an informal employment agency within the department for graduate students. By utilizing the Chairman’s Letter and eliciting the cooperation of the entire graduate student body, the greater Pittsburgh area was canvassed for possible student employment positions in the fields of psychology and mental health. Over the years numerous students have obtained employment through the good services of this agency, and the department has become better known throughout the area. The new Chairman also began to canvass foundations for possible research support.

Under the inspirational leadership of Dr. Giorgi, several departmental publications were initiated at this time. He conceived and launched the *Journal of Phenomenological Psychology*, which appeared for the first time in Spring 1971. Also, at his initiative, the department brought out the first volume of *Duquesne Studies in Phenomenological Psychology* in 1971. It was the hope of the department that these publications would serve to disseminate the scholarly work of the department and phenomenological psychology in general. They have served as a strong advertisement for the recruitment of graduate students.

A number of changes were made in the graduate academic program. A new stage in the dissertation process was introduced, called “The Progress Report.” It was akin to a first draft of the dissertation and was to be presented before the entire faculty at some point after the approval of the proposal and the collection of all data, but before the dissertation was brought to closure. By this new procedure, the faculty hoped that the student’s work would benefit more fully from the contributions of the entire faculty and not just from the three-member dissertation committee. Although many students have experienced the Progress Report as a difficult hurdle, it has without doubt improved the quality of dissertation work. As a result of lengthy dialogue between faculty and students, changes were also made in the language requirements for the graduate programs. The foreign language requirement for the terminal
M.A. degree was dropped altogether, but students wishing to pursue doctoral studies at Duquesne were still held at both the M.A. and Ph.D. levels to a graduated level of proficiency in one foreign language.

The Visiting Professor for the Summer of 1970 had been Dr. Jan van den Berg of the University of Leiden in Holland. In the Summer of 1971, Dr. Jan Bouman from the University of Stockholm, Sweden, would offer a course, “The Concept of Neurosis Related to the Condition of Man.” The department enjoyed visits from Dr. Viktor Frankl; Elmore Martin, Chief Psychologist in the State of Pennsylvania; and Richard Knowles of the University of Michigan, who planned to spend Spring 1972 on sabbatical leave at Duquesne.

**Academic Year 1971-1972, Innovations**

It would prove to be a very good year - a year of a number of “firsts” in the department’s history. For the first time the number of inquiries about the graduate program exceeded 1,000, and 182 prospective students followed through with completed, paid applications. Unfortunately, the limited size of the graduate faculty - only seven members - allowed the acceptance of a mere 34 of the applicants, 21 for the M.A. program and 13 for the Ph.D. This year also saw the initiation of the department’s mini-course program, an original type of course conceived and brought to birth from the fertile imagination of the Chairman, Fr. Ed Murray. The mini concept, applied to one-credit courses, was compressed within a few days’ time period and usually offered over a weekend. Such a course marked at the time a distinct innovation on the academic scene, and has since been adopted by other colleges and institutions. Its compression within a short time period made available the services of many renowned scholars from throughout the world who otherwise would not have been able to give a course for the department. In the first year of their existence, five mini-courses were offered. They were taught by Ernest Keen of Bucknell University, Jacob Needleman of San Francisco State College, William Lynch, S.J., of Fordham University, Norman O. Brown of the University of California, Santa Cruz, and Dr. Elmore Martin, Chief Psychologist for the State of Pennsylvania. Needless to say, the intellectual life of the department was enriched by exposure to such fine and diverse thought. To preserve a record of the
visiting scholars’ thought, a series of videotaped interviews with them was also initiated. Each mini-course professor was interviewed on tape by two members of the graduate faculty. Over the years this taped series has been expanded to include interviews with such distinguished scholars as Viktor Frankl, Paul Ricoeur, Mircea Eliade, Adrian van Kaam, Jan van den Berg, and others. These videotapes are now (2002) being transcribed into digital media.

In the Spring of 1972 the department sponsored its first colloquium in phenomenological psychology. The colloquium grew out of a departmental canvass of the entire continent, including letters sent to 320 graduate programs in psychology to locate other psychologists interested in phenomenological psychology. Papers were presented by former students of the department and by then current faculty members. More than 60 guests participated, one-half of whom came from out of state and as far away as Canada, Florida, and California. It was the hope of the department that these gatherings of scholars interested in phenomenology would become a regular event at Duquesne, but the next gathering was not held until the Centennial Symposium in 1978. Still, the first colloquium demonstrated the growing interest in phenomenological psychology and strengthened contact among scholars of similar orientation.

The faculty added one new member this year, Dr. Frank Buckley. Frank came to the department with a considerable background and deep interest in existential psychology. He had received an M.A. from Boston College some years previously and a Ed.D. in Human Development and Personality from Harvard University in 1954. From 1960 he had been at Assumption College, Worcester, Massachusetts, where he had taught in the graduate school, and for 10 years had served as Director of the Graduate Program in Psychology and Counseling. While at Duquesne, his principal interest centered on the thought of Gabriel Marcel and its concrete applications to psychotherapy and the dynamics of groups. His untimely death in 1982 came as a shock to all.

The academic year ended with the most successful Summer program in the department’s history. It was the fourth successive year in which a Summer course was offered by a visiting European professor.
Through the efforts and resourcefulness of the Chairman, the depart-
ment was able to invite Viktor Frankl for the Summer of 1972. His
course was extremely successful. Not only did he attract more than
100 regular students to the course, but his presence touched the lives of
numerous people in the city and surrounding counties and states. His
audience included students from Ohio, Maryland, New York, West Vir-
ginia, Maine, New Jersey, and Canada. The public seized the opportu-
nity to hear his lectures on a general admission basis and the media
provided ample coverage. His nine three-hour lectures attracted about
700 people per night. Frankl’s course provided a most fitting conclu-
sion to a very productive year in the life of the department.

**ACADEMIC YEAR 1972-1973, 1,000 INQUIRIES PLUS**

Popularity is no guarantee of quality, and statistics alone can never
capture the true academic caliber of a graduate program. Still they can
suggest the status of its reputation and reflect how it is evaluated by
others. For this academic year the department received in excess of
1,500 inquiries about its graduate programs. Of that number, approxi-
mately 350 resulted in completed applications. Obviously interest in
existential-phenomenological psychology was growing rapidly, and the
reputation of the department was spreading far and wide. Father David
L. Smith, C.S.Sp., Ph.D., rejoined the department this year after an
absence of six years. In the interim he had completed his doctorate at
the University of Montreal, worked at Somerset State Hospital,
Somerset, Pennsylvania, and spent four years at Point Park College in
downtown Pittsburgh, where he was Chairman of the Behavioral Sci-
ces Department for several years. In the Fall of 1972 Dr. Steinar
Kvale of the University of Oslo, Norway, spent the semester at Duquesne
as the Visiting Professor in Psychology. He taught a graduate course on
“The Psychology of Memory” and one on “Meaning, Fact and Dialec-
tics.” Two special mini-courses were also offered. Dr. Connie Fischer
taught a one-credit course on the “MMPI and Psychodiagnositics” and
Dr. Maryann Domolky, the department’s Psychiatric Consultant, taught
a course on “Pharmacology and Organicity.” The department contin-
ued to offer mini-courses taught by guest professors. This year the guest
professors were Paul Ricoeur of the University of Paris, John O’Neill of
York University, Ontario, and Mircea Eliade from the University of Chicago.

Once again the department undertook a revision of its graduate programs. In an attempt to satisfy the ever-increasing demand of students for admission to the program and to cooperate with the Administration's desire to increase the size of the graduate school, credit requirements for the M.A. degree were reduced from 39 to 30. Simple as it may seem, this curriculum change allowed the department to admit more students into the program without placing unbearable demands on the faculty. In the years following, the number of applicants admitted to the M.A. program each year almost doubled to slightly more than 40, and for the first time no philosophy courses were required for the M.A. degree. It was not that the faculty had become less convinced of the importance of philosophical thought in a psychologist's education, but the faculty believed that after more than 10 years of study and sitting-in on philosophy courses, it could now incorporate the pertinent philosophical knowledge directly into the psychology courses. The 1973 curriculum changes were reflected in the UB of 1974-1975. The M.A. program is described as follows:

The Masters program is designed to introduce the student in a thorough way to the theory and practice of a phenomenologically based, human scientific approach to psychology. While theory and practice are equally emphasized, the M.A. degree prepares the student for further training and practical work.

The M.A. program is a one-year, self-contained, complete course of study, and is independent of the Ph.D. program. The following core curriculum is offered with limited electives:

513. Theory and Practice of Research in Psychology
537. Foundations of Psychology as a Human Science
545. Theory and Practice of Therapeutic Psychology
550. Theory and Practice of Group Psychology
571. Theory and Practice of Assessment Psychology.

(pp. 85-86)
Changes in the Ph.D. curriculum resulted in a program of 48 required credits (plus six dissertation) beyond the M.A. degree, one foreign language, and the dissertation. All Ph.D. students were still required to take at least two philosophy courses (6 credits), and a four-course sequence of therapeutic practica was required of students in the clinical concentration. In the UB of 1974-1975 the doctoral program is described as follows:

The Ph.D. program is an advanced course of study specializing for the most part in the phenomenological approach to clinical psychology... The program integrates theory, research, and clinical practices. (p. 86)

With only minor modifications, the M.A. and Ph.D. programs, as shaped at this time, have remained in effect. The 1972-1973 academic year ended with a Summer course offered by Jan van den Berg of the University of Leiden, Holland, on “The Historical Roots of Humanistic Psychology.”

**Academic Year 1973-1974, Capital in the New World**

At this moment in the history of the department, the graduate program was entering into its 15th year, and the faculty had every reason to be proud of all it had achieved in such a brief span of time. A reflection of the rapid growth of the graduate programs can be glimpsed in the following figures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Inquiries</th>
<th>Applications</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>950</td>
<td>110</td>
<td>31</td>
</tr>
<tr>
<td>1972-73</td>
<td>1,200</td>
<td>190</td>
<td>33</td>
</tr>
<tr>
<td>1973-74</td>
<td>1,560</td>
<td>345</td>
<td>59</td>
</tr>
<tr>
<td>1974-75</td>
<td>1,750</td>
<td>370</td>
<td>63</td>
</tr>
</tbody>
</table>

In light of the uniqueness of the program, the quality of the faculty, the departmental publications, and the program’s high appeal, it was not surprising that Misiak and Sexton in their book, *Humanistic, Existential and Phenomenological Psychology: A Historical Survey* (1973), would describe the Department of Psychology at Duquesne University as the “Capital of phenomenological psychology in the New World.” (p. 62)
To strengthen the program even more, the department hired a new faculty member this year. Dr. Richard T. Knowles came to Duquesne from the University of Michigan. In a few years' time, he became a valuable member of the graduate faculty, a highly respected teacher and superb clinical supervisor. His course “The Phenomenology of Human Development,” an integration of Erik Erikson's developmental stages within a Heideggerian context, became a favorite among the graduate students.

Two books on phenomenological psychology were published during the course of this year by members of the department. Dr. Anthony Barton’s book, *Three Worlds of Therapy: Freud, Jung, and Rogers* (1974) was published by National Press Books, Palo Alto, California. It was a descriptive and reflective study of the way various therapeutic visions constitute distinctly different meaning worlds for therapist and client. In the same year Dr. Paul Colaizzi’s book, *Reflection and Research in Psychology: A Phenomenological Study of Learning*, was published by Kendall Hunt, Dubuque, Iowa. It was an historical survey of phenomenological research methodologies developed at Duquesne and it made a solid contribution to the field. The mini-courses continued to meet with success. Two were offered in the Fall semester. Dr. Alexandre Métraux of the University of Heidelberg, Germany, taught a course on “The Psychology of Merleau-Ponty” and Dr. Peter Berger from Rutgers University taught one entitled “The Sociology of Knowledge Approach to Modern Consciousness.” In the Spring semester, Dr. Robert Litton from Yale University taught a course on “Death and the Continuity of Life,” and Dr. Carl Graumann from the University of Heidelberg taught “The Sociality of Behavior.” All four mini-courses were taped. The videotape library now included interviews with 10 distinguished scholars.

Mention should be made of a custom that had been in existence in the department for many years - faculty seminars. Once a week the faculty members would meet to discuss and share their research and thought. Often certain texts would be used as a focal point for the discussions, for example, Sartre’s *Search for a Method*, and their possible application to psychology considered. These seminars contributed
to a sense of community among scholars with a common project. In a
certain way the seminars replaced the faculty’s earlier custom of sitting-
in on graduate courses in contemporary philosophy. The year ended
with a Summer course, “The Psychology of Kierkegaard,” offered by
Dr. Kresten Nordentoft from the University of Aarhus, Denmark.

ACADEMIC YEAR 1974-1975, A TYPICAL YEAR

In a brief history it is not possible to mention in detail all the
activities and events that occur in any one year, but we can take this
year as a typical year in the life of the department to mention certain
facts not yet elaborated on. The total regular faculty at this time con-
sisted of 15 members. Of the 15 regular faculty, 14 were full-time and
one, Charles Maes, was half-time with the department and half-time
with the Institute of Man. One psychiatrist, Dr. Maryann Domolky,
served as a lecturer as well as a consultant to the Psychological Center
for Training and Research, formerly the Counseling Center. The ten-
ured faculty, ultimately responsible for the graduate programs of the
department, consisted of Edward L. Murray, C.S.Sp., Drs. Anthony
Barton, Constance Fischer, William Fischer, Amedeo Giorgi, Charles
Maes, David Smith, and Rolf von Eckartsberg. In the fall, Dr. Richard
Knowles was approved for tenure and would join the graduate faculty in
1976.

The department had been a pace-setter in many areas of the uni-
versity and the area of student government was no exception. As early
as 1968 we find the following statement in the Chairman’s Annual
Report:

The department is sensitive to the claims of “Student
Power” these days and it tries to keep students abreast
of all developments as well as solicit advice from stu-
dents where such advise is feasible...There is a stand-
ing Graduate Student Association with its own elected
officers and this Association can request a meeting with
the Chairman at any time during the academic year.
(p. 16)

It should be noted that the graduate association existed only in the
Department of Psychology. It had student representation at faculty
meetings and participated when appropriate in decisions about the gradu-
ate program including curricular revisions. During the 1974-1975 academic year, the original departmental graduate student association expanded to become the Graduate Student Association embracing all graduate students in the Graduate School of Arts and Sciences.

In the area of publications, the department under Murray's initiative inaugurated a new series this year, *Student Manuscripts: Duquesne Papers in Phenomenological Psychology, Volume 1*. The publication consisted of graduate student papers written for course requirements and submitted by the respective faculty for publication. All in all, some 40 such manuscripts were submitted, of which 13 were eventually published. Although only 500 copies were printed, the new work served as a good introduction for prospective students to the type of scholarly activity accomplished by the graduate students already in the program. As a result of curricular changes undertaken during the 1972-1973 academic year, there were more than 40 M.A. students in the program during the current year, almost double the number of previous years.

In all the years of its history, the department has been deeply involved in the local community. This involvement took many forms. The current year gives a typical picture of that involvement. With rare exception, all students in the graduate program not on assistantship were working in the community in the area of their expertise. Approximately 100 students were involved in this community work at some 30 to 35 community centers, hospitals, mental health, and mental retardation institutions.

Faculty/student coffee hours were held every Friday afternoon in Room 550 of College Hall to provide an opportunity for faculty and students to socialize and exchange ideas. In addition to the coffee hour, the faculty introduced a colloquium, which was held several times a month. Duquesne doctoral graduates and other area professionals were invited to share their thoughts and work experiences with the faculty and students. The year ended with no intimation of the changes in the offering for the approaching Fall of 1975.

**ACADEMIC YEAR 1975-1976, AN ERA ENDS**

About half way through the first semester, the department suffered a severe loss with the resignation of its Chairman, Father Edward L.
Murray, C.S.Sp., Ph.D. At the beginning of November the President of the University appointed Father Murray Acting Academic Vice-president, effective immediately. In a sense, his departure marked the end of an era in the department’s history. In 1969, while Acting Chairman, he had guided the department safely through the student turmoil, intensified by the Vietnam War and the invasion of Cambodia. Under his administration several major revisions of the graduate curriculum had been effected and the number of M.A. students in the program doubled. His rich imagination had produced the mini-course concept and made it a permanent component of the program. His sense of fairness, graciousness, organizational ability, and personal integrity enriched the department beyond calculation.

Dr. Amedeo Giorgi graciously agreed to fill in for Father Murray, at the price of momentarily putting aside his own scholarly preferences, to serve as Acting Chairman until the end of July, when he would be leaving for a sabbatical in Europe. Having previously served as Chairman, Giorgi was able to administer the department without any break in its stability or continuity. At the end of October the eligible members of the department met to elect a new regular chairman for the following year. Fr. David L. Smith, C.S.Sp., Ph.D., was elected for a three-year term, effective at the beginning of the 1976-1977 academic year. Although Smith had been a member of the department only since 1972, he had been a student in the first M.A. class of the graduate program when it began in 1959 and had taught at Duquesne for several years in the early 1960s, serving as Acting Associate Chairman from 1965 to 1966.

Worthy of note was the addition of one new faculty member this year. Dr. Paul Richer received his doctorate in psychology from the New School for Social Research in January of 1975. There he had been exposed to the thinking of such great scholars as Drs. Mary Henle, Carl Graumann, Hanna Arendt, and Aron Gurwitsch. Consequently, when he joined the Duquesne faculty he did not come as a neophyte in phenomenological thought. He rapidly gained the reputation of an excellent teacher and researcher. In 1981 he would be elected to the graduate faculty as a regular member.
The mini-courses were of exceptionally high quality this year. Dr. Edward Farley, a member of the Department of Theology at Vanderbilt University presented a fascinating course on “Psychopathology and Evil”; Dr. Paul Ricoeur from the University of Paris presented a course, “Utopia and Ideology.” This course was co-sponsored with the Department of Philosophy. An old friend of the department and former visitor, Dr. Jan van den Berg, from the University of Leiden, Holland, presented a course on “The METabletics of Human Experience.” His gracious personality and scholarly reputation drew an audience of more than 100 persons each evening, an outstanding number for a mini-course. Dr. Philip Reiff from the Department of Sociology at the University of Pennsylvania opened entirely new vistas of thought with his captivating mini-course on “Structure and Images of Moral Reality.” Three Visiting Scholars also spent time with the department; Dr. Susan Reinhart from Indiana University; Dr. Howard Pollio from the University of Tennessee, who has since written an introductory text that has been adopted by the department for all its courses in “Introductory Psychology”; Dr. Rene L’Ecuyer from the University of Sherbrooke, Quebec. The Summer course, “The Phenomenology of the Body and Theories of Psychopathology,” was offered by Dr. Joseph Lyons from the University of California at Davis.

In January Mrs. Jeannette Carroll resigned after a number of years of dedicated service to the department as Administrative Assistant and Academic Advisor. She was replaced by Mrs. Mary Frances Lerch. Mary Fran brought to the department an abundance of personal talents and gifts, which she has generously shared. Her warmth, graciousness, maturity, and extraordinary sense of duty have enriched the department in ways beyond recounting. Her sense of service and seemingly endless hours of hard work not only help to make the department run smoothly and pleasantly, but have helped to preserve the Chairman’s sanity. Although the academic year of 1975-1976 was in no way a dramatic one, the general high caliber of the department’s performance and productivity was sustained.
The new year began under the administration of the new Chairman, Rev. David L. Smith, C.S.Sp., Ph.D., and without the presence of two of the department's veteran graduate faculty members. Rev. Edward L. Murray, C.S.Sp., Ph.D., a former chairman, was now fully engaged as Academic Vice-President and was soon to be Acting President as well. Dr. Amedeo Giorgi, also a former chairman, was on sabbatical for the entire year, having been awarded a fellowship for study at The Netherland’s Institute for Advanced Study in the Humanities and Social Sciences, Wassenaar, Holland. In the absence of these two experienced administrators, the freshman Chairman faced the new academic year. The first major task confronting him was the preparation of the departmental study for the approaching Middle States Evaluation. A great amount of worry and work was invested in this project. Early in the Fall semester a departmental committee composed of the various constituencies of the department went to work to prepare the study. After receiving the responses from the entire faculty, graduate and undergraduate, and the student representatives, the Chairman and the Academic Advisor, Mrs. Lerch, spent many hours collating and organizing the report. As events would prove, it was well worth the effort.

To conserve the time of its limited manpower, the graduate faculty initiated a new procedure for selection of its Ph.D. candidates. Instead of requiring a personal interview of each applicant with each member of the graduate faculty, a prescreening committee was set up to review the credentials of the applicants. In this way, only the most promising applicants would be invited for an interview, and time and expense spared for both the applicant and faculty. It should be noted that the graduate program was being operated at this point with a mere seven graduate faculty members, one of whom was only half time with the department. They were responsible for approximately 130 graduate students at various levels of graduate study. In addition to all the other work, this small group oversaw the completion of three dissertations, the passing of three progress reports and the approval of seven doctoral proposals. Throughout the years the faculty has shouldered an inordinately heavy workload with grace and generosity, and often at the expense of sacrificing individual professional interests.
The second volume of *Student Manuscripts: Duquesne Papers in Phenomenological Psychology* was prepared this year under the co-editorship of Murray and Smith. Standing as it does outside the mainstream of traditional psychology, the department has never enjoyed an abundance of research grants. This year proved to be somewhat of an exception. The department received a grant from the Public Committee for the Humanities, a grantee of the National Endowment for the Humanities, totaling $27,000, one half as a cash award. Dr. Constance Fischer directed the project. The grant was awarded to support five graduate assistants and a faculty member to work on a qualitative analysis of the experience of being criminally victimized. This was the first study of its kind ever conducted. The grant also funded two public forums - one held at Duquesne, based on the study and involving dialogue with other university humanists and public officials. In addition to the four mini-courses offered during the course of the year by distinguished visiting scholars, the department was also enriched by talks presented to the faculty and graduate students by Dr. Nicholas Beets from the University of Leiden, Holland, and by Father Adrian van Kaam, C.S.Sp., Director of the Institute of Man at Duquesne University.

**ACADEMIC YEAR 1977-1978, MIDDLE STATES AGAIN**

The department continued to make a strong contribution to the advancement of psychology as a human science. The completion of seven doctorates this year was just one indication of the department's increasing level of productivity; 36 M.A. degrees were also awarded; four progress reports passed, and six doctoral proposals approved. For the seventh year in a row, the number of inquiries received about the graduate programs climbed beyond the 1,000 mark.

All of these achievements received due recognition from the Middle States Evaluation Team, which visited the campus in the Fall. The department was grateful to Dr. Vincent Nowlis of the University of Rochester, the psychology member of the Middle States Team, for a very positive evaluation. His report is worth quoting at length.

The Department of Psychology stands out favorably among all the departments of psychology in the nation and among several departments of this University.
Viewed nationally, it is the only Psychology Department to concentrate fully (and exclusively) on psychology as a human science; that is, on the existential and phenomenological approaches to the study of man. Moreover, members of this Department are pioneers in developing objective approaches for empirical studies of psychological phenomena (When such phenomena are defined within the broad context of phenomenology); products of this research have been published in good psychological journals by highly regarded publishers and have received international recognition. The morale of the departmental staff is high; it stems from the successful historical development of the founder’s original idea that there was a place and an important role in American (and) World psychology for a Ph.D-granting department which concentrated on existential-phenomenological approaches to empirical research. Each of the persons added to the staff since then has already developed and has maintained a professional commitment to research in this humanistic domain. The result is almost daily interaction among themselves on their work, progress, frustrations, teaching. To have and enjoy this healthy stimulation and intellectual social support has kept a number of staff here when offers of positions with higher salaries elsewhere have been received.

During the past ten years the national image of the Duquesne Department of Psychology has been receiving increasing approval, respect, attention and interest. (p. 21)

Another encouragement for the department came with the Administration’s approval to initiate a center for the repository of world literature in phenomenology, later named the Simon Silverman Phenomenology Center. The plan was to bring together copies of all literature in and pertaining to phenomenology in a special collection in the new University Library, so that active ongoing research would be possible for scholars interested in historical and contemporary analyses. The history of this Center is discussed in detail later in Appendix 4. Another contribution to the department’s project was initiated by Dr. Knowles. He compiled a number of student research papers dealing with descriptions of various human experiences and began a special col-
lection of them on file in Room 12C of the Psychological Center for Training and Research. An index card file was prepared containing the general structures of the experience studied. Someone interested in the experience of being envious, for example, would have available on index cards the general structure for each study of the experience and could then go to the studies themselves, which are filed in alphabetical order by author.

The department welcomed a number of distinguished guests during the year. In October Dr. Jurrit Bergsma from the University of Tilburg presented a lecture to the faculty and students on the current status of psychology in Holland. In the month of May, together with the philosophy department, the department sponsored a talk by Professor Wolfe Mays from the University of Manchester, England. Professor Mays is the editor of the *Journal of the British Society for Phenomenology*. The title of his talk was “Affectivity and Value in Piaget.” Three Visiting Scholars also spent some time with the department. Fr. Jacques Croteau, Ph.D., Professor of Philosophy at the University of Ottawa spent a semester; Dr. Edward Weir, University of Pittsburgh, School of Education, spent a few weeks, and Gideon Hekster, clinical psychology student from the University of Utrecht, stayed the entire year. Mrs. Amaryllis Schvinger of the Pontifical Catholic University, Rio de Janeiro, Brazil, who was sponsored by the State Department’s Visitors Program Service, selected to observe the department’s therapy program during her visit in March. As usual, the department offered four mini-courses during the year. Throughout the year considerable time and energy were devoted to the preparation of the centennial celebrations for the coming academic year. Professor Hubertus Tellenbach of the University of Heidelberg, Germany, offered the Summer course on “Psychopathology.”

**ACADEMIC YEAR 1978-1979, CENTENNIAL SYMPOSIUM**

Nineteen seventy-eight was the one hundredth birthday of Duquesne University, and to honor the occasion the Department of Psychology sponsored an international symposium on phenomenology and psychology. The symposium was held from November 17th to November 19th, and four renowned phenomenologists presented original papers. Ap-
proximately 400 guests attended the opening session, and attendance remained high throughout the three days. To prepare for the opening of the proposed center in phenomenological literature, the department under the direction of Paul Richer compiled a comprehensive bibliography of phenomenological works of more than 200 pages. The department was especially proud and pleased that Charles Maes, a long-time member of the department and Director of the Counseling Center, completed his dissertation and was awarded his doctorate.

As of January 1979 the Pennsylvania Board of Psychologist Examiners accepted the course offerings and degree requirements of the graduate programs as meeting the minimum standards for education specified in the March 18, 1978 rules and regulations administering Act 52 governing the practice of psychology. The Board recognized the Duquesne program as a “Ph.D. in Psychology” and so lists it in the Directory of licensure-acceptable programs in psychology. The course offerings of the program also met the criteria set by the Proposed National Commission on Education and Credentialing in Psychology to be designated as a Doctoral program in psychology. Three members of the department were honored during the course of the year by the University Faculty Awards Committee. Dr. Giorgi received the Presidential Excellence Award for Scholarship and was awarded $1,000; Dr. Paul Richer received the Presidential Excellence Award for Teaching and was awarded $1,000; Dr. William Fischer was awarded $1,000 for Faculty Development. Recognition also came to the department from several distinguished visitors. After presenting a mini-course in the Fall 1978 semester, Dr. Philip Rieff, Benjamin Franklin Professor of Sociology at the University of Pennsylvania, wrote to the Chairman, “You and your colleagues are to be congratulated on the intellectual standard achieved by your students.” Professor Richard Stevens of the Faculty of Social Sciences, The Open University, England, wrote of his interest in phenomenology and went on to say, “As your department has developed more expertise in this area than any other in the world, I would particularly appreciate the opportunity of being able to work with you [Dr. Giorgi] for a few months or a year.” Finally, in the Preface of his book, A Geography of the Life World: Movement, Rest, and Encounter (1979), David Seamon wrote of “the excellent phenomenological work
done by researchers in the Department of Psychology at Duquesne University."

Under Dr. Maes' supervision, this year saw the inauguration of a field-placement program for doctoral students. Placements were made at Council House, a halfway house for schizophrenic patients and at Duquesne's Career Planning and Placement Center. At the two sites more than 700 service hours were provided by nine doctoral students as part of their therapeutic practica training. For the first time in the history of the department, it sponsored an alumni evening at the APA Annual Convention. In August of 1979 at the Convention in Toronto the department reserved a table for alumni/ae and about 30 joined with the faculty to renew friendships and talk over old times. Also at the convention 10 Duquesne students, past and present, presented a symposium on phenomenology and family therapy. The faculty could be proud and rejoice in the high quality of the presentation.

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Chapter 4: The Third Decennial (1979-1989)

Academic Year 1979-1980,
The International Year of the Child

To celebrate the International Year of the Child, the department for the first time centered its mini-courses on a single theme – the world of the child. Dr. Ton Beekman, University of Utrecht, Holland, presented a mini-course, “A Phenomenological Perspective of the Child’s World”; Dr. Thomas J. Cottle, Harvard Medical School, “Conversations with Children”; Dr. Margaret McFarland, University of Pittsburgh Medical School, “The Child in the Family: The First Six Years”; Dr. Robert Kegan, Harvard University, “The Child as a Maker of Meaning.” The courses were enthusiastically received by the students. The year brought new evidence of the spreading reputation of the department. After visiting the department, Dr. Frank Calabria of Union College, Schenectady, New York, wrote to the President of the University:

Perhaps it is presumptuous for me to mention what you must already be aware of, the unique program in psychology at Duquesne University. Duquesne is singular in its scholarly dedication to furthering this existential-phenomenological approach to knowledge... A measure of its vitality must be measured, in part, by the enthusiasm of the staff.

In the same spirit, Dr. Dreyer Kruger, Chairman of the Department of Psychology, Rhodes University, South Africa, and Dr. Akihiro Yoshida, Professor of Education, University of Tokyo, requested permission to spend the Fall 1980 semester with the department as Visiting Scholars. This year visitors to the department included Drs. Lennart Svensson and Lars O. Dahlgren of the Pedagogical Institute of the University of Göteborg, Sweden; Drs. Hans Bleekeer and Karel Mulderij of the Pedagogical Institute of the University of Utrecht, Holland, and Professor Hugo Letiche of the School of Social Work “Der Horst” in Driebergen, Holland. The highlight for the department during the year was the receipt of a $25,000 gift from Mr. Simon Silverman, the President of Humanities Press, for the Center in Phenomenology. He also
assured a contribution of $2,000 per year for the next 20 years for support of the Center. The department was greatly encouraged by his generosity.

A step forward in the training of doctoral students was taken with the addition of a required research course in the first year of the doctoral program. The option was also made available to doctoral students to take one course in the Institute of Formative Spirituality. This option was introduced at the request of the students who in recent years have expressed a growing interest in the relationship between spiritual formation and psychotherapy. At the request of the Dean of the College, the department changed the predoctoral teaching position to predoctoral fellowship. Volume 3 of *Duquesne Studies in Phenomenological Psychology* appeared this year. During the course of the year the faculty and graduate students enjoyed meeting with the following visitors who presented papers: In October Dr. Dorothy Rowe of the Department of Clinical Psychology at the University of Lincolnshire, England, spoke on “The Construction of Depression.” Also in October Dr. David Farrell Krell, a Duquesne philosophy alumnus now at the University of Mannheim, Germany, delivered a paper on “Memory as Malady and Therapy in Freud and Hegel.” Dr. Herman Coenan of the University of Tilburg, Holland, spoke at a faculty/student coffee hour on “Phenomenology and the Sociological Tradition.” The thought of the department was expanded by many different perspectives.


Everybody needs a dream. For many years Dr. Giorgi dreamed that one day the Department of Psychology would have its own special collection of books and papers in phenomenology. With the opening of the Simon Silverman Phenomenology Center at Duquesne University in the Fall of 1980, that dream came true. The Center is located in the Special Collections Section of the new University Library and consists of a collection of books and papers in all areas of phenomenology. At present it includes the Erwin Straus Alcove, which houses the personal library and papers of the noted German phenomenological psychiatrist, and the Aron Gurwitsch Alcove, which houses the personal papers of the noted German phenomenological philosopher. A full account of the Center’s origin and development can be found in Appendix 4. With-
out doubt, the birth of the Center was the department's crowning achievement for the year.

For the second year in a row the number of inquiries about the graduate program fell below the 1,000 mark, reaching only 951. The drop was probably the result of a number of factors including the decrease in applications to graduate schools in psychology nationwide and the prolonged economic recession. It could also reflect a cultural change. Young people, who in the 1960s and 1970s mistakenly perceived phenomenological psychology as a type of "do your own thing" phenomenon, are not so plentiful anymore. Blessings in disguise may be counted too. In spite of the decrease in numbers of inquiries and applications, the department was still able to admit 42 qualified M.A. applicants and 12 qualified Ph.D. applicants.

Dr. Giorgi made a special trip to Belgium during the year to meet with Dr. Samuel Ijsseling, Director of the Husserl Archives, to explore the possibility of obtaining a copy of the Archives for the Simon Silverman Phenomenology Center. His trip was highly successful. The Center was to receive copies of the materials deemed worthwhile by the directors of the respective centers. Giorgi also contacted a number of potential visiting professors for Summer courses and mini-courses.

Three Visiting Scholars spent time with the department this year, sitting-in on classes, meeting with faculty and students and doing research in the new Center. Dr. Dreyer Krüger, Chairman and Professor of Psychology at Rhodes University, South Africa, was here for the Fall semester. Dr. Akihiro Yoshida, Professor of Education at the University of Tokyo, spent the entire year; and Mr. Andrzej Osiatynski, a Polish psychologist from the University of Stockholm, stayed for a few months. In the fall, Dr. Carl Graumann from the University of Heidelberg, Germany, presented a mini-course on "Phenomenology and the Human Sciences." Dr. Mary Henle, a faculty member of the Department of Psychology at The New School for Social Research, New York City, offered a mini-course in January on "Gestalt Psychology." In March, Dr. William Kilpatrick from Boston College presented a mini-course on "Psychology as Religion." The Summer course was offered by Dr.
Theo de Boer from the University of Amsterdam on "Problems in Systematic Psychology: Presuppositions of a Critical Psychology."

**ACADEMIC YEAR 1981-1982, PROMISES KEPT**

As we draw near to the end of the first edition of our story of the graduate program in existential-phenomenological psychology at Duquesne University from its foundation in 1959 to 1982, we can ask how fully has its early promise been fulfilled? It is hoped that the preceding pages have already given an unequivocal answer, but we can still take the year just passed as a representative response. The year began with 42 new M.A. and 12 new Ph.D. students from 35 different colleges and universities throughout the United States. They came as well from Canada, Sweden, Barbados, Germany, and Puerto Rico. With only nine full-time graduate faculty members, 35 M.A. and four Ph.D. degrees were awarded. A total of seven doctoral progress reports and six doctoral proposals were approved. Honors and recognition came to a number of the faculty, either by appointment or election by their professional colleagues. For the second time, Paul Richer was elected Program Chairman of Philosophical Division # 24 of the APA. Amedeo Giorgi was elected to a three-year term on the Executive Committee of Humanistic Division # 32 of the APA. Constance Fischer was elected Treasurer of the Pennsylvania Psychological Association. Charles Maes was appointed consultant and board member of Domus Dei, Pittsburgh; Rolf von Eckartsberg was an invited participant in a conference on Ecological Community at Michigan State University. Richard Knowles served as the Chairman of the Psychology Committee of an ongoing national study on moral development. David Smith was elected to a third three-year term as Chairman of the Department of Psychology.

The success of the founders' animating vision is vividly reflected by the increasing number of scholars who visit the department to learn phenomenological psychology. This academic year Dr. Bertha (Bep) Mook from the Department of Psychology at the University of Ottawa spent the Spring and Summer semesters at Duquesne sitting-in on graduate classes, meeting with faculty and students, and conducting research. Dr. Darius Slezynski, a humanistic psychologist from the University of Lublin, Poland, currently teaching at Mohawk College,
Utica, New York, visited the department in September and February and requested to come next year as a Visiting Scholar. Mr. Heinz-Gunter Mandt, a medical student from the University of Cologne, Germany, visited Dr. Giorgi and the Silverman Center in March to do research on Erwin Straus, the subject of his dissertation being the "Life and Works of Straus." Dr. Gilles Deshaies, Laval University, Quebec, sat in on Giorgi's course, "The Psychology of Consciousness," during the month of May. Dr. Ference Marton from the University of Göteborg, Sweden, and Ms. Jeanne Roberts, a therapist from Adelaide, Australia, visited with Giorgi in April and December, respectively. Mr. Elliot Isenberg, a doctoral student at the Institute of Integral Studies, San Francisco, visited with Dr. von Eckartsberg. Dr. Edmund Sherman of the State University of New York at Albany met with Dr. Giorgi and Mr. Bors in April to discuss his dissertation work on gerontology. Ms. Teruko Takahashi of the University of Tokyo arrived in May to spend the 1982-1983 academic year with the department in the hope of learning phenomenology to apply to her teaching of nursing. In May Dr. Taijiro Hayasaka of St. Paul University, Tokyo, spent a week with Dr. Giorgi. Obviously the department has become a mecca for scholars who are interested in existential-phenomenological psychology.

All the accomplishments of the department would not have been possible without the dedication and support of an extremely hard-working and loyal staff. It is not possible to mention them all by name, but the faculty will be forever in debt to the many academic advisors, secretaries, and student aides who have served the department so well. In particular, the department is deeply appreciative of the major contributions that Mrs. Mary Fran Lerch, Administrative Assistant/Academic Advisor and Mrs. Virginia Rago, secretary in the Counseling Center have made to the success of the program. A final word of thanks is owed to Mrs. Tillie Cohen, departmental secretary who left the department in the Fall 1981 after 12 years of extraordinary service. Her years of gracious and dedicated work will always be appreciated and her memory cherished.

In the final analysis the value and success of a graduate program must be tested in light of its graduates. The department has always been blessed with bright and enthusiastic students. During the past 25 years,
the department has awarded 80 doctorates and approximately 500 M.A. degrees. Its graduates have gone from Duquesne to all parts of the United States and other countries of the world to share with others what they have learned here. About 30% of the Ph.D. alumni now hold academic positions. There seems no more fitting way to bring this brief history to a close** than by paying tribute to the department’s graduate students. After presenting a mini-course for the department in the Spring of 1982, Dr. Maurice Friedman, noted Martin Buber scholar from San Diego State University, wrote to the Chairman as follows:

I was deeply impressed by the caliber, commitment and professionalism of your students and their ability to enter into what was, to many of them, a relatively new subject matter with elasticity and personal involvement. From the sample that I had, you have just reason to be proud of your graduate doctoral program in Psychology.

ACADEMIC YEAR 1982-1983,
THE TWENTIETH ANNIVERSARY OF THE PH.D. PROGRAM

PH.D. PROGRAM

The twentieth anniversary of the Ph.D. program came and went without any great fanfare. Its celebration was best experienced in the continued scholarly activity and success of the department. Above all else the faculty, even after 20 years, had remained faithful to its original vision and mission of 1962; namely, to construct psychology as a human science based upon a phenomenological approach.

During the 1982-83 academic year five doctorates were awarded, two doctoral progress reports were held and 16 doctoral proposals were approved. The department received 840 inquiries about the graduate program from prospective applicants. There were a total of 103 paid applications and the department initially accepted 74 M.A. candidates and 10 Ph.D. candidates for the coming year.

SPRING CONFERENCES

The Psychology Department through the efforts of Amedeo Giorgi was directly involved in hosting two Conferences this Spring that brought scholars from around the Western world to our campus.
In his capacity as Director of the Simon Silverman Phenomenology Center, Dr. Giorgi organized the First Annual Silverman Center Symposium on Phenomenological Thought, and the theme this year was “Phenomenology: Descriptive or Hermeneutic?” The invited speakers were Dr. Hugh Silverman of S.U.N.Y. at Stony Brook, Dr. Wolfgang Orth of Trier University in West Germany, Dr. Graeme Nicholson of the University of Toronto, and Dr. J. N. Mohanty of the University of Oklahoma. The conference was held on April 14 and 15, and the quality of the papers was high with active engagement by the audience.

The second conference which Dr. Giorgi organized was the Second Annual Human Science Research Association Meeting that was held on May 18, 19 and 20. This conference brought participants from Germany, Belgium, Holland, Sweden, Japan, England and Canada as well as from many different parts of the United States. Close to 150 people registered for this conference and many visited Duquesne for the first time. Dr. Giorgi received many comments telling him how delighted the participants were to come to the “Capital of Phenomenology” and most said they found the Silverman Center to be an impressive resource center.

**PRACTICA AND FIELD STUDY**

There is no substitute for hands-on clinical experience. An integral component of the graduate programs has been the on site practical experience of working with clients at various hospitals and clinics. The following examples are typical of the locales where graduate psychology students received practical training. Under the supervision of Dr. Charles Maes, Coordinator, field placement sites for our doctoral practica courses have continued to provide varied experiences. These sites during the 1982-83 academic year included:

—Dixmont State Hospital, Supervising Director, Dr. James Beshai
—Learning Skills Program, Duquesne University, Supervising Director, Dr. George Harris
—Point Park College Counseling Service, Supervising Director, Dr. Robert Fessler
Under Dr. Constance Fischer’s supervision, the graduate students in the Assessment Courses obtained practical experience at the following sites:

—St. Francis General Hospital Drug Treatment Program (Michael Flaherty)
—Harmarville Rehabilitation Center (George Bistey, Ph.D.)
—State Regional Correctional Facility #5, Greensburg (Kenneth Buchsbaum)
—Allegheny East Mental Retardation Program (Ronald Heyman)
—Southwest Habilitation Center (Brian Smith, Ph.D.)
—Veterans’ Administration Medical Center, Highland Drive (Arthur van Cara, Ph.D.)
—Dixmont State Hospital (James Beshai, Ph.D.)
pervision of the graduate faculty. In the course of the academic year, hundreds of hours are spent by psychology students and/or faculty in making such help available. Whatever psychological help is administered in the Center, it is done so within the context of an academic structure. In addition to the counseling provided for clients, the Center also served as the site for collaborative testing and assessment, dissertation research and training in psychotherapy.

**Academic Year 1983-1984, An International Program**

The department was administered for one month of the new Fall 1983 semester by the regular Chairman, Dr. David L. Smith, C.S.Sp., who then took leave, as planned, to undergo triple bypass heart surgery. During his absence, the department was ably administered by Dr. Edward L. Murray, C.S.Sp., who served as Acting Chairman. We are all indebted to him for his generous service. It was partly in recognition of that service that Fr. Murray was awarded the President’s Excellence Award for Distinguished Service to the University. At the beginning of the Spring 1984 semester, Father Smith was able to resume his duties.

Several records were set during the 1983-84 academic year. The M.A. class was the largest in the department’s history, a total of 47, an increase of seven over the 40 regularly admitted. The faculty is to be commended for its willingness to shoulder the extra work. There were seven international students in the new M.A. class, and for the first time in the history of the department there was a student from Mainland China and one from India. The other international students came from Canada, Switzerland, Sweden, South Africa, and The Philippines.

The department welcomed three visiting scholars this academic year. Dr. Darius Sleszynski continued to stay with us. He is a humanistic psychologist from the Catholic University of Lublin, Poland and is currently a member of the faculty at Mohawk College, Utica, New York. Dr. Ference Marton of the University of Göteborg, Sweden, spent the Spring semester at Duquesne and the University of Pittsburgh. Dr. Jeffrey Wilson, a second year resident in psychiatry at the Western Psychiatric Institute and Clinic visited the department in the Fall semester.
Dr. Amedeo Giorgi received a $5,000.00 grant from the Faculty Development Fund for "An Evaluation of the Phenomenological Thought of Stephan Strasser." Dr. Strasser's papers are being contributed to the Simon Silverman Phenomenology Center. Dr. Giorgi will examine them and conduct an interview with Dr. Strasser concerning ambiguous critical aspects of his thought. He will also be writing an article on Strasser's thinking.

During the 1983-1984 academic year, five doctorates were awarded, six doctoral progress reports were held, and 10 doctoral proposals were approved. The department received 772 inquiries about the graduate program from prospective applicants. There were a total of 99 paid applications, and the department has initially accepted 40 M.A. candidates and 10 Ph.D. candidates for the coming year. It is expected that 46 M.A. degrees will be awarded in August 1984.

FACULTY PUBLICATIONS AND PROFESSIONAL ACTIVITIES

The following data present a representative picture of a typical year of scholarly and professional productivity by the faculty of the department.

ARTICLES, CHAPTERS IN BOOKS, CONTRIBUTIONS TO COLLECTIONS OF ESSAYS:


**REVIEWS IN SCHOLARLY JOURNALS**


**EDITORSHIPS**

Constance Fischer, Consulting Editor, *Journal of Phenomenological Psychology*

**PARTICIPATION IN ACADEMIC AND PROFESSIONAL MEETINGS**


This level of scholarly and professional productivity is truly breath taking and admirable when one considers that it is the product of the labors of a mere seven full-time and one half-time graduate faculty. In addition, this handful of graduate faculty covered the academic needs of 100 Ph.D. students at various levels and 49 full-time M.A. students. While modest in their expectations and realistic about the possibilities of transforming the psychology establishment, their faith in their mission sustained these human science pioneers. In the face of seemingly insurmountable odds, this small band of teachers and scholars worked for small financial compensation, with minimal institutional support (local or national), and stood courageously as David before Goliath. They did not abandon hope. Their hearts could beat to the rhythm of Seamus Heaney’s poem “The Cure at Troy”:

History says, don’t hope
On this side of the grave.
But then, once in a lifetime
The longed-for tidal wave
Of justice can rise up,
And hope and history rhyme.

So hope for a great sea-change
On the far side of revenge.
Believe that a further shore
Is reachable from here.
Believe in miracles
And cures and healing wells.

ACADEMIC YEAR 1984-1985, ANOTHER CHANGING OF THE GUARD

At the close of the 1984-85 academic year, Father David L. Smith, C.S.Sp., Ph.D., the departmental chair wrote:

With this Annual Report, I bring to a close my nine-year tenure as Chairman of the Department of Psychology at Duquesne University. It has been an honor and a privilege to serve and support a distinguished faculty and student body engaged in an historic project.
While the Department’s achievements and contributions may seem quite modest in our own eyes and go unnoticed by most of our contemporaries, still it is my personal conviction that generations of psychologists to come will recognize the singular importance of the Department’s contributions to the fostering of a genuine humanism and respect for the dignity of the human person. It is with confidence that I pass the Chairman’s baton to my successor, Dr. Richard Knowles, elected July 01, 1985.

During the 1984-85 academic year eleven doctorates were awarded. This was the highest number ever in the history of the department. Ten doctoral proposals and eleven doctoral progress reports were approved. There were a total of seventy paid applications to the M.A. program. The graduate faculty has accepted ten Ph.D. students and forty-eight M.A. students for the 1985-86 academic year. Thirty-nine M.A. degrees were awarded in August 1985, [two] were awarded in December and one in May. The department received 712 inquiries about the graduate program and a total of ninety-nine paid applications.

It has been customary for the department to accept forty candidates for the M.A. program each year. This number places a heavy burden upon a relatively small graduate faculty. To help the University in difficult financial times, the department has accepted forty-eight M.A. students for the 1985-86 academic year, thus augmenting revenue by $49,200. There were four foreign students in the M.A. program from the following countries: the People’s Republic of China, India, Hong Kong, and Chile.

There were two visiting scholars in the department this year. Dr. Chris Stones, professor of psychology at Rhodes University, Grahamstown, South Africa was here in Fall 1984. Robert Pemberton, doctoral candidate in the department of psychology, University of Edinburgh, Scotland was a visiting scholar in the Spring 1985 semester. His research at Duquesne was funded by the Science and Research Council of the United Kingdom.

It was a very productive year for faculty publications. In addition to numerous articles and book reviews, books were completed by the following faculty members: Dr. Richard T. Knowles, Human Development

At the undergraduate level the productivity of the department is clearly reflected in the following data for the 1984-85 academic year:

There were 100 students with declared majors in psychology.
There were 62 students with declared minors in psychology.
Thirty-two psychology majors received Bachelor of Arts degrees in May 1985, December 1984, and August 1984.

A total of 5,655 undergraduate credit hours were taught by the department during Summer 1984, Fall 1984, and Spring 1985, an increase of 12.5% over the last year. In addition, department faculty taught 144 credit hours for the Concentrated Studies program.

The overall productivity of the department is well portrayed in the following data:

11.2% of B.A.s awarded were to psychology majors.
37% of M.A.s awarded were in psychology.
39% of Ph.D.s awarded were in psychology.

THE CENTER FOR TRAINING AND RESEARCH IN PHENOMENOLOGICAL PSYCHOLOGY

Unlike several counseling centers on campus, the Center for Training and Research functions solely in an academic capacity; its existence allows students, faculty and other personnel of the University as well as non-Duquesne personnel to avail themselves of psychological help from Ph.D. candidates under the supervision of the graduate faculty. Dr. Charles Maes, Ph.D. is Director of the Center and Coordinator for
Field Placements.

EXTERNAL REVIEW

In the Spring semester of 1985, March 11 and 12, an external review committee at the invitation of the University administration visited the campus to conduct a review of the department of psychology. The three members of the external review committee were Drs. Loren Burritt (University of Michigan), Vincent Nowlis, (University of Rochester), and Donald Polkinghorne (Saybrook Institute). A brief summary of the Committee’s report follows:

The University has an outstanding resource in its Psychology Department. The Department has an international reputation for its approach to psychology as a human science... The faculty of the Department is quite strong. Students were enthusiastic in their appreciation of the faculty’s scholarship and teaching... We found the students bright, articulate and dedicated to the “Duquesne” approach to psychology. The curriculum is outstanding in its theoretical and philosophical application of a human science approach to psychology. Its approach to psychology, unlike the more “mainstream” approaches adopted by most universities, places value on the integrated person and concerns itself with those higher dimensions of human existence addressed in the University’s objectives. It [the department] has found at Duquesne the intellectual freedom to develop its perspective and has established a tradition which is now tied to the University. Pittsburgh is now known as the home of phenomenological approaches to psychology. (p. 12)

The review committee recommended a larger faculty with increased salary levels and financial support, improved facilities, and increased doctoral stipends. Three concerns of the committee addressed the need for an APA approval for the Clinical Program, a clarification of the role and function of the Center for Training and Research in Phenomenological Psychology, and the addition of a required internship program. The external review committee concluded its report with these words: “We trust that this report will be used by faculty and administration to improve what is already an impressive and important University resource.” (p. 12)
ACADEMIC YEAR 1985-1986, TIME MARCHES ON

Dr. Richard T. Knowles assumed the Chair of the department. After serving as Chair for nine years (1976-1985), Father David L. Smith, C.S.Sp., Ph.D. was granted a sabbatical leave. As the Fall 1985 semester began, the faculty of the department consisted of 12 full-time faculty members, one half time and two teaching fellows:

—Richard T. Knowles, Ph.D.
—Anthony Barton, Ph.D.
—Constance Fischer, Ph.D.
—William Fischer, Ph.D.
—Amedeo Giorgi, Ph.D.
—Donald Hands, Ph.D.
—Charles Maes, Ph.D. (half time)
—Maureen McHugh, Ph.D.
—Edward L. Murray, C.S.Sp., Ph.D.
—Terry Pulver, Ph.D.
—Paul Richer, Ph.D.
—David L. Smith, C.S.Sp., Ph.D.
—Rolf von Eckartsberg, Ph.D.
—Martha LeGates, M.A. (Pre-Doctoral Teaching Fellow)
—Kevin Smith, M.A. (Pre-Doctoral Teaching Fellow)

The staff consisted of the following:

—Mary Frances Lerch (Administrative Assistant)
—Linda Rendulic (Secretary)
—Virginia Rago (Secretary of the Psychology Center)

There were 14 doctoral teaching assistants and four research assistants.

The department continued to describe its graduate programs as follows:

The Master’s program is designed to introduce the student in a thorough way to the theory and practice of a
phenomenologically based, human science approach to psychology. It is not a Master's degree in clinical psychology and is not intended to prepare for licensure, but does offer applied courses which are appropriate for supervised clinical service.

The Ph.D. program is an advanced course of study specializing for the most part in a phenomenological approach to clinical psychology with a concentration also in theory and research for a small number of selected students. Course work in the program is distributed about equally among theoretical, research and applied areas. (UB, 1986)

At the first faculty meeting of the new academic year, Dr. Knowles, the new chairman of the department welcomed two new faculty members, Dr. Donald Hands and Dr. Maureen McHugh.

The faculty spent considerable time this semester discussing and critiquing the new core curriculum program. The department decided to become involved in the core curriculum planning.

Dr. Marton Ference, University of Göteborg, Sweden will teach a graduate course in the Summer of 1986 entitled, "Describing, Understanding, and Improving Learning."

A major decision was made by the new chair to abolish the long established practice of the department of holding separate general faculty and graduate faculty meetings. The graduate faculty will continue to convene for special matters, e.g. promotion and tenure, graduate admissions, etc.

Dr. Steinar Kvale of the University of Aarhus, Denmark, who had been a visiting professor at Duquesne in 1972, presented a lecture at the Psychology Center on October 04, 1985.

The new dissertation process was finalized and submitted to be included in the next publication of the University Catalogue. The changes include the elimination of a unique feature of the program by removing the requirement of the Qualifying Paper and Integrational Seminar. The process now consists of only three steps: Proposal, Progress Report, and Dissertation. The traditional Comprehensive Exams are now required.
The M.A. option, Master’s Plan A with a Thesis substituting for six credit hours was eliminated. At the doctoral level the Theory/Research concentration was also eliminated.

**ACADEMIC YEAR 1986-1987, THE DEPARTURE OF A PHENOMENOLOGICAL PIONEER**

The Fall semester of 1986 began without the presence of Dr. Amedeo Giorgi, who resigned after 25 years in the department. His contribution to the development of the department was inestimable and his departure created a serious weakening of both the department’s research and theoretical strengths in phenomenology. His departure also saw the eventual transfer in 1995 of the editorship of the *Journal of Phenomenological Psychology* to Dr. Frederick Wertz, a Duquesne alumnus now at Fordham University. The *Journal*, the flagship publication for phenomenological psychology, was launched by Giorgi in 1970. He described the proximate history of the *Journal’s* birth as follows:

When I first came to Duquesne University in September 1962, the university was the publisher of the *Review of Existential Psychology and Psychiatry* and Adrian van Kaam was its editor. Sometime during the late 60s, the Association for Existential Psychology and Psychiatry, which owned the journal, decided to change the character of the *Review*. It was geared toward graduate schools, but the association decided that the *Review* should be oriented toward the intelligent layperson...At this time, van Kaam had left the psychology department at Duquesne, and I knew that if there was not going to be a publication outlet for work being done by existentialists and phenomenologists in psychology, there could be no impact. So I decided there had to be a new journal to replace the old one. (1997, p. 255)

Giorgi also recounts that the *Journal* uses the term “phenomenological psychology” in a special sense, “as a vehicle for demonstrating how psychological research can be practiced in a phenomenological way by scientific psychologists.” (1997, pp. 253-254)

The department continued to surpass all other departments in its number of graduate students and graduate credit hours taught. Of
the 13 graduate programs in the College, the department accepted 45 new graduate students in the Fall of 1986 and taught 828 credit hours. The closest runner-up was the Institute of Formative Spirituality, which accepted 28 students and taught 570 graduate credit hours. Not one of the other 11 graduate programs came within 50% of matching the department of psychology. Unfortunately, the department’s success and strong financial contribution to the finances of the University did not evoke any increased support from the University Administration.

Academic Year 1987-1988, A Commitment to Excellence

In spite of the dearth of support on the home front, the department’s international reputation continued to spread. A graduate student, Jian Jin, wrote to the Chair of the department on November 29, 1987 as follows:

Partly because of my involvement in the student movement in Peking in the winter of 1985, I was sent by Professor Hsiung Wei, as a protective measure, to the United States to study psychology at Purdue University, while still remaining as a research fellow for the Peking University project of phenomenology. At Purdue, I benefited greatly from the experimentalism in American psychology which helped me to further my understanding of phenomenology.

I first learned about Duquesne University as the “capital of phenomenology in the New World” in China, especially from the introduction to the development of phenomenology in America in the lectures given by an American visiting professor to Peking University, Dr. Michael Murray, the Dean of the Department of Philosophy at Vassar College. (I helped to translate his lectures entitled “Hermeneutics, Deconstruction, and the Great Wall of China” into Chinese.) At Purdue, I was once a T.A. for Professor Randy Larsen, a graduate of Duquesne, who introduced me to Duquesne Studies in Phenomenological Psychology. I also greatly admired your profound grasp of Heidegger’s thinking in your work Human Development and Human Possibility: Erikson in the Light of Heidegger. From then on, I have made up my mind to be a student in your department after I have finished my master’s study at Purdue so as to continue my research in phenomenology. I wish
you would be willing to consider accepting me as one of your students.

Along these same lines James E. Gorney, a visiting professor to the department, wrote as follows:

I am writing to thank you for inviting me as a guest professor to teach the Spring mini-course in the Psychology Department on March 27-29, 1987. It was an unexpected pleasure to find such an interest in my work among both students and faculty.

Ever since my undergraduate years when I developed an interest in phenomenology and psychoanalysis, I have known of the outstanding national reputation of the scholars at Duquesne in these areas. Yet, I was not fully prepared for the overall level of excellence which I encountered on my recent visit to the campus. I have taught and lectured at many universities and clinical training programs throughout the country, but I can honestly say that I have never found such a uniformly high level of theoretical and clinical sophistication as was apparent to me at Duquesne.

What I also found notable was the very high degree of commitment to, and satisfaction with, the Psychology Department among the graduate students. It is quite rare in my experience to find students who uniformly seem genuinely delighted and proud to be part of a graduate department. Further, I was also particularly impressed by the dedication and pursuit of excellence on the part of the faculty members whom it was my privilege to meet. It was clear to me that the faculty of the Psychology Department is unusually devoted to the creation of a genuine climate of free inquiry, among themselves as well as in conjunction with students.

Even after a few days of teaching, it became clear to me that it is not just the philosophical-phenomenological orientation of the Psychology Department which makes Duquesne unique in this country; it is also the palpable commitment to excellence which is manifest among the students and faculty on campus. The University has reason to be extremely proud of your department. In my judgment, it ranks second to none among all other graduate programs in psychology in this country, or beyond.
Thank you for inviting me to Duquesne.

In his first Graduate (M.A.) student newsletter of August 10, 1987, Dr. Knowles, Chair of the department, reaffirmed the mission of the department by greeting the new students in these words: "It is my pleasure to welcome you to Duquesne University and to our group of psychologists who are attempting to redefine psychology as a human science."

Four new faculty members joined the department this fall, Dr. Sidney White, Mr. Charles Brice, Mr. Michael Sipiora, and Ms. Eva-Maria Spork. After obtaining a Ph.D. in Child Development and teaching for some years at the University of Wisconsin, Dr. White is now completing a second Ph.D. at Duquesne. Charles Brice who is completing his Ph.D. here at Duquesne did his undergraduate work at the University of Denver and his M.A. at Duquesne. Michael Sipiora, who holds a B.A. degree from San Jose State University and two M.A. degrees, one from San Jose and the other from the University of Dallas, will be completing his Ph.D. in psychology from the University of Dallas. With a broad background of excellent teaching and with experience in marketing and editorial work, he will add another important dimension to the department. He is especially interested in the topics of Heidegger, hermeneutics, and Freud. Eva-Maria Spork, also completing a Ph.D. in psychology from the University of Dallas, holds a B.A. degree from the University of Marburg, West Germany and an M.A. degree from the University of Dallas, both in psychology. She has done excellent work on the topics of creativity and has an impressive breadth and depth of background in literature as well as psychology.

We were also very pleased to have Dr. Ron Shaffer of the Western Washington University as a Visiting Scholar in the department for the 1987-88 academic year. Dr. Shaffer received a Ph.D. in psychology from the University of New Mexico in 1971 and is currently an associate professor at Western Washington University. He and a colleague are introducing a phenomenological orientation into the undergraduate program there. He spent this year immersing himself in the literature, attending classes, having discussions with faculty and students, etc.
After a mutually satisfying experience of last year's mini-course on Jacques Lacan, Dr. James E. Gorney and the department worked out an arrangement whereby he will commute from New York several times in the Spring 1988 semester to teach a three-credit graduate course.

**APA Convention**

A number of faculty members will present papers at the APA Convention in New York at the end of August:

—Dr. William Fischer — "Anxiety, Self-deception, and Agency"

—Fr. Edward L. Murray, C.S.Sp. — "Personality Integration in the Light of Ricoeur’s Thought"

—Dr. Paul Richer — "Deconstructing the Political Motivation of Our Quest for Agency: Obedience"

—Fr. David L. Smith, C.S.Sp., Ph.D. — "Psychotherapy and Ricoeur's Philosophy of Narration"

On March 4, 5, 6, 1988, Dr. Donald Polkinghorne offered a mini-course titled "The Uses of Narrative in Psychology." He is a professor of psychology at California State University and the editor of the journal *Methods*. Finally, it is worthy of mention that there were over 800 inquiries about the graduate programs in the 1987-88 academic year.

**Academic Year 1988-1989, Phenomenology and Culture**

In 1988 a major change occurred in the structure of the doctoral program. A unique and innovative feature of the process leading to the doctorate had been the dissertation sequence — Qualifying Paper, Integrational Seminar, Progress Report, Dissertation Proposal — culminating in the Dissertation. This creative track allowed for the maximum participation of all graduate faculty members in the doctoral research work of each student. Some students were convinced that the complex process delayed the completion of the dissertation, and some faculty resented the strong voice of other faculty in their own students' research. To replace this process, the faculty voted to return to the traditional comprehensive exams and to add several research courses to the Ph.D. requirements. (Graduate Student Manual, 1988-89)
NEWSWORTHY EVENTS

Dr. Mary Brabeck offered a mini-course in November; the topic was “Women and Morality?: Theory, Research, and Implications.” Dr. Brabeck is an Associate Professor at Boston College and Director of its Human Development Program.

On March 3 and 4 a mini-course was offered by Dr. Albert Zacher of the Institute of Psychotherapy and Medical Psychology at the University of Würzburg. He lectured on “The Life-History of the Psychiatric Patient.” Dr. Zacher is a psychiatrist, a psychoanalyst and a member of the anthropological and Daseinanalytic movement in Europe.

The Graduate faculty approved the appointment of Fr. George Sserwangoa of Katigonda National Major Seminary, Uganda, as a 1989-90 Visiting Scholar in the department. The faculty judged this appointment as one way to extend phenomenological psychology to Africa.

Planning was underway in December for the Alumni/ae Conference on Phenomenological Psychology and the University to be held on Saturday, February 11 and Sunday, February 12, 1989. A substantive report on this Conference follows.

ALUMNI/AE CONFERENCE I: 1988-89
PHENOMENOLOGICAL PSYCHOLOGY AND THE UNIVERSITY: A CULTURAL ANALYSIS
ALUMNI/AE CONFERENCE I
FEBRUARY 11-12, 1989

In his welcoming remarks the chairman of the department of psychology, Dr. Richard T. Knowles, announced that the Conference was a celebration to honor the 30th anniversary of the department’s M.A. program in existential-phenomenological psychology and the 25th anniversary of its doctoral program."

Dr. Knowles expressed the purpose of the Conference to be an opportunity “…to reassess and revitalize the vision of the future of our shared approach to psychology in light of past and present accomplishments and to ensure that our approach has an impact on psychology in the 21st century.”
He then went on to say:

The speakers and panel members at this Conference are all graduates of the Ph.D. program in psychology at Duquesne University. Their positions at universities throughout the country give some indication of the impact of the approach on the University. What may not be as visible is the fact that these eighteen people alone have written or edited 46 books and have had more than 200 articles and reviews published in professional journals. One other indication of the impact of the approach is the fact that the lead article of the latest issue of *The Counseling Psychologist*, not written by a Duquesne graduate, contains 29 references to the writings of faculty members and graduates of the program. *The Counseling Psychologist*, of course, is the official journal of Division 17 of the American Psychological Association and the article mentioned is listed as the “major contribution” to the theme of this issue, “Alternative Research Paradigms.” (*Alumni/ae Conference I Proceedings*, p. ii)

**Conference Program:**

**Welcome and Introduction**

Richard T. Knowles, Professor and Chair, Psychology Department, Duquesne University

**Opening Session**

Paper: Robert Romanyshyn, Professor of Psychology, University of Dallas, “Phenomenology as Cultural Therapeutics”

Discussion: Scott Churchill, Assistant Professor of Psychology, University of Dallas

Mufid J. Hannush, Associate Professor and Chair, Department of Psychology, Rosemont College

Vernon A. Holtz, Associate Professor and Chair, Department of Psychology, St. Vincent College

Cynthia A. Magistro, Assistant Professor of Psychology, Seton Hill College
James Morely, Assistant Professor of Psychology, St. Joseph College, West Hartford, Conn.

**Second Session**

Introduction: Edward L. Murray, C.S.Sp., Professor of Psychology, Duquesne University

Paper: Steen Halling and George Kunz, Professors of Psychology, Seattle University, "The Dialogue of Phenomenology: Facing the Deficits of our Culture"

Discussion: Richard J. Alapack, Assistant Professor of Psychology, West Georgia College

Richard Eldridge, Associate Professor of Psychology, St. Francis College

Robert Fessler, Professor and Chair of Humanities and Human Sciences, Point Park College

James D. Upson, Professor of Psychology, Rollins College

**Third Session**

Introduction: David L. Smith, C.S.Sp., Associate Professor of Psychology, Duquesne University

Paper: Christopher M. Aanstoos, Associate Professor of Psychology, West Georgia College, "Radical Psychology and Postmodernity"

Discussion: Carol S. Becker, Professor of Human Development, California State University, Hayward

Bernd Jager, Professor of Psychology, Sonoma State University

Martha A. Mattingly, Professor of Child Development, University of Pittsburgh

Christopher Mruk, Assistant Professor of Psychology, Bowling Green State University

Frederick J. Wertz, Assistant Professor of Psychology, Fordham University
The proceedings of the Conference have been published by the Psychology Department and are available at the Simon Silverman Phenomenology Center for purchase ($7.00 per copy). To whet your appetite and to demonstrate the quality of the work, I quote from each of the three major papers.

The first speaker of the Conference, Dr. Robert Romanyshyn, Professor of Psychology at the University of Dallas, lectured on “Phenomenological Psychology and Cultural Therapeutics.” Several passages of Romanyshyn’s fascinating essay are worth quoting at length. While making clear that he is not describing any one person’s religious belief or any individual’s personal attitude, he writes of a certain disposition particular to religious orientations.

Before they are institutions and matters of belief, Catholic/Jewish and Protestant are historical, cultural psychological dispositions toward the world. As such, each is also the projection of a landscape within which one dwells. I am suggesting here that phenomenology and depth psychology are more deeply rooted in a Catholic and/or Jewish psychological disposition than they are in a Protestant one. To practice phenomenology and/or depth psychology one needs, I believe, a sense of the numinous, perhaps even sacred character of the world. To practice phenomenology and/or depth psychology one needs a sense of the world’s awe-ful depths. I find it quite appropriate, therefore, that historically a phenomenological psychology originates in opposition to scientifically based psychology. It is another expression of enantiodromia perfectly in accord with the historical facts. Psychology as a discipline in its own right is first named in the sixteenth century by Philip Melanchthon, friend and confidant of Martin Luther. It is baptized, so to speak, in the Protestant church of science. Phenomenological psychology and depth psychology in their opposition, that is in their counter movement to scientific psychology, return us to a vision of the world which historically, culturally, and symbolically is steeped in a Catholic and/or Jewish disposition toward reality. There are even grounds to say that the Christian medieval world, with all its iconography, is the unconscious of contemporary, Protestant ego-consciousness. (Alumni/ae Conference I Proceedings,
He also demonstrates how the Catholic analogical imagination (without explicitly employing the term), can harden into a dogmatic stance, lose its true sense of the sacred and become an ideology.

Romanyszyn provides for me the rationale for the welcoming and flourishing of existential-phenomenological psychology at Duquesne University, a Catholic University in the Spiritan tradition. He writes:

A key task of a phenomenological depth psychology is to provide a continuing critical vision of consciousness and culture. Such a vision, I believe, has at least two aims...

On one hand, through its recovery of origins such a psychology should continually awaken us to the created, historical character of our societal arrangements and cultural institutions. Much along these lines has already been done with respect to the institutions of science, technology, and medicine, but still more needs to be done with respect to the institutions of education, economics, politics, religion, entertainment, and the sexes to name but a few. I have in mind here a psychology which as an "opus contra naturam," as a movement against the natural attitude, understands itself as a work of de-literalizing the taken for granted character of our cultural certainties, revealing the shadows and the symptoms otherwise obscured by the bright light of our achievements. Whether such a psychology can be done within the walls of a university is an open question, but that such a radical, critical voice is needed in our time seems quite clear.

On the other hand, through its recognition of the intentional character of the human world, such a psychology should also serve to awaken us to our ethical responsibilities toward the worlds which we create, imagine, and even dream. The terrors of global disaster are the nightmares of our soul, and we only hasten disaster with an abrogation of our responsibility. (Alumni/ae Conference I Proceedings, p. 5)

The second major paper, “The Dialogue of Phenomenology: Facing the Deficits of Our Culture,” was delivered by Drs. Steen Halling and George Kunz, Professors of Psychology at Seattle University. In
their paper they cogently make the case for phenomenological psychology, how the program came to be at the University of Seattle, and how phenomenology can help to heal the wounds of our culture. They write as follows:

The center has fallen out of our culture! Now you might not notice if you're looking at it through the lens of success which, of course, most in this culture do, both winners and losers. Yet everyone sees problems. Even the successful admit deficits. But, inside this cultural system, we blithely hum along in the natural attitude, confident that the leaders who have been competitively promoted to power, will fix the problems. They make decisions for us, having "at hand" their efficient system of experts in government and business, management and marketing, science and technology. For the successful, the edifice of modern culture is structurally sound and extraordinarily hospitable and cheery for all its inhabitants, the sick as well. To warn of a fallen center is crazy. Any critique like that of this culture surely comes from malcontents who've uncoupled from its nurturing knowledge and opportunity. Questioning the presuppositions of a system that works so efficiently must be either to justify the claims of ambitious politicians, the rhetoric of columnists, the ravings of religious fanatics, the ruminations of philosophers, or the license of poets. Such questioning should not be taken seriously....

...there is something quite unspectacular about phenomenological psychology. It is, after all, nothing more than the elucidation of human existence in human terms. It cannot compete with the spectacular scientific and technological achievements of modern times. When there is a graduate school open house at Seattle University, there is very little that we can display to show what our program is about. Sometimes we display some books, and flyers from lectures that we have sponsored. But there is no equipment or computer software that is relevant to the work we do; there is not even a psychological test with which to impress prospective students.

Earlier we spoke of "humble power." From another perspective there is nothing more powerful, and perhaps nothing more healing, than to speak to hu-
man experience, to reveal its structures and its inner coherence, to educate oneself and one’s readers or listeners through examples. At the risk of overstating the similarity between phenomenology and literature, we return to the words of the poet and critic Alan Tate (1943) who asserts that the poetic imagination articulates the unity of experience, from within experience. As phenomenologists we have a similar goal, although we approach it in a different way. (Alumni/ae Conference I Proceedings, pp. 19, 24)

The third major paper of the Conference was by Dr. Christopher M. Aanstoos of West Georgia College (now State Univ. of West Georgia). The title of his paper “Radical Psychology and Postmodernity” is in fact an ode of praise and dance of joy to phenomenology in general and the program at West Georgia in particular. The following excerpts from his paper tantalize us with a taste of his joy and the flavor of his praise for phenomenology’s... “radical opening of a vision.”

The West Georgia program succeeded in constituting this clearing by attending most faithfully to the phenomenological epoché: the suspension of belief in the presupposed reality of the constancy hypothesis. The program aimed to be mind-blowing, its inclusion of the far-out way of opening students to go beyond the presupposed, to the very “ground of their existence.” Nurtured by Mike’s (Arons’) genius for fostering creativity by removing its obstacles, this atmosphere was the clearing, the haven, within which one could ask any question, teach any course imaginable, explore any crevice of human existence. (Alumni/ae Conference I Proceedings, p. 33)

In concluding this section on the Alumni/ae Conference of 1989, I would like to cite Aanstoos’ (and Arons’) vision of one response of phenomenology to our contemporary culture and mainstream psychology.

The Monastic. First, “the monastic.” In this current, we face a culture in which psychology is increasingly steered by an interlocking mesh of official institutions, from the APA to the government. By means of their licensing exams and accrediting standards as tools with which to enforce an increasingly narrow orthodoxy, dissent will be gradually banished from the discipline. This
one is basically *The Big Chill* scenario. In such a future, there will be a desperate need for sanctuaries to provide haven to keep alive a richer vision of psychological life. These sanctuaries will have to nourish and foster that vision, much as the monasteries functioned as centers for intellectual life in the Dark Ages. In the new Dark Age, only the most deeply rooted programs will be able to sustain themselves in this barren wasteland of craven bureaucracy. Their mission will be to serve as the nexus points, to keep alive the dream of a psychology of existence, and to teach students to become healers in a culture increasingly forgetful of existence. There will always be dissenters, nonconformists who comprehend psychological life from the ground of their own experience. But they will need gathering places, lest they become lone wolves, howling in the distant, frozen tundra, beyond the pale of organized discourse. To institutionalized psychology, they will be freaks, the kooks, the misfits, the malcontents—the "street people" of the intelligentsia. They are us. And centers that will shelter the formation and continuity of a critical mass will be needed more than ever. Duquesne has been the strongest such center. Let us pray that it will continue to be. *(Alumni/ae Conference I Proceedings, p. 37)*

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* In Spring 1982 the doctoral students formed the AGSPP, Association of Graduate Students in Phenomenological Psychology.


" The Ph.D. program began in the Fall semester of 1962. The first degrees were awarded in 1964. So, to be precise, this is not the 25\textsuperscript{th} anniversary of the Ph.D. program. It is the thirtieth of the M.A. and the 27\textsuperscript{th} of the Ph.D.

" Along these lines, Rev. Raymond French, C.S.Sp., University Chaplain, has recognized the value of phenomenology for the work of campus ministry.

" The Spiritans are priests of the Congregation of the Holy Ghost, founders and sponsors of the University, and dedicated to the service and liberation of peoples from poverty, injustice, and oppression. Authentic phenomenological psychology is emancipatory.
Going back is also bringing before oneself. One goes back to how one is, how one is already existing. One goes back to it, it is always already. It is a having-been. Only in so doing one retrieves one's authentic possibility-sketching, so that a present is made in which one is ready to act authentically.

(Eugene T. Gendlin)


ACADEMIC YEAR 1989-1990, A YEAR OF STRESS

The department's international connections were strengthened on two fronts this year. Dr. Tze-wan Kwan of the philosophy department of the Chinese University of Hong Kong taught a mini-course for the department on November 3, 4, 5; his topic was "Language, Categories and the Human Condition." In May 1990 a conference on "The Impact of Phenomenology on the Development of Psychology as a Human Science" was held in Taiwan. Four faculty members of the Duquesne department of psychology, Drs. W. Fischer, R. Knowles, C. Maes, and R. von Eckartsberg presented papers which were published in Chinese and English (Psychology, Phenomenology and Chinese Philosophy: Chinese Philosophical Studies, vi, 1994). This volume will help to make Duquesne's approach to psychology more easily available to a Chinese audience.

On November 8, 9, and 10, three members of the department, Drs. R. Knowles, E. Murray, and E. Simms, participated in a Duquesne colloquium on "The Moral Imagination."

The department sponsored its second Alumni/ae Conference on April 7 and 8, 1990. The topic was "Phenomenological Psychology and Clinical Practice." Following the model of Conference-I, all the presenters were Duquesne psychology graduates engaged in clinical practice. There were plans to publish the proceedings of this Conference, but unfortunately it has been impossible to locate them.

This was a very difficult year in the life of the department. Tensions ran high between the faculty of the department and the new Academic Vice President, Michael Weber, D.A. It was the faculty's percep-
tion that they did not enjoy his confidence and support. Even though not directly related, some of the stress resulted from larger university upheavals of the recent past. In 1987, a prolonged conflict between the President, Rev. Donald S. Nesti, C.S.Sp., S.T.D. and students and faculty and the Board of Directors and the Membership of the Corporation resulted in the resignation of the President in August 1987. Earlier in the Summer of 1987, Rev. David L. Smith, C.S.Sp., Ph.D., Chair of the Membership of the Corporation, and all the members of the University Corporation were ordered by their Provincial Superior, Very Rev. Norman E. Bevan, C.S.Sp., S.T.D., to resign. In the Fall of 1988, Fr. Bevan then ordered Fr. Smith to resign his tenured position in the department of psychology and to leave the university. It belabors the obvious to say that a dark cloud had settled over the department of psychology. The fuller and more dramatic narrative of these events can be found in Joseph F. Rishel’s “The Spirit that Gives Life:” The History of Duquesne University, 1878-1996. Pittsburgh: Duquesne University Press, 1997.

ACADEMIC YEAR 1990-1991,
THE MARCH TOWARD APA ACCREDITATION

The department was pleased, but not surprised, to learn from a detailed cost analysis study prepared by the Academic Vice-President that of all the academic departments in the College of Arts and Sciences and of all academic units throughout the University, it produced more credit hours taught at less cost than any other. Happily, the department’s promotion of psychology as a human science was not confined to the Duquesne campus. The Dean of Graduate Studies at Pacifica Graduate Institute requested the collaboration of Duquesne’s graduate psychology faculty for the dissertation work of over 100 students in its humanistic oriented doctoral program. The faculty agreed to the Dean’s request, since the Pacifica Graduate Institute employs the same research methodology as the Duquesne program. A new M.A. program in psychology now offered at New York University also has some structural similarities to Duquesne’s.

In December four senior faculty members of the department, Richard T. Knowles; Chair, William F. Fischer; Rolf H. von Eckartsberg;
and Charles Maes, participated in an International Symposium on Phenomenology and Philosophical Foundations of Human Sciences at the National Chengchi University in Taiwan. Participants included speakers and philosophers from the United States, Austria, Belgium, Taiwan, China and Canada.

Dr. Knowles and Dr. Maes also attended a second conference in Hong Kong sponsored by the Council for Research in Values and Philosophy. Publicity for this event appeared in several issues of Pittsburgh newspapers and in the Spirit.

Dr. William Fischer reported that in a recent survey of clinical psychologists published in the American Psychologist, one out of 10 psychologists identified themselves as existential-phenomenological/Gestalt. He interpreted this finding as a sign that Duquesne’s human science approach is now an accepted viewpoint within American psychology, and that the department should pursue APA accreditation. Within a week of this report, a student letter to graduate faculty urged the department to apply for APA accreditation. The Chair of the department, Dr. Knowles, immediately followed up on these events with a report: “The APA Accreditation Process and the Department of Psychology; Duquesne University.”

In his report, Dr. Knowles traced the department’s history with the APA accreditation process all the way back to 1965. In December of that year, at the invitation of the department, the APA’s Committee on Evaluation sent an advisory visitor to the department, Dr. Leonard Goodstein, professor of psychology at the University of Cincinnati. After his two-day visit he reported that in his judgment the department could easily obtain accreditation, but it would not be worth it, for there existed a real danger that the unique quality of the program could be lost.

The only required modifications of the program since then (1990) were the additions of one-credit courses in ethics and statistics and a three-credit course in physiology, in order to meet the Pennsylvania licensure requirements and in order to be listed in “Designated Doctoral Programs in Psychology.” As the years passed the APA began to use its considerable influence and lobbying power to make its accredita-
tion a requirement for internships and, in some cases, for licensure. The department has responded by involving itself with groups challenging the APA's rigid natural science model and at the same time exploring possible changes required to obtain APA accreditation.

The two principal groups which the department has supported in challenging the APA accreditation process have been the Council of Graduate Departments of Psychology (COGDOP) and the Consortium for Diversified Psychology Programs (CDPP). Both groups have challenged the representativeness of the APA model before the Council on Post-Secondary Accreditation (COPA), the accrediting body for APA itself. COGDOP's criticism centered on the APA's status as the sole determiner of membership in the accrediting body for doctoral programs in professional psychology. Their position lamented the loss of academic freedom in the accreditation process since universities were not free to design their own programs and were not represented on the accrediting committee. CDPP took the position that the current APA accreditation process discriminates against programs which do not adhere to the APA model and discourages innovation. The positions of the two groups overlap in many ways.

Of course, the department's concern continues to be the maintenance of the unique orientation of the program. If there are no significant changes in the accreditation process by July 1991, the department will begin the process of calling in a consultant experienced in APA accreditation to advise the department of the changes that would be necessary to obtain APA accreditation.

To jump ahead a few years in our story, we find that in 1995 the APA has not conceded one inch to a humanistic or human science orientation. In the Humanistic Psychology Newsletter, Division 32 of the APA, Spring 1995, the editor challenged the APA's efforts to impose a universal template. She wrote: "Humanistic therapists justifiably question the extent to which the template embraces freedom of choice and an interest in human growth that goes beyond a quick fix of symptoms of disorder. (Sideritis, p.1) In a similar vein, the Division's APA Council Representative wrote of his experience at the APA Council:
Although seemingly benign, a series of guidelines, followed by a template of what will be worthy research and practice, threatens the freedom of alternative practice and research. The guidelines and the template do, in fact, primarily focus on outcome research and what is sure to become consequential institutionalization of standardized procedures in psychotherapy. Taken individually or together, both guidelines and template will, in all probability, discourage qualitative dissent. The Association is moving toward favoring objective “success” criteria for psychotherapy. These criteria will ultimately reinforce the establishment of standardized prototypes for both research and practice. Such yardsticks obviously play well to third-party reimburers but, as far as I can see, tend to overlook the fundamental concerns of humanistic psychologists. (Stern, p. 7)

As I retrace the history of the department’s playing with the possibility of seeking APA accreditation for its clinical program, I am reminded of the old saw, “He who would sup with the devil needs a long spoon.” The department is not naïve in face of the perils and has stated its own position in an elegant and sophisticated fashion:

“The Question of Empirically Validated Treatments (EVTs)”

It is an essential aspect of professional and academic accountability that we are able to evaluate critically our own therapeutic endeavors, as well as the claims of our colleagues. Where our work is ineffective, we need to change it. It is also important, however, that psychotherapists be appropriately suspicious and rigorously critical of the numerous claims that are made concerning the experimentally validated efficacy of some approaches to psychotherapy. Criticism involves questions of research design and the interpretation of results, as well as more fundamental questions of an anthropological, cultural, and ethical nature. We expect students to appreciate the rationale for EVT’s. However, what are ostensibly academic and professional concerns regarding questions of effectiveness and accountability are controversial and, from our point of view as human scientists, highly problematic. Serious epistemological and methodological objections to the EVT approach have been raised in the literature, and students are taught to understand these objections. As
a clinical faculty we are deeply concerned at the self-destructiveness to clinical psychology if it tries to emulate medicine. One of our concerns has to do with the assault on genuine cultural and ethnic diversity that the unquestioned endorsement of EVTs implies, as it is forgotten that the DSM is a cultural document defining the nature of psychopathology, symptom, evidence, and cure. The pursuit of empirically validated treatments of DSM diagnoses represents, for us, the cultural hegemony of the medical model. We are therefore most concerned that psychotherapy does not become an unwitting missionary for the medical model, in which treatment is reduced to a technical procedure performed on a "disorder." Students understand that there are powerful economic and political forces at work, and that their professional future depends upon understanding and knowing how to respond to these factors.

We address the issue of EVTs in the following ways:

- students will know and understand the essential literature and conceptual issues regarding EVTs
- students will appreciate the need for professional and public accountability in the work they do
- students will understand the need to practice within a tradition of psychotherapy that has a track record of effectiveness, supported by literature that describes what it is that the therapists are doing, and why (a broad definition of "Treatment Manuals")
- students will be familiar with some of the extensive research which supports their approach, including literature that debunks the "brand name" conception of therapy by showing that good therapists practice outside the labels of theory
- students will research their own effectiveness in their basic training in the Clinic by developing treatment plans and progress reviews every 12 weeks, at which times previous goals are reviewed, necessary changes are made to treatment, etc.


Even in the face of these serious threats to its historical uniqueness, the department continued its long march toward APA accreditation.
In the Fall 1991 semester, the Chair of the department reported once again on the saga of the department's quest for APA accreditation. He reported on the APA's attempt to tighten and extend its control, and he described several legal challenges to the APA's efforts by the Consortium for Diversified Psychology Programs (CDPP) spearheaded by Dr. Clark Moustakas. While supporting alternative models, it remains the department's intent to continue to explore APA accreditation. The Chair concluded his report to the graduate students with what may turn out to be no more than a pious hope. He wrote:

"In dealing with the whole issue of accreditation, it is the department's hope that accreditation will be achieved without sacrificing the unique orientation of the program which has been sustained by the faculty, the graduates, and the students of Duquesne over a period of thirty years. (Chairman's Graduate Student Letter, 1991)"

We conclude this section with the sad news of the death of a colleague who was always vehemently opposed to APA accreditation. For 30 years Dr. Charles Maes was a vital and pivotal member of the department. His sudden death on November 11, 1991 deeply saddened and seriously affected all members of the department. He had served as Director of the Counseling Center since 1967. As a very creative theoretician and practitioner of psychotherapy, he taught and trained many hundreds of graduate students in psychotherapy during his 30 year career at Duquesne, both in the department of psychology and the Institute of Formative Spirituality.

**Follow-Up Studies of Graduates**

**Ph.D. Graduates**

Without doubt, the highlight of the 1991-92 academic year was the completion and publication by the department of two substantial surveys of the department's M.A. and Ph.D. alumni/ae. In July, the department published "Follow-up Study of Ph.D. Graduates." The following text is extracted from the report.

To coincide with the 30th anniversary (1989-90) of the graduate
program in psychology at Duquesne University, a questionnaire was mailed to the 140 graduates of the Ph.D. program; 112 responses were received, a response rate of 80%. Of those responding, 32 (29%) were employed in full-time university positions and 80 (71%) were employed in full-time clinical practice. In addition, there were various combinations of academic and clinical work. For example, 19% of respondents in full-time clinical work also hold part-time positions in colleges and universities, and 31% of respondents in full-time academic work also were involved in part-time clinical practice.

**College and University Positions**

Thirty-two of the 112 respondents (29%) hold full-time university positions. They include one dean, 13 professors, eight associate professors, nine assistant professors, and one lecturer. Of these 32 respondents, 10 (31%) are also in part-time private practice.

Fifteen of the 112 respondents (13%) hold part-time university positions. They include two associate professors, three assistant professors, two adjunct professors, six instructors, and two lecturers. These 15 respondents all have full-time clinical positions.

**Clinical Positions**

Eighty of the 112 respondents (71%) hold full-time clinical positions: 39 (49%) of these are in full-time private practice. Of these 39 respondents in full-time private practice, 15 have part-time university positions. The remaining 41 respondents hold full-time positions with various clinical agencies. Eight of those working at clinical agencies are also in part-time private practice.

There are 16 respondents in part-time private practice. Two respondents have part-time clinical positions at various agencies.

**Publications**

The 112 respondents have written or edited 29 books and have been the authors or co-authors of 345 articles, chapters, or reviews. Fifteen (13%) of the respondents are on the editorial boards of various journals. The titles of the publications may be found in Knowles, R.T., Lydon, J.A. & Peiritisch, J.D. (Eds.) (1990). *List of Publications of the*
Department of Psychology, Duquesne University. Pittsburgh, PA: Department of Psychology, Duquesne University.

**Internships and Fellowships**

Of the 112 respondents, 32 (29%) have completed pre-doctoral internships and six (5%) post-doctoral internships. Fifteen (13%) have held various fellowships.

**Psychology Licensure**

All respondents who wanted and applied for licensure as a psychologist received it. Of the 111 respondents to this question, 92 reported being licensed in 21 states and Canada; moreover, these 92 possessed a total of 117 licenses, since some of them were licensed in two or three different states. Of the 19 not licensed, 11 of them reported that they did not want or apply for a license because it was not needed in the academic or administrative positions they held. The remaining eight were either preparing for the licensure examination or had taken it and were awaiting the results.

**Impact of Training at Duquesne**

In response to a question asking the degree to which training at Duquesne in phenomenological psychology affects their work, 43 (62%) used words such as “immensely,” “tremendously,” etc.; 23 (32%) used words such as “very much,” “greatly,” etc.; two (2.5%) used words such as “moderately”, etc.; two (2.5%) used such as words “minimally,” and one (1%) reported that the question was not answerable. The following remarks are representative of positive responses to the question “What is the degree to which your training at Duquesne in phenomenological psychology affects your work?”

“Significant effect in terms of clinical praxis and manner in which I organize my thinking about relationship aspects of psychotherapy.”

“My training at Duquesne has greatly affected my work in a positive manner. I am very grateful-appreciation-mystery.” [sic]

“Significantly in clinical practice. Developed integrational approach.”
"The way I approach doing psychotherapy is fundamentally a practice of existential-phenomenology. I attempt to let the pre-reflective lived experience of therapy speak to me of its meaning rather than making Procrustean attempts to fit experience within the confines of theory. This makes therapy more effective as a healing agent since it becomes more reflective of truth."

"I could not possibly overstate or over-dramatize the influence of my Duquesne education upon my thought, my work, my life. At Duquesne I learned to 'turn the reified world on its ear' to see things differently. The consequent enrichment of my life...both professional and personal...has been immeasurable. Without wanting to sound corny...there is hardly a week that goes by that I don't think of...(faculty members) ...and feel gratitude for their impact upon me."

M.A. GRADUATES

In August of 1991 the department published its survey of M.A. alumni/ae: "Follow-Up Study of M.A. Graduates." To coincide with the thirtieth anniversary (1989-90) of the graduate program in psychology at Duquesne University, a questionnaire was mailed to 428 M.A. graduates for whom addresses were available. Most of these addresses were outdated and inaccurate and only 17% of the graduates received and returned the survey. Despite the low rate of return, much information concerning the respondents was gathered and this information is summarized here.

ACADEMIC POSITIONS

Fifteen of the 74 respondents (20%) are engaged primarily in full-time academic work in colleges, universities and school systems. They include one dean, one chair, three professors, four associate professors, three assistant professors, one lecturer, one director, and one special education teacher. To mention just a few, the following are examples of the schools, colleges, and universities at which M.A. alumni/ae are employed: Carnegie Mellon University, PA (Department of Drama); New School for Social Research, NY (Department of Psychology); Professional School of Psychological Studies, CA.
Four of the 74 respondents (5%) are involved in part-time academic work as visiting lecturers, adjunct faculty, or part-time instructors.

**Clinical Positions**

Thirty-three of the 74 respondents (45%) are engaged primarily in full-time clinical work with positions in both the private and public sector. Six of the 74 respondents (7%) are likewise engaged in part-time clinical work.

**Completion of Ph.D.s**

Thirty-seven of the 74 respondents (50%) went on to complete their Ph.D. degrees at the following institutions:

- Ball State University
- Portland State University
- California School of Professional Psychology
- Rutgers University
- Clark University
- Saybrook Institute
- Duquesne University
- University of Akron
- Fielding Institute
- University of Dallas
- Fordham University
- University of Miami
- Fuller Theological Seminary
- University of Montreal
- Georgetown University
- University of Notre Dame
- Hofstra University
- University of Pittsburgh
- Johns Hopkins University
- University of South Dakota
- Louisiana State University
- University of Wisconsin at Madison
- Northeastern Ohio University College of Medicine
Washington University
Pennsylvania State University

Publications

The 74 respondents have written or edited 19 books and have been the authors or co-authors of 140 articles. The titles of the publications may be found in Knowles, R.T., Lydon, J.A. & Peiritsch, J.D. (Eds.) (1990). List of Publications of the Department of Psychology, Duquesne University. Pittsburgh, PA: Department of Psychology, Duquesne University.

Editorships and Editorial Boards

Thirteen of the 74 respondents (17%) have held editorial positions.

Impact of Training at Duquesne

Of the 53 respondents to a question asking the degree to which training at Duquesne in phenomenological psychology affects their work, 17 (23%) used words such as "tremendously," "immensely;" 18 (24%) used words such as "greatly," "importantly;" 14 (18%) used words such as "moderately," "somewhat;" four (5%) used words such as "minimally;" and none answered "not at all." The following reflect a few of the positive responses received:

"Set a very good general base from which to: (1) develop my clinical skills; (2) develop my theoretical orientation which, to date, remains existential-phenomenological in orientation and thereby, (3) allowing me to generally maintain my theoretical integrity in a consistent fashion. One final footnote: I loved my experience at Duquesne!"

"I feel that my training at Duquesne made me open to various therapeutic perspectives and approaches. Instead of making patients conform to my theoretical views, I think I listen more, and respect the client's life story. I can then apply a conceptual approach which seems to best fit the client's life and the problem situation."

"I am grateful for what I received there. Duquesne University training has done more than affected my work. It has formed, reformed and informed me. I entered the program looking for skill - tools. I learned
there that I am my tool, the tool. In many of the decisions I make now, I return to the philosophical base of the program to discern my direction.”

“The approach to therapy I was taught at Duquesne has always been important for the clinical work I’ve done, both during my internship and at Carnegie Mellon University. It has also served as an important model in the supervision work I’ve done.”

The Spring 1993 semester promised to be an exciting opportunity for exposure to a wide diversity of guest lecturers. The department, in conjunction with the Council for Research in Values and Philosophy and Duquesne’s Department of Philosophy, invited the well-known scholar, Paul Ricoeur, to present a series of lectures on moral imagination. Other scholars from leading universities were invited to respond to Prof. Ricoeur’s remarks. Another conference on “Chinese and Western Perspectives on Traditional and Contemporary Values” was planned involving prominent scholars from Asian universities, European universities (Louvain, Vienna), and U.S. universities (University of Michigan, Pennsylvania State University). Finally, the department co-sponsored a conference on feminism with the Simon Silverman Phenomenology Center.

**Other Significant Events:**

- Early in the new semester on September 10, the department sponsored a colloquium by Professor Friedrich “Fritz” Wallner of the University of Vienna, Austria. He spoke on “Constitutive Realism and Phenomenology.”

- The department was pleased to learn that one of its graduates, Dr. James Morely of St. Joseph College, West Hartford, Connecticut had been appointed conference coordinator for the 17th Annual International Conference of the Merleau-Ponty Circle. The Conference was held at St. Joseph College from September 24 to 26.

- It was also good and encouraging news to learn that the department received approximately 120 applications to the M.A. program and 50 for the Ph.D. program for the coming Fall semester.
ACADEMIC YEAR 1992-1993,
THIRTIETH ANNIVERSARY OF THE PH.D. PROGRAM

This Fall semester of 1992 marked the 30th anniversary of the inauguration of the doctoral program in existential-phenomenology. The following description of the graduate program cited from the Graduate Student Manual: Psychology Department – 1992-93 verifies that the department continued to pursue its original vision:

The Master's program is designed to introduce the student in a thorough way to the theory and practice of a phenomenologically based, human science approach to psychology. It is not a Master's degree in clinical psychology and is not intended to prepare for licensure, but does offer applied courses which are appropriate for supervised clinical service.

The Ph.D. program is an advanced course of study specializing in a phenomenological approach to clinical psychology.

At this 30-anniversary point in the department's history, the M.A. degree was a trimester block program requiring 30 credit hours, no thesis, no comprehensive exams and no languages. The typical 30 M.A. course requirements were:

1. Theory and Practice of Research Psychology
2. Psychology of Consciousness
3. Foundations of Psychology as a Human Science
4. Theory and Practice of Therapeutic Psychology
5. Theory and Practice of Group Psychology
6. Theory and Practice of Assessment Psychology
7. Existential Theories of Man: Heidegger
8. Introduction to Social Psychology
9. Developmental Psychology
10. Special Topics I

(Schedule of Classes, 1992)

The Ph.D. program was considered to be the logical continuation of the Duquesne Master's program and required 48 credits plus a dissertation and demonstration of proficiency in an approved language.
Required Ph.D. courses included:

1. Two Research Courses
2. One credit in Ethics and Standards
3. One credit in Basic Statistical Concepts
4. Three credits in Biological Bases of Behavior
   (These three courses, nos. 2-4, were added under pressure to meet State requirements and were not an integral part of a human science program.)
5. The four course Clinical Practica sequence
6. Three credits in Contemporary Philosophy (An additional three credits in philosophy were permitted.)
7. A one-credit mini-course (These courses were originally given by visiting professors, specializing in a human science approach. Once again, to make room for the Ethics and Statistics courses under State requirement pressure, the mini-course requirement was reduced from three to one.)
8. A three credit course was also permitted to be taken in the Institute of Formative Spirituality
   (Graduate Student Manual: Psychology Department – 1992-93)

The continued positive growth of the department's reputation after 30 years is clearly reflected in the high number of applications for the 1991-92 academic year. A total of 45 students applied for the Ph.D. program – 26 from last year's M.A. program and 19 from other universities. It should be kept in mind that due to the small size of the graduate faculty, only 10 to 12 applicants could be accepted into the doctoral program each year. At the M.A. level, a total 116 applied and approximately 40 were accepted. All the teaching, dissertation direction, advisement, and committee work required to care for the academic, professional and personal needs of these students was provided by approximately eight full-time faculty.

ACADEMIC YEAR 1993-1994, AN IDENTITY CRISIS LOOMS

With the addition of three new members, nearly one-quarter are novice members of the faculty. Brief biographies of the three new members, Drs. Barnard, Fink, and Walsh, can be found in Appendix 1, Part
B. Even with only 13 full-time members, the faculty taught the largest number of graduate students of any department in the Graduate School of Liberal Arts and Sciences. This past year there were a total of 155 graduate students in the program at various stages of study.

In spite of its continuing success, the department was keenly aware that a potential identity crisis threatened its future. Over the past five years, the department had lost nearly 50 percent of its founding members, and the new members had not participated in the original vision and inspiration. The department acknowledged the need to work on a sense of cohesion and community. It was decided to develop a mission statement for the department, which would incorporate divergencies and give a renewed sense of direction.

Other significant events in the life of the department:

- The department held a Colloquium on Friday, October 22. Dr. Daniel O'Connell spoke on "Language Use and Time."

- Dr. Bruce Fink was approved by the Graduate Faculty of the department as acting director of the Psychology Counseling Center.

- The department's visiting scholar was Professor Hitashi Ueno from Osaka University. He spent three weeks with the department auditing classes and working at the Simon Silverman Phenomenology Center.

- Dr. Richard Knowles, at the October 19, 1993 faculty meeting, was reelected for a fourth three-year term as Chair of the department.

- With the imminent demolition of the old Psychology Center building and the move to new quarters, Dr. Connie Fischer reported that the cocktail party/fund raiser for the new Center would be held on Saturday, January 8, 1994.

- The faculty confirmed three appointments:
  - Dr. Russell Walsh – Director of the Psychology Counseling Center
  - Dr. Roger Brooke – Director of Clinical Training
  - Dr. Bruce Fink – Practicum Coordinator
NEW MISSION STATEMENT

Without a doubt, the major and most significant event in the life of the department was the preparation of a new mission statement. Since it is the mission statement which expresses and defines identity, it is not saying too much to claim that with this new mission statement the identity of the department has expanded.

The new mission statement reads as follows:

Internationally recognized for over three decades as a center for existential-phenomenology, the Psychology Department at Duquesne University engages in the systematic and rigorous articulation of psychology as a human science. The Department understands the theory and practice of human science psychology as a positive response to the challenges of the 21st century – a response which dialogues with existentialism, phenomenology, hermeneutics, depth psychology, feminism, critical theory, and post-structuralism. Accordingly, the Department educates scholar-practitioners who are sensitive to the multiple meanings of human life, and who work toward the liberation and well being of persons individually as well as in community.

Reflecting upon this mission statement, I recall the words of Abraham Maslow in a letter to the department over 30 years ago, “...the psychology program at Duquesne was quite unique in the strict and literal sense of that term. There was and there is nothing like it any place. If it were to go out of existence or be diluted too much, something important would be lost...” (emphasis mine)

How much diversity can an organism withstand before it loses its own identity? Can boundaries be breached with impunity? Can a psychology program, which claims to be existential-phenomenological, try to be all things to all men and all women, to invite into its tent every theory, ideology, and intellectual movement which marches across the academic landscape, and still stay faithful to its mission and identity? Only time will tell, but several comments of Mihaly Csikszentmihalyi (2001) in his review of Karl Scheibe’s book The Drama of Everyday Life come to mind. He writes as follows:

Personally I have never been a great fan of symbolic interactionism, constructivism, and similar reactions to
the admittedly suffocating brand of positivism that has reigned in American psychology for so long. As intellectual guerilla it is enjoyable and probably useful, but it is difficult to see it as leading anywhere. Of course, that is one of the features often used to distinguish science from art: the first is cumulative, the second is not. As an art form, a critique of entrenched ideology, the strategy works well; as something akin to science, it works less well... One may not share the author’s narrative convention, but one has to respect his integrity. Scheibe is not only suspicious of scientism, but also of the sloppier pieties that have become fashionable of late, from deconstructionism to postmodernism.

Phenomenology has often been falsely accused of relativism. The philosophical insight of the perspectival nature of knowledge has indeed misled some phenomenologists and others to the position of relativism — intellectual and moral. But the true conclusion to be drawn from this insight of perspectivity is not that all knowledge is relative, but that all human knowledge is partial. Phenomenology itself is a philosophy of essences. As for moral relativism, it is a conclusion based on a free decision, upon a bias, and in no way demanded by evidence. What can be said of perspectivity applies as well to historicism? The fact that human thought has a history and is formed by language in no way demands a surrender to relativism. Pace much of postmodern philosophy, phenomenology offers a true co-constitution of world/consciousness. The world can never be absorbed into consciousness nor consciousness absorbed into the world. Even a sophisticated linguistic determinism is no less positivistic than the virulent materialistic positivism. These insights were basic to the formation of a human science psychology at Duquesne University in the existential-phenomenological tradition.


THE PSYCHOLOGY CENTER

After having housed 30 years of classes, seminars, consultations, therapy sessions, offices, and dissertation defenses, the department’s Psychology Center was razed in mid-January to make way for the Bayer Learning Center building. The building was located on the former
Vickroy Street, across from Canevin Hall. The University Archivist estimates that it was built circa 1900-05, but documentation clearly indicates that the University purchased it in 1927 to be the University Library. It served multi-purposes over the years. At one time or other as the University Health Center (two rooms), the offices of the Dean of Men, of the Dean of Women, and of the Director of the Counseling Center were located here. Many hundreds of students will fondly remember the falling plastered ceilings, torn carpets, and flaking paint. By some it was called the ghost house and by others it was known as the haunted house. The Psychology Center, to be named the Psychology Clinic in Spring 1995 – another infinitesimal shift away from the department’s uniqueness – will be located on the ninth floor of Rockwell Hall.

DIRECTORY OF PSYCHOLOGICAL DISSERTATIONS WITH A HUMAN SCIENCE APPROACH

Dr. Steen Halling, professor of psychology at Seattle University and a graduate of Duquesne’s program, wrote to the Chair to suggest the creation of a North American Directory of Psychological Dissertations with a Human Science Approach. Dr. Knowles passed the request on to Father David Smith, C.S.Sp., Executive Director of the Simon Silverman Phenomenology Center, and eventually under the direction of Mr. Daniel J. Martino, the Center’s Research Assistant, the Directory was completed. In an era of cyber research, this has proven to be an invaluable tool. Posted on the Web site of the Simon Silverman Phenomenology Center, it is a clearinghouse of psychology dissertations with existential-phenomenological themes and methodologies. The four institutions represented so far include the Saybrook Institute, the State University of West Georgia, the University of Dallas, and Duquesne University. In addition to providing the basic bibliographical information, most entries also include an abstract of the dissertation, thus providing the interested researcher with access to extant doctoral projects with a specialized focus on human science psychology. The site may visited at http://www.library.duq.edu/silverman/index.htm.

On November 18, 1994, Dr. Richard Williams, professor of psychology at Brigham Young University, presented a paper to the
Located at the corner of the former Colbert and Vickroy Streets (now McAnulty Drive and Academic Walk), this building was purchased by Duquesne University in 1927 and served many purposes for nearly seven decades. It became the site of the newly founded Counseling Center in the early 1960s, and until the mid 1990s it played an integral part in the life and mission of the Department of Psychology as evidenced by its later name—the Center for Training and Research in Phenomenological Psychology. In January of 1995 the building was demolished to make way for the Bayer Learning Center; the Psychology Center was moved to Rockwell Hall and renamed the Psychology Clinic.
psychology faculty and interested students.

**Bühler Award**

Dr. Knowles, Chair of the department, announced that Division 32, the Humanistic Division of APA, had selected Duquesne’s department of psychology to receive the Charlotte and Karl Bühler Award for its pioneering efforts and outstanding achievements in the field of humanistic psychology. The award will be presented at the annual convention of the American Psychological Association in New York City this summer. The department has invited Father David L. Smith, C.S.Sp., a former faculty member and former chair of the department, to accept the award on its behalf. Substantial parts of his acceptance speech, “The evolution of Duquesne University’s project for a human science psychology” have been incorporated into Chapter One of this history.

**Academic Year 1995-1996, An Evolving Mission**

In February of 1996 the department published *Update: Follow-up Study of Ph.D. Graduates: Department of Psychology, Duquesne University 1989-1995*. Questionnaires had been mailed in the Fall of 1995 to 30 graduates who had received their Ph.D.s at Duquesne University; 16 responses were received reporting the following information.

Six of the 16 respondents (37%) held full-time positions at the following institutions:

- Associate Professor, Franciscan University of Steubenville, OH
- Associate Professor, Point Park College, PA
- Clinical Instructor in Psychology, University of Pittsburgh School of Medicine, PA
- Assistant Director of Counseling, Duquesne University, PA
- Assistant Professor, Waynesburg College, PA
- Assistant Professor, Department of Psychiatry, Yale University, CT

Six of the 16 respondents (37%) held part-time positions at the following institutions:
Harvard Medical School, MA
Community College of Allegheny County, PA
Clinical Assistant Professor of Psychiatry, Pittsburgh
Institute of Mortuary Science, PA

Nine of the 16 respondents (56%) held full-time clinical positions.
Four of the 16 respondents (25%) are in full-time private practice.
Three of the 16 respondents (18%) are in part-time private practice.

In response to the question, “What impact did your training at Duquesne have upon you and your work?,” they replied:

“Training in phenomenological psychology has been extremely significant and relevant to all of my work.”

“It is my work and in every way I continue to use and value the way it has shaped my appreciation of the psychological dimension of existence.”

“Training provided the capacity to take a stance in relations [sic] to different theories/perspectives. Foundation of assumptions about being human.” [sic]

“Phenomenology and its principles have given me a unique and often highly valued perspective of both treatment and research in the addictions.”

“Although I have gone on to learn and utilize various other approaches to psychotherapy, I always feel that starting with phenomenological training provided a solid foundation for approaching clinical work.”

“I believe it greatly affects the intangibles – ethics, maintaining appropriate boundaries as a therapist and willingness to work on self.”

“To a tremendously positive degree. To be able to adopt a point of view without being limited by that point of view.”

“To a moderate degree. Many other influences have affected the practical aspects of my clinical work for the ten years since I completed Duquesne coursework. However, the way I think and write about my work retains the phenomenological stamp. I’m also coming to appreciate the relevance of the epoche in psychotherapy.”
Newsworthy events of the year listed in the department's Annual Report were as follows:

- A seminar was conducted by Jungian analyst Andrew Samuels, professor of Analytical Psychology at the University of Essex and training analyst of the Society of Analytical Psychology in London. His topic was "Hidden Reactionary Politics of Object Relations and Kleinian Psychoanalysis."

- The department continued to exhibit a high standard of teaching in its undergraduate and graduate programs. The Ph.D. program attracted over 40 applicants, the M.A. program over 100 applicants, and the number of declared undergraduate majors increased to 236.

- The new Psychology Clinic was relocated to the ninth floor of Rockwell Hall. It was dedicated on March 25, 1996.

- The department entered the computer age with the Psychology Web page, http://www.gradpsych.duq.edu/.

- Efforts continued to make the Program eligible for APA accreditation. One of the proposals of the Accreditation Committee for a third year of support for graduate students appears to have been approved by the administration. The third year of support, in addition to making the department comparable to accredited programs, also will make it possible to offer some required courses and should make it possible for our graduate students to complete their Ph.D.s more quickly. A target date of Spring 1998 has been established for the review of the program for accreditation by an outside consultant.

- Some changes in the area of clinical psychology required for APA accreditation may make that Ph.D. less desirable, and since a sufficient number of faculty qualified and interested in the area of developmental psychology exist, a second Ph.D. concentration in developmental psychology has been proposed and approved by the department. It is expected that this change will be included in materials sent out in March 1998 for the academic year of 1999. Plans to request outside support of the program have also been developed.
The department had been struggling with a less than complete faculty during recent years. This year, for the first time, the task of hiring new faculty was completed, at least for the present, with the addition of Barbara Esgalhado from Teachers College, Columbia University, NY. This hiring brings the total faculty members to 13 full-time and one part-time, a sufficient number along with teaching fellows and teaching assistants to teach the usual 42 undergraduate and 20 graduate courses offered each semester.

Finally, the faculty continued to maintain its high level of scholarly productivity. Especially notable is the publication of Dr. Daniel Burston's book, *The Wing of Madness: The Life and Work of R.D. Laing*, by Harvard University Press, and two books co-edited by Dr. Bruce Fink with Richard Feldstein and Maire Jaanus, *Reading Seminars I and II: Lacan's Return to Freud* and *Reading Seminar XI: Lacan's Four Fundamental Concepts of Psychoanalysis*, both published by the State University of New York Press. These two faculty members and others in the department have many other works in development.

In the Fall semester, 1995, three committees were established to study the following issues:

a. the creation of a developmental concentration at the Ph.D. level

b. the changes required to qualify for APA accreditation

c. the administrative structure of the Psychology Clinic

**ACADEMIC YEAR 1996-1997,**

**A PH.D. IN DEVELOPMENTAL PSYCHOLOGY**

In the 1996-97 academic year, 35 students were granted M.A. degrees and five students successfully defended their dissertations and were granted the Ph.D.

The Chair of the department headed this year's annual report, *Towards the Achievement of APA Accreditation*. What follows is extracted verbatim from his report.
With the support of the University Administration, the Department instituted a funded third year of doctoral residency. This will encourage, if not enable, the students to accomplish the following in that year:

a. take and complete a new integrative research course;
b. study for and complete comprehensive examinations;
c. apply for pre-doctoral internships;
d. achieve a first, if not final draft of the dissertation proposal

The third year should also help the students to tackle and complete graduation requirements more efficiently. Toward that same end, the Department revised a number of requirements with regard to the dissertation proposal, thereby enabling students to move more rapidly into the data-gathering phase of their researches. The Graduate Student Manual was revised for clarity and for the inclusion of certain policy changes that were formulated by the faculty. Other informational literature was revised to reflect still other changes that were made in preparation for the achievement of accreditation.

Beyond these activities, the Department instituted twice monthly colloquia for doctoral students. In this way, we not only enhanced training, but also met several accreditation requirements. Similarly, with the assistance from the Dean, we were able to extend the possibilities of clinical supervision for third year doctoral students. That is to say, we secured an adjunct faculty of selected professionals in the community who, in addition to the clinical faculty, will provide supervision. Together with several doctoral students, the Director of the Psychology Clinic met with professionals who work in the Hill District. They established an outreach office in the Hill, thereby initiating several training objectives that, by the way, are required by APA.

Other accomplishments toward accreditation include the presentation of scholarly papers at state, regional, and national conferences by at least eight doctoral students. Both APA and internship sites are placing greater emphasis on presentations and publications by
doctoral students. In an effort to further improve communication between the faculty and doctoral students, the first of several planned focus group meetings was held. The student input was both substantive and helpful.

There is much more to be accomplished. Moreover, we have learned that APA may require that at least one class shall move through the new system before accreditation can be granted. Still, we hope to invite a preliminary site visitor in the Fall of 1998 and to apply for a formal site visit in the Fall of 1999. (Annual Report: 1996-97)

DEVELOPMENTAL PH.D. CONCENTRATION

As was indicated in the 1995-96 Annual Report, the department approved the establishment of a second concentration in the Ph.D. program, one that would concern itself with the issues of Developmental Psychology. In the past year, Dr. Eva Simms and Dr. Martin Packer have constructed a curriculum for that concentration. Currently they are cultivating practica sites, researching job prospects for the future graduates, developing promotional materials, determining the requirements for licensure, and scheduling faculty for the first class of students in the Fall of 1999.

PSYCHOLOGY CLINIC

During the past year, the Psychology Clinic expanded its presence in the community. Not only did it serve more clients, but it also offered a wider variety of services. Specifically, the Clinic conducted 92 intake evaluations and provided 1,671 hours of psychotherapy. As might be expected, this led to 130% increase in its revenues, as well as to a comparable increase in the number of clinical hours that were available to student therapists.

Working with the Hill District Community Collaborative, the Psychology Clinic has been able to coordinate an outreach program for Hill District residents. One result of this is that student-therapists have had an opportunity to work with lower income African-American clients. Further, they have received training in culturally sensitive, community-based mental health services. As a part of this outreach pro-
gram, the Clinic has obtained the use of office space in the Hill House on Centre Avenue in the Hill District. This satellite office will enable the Clinic to become a more visible member of the Hill District service community. Moreover, it will help prospective clients to obtain services more easily. Finally, the clinic has undertaken a pilot project of collaboration with the Hill District satellite office of WPIC (Western Psychiatric Institute and Clinic). This will allow the clinic to introduce students to an approach to community mental health that integrates psychiatric evaluation, psychotherapy, case management, and follow-up services.

During the past year, the Psychology Clinic instituted an assessment program for Spiritan Associates thereby providing them with affordable assessment services. The success of this program has led to other assessment contracts with religious programs both inside and outside the University. It has also provided graduate students with an opportunity to utilize their assessment skills in a practical situation.

Finally, several additional steps were taken to enhance the educational opportunities that are available to graduate students. Foremost among these was the institution of Clinic Colloquia that are being held on a bi-weekly basis. Presentations include student and faculty discussions of particular cases or of special topics that might be relevant to clinical practice. Outside speakers are also planned. In addition, the coming year will see an expansion of clinical supervision such that professionals outside of the Duquesne community, including a local psychiatrist, will participate in supervising the clinical work of advanced Ph.D. students. (Annual Report, 1996-97)

**ELECTION OF A NEW CHAIR**

On November 22, 1996, Dr. William Fischer was elected Chair of the department for a three-year term, effective in the Fall 1997 semester. Dr. Fischer is a long time member of the department, having joined the faculty in 1965. He brings to his new position a rich experience of the department and a profound expertise in existential-phenomenological psychology.
Father Edward L. Murray, C.S.Sp., Ph.D. enjoyed quoting from the sacred scriptures, "Gigantes autem erant super terram in diebus illis;" "And there were giants on the earth in those days." In our own days, and in the life of the department, he was truly one of the giants. At various points in this history, you can read of his major contributions to the growth of the department, and you can learn some biographical details of his life (cf. Appendix 1). His very unexpected death on August 28, 1997, just at the beginning of the new Fall semester hit everyone who knew, loved and respected him, very hard. The footsteps of an academic and spiritual giant will be visible for years to come. At the first faculty meeting on August 29, the day after his death, one agenda item concerned a graduate student request for the creation of a grievance advisory committee. Father Murray would have been pleased when the faculty approved this request, for he was always eager to lend a fair and impartial ear to the voice of one and all.

MISSION STATEMENT REVISION

A major, perhaps seismic, change occurred in the life of the department when the faculty finally approved its new Mission Statement at its meeting of October 17, 1997. As noted earlier, for the first time in the doctoral program’s 35 year history, phenomenology was stripped of its privileged status and was rendered, at best, just one among equals. The new Mission Statement can be found on p. 120 and has been described as a “coalition” statement by the faculty.

Existential phenomenology now takes its place, after 35 years, alongside depth psychology, feminism, critical theory and post-structuralism. Without actually sitting in on a particular lecture, reading a detailed course syllabus or engaging in a discussion with the professor, it is difficult, if not impossible, to grasp just how all these various and different schools can be congruent and congenial within one unified program. What now is the unifying vision of the program?

For example, in discussions with the former Executive Director of the Simon Silverman Phenomenology Center, Dr. Richard Rojcewicz,
he has shared these thoughts with me:

I understand critical theory and post-structuralism to be the same as deconstruction, and that is basically a distrust of the "metaphysics of presence." The metaphysics of presence gets its name from thinking that something can indeed be present to something else: the subject to himself, the world to the subject, the author to the reader, the perceived to the preceiver, etc. Husserl, and all of phenomenology, denied there is any such ABSOLUTE presence. For example, there are always inner, hidden horizons that are essential to the sense of the perceived. Derrida blew this completely out of proportion and denied that there is any presence whatever. So all presence is now suspect. And all thinking that implies such a presence is suspect, and that is all thinking that thinks in terms of oppositions between the clear and the obscure, the correct and the incorrect, the right and the wrong, the intended and the unintended, the essential and the inessential, the primitive and the civilized, the tasteful and the untasteful, the marginal and the central, the true and the untrue, etc. In other words, all discriminations are suspect. What was discriminated against must now be incorporated back in. So there are no discriminations possible. Philosophy now amounts to pointing out the discriminations of the past and trying to undo them. That is de-construction.

This can relate to phenomenology, in my view, only in the extrinsic sense that it grew out of the phenomenological insight that the context is co-determinative of the sense of the perceived. Deconstruction has over-emphasized the inner horizons of profiles and has forgotten about the one privileged manifest profile that the inner horizon is a horizon of. But without the full structure of given profile/inner horizon, you have no phenomenology. For phenomenology you need presence as well as absence. For these other movements, there is only absence. So there is no intrinsic connection to phenomenology, and these movements have to be considered anti-phenomenological. (Personal Communication, December 6, 2001)

From the viewpoint of this history of the Duquesne Group, the question au fond is this, if phenomenology no longer enjoys a privileged
status, if it no longer serves as an overarching matrix, a shining light from the East, as it were, what then has taken its place? Even a political coalition has one leader-nation as its head and heart. With the retirement of the few remaining founding members in the not-too-distant future (Drs. Barton, C. Fischer, W. Fischer), what will be the fate of this unique and priceless program in American Psychology? Without doubt, the change in the mission statement was at least partly due to the influence of the pending APA accreditation site visits. The Chair of the department presented the schedule for APA accreditation status. The preliminary site visit is planned for Spring 1999, the formal site visit for Spring 2000, and accreditation by 2001.

Once again, the Chair titled his annual report, *Towards the Achievement of APA Accreditation*. He reported that substantial progress had been made which demanded an enormous amount of work on the part of the entire faculty of the department. The faculty also discussed the possibility of eliminating the language requirements for Ph.D. students, which was eventually accomplished. Did the angels weep?

The Chair reported that the Developmental Concentration of the Ph.D. program expects to accept its first class of three students in the Fall of 1999. He also reported that the Psychology Clinic made significant strides in providing services to more culturally diverse clinical populations.

It is obvious that the department is geared for greater community participation, promotion of cultural diversity and the encouragement of increased collaboration of faculty and graduate students in scholarly and professional activities.


In his annual report, the Chair reported that the psychology department completed a productive, yet very difficult year. Demands upon the faculty's time and energies were immense. In addition to fulfilling their teaching, scholarship, and service commitments, the faculty continued their preparations for the APA accreditation process, reviewed materials from and interviewed candidates for a new faculty position,
and, most demanding of all, mentored over 25 ABDs enabling them to successfully defend their dissertations and thereby meet their May 1999 deadlines.

Towards the Achievement of APA Accreditation

With the support of Dr. Constance D. Ramirez, Dean of the McAnulty College and Graduate School of Liberal Arts, the faculty conducted two full-day retreats. Frank discussions of the department’s "coalition identity," its reasons for seeking APA accreditation, and the purposes of comprehensive examinations were especially valuable.

In an effort to further improve the doctoral program, the department developed additional external practica sites, e.g., at The Aging Research and Education Center of Lutheran Affiliated Services, at Mayview State Hospital, at Mercy Behavioral Health Systems, and at PERSAD. The department also introduced a new three-credit course, Experimental and Statistical Research Methods. It is expected that this should facilitate the students' understanding of traditional research methods as well as enable them to more fully appreciate articles describing traditional research efforts. And finally, the department continued to hold "focus group" meetings with the doctoral students, thereby learning "where the shoe pinches" and where it facilitates confident steps.

In the hope of gaining a realistic assessment of strengths and limitations as these might be viewed by APA, the department has secured a commitment from Dr. Elizabeth Altmaier to conduct an informal site visit in November. Dr. Altmaier, who is at the University of Iowa, possesses qualifications which seem ideal for the department.

Ph.D. Developmental Concentration

The new Developmental Concentration accepted its first three students. They will begin coursework this fall. In preparation for this beginning, Dr. Simms, who is the Director of the Developmental Concentration, as well as Drs. Packer and Esgalhado, created promotional brochures and designed an interview process. Moreover, they researched licensing requirements for developmental students, solicited feedback
from other developmental psychologists, and created a handbook for said students.

A practicum site at the Arsenal Family and Children's Center was put into place and two of the three new students will participate in the Center's activities. Specifically, they will learn how to observe as well as interact with children, parents, and administrative personnel. Moreover, they will be supervised by a licensed psychologist.

**THE PSYCHOLOGY CLINIC**

During the 1999 fiscal year, the Psychology Clinic served 70 psychotherapy clients and generated revenues in the amount of $17,870. While the number of clients served was similar to that of the 1998 fiscal year, the income constituted an increase of 10%, in large part due to fees charged for psychiatric evaluations. From July 1998 through June 1999, the Clinic conducted a total of 106 intake evaluations (vs. 93 in FY '98), and provided a total of 2,001 psychotherapy hours (vs. 2,119).

**OTHER ITEMS OF HISTORICAL INTEREST**

- The faculty voted to hold all future doctoral defenses in the Simon Silverman Phenomenology Center. The Executive Director was pleased to welcome them.
- APA has given its tentative approval of the department's request to offer programs for C.E. credit.
- Drs. Walsh and Fink proposed a new three-year plan for Ph.D. students. The proposal was approved by the faculty. Advanced research will be offered every semester and students will be able to decide when and with whom to take two advanced research classes in the three-year period. *(Annual Report, 1998-99)*
Ithaca has given you the beautiful voyage.
Without her you would never have taken the road.
But she has nothing more to give you
And if you find her poor, Ithaca has not defrauded you.
With the great wisdom you have gained, with so much experience,
you must surely have understood what Ithaca means.

(C. P. Cavafy)


Academic Year 1999-2000,
The M.A. Program’s Fortieth Anniversary

With the advent of this academic year, 1999-2000, our journey comes to rest at the fortieth anniversary of Duquesne University’s graduate program in existential-phenomenological psychology. It was a busy year, a productive year, and one that would set a somewhat new course for the department, as we shall see.

At the first faculty meeting of the new year, the Chair announced that an ad for new faculty would be placed in the November and December issues of the APA Monitor. The ad included, “Ph.D. required, concentration in clinical and developmental with orientation of existential, phenomenological, psychodynamic, hermeneutic, post-structural, and feminist.” The ad revealed the broad spectrum of the theoretical positions now represented in a department once fiercely and singularly devoted to an existential-phenomenological approach.

The academic year 1999-2000 was an unusually productive, albeit difficult year in the life of the department. In addition to the performance of their teaching, scholarly, and service commitments, the faculty continued their work toward APA accreditation of the clinical concentration in the Ph.D. program. The faculty also continued the effort that began last year and mentored another 23 ABDs who were thus able to defend their dissertations by the May 1999 deadline (bringing to 48 the total number of students completing their Ph.D.s during the
past two years). Finally, the department constructively cooperated in the election of a new Chair, Dr. Russell Walsh, after Dr. Paul Richer had withdrawn for personal reasons.

As part of a conscious effort to enhance the diversity of its faculty, the department hired two new faculty members. Dr. Leswin Laubscher earned his Ph.D. in Counseling Psychology at Northwestern University. His scholarly work focuses on the psychology of cultural diversity. Dr. Patricia Piercy earned her Ph.D. at the Gordon Derner Institute of Advanced Psychological Studies in 1974. She has also done post-doctoral training in Clinical/Community Psychology at Yale University. Her professional interests seem to concentrate on issues related to children, families, and cultural diversity. Beyond enhancing the diversity of the faculty, it is not readily apparent how these new faculty members contribute to the unique mission of the department or strengthen its historical goals. Perhaps, their hire is related to the following issue.

As stated in the department’s annual report:

The central focus of the Clinical Concentration has been the pursuit of accreditation by the American Psychological Association. This pursuit was advanced considerably this year through a preliminary site visit for accreditation. On Thursday, December 2 and Friday, December 3, Dr. Elizabeth Altmaier visited the department in order to advise with regard to application for accreditation of the clinical Ph.D. concentration. Dr. Altmaier was the chair of the most recent APA committee to revise accreditation standards.

Even though her own academic work is not in the area of the department’s specialization, she was appreciative of its unique “niche,” as she called it, and the overall tone of her visit was positive and encouraging.

In her APA site visit report, Dr. Altmaier expressed her appreciation for several of the department’s distinctive strengths. She wrote as follows:

Among these are the theoretical grounding of the students, an increasingly rare emphasis these days, and the quality and commitment of the faculty. The resource of the Clinic is another area of strength as is the quality of the student body. These strengths are not insignificant ones. (p. 1, Dec. 21, 1999)
There were no special celebrations for this fortieth anniversary of the graduate program. Nonetheless, the new Developmental Concentration welcomed its first three students, thus launching an innovative program in graduate training for developmental psychologists. The first year of the program entailed courses as well as relevant work at practicum sites. Dr. Packer and Dr. Simms taught new courses entitled, “Phenomenological Exploration of the Life-World” and “Current Theories in Human Development,” which were combined with existing Ph.D. classes to comprise the first year of coursework. Although enrollment in the new courses was small due to the limited number of developmental students, Dr. Simms’ class included several clinical students who registered for the course as an elective. With respect to practica, two developmental students worked at the Arsenal Family and Children’s Center, and the third student worked in an elementary school in the New Castle school district.

During the 2000 fiscal year, the Psychology Clinic served an average of 66 psychotherapy clients and generated revenue of $16,896. Both the number of clients served and the revenue generated showed a decrease of approximately six percent from the prior fiscal year. From July 1999 through June 2000, the Clinic conducted a total of 102 initial intake evaluations (vs. 106 in FY ’99), and provided a total of 1,939 psychotherapy hours (vs. 2,001). Most of this decrease was due to fluctuation in fees, which are based on client incomes.

Unfortunately, the major event during the past year was the loss of the Clinic satellite office in Hill House, located on Centre Avenue in the Hill District. This facility, which had allowed the department to provide intake evaluations and psychotherapy within the Hill District community, was sacrificed when the Duquesne University Law School (whose legal clinic had provided the physical space for the Psychology Clinic) terminated its lease at Hill House. However, despite this loss, the Clinic was able to maintain ties with several Hill District agencies, most notably the Hill District Community Collaborative and Western Psychiatric Institute and Clinic. As a result, the department was able to continue at least one program providing a monthly therapeutic playgroup for children identified as at-risk for mental illness.
With the start of the new fiscal year, Dr. Constance Fischer assumed the directorship of the Clinic, as Dr. Walsh took on the responsibilities of Department Chair. Dr. Fischer will continue the Clinic project of increasing the number and diversity of clients served, thereby expanding the range of clinical experiences available to students. In this regard the Clinic will develop, pending sufficient funding, a brochure introducing the Clinic and its services to persons in need of such services. Dr. Roger Brooke will continue his work as Director of Clinical Training, and Dr. Brad Lewis will maintain his role as consulting psychiatrist, so that the department can introduce students to the practice of collaborative clinical work while providing the clients with affordable psychiatric consultation. With respect to clinical training, the Clinic colloquium will continue on a monthly basis, and the department will continue to involve experts in the community as adjunct supervisors to complement the supervision of advanced Ph.D. students.

Once again, the psychology department offered two mini-courses during the academic year, as well as a Summer course taught by a visiting professor. In the Fall of 1999, Dr. Ernesto Spinelli, Dean of Regents College School of Psychotherapy and Counseling in London, taught a course entitled, “The Therapeutic Relationship: An Existential-Phenomenological Perspective.” In the Spring of 2000, Dr. Jill Morawski, Chair of the Faculty at Wesleyan University, led a course entitled, “Masculinities: Negotiating Mirrors of Identity.” During the Summer semester, Dr. Camilla Griggers taught a course entitled, “Guattari and the Anti-Psychiatry Movement.” All three courses were well attended and appreciated by both students and faculty.

In their report to the APA accreditation study, the department enumerated the following five themes of psychology as a human science:

1. It is concerned with the description and interpretation of meanings and significances as these are given in experience and behavior.

2. It recognizes that there is an unreflective opacity inherent in the phenomena of human experience and behavior, so that, in principle, the interpretation of significances that reach beyond the conscious intentions of the person is a legitimate aspect of psychological concern.
3. It recognizes the constitutive nature of the psychologist's perspective, i.e., that phenomena will always be seen according to the questions we ask.

4. Therefore, it is incumbent upon us as psychologists to be as critically reflective as we can be, to be aware of and to express our assumptions as thoroughly as possible, and to engage with phenomena in a disciplined dialectic (the "hermeneutic circle") of question and answer.

5. It understands the constitutive power of language, with the implication that we must critically investigate the ways in which our habitual cultural assumptions (e.g. gender stereotypes or psychopathological categories) are carried in the language we use.

Duquesne University Department of Psychology Self Study: Prepared for APA Accreditation, May 2001 (pp. 11-12)

It is encouraging to note that these five themes are perfectly congruent with the position of the first generation of the Duquesne Project. Also very much in the spirit of the founding members is the current faculty's (2000) self-understanding. They have carved out for themselves a unique identity as "scholar-practitioners," while respecting the values of the scientist-practitioner model for training students. Beyond the critical evaluation of empirical issues, they encourage their students to critically consider the methodological and philosophical assumptions which underlie empirical research, assumptions both epistemological and cultural. For example, they write:

Cultural considerations might include what it means to be "depressed" in a culture for which there is no similar word, or the social construction and historical conditioning of values and norms (e.g. independence and selfhood) that Americans generally take for granted, even in psychology. We regard inquiries such as these, which go beyond the empirical concerns that guide the scientist-practitioner model of training, as making an important contribution to the overall competence of our students and to the field of psychology as a whole. In the scholar-practitioner model, we aim to become -- and to train -- better scientists, with a more critical understanding of scientific discourse and a more reflective approach to the conduct of psychological re-
search. In other words, for us, traditional scientific psychology is subsumed under a broader definition of science and an umbrella of academic scholarship. Hence we prefer the term “scholar-practitioner.”

Duquesne University Department of Psychology Self Study: Prepared for APA Accreditation, May 2001 (p. 11)

I would point out en passant, that this critical approach to cultural and philosophical issues in psychology also produces a rich collateral harvest. It sensitizes psychologists, as leaders and participants in our culture to all forms of fundamentalism and fanaticism, whether it be scientism, religious superstition or political demagoguery.

As the department now stands at the threshold of APA accreditation for its clinical program, the prayer and the hope remains that Duquesne’s Project for a human science psychology, will always and in all ways be fostered and promoted by its faculty and graduate students. In the department’s report for the APA site visit this vision is clearly expressed, a vision which has been articulated throughout this history:

The Mission Statement of Duquesne University reads as follows:

Duquesne University of the Holy Ghost is a Catholic University, founded by members of the Congregation of the Holy Ghost, the Spiritans, and sustained through a partnership of laity and religious. Duquesne University serves God by serving students – through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

A phrase that repeatedly appears in the University’s promotional literature is “Education for the heart, mind, and soul.” In the early 1960s, under the leadership of Father Adrian van Kaam, C.S.Sp., the Department of Psychology instituted an existential-phenomenological approach to psychology. In keeping with the spirit of the University’s mission, the Department sought to found a psychology that, in Kierkegaard’s terms, would “Above all, hold on to what it means to be human.” The faculty worked to develop an approach
to psychology in which the methods and language of psychology would be true to the full range of human experience, including human spirituality. While the goal in part was to develop a psychology that served as a counterpoint to the reductionism and distorted philosophical assumptions found in classical psychoanalysis and behaviorism of the time, it was also to provide a coherent philosophical anthropology — image of human being — within which the insights of various schools of psychology could be critically integrated (see van Kaam, A. (1966): *Existential Foundations of Psychology*, Pittsburgh: Duquesne University Press).

This guiding philosophy has matured with the field of psychology, but its central goal has remained: to educate and train clinical psychologists whose core value is to respect the dignity of human being. (*Duquesne University Department of Psychology Self Study: Prepared for APA Accreditation, May 2001, p. 9)*

As I bring this history to a close, I must confess that it is very difficult, if not impossible, to measure the success of a vision and the true power of a dream. When the Human Science Psychology Program at Duquesne University began in 1959, we were young in years and like all young people, we believed we stood at the dawn of a golden age. It was the age of Aquarius. It was the age of President Kennedy and his brother, Bobby, of good Pope John, and Martin Luther King. It was the age before bullets of assassins felled our heroes, before riots, and before the skies of our cities flamed red. It was an age before State Licensing, credentialing and the tyranny of insurance companies. Last of all, it was an age before managed care, manualized therapy and APA templates for psychotherapy.

We are older now. And though we may no longer dream of a golden age we do continue to live in hope. And in hope, I would like to end this brief history of Duquesne’s Project for a Human Science Psychology with a quotation from John Macquarrie (1978), the Heideggerian theologian:

*Where everything is foreclosed, there is no hope. Thus hope is inseparable from human freedom and human transcendence. This in turn means that hope belongs essentially to any truly personal existence...Hope cre-"
ates discontent. The vision of a future good makes us dissatisfied with current evils... But the discontent arising from hope is creative. It comes from visions of the future, not utopian visions, but, to quote St. Thomas' words, visions of "a good that lies in the future and is difficult but possible to obtain." In the case of the individual, it may be an understanding of himself as he might be, and one which condemns his present condition. On the larger scale, there may be visions of peace and justice that make us dissatisfied with the world as we know it today. Such hopes serve as a critique of the present, provide a dynamic for action toward the future, and awaken us to the reality of our freedom and transcendence. (pp. 8, 9, 10)

When the Duquesne Group set out on its journey in 1959 to reform psychology as a human science, it envisioned a goal that beckoned from the future, difficult indeed but not impossible to attain. The vision provided a dynamic for action and awoke us to the reality of our freedom and transcendence. We hope we have helped to create a psychology congruent with that reality. May history in its judgment be benign.

§§§
...The heavenly powers
Cannot do all things. It is the mortals
Who reach sooner into the abyss.
So the turn is
With these. Long is
The time, but the true comes into
Its own.
(Friedrich Hölderlin)

APPENDIX 1:
Brief Biographical Sketches of the Graduate Faculty of the
Department of Psychology, Duquesne University*

Throughout the text brief *curricula vitae* have been presented for each individual who taught courses in the graduate program as a full-time faculty member since its beginning." Sincere apologies are extended to any individual who may have been overlooked and the author will appreciate any omission brought to his attention. It has not been possible to mention everyone who may have taught a graduate course for the department on a part-time basis. However special mention should be made of two current undergraduate faculty members, Dr. Kathleen Corsale D'Appolonia and Mr. Douglas Bors." They make important contributions to the program by their participation in the faculty discussions of dissertation work. The following biographical sketches include only the current members of the graduate faculty. The one exception is Father Adrian van Kaam, C.S.Sp., Ph.D. whose original vision and initial leadership played such a central role in the creation of the graduate program.

In addition to the mini-courses presented by distinguished visiting professors, the graduate program over the years has also been strengthened by many renowned guest professors who offered regular three credit courses. Many of these guest professors have already been mentioned in the main body of the text, but a complete listing follows. Drs. Johannes Linschoten, University of Utrecht, Holland, Spring 1961; Carl Graumann, University of Heidelberg, Germany, Spring, 1962; Nicholas Beets, University of Utrecht, Spring 1963; Erwin Straus, VA Hospital, Lexington, Kentucky, Fall 1963; Jan van den Berg, University of
Leiden, Holland, Spring, 1964; Nicholas Beets, University of Utrecht, Spring 1965; Dorothy Lee, Iowa State University, Spring 1966 and Fall 1967; Leslie Farber, Austen Riggs Center, Mass., Spring 1968; Aaron Hershkowitz, Yeshiva University, Spring, 1969; Nicholas Beets, Summer 1969; Erwin Straus, Spring 1970; Jan van den Berg, Summer 1970; Jan Bouman, Konsulterande Psykolog och Psychoanalytiker, Stockholm, Summer 1971; Viktor Frankl, University of Vienna, Summer 1972; Steiner Kvale, University of Oslo, Fall 1972; Jan van den Berg, Summer 1973; Kresten Nordentoft, Aarhus University, Denmark, Summer 1974; no visitor in 1975; Joseph Lyons, University of California, Davis, Summer 1976; no visitor in 1977; Hubertus Tellenbach, University of Heidelberg, Summer 1978; Bert Hermans, University of Nijimegen, Holland, Summer 1979; Theo de Boer, University of Amsterdam, Summer 1980; J.M. Miller Mair, Johnston House, Dumfries, Scotland, Summer 1981; John M. Heaton, The Philadelphia Society, London, 1982; Peter Ashworth, Sheffield City Polytechnics, United Kingdom, Summer 1983; Neil Bolton, University of Sheffield, United Kingdom, Summer 1984; Herman Coenen, University of Tilburg, The Netherlands, Summer 1985; Ference Marton, University of Göteborg, Sweden, Summer 1986; no visitor in Summer 1987; no visitor in Summer 1988; no visitor in Summer 1989; Howard Pollio, University of Tennessee at Knoxville, Summer 1990; Patricia Deegan, Institute for the Study of Human Resilience, Boston University, Summer 1991; Bertha (Bep) Mook, University of Ottawa, Canada, Summer 1992; Stewart Sadowsky, Private Practice, Pittsburgh, Pennsylvania, Summer 1993; Stanton Marlan, Pittsburgh Center for Psychotherapy and Psychoanalysis, Summer 1994; Richard Williams, Brigham Young University, Provo, Utah, Summer 1995; Scott Churchill, University of Dallas, Summer 1996; Fred Wertz, Fordham University, Summer 1997; Bernd Jager, Université du Québec à Montréal, Summer 1998; Paul Nussbaum, Aging Research and Education Center, Summer 1999; Camilla Griggers, Carlow College, Summer 2000. All these distinguished scholars over the years have expanded the intellectual horizons of the faculty and students and the department will always be appreciative of their contributions.
Part A:  Founding and Early Members of the Department

Anthony Barton, Ph.D., was born in Paris, France in 1934 of an American mother and British father. As the war clouds gathered in 1939, his parents fled with their young son to England for several months before coming to the United States. Most of Barton’s early years were spent in boarding schools where he received his primary and secondary education. In 1955 he received his B.A. degree from Ohio Wesleyan University with a major in psychology. He was awarded an M.A. and Ph.D. in psychology from the University of Chicago in 1960 and 1964 respectively with majors in personality and psychopathology. From 1957 to 1959 he served a two-year internship at the University of Chicago Counseling Center. It was there that he first met Alice Wagstaff and Adrian van Kaam. While working as a therapist at the Catholic Charities Counseling Center in Chicago, he met Charles Maes. During the same period, he also served as an instructor at St. Xavier College. Through the encouragement of van Kaam, Barton joined the faculty at Duquesne in the Fall of 1960. In his early years at Duquesne, he was an active participant in the workshops sponsored by the Institute of Religion and Personality and took part in renewal programs for religious communities throughout the country. Since his arrival at Duquesne, he has been engaged in teaching graduate courses in counseling and psychotherapy and in training clinical students. In 1965 he did a one-year post-doctoral internship at the V.A. hospitals in the Pittsburgh area. He completed a one-year certificate program with the intensive clinical/therapy group at the Gestalt Institute of Cleveland, Ohio in 1976. Since then he has been re-thinking Gestalt therapy within an existential-phenomenological framework and implementing it in the praxis of the graduate Group Psychology courses at Duquesne which he conducts on a regular basis. For the past 20 years, he has worked as a therapist and consultant and engaged in private practice. Barton has presented numerous workshops for community mental health agencies and community groups. In 1980 he became involved as teacher, member and consultant with the Group Training Program sponsored by the Western Pennsylvania Group Therapy Society. He has been engaged in ongoing consultation groups with psychotherapists for the past six years. In 1974 he published his first book, Three Worlds of Therapy:
Freud, Jung and Adler, a phenomenological reflection and description of the way different therapeutic visions constitute different worlds of meaning for clients. He has also published in Duquesne Studies, Volume 1 and in Humanitas. In the 1960s he served as a book-review editor for the Review of Existential Psychiatry and Psychology and currently reviews articles for the Journal of Phenomenological Psychology. As a member of the graduate faculty, he has directed dissertations on the psychotherapeutic process, psychotherapeutic technique, transformations in meditation, insight in psychotherapy and problem solving in psychotherapy. In 1987, Dr. Barton had a second book published, Foundations of Psychotherapy: Therapeutic Communication and Transformation. At the time of this writing, 2002, he continues as a full professor in the department of psychology.

Constance T. Fischer, Ph.D. was born in 1938 in Oahu, Hawaii. Thanks to her father's military career, she traveled widely during her early years. Her undergraduate work was done at the University of Oklahoma where she received her B.A. degree with a major in political science in 1960. Her keen interest in political philosophy led her to the works of Sartre and Camus while still an undergraduate. Later she would discover the existential thought of Kierkegaard and Buber. She received her M.A. degree in psychology in 1963 from the University of Kentucky and her Ph.D. degree in clinical psychology with a minor in philosophy and social psychology from the same institution in 1966. While in graduate school, she worked for five years as a clinical trainee and intern at the V.A. Neuropsychiatric Hospital in Lexington. There she came in contact with Drs. Joseph Lyons and Richard Griffith, existential-phenomenological research psychologists. Her husband-to-be, Dr. William Fischer, was studying under the great phenomenological psychiatrist, Erwin Straus, at the same hospital. Their first contact with the Duquesne University department of psychology was through their meeting with Dr. Amedeo Giorgi when he came to Lexington to participate in the Lexington Conference on Phenomenology sponsored by Straus and Griffith in 1965. Her husband, Bill, joined the department at Duquesne as an associate professor in 1966 and she transferred her internship to the Pittsburgh V.A., Leech Farm Hospital. In the following year she joined the Duquesne faculty as an assistant pro-
fessor of psychology. Her interests at the time were in preventative psychology, known as primary prevention in later years, group process and social psychology. These areas were already covered by Duquesne faculty. She moved into teaching graduate courses by developing an interest and expertise in the area of testing. The assessment domain became an opportunity to develop her own alternatives to traditional theory and practice and in ways that met her interest in social responsibility. She has made major contributions in the area of the client’s rights to privacy. Her work on co-participation in the area of testing and assessment opened up a fresh and original application of the phenomenological approach to a traditional area of psychology. Over the years, Fischer has been extremely active in the professional organizations of psychology. She serves on the executive boards of the Greater Pittsburgh Psychological Association, the Clinical Division of the Pennsylvania Psychological Association, the Pennsylvania Psychological Association and Section One of Division 12 of the American Psychological Association. She also serves as the Treasurer of the Pennsylvania Psychological Association. From 1975 to 1979 she served as Chair of the Education and Training Committee, APA, Section on Clinical Child Psychology. She has published over 60 articles on assessment, qualitative research on privacy, intimacy and being criminally victimized, and has written an assessment textbook, *Individualizing Psychological Assessment*. Together with S.L. Brodsky, she edited *Client Participation in Human Services: The Prometheus Principle* which was published by Transaction Books in 1978. She has also authored a dozen or so similar articles and chapters on client access to records and decision-making. Fischer wrote the first published call for clients to read and countersign their psychological assessment reports. Dr. Fischer, at the time of this writing (2002), continues as a full professor in the department of psychology.

**William F. Fischer, Ph.D.** was born in New York City in 1934. He received his B.A. degree in psychology from the University of Michigan in 1956 and his M.A. and Ph.D. degrees in clinical-child psychology from the University of Connecticut in 1958 and 1961 respectively. He served as an instructor of psychology at the University of Connecticut from 1960 to 1961 and as a research associate and instructor of psychology and psychiatry at Yale from 1961 to 1962. It was while at
Yale that he came in contact with Dr. Aaron Hershkowitz who first introduced him to phenomenological thought and thus set the course for his professional career. From 1962 to 1963, Fischer studied under the German phenomenological psychiatrist, Erwin Straus, as a clinical trainee at the V.A. Hospital in Lexington, Kentucky. Under Straus’s influence, he developed his interest in the study of the lived-body and life-world experiences. For the next two years, he worked at the Child Guidance Clinic in Lexington while continuing his studies with Straus. In 1965 he joined the faculty at Duquesne as an associate professor of psychology and was promoted to full professor in 1970. That same year saw the publication of his book, *Theories of Anxiety: An Empirical-Phenomenological Study of the Experience of Being-Anxious*. In addition to a radical critique of the hidden philosophical anthropologies of the traditional theories of anxiety, his book articulated the structures of the experience of being-anxious and the differentiation of being-anxious from being-fearful. It was a model for empirical-phenomenological research in the area of emotions and has so served for many dissertations at Duquesne. Over the years, Fischer participated in the Conferences on Phenomenology organized by Straus at the V.A. Hospital in Lexington. In 1973 while on sabbatical he taught for a semester in the department of psychology at the University of Dallas. His research interests include phenomenology and psychoanalysis and phenomenological approaches to personality theory, psychopathology and psychotherapy. In 1978 he trained in the Pittsburgh Psychoanalytic Institute. He is a member of the Greater Pittsburgh Psychological Association and the Pennsylvania Psychological Association. He has published in the *Journal of Phenomenological Psychology*, *Humanitas*, the *Journal of Existential Psychology* and the *Journal of Individual Psychology*. He has served as the chair of the Philosophical Division of the APA and has often presented papers on phenomenological psychology at its annual conventions. In recent years his research interests have moved toward the experience of self-deception and its relation to being-anxious. A major paper, “Self-Deception: An Empirical Phenomenological Inquiry into Its Essential Meanings” is in press. Most recently, Fischer has been engaged in research on psychoanalytic theory as revised by Jacques Lacan, in particular Lacan’s work on schizophrenia as interpreted by
De Waelhens. For several years, Fischer has conducted a doctoral seminar on Lacan’s thought at Duquesne. Through radio talk shows, T.V. appearances and press interviews, Fischer has also brought phenomenological thought to the attention of the public at large in the Pittsburgh area. Dr. Fischer served as Chairman from 1998 to 2001 and continues as a full professor in the department of psychology.

Amedeo P. Giorgi, Ph.D. was born in New York City in 1931 and grew up in Philadelphia. After completion of his undergraduate studies at St. Joseph’s College in Philadelphia, he entered Fordham University and in 1958 received his Ph.D. in experimental psychology. From 1956-57 he was an instructor in psychology at Manhattan and Manhattanville Colleges, N.Y. and from 1958-60 worked as a project director in the area of human engineering for Dunlap and Associates. He served as an assistant professor in psychology at Manhattan College from 1960-1962 and joined the faculty at Duquesne in 1962. His original contact with the program in existential-phenomenological psychology at Duquesne came through Edward Hogan, a classmate at Fordham, who introduced him to van Kaam. As a graduate student Giorgi had developed a profound respect for the empirical rigor and systematic approach of modern psychology but experienced a serious concern about the absence of the “human” from its overall thrust. The department of psychology at Duquesne seemed to be the ideal place where with like-minded scholars, he could pursue the wedding of his scientific and human concerns for psychology. For the past 20 years his professional life and work have been totally dedicated to the development and articulation, in a systematic and rigorous way, of psychology conceived as a human science. His life project has been built upon the conviction that the conception of psychology as a human science is a viable possibility and a positive attempt to incorporate the insights of existential-phenomenological philosophy into psychology to displace the positivistic philosophy that has shaped and directed psychology from its birth. The fullest expression of Giorgi’s position can be found in his book, *Psychology as a Human Science: A Phenomenologically Based Approach*, (1970). In his book, he argues persuasively that psychology adopt a human science paradigm concerned with and based upon phenomena given in human experience:
To be human, it must be approached within a frame of reference that is also human, i.e., one that does not do violence to the phenomenon of man as a person. The last point does not necessarily imply a lack of rigor or discipline.

To achieve his project, Giorgi has worked with other scholars at Duquesne to develop qualitative and descriptive methodologies for the study of human phenomena. He pioneered the development of the first strictly empirical-phenomenological methodology for human scientific research in the late 1960s and has initiated a number of projects to disseminate the new psychology. In 1970 he began publication and editing of the international *Journal of Phenomenological Psychology* and in 1971 he inaugurated and co-edited the first volume of *Duquesne Studies in Phenomenological Psychology*. For many years he has served as editor of the psychology series of the Duquesne University Press. He is an active member of the APA, SPEP, the Merleau-Ponty Circle, Husserl Circle and the Cheiron Society and regularly presents scholarly papers at their annual meetings. Several of his sabbatical leaves have been spent in Europe, the most recent during the 1976-77 academic year as a visiting scholar at the Netherlands Institute for Advanced Study in the Social Sciences and Humanities (N.I.A.S.). His research project was “Foundations and Origins of the Human Sciences.” Giorgi’s numerous European contacts and worldwide reputation have led to his lecturing at many foreign institutions and have attracted scholars to Duquesne from Japan, Europe, Canada, Australia, and South Africa. Dr. Giorgi left the department in 1987 after 25 years of service. In 1993 he announced his retirement from the editorship of the *Journal of Phenomenological Psychology* which he had founded in 1970. Since his departure from Duquesne he has taught at the Saybrook Institute in San Francisco and the University of Quebec at Montreal. He is currently at Saybrook.

Richard T. Knowles, Ph.D. was born in New York City in 1934 of native-born Irish parents. Even before graduation from high school, he twice traveled to Ireland to visit with his grandparents, learn about village life and even to tour England. By the age of 15, he had completed high school. Interrupting his college education to serve for two years in the army, he returned to Fordham University intending to
major in psychology. Since the orientation of the psychology department was primarily a natural scientific one, he chose instead to major in sociology. He received his B.A. degree from Fordham in 1958 with minors in philosophy and English. His first professional experience was as a social worker for the New York Foundling Hospital. During this time, he also attended the Fordham School of Social Sciences taking psychoanalytically-oriented courses in personality theory taught by a psychiatrist at the Foundling Hospital who also supervised his cases. In 1959 he started on an M.S. degree in education for liberal arts graduates and received that degree, also from Fordham, in 1961. Knowles was among the original group of teachers to set up the first public school in a prison in the United States. The school was set up in Rikers Island Prison, New York City for the adolescent inmates of the institution. He also taught in the New York City Puerto Rican Orientation Program intended to orient newly-arrived Puerto Rican students in the public school system. With the help of an N.D.E.A. Fellowship and the G.I. Bill of Rights, he was able to attend Purdue University where he received a Ph.D. degree in Guidance and Counseling in 1964. His doctoral course work was mostly in psychology, measurements and research. From 1963 to 1965 he worked as a counseling psychologist in the Counseling Center at Ball State University and as an assistant professor teaching courses in psychology and counseling. Certified as a School Psychologist by the State of Indiana, he conducted assessments in the public schools of the area. In 1965 he joined the faculty as assistant professor in counselor education at the University of Michigan where he was later promoted to associate professor. He taught courses in counseling theory, counseling process, case study and research methods. This position also entailed supervising doctoral research in counseling and serving on doctoral committees in psychology. At this time he published a series of articles on the role of the counselor and school psychologist in the Personnel and Guidance Journal, Journal of School Psychology, Journal of Social Psychology and Counselor Education and Supervision. He had previously co-authored with Bruce Shertzer of Purdue University a book entitled Teacher's Guide to Group Vocational Guidance. While at the University of Michigan, Knowles and Cho-Yee-Jo wrote An Experimentalist Approach to Counseling in 1974. While on
sabbatical from Michigan, he spent a semester as a Visiting Scholar at Duquesne, became convinced of the value of the department’s approach for the future of psychology, and after another year at Michigan joined the Duquesne faculty in 1973. Knowles is currently involved in three main projects. The first is the reformulation of Erik Erikson’s developmental theory within a Heideggerian framework. An article on this subject has appeared in the *Journal of Phenomenological Psychology* (Spring 1977) and was expanded into a book entitled *Human development and Human Possibility: Erikson in the Light of Heidegger* (University Press of America, 1986). He is also engaged in a national interdisciplinary project of philosophers, psychologists and educators working on the topics of moral development and moral education. He serves as Chairman of the project’s psychology committee and as one of the editors of its forthcoming volume on psychology and moral development. Finally, Knowles is working with colleagues at Duquesne to create a research methodology which is descriptive and in the spirit of phenomenology for the study of the therapeutic process. Dr. Knowles served as Chair of the department for 12 years from 1985 to 1997. He retired from the department in 2000.

**Charles D. Maes, Ph.D.** was born in 1925 in Aguilar, Colorado, a small community near Denver. After completing his undergraduate studies at the University of Denver, he obtained an M.S.W. in 1952 from Tulane University, New Orleans, La. In 1978 he completed his doctoral dissertation, *The Silent Mode of Presence: An Integrational Study of its Dynamics in Psychoanalysis and Client-Centered Therapy*, and was awarded the doctorate in psychology by Duquesne University. Before coming to Duquesne, Maes worked as a counselor for five years in the Wisconsin State Probation Services and for another five years as a counselor with the Chicago Archdiocesan Catholic Services. It was at the Catholic Charities Counseling Center that he met Anthony Barton, through Barton came in contact with van Kaam, and thus heard of the new program in psychology at Duquesne. He joined the department in the Spring of 1961 as a staff counselor, assistant to Alice Wagstaff, Director of the Counseling Center. One of the earliest members of the faculty recruited for the program in existential-phenomenology, he vividly recalls the early years as a time of frequent faculty meetings and a
period of great excitement when the original small group worked together continually to build the program. From the beginning of his tenure at Duquesne, Maes has taught courses in therapeutic psychology, supervised clinical trainees and contributed substantially to the formation of the clinical program. In the early days of the department, due to his and Wagstaff’s influence, the Center had a strong client-centered orientation. Over the years his thought and praxis have been enriched by an intense study of psychoanalytic contributions, refined and integrated within a phenomenological context. The work of Alfred Schutz and Martin Heidegger has played a central role in this reformulation.

From his earliest days at Duquesne, Maes has been closely associated with van Kaam and his work in the field of religion-personality and spiritual formation. When the Institute of Man became an autonomous unit, Maes began to teach half-time there and half-time in the graduate psychology program. For the past 20 years he has been engaged in presenting conferences and workshops in psychology and spirituality to religious communities throughout the United States, Australia, England and Ireland. The gifts of his wisdom, balance, and psychological expertise have been generously shared. Since 1968, he has served as Director of the Psychological Center for Training and Research in Phenomenological Psychology, the primary training facility of the department of psychology. As well as overseeing the counseling services provided primarily to undergraduates, together with other graduate clinical faculty, he supervises the therapeutic work of the graduate trainees at the Center. In addition, he acts as departmental coordinator of field-work placements for doctoral students in the program. He has initiated placements with approximately 10 sites in the Pittsburgh area, including State Mental Hospitals, Drug Centers and Mental Health Programs, where doctoral students as an integral part of their therapeutic practica courses can gain clinical experience. Maes’ most recent therapeutic interest has focused on the role of language in psychotherapy, the work of Paul Ricoeur and transformational grammar. Dr. Maes died in 1991. His personal library is now one of the collections in the Simon Silverman Phenomenology Center.
Edward L. Murray, C.S.Sp., Ph.D. was born in Ambridge, PA. in 1920. His mother had been born in a house which stood on a plot of land where Rockwell Hall on Duquesne's campus is now located. He received a B.A. and M.A. degree in philosophy from St. Vincent College and Seminary in Latrobe, PA., and after completion of theological studies was ordained a Catholic priest in 1945. For a period of 17 years he engaged in parish work, first at St. Francis Xavier Parish on the North Side of Pittsburgh; St. Pauls in Butler, PA. and then at Sacred Heart in East Liberty. While at St. Francis, 1945-1952, he taught part-time at Duquesne University in the department of philosophy. While stationed at St. Pauls, he also served as full-time Chaplain at a V.A. Hospital with 500 T.B. patients. It was there that he was introduced to psychology and psychosomatic medicine and new worlds opened up to him. While still at Sacred Heart, he returned to school at Duquesne and after earning 24 credits in psychology, joined the Congregation of the Holy Ghost Fathers. After a year of Novitiate in Connecticut, he returned to Duquesne in 1963 to teach and in 1964 received the M.A. degree in psychology. While continuing to teach part-time, he pursued doctoral studies and received the Ph.D. degree from Duquesne in December, 1968. During the Spring 1969 semester, Murray served as Acting Chairman of the psychology department while Dr. Giorgi was on sabbatical. In September, 1970 he was elected Chairman of the department and retained that position until November, 1975. His creative imagination, total dedication and boundless energy strengthened the department in many ways. In November of 1975, he was appointed Acting Academic Vice-President and later Academic Vice-President. During the 1976-1977 academic year, Murray also served as Acting President of the University. He resigned as Academic Vice-President in April, 1980, but remained in that position for an extra year at the request of the new President. During the 1981-1982 academic year he was awarded a sabbatical to work on a book, Imaginative Thinking, Language and Personal Integration. Among the articles he has published are: "Perceptual Psychology, Transactionalism and Phenomenology" in Duquesne Studies in Phenomenological Psychology, Vol. 1: "The Phenomenon of Metaphor: Some Theoretical Considerations" in Duquesne Studies, Vol. 2., (also co-editor); "Language and Integration" in the
Journal of Phenomenological Psychology, Spring 1973 and “Be-ing, Thinking, Thank-ing: Reflections on Technology in the Spirit of Martin Heidegger” in Studies in Formative Spirituality, May 1982. Murray’s research interests are in the areas of personality integration, language, therapy and sexual identity. Among the innovations he introduced while Chairman two deserve special mention; the mini-course concept and the publication of student papers in Student Manuscripts: Papers in Phenomenological Psychology. Over the years his psychological thought has been shaped by a deep and intense study of the works of Martin Heidegger. After six years of service in administration, Murray returned to the department of psychology as a full-time member in Fall 1982. He published Imaginative Thinking and Human Existence in 1986 and edited Imagination and Phenomenological Psychology in 1987. He retired from the department in 1994. Since his death on August 28, 1997, the Simon Silverman Center has posthumously published his final work: The Quest for Personality Integration: Reimaginizing Our Lives. His personal library forms one of the special collections at the Silverman Center.

Paul Richer, Ph.D. was born in 1946 in the country of central Pennsylvania where his father was professor of biochemistry at Penn State University. His father’s great contentment with his own life’s work left a positive impression upon him. Early in life, Richer developed a desire to become a psychologist through the influence of a sixth grade teacher who encouraged his habit of spending time with mentally disturbed children at a school adjacent to his own. In his high school years, he developed interests in philosophy so that when time came to choose a college, he looked for one where psychology could be pursued with emphasis on philosophy and the humanities. He chose a very small, very liberal, humanities-centered college, Bard, in Annandale-on-Hudson, New York. There in the “common course” taken by all students, centering on Plato, Nietzsche and Marx, Richer came under the influence of Heinrich Bleucher, a German political philosopher and the husband of Hannah Arendt. Arendt often came to Bard to lecture and she and Bleucher had an immense influence upon Richer’s thinking, exposing him to existentialist trends, especially to Jaspers who was Arendt’s teacher and Bleucher’s close friend and correspondent. Desir-
ing to pursue the graduate study of psychology in a philosophical atmosphere, Richer chose the New School for Social Research. It was an obvious choice. Not only did Arendt teach there, but it offered exposure to the Gestalt psychology of perception taught by Mary Henle, study with Gurwitsch on constructive phenomenology, with Mohanty on Scheler and with visitors such as Carl Graumann on phenomenological psychology and J. Glenn Gray on Hegel. Much of Richer's coursework at the New School was aimed at research psychology, particularly research on perception. His dissertation, directed by Arien Mack, investigated a peculiar visual brightness effect accompanying Emmert's phenomenon. It was in his dissertation explorations that he came to value the phenomenological approach. While required to consider various explanatory models in the dissertation, Richer came to see that the phenomenon made sense in his own mind only in terms of the dynamics of the phenomenal field. After receiving his Ph.D. degree from the New School in 1975, Richer spent a year teaching in an eclectic department of psychology at a branch of the University of Texas. Aware of the reputation of Duquesne's department of psychology as the capital of phenomenology in the United States, he gladly accepted an invitation to come to Duquesne in 1975. Early in his teaching career at Duquesne, he was selected by the students as the outstanding teacher of the 1978-79 academic year. He was promoted to associate professor in 1980 and elected to the graduate faculty of the department. During his years at Duquesne, he has pursued one line of research: the reality character of perception and its alternatives, a topic well suited to the phenomenological approach, it has satisfied his interests in perception and in psychopathology and has led to his current research interest in the problem of hallucination. His research on hallucination has led to an interest in language and he is currently engaged in acquainting himself with the structuralists' and post-structuralists' analyses of language. Richer has published in the Journal of Phenomenological Psychology and Duquesne Studies in Phenomenological Psychology, Volume III. At the time of this writing, (2002), Dr. Richer continues as a full professor in the department of psychology.

David L. Smith, C.S.Sp., Ph.D. was born in 1931 in Berwinsdale, Pennsylvania. After receiving a B.A. in philosophy from
St. Mary’s Seminary, Conn., in 1955, he began his theological studies at the University of Fribourg, Switzerland. In 1957, he was awarded a baccalaureate in sacred theology (S.T.B.) and in 1959 a licentiate in sacred theology (S.T.L.). After his ordination as a Catholic priest in the Congregation of the Holy Ghost, he was appointed to Duquesne University to study for an M.A. degree in the newly established graduate program. Under van Kaam’s direction, he completed his thesis, Anthropological Psychology and Ontology, and was awarded the M.A. in 1961. During the 1961-1962 academic year, he taught undergraduate courses, audited graduate courses in psychology and contemporary philosophy and was privileged to participate in the initial planning of the doctoral program in psychology. From 1962 to 1965, Smith pursued doctoral studies at the University of Montreal under the supervision of the Rev. Noel Mailloux, O.P., Ph.D. He then returned to Duquesne, and during the 1965-1966 academic year served as the acting associate chairman of the department. In 1967, he worked as a psychological associate at Somerset State Hospital, Somerset, PA. and in the fall of 1968 joined the Faculty of the Behavioral Sciences Department at Point Park College, Pittsburgh, PA. In the same year, he completed his dissertation, The Typical Components of the Experience of Feeling Guilty, à la van Kaam’s phenomenal methodology, and was awarded the Ph.D. degree. In 1969, he was elected Chairman of the department at Point Park and served in that capacity until 1972. Smith rejoined the department of psychology at Duquesne in 1972. He was elected Chairman of the department in 1975, effective Fall, 1976, and served two three-year terms as Chairman and began a third term, Fall, 1982. Smith also serves as the director of the clinical and theory/research programs of the department. For the past 10 years, he has taught graduate courses in phenomenological reflections on psychoanalytic metapsychology and taught and supervised students in the advanced practica in psychotherapy. His research interests are in the areas of phenomenological approaches to psychotherapy, psychopathology, and addiction; phenomenological approaches to religious and moral experience; phenomenological explorations of the metapsychology of psychoanalysis. He has published articles in Envoy, a publication of the Institute of Man, and two of his articles, “Freud’s Metapsychology: The Psychoanalytic Construction of
Reality" and "Phenomenological Psychotherapy: A Why and a How," have appeared in issues of Duquesne Studies in Phenomenological Psychology. He serves as a consulting editor for the Journal of Phenomenological Psychology. He edited with Giorgi and Knowles Volume 3 of Duquesne Studies in Phenomenological Psychology (1978) and Student Manuscripts: Duquesne Papers in Phenomenological Psychology (1977) with Murray. Smith is currently working on a book dealing with phenomenological psychotherapy. Smith continued to serve as Chair of the department until 1985. In 1988 he left the University to engage in pastoral ministry. He returned to Duquesne in 1994 and since then has served as the Executive Director of the Simon Silverman Phenomenology Center. Upon unanimous recommendation of the faculty of the department of psychology, he was appointed Professor Emeritus by the University President in 2002.

Adrian van Kaam, C.S.Sp., Ph.D. was born in 1920, a native of The Hague, Holland. After his ordination as a Catholic priest of the Dutch Province of the Congregation of the Holy Ghost, he was assigned to teach philosophical anthropology at the Congregation's Senior Seminary in Holland. At this period, on weekends, he taught courses in formative spirituality to young adult workers in the Dutch "Life Schools." In 1950, he began graduate studies in pedagogy at the Hoogveld Institute of the University of Nijmegen. His studies were interrupted in 1951 when he was invited by the General Superior of his Congregation to spend a year in Paris researching the writings of Francis Libermann, Founder of the Congregation.**** The results of that research became van Kaam's first book, A Light to the Gentiles, (1959). Returning to Holland in 1952 to resume his studies, he wrote a thesis on the integrational spiritual formation of young adults and was awarded the M.O. degree. From 1952-1954, he served as a spiritual formation counselor in the Dutch Observation Center for Juvenile Delinquents. After a personal meeting in Holland with the President of Duquesne University, van Kaam was invited to come to the States to join Duquesne's department of psychology. He arrived in Pittsburgh, Pennsylvania in 1954 and while teaching at Duquesne completed his doctoral course work in psychology at Western Reserve University by 1956. He then enrolled at the University of Chicago to be trained in
psychotherapy under Carl Rogers, and at the Alfred Adler Institute under Rudolph Dreikurs. The next year, van Kaam undertook advanced course work in personality theory under Abraham Maslow, Kurt Goldstein and Andreas Angyal at Brandeis University. With the completion of his dissertation, *The Experience of Really Feeling Understood by a Person*, he was awarded the Ph.D. in 1958 and began teaching full-time at Duquesne. Van Kaam’s vision, inspiration and organizational skills set the direction for the graduate program inaugurated at Duquesne in 1959. He remained within the department of psychology devoting much of his time to the Institute of Religion and Personality. When the Institute was separated from the department in 1965 and became an autonomous unit, The Institute of Man, van Kaam became its first Director. In 1979, the Institute of Man became the Institute of Formative Spirituality. In the new Institute, van Kaam realized his life’s dream. In his own words:

I myself was able to continue more vigorously and undividedly my original interest and study. I could finally fully form in this strictly graduate institute my own faculty and students in what became a new science, the science of foundational human formation with a special articulation in the Christian formation tradition, with its own doctoral and master’s degree, (June, 1982).

For reasons of health, van Kaam resigned as Director of the Institute in 1980, but continued a busy schedule of teaching, writing and lecturing worldwide. Over the years, he initiated and edited the *Journal of Existential Psychology and Psychiatry* (with Rollo May), *Humanitas*, *Envoy*, and *Studies in Formative Spirituality*. To date, he has published more than 30 books,**** including *The Art of Existential Counseling*, 1966 and *Existential Foundations of Psychology*, 1969. The Institute of Formative Spirituality was terminated in 1994. During its 15 years of existence it offered three different programs: an M.A. in Spirituality requiring 30 credits, an M.A. in Ongoing Formation track and a Ph.D. in Formative Spirituality. During these years, 30 Ph.D.s and 36 M.A.s were awarded. Dr. Susan Muto and van Kaam founded the Epiphany Association in 1979. They have just completed the new Academy of Formative Spirituality (November, 2001).
This academy, with its affiliate and student centers, is ready to assist people of good will everywhere to reach their ideal to give a new spiritual form to the life we are pledged to rebuild. (Epiphany Newsletter, p. 3, October, 2001)

Rolf von Eckartsberg, Ph.D. was born in Glendale, California in 1932. After completion of his undergraduate studies at Dartmouth College, he entered Harvard University to pursue graduate studies. He was awarded the M.A. in 1962 and the Ph.D. in psychology in 1964. His dissertation, Stability and Change in Adult Personality, was directed by Gordon Allport. From 1960-64 he interned at the Boston V.A. Hospital and from 1960-66 was a teaching assistant at Harvard. While Medard Boss and Viktor Frankl were visitors at Harvard, he served as their assistant. Since coming to Duquesne, his teaching career has been primarily in the area of social psychology. His first area of concern was the redefinition of social psychology, employing concepts of consciousness under the influence of the thinking of Alfred Schutz. As early as 1966, he published in this area of interest; “Encounter as the Basic Unit of Social Interaction” in Humanitas, 1, 2 and “On Situation Analysis” in Psychotherapy, 3, 4. This area of interest is directed toward the discovery of the essential dimensions of inter-subjectivity in its multiple forms, i.e. of culture-building activities. Over the years, Rosenstock-Huessy’s thought has become more prominent in Rolf’s work and in this context his interest has become more contextual, concerned with the “Social Psychology of Social Psychology,” with theory-and-knowledge building and with the “politics of knowledge.” Early on in his career at Duquesne, he also developed an interest in methodology as situation-analysis for the study of human phenomena. He has published at least six articles on this subject, including his most recent, “Existential-phenomenological Knowledge Building” in Susskind & Klein (Eds.), Community Research: Methods, Paradigms, and Applications, Praeger Press, 1985. His concern is how to gain access to life-world phenomena and the meaning of narrative descriptions as data, as life-texts. While studying the stream of consciousness, in particular situations or during particular time-flows, he became concerned with the organization of the field of consciousness and the constitution of the “landscapes of consciousness.” Maps of consciousness and repre-
resentations of the mind have been a perduring interest of his, and he has been working on a systematic way to describe states of consciousness and on how to represent the full dynamism of the flow of consciousness. It is Rolf’s overall intention to develop an ecologically oriented field-theory of human existence conceived in terms of an interdependent network of personal situated events and interpersonal relationships within the framework of an “existential name-space”. Each person is defined by name and by the complexity and extension of his/her unique multi-dimensional “existential field,” and by the pattern, path, and style of his/her conscious and pre-conscious activities and attention. Rolf believed that human social living must be based on an ethical and spiritual value-foundation, on a transpersonal ground. His vision and understanding of the essence of human destiny is the call to love the other, the theo-dimension, beckoning in every situation to be actualized. With R. Valle he recently edited and published a book of readings in transpersonal psychology, The Metaphors of Consciousness, Plenum Press, 1981. Rolf has written and published over 30 articles in his areas of interest. Dr. von Eckartsberg died in May of 1993. His personal library is now one of the special collections in the Simon Silverman Phenomenology Center.

PART B: Current Faculty

In the early years of the department, the founding members vigilantly maintained the distinction between senior graduate faculty and new non-tenured members. Separate graduate faculty meetings were held and the senior faculty did not permit junior faculty to vote on issues touching upon the department’s unique mission or graduate programs. The intent was to preserve the graduate program from the zeal of junior faculty who were just passing through for a few years, but sometimes too eager to make changes in the program. Experience showed that some junior faculty, who lacked a deep commitment to the department’s distinctive project, were sometimes eager to introduce changes without clearly understanding the history and special mission. As the years passed it seems that vigilance lessened, and the distinction between graduate and undergraduate faculty softened.
The brief forgoing graduate faculty biographies in Part-A included in the first edition of this history covered the founding members and a few early members of the department. In this second edition, I have added only a few significant details to each original biography. In Part-B of Appendix-I for this second edition I merely list the brief sketches of each faculty member provided in the department’s informational packet published by the McAnulty College and Graduate School of Liberal Arts. Among their members, it is worthy of note that only three of the very early members remain: Drs. A. Barton, C. Fischer and W. Fischer. Dr. Paul Richer joined the department in 1975. Drs. Michael Sipiora and Eva Simms could be considered second generation, but the other 10 members have joined the department since 1990.

**Suzanne Barnard, Ph.D.** received her Ph.D. in clinical psychology from Loyola University of Chicago (1992). After completing a postdoctoral research year in psycholinguistics at Georgetown University, she joined the faculty at Duquense in Fall 1993. Dr. Barnard’s areas of primary interest are: historical and post-structuralist approaches to language, subjectivity, and affect, psychoanalysis and the French feminist theories of Julia Kristeva and Luce Irigaray. Some of Dr. Barnard’s published and presented papers include such themes as French feminism and sexual difference, consciousness in existential and cognitive psychology, and hermeneutic methodology. She has co-edited with B. Fink, *Reading Seminar XX: Lacan’s Major Work on Love, Knowledge, and Feminine Sexuality*, (State University of New York Press, 2002).

**Anthony Barton, Ph.D.** Dr. Barton’s research focuses on psychotherapy – foundational theory of, transformational features of and techniques and processes within. He practices, researches, teaches, and writes on psychotherapy. His own writings include two books: *Three Worlds of Therapy* (1974) and *Foundations of Psychotherapy* (completed in 1987). In addition, he has supervised many empirical dissertations on psychotherapy and other transformational features of human existence. He joined the faculty in 1960.

**Roger Brooke, Ph.D.** is a graduate of the Universities of Cape Town and Witwatersrand (Johannesburg) and received his Ph.D.C.Psychol. from Rhodes University, Grahamstown. When he left
South Africa at the end of 1993, he was Director of training in clinical psychology and coordinator of the Ph.D. in Psychotherapy at Rhodes University. He also coordinated the South African Society for Clinical Psychology’s ad hoc committee to establish criteria for training to a level of basic competence. His general area of interest is the development of a phenomenological depth psychology and psychotherapy. Most influential authors: Heidegger, Merleau-Ponty, Boss, Jung, Freud, Winnicott, Romanyszyn and Casement. Currently he is working on the use of counter transference analysis in phenomenological research, the phenomenological structure of various therapeutic issues, and his continuing phenomenological reworking of analytical psychology, in both its cultural-historical and clinical dimensions. His dissertation was modified and published as Jung and Phenomenology (Routledge 1991). He joined the Duquesne faculty in 1994.

Daniel Burston, Ph.D. has doctorates in Social and Political Thought and in Psychology, and brings a background of philosophy and critical theory to his work in psychology. Apart from Dr. Burston’s present interests, which are ongoing, he is interested in the clinical and anthropological relevance of the work of Max Scheler, Martin Buber and Hans Jonas. His publications to date concern the history and politics of psychology, psychiatry, and psychoanalysis, issues in social and personality psychology, and the various points of convergence between existential-phenomenology and psychoanalytic thought. He is the author of the Legacy of Erich Fromm and The Wing of Madness, The Crucible of Experience, and counts Erich Fromm and R.D. Laing among the earliest and strongest influences on his work. He joined the Duquesne faculty in 1992.

Barbara Esgalhado, Ph.D. studied in Portugal and the United States. She graduated from Rutgers University in 1988 and earned her Ph.D. from Columbia University in 1997. Dr. Esgalhado joined the faculty at Duquesne University in the Fall of 1996. She studied with and was influenced by Howard Gruber, with emphasis on creativity, and John Broughton, who takes a critical approach to psychology. She considers herself a theoretical psychologist in process. In her approach in studying human development, she attends to the conscious
and unconscious processes from a critical perspective that includes the social, historical, and ideological influences that bring these aspects into being.

Bruce Fink, Ph.D. came to Duquesne after training as a psychoanalyst for seven years with L'École de la Cause freudienne, the Lacanian Psychoanalytic Institute in Paris, France. Dr. Fink's work focuses on the epistemological, political, and clinical ramifications of Jacques Lacan's theory of subjectivity, desire, love, and jouissance, sexual difference, and discourse theory. He has translated several of Lacan’s *Ecrits* and *Seminar XX, Encore*, and is the author of a book on the basic concepts of Lacanian psychoanalysis entitled *The Lacanian Subject: Between Language and Jouissance*, as well as a second book on Lacanian practice entitled *A Clinical Introduction to Lacanian Psychoanalysis: Theory and Technique*. He joined the Duquesne faculty in 1993.

Constance Fischer, Ph.D. Dr. Fischer’s interest in phenomenology has been noted for its usefulness in guiding applied psychology and social policy in ways that respect and assist people more fully. Dr. Fischer’s major research contribution has been a series of articles pointing to clinical, societal, and methodological implications of a study (F. Wertz) on the experience of being criminally victimized. Dr. Fischer’s interest in practical matters has led her into a part-time clinical practice (Director, Pittsburgh Assessment and Consultation Center, P.C.) and into the governance of professional organizations (past president of the Pennsylvania Psychological Association, and of APA’s Division of Theoretical and Philosophical Psychology). Her interest in contributing to a unified human-science body of knowledge is served in part by the dissertations she has directed on (a) affective and motivational states (depression, despair, procrastinating, being impatient, dieting toward enduring weight loss, the violent moment in child abuse) and on (b) the interface with medical situations (being asthmatic, waiting for biopsy results, the life-world at three months post-CVA). At Duquesne, Dr. Fischer developed the theoretical foundations and concrete practices for *Individualizing Psychological Assessment*. Her earlier work addressed informed consent, for example, *Client Participation in Human Services: The Prometheus Principle* (with S. Brodsky). She joined the faculty in 1966.
William Fischer, Ph.D. joined the Psychology Faculty at Duquesne University in the Fall of 1965 after studying phenomenological psychology with Dr. Erwin Straus. Dr. Fischer’s principal areas of interest are: the psychology of anxiety, particularly as it relates to the meaning of self-deception and the phenomena of psychopathology, the nature of affectivity and emotion, the convergence of psychoanalysis and existential-phenomenology, and the principles of hermeneutical-phenomenological research. Scholarly expressions of these interests include, *Theories of Anxiety*, chapters in such texts as *Phenomenology and Psychiatry*, *The Clinical Psychology Handbook* (with C. Fischer), *Existential-Phenomenological Perspectives for Psychology*, and *Phenomenology and Psychological Research*.

Leswin Laubscher, Ph.D. received his Bachelor’s and Master’s degrees from the University of Western Cape, South Africa, and his Ph.D. from Northwestern University in Evanston, Illinois. Dr. Laubscher counts clinical and teaching experience in both South Africa and the United States. His writing and research reflect an interest in the intersection of psychology with culture, race, ethnicity, and other aspects of difference (e.g. gender, disability, sexual orientation). He is, also, particularly interested in the use of psychohistory and psychobiography as methodological means with which to illuminate this intersection. He joined the Duquesne faculty in 2000.

Martin Packer, Ph.D. has taught at the University of Michigan and the University of California, Berkeley. He received his Ph.D. in developmental psychology from U.C. Berkeley, and his B.A. in Natural Sciences from Cambridge University (England). His writing has addressed the character and grounding of an interpretive approach to the social sciences. His research has focused on the study of children’s learning and development through social interaction development through social interaction in the context of real-world settings, using interpretive methods. He is the author of *The Structure of Moral Action: A Hermeneutic Study of Moral Conflict*, and co-editor of *Entering the Circle: Hermeneutic Investigation in Psychology*. He joined the Duquesne faculty in 1995.
Patricia Piercy, Ph.D. is a licensed clinical psychologist with a wealth of experience in performing custody evaluations, and credibility evaluations regarding child physical and sexual abuse. In relation to these evaluations she has also provided expert testimony in both juvenile court and family court. She performs psychological evaluations for juveniles in detention, in placement, as well as juveniles incarcerated in the county jail. Her clinical practice primarily consists of teens and adults who are experiencing problems in living resulting in anxiety and or depressive symptoms. Her teaching interests include developmental psychology from adolescence through death and dying, and the cultural and spiritual aspects of therapeutic interventions in psychotherapy. She is currently writing a book that details a collaborative interview approach she has developed which encompasses existential and transpersonal psychology. She joined the Duquesne faculty in 2000.

Paul Richer, Ph.D. received the B.A. in Psychology from Bard College (1969) and the Ph.D. in Psychology from New York’s Graduate Faculty of Political and Social Science of the New School for Social Research (1975). At both institutions he was influenced by Hannah Arendt’s teaching, formulating social issues in existentialist and political terms. Dr. Richer’s work concentrates on the following areas: phenomenological and deconstructionist approaches to perception, cognition and language, political and feminist issues in psychology and methodology. Dr. Richer has written and presented papers on perceptual abnormality, hallucination and phenomenological and deconstruction analyses of sexuality and schizophrenia. He joined the faculty in 1975.

Eva Simms, Ph.D. studied at the Phillips Universität Marburg and received her Ph.D. in phenomenological and archetypal psychology from the University of Dallas. Her strong interest in the psychology of literature and aesthetics is reflected in her publications and presentations on Rilke and Freud. She has also written in the area of developmental psychology with special emphasis on the preverbal, bodily origins of consciousness. The phenomenology of gender is a further focal point of her interests. She joined the Duquesne faculty in 1987.

Michael Sipiora, Ph.D. earned the B.A. and M.A. in philosophy at San Jose State University, and the M.A. and Ph.D. in phenomeno-
logical psychology with a concentration in literature at the University of Dallas. Areas of Dr. Sipiora's teaching and publication include: the phenomenology of Heidegger, Boss' Daseinanalysis, Hillman's archetypal psychology, classical rhetoric and psychotherapy, van den Berg's metabletics, and cultural psychology. He joined the Duquesne faculty in 1987.

Russell Walsh, Ph.D. received a B.A. from Long Island University, and an M.S. and Ph.D. in clinical psychology from the University of New Mexico. Prior to coming to Duquesne University, he completed a clinical internship in the Department of Child and Adolescent Psychiatry at the University of New Mexico School of Medicine. Dr. Walsh has a background in long-term psychotherapy with children, adolescents, and adults. His research interests are methodological, and currently concern the phenomenological study of values within the process of psychotherapy. Other interests include hermeneutic and postmodern accounts of psychotherapy, as well as phenomenological studies of body image and interpersonal communication. He joined the Duquesne faculty in 1993 and was elected Chair of the department in 2000.

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Only minimal revisions have been made to this section of the first edition – Part A – first published in 1983. The major change has been the updating of the list of Visiting Professors.

Inclusive to 1982. All current faculty (2002) are listed beginning on p. 162.

Mr. Bors left the department in 1983 and Dr. D'Appolonia left in 1984.

The original founder in 1703 was Claude Poullart des Places. The congregation was revived by Libermann in 1948.

By 2002, about 60 books.
Language, by naming beings for the first time, brings beings to word and to appearance. Only this naming nominates beings to their being from out of their being.

(Heidegger)

APPENDIX 2:
Selected Bibliography: Existential-Phenomenological Psychology


Once upon a time, tells the Brahmana of the hundred paths, gods and demons were at strife. The demons said: “To whom can we bring our offerings?” They set them all in their own mouths. But the gods set the gifts in one another’s mouths.

(Martin Buber)

APPENDIX 3:
Duquesne University, Department of Psychology, Graduate Mini-Courses

Fall 1971

Psychology and the Sacred
Dr. Jacob Needleman (San Francisco State University)

Psychology and the Community
Dr. Elmore Martin
(Chief Psychologist in the State of Pennsylvania)

Spring 1972

Psychology and the Literary Imagination
Rev. William Lynch, S.J., Ph.D. (Fordham University)

Psychology and the New Consciousness
Dr. Ernest Keen (Bucknell University)

Vico’s Science of Man: A New Reading for Today
Dr. Norman O. Brown (University of California, Santa Cruz)

Fall 1972

The Relevance of Existential Phenomenology for Political Philosophy
Dr. Paul Ricoeur (University of Paris)

Spring 1973

The Social Psychology of Merleau-Ponty
Dr. John O’Neill (York University)

Psychology of Symbolism
Dr. Mircea Eliade (University of Chicago)
FALL 1973

Psychology of Merleau-Ponty
Dr. Alexander Metraux (University of Heidelberg)

Sociology of Knowledge Approach to Consciousness
Dr. Peter Berger (Rutgers University)

SPRING 1974

Death and the Continuity of Life
Dr. Robert J. Lifton (Yale University)

The Sociology of Behavior
Dr. Carl Graumann (University of Heidelberg)

FALL 1974

Problems in Social Phenomenology
Dr. Alexander Metraux (University of Heidelberg)

Myth and Person
Dr. Gerd Brand (Fritz Thyssen Foundation)

SPRING 1975

Re-Visioning Psychology
Dr. James Hillman (Jungian Institute)

FALL 1975

Psychopathology and Human Evil
Dr. Edward Farley (Vanderbilt University)

Utopia and Ideology
Dr. Paul Ricoeur (University of Paris)

SPRING 1976

Structures and Images of Moral Reality
Dr. Philip Rieff (University of Pennsylvania)

Metabletics of Human Perception
Dr. Jan van den Berg (University of Leiden)
**FALL 1976**

*Experiential Phenomenology*
Dr. Eugene Gendlin (University of Chicago)

*The Bible as a Psychological Document*
(Cosponsored with the Theology Dept.)
Dr. David Bakan (York University)

**SPRING 1977**

*Subversion and Perversion*
Dr. Mikel Dufrenne (University of Paris)

*Phenomenology and Medicine*
(Co-sponsored with the Philosophy Dept.)
Dr. Richard Zaner (Southern Methodist University)

**FALL 1977**

*Phenomenology and Psychotherapy*
Dr. Jan van den Berg (University of Leiden)

*Advanced Issues in Humanistic Psychology*
Dr. G. Marian Kinget (Michigan State University)

**SPRING 1978**

*Ontology, Psychology and Intersubjectivity*
Dr. Martin C. Dillon (SUNY: Binghamton)

*Metaphor and Method*
Rev. Edward L. Murray, C.S.Sp., Ph.D. (Duquesne University)

**FALL 1978**

*How to Live*
Dr. Philip Rieff (University of Pennsylvania)

*Symposium on Phenomenology and Psychology—In Recognition of the Centenary Anniversary of Duquesne University*
- “Psychoanalysis”
  Dr. William Richardson (Fordham University)
- “Psychotherapy”
  Dr. Jan van den Berg (University of Leiden)
• "Psychopathology"
Dr. Wolfgang Blankenberg (University Marburg)

• "Psychological Research"
Dr. Amedeo Giorgi (Duquesne University)

SPRING 1979

Psychology and Spirituality
(Cosponsored with the Theology Dept.)
Rev. Adrian van Kaam, C.S.Sp., Ph.D. (Duquesne University)

Psychology: An Attempt at an Explanation of its Origins and Importance in Modern Times
Dr. Jacques Claes (University of Antwerp)

FALL 1979

WORLD OF THE CHILD — IN RECOGNITION OF THE INTERNATIONAL YEAR OF THE CHILD

A Phenomenological Perspective
Dr. Ton Beckman (University of Utrecht)

Conversation with Children
Dr. Thomas Cottle (Harvard University)

SPRING 1980

WORLD OF THE CHILD — IN RECOGNITION OF THE INTERNATIONAL YEAR OF THE CHILD

The Child in the Family: The First Six Years
Dr. Margaret McFarland (University of Pittsburgh Medical School)

The Child as a Maker of Meaning
Dr. Robert Kegan (Harvard University)

FALL 1980

Phenomenology in the Human Sciences
Dr. Carl Graumann (University of Heidelberg)
SPRING 1981

*Gestalt Psychology*
Dr. Mary Henle (New School for Social Research)

*Psychology As Religion*
Dr. William Kilpatrick (Boston College)

FALL 1981

*Family Therapy Systems*
Dr. Paulina McCullough (Western Psychiatric Institute and Clinic)

*A Theory of Affectivity: Power Base of Moral Action*
Rev. Sebastian Samay, O.S.B., Ph.D. (St. Vincent College)

SPRING 1982

*Buber's Philosophical Anthropology*
Dr. Maurice Friedman (San Diego State University)

*Descriptive Psychology*
Dr. Ib Moustgaard (Copenhagen University)

FALL 1982

*Understanding and Explanation: Basic Ideas Concerning the Possibility of Human Sciences*
Dr. Stephan Strasser (University of Nijmegen, The Netherlands)

*Action Language, Narration, and Psychoanalysis*
Dr. Roy Schafer (Columbia University Center for Psychoanalytic Training and Research)

SPRING 1983

No Mini-courses Offered

FALL 1983

*The Theory and Treatment of Alcohol Addiction*
Dr. Abraham Twerski, M.D. (Gateway Rehabilitation Center)
SPRING 1984
Field Theory (Lewin) as a Basis for Psychology
Dr. Joseph de Rivera (Clark University)
Social Accountability and the Growth of Selfhood
Dr. John Shutter (University of New Hampshire)

FALL 1984
Psychotherapy and Neurotic Character
Dr. David Shapiro (Private Practice, Los Angeles, California)

SPRING 1985
Semiotic Phenomenology of Communication
Dr. Richard Lanigan (Southern Illinois University)

Fall 1985
No Mini-courses Offered

SPRING 1986
Identity and Intimacy
Dr. James Marcia (Simon Fraser University)

FALL 1986
Systematic Phenomenology of Everyday Consciousness
Dr. Mihaly Csikszentmihaly (Claremont Graduate School)

SPRING 1987
Theory and Clinical Applications
Dr. James Gorney (University of Tennessee, Knoxville)

FALL 1987
Contemporary Psychology: An Anthropological-Phenomenological Approach to Psychotherapy
Dr. med. Dieter Wyss (Institut für Psychotherapie und Psychosomatik, Zürich)
SPRING 1988
The Use of Narrative in Contemporary Psychology
Dr. Donald Polkinghorne (University of Southern California, Los Angeles)

FALL 1988
Women and Morality: Theory, Research, and Implications
Dr. Mary Brabeck (Boston College)

SPRING 1989
The Life History of the Psychiatrist Patient
Dr. Albert Zacher (University of Würzburg, Institute for Psychotherapy and Medical Psychology)

FALL 1989
Language, Categories, and the Human Condition
Dr. Tze-wan Kwan (Chinese University of Hong Kong)

SPRING 1990
Alumni Conference II

FALL 1990
The Healing Dialogue in Psychotherapy
Dr. Maurice Friedman (San Diego State University)

SPRING 1991
Jung and Phenomenology
Dr. Roger W. Brooke (Duquesne University)

FALL 1991
Gender Incarnate and Disincarnate
Dr. Ivan Illich (Center for Intercultural Documentation, Mexico)

SPRING 1992
Episodic Life and its Narrative Reconstruction: The True Fiction of Case History
Dr. Robert Romanyshyn (Pacifica Graduate Institute)


FALL 1992

Language and Subject, Neurosis, Psychosis, and their Therapy Seen in the Light of Jacques Lacan’s Psychoanalytical Theory and Gadamer’s Philosophical Hermeneutics
Dr. Herman Lang (University of Würzburg, Institute for Psychotherapy and Medical Psychology)

SPRING 1993

Counter-Health Psychology: Studies of Stress, Pain, and Health
Dr. Robert Kugelmann (University of Dallas)

FALL 1993

Animate Form, Corporeal Archetypes, and Lacan’s Psychoanalytic
Dr. Maxine Sheets-Johnstone (University of Oregon)

SPRING 1994

The Existential Dimension to Psychoanalysis
Dr. M. Guy Thompson (Free Association, San Francisco, Director)

FALL 1994

Modernity, Consciousness, and the Schizophrenic Mind
Dr. Louis Sass (Rutgers University)

SPRING 1995

Hermeneutics, History, and Psychotherapy
Dr. Philip Cushman (California School of Professional Psychology)

FALL 1995

The Morals and Politics of Psychology: Assessing the Values of Psychological Discourse and Practice
Dr. Isaac Prilleltensky (Victoria University)

SPRING 1996

The Fluid Center: A Third Millennium Challenge to Culture
Dr. Kirk Schnieder (Saybrook Institute)
FALL 1996

Unfree Associations: Inside Psychoanalytical Institutes
Douglas A. Kirsner, M.A. (Deakin University)

SPRING 1997

Psychology's Problem with the Other
Dr. Edward Sampson (California State University)

FALL 1997

Merleau-Ponty and the Foundations of Psychology
Dr. Fred Evans (Duquesne University)

SPRING 1998

The Social Construction of Knowledge in Psychology
Dr. Kenneth Gergen (Swarthmore College)

FALL 1998

An Introduction to Forensic Psychology
Dr. Alan Goldstein (Fordham University)

SPRING 1999

An Introduction to Child Psychotherapy
Dr. Robert Sherry (Duquesne University)

FALL 1999

The Therapeutic Relationship:
An Existential-Phenomenological Study
Dr. Ernesto Spinelli (Regent's College, London)

SPRING 2000

Masculinities: Negotiating the Mirrors of Gender
Dr. Jill Morawski (Wesleyan University)

FALL 2000

Political Theory and Depth Psychology
Dr. Paul Roazen (York University)
The phenomenologist never needs hypotheses. Hypotheses emerge where the description of reality has been discontinued too soon. Phenomenology is the description of reality.

(J. H. van den Berg)

APPENDIX 4:
The Simon Silverman Phenomenology Center

The Silverman Center for phenomenological thought was officially established at Duquesne University by the Administrative Council at its April 29, 1980 meeting. Dr. Amedeo Giorgi of the psychology department and Dr. John Sallis, Chairman of the department of philosophy served as its co-directors. It consists of a collection of books and materials in all areas of phenomenology as well as being a sponsor of "living" scholarships through lectures, symposia, etc. The current holdings of the Center include the donated personal library and papers of Erwin Straus; the personal papers of Aron Gurwitsch – library promised – and the library of Jan Bouman, Swedish existential psychologist. The Center has been in the process of acquiring all the published literature in phenomenology. Nowhere else does such a comprehensive collection of phenomenological works exist, and the Center has become a rich resource for graduate students' research and attracts scholars the world over. Dr. Richard Rojcewicz, a graduate of Duquesne University's doctoral philosophy program oversees the operations of the Center. The Center forms one of the Special Collections of the University Library at Duquesne University, but has been closely allied with graduate programs in the departments of psychology and philosophy from its beginning.

How did the Center come to be? For many years Dr. Amedeo Giorgi had dreamed of a center for phenomenological studies in the hope that this style of thought could stay alive and influence our culture. It seemed like nothing more than a dream until April 1977. In that year, Dr. Giorgi and Rev. Edward L. Murray, C.S.Sp., Ph.D., Vice-President for Academic Affairs paid a visit to Mrs. Erwin W. Straus at her home in Lexington, Kentucky to discuss the possibility of ob-
taining the personal library and papers of her late husband, who had died in December 1976, for the department of psychology. The original idea was to establish an alcove in the Library to house Straus' books and papers. It was an extremely fitting concept since the department's relationship with Dr. Straus stretched back for many years. Dr. William Fischer, a distinguished member of the psychology department for many years had studied with Straus. Members of the department had attended The Lexington Conferences on Phenomenology throughout the years and a member of the department, Dr. Edward Hogan, organized the publication of the proceedings of the first conference, *Phenomenology: Pure and Applied*, edited by Straus and published by Duquesne University Press in 1964. At the invitation of the department Dr. Straus had offered a course at Duquesne in 1963 and in 1970. With this personal background shared by Dr. Straus and the department, it is easy to imagine that Mrs. Straus was very receptive to Drs. Giorgi's and Murray's request. Mrs. Straus formally donated Dr. Straus' library to the University in 1977. In addition to Dr. Straus' books, papers, tapes and manuscripts, she also donated from their home many items, including several paintings, French chairs, an inlaid table and carved armoire, an 18th century Prussian desk with secretary top, a signed Tibetan bronze urn, a Victorian music stand, a wood carving of Adam and Eve and decorative rugs and wall hangings.

Encouraged by this acquisition, Dr. Giorgi proceeded to ask the university administration to authorize the establishment of a center for world literature in phenomenology. In December of 1977, Dr. Giorgi paid a visit to Mrs. Alice Gurwitsch at her home in New York City and presented the same request to her that he had made to Mrs. Straus, namely, that Duquesne University would like to honor her late husband, the famous phenomenological philosopher, Dr. Aron Gurwitsch, by housing his library and papers in the new Center. Mrs. Gurwitsch formally donated her husband's personal papers to the Simon Silverman Phenomenology Center on March 7, 1980. Between the acquisition of the Straus collection and the Gurwitsch collection, Dr. Giorgi had turned to Mr. Simon Silverman, the founder of Humanities Press, for financial support for the proposed center. Mr. Silverman's relationship with Duquesne University went back to 1972 when Humanities Press
became the exclusive distributor for the Duquesne University Press. He also assumed the financial responsibility for the publication of three Duquesne journals: *Annuale Mediaevale* (Department of English); *The Journal of Phenomenological Psychology* (Department of Psychology); and *Research in Phenomenology* (Department of Philosophy). In response to the request for financial support for the Center, Mr. Silverman provided a substantial primary gift and the promise of continued support for a 20-year period. Additional support for the Center has come from the National Endowment for the Humanities, the Hopwood Foundation, Knudson Foundation and the Grey Fund.

The Silverman Center was formally dedicated on November 13, 1980. To celebrate the dedication, Professor Samuel Ijsseling, Director of the Husserl Archives, University of Leuven, Belgium presented a morning lecture, and Professor Carl Graumann, Chairman of the Psychological Institute, University of Heidelberg, Germany, an afternoon lecture.

The dedication was held at 4:30 p.m. in the Special Collections Room of the University Library. Many distinguished guests were present at the opening, including Mr. Simon Silverman, Mrs. Silverman, Mrs. Alice Gurwitsch, Rev. Donald S. Nesti, C.S.Sp., S.T.D., President of the University, and Rev. Edward L. Murray, C.S.Sp., Ph.D., Vice-President for Academic Affairs whose efforts and support contributed so much to the establishment of the Center.

That evening a reception and dinner were held in the faculty dining room of the Student Union to celebrate the opening of the Silverman Center. Dr. Paul Richer, member of the department of psychology, organized the events in celebration of the opening of the Center and his labors during the preparatory stages contributed greatly to the Center’s formation. To express its gratitude to Mr. Silverman, Duquesne University conferred upon him an honorary doctorate of Humane Letters on Honors Day, Friday, May 8, 1981.

On March 20, 1981, the Aron Gurwitsch Alcove was dedicated in the Simon Silverman Phenomenology Center. Mrs. Alice Gurwitsch was present. Dr. Nathanson of Yale University presented an invited paper, “Gurwitsch’s Contribution to Phenomenological
Thought.” To honor the event the Rev. Edward L. Murray, C.S.Sp., Ph.D., Vice-President for Academic Affairs hosted a dinner at the Pittsburgh Press Club that evening.

Since the opening of the Center, through the efforts of the co-directors, Drs. Giorgi and Sallis, the Catholic University of Leuven Trustees of the Husserl Archives have agreed to the duplication of some 23,000 pages of unpublished manuscripts of Edmund Husserl to become part of the Center’s collection.

Since this brief story of the Center was written in 1982, it has grown beyond the grandest dreams of its founders. Its success for the most part can be attributed to the original inspiration of Dr. Giorgi and the dedicated and untiring efforts of Dr. Richard Rojcewicz, who served as the Executive Director of the Center from 1980 to 1994. Under his inspired leadership the Center can now justly boast that it is the largest and finest Center in the world of literature in existential-phenomenology.

Today, in addition to the special collections already mentioned, the Center contains the personal libraries of Stephan Strasser, Charles Maes, André Schuwer, Rolf von Eckartsberg and Edward L. Murray.

**PERIODICALS**

The Center subscribes to and has obtained full backlists of 20 journals and receives several others, all devoted mainly to phenomenology. In addition, the Center has an indexed collection of approximately 2,700 off-prints, most donated by the authors.

**SPECIAL HOLDINGS**

**Husserl Archives**

The Center is an official branch of the Husserl Archives of the Catholic University of Leuven, Belgium. The unpublished transcribed papers of Husserl are available for consultation at the Center.

**Heidegger Lectures**

The Center contains the Moser transcripts of Heidegger’s lectures from the Marburg period.
UNPUBLISHED PAPERS OF BUYTENDIJK

The “Pensees repensées,” the posthumous papers of F. J. J. Buytendijk, holographic manuscripts in the Dutch language, are available at the Center.

THE “LIVE” CENTER

The Silverman Center was never meant to be merely a “dead” repository of books and materials. It actively promotes the advancement of phenomenology by sponsoring original scholarship.

In conclusion, a special word of gratitude is very much in order for the supporting efforts of Dr. Paul Pugliese, University Librarian, who cooperated so fully with the departments of philosophy and psychology to make the Simon Silverman Center in Phenomenology a reality.

In 1994, Rev. David L. Smith, C.S.Sp., Ph.D. became the Executive Director of the Silverman Center. He plans in the near future to publish a full history of the Center.

§§§

* Dr. Giorgi attended the funeral of Dr. Straus and first proposed the plan to Mrs. Straus.

** The Center’s Annual Report of 1983 cites November 21-22 as the formal dates of dedication.

*** Other sources indicate 1980 as the official dedication year.
It is true, as Marx says, that history does not walk on its head, but it is also true that it does not think with its feet.
(Merleau-Ponty)

APPENDIX 5:
Duquesne University, Ph.D. Psychology Dissertation Titles

1964

Greiner (Kockelmans), Dorothy. *A foundational-theoretical approach toward a comprehensive psychology of human emotion.*
Director: Dr. Adrian van Kaam, C.S.Sp.

Siroky, Frank. *The modes of awareness of the other person implied in perceptions of a common task.*
Director: Dr. Amedeo P. Giorgi

1965

Kraft, William. *An existential anthropological psychology of the self.*
Director: Dr. Adrian van Kaam, C.S.Sp.

Pacoe, Larry V. *The function of processes within person and processes between person and world in the context of Carl Rogers' self concept theory.*
Director: Dr. David Smillie

1966

Director: Dr. Amedeo P. Giorgi
1967

Callanan, Edward. The phenomenon of encounter in psychotherapy.
   Director: Dr. Anthony Barton

DeRosa, Anthony. Stimulus predifferentiation seen from an experimental point of view.
   Director: Dr. Amedeo P. Giorgi

Jager, Bernd. The pretheoretical investigation of Freudian psychoanalysis.
   Director: Dr. Adrian van Kaam, C.S.Sp.

Selavan, Amos. A comprehensive integrational theory of the maternal mode of existence.
   Director: Dr. Adrian van Kaam, C.S.Sp.

   Director: Dr. Alice Wagstaff-Verosko

Upson, James. Independence as a function of group participation.
   Director: Dr. David Smillie

1968

Brooks, Ralph. Sartre’s existential psychoanalysis.
   Director: Dr. Rolf von Eckartsberg

   Director: Dr. Alice Wagstaff-Verosko

   Director: Dr. William Fischer

Murray, Edward L. Morality: A comprehensive-theoretical approach in the light of existential-phenomenological psychology.
   Director: Dr. Adrian van Kaam, C.S.Sp.
Radtkke, William L. A study of adult psychological development in the sphere of work.
Director: Dr. David Smillie

Sullivan, David. An analysis of sex-characteristics patterns of behavior in figure drawings of first grade children.
Director: Dr. David Smillie

1969

Bell, Lloyd. The first month of life: A critical look at the earliest ontic foundations of human existence.
Director: Dr. David Smillie

Cloonan, Thomas. Experiential and behavioral aspects of decision-making.
Director: Dr. Amedeo P. Giorgi

Colaizzi, Paul. The descriptive methods and types of subject-matter of a phenomenologically based psychology: Exemplified by the phenomenon of learning.
Director: Dr. Amedeo P. Giorgi

Giarrusso, Donald. The relationship of values, actions, and mental health.
Director: Dr. Alice Wagstaff-Verosko

Lennon, Peter. The experience of role conflict in priest-therapists.
Director: Dr. Rolf von Eckartsberg

Mattingly, Martha. Dimensions of male and female linguistic style differences as revealed on the four picture test.
Director: Dr. Rolf von Eckartsberg

Neilson, William. The self and ideal concepts of selected criminals.
Director: Dr. Alice Wagstaff-Verosko

Peters, Jeanne (Reeves). Constituents of experience in job-happiness and unhappiness in employed women.
Director: Dr. Constance Fischer

Director: Dr. David Smillie
Director: Dr. Amedeo P. Giorgi

van Zaig, Jon. *An investigation into “the open and closed mind.”*
Director: Dr. David Smillie

1970

Director: Dr. Amedeo P. Giorgi

Romanyszyn, Robert. *A theoretical-empirical investigation of white attitudes toward blacks and black attitudes toward whites: A phenomenology of attitudes.*
Director: Dr. Rolf von Eckartsberg

Director: Dr. William Fischer

1971

Director: Dr. William Fischer

Hagan, David E. *A phenomenological investigation of positive transformation as experienced by persons in long term psychotherapy.*
Director: Dr. Anthony Barton

1972

Director: Dr. Rolf von Eckartsberg

Dreiss, Joseph. *An empirical phenomenological reflection on the experience and behavior of subjects wearing aniseikonic lenses.*
Director: Dr. Amedeo P. Giorgi

Knee, Thomas. *A dialogical investigation of the phenomenon of the human body.*
Director: Dr. Rolf von Eckartsberg
Mealy, John Burke. *An empirical phenomenological investigation of swearing.*
Director: Dr. William Fischer

1973

Becker, Carol. *A phenomenological explication of friendship: As exemplified by most important college women friends.*
Director: Dr. William Fischer

Naviaux, Laree D. *An alternative to Piaget's construction theory of object concept in infancy: A perceptual attentive view.*
Director: Dr. David Smillie

Director: Dr. Rolf von Eckartsberg

Director: Dr. Amedeo P. Giorgi

Tyrrell, Thomas J. *"Vivid" presence and "technical" presence in psychoanalytic and phenomenological encounter.*
Director: Dr. Anthony Barton

1974

Dunn, Michael. *An ideographic reflective analysis of a brain damaged existence.*
Director: Dr. Constance Fischer

Director: Dr. Amedeo P. Giorgi

Director: Dr. Amedeo P. Giorgi
Spilman, Susan. *A trip through futility: A first exploration of the experience of futility.*
Director: Dr. Amedeo P. Giorgi

1975

Benswanger, Ellen. *An empirical phenomenological study of inhabited space in early childhood.*
Director: Dr. Constance Fischer

Gratton, Carolyn. *A theoretical empirical study of the lived experience of interpersonal trust.*
Director: Dr. Anthony Barton

Kunz, George Dennis. *Perceived behavior as a subject matter for phenomenologically based psychology: Descriptions of perceived behavior as a function of the presences of the describers.*
Director: Dr. Amedeo P. Giorgi

Mitchell, Roger M. *An existential-phenomenological study of the structure of addiction with alcohol as revealed through the significant life-historical drinking situations or alcohol related situations of one self-confirmed alcoholic male.*
Director: Dr. Edward L. Murray, C.S.Sp.

1976

Billotta, Vincent. *An existential-phenomenological study of gay male permanent lover relationships.*
Director: Dr. Edward L. Murray, C.S.Sp.

Halling, Steen. *The recognition of a significant other as a unique person: An empirical phenomenological investigation.*
Director: Dr. Rolf von Eckartsberg

Hofrichter, David. *Trying-out a different comportment through psychodrama: The process of the “possible” becoming viable.*
Director: Dr. Constance Fischer

Director: Dr. Edward L. Murray, C.S.Sp.
Titelman, Peter. *A phenomenological study of envy.*
Director: Dr. Edward L. Murray, C.S.Sp.

1977

Director: Dr. Constance Fischer

Sheridan, Thomas. *An existential-phenomenological study of perception's life in dialogue as exemplified by two psychoanalysts' conduct during interviews.*
Director: Dr. Constance Fischer

Director: Dr. Constance Fischer

Waybright, Edgar W. *The manner in which that which is intersubjectively possible comes to be actualized within the dialectical relationship of Kaiserian small group therapy.*
Director: Dr. William Fischer

1978

Burbridge, Charles. *Becoming and being frustrated: An empirical phenomenological study.*
Director: Dr. William Fischer

Fessler, Robert. *A phenomenological investigation of psychotherapeutic interpretation.*
Director: Dr. Anthony Barton

Director: Dr. Constance Fischer

Ling, Jack T. *Persuasion in selling and teaching from actor-persuader's perspective: An empirical phenomenological view.*
Director: Dr. Rolf von Eckartsberg
Director: Dr. Rolf von Eckartsberg

Director: Dr. Adrian van Kaam, C.S.Sp.

Murphy, Mary Ann. *The living of low back injury: A psychological phenomenological investigation.*
Director: Dr. Constance Fischer

Schur, Michael. *An empirical phenomenological study of situations of being-disappointed.*
Director: Dr. William Fischer

1979

Kidd, James. *An existential-phenomenological investigation of the experience of inspired fellowship.*
Director: Dr. Rolf von Eckartsberg

Ramm, Douglas. *A phenomenological investigation of jealousy.*
Director: Dr. William Fischer

1980

Barnes, Ronald. *A study of the psychological structures of transcendental, yoga, and Ignatian meditation as allied phenomena.*
Director: Dr. Anthony Barton

Egan, Leroy. *The experiences of the subject and the experimenter in the experimental situation.*
Director: Dr. Rolf von Eckartsberg

Keairns, Von. *Reflective decision making: An empirical phenomenological study of the decision to have an abortion.*
Director: Dr. William Fischer
Director: Dr. David L. Smith, C.S.Sp.

1981

Asarian, Richard. The psychology of courage: A human scientific investigation.
Director: Dr. Edward L. Murray, C.S.Sp.

Director: Dr. Amedeo P. Giorgi

Marlan, Stanton. A phenomenological analysis of a series of spoken dreams in a psychotherapeutic context as a focus for a therapist’s understanding of a client’s structures of existence.
Director: Dr. Rolf von Eckartsberg

Mruk, Christopher. Being pleased with oneself in a biographically critical way: An existential-phenomenological investigation.
Director: Dr. Anthony Barton

1982

Aanstoos, Christopher. A phenomenological study of thinking as it is exemplified during chess playing.
Director: Dr. Amedeo P. Giorgi

Bajada, David W. Confiding: An empirical phenomenological investigation.
Director: Dr. William Fischer

Wertz, Frederick J. A dialogue with the new look: An historical critique and a descriptive approach to everyday perceptual process.
Director: Dr. Amedeo P. Giorgi
Wetzler, Lawrence A. *The project to become and be relaxed: An empirical phenomenological study.*
Director: Dr. William Fischer

Williams, Charles P. *Therapeutic speaking contrasted with pedagogical speaking: An empirical phenomenological investigation.*
Director: Dr. Anthony Barton

Director: Dr. William Fischer

1983

Deegan, Patricia E. *The use of diazepam in an effort to transform being anxious: An empirical phenomenological investigation.*
Director: Dr. William Fischer

Sherry, Robert J. *Joint decision-making: The parental decision to seek psychological help for their child: An empirical phenomenological investigation.*
Director: Dr. William Fischer

Stevick, Emily C. *Being angry in the context of an intimate relationship: An existential-phenomenological investigation.*
Director: Dr. William Fischer

Welch, Margaret R. *Religious obedience as a value: An analysis of the experience.*
Director: Dr. Alice Wagstaff-Verosko

1984

Director: Dr. William Fischer

Churchill, Scott D. *Psychodiagnostic seeing: A phenomenological investigation of the psychologist’s experience during the interview phase of a clinical assessment.*
Director: Dr. Constance Fischer
Hesky, Steven T. *Effective and ineffective personal insight: An empirical phenomenological investigation.*
Director: Dr. Anthony Barton

Holtz, Vernon A. *Being disillusioned as exemplified by adults in religion, marriage or career: An empirical phenomenological investigation.*
Director: Dr. David L. Smith, C.S.Sp.

Moss, Donald P. *Appropriation of the obese body as exemplified by female intestinal bypass patients: A phenomenological investigation.*
Director: Dr. Constance Fischer

Sadowsky, Stewart S. *Being resentful: An empirical phenomenological investigation.*
Director: Dr. William Fischer

1985

Eldredge, Richard L. *An empirical-phenomenological study of the experience of intentionalities in visual attending to various field situations: Attentional transformations of consciousness.*
Director: Dr. Amedeo P. Giorgi

Frankel, Cynthia A. *The phenomenology of being angry: An empirical study approached from the perspectives of self and other.*
Director: Dr. Amedeo P. Giorgi

Gallo, Charles P. *The movement from addiction with alcohol to sobriety: An empirical phenomenological study.*
Director: Dr. David L. Smith, C.S.Sp.

Grant, Robert W. *The temporal unfolding of a powerful insight in psychotherapy: An empirical phenomenological investigation.*
Director: Dr. Charles Maes

Joseph, Sharon J. *Disclosing one’s problem to an intake clinician: An empirical phenomenological investigation.*
Director: Dr. Constance Fischer
Linn, Steve E. *Being depressed: An existential-phenomenological investigation.*
Director: Dr. William Fischer

Neubert, John J. *Becoming and being disillusioned in mid-life: An empirical phenomenological investigation.*
Director: Dr. Richard Knowles

Director: Dr. William Fischer

Tieman, Gerald R. *Limit-setting in psychotherapy: The example of the involuntarily hospitalized adolescent: An empirical phenomenological study.*
Director: Dr. William Fischer

1986

Brown, Valadeane W. *Psychotherapists’ strong reactions: An empirical phenomenological investigation.*
Director: Dr. Anthony Barton

Capone, Margery E. *Becoming addicted to heroin: An empirical phenomenological approach.*
Director: Dr. David L. Smith, C.S.Sp.

Connor, Susan. *A phenomenological study of the experience of an epileptic seizure.*
Director: Dr. Anthony Barton

Daschbach, Herbert H. *Being-in-expectation as experienced by clients initially entering individual psychotherapy: An empirical phenomenological investigation.*
Director: Dr. David L. Smith, C.S.Sp.

DeVries, Michael J. *Remembering to perform actions: An empirical phenomenological study of prospective remembering.*
Director: Dr. Amedeo P. Giorgi

Johansson, Mark N. *Saying and not saying: A phenomenological study on the client’s struggle to say things within therapy.*
Director: Dr. Anthony Barton
Johnson, Ann. *Preschoolers' beliefs about gender.*
Director: Dr. Paul Richer

Miles, Rebecca A. *The social psychological transformation of self-other relationships inter-related with menarche.*
Director: Dr. Anthony Barton

Miller, Michael H. *Problematic complying: An empirical phenomenological investigation of one type of unassertive conduct.*
Director: Dr. Richard Knowles

Director: Dr. David L. Smith, C.S.Sp.

Orbison, David V. *Confessing to an other: A phenomenological investigation.*
Director: Dr. Anthony Barton

Richardson, Fred W. *Self-deception as it is exemplified in the life of the alcoholic: An empirical phenomenological investigation.*
Director: Dr. David L. Smith, C.S.Sp.

Sherry, Teresa M. *Transition to motherhood as revealed in an experience of postpartum distress: An empirical phenomenological investigation.*
Director: Dr. Richard Knowles

Vallelonga, Damian S. *The lived structures of being embarrassed and being ashamed-of-oneself: An empirical phenomenological study.*
Director: Dr. William Fischer

1987

Director: Dr. William Fischer

Cosgrove, Lisa A. *The aftermath of sexual assault: An empirical phenomenological investigation.*
Director: Dr. Paul Richer
DeMaria, Michael B. *Hating an intimate other: A phenomenological psychological study.*
Director: Dr. William Fischer

Goldsmith, Marlene M. *Despair: An empirical phenomenological study.*
Director: Dr. Constance Fischer

Hesky, Ellen O. *Living with the threat of breast cancer: An empirical phenomenological investigation.*
Director: Dr. Constance Fischer

1988

Carter, Steve S. *Unipolar clinical depression: An empirical phenomenological study.*
Director: Dr. Constance Fischer

Daehn, Michael P. *Being disappointed: A phenomenological psychological analysis.*
Director: Dr. William Fischer

Guarellio, Thomas L. *Coming to know another person: An empirical phenomenological study of students' evolving impressions of professors.*
Director: Dr. Constance Fischer

Jayson, Diane F. *Overcoming obesity: A phenomenological study of women dieting toward maintained weight loss.*
Director: Dr. Constance Fischer

Jubala, John A. *Right hemisphere cerebrovascular accident: A phenomenological study of living through the first three months poststroke.*
Director: Dr. Constance Fischer

Lambert, Julie L. *Child abuse which is experienced by the abuser as non-deliberate: An empirical phenomenological investigation into a problem of will.*
Director: Dr. Richard Knowles
Magistro, Cynthia A. Relating as an adult with one’s parents during young childhood: An empirical phenomenological investigation.
Director: William Fischer

Morley, James J. The private theatre: An empirical phenomenological inquiry into daydreaming.
Director: Dr. Paul Richer

Ott (Gaul), Peggy J. Being hurt emotionally: An empirical phenomenological study of being abandoned in a love relationship.
Director: Dr. Constance Fischer

Reed-Barnett, Diane L. An empirical phenomenological investigation of dreaming consciousness.
Director: Dr. Amedeo P. Giorgi

Santelli, Regina. A phenomenological study of binge-eating in compulsive eaters.
Director: Dr. Anthony Barton

Smith, Kevin R. Becoming aware of oneself as affectively intending an object: An existential-phenomenological study of feeling.
Director: Dr. William Fischer

1989

Barbaria, James M. An empirical phenomenological investigation of the individual psychotherapeutic process.
Director: Dr. Richard Knowles

Davidson, Larry. Husserl on psychology: The return to positivity.
Director: Dr. Amedeo P. Giorgi

Goldsmith, David S. The impactful paradoxical intervention in individual psychotherapy: A phenomenological approach.
Director: Dr. Anthony Barton

Jones, Douglas A. Fidelity to a commitment in the face of a challenge: An empirical phenomenological investigation.
Director: Dr. Richard Knowles
Kiely, Karen D. *The phenomenon of acceptance as revealed in a cancer patient’s acceptance of his terminal illness: An existential-phenomenological investigation.*
Director: Dr. William Fischer

Leatherbery, Scott W. *The psychology of experiencing compassion for another.*
Director: Dr. Charles Maes

Silberman, Rebecca L. *The experience of the urge to eat when not hungry.*
Director: Dr. Paul Richer

1990

Davis, Frank S. *Charismatic Christian spiritual healing in two cultural contexts: An existential-phenomenological approach.*
Director: Dr. Richard T. Knowles

Flaherty, Michael T. *A human scientific investigation into being imprisoned.*
Director: Dr. Richard T. Knowles

Gainer, Michael J. *An empirical phenomenological investigation of communication among alternate personalities in a case of multiple personality disorder.*
Director: Dr. Rolf von Eckartsberg

Jeffus, E. Dale. *In-therapy problem-solving from the researcher’s perspective.*
Director: Dr. Rolf von Eckartsberg

Murray, Paul R. *An existential investigation of the psychotherapeutic interpretive process enabling immediate insight.*
Director: Dr. Charles Maes

1991

Donaldson, Samuel. *Hitting bottom in alcoholism as an example of coming to the realization that one must change.*
Director: Dr. William Fischer
Foehl, John C. *The role of feeling in psychological defense: An empirical phenomenological study.*
   Director: Dr. William Fischer

Herrington, Gay A. *The experience of being bulimic as revealed through the binge episode: An existential-phenomenological investigation.*
   Director: Dr. Charles Maes

Hopkins, Claire M. *A phenomenological study of functional symmetry as manifested in adult hand preference behaviors.*
   Director: Dr. Amedeo P. Giorgi

Miller, Diane Quitko. *Crying in psychotherapy: An empirical phenomenological study.*
   Director: Dr. Amedeo P. Giorgi

   Director: Dr. Paul Richer

Sherman, Glen L. *The experience of being anorexic: An existential-phenomenological study.*
   Director: Dr. Paul Richer

   Director: Dr. Anthony Barton

White, Sidney W. *The client’s experience of being without words in psychotherapy: A clinical empirical phenomenological investigation.*
   Director: Dr. Charles Maes

1992

Calhoun, Irene. *The adolescent’s experience of not doing what one’s parents want.*
   Director: Dr. Anthony Barton

Friday, Priscilla. *The lived experience of returning to heroin use after a period of abstinence.*
   Director: Dr. David L. Smith, C.S.Sp.
Harron, Sheila M. *Self-reports of the long term significance of having had an abortion: An empirical phenomenological investigation.*
Director: Dr. Paul Richer

Milburn, Milo C. *Forgiving another: An empirical phenomenological investigation.*
Director: Dr. David L. Smith, C.S.Sp.

Director: Dr. Constance Fischer

Vandergrift, Eileen M. *Being sexually faithful and being sexually unfaithful: An existential-phenomenological investigation.*
Director: Dr. William Fischer

1993

Director: Dr. Rolf von Eckartsberg

Bonner, Charles W. *An existential-phenomenological investigation of identity confusion as exemplified by adolescent suicide attempts.*
Director: Dr. Rolf von Eckartsberg

Hepburn, James A. *The long-term significance of child sexual abuse for adult males molested as children.*
Director: Dr. Paul Richer

Knapp, Janice A. *A phenomenological approach to the reconciliation fantasy of the child of divorce.*
Director: Dr. Richard Knowles

Tybl, Josef F. *The movement from unsuccessful to successful smoking cessation: An empirical phenomenological study of self-initiated change.*
Director: Dr. Anthony Barton
Woods, Sharon R. *Encountering an unwanted otherness in one's child's behavior: A moment of crisis in one's parenting project: An existential-phenomenological study.*
Director: Dr. William Fischer

1994

Director: Dr. William Fischer

Karaku, Alex. *Psychological well-being as exemplified by adults: Experiences of feeling exceptionally good: An empirical phenomenological study.*
Director: Dr. Anthony Barton

Morris, Roger. *An empirical phenomenological investigation of coming to be more clear about oneself as a psychotherapist-in-training through writing in a personal journal.*
Director: Dr. Anthony Barton

1995

LeGates, Martha. *A phenomenological investigation of the adult woman's experience of feeling compelled to put distance between herself and her mother.*
Director: Dr. Anthony Barton

Mulrenin, Kathleen. *Psychospiritual development paths for women who have difficulty praying to masculine images of the divine: A phenomenological-dialogal study.*
Director: Dr. Constance Fischer

1996

Clarke, Amory. *An empirical phenomenological study of denying in the context of childhood sexual trauma.*
Director: Dr. William Fischer

Director: Dr. Paul Richer
Director: Dr. Paul Richer

Freedman, Jeffrey D. *Speaking one’s own voice: Beginning therapists’ experiences of authentically appropriating psychotherapeutic technique.*
Director: Dr. Richard T. Knowles

Garza, Gilbert. *Bodily disappearance and dys-appearance: An empirical phenomenological investigation of bodily taking up a task.*
Director: Dr. William Fischer

1997

Director: Dr. Constance Fischer

Director: Dr. William Fischer

Gorscak, Bonnie. *Incest and guilt: An empirical phenomenological investigation of a long-term effect on female victims in the familial context.*
Director: Dr. Richard Knowles

Director: Dr. Constance Fischer

Perkus, Benjamin. *A life-historical inquiry into two cases of reflex sympathetic dystrophy: A phenomenological case-research approach.*
Director: Dr. William Fischer

Director: Dr. Edward L. Murray, C.S.Sp.
Arrigo, Beth. *A phenomenological investigation of changing limiting beliefs about the self in reimprinting.*
Director: Dr. Anthony Barton

Director: Dr. Paul Richer

Director: Dr. Michael Sipiora

Cain, Susan. *Mothers’ experiences of having their young daughters disclose sexual abuse by a father figure: A hermeneutic-phenomenological investigation.*
Director: Dr. Suzanne Barnard

Director: Dr. Paul Richer

Gantt, Edwin E. *Struggling to empathize: Theoretical reflection on the meaning of human empathy.*
Director: Dr. Suzanne Barnard

1999

Barrows, Ann Corcoran. *The imaginative activity of borderline personality.*
Director: Dr. Constance Fischer
+Dr. Edward L. Murray, C.S.Sp.

Beira, Mario. *Logos, hermeneutics, and psycho-analysis: Philosophical foundations for a phenomenologically based human science research approach to psychological phenomena.*
Director: Dr. Michael Sipiora
Beyer, Jeffrey. Experiencing the self as being part of nature: A phenomenological-hermeneutical investigation into the discovery of the self in and as the flesh of the earth.
Director: Dr. Eva-Maria Simms

Director: Dr. Martin Packer

Dickerson, Paul. Husbands' decisions to institutionalize wives affected with Alzheimer's disease: An empirical phenomenological study.
Director: Dr. Paul Richer

Director: Dr. Constance Fischer

Director: Dr. William Fischer

Grabau, Mark. An empirical phenomenological investigation and psychoanalytic reflection on the allure the child has for the pedophile.
Director: Dr. Michael Sipiora

Director: Dr. Constance Fischer

Director: Dr. Michael Sipiora

Henschke, Perry. An existential-phenomenological investigation of the phenomenon of homesickness and the question of at-homeness in another culture.
Director: Dr. Paul Richer
Director: Dr. Paul Richer

Lee, Wei-Lun. *People of Taiwanese descent living in America: Constructing ethnic self-understanding.*
Director: Dr. Martin Packer

Makal, Michael. *A phenomenological investigation into the experience of living with the stigma of mental illness.*
Director: Dr. Paul Richer

Mosack, Marguerite. *A structural study of avoidant personality disorder: The role of evaluation.*
Director: Dr. William Fischer

Nouel, Gloria. *Mothers’ transcending their suffering the violent death of their child through supporting and advocating for others: An existential-phenomenological study.*
Director: Dr. Constance Fischer

Director: Dr. Roger Brooke

Director: Dr. William Fischer

Director: Dr. Paul Richer

Director: Dr. Roger Brooke

Rogers, Robert. *Negotiating coexistence with the different existence of mental illness: A phenomenological study of friends of the mentally ill.*
Director: Dr. Michael Sipiora
Rosan, Peter. The poetics of intersubjective life: A structural phenomenology of becoming and becoming empathetic.
Director: Dr. William Fischer

Director: Dr. Paul Richer

Schnepp, Emanuel. An empirical existential-phenomenological investigation of procrastinating.
Director: Dr. Constance Fischer

Stehr, Deborah. PMS as premenstrual anguish: Experiences of paradoxical feminine subjectivity.
Director: Dr. Eva-Maria Simms

Director: Dr. Roger Brooke

2000

Director: Dr. Russell Walsh

DeRobertis, Eugene. The long-term significance of having been psychologically maltreated by one’s maternal figure: An empirical phenomenological investigation.
Director: Dr. Paul Richer

Director: Dr. Eva-Maria Simms

French, Jeannine. An empirical phenomenological investigation of the resolution of adolescent suicidal ideation.
Director: Dr. William Fischer
Grinkis, Carmen. *Delusions of persecution: An existential-phenomenological study of a person diagnosed with paranoid schizophrenia.*
Director: Dr. Paul Richer

Director: Dr. Constance Fischer

Director: Dr. Paul Richer

Director: Dr. William Fischer

Director: Dr. Constance Fischer

Director: Dr. Paul Richer

Director: Dr. William Fischer

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Vantine, Helen. *Terminating a wanted pregnancy after the discovery of possible fetal abnormalities: A phenomenological study of making and living with the decision.*
Director: Dr. Eva-Maria Simms

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PHOTOGRAPHS

THE PIONEERS AND CHAIRPERSONS OF DUQUESNE UNIVERSITY'S GRADUATE PROGRAMS IN PHENOMENOLOGICAL PSYCHOLOGY

Anthony Barton, Ph.D.—Pioneer

Constance T. Fischer, Ph.D.—Pioneer

William F. Fischer, Ph.D.—Pioneer and Chairperson
Amedeo P. Giorgi, Ph.D.—Pioneer and Chairperson

Edward W. Hogan, Ph.D.—Pioneer and Chairperson

Richard T. Knowles, Ph.D—Chairperson.
Adrian van Kaam, C.S.Sp., Ph.D.—Pioneer

Rolf von Eckartsberg, Ph.D.—Pioneer

Alice Wagstaff-Verosko, Ph.D.—Pioneer and Chairperson

Russell Walsh, Ph.D.—Chairperson
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Smith earned a licentiate degree in theology from the University of Fribourg, Switzerland in 1959 and an M.A. in existential-phenomenological psychology from Duquesne University in 1961 under the direction of Adrian van Kaam. In 1968 he was awarded a Ph.D. in psychology from the University of Montreal. From 1968 to 1972 he taught at Point Park College, Pittsburgh, PA, where he also served as Chair of the Behavioral Science Department. After a long teaching career at Duquesne University, he left the University in 1989 to engage in pastoral ministry. In 1994 he returned to Duquesne University where he has served as Executive Director of the Phenomenology Center to the present day.
In this book David L. Smith, C.S.Sp., Ph.D. expands and revises the history of Duquesne University’s graduate programs in psychology, which he initially wrote in 1983 for the fourth volume of *Duquesne Studies in Phenomenological Psychology*. While bringing that first edition up to date and chronicling the salient events in the life of the Department of Psychology over the past twenty years, Smith also accomplishes a more complex and substantive goal in these pages when he addresses the preeminent role played by the Department in the development and promotion of a human science psychology. The author indicates how this mission was realized at Duquesne in an original way due to the vision of the architects of these programs. They realized that what was required was not just the mere infusion of humanistic values into a traditional psychology, but a radical and comprehensive re-forming of the psychological enterprise fostered by a specific type of human science psychology founded upon the insights established by existential-phenomenological philosophy. Unlike most of modern psychology, enchanted with the triumph of the natural science adventure, the goal of the Duquesne Project was to serve as a counterpoint to reductionistic and scientific assumptions found in classical psychoanalysis and behaviorism. A phenomenologically grounded human scientific psychology proved most effective in this endeavor because of its faithfulness to the vicissitudes of lived human experience and behavior. Smith leads the reader to appreciate how in the past forty years the faculty, alumni/ae, and student body, though modest in their expectations and realistic about the possibilities of transforming the psychology establishment, were truly engaged in an historic project. “Fearfully and wonderfully made,” Duquesne University’s graduate programs in psychology have and will continue to offer generations of psychologists a constant reminder of the inestimable value of promoting a genuine humanism and respecting the dignity of the human person while conducting academic research or engaging in therapeutic practice.