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1. 14th International Congress of Personal Construct Psychology,  
The Art of PCP,  
July 16-20 - Wollongong

If you do not have internet access ring Peter Caputi on 02 42 213717.  
Please note that the date and cost for early bird registration is (before 7/5/01) $550  
for Full Registration.  
Standard (after 7/5/01) $650  
Student $300

14th International Conference on Personal Construct Psychology (and Related) Workshops

In the day before (July 15th Sunday) and the day following the paper sessions (July 21st Saturday) a  
series of additional workshops will be held at the University of Wollongong.

Two will be given by keynote speakers (*) and the remainder will be organised in conjunction with the  
conference by the Wollongong Personal Construct group.

Only the first two workshops on July 15 by Leitner and Sewell will be full day.

The maximum number of participants in the Ravenette workshop will be 12, the duration will be two  
hours (half day rate) and places allocated strictly according to date of payment of fee. A waiting  
list will be kept. There will be a further Ravenette workshop (repeated) focusing on the use of  
drawings and pictures that will be part of the conference program and hence included in the  
conference fee. Those workshops also will be restricted in size to 12 participants.

The cost of these workshops is $175 for a full day and $90 for a half day. Those enrolling in two half  
day workshops will pay the full day rate. The day rate will include a light sandwich lunch. For  
those in receipt of incomes less than $30,000 per year the day rate will be $160 and the half day  
$80.

Outline of Program

| July 15th | 9AM  | Experiential Personal Construct Psychotherapy  
| Presenter: Larry M. Leitner, Ph.D* |
| 9AM  | Understanding and Embodying Posttraumatic Stress:  
| Therapeutic and Theatrical Application of Constructivist  
| Concepts and Techniques  
| Presenter: Kenneth W. Sewell, Ph.D |
| 1.30PM | An introduction to Personal Construct Psychology  
| Presenter: to be announced. It is likely to be David Winter. |

| July 21st | 9AM  | Outlines of a deconstruction of psychosomatics and a  
| reconstruction of health and disease in terms of a hermeneutic  
| constructivist metatheory  
| Gabriele Chiari, MD Ph.D. & Maria Laura Nuzzo Ph.D. |
| 10 AM | The elicitation and elaboration of a ‘sense of self and  
| circumstances’ within problem-centred contexts: Verbal  
| techniques for approaching a ‘sense of self’.  
| Tom Ravenette, Ph.D.*  
| 1.30PM | Changing personal relations: Outlines of hermeneutic  
| constructivist psychotherapy  

Title: Experiential Personal Construct Psychotherapy
Presenter: Larry M. Leitner, Ph.D.*, Miami University, Oxford, Ohio 45056 USA

Description:
This workshop is designed to expose students and professionals to theory and principles of experiential personal construct psychotherapy. The morning session will involve a brief overview of experiential personal construct psychology, followed by a discussion of issues associated with the initial interview. The morning session will conclude with a presentation of (and exercises using) an experiential personal construct diagnostic system. The afternoon session will involve experiential exercises and clinical examples around the principles of experiential personal construct psychotherapy. Specifically, ways of recognizing optimal therapeutic distance, “therapeutic” unity, and “therapeutic” strangers will be explored. Ways of experiencing the client’s validation/invalidation of therapist interventions, accessing material of differing levels of consciousness, and using the therapist/client relationship to facilitate life transforming growth will be elaborated. All components of the workshop will integrate didactic, experiential, and clinical material.

About the Presenter:
Larry M. Leitner is a Professor of Psychology at Miami University in Oxford, Ohio. He is a licensed clinical psychologist and has been practicing, teaching, and supervising experiential personal construct psychotherapy for over two decades. He has published extensively on this topic. He is a Fellow of the American Psychological Association (APA) as well as the President-elect of APA’s Division of Humanistic Psychology.

Selected Publications:

Title: Understanding and Embodying Posttraumatic Stress: Therapeutic and Theatrical Application of Constructivist Concepts and Techniques
Presenter: Kenneth W. Sewell, Ph.D., University of North Texas, Texas, USA

Description:
Professionals concerned about psychotherapy have been aware of the impact of traumatic events on personal functioning since the beginning of the field. Likewise, actors and other theatrical professionals often must portray the emotion and distress associated with trauma. This workshop will share with participants a conceptualization of posttraumatic stress reactions based on constructivist psychology. Then, the participants will be led through a model of psychotherapy based on this conceptualization that is intended to create an “embodied understanding” of the experience of trauma aftermath. In this workshop, therapists will learn how to increase empathic sociality with a traumatized client toward the aim of a more effective therapeutic connection. Actors will learn how to “think, act, and feel” posttraumatic distress such that a portrayal of a traumatized person carries emotional honesty and realism. To maximize the experiential application of the concepts, actors and therapists will interact in mock therapy pairings, each in turn taking on the roles of the therapist and the traumatized client.

Objectives: After completing this workshop, participants will be able to:

Describe the constructivist conceptualization of posttraumatic stress
Describe the basic features of the constructivist model of psychotherapy with posttraumatic stress

• Call up an experiential understanding (at a bodily and psychological level) of the social and phenomenal experience of trauma

• Determine the extent to which social constructions and event constructions are disrupted in traumatized clients

• For therapists -- list, describe, and implement the six basic elements in constructivist psychotherapy with posttraumatic stress

• For actors – effectively portray a character with posttraumatic stress

About the presenter:

Kenneth W. Sewell, Ph.D., a licensed clinical psychologist, is Associate Professor and Director of Clinical Training at the Department of Psychology, University of North Texas in Denton, Texas. In addition to his scholarly work, Dr. Sewell maintains a therapy/assessment private practice and also acts and directs in local community theatre groups. Since completing his doctoral training in clinical psychology at the University of Kansas, he has written extensively on constructivist approaches to psychotherapy and psychopathology, with a special emphasis on trauma recovery. He has also published works in the area of embodiment and the application of psychotherapeutic concepts to theatrical performance. The author of over 50 articles and book chapters, he is currently conducting research in the areas of constructional reactions to trauma and loss, coping with HIV diagnoses, and psychological assessment of sex offenders. Dr. Sewell has served as Guest Editor for the Journal of Constructivist Psychology, is on the editorial board for Constructivism in the Human Sciences, and serves as reviewer for a number of other scholarly journals. Dr. Sewell is on the board of directors of the Society for Constructivism in the Human Sciences and the steering committee for the North American Personal Construct Network.

Selected Publications Containing Relevant Papers by Ken Sewell:


Title: An introduction to Personal Construct Psychology
Presenter: to be announced
Description: This course will provide those who do not have an extensive background in Personal Construct Psychology with the conceptual and methodological tools to assist them in more fully participating in the conference.

Title: The elicitation and elaboration of a ‘sense of self and circumstances’ within problem-centred contexts: Verbal techniques for approaching a ‘sense of self’.

Presenter: Tom Ravenette, Ph.D.*

This workshop is designed to demonstrate the power of the question, not merely to provide information, but to promote an interviewee’s profound thinking about ‘the self’. As such, participants might expect to be surprised by their own discoveries.

The techniques were developed within the context of work with children and young people and the workshops will probably be of maximum relevance to workers in that field. Nonetheless, they have been found to be valuable with adults within counselling or therapeutic activities. In that sense the workshops provide matters relevant to all practitioners of ‘constructive intervention’.


And – WHO AM I?

Or for your purposes WHO ON EARTH IS HE?

Arthur Thomas Ravenette. D.o.b. 22.4.24

BA (general) Teacher’s Certificate and Diploma, BA(hons), Dip.Abn.Psyc., Ph.D., chartered Psychologist, FBPsS. After four years in the RAF and seven years as a teacher he qualified as a professional psychologist and practised as an educational psychologist in the London Borough of Newham. He became acquainted with Personal construct theory in 1958 and recognised that it would provide the basis for developing his practice. His career became a lifetime’s work extending, adding to and modifying Kelly’s original writings in order to provide and effective service to schools and families. More particularly he was influenced by his (Kelly’s) later writings rather than the formal exposition of the theory. He also recognised the importance of e.g. Piaget, Alvin Mahrer’s ‘Experiencing’ and Watzlawick’s ‘Pragmatics of Human communication. Out of all of this he developed the notion of ‘constructive intervention. This is neither psychotherapy nor counselling but describes effective intervention based on the ‘one-off’ interview. The best summary of his work is given in his collected paper (see above).

He ceased full time practice in 1988 but continued to provide a service in two of the special schools of the charity NCH (Action for children). This he discontinued in July 2000. He is however, actively involved in the affairs of PCP in the UK both in workshops and through writing.
Title: Constructivist psychology and medicine: Outlines of a deconstruction of psychosomatics and a reconstruction of health and disease in terms of a hermeneutic constructivist metatheory

Presenters: Gabriele Chiari, Centre for Studies in Cognitive Psychotherapy, Florence & Maria Laura Nuzzo, Centre of Constructivist Psychology and Psychotherapy, Rome.

Description:

1. The interface between medicine and psychology
   1.1. The statutes of medicine and psychology
   1.2. The origin of the psycho-medical disciplines

2. Deconstructing psycho-medical disciplines
   2.1. Assumption of the two substances (mind-body dualism)
   2.2. Assumption of the two entities (individual-environment dualism)
   2.3. Assumption of the two realities (knowledge-reality dualism)

3. Reconstructing health and disease in terms of a hermeneutic constructivist metatheory
   3.1. Starting point: the ontology of observing
   3.2. Structural intersection and cognitive domains
   3.3. Identity and sociality

4. Illustration: Cancer as a personal construction

Title: Changing Personal Relations Outlines of hermeneutic constructivist psychotherapy

Presenters: Gabriele Chiari, Centre for Studies in Cognitive Psychotherapy, Florence & Maria Laura Nuzzo, Centre of Constructivist Psychology and Psychotherapy, Rome.

Description:

1. Construing the person: Epistemology and hermeneutics
   1.1. From trivial to epistemological to hermeneutic constructivism
   1.2. Like Kelly, beyond Kelly
      1.2.1. Structural determinism
      1.2.2. Anticipation
      1.2.3. The personal: identity, sociality, and existence

2. Construing the client: The psychotherapeutic process
   2.1. About diagnosis: Understanding the client
      2.1.1. Against pre-emptive diagnoses
      2.1.2. Against separation between diagnosis and therapy
      2.1.3. Understanding the personal core role
      2.1.4. Looking for the disorder
   2.2. About therapy: Relating with the client
      2.2.1. Being in relation as an inescapable condition
      2.2.2. Favouring self-legitimation through acceptance
      2.2.3. Chit-chat and therapeutic conversations
      2.2.4. Favouring experience by creating orthogonal frames

3. Construing co-existence: Ethics

Prof. Gabriele Chiari, MD, registered psychotherapist
Co-director of the School of Constructivist Psychotherapy (acknowledged by the Minister of University) at Centre for Studies in Cognitive Psychotherapy (CESIC)，Florence; contract professor of constructivist psychotherapy at the Schools of Specialization in Psychiatry, Faculty of Medicine and
Surgery, Universities of Siena and Perugia; teaching fellow for Italian Society of Behavior and Cognitive Therapy (SITCC) and Italian Association of Constructivist Psychology and Psychotherapy (AIPPC); member of the editorial board of the “Journal of Constructivist Psychology”; convenor of European Personal Construct Association.

Dr. Maria Laura Nuzzo, clinical psychologist, registered psychotherapist
Director of Centre of Constructivist Psychology and Psychotherapy, Rome; President of AIPPC; teaching fellow for SITCC and AIPPC; teacher at the School of Constructivist Psychotherapy (acknowledged by the Minister of University) at CESIPc, Florence; member of the Ethical Committee of the Italian Federation of Associations of Psychotherapy.

Together they introduced personal construct psychology and psychotherapy in Italy at the end of the ’70’s, thanks to their friendship with Don Bannister and their Italian translation of Bannister’s and Fransella’s “Inquiring Man” and Epting’s “Personal Construct Counselling and Psychotherapy”. Since then, they have written many books and articles, and presented many papers in national and international conferences. Furthermore, during the last twenty years they have trained many clinical psychologists and psychiatrists to their own elaboration of personal construct psychotherapy (hermeneutic constructivist psychotherapy). They have always been particularly interested in the metatheoretical and theoretical assumptions of psychological constructivism, and in the elaboration of a constructivist understanding of cancer.

2. Kelly and me by Denny Hinkle

Dennis Hinkle contacted me recently to thank me for mentioning his book (my last newsletter item was taken up by the Internet-ional PCP newsletter, edited by Joern Scheer, and the source of the reference was cited). I wrote back with a number of comments and questions. He replied at length and gave permission for me to publish the letter or any part thereof. Here it is, slightly edited to remove any personal references that might possibly cause hurt. I’ve included much of my own letter to provide the context for what Denny has replied to.

Dear Dennis,

Over the years I have tried to contact you by searching on the internet, so its good to finally connect up. Your thesis has been an inspiration to many people who have adapted its ideas and found that very informative and productive. Fay Fransella and I found your book in the Amazon catalogue and wanted to read it because of its insights into Kelly and yourself - so we were reading it from a different perspective to many of your readers. The internet-ional newsletter picked it up from my reference in the Australasian newsletter. We bought a copy here in the Wollongong PCP Resource Centre and the University of Western Australia has a copy in their library.

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For anyone who doesn’t know Hinkle was a postgraduate student of George Kelly. His thesis contains a number of innovative methodologies that are closely linked to the theory, viz. laddering, implications grids and resistance-to-change grids. The thesis has never been published, though it is both widely cited and read. We have a copy here in the Wollongong PCP Resource Centre and the University of Western Australia has a copy in their library.

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As to my reactions, reading it for a different purpose I was naturally slightly frustrated at how little was on your work with Kelly. The anecdotes you included were very powerful and intriguing. I would have liked more elaboration and I suspect for people who were not PCP people, they read as a diversion. That is I felt that section could have been elaborated more. I also wanted to know something of your relationship with your fellow students while working with Kelly…. What did you find
about your working relationship with Kelly? How did you come up with your ideas for your thesis? etc.

I was interested too that you had been at Miami twice, both as student and staff member. I visited there last year to spend time with Larry Leitner and gave a paper, so I could picture you better than other places I was not familiar with.

I felt it a very brave book and in parts very powerful. At the same time I would not normally choose to read a book that is so much preoccupied with sexuality. Myself I consider it a participant, not a spectator, 'sport'. Sexuality, also, doesn't play such a big role in my identity and development and also in many of my most important relationships. I found Joyce a frustratingly unknown person from the account. I had no sense of how she thought and really felt.

I was amazed and admiring at the detail of your memories of conversations from so long ago. My own memories tend to be much more global - a general feeling surrounding an event.

I have set an assignment for years now in my personality course - it's Gordon Allport's assignment. Students must take an autobiography and apply a personality theory to it. I wonder if this year some might take your autobiography? Normally I would say don't choose a theory that is the one held by the biographer if you choose a theorist's biography. At first I thought your account showed nothing of the theory, but on reflection it does show some of the most important parts, to do with venturing and relationships - those bits that standard treatments of Kelly leave out.

……

Thanks for writing. Please don't take offense at any of my comments. But I thought you wanted an honest comment, even if it may be critical in some respects. I was very admiring of your ability to write such a book. I don't think I would have been able.

Kind regards,
Beverly

Dear Beverly,

Yes, those PCP people who hope that Burning Point will help them with methodologies are certainly in for a surprise! I got a chuckle out of that. The book was written to give the reader the phenomenological experiences of the lifetime of a gay man living in a homophobic society. It was written in the belief that empathy is essential to compassion and ethical behavior. Compassion is the basis for ethical behavior. My story is about the fear of disapproval and punishment for being an authentic human being, a fear most people share. Just look into your own life for a moment or two. It is the universal story of the tension between the individual and society, freedom and conformity. Burning Point is not written from any theoretical perspective. Rather, it describes what actually happened as I experienced and remembered it. You will, however, find a strong Buddhist influence in my writing.

Describing what actually happens is what science is all about. Describing what a person is actually doing is what psychology is supposed to do. When I taught at the University of Colorado at Boulder, I had the good fortune of working with Professor Peter G. Ossorio, the father of Descriptive Psychology. He is, without doubt, the most intellectually brilliant person I have ever known. His work is very demanding, but it convinced me that PCP is but a special case of the general parameters of behavior description. The strength of PCP is that Kelly was trying to understand how the client actually saw the world, rather than to stuff them into some theoretical cubby holes. PCP also had the strength of being truly self-reflexive. (I remember George
and I being subjects in an experiment on creativity conducted by some famous psychologist whose name I forget. Part of the experiment required us to indicate our aesthetic preferences by picking one of each pair of a series of drawings. I noticed that George finished this test ahead of everyone else. I asked him about this afterwards, and he said, "I marked the left picture on the odd numbered items, the right picture on the even items." I asked why he did that. Smiling broadly, George Kelly said, "Because it is the psychologist's task to understand my behavior, not me to understand his!" He then repeated Kelly's first law of learning: "If you don't know what a subject is doing, ask him; he just might tell you!"

Quite frankly, in 36 years of clinical practice, I have generally not found most theoretical formulations to be particularly useful in helping people. Understanding them on their terms and accurately describing what they are actually doing is the essential primary skill of a psychotherapist. I have always believed that great literary authors have given more articulate and useful descriptions of what actually happens than psychologists. Most psychologists I have talked to agree. My book is about relationships, venturing, and change. That is not theoretical, that is life. I would think it would be a wonderful resource for a personality class. Professor Bonnie Strickland at U. Mass. Amherst is using it in her classes. She loves the book (see back cover)! It is certainly one of the most intimate autobiographies in print, and it covers an entire lifespan. Besides, most people are strongly attracted to stories of love and sexuality, especially young single people!

As to your question about rivalries at Ohio State, I wasn't aware of any, but then I have never been a competitive person, so I tend not to notice such things. Cooperation has always been my preference. Most of the students were bonded together by a shared fear of the faculty. The faculty members were not chummy with us. Every once in a while a student would be dropped from the program for reasons that were never explained to us, so we were cautious in our interactions with faculty. There was a division of students--the Kelly students and those of Julian Rotter, the Social Learning Theory guy. His students tended to dislike Kelly, because, I believe, Kelly was too perceptive, intelligent, and they couldn't understand him. They were afraid of him. As you know, we are most likely to be hostile toward people we don't understand. (This is why I wrote Burning Point.) .....

As I said in my book, George was a rather formal man. No one would dare to call him George until after they had passed their Doctoral orals exam and he until he addressed you by your first name. I was Mr. Hinkle and he was Dr. Kelly until then! I remember the first time I dared to call him George. He just looked at me, smiled and said, "There, that wasn't too bad, was it?" We became much closer and more informal when I worked on my dissertation with him. I remember a time early in my graduate career when he called me into his office to go over a lengthy paper I had written for one of his classes. We students used to call his office "the throne room." I stood frightened before his massive wooden desk. He studied me for awhile, reading my soul. Then he said, "Well, Mr. Hinkle, I'll give you a choice. Do you want approval, or information?" He glared at me. Emotionally, of course, I wanted only his approval, but having defined myself as a seeker of truth and wisdom, I answered, "Information." He relaxed and was pleased, then he gave a brilliant critique of my paper. I am certain that if I had said "Approval" he would have dropped me from the clinical program. Seriously! Initially George had trouble understanding what I was trying to do with my dissertation, but he said that I seemed to know where I was trying to go, and he gave me complete freedom. George often said that when a student is completely free to choose a research topic, the topic often expresses
something of deep personal relevance. He believed that we ought to do research on what we passionately care about personally--unlike most psychological research which is misconceived and deadly boring! I have always been interested in the deeper structures of behavior, the significance, symbolism, and meaning of an action ever since I studied psychoanalysis at age 18 when I was trying to understand my attraction to "perversion!" One of my favorite quotes was from Jean Paul Sartre. He said that a single gesture implies a total word view. I was fascinated with this superordinate structure that governs actions, the Way of Life constructs that modulate our choices. As a closeted gay man terrified of my effortless ability to love a male, I was personally concerned with the major topic of my dissertation--the psychological implications of change. At the conscious level, as a committed psychotherapist, I wanted to learn more about why clients resist change. (Incidentally, we students understood that if we told the faculty that we wanted to be therapists rather than academic researchers, we would probably be dropped from the program. Kelly wanted to further his vision of what clinical psychology should be by packing the clinical psychology graduate departments with his students. I knew I wanted to be a psychotherapist before I entered the program but was told by older students that I should never reveal that to the faculty.) Kelly would ask me from time to time how my research was going, but little else. I remember one time when I was running subjects in a pilot interview project in a small office near his. He asked me into his office and asked what I had been learning. I told him about several fascinating insights I had gotten from several of the subjects. He became thoughtful and gazed into my soul again. Then he told me how very happy he was for me. I was puzzled about why he was so happy for me. He said--(I am emotional as I write this to you, Beverly, tears filling my eyes.)--he said, "I am happy for you Mr. Hinkle, because I see you have just discovered the wonder of people. Too many people, including psychologist, never do. This discovery of the wonder of people will change your life. With this discovery, you will be hooked for life--as I am! That is why I am happy for you."

Don Bannister came to O.S.U. (Ohio State University) about this time. He told me that Kelly asked him if he understood what I was doing, because he was having trouble understanding what I was doing. Don assured him that I was doing just fine. (As a sidelight on George's character, when the Bannisters came to Columbus, they needed to rent a house for only their 3 month stay. Kelly was having great trouble finding anyone who would rent for only 3 months. A student suggested that he tell them that Don would rent for the year, then Don could lie and say he had to return to England unexpectedly. George was most annoyed by this suggestion. He said to the student that he was a man of honesty and integrity, that he would keep searching until he found a place, if not, he said he would invite the Bannisters to live with him. I was glad I wasn't that student! Ethical behavior mattered to George. He once told me that a famous psychologist had applied for a position at O.S.U. but it was known that this man had been unfaithful to his wife. With satisfaction, George told me that they didn't make his an offer. What would George have thought of President Bill Clinton! He said several times that he thought most politicians would have only been C students.)

Back to the dissertation. When I turned it in to him, he said he hoped he could understand it. He said he might need my help. (This is important considering what happened next.) One Saturday morning while I was home, I received a call from George. He had never called me at home. He said he was at his office and asked if I would be so kind as to meet him there. (Who could refuse!) So off to the throne


I went. I was nervous and worried that he would tell me that my dissertation was unacceptable and had to be redone. When I went in, he was beaming and offered to get coffee for me. What relief! He said that I had written a fine dissertation that made him proud. Oh, what every son longs to hear from his father! I felt tears, I had pleased my good father! I also briefly thought that if he knew about my abnormal sexual tendencies, or even suspected, he would not be pleased. (I later learned that George was strongly supportive and sympathetic to several other frightened gay people in our program. He was compassionate, not homophobic. I also believe that he knew perfectly well what my conflict was, but we never spoke of it. Several times he said to me in a very pointed questioning way, "Some people are so terribly frightened that they think white is black, and black is white.")

What he said then is the source of the "myth" about Kelly that has been floating around PCP circles--the therapists vs. Grid-head issue. What George Kelly said to me was that people were more interested in his rep grid methodology than they were in elaborating PCP theory. He said that he probably should not have put so much emphasis on the grid in his writings, because, for him, the elaboration of theory was what was most important. Kelly, after all, was a dedicated psychotherapist and theorist, not a researcher. After once discussing with me the dismal state of most psychological research, he said wistfully, "Well, I suppose research has to be done; someone has to do it." I told him about Julian Rotter's comment that if you want to make a name for yourself in psychology, then invent a measuring instrument. He laughed and agreed that was true, but his discussion with me on that Saturday morning clearly revealed his hope that I, and others, would focus more on elaborating the theory rather than the methodology. (We students had a joke about Kelly: when he went to heaven, he would stand staring at God for about five minutes, then say to himself, "About 5 or 6 constructs ought to do it.")

After a few more comments about my dissertation, he set it aside, and then said, "You have worked hard to understand my thinking, and you have done well. I think you have now earned the right for me to let you know my mind. I have adopted a kindly grandfather role with students, because if they were really aware of my mind, they would be too intimidated to speak. But you have earned that right, so I will let you go behind the facade. Then, Beverly, George Kelly spoke for about 15 minutes about his vision of the future for civilizations, societies, and psychology. I can't recall all that he said, because I was utterly overwhelmed by his stunning intelligence, comprehension, humanity, and vision. I got tears in my eyes because of the grandeur and humanity of his vision. He saw this and was pleased. He stopped until I was composed again. Then he said, "Well, Denny, what do you think now that I have let you know my mind?"

I studied him deeply, then said, "My God, how lonely you must be!" He shifted positions in his chair nervously, looking somewhat distressed at being accurately understood--Kelly, by his own admission, was a shy person. He paused, stared into my soul again, and then said with bitterness, "Welcome to the club, my friend; welcome to the club." Our relationship permanently changed after that. We understood our loneliness. I wanted to hold that old man in my arms and tell him how much I loved him, but I dared not. What a frightened fool I was.

So, Beverly, I hope that I have been sufficiently responsive to your questions. I have enjoyed this brief journey into the past--so many years ago! I prefer the present. I was surprised that you "found Joyce a frustratingly unknown person from the account. I had no sense of how she thought and really felt." I tell many things about
her: her family and upbringing; her academic interests; her vocations; how others saw
her; why she married me even after knowing about Keith; her wedding night and sex
life; childbirth and children; her health; her hobbies and interests; her response to
Jack; how she related to me during that time; why she brought Gary home; why she
agreed for the three of us to live together; her remarriage; and her final view of the
loss of the marriage to me. There must be some more specific questions about her
that I didn't address for you. What is it that you really want to know and why? I will
be glad to answer as best I can.

Also, about my recall of the past, I made an outline of everything I could
remember for each year of my life. Most of the time it took for me to write the book--
I wrote it over a summer--was spent just recalling and reliving everything I could
about a particular time, place, or person. I was amazed at the detailed memories that
come back with this sort of intense concentration.

Please feel free to share any part of this e-mail with others.

Best wishes, Denny

3. RECENT BOOKS FROM A PCP PERSPECTIVE.

The information re these books is from the publicity blurbs.

FRIENDS & ENEMIES: Our need to love and hate
By Dorothy Rowe  2000

One of our most admired and loved psychologists turns her attention to the
essence of the good relationship, and why we need enemies as well as friends. The
desire for friendship is fundamental to everyone - without friendship no amount of
wealth, fame, power or achievement will bring us happiness, and changes in society
mean that friendship is more important than ever, as we look to friends for the support
and closeness that in the past would have been assumed to come from family
networks. Friendship at its best can be both glorious and precious. Yet, if human
beings crave good relationships, they also need bad ones. In imagining we have
enemies we at least have the comfort of knowing that someone, somewhere, is
thinking of us. People and nations seek out both allies and hate-figures, whether they
are children at school or the Serbs and Albanians in Kosovo. It is often easy to hate,
even easier to be hated, and we rarely ask why people choose to be enemies rather
than friends - whether we can live without enemies or why friendship is so difficult to
achieve. By delving into what it is that makes us hate as well as what makes us love,
Dorothy Rowe addresses fundamental issues of human behaviour, drawing upon her
own prodigious wisdom and the work of neuroscientists and intelligence specialists to
show not only what friendship is but how it may be learned as a skill.

"Dorothy Rowe is that rarest of creatures - an intellectual who not only possesses a
profound wisdom about the way people are but is also superb at communicating that
wisdom. She expresses life-changing ideas with magnificent clarity. I have read all
her books at least twice, and I recommend you do the same."          TIM LOTT

"Dorothy Rowe is a most extraordinary and valuable person. Not only is she
phenomenally wise, but she imparts her wisdom in a kind of prose poetry that moves,
enlightens, reforms, beguiles and educates all at once."            FAY WELDON
"Dorothy Rowe is full of robust good sense, rare intuitive wisdom and unhurried sensitivity. She pursues meaning, self-knowledge and understanding with patient ferocity. She is a giver of courage."   NIGELLA LAWSON

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