

Therapy for Families

Group psychotherapy is "still in swaddling clothes" and its practitioners have much to learn, delegates to fifth annual Scientific Conference on Psychoanalysis in New York agreed.

Theme of a day-long group of sessions, sponsored by the Council of Psychoanalytic Psychotherapists, Inc., was "Theory and Treatment of Emotional Disorders in Children."

Panelists and individual paper-readers, most of them practicing psychiatrists, varied in their ideas and modes of treatment.

But most had this consensus:

"Successful treatment of emotionally-disturbed youngsters must also include investigation and, often, treatment of the entire family. Group psychotherapy can be a short-cut to good mental health."

Dr. Sanford N. Sherman, associate executive director of the Jewish Family Service, said in a panel discussion that sometimes the most apparently-disturbed member of a family "may actually not be the cause of the real trouble; he may be a scapegoat, 'acting out' the feelings of parents or others."

MATH EDUCATION

Calculus in High School

High school students for years have studied Isaac Newton's great discoveries in physics. Now, after three centuries, the language he invented to describe those discoveries—calculus—is gradually moving into high schools.

At present, the move is in the form of accelerated programs and summer courses for select high schoolers. But a general spread of the advanced study seems inevitable.

One of the most advanced programs in the country is now in its third year in Florida's Dade County (Miami), where more than 100 students are taking college level math courses at Miami University and Miami-Dade Junior College, in addition to their regular high school curriculum.

By the time they finish the program, these students will have studied calculus in the 10th grade, advanced calculus and linear algebra in the 11th grade and advanced analysis in the 12th grade. There are 37 students now taking the 10th grade calculus course and 17 in the 11th grade linear algebra.

Classes are held Saturday mornings and Wednesday evenings, putting quite a demand on the teenagers' time. About half the ninth-graders who started the

In a panel chaired by Dr. Jacob E. Slutsky of Roslyn Heights, N.Y., a speaker recalled studies which seemed to show that some children with difficulties in learning to read "had mothers who were critical of them, did not like to touch them, and sometimes actively disliked them."

The study noted that one mother admitted finding her under-achieving son "hard to like," whereas a tutor brought in an attempt to teach him to read "found the boy an engaging little chap."

"We can't help Johnny learn to read until we help Mother," one said.

Some believe no child under age nine can benefit from psychotherapy. But Dr. Tess Forrest, chairman of the Family Study Unit, William Alanson White Psychoanalytic Institute, said she had found youngsters of four "gave us valuable tips and even advice as to the root of family problems."

At one point in the history of psychoanalysis, teenagers were regarded as "not suitable for psychotherapy," panelists reminded, "but now most agree they benefit, where such treatment is indicated."

program with a speeded-up form of preparatory algebra three years ago have dropped out. But more than 50 ninth-graders are signed up this year.

The Dade County-University of Miami program is supported in part by a grant from the National Science Foundation, which is enthusiastically supporting other programs to give talented high schoolers advanced training in science and mathematics. Their summer study program, for example, will send 6,000 students to universities all over the country this year to study college level courses.

Foundation goals go beyond bringing more advanced studies into the high schools, according to Richard Balomenos of the Foundation's Education Division. They also include interesting more students in taking the more basic math courses. To do this, some of the fear and boredom which so many youngsters associate with math has to be eliminated.

Primary sources for the negative view of math, said Dr. Balomenos, are elementary teachers and parents. "We're trying to change the teachers," he said, "but I don't know what we can do about the parents."

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