Cambridge 2001

Proceedings of
the Fifteenth International Congress
for Analytical Psychology

Einsiedeln, Switzerland : 2003
Frank N. McMillan, Jr., endowed a professorship in analytical psychology at Texas A&M University in 1985. To my knowledge, this was the first such permanent academic post in the world. In 1986, I was honored to have been selected as the first holder of this position. Now there is a second position of a similar nature at the University of Essex which is shared by two professors: Renos Papadopoulos and Andrew Samuels. Marion Woodman has initiated the creation of a third professorship in Jung’s psychology at the University of Toronto, which is held by Ann Yeoman.

Frank McMillan decided to endow a professorship in analytical psychology because he felt Carl Jung saved his life. Although he had a wonderful family and was very successful in business, in mid-life Frank felt lost and without meaning. It was at this time that Frank was introduced to Jung by a chance encounter with an eccentric artist. I explain this moment of synchronicity and how it led Frank to the C. G. Jung Educational Center in Houston, Texas, in an article published in The Journal of Analytical Psychology (1). Frank became very knowledgeable about Jung’s psychology and through the Houston Jung Center he met and became lifelong friends with Carolyn Grant Fay (founder of the Jung Center in Houston and now honorary member of the IAAP) and the late Sir Laurens van der Post (who called Frank a “White Bushman” (2) and following Frank’s death in 1988, he became godfather to baby Frank McMillan IV). As a tribute to his friendship with Sir Laurens, Frank’s widow, Mabel McMillan, endowed the Frank N. McMillan Library at the Cape of Good Hope Center for Jungian Studies in Cape Town, South Africa.

I cherish my two-year friendship with Frank McMillan, he was a warm, engaging, genuine, and caring wise man. His endowment of a professorship in analytical psychology at Texas A&M was an act of individuation, a giving of himself so others could learn. Already hundreds, and eventually thousands, of students and citizens will hear about Carl Jung and his ideas because of him.
Teaching Jung’s Psychology

(Syllabi for any classes discussed will be furnished upon request.)

Each year I teach both undergraduate and graduate classes in analytical psychology. The undergraduate class is upper division with mostly junior and senior psychology majors and usually has around twenty students in it. After learning Freudian and Jungian psychology, students are expected to apply what they’ve learned to themselves. Students make presentations and write papers on their own personal myths, that is, their own unique individuation processes. The graduate class usually has around ten students in it and draws students from clinical and counseling psychology as well as from sociology, anthropology, philosophy, English, and business. The graduate class also covers Freud’s and Jung’s psychology, but students read more of Jung’s original work. Students are also expected to present and write papers on their personal myths and their own individuation processes.

In addition to these basic courses in analytical psychology, I developed and teach an undergraduate class in the psychology of religion, which always includes a section on Jung. It is also an upper division class, which is cross listed with religious studies (half the students are minors in this area). This class is mostly made up of psychology majors, but nearly all other majors from the liberal arts, the sciences, and business are represented. I’ve taught classes with up to eighty students and honors sections with as few as twenty students in them. In this class students learn about the major world religions and the psychology of religion either using a text or extensive readings. Students are then expected to apply what they’ve learned to themselves and make presentations and write papers on their own religious experience(s) or lack thereof and discuss how they understand these psychologically.

I also teach a clinical practicum in which I supervise graduate students in clinical psychology who are seeing patients in our psychology clinic. I supervise four to five students per year, so during my fifteen-year tenure (with two years out because of sabbaticals) I’ve supervised around sixty students. This means that sixty clinical psychologists are familiar with Jungian analytical psychotherapy, and they can help patients understand dreams, partake in active imagination techniques, resolve negative mother and father complexes, focus in on persona or shadow issues, and deal with anima/animus projections. They can also help depressed suicidal patients opt for “egocide and transformation” as a meaningful alternative to suicide (3). In addition, they can help kindle death/rebirth experiences so that the true self predominates over the false self, which can enhance their patients’ individuation processes.
Furthermore, during the academic year I attend weekly one-hour clinical psychology meetings, which alternate clinical case and research presentations primarily by students, although at times by faculty. All of my students have presented clinical cases and their research projects. I, too, have presented some clinical cases and made a few research presentations over the past fifteen years. Through this weekly meeting, Jung's psychology has become better known to all the graduate students (around thirty-five on any given week) and faculty (ten). I feel like I am a respected member of the clinical psychology program, and there is a good feeling tone to these meetings. It's playful, cooperative, but serious.

Finally, both graduate and undergraduate students can take courses in directed studies concerning research. This is a natural segue to the next section on research.

Researching Jung's Psychology and Related Aspects of Psychology

As a prelude to this section on research activities, let me say that I've always had one to three graduate students working with me. Currently, I have two graduate students (one in analytical psychology and one studying meaning in what is called "positive psychology"). I am the advisor for these two students and I'm the chair of their master's thesis committees and usually I become the chair of their Ph.D. dissertation committees. Also seniors and honor students can select me as their research advisor. For instance, during the past academic year I had three seniors (the first two were honor students) doing special individual research projects: Derek Bergeron, "Picture Interpretation and Jungian Typology;" Anna Varahrami, "The Relationships Between Meaning, Purpose in Life, Hope, and Psychosocial Development" (Anna's project received a first-place award during the Annual University Student Research Presentations); and Alex Vilaythong, "Humor and Hope: Can Humor Increase Hope?" As will be mentioned later all three of these projects evolved into papers, which have recently been submitted for publication. Anywhere from two to five additional undergraduates enroll in an upper division directed studies research course which makes them a part of our research team. Each week we have a two-hour research team meeting, in which we share personal dreams and stories and review ongoing research activities. Our motto has become research is me-search. In other words, research topics of the individuals are meaningful and everyone grows during the process. We have fun, but we get our work done. The group is supportive, hard-working and has a mid-year holiday party and an end-of-the-year potluck festive celebratory party.
Extending Frank McMillan’s Vision

(For information on any activities or endowments, such as the Fay Lecture and Book Series or the Circle of Friends of Analytical Psychology, please contact the author.)

After Frank McMillan passed away, Shirley Bazar Steer endowed an Analytical Psychology Book Section in the Sells Resource Collection (Department of Psychology Library) and Mabel McMillan provided for a Frank N. McMillan Reading Area contiguous to the Steer Book Section. In 1988, Carolyn Grant Fay honored Frank by endowing an annual Lecture and Book Series in Analytical Psychology at Texas A&M. The Fay Lectures, like the Terry Lectures at Yale University (which Jung gave in 1937), are subsequently published by the Texas A&M University Press. The holder of the McMillan professorship coordinates the Fay Lecture Series and functions as the general editor of the Fay Book Series. This scholarly activity extends Frank McMillan’s vision that analytical psychology be at the heart and soul of the university. Now Carolyn Fay has taken Jung’s psychology at Texas A&M and given it to America and the rest of the world.

There is also a “grassroots” endowment, open to all, supporting Frank’s original objective. This is the growing Circle of Friends of Analytical Psychology at Texas A&M University. This group’s philanthropic commitment complements the McMillan, Steer, and Fay endowments and once a $100,000 is reached (currently $80,000 has been raised), the interest will be used to provide support for graduate students, visiting scholars, and the publication of worthy dissertations as part of a monograph series on research topics in analytical psychology.

Concluding Remarks

Analytical psychology at Texas A&M? How did Frank McMillan know it would work? He felt that there was not a better place than Aggieland, a rural setting with ranch terrain, to sow the seeds of Carl Jung. Frank said to me, “The students will respond: they are searching for meaning in a world that seems increasingly meaningless.” It also is common sense: there are no urban distractions and Aggies respond to Jungian ideas that speak of something that is growing and developing (using an agricultural model) or of something that is being designed and constructed (using an engineering model). Texas A&M, founded in 1876, is the oldest university in Texas. Originally A&M stood for Agriculture & Mechanics, but in the 1960s A&M was to be dropped from the name, and it was to be renamed Texas State University – like Oklahoma State University. Aggies protested and so A&M by a state-level edict was kept. However, it became a symbol. So I’ve quietly
wondered if it now stands for Analysis & Meditation! In a way, Texas A&M is like the ETH (Eidgenössische Technische Hochschule) where Jung taught in Zurich. The ETH is like a Swiss A&M and the University of Zurich would be more like the University of Texas, which is the archrival of Texas A&M. Jung also felt analytical psychology would be well received at the ETH because it was so needed.

In addition, if you have any interest in our undergraduate or graduate academic programs please contact me for further information. It has been a pleasure sharing the development of scholarly activities in analytical psychology at Texas A&M University. I know that teaching and research activities will continue to prosper at Texas A&M. I also look forward to the establishment of more professorships in analytical psychology in many nations around the globe.

Frank McMillan’s good deed will live on forever. He helped bring analytical psychology into the mainstream of university life. His action has illuminated the dark halls of academic psychology. A fitting amplification of Frank’s testament would be for others (like Marion Woodman) who are so moved, to endow professorships in analytical psychology around the world. Frank did his part, now it is up to us. If you are interested in finding out how Frank did it, please contact me. Also, come visit and attend the Fay Lectures. Next year, April 5-7, 2002, Sonoko Toyoda of Japan will give the Fay Lecture Series on “Memories of Our Lost Hands: Searching for Feminine Spiritual Creativity.”

Furthermore, I am enthusiastic about next year’s IAAP sponsored First International Academic Conference of Analytical Psychology which will be held at the University of Essex, July 5-7, 2002. It’s a privilege to be a member of the program committee along with Renos Papadopoulos, Verena Kast, Kazuhiko Higuchi, and Denise Ramos.

Thank you so much for your kind attention and I hope to see you next year at the First International Academic Conference of Analytical Psychology.

References