

PROCEEDINGS OF THE EIGHTH INTERNATIONAL CONGRESS OF INDIVIDUAL PSYCHOLOGY

The Eighth International Congress of Individual Psychology was held at the Neuropsychiatric University Clinic, Vienna, Austria, August 28 to September 1, 1960. It was sponsored by the International Association of Individual Psychology and invited by the Vienna Section, with "Social Interest" as the main topic of discussion. It was attended by approximately 200 persons.

Dr. Hans Hoff, chairman of the Department of Neuropsychiatry, University of Vienna was honorary president of the Congress and gave the opening address, which was followed by welcoming addresses by officials of the Austrian government.

Social events included a cocktail party at the Auersperg Palais, a banquet at the Palais Pallavicini, a party by invitation of the Mayor of Vienna, an evening at the Vienna opera, and several other gatherings.

The International Association, at the meeting of their delegates re-elected the following officers: Dr. Alexandra Adler, U. S. A., president; Professor Oskar Spiel, Austria, vice-president; Dr. Victor Louis, Switzerland, secretary general. Newly elected officers are: Dr. Rudolf Dreikurs, U. S. A., vice-president and Mrs. Adi Rieser, Switzerland, treasurer. It was also voted to reduce the council from 21 to 9 members. These are, in addition to the five officers: Dr. Herbert Schaffer, France; Mr. Paul Rom, Great Britain; Mr. G. H. van Asperen, Holland; and Dr. Wera Mahler-Franck, Israel.

The Ninth Congress is planned for 1963 in London or Paris.

OPENING ADDRESS

Alfred Adler. (German.) HANS HOFF, M. D., Vienna, Austria.

After an outline of Adler's life in relation to his time and place and early experiences, his work was reviewed and appreciated. Through his insight into inferior organs and the individual's response to them, Adler inaugurated modern psychosomatic medicine. His concept of Gemeinschaft referred both to an idea and to a reality; through his concept of Gemeinschaftsgefuehl (social interest), he became the forerunner of social psychology and the social approaches to mental hygiene. Through his discovery of principles of group dynamics, he deserves to be known as a founder of group psychotherapy. His conception of the creative self, which in its goal-directedness is responsible for the life style, and his formulation of the psychodynamics of personality made him the father of ego psychology.

PRESIDENTIAL ADDRESS

Recent Developments in Individual Psychology. ALEXANDRA ADLER, M. D., New York, U. S. A.

Dr. Adler began her address by thanking all those who had made the Congress possible, and by acknowledging the special significance of Vienna as the host city.

In reviewing recent developments, she pointed out that in the United States the activities of Individual Psychologists are centered in New York, Chicago and Los Angeles where local societies, mental hygiene clinics, and teaching institutes are located.

Surveying the writings of Adlerians during the last years, she mentioned the numerous books which have appeared as well as the *Individual Psychology News Letter* and the *Journal of Individual Psychology*.

The remainder of Dr. Adler's address was in the nature of an introduction to the various paper sessions and speakers. Introducing the session on psychotherapy she pointed out: "The whole field of psychotherapy is in the process of development. There is still a considerable lack of knowledge of how to bring about the best results in the shortest possible time. All evidence points towards the probability that in the same patient not only one but several methods of psychotherapy may bring about improvement. If so, one may ask: What is the common denominator that brings about improvement? An Individual Psychologist would probably state that the patient should be encouraged to realize that he can succeed in life and develop his potentialities to the fullest if he feels himself a part of human society and able to contribute to it. Many other schools of thought will probably agree with this formulation. The question is, how can the therapist make such encouragement effective? On this point nearly every therapist has his own approach, if not his own school. One sometimes feels that, regardless of the theory he holds, any therapist with a great deal of experience and an active interest in helping may be effective in bringing about improvement that may start his patient on the road to recovery. Lately, newer forms of drug treatment have made important inroads into psychotherapy and have modified our approach in many cases."

Regarding group therapy, Dr. Adler remarked: "It is in keeping with the holistic approach of Individual Psychology that group therapy has, for a great many years, been practiced by many of our members. All those who were present, will remember the way in which Alfred Adler, beginning in 1918, conducted child guidance in public schools. The family of the child and his teachers were present, in addition to a professional audience which participated in the therapeutic procedure. At that time, and many years later, there were indignant outcries about the violation of privacy and intimacy, considered all-important in a therapeutic relation. Adler, however, pointed out that it is helpful if the patient is made aware that his problems are not a private affair but impinge upon the whole of society."

In reference to the session on psychology and philosophy Dr. Adler observed: "We are witnessing an intensified search for the meaning of our existence, a search for what it means 'to be.' There are many common points between existentialism and the basic tenets of Individual Psychology. What was first disputed, or even rejected, namely our insistence on a philosophic basis for work in psychotherapy, is now more generally accepted. An understanding of religions as expressions of fundamental values, and of philosophic and political systems with their variety of value schemes, is now considered essential for the successful adaptation of the individual as well as for the survival of civilization."

PAPER SESSIONS

Psychotherapy

Assumptions and Processes in Adlerian Psychotherapy. RUDOLF DREIKURS, M. D.,
Chicago, U. S. A.

Every psychotherapy is based on fundamental assumptions, whether the practitioner is aware of these or not. Therapeutic successes can be scientifically confirmed, theoretical premises not.

For us, psychotherapy constitutes a learning process in which the patient acquires a more adequate concept of himself and of the meaning and implications of social living. Emotions are not the cause of behavior, but necessary concomitants, stimulated by the private logic of the patient. In this sense, we assume psychotherapy to be a cognitive process. Four phases of this process can be distinguished:

Establishment and maintenance of the therapeutic relationship. This requires an unusual degree of intimate cooperation which is possible only if patient and therapist are striving towards the same goal. So-called "resistance" is but a difference in immediate goals.

Psychological exploration of the patient. If one regards a person holistically, one does not need to investigate all his aspects and dimensions to understand him. In his goals a person combines all his past, his present attitude and his concept of the future. All immediate goals are subordinated to his fundamental goal, to his style of life. His behavior can be evaluated and understood only in the given field of action; in this sense we use field-theoretical considerations.

Interpretation providing insight to the patient. We employ a mirror technique, as we confront the patient with his goals and intentions. Thus we provide him with an opportunity to re-consider and to change them if he wishes. It matters little whether the patient was previously conscious of his goals or not; but to become conscious of them, may be significant for their change.

Reorientation leading to rehabilitation. For us the concept of social interest provides the criterion of normalcy, and we define social interest as the individual's ability and willingness to integrate himself into the group, to contribute to the solution of mutual problems, and to participate in the give-and-take of social interaction without either withdrawing or destroying. It is not mere conformity; it is a personal decision, the voluntary acceptance of one's role and responsibility. It is the basis for integration of free man into a moving social order. To develop social interest is the goal of therapy. Since its limitation is based largely on a lack of self-confidence, an inferiority feeling, the therapeutic process must be devoted to an increase of self-esteem. And here encouragement is probably the decisive factor.

Our contemporary values are largely concerned with vertically conceived prestige or power. If these cannot be obtained through useful means, one switches to "the useless side." In contrast, the movement toward contribution, which is based on social interest, takes place on the horizontal plane, as Sicher pointed out. Only if we forget about our glory or possible humiliation, can we devote ourselves to the task at hand. This, as I see it, is normalcy, psychologically and socially.

The Significance of Social Interest in Analysis and Synthesis. (German.) ERWIN RINGEL, M. D., Vienna, Austria.

Analysis without synthesis is not only therapeutically ineffective but also unethical. The goal of the synthesis must be adaptation not only to the community but also to social interest, as a reality and as an idea (Oskar Spiel).

Comments on Tendentious Apperception. (German.) LOUIS KLING, M. D., Strasbourg, France.

Social interest shows an important irrational aspect which we are in danger of overlooking due to a too rational tendentious apperception. This aspect is based on emotional facts which must be more closely investigated.

Psychotherapy and the Problem of Work. (French.) ALFRED MEYER, M. D., Paris, France.

The flight from work may be brought on in the neurotically disposed person by problems outside the work situation or factors within it. But situational changes will not help unless they are accompanied by an inner change enabling the individual to respond to the former with greater participation. By enlarging his awareness, his courage must be heightened, the limitations set by his fear and arrogance be removed, and a more realistic and cooperative attitude toward life problems be built up.

Psychotherapy on Adlerian Lines in General Practice. R. E. PERTH, M. D., London, England.

In psychotherapy the general practitioner must change his customary authoritarian approach to the patient into one of equality and understanding. Adler was the first to teach this. Several Adlerian concepts are discussed, the most important being social feeling—a feeling and understanding for the facts of life. Adler was an idealistic realist or realistic idealist. The crucial point in psychotherapy is to make the patient realize and accept that it is impossible to get anything out of life without first putting something into it.

Combined Use of Lysergic Acid and Methedrine in the Treatment of the Neuroses. THOMAS M. LING, M. D., London, England.

The above two drugs were used in the treatment of 150 neurotic outpatients at Marlborough Day Hospital, who were of good intelligence, had a desire to get well, and were all working or were housewives. The treatment is extremely effective in recalling deeply repressed material. This is worked through in eleven weekly sessions, on the average. The results are extremely satisfactory, proving the method a most valuable addition to Individual Psychology methods.

Social Psychology

On the Theory of Psychological Social Structure. (German.) HANS BIAESCH, Ph.D., Zurich, Switzerland.

In the attempt to clarify the concept of social feeling, Part I examines objective social structures from the points of view of behavior research with animals,

field theory, and group dynamics. Part II considers the problem of corresponding subjective social structures which are experienced through perceiving, conceiving, and primarily through feeling.

Social Interest and Self-Esteem as Dominant Traits in the Political Character. (German.) FELIX SCHERKE, Ph.D., Munich, Germany.

Four phases of the phylogenetic development of these two traits are recognized: dominance of the original social interest, feudalistic form of life in the Middle Ages, self-centered individualism since 1500, rebirth of social interest and spirituality through a social humanism.

The Utilization of Adlerian Ideologies in Mental Health Teaching. SIBYL MANDELL, Ph.D., Baltimore, U. S. A.

The ability of public-health nurses-in-training to recognize the personality pattern underlying the behavior of a patient can be enhanced by the teaching of certain principles of Individual Psychology. This is illustrated by the case of a young mother who created the impression of a somewhat hostile boy. Apparently she had given up hope of being a "good girl."

Alfred Adler as Sociologist and Social Reformer. LEO RATTNER, M. A., New York, U. S. A.

Adler, a democratic socialist throughout his life, shared with most others of this conviction the 19th century optimism. He postulated as a primary task of every psychologist to pioneer in any endeavor to reduce tensions and conflicts, to increase the spirit of good will, and to reform society on a more cooperative basis.

Group Therapy

Adler's Concept and the Revolution in the Psychiatric Services. JOSHUA BIERER, M. D., London, England.—No abstract received.

Group Psychotherapy as a Form of Milieu Therapy. HELENE PAPANEK, M. D., New York, U. S. A.—See this Journal, 1961, 17, 184-192.

Mothers' Therapy Groups. BINA ROSENBERG, M. D., Chicago, U. S. A.—No abstract received.

Play Therapy and Individual Psychology. REGINE SEIDLER, Des Moines, Iowa, U. S. A.

While play therapy was not known to Adler, it lends itself well to the application of Adlerian principles. It provides a check of the tentative diagnosis through the observation of free play. It affords an opportunity for the structuring of experiences needed for reaching the therapeutic goal. It fosters the active participation of the patient which develops growth, responsibility and, above all, social interest. Its make-believe character helps the child not to become discouraged in case of prolonged failure. Brief examples are given.

Reducing the Gap between Insight and Performance. NAHUM E. SHOOPS, M. A., Brooklyn, N. Y., U. S. A.

The effectiveness of modern dynamic psychotherapy can be increased by judicious use of directive techniques, including old-fashioned do's and don'ts, suggestion, advice, and praise, always pointing toward the patient's strengths and building on them. Thus we combine psychotherapy and pedagogy. Adler in his later years resorted more and more to straight directives. From directed experiences the subject gains confidence and vision, which in turn strengthen any insight he may have obtained. From such confidence he can develop self-initiated action. The gap between insight and performance is reduced, social feeling creeps in. By integrating directive with modern dynamic therapy, we can prevent the possibility of proper outward behavior forms covering up symptoms. These considerations are illustrated with pertinent specific examples and two case reports.

The Social Reintegration of the Mental Patient. (French.) ALFRED SCHERR, M. D., Paris, France.

For the mental patient there is a dual problem to be solved: the restoration of his social interest and the recognition of his reintegration by the community. The change of the patient through his disorder must be considered. New methods must be used, such as the day hospital and the therapeutic club mentioned by Joshua Bierer.

Psychiatry

Depression in the Light of Individual Psychology. KURT A. ADLER, M. D., New York, U. S. A.—See this Journal, 1961, 17, 56-67.

The Mental Atmosphere in the Psychotherapeutic Institution. (German.) G. H. VAN ASPEREN, Lunteren, Holland.

At Groot Batelaar, Lunteren, an open institution for neurotic delinquents, the aim is to create an atmosphere of security and acceptance, and of stimulation. Dreikurs' contention regarding group psychotherapy as being possible only in a democratic world is true for any form of reconciliation therapy. We have a modified form of self-government with opportunity to criticize. Outside speakers are invited to talk on mental health, politics, occupation, art, etc. Sports are encouraged. Evening visits with families in the community are arranged. Conflicts that may arise among the three staff sections—the therapeutic, the educational, and the administrative—are dealt with in joint conferences. The mental atmosphere is difficult to define, to manipulate, and to evaluate, yet very important.

Neurosis as Expression of Disurbed Interpersonal Relations. (German.) MARGARETHE ABT-HOFBAUER, M. D., Vienna, Austria.

Four cases from general medical practice are presented who showed great improvement once their interpersonal relations were improved.

The Total Approach in Problems of Psychiatry. OSCAR PELZMAN, M. D., Patchoque, N. Y., U. S. A.

The present-day total approach in psychiatry uses physical methods, drug therapy and psychotherapy. In this combination psychotherapy is no longer the dominating factor but a very important re-educational method. The Adlerian theory of personality development, since it is the most flexible and makes sense without forcing an issue, is the best suited to today's function of psychotherapy. Three illustrative case reports are presented.

Biochemical Factors in the Schizophrenic Syndrome. (French.) BRUNO MINZ, M. D. Paris, France.—No abstract received.

Biology and Physiology

On the Body Schema. (French.) HERBERT SCHAFFER, M. D., Paris, France.

The body schema appears relatively late in the development of the child, at a time when he can differentiate between himself and the environment. It is disturbed in certain psychopathological, especially dissociative states. Drawings of preschool children and of schizophrenics reveal its absence and disturbance, respectively. Art productions of prehistoric man reveal interest not in the individual as such but only in his functioning as a member of a group.

The Integration of the Biological, Physiological and Physical Regulatory Systems in the Development of Social Interest. (German.) JOSEF AIGINGER, M. D., Vienna, Austria.

Hysteria is understood as a defect of the regulatory function of the cerebral cortex. It can be corrected by certain physical exercises.

Psychomotor Activity and Social Interest. (French.) MARGUERITE DEGÉ, Paris, France.

The relationship between mental and motor debility was first demonstrated by Dupre and Merklen in 1908. At the Salpêtrière hospital, under Michaux, children are sent to psychomotor re-education classes, based on rhythm, for personality and educational problems, instability, enureses, etc.

The Physically Handicapped in the Community. (German.) ADI RIESER, Zurich, Switzerland.

The questions discussed are what the community should do to enable the physically handicapped to become full members, and what should be requested of the handicapped to become fully accepted by the community.

Sexual Pathology

Sex Education from the Viewpoint of Individual Psychology. (German.) WILHELM BRANDT, M. D., Berlin, Germany.

The goals of genuine sex education are the same as those of education in general, that is, education for becoming a fellow man, for responsibility, and for love and marriage. The basis is education toward a genuine community.

Meaningful Dreams of Male Homosexuals. EGON C. FREY, M. D., New York, U. S. A.

A common denominator of such dreams is an intense fear of being persecuted by the heterosexual majority. A striking example illustrates that even those who claim to be happy in their deviation are haunted and handicapped by that particular anxiety. Other facets of such dreams are tendencies toward degrading women and toward reversal of reality into its opposite. A line should be drawn between two antisocial actions by homosexuals: seduction of minors, and sexual relations between adult males. Punishment aggravates the latter's condition and prevents them from taking part in useful community life.

Education

Education, Psychotherapeutic Education (Psychagogic), and Psychotherapy: An Attempt at Delimitation. (German.) OSKAR SPIEL, Ph.D., AND WALTER SPIEL, M. D., Vienna, Austria.

Education attempts to impart knowledge and values. Psychotherapy attempts to reduce intrapsychic tensions and bring about intrapsychic harmony, a new inner form. Psychotherapeutic education, taking the middle position, attempts to correct faulty conduct and to bring about new well-defined contents of conduct. The good educator is also a therapeutic educator and a psychotherapist. Similarly, the psychotherapist is also an educator.

Social Interest in Education and Correction. ERNST PAPANEK, Ed. D., New York, U. S. A.

Education and correction must be based on the same psychological principles if they are to be successful: decrease inferiority feelings, develop and increase social interest. The most important factors in correction are: the experience of responsibility and of the consequences of one's deeds; and the satisfaction of "lower" needs, such as ability to read and write, which removes the ensuing feeling of shame and enables the individual to function on a higher level of motivation.

Education for the Community: Ten Years of Individual Psychology Experimental School. (German.) MARIA DOSCHEK, Ph.D., Vienna, Austria.

The topics dealt with are: the classroom as work-, help-, discussion- and experience-community; treatment of the problem child; Individual Psychology and the present school situation.

Monozygotic Twins and Social Interest. (French.) MADELEINE DREYFUS, Paris, France.

The study of Rorschach protocols and paintings of 19 pairs of monozygotic twins, aged 5 to 24 years, showed: Certain structural elements are always the same in both members of a pair. These elements give form to the individual's type of perception and type of interpersonal relationship. But within this large frame, personality traits, though structured by the constitutional component, depend on the style of life.

Educational Methodology in Adlerian Teacher Training. LOREN GREY, Ph.D., Los Angeles, U. S. A.

Five general educational principles which are in accordance with Adlerian thinking should be considered also in teacher training: To be retained, learning material must be used; it must be meaningful and interesting; group as well as individual interaction are necessary; self-understanding is necessary; spontaneity and creativity are essential tools. The work of Dreikurs, Lowe, Sonstegard and the author in Chicago, Oregon, Iowa and Delaware is referred to, and specific illustrations are given.

The Modern School in France. (French.) GEORGES MAUREL, Paris, France.—No abstract received.

The Psychological Effect of Cooperation in the Elementary Public School Class. (French.) FERNAND OURY, Paris, France.—No abstract received.

Child Psychiatry and Child Psychotherapy

Education of Parents. (French.) ANDREE HAUSER, Paris, France.

The Ecole des Parents in Paris is presently concerned with giving useful information to all those who are in some educational relation to families. Social workers, teachers, physicians, psychologists, guidance workers, and parents belonging to parents associations live together in small groups for three days. During this time they study their own attitudes and reactions to family problems and those of the others. Through the evolution of the group most of the participants become aware of their role in the education of parents. Each finds the ground where communication with the other and efficiency become possible—through social interest. While parent education was started by Adler, the Ecole des Parents is not based on Adlerian theory only.

Individual Psychological Aspects in the Treatment of Enuretic and Encopretic Children. (German.) MARTA KOS, Vienna, Austria.—No abstract received.

The Effects of Pampering on the Development of Social Interest. MARGARETE KRAUSE-ABLASS, Ph.D., Kiel, Germany.

When a child's early growth takes place in the properly cooperative relationship with his mother, social interest develops naturally and not like a virtue which needs to be acquired through learning. But the social interest of the pampered child withers away for want of opportunity for giving as well as taking. Such children find themselves rejected by others outside the home, yet they will do nothing to change the home situation because of its immediate pleasantness. The psychotherapist can stimulate social interest by means of the one thing left to the pampered child, his longing for someone to help him, his longing for another person.

Uncertainty of Origin as Neurotogenic Factor in Children. (German.) ANNA SCHISCHITZA, Ph.D., Vienna, Austria.

From eleven cases of problem children who were uncertain regarding one or both parents, and of whom three are presented as examples, the conclusions are

derived that (a) such uncertainty greatly occupies the patients, (b) their image of the world suffers impairment for which they attempt to compensate through fantasy, (c) social interest remains underdeveloped, (d) the parents or substitutes are convinced that the children do not suspect. Therapy involves telling the truth which is far less traumatic than the uncertainty resulting from incomplete concealment.

The Practical Significance of the Concept of Social Interest in Youth Education. (German.) SEF STEINER, Vienna, Austria.

The concept of social interest gives the educator an orientation for his work and the opportunity to make the adolescent see himself as part of the whole.

Psychology and Philosophy

The Philosophical Principles of Individual Psychology. LEWIS WAY, Essex, England.—No abstract received.

Adler's "Social Feeling" and the Future of Philosophy. (German.) ALFRED FARAU, Ph.D., New York, U. S. A.

Today there is admittedly more social consciousness than formerly but not more social feeling. Adler's social feeling is a social-transcendental concept which crosses the border from social reality to philosophy, religion and metaphysics. It will survive the basic despair which distinguishes present-day existentialism most clearly from Individual Psychology with its optimism. It will carry some brightness from the past into a better future, as a balance between social living and cosmic existence, as practical unrelenting necessity, and as an affirmation of life, which is anchored in metaphysics.

The Notion of Solidarity in the Work of Albert Camus. PAUL ROM, D. E. S., London, England.—See this Journal, 1960, 16, 146-150.

Symposium

The Group Therapist: his Tasks and his Roles. ASYA L. KADIS, New York, U. S. A., chairman.