

PROCEEDINGS OF THE NINTH INTERNATIONAL CONGRESS OF INDIVIDUAL PSYCHOLOGY

The Ninth International Congress of Individual Psychology was held at the Palais de la Mutualite in Paris, from August 30 to September 2, 1963. It was sponsored by the International Association of Individual Psychology which was represented by its member societies from Austria, Denmark, France, Great Britain, Holland, Israel, Switzerland, and the United States. English, French, and German were the official languages and talks were simultaneously translated from the language spoken into the other two. Over 200 persons took part. The theme of the Congress was "Individual Psychology and the Concept of Purpose."

The honorary president was Dr. Paul Sivadon, Professor of Psychiatry at the University of Brussels, and President of the French League of Mental Hygiene. In his absence, necessitated by a trip to South America, his address was read by Dr. Claude Veil.

The social events included a reception at the City Hall, a cocktail party at the Palais de Chaillot, a boat ride on the Seine, and an informal discussion meeting in a pavillion in the Bois de Boulogne.

Dr. Herbert Schaffer, secretary of the Congress, was in charge of the scientific program and the local arrangements.

At the meeting of the delegates the following officers of the International Association were elected: Dr. Kurt A. Adler, U. S. A., president; Dr. Herbert Schaffer, France, and Dr. Walter Spiel, Austria, vice-presidents; Dr. Knut Baumgaertel, Austria, secretary general; Mr. Nahum Shoobs, U. S. A., treasurer. Other members of the council are Dr. Alexandra Adler, U. S. A., Mrs. Ruth Bichel, Denmark, Dr. Wera Mahler, Israel, and Mr. Paul Rom, Great Britain. Dr. Alexandra Adler, outgoing president, was also elected honorary president, and Dr. Victor Louis, Switzerland, outgoing secretary general, and Dr. Alexander Mueller, Switzerland, were elected honorary members of the council.

The Tenth Congress is planned for 1966.

OPENING ADDRESS OF THE HONORARY PRESIDENT

Adlerian Psychology and Mental Hygiene. PAUL SIVADON, M. D., Paris.—See this Journal, 1964, 20, 194-195.

PRESIDENTIAL ADDRESS

Progress in Individual Psychology. ALEXANDRA ADLER, M. D., New York.

Having shown how certain trends in our understanding have developed along the principles of Alfred Adler or else have readily been incorporated into Individual Psychology theory and practice, the speaker proceeded to introduce the subject of the Congress by dealing specifically with the current trend toward purposivism.

Adler stated that the striving for achievement and security was the basic law of life, but other important schools did not accept this view during his lifetime. Today purposivism is recognized by almost all personality theorists, by organismic biologists, and by many philosophers. Man finds himself by losing himself in pursuit of a goal. To promote goals which contribute toward the general progress is the aim of Individual Psychology—and of this Congress.

PSYCHOTHERAPY

Goal Directedness in Neuroses and Psychoses. KURT A. ADLER, M. D., New York.

Every intent to understand a patient is based on the recognition that his behavior and every symptom have a cause, and we must find these causes. It is true that many manifestations are not caused by outside events, but by events within the individual. All these, however, are influenced by outside factors. In his striving for superiority, overcoming, or omnipotence, the patient develops and trains methods to achieve the goal of his striving. When these methods are in contradiction to reality, especially to social reality, they manifest themselves in the form of symptoms of neurosis or psychosis. In two cases, one of phobia and one of paranoid schizophrenia, it is demonstrated how the symptoms which the patient developed have the direct purpose of upholding his self-esteem and sense of superiority.

Problems of Occupation and the Concept of Purpose. ALFRED MEYER, M. D., Paris.

Problems of work are often brought on by difficulties in other fields, such as accident proneness, fear of machines, young people getting panicky about approaching adult problems, and old people being confronted by inability to work. In all individuals with problems, a faulty view of the world and deficient social interest can be shown. No outside help can be effective unless it encourages the individual so that he can participate actively in the changing process. Leaving aside all moralizing, Adlerian psychotherapy seeks to liberate the individual from the limitations set by his fear and pride, enabling him to commit himself to the tasks of life.

Psychotherapy in Prison. MARGARETE KRAUSE-ABLASS, Ph.D., Kiel.

An 18-year-old boy, in prison for burglary, was offered psychotherapy which indeed proved successful. He came from a broken home and was, at the age of one-and-a-half, given by his mother to the care of a grandmother. The therapy undertook to establish a good relationship with the boy and to show him in simple conversations what socially useful ways were open to him for achieving success. The course of therapy is presented in connection with a series of dreams.

Stress, Style of Life, and Therapy. FREDERIC FEICHTINGER, M. D., Brooklyn, N. Y.

Starting from an understanding of protoplasm, according to Sinnott, the organism is to be understood as a unified, progressive activity which is purposively directed toward adapting to the ever-changing world. When confronted by an excessive stimulus, the organism reacts with stress, as shown by Selye. In the human this corresponds to the shock response which Adler described as resulting in the symptoms to which the neurotic clings, behind which he hides. Every mistaken style of life becomes a chronic stress which leads, in turn, to disorders.

Existentialism as it Relates to Psychotherapy. R. E. PERTH, M. D., London.—
No abstract received.

PHILOSOPHY, RELIGION, LITERATURE

Holistic Social Psychology. LEWIS WAY, Ingatestone, England.

From the Individual Psychology point of view the group is seen much as individuals are: it is goal-directed; it is a whole, whose wholeness derives from its members' participation in the common goal; and its goal lies outside the group itself, within a larger whole from which it derives its significance. Thus group activities may be useful or useless; may manifest symptoms similar to those of individual isolates, symptoms of insecurity, compensatory strivings for significance, and the like. Being a normative-comparative discipline, Individual Psychology measures a society by its distance from "perfection," which can be defined as that society which successfully incorporates all its constituents.

Causality and Teleology—A Pair of Opposites? ERWIN RINGEL, M. D., and WALTER SPIEL, M. D., Vienna.—No abstract received.

The Psychiatrist in Modern Fiction. PAUL ROM, D. E. S., London.

Short passages from Nabokov, Silotoe, and Bottome show attitudes toward psychiatrists. The lives of a Freudian and an Adlerian therapist are compared as imagined in novels by Balchin and Bottome, respectively. An excerpt from Goethe reveals a straight line from his genius to the principles of Adler, implying that Freud's psychoanalysis was the greatest of various deplorable detours in the development of psychotherapy.

Teleology and Social Idealism in Alfred Adler. SOFIE LAZARFELD, New York, and MADELEINE DREYFUS, Paris.

Adler's idealistic finalism sees the soul engaged in a dynamic dialogue not only with the body but also with the world. Thus social conscience becomes the most important means for action. When faced with the question, "What is man in the infinite?" man becomes frightened. Adler's solution for this anxiety is to have the individual find his place in the world by developing his social interest. In this way, "harmony with society" becomes the teleological perspective, an ideal which, even if never reached, is a sign which instructs man how he can participate in the cosmic immensity. "The silence of the infinite spaces" (Pascal) from then on does no longer frighten him. Illustrations are given from the educational activity of the "grand ensemble" in the Paris region.

Transcendental Significance of the Concept of Purpose in Individual Psychology. JAMES MOORE, M. D., London.

The concept of purpose in the life of a person calls for the idea of perfection in the evolution of man. The concept of purpose has transcendental significance when it combines social concern with an ideal of perfection. In this sense Adler considered the idea of God as being the greatest idea of all times.

World Philosophy and Philosophical Elements in Alfred Adler's Work. MILO VLACH, Ph.D., Vienna.

Adler's work, based on a positive and optimistic world view, has significance within scientific and philosophic thinking. He has contributed to: psychology (personality dynamics, subjective psychology, social aspects of the individual, especially social interest, practical understanding of human nature); pedagogy

(therapeutic-pedagogy and child rearing); medicine (psychiatry and psychotherapy); philosophy (the meaning of life, life tasks, the ideal society, the teleological view, the "as if").

An Adlerian Conception of Politics. LEO RATTNER, Ph.D., New York.

Adler realized that society has to undergo evolutionary changes if the individual is to be helped to attain his goals. Lack of social interest in the individual is aggravated by a social environment that worships power and aggressive assertiveness. Adler's conception of the good society is reviewed.

Social Interest, a Purposeful Motive for Constructive or Destructive Behavior. ERNST PAPANEK, Ed.D., New York.

Wherever we look about us we see violence, destruction, predatory behavior carried on by groups, nations, races, etc. against others. Social interest holds the group together, and its influence may thus be extended to destructive purposes beyond the groups. We must see how social interest can be developed to carry the individual beyond the solidarity of an in-group, to extend to all mankind, and thus eliminate callous and destructive treatment of other groups.

Religion and Individual Psychology. ERICH BLUMENTHAL, Immenstadt, Germany.

We find more agreement between the essentials of religion and Individual Psychology than any other psychology. We are today experiencing a synthesis between religion and science, although their methods must differ. The questions are what role religion can play in child rearing and education, counseling, and psychotherapy; and whether (or how) religion should be employed by the psychotherapist.

EDUCATION AND CHILD GUIDANCE

Participation of Teachers in Parent Education and their Training for this Role.

ANDREE HAUSER, Paris.

Adler pointed out that the teacher lives with the child more hours than do the parents, and in a more objective relationship. To bring parents and teachers together, the National Institute of Family Education has instituted parent education in the schools. Professionally, this promotes better understanding, techniques for group discussion, case presentations, research in parent-teacher difficulties, study of parents with adolescents, collaboration of various professions. It promotes, personally, better observations of oneself and others, of attitudes, psychological climate, etc. All this work is oriented in a forward, evolutionary direction and represents a better conception of education.

Basic Principles for Teaching Psychology in Teachers and Kindergartners Colleges.

WEA MAHLER, Ph.D., Tel Aviv.

This paper presents problems regarding the planning of such courses. Psychology is too important practically and in relation to other sciences to teach it merely as information or techniques; nor should it be specialized before there is a good grounding. The instructor must be objective and modest, lest the student becomes set in one view, conformist, or fails to realize that our knowledge is new and changing. Since good adjustment means the integration of individual goals with those of the society, what stand should the teacher take toward politics?

Non-interpretive Group Method in Guidance of School Children. N. E. SHOOPS, M. A., Brooklyn, N. Y.

A teacher can help in the healthy emotional and ethical development of his pupils by stimulating their social interest and by reorientation. If he creates a class atmosphere, challenging but not threatening or competitive, in which each child is accepted, each can participate as an equal, then mutual respect evolves, the child's self-image changes and, with it, his conduct. Reorientation is a learning process, and the teacher can teach how to meet daily situations as well as principles of living and dynamics of behavior. He can also use therapeutic techniques in dealing with the individual pupil and the class group, such as role playing, discussions, etc.

An Investigation of the "Meaning of Life" and Value Systems of 400 California Teacher Trainees, with Reflections on Existential "Meaning" and Individual Psychologic "Goal" Concepts. LUCY ACKERKNECHT, Ph.D., Hayward, California.

An unstructured approach in the phenomenological tradition was used in the investigation. Unsigned essays revealed a great variety of life meanings and basic values. In general, these students were found to be only moderately competitive and ambitious. Instead, they were eager to live a rich, full life—with others and not at the expense of others.

The Concept of Purpose in the Re-Education of Adolescents. ODETTE CHABAS, Paris.

The author relates her experiences in a home for juvenile delinquents, 150 boys aged 14 to 18. Only when the youths became aware of their faulty goals and life styles did improvement become possible. For some of the successful cases, interviews several years later showed the improvement to have been tangible and lasting.

The Effectiveness of Adlerian Procedures in the Group Counseling of Eighth Grade Students with Moderate Emotional Problems. ROBERTA MOLTMANN, Corvallis, Oregon.

Plan of a projected study to be carried out during the current year.

Policemen's Children. FRIEDL STEINBEREITHNER-KRAULAND, Ph.D., Vienna.

In outpatient clinics and trade school counseling centers policemen's children manifested certain almost specific symptoms. These are studied in the light of a depreciating fiction which dominates a period of youth, and in connection with family, professional, and social structures.

A Public School Adlerian Counseling Program. MAURICE BULLARD, M. A., Corvallis, Oregon.

In Corvallis, population 30,000, an Adler-oriented guidance program has served the school system since 1958. Supported by parents and teachers, it is growing constantly. It comprises mother study groups held weekly, during the day, with supervision provided for pre-school children; parent study groups meeting evenings as part of an adult education program; small group counseling for troubled high school youths; a parent-teacher education center with weekly

meetings in a group setting to examine the situation of a family; evening and summer courses in Adlerian theory for teachers; a teacher study committee; and single family counseling.

The Goal of the Criminal. G. H. VAN ASPEREN, Lunteren, Holland.

The discouraged man has lost faith in others or himself. To protect himself he has a choice: flight or fight. If he has lost faith in himself, he suffers from an inferiority complex and tries to reaffirm himself by becoming inconsiderate of others or by seeking power. Crime is one such manifestation. The deeper the discouragement, the more impatient the subject becomes to gain a superior position through fraud, violence, perversion, etc. Crime is an effort at adaptation and, like neurosis, based on error.

Our Education of Children Today from a Mental Hygiene Point of View. RUTH BICHEL, Hellerup, Denmark.

We need group education of parents, teachers, and children through study groups, family counseling, and class-room discussions. Grown-ups must take on leadership at home and at school, and must learn to understand the goals of children's behavior. No punishment, no reward but kindness *and* firmness at the same time, and natural consequences must be applied. We must stimulate our children to want to keep rules instead of forcing them to obey, to be able to find their places as valuable members of their community and the great society, the whole of mankind.

Social Teleology in Alfred Adler and in John Dewey. HERBERT SCHAFFER, M. D., Paris.

Although Dewey knew and underscored the social factor, the possibilities to expound social interest through depth psychology escaped him. He knew how to create the good environment which, in favorable cases, permits the child to profit greatly. But only the psychology of Adler gives the educator a system, a technique, and the necessary tool, actively to reconstruct the defective life style of a child. Reference is made to a paper by Dewey, "Individuality in our Day," reprinted in German in *Int. Z. Individ. Psychol.*, 1930, 8, 567-576.

Examination of Trends in American Education for Democracy that Coincide with Individual Psychology. OLGA JANOWITZ, Ph.D., New York.

Factors in education for independent thinking, for consideration of others, and for socialization, should be studied with reference to experiences gained during the Austrian school reform after World War I.

The Problem of Family Tradition in Relation to the Goal of the Individual. MARTHA SRAMOTA-KOS, Ph.D., Vienna.

As burden or support, family tradition often figures in children's disorders. Many young thieves come from policemen's families, and bed wetters come from homes where cleanliness is the first law. Two cases are described, one in which the individual goal could be strengthened by the family tradition, and one in which the difference between the two was reconciled. In both cases the resolution of the conflict between individual purpose and family tradition helped overcome the neurotic development.

Teacher Training. RENEE CIALIX, Paris.

From the viewpoint of mental hygiene teachers should be trained in psychology and sociology. They should be able to (1) recognize the reasons for a child's misbehavior and know methods for correcting it, (2) organize groups of children, (3) organize parent groups, (4) know when to seek medical advice. Training should consist in courses in Adlerian psychology, practice sessions, and conferences.

Treatment of the Family as a Whole. DANICA DEUTSCH, New York.

As a consequence of our procedure according to Adlerian principles, in which no child was accepted for treatment unless at least the mother also participated in treatment, it became clear that better progress could be made if the rest of the family were also involved. How the family members interact becomes dramatically exposed when all are present. However, unlike other schools which use solely group sessions for family therapy, we found that by interspersing individual sessions with certain family members, we could get more frankness regarding self and others, without risking tactlessness and hurts. Cases are presented.

Adlerian Psychotherapy in the Education of Retarded Children. DORLY WANG, New York.

The speaker's studies on attitudes toward the mentally retarded show little difference between professionals and laymen. The image of the mentally retarded is vague, undifferentiated (despite awareness of IQ differences), and very negative. The positive aspects at best are harmlessness and likeness to animal pets. The important point, which was recognized by Adler, is that the mentally retarded may need therapy to benefit from education.

Therapy in a School Milieu. FERNAND OURY, Paris.

Although there has been little research or practice along these lines in France, the 30 hours weekly spent by the child in school could be most importantly used for helping to develop socialized adults, and for treating the lighter cases which presently overburden the psychiatrists. Academic activities can be carried on very well while permitting children to be integrated into groups whose dynamics are controlled by an adult who understands and helps the child. This would be a way to compensate for shortcomings in the family. Real work which is motivated, a common object uniting teacher and students, and contact with a large number of "others" favor communication and open the classroom to the real world.

The Treatment of Inadequacy. K. A. GRAF, M. D., Kilburn, England.—No abstract received.*Purpose and Personality.* E. WEISSMANN, M. D., London.—No abstract received.*The Teenage Center in Chicago.* ELEANORE REDWIN, Chicago.—No abstract received.

SOCIAL PSYCHOLOGY, INDUSTRIAL PSYCHOLOGY

Group Care in Industry, a Task of Social and Mental Industrial Hygiene. FELIX SCHERKE, Ph.D., Munich.

The function of group care is to look after individual attitudes toward work

and industry, and after feelings and behavior toward fellow workers, superiors, and subordinates. This involves knowledge of group structure and dynamics, group performance and group tensions, and method of diagnosis, instruction, and therapy.

The Individual Psychology Concept of Purpose from the Viewpoint of Information Theory and Theoretical Cybernetics. KNUT BAUMGAERTEL, M. D., and S. STEINER, Vienna.—No abstract received.

The Social Implications of Group Psychotherapy. RAYMOND J. CORSINI, Ph.D., Chicago.

Psychotherapy in general may be viewed as an attempt by patients to get existentially close to others—a relationship which paradoxically has been made more difficult by urban living. The group method with its democratic implications not only has value in its own right but leads naturally to milieu therapy. Only the Adlerian school has prepared a theoretical foundation sufficient to serve as a cognitive map for the group psychotherapist.

Intended and Unintended Goals in Group Life. HANS VON SASSEN, Zeist, Holland.

In social-educational group work, in contrast to group psychotherapy, no psychological interpretations are given. Instead, the consequences of one's behavior on group interaction become apparent. If this takes place in a guided, relaxed atmosphere, changes in behavior occur rather rapidly and with less resistance than in therapy.

The Influence of the Therapeutic Group on the Life Goal. HELENE PAPANEK, M. D., New York.—See this Journal, 1964, 20, 38-47, for a revised version entitled, "Bridging Dichotomies through Group Psychotherapy."

Creativity and Life Styles. BERNARD MACKLER, Ph.D., New York.

This study employed four groups of male and female undergraduates (12 in each) representing art, dance, visually disabled, and physically disabled life styles, and two control groups (40 in each). A Life Style Scale was developed to assess visual and kinesthetic life styles. The hypotheses that different life styles would yield differences on creativity tests, and that environmental manipulation would affect creativity, were supported.

We Should not be Zealots. STAVRULA MARKETU, Athens.—No abstract received.

The Concept of "Gemeinschaft" in Psychotherapy and Sociology. OLIVER BRACHFELD, Ph.D., Muenster.

Since Durkheim's remark that *Gemeinschaft* and *Gesellschaft*, in Toennies' sense, are untranslatable into any other language, the first of these has been making its way in French and Anglo-Saxon as well as German-speaking countries. The author analyzes it in terms of the psychology of "we-they," encounter, and the more recent group psychotherapy and community therapy, as it underlies the entire work of Adler, and shows what it has become in the hands of his disciples and others. Adler founded a life philosophy based on solidarity and altruism, which the author names *sociosophy*. This is no longer a philosophy of Man but of *men*, having its axis not in the idea of the universe, God, fatherland, social class, or even groups—but in community.

Analysis of Communication in Psychotherapy. ERNST G. BEIER, Ph.D., and I. N. KORNER, Ph.D., Salt Lake City, Utah.

Seeking the similarities in the conversation situation of the therapeutic hours of all schools of psychotherapy, the authors present five propositions which refer to non-verbal cues given by the patient and responses by the therapist. One of these propositions is developed in detail; it involves what is termed "interpersonal repression." When the therapist deals with this maneuver of the patient by disengagement, he creates a "beneficial uncertainty" in the patient, making it necessary for him to change. Incidentally, this demands insight of the therapist, but not of the patient.

PSYCHOPATHOLOGY, PSYCHOPHARMACOLOGY

Psychotherapy in Combination with Psychopharmacologic Drugs; its Application to Individual Psychology. STANLEY LESSE, M. D., New York.

Extensive research by the author has shown the necessity and the advantages of the combined approach in therapy which employs both drugs (ataractic and antidepressant) and certain psychotherapeutic techniques. Drugs alone are not enough to change the patient's way of life, and psychotherapy without drugs may cause needless suffering and, indeed, may prove fatal. The drugs must be prescribed for the individual case. Since Individual Psychology is based on the holistic understanding of the person, and Adler was the first to point out psychosomatic interdependence, Adlerian psychiatrists belong among the pioneers in this combined therapy.

Symptoms of Degenerative Disease of the Brain in the Light of Individual Psychology. VICTOR LOUIS, M. D., Zurich.—No abstract received.

Small-Group Psychotherapy and the Concept of Purpose. ANCELIN SCHUETZENBERGER, Paris.—No abstract received.

The Sequence of Phases in Various Forms of Psychosis and Neurosis from the Viewpoint of Psychotherapy. G. W. ARENDSSEN, M. D., Ederveen, Holland.—No abstract received.

Failure of Purpose and Will Power in Psychiatric Patients and its Treatment. SPENCER PATERSON, M. D., London.

Many patients cannot respond to psychotherapy because of failure of will power and inability to cooperate. In such cases, electroshock, hypnosis, conditioning, and the like have been found to restore a sense of purpose. Psychotherapy is much more effective if such methods of enabling the patient to regain control of his will power are employed first.

WORKSHOP

Individual Psychology and Active Education. GEORGES MAUREL, Paris.

Psychology of the Mongoloid Child. EUGENE RETHAULT, Paris.