

PROCEEDINGS OF THE TENTH INTERNATIONAL CONGRESS OF INDIVIDUAL PSYCHOLOGY

The Tenth International Congress of Individual Psychology was held at the Kongresshaus in Salzburg, Austria, from September 1 to 4, 1966. It was sponsored by the International Association of Individual Psychology which was represented by its member societies from Austria, Denmark, Germany, 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.

Dr. Hans Hoff, professor of psychiatry at the University of Vienna was honorary president. Dr. Knut Baumgärtel, of Vienna, was secretary of the Congress, in charge of the scientific program and all the Salzburg arrangements.

Social events included a cocktail party in the Makart room of the Kongresshaus; an official reception by the state and city, held in the old palace of the Salzburg Residenz; and a banquet given by the Vienna Association for Individual Psychology, at the famous Winkler Hotel, high above the city, with its spectacular view.

Scientific Program

Thursday Morning, September 1

Presidential Address: Adler's System in the Test of Time. KURT A. ADLER, PH.D., M.D., *New York*.

The speaker greeted and welcomed all those participating in the Congress. He thanked Professor Hoff and those directly responsible for making the Congress possible: Drs. Baumgärtel, Spiel, Dreikurs, and Schaffer; Messrs. Rom and Shoobs, and the officials of Salzburg. He then spoke briefly of the firmness and flexibility of Alfred Adler's axioms which have stood the test of time and of the scientific findings of the past 50 years. He called on the Congress to follow in the spirit of Adler, according to which our self-interest is best served when in accord with the general human interest, and with which we aim to imbue others in our treatment and teaching.

The Present Position of Individual Psychology within Depth Psychology. (German.) ERWIN RINGEL, M.D., and WALTER SPIEL, M.D., *Vienna*.

The permanent contributions of Individual Psychology are considered to be: (a) the change from causalistic to finalistic thinking, (b) the concept of social

feeling rather than superego to explain the phenomenon of conscience, (c) psychological foundations for certain tenets of philosophy and metaphysics (religion), (d) psychosomatic approaches. The Individual Psychologist in our day can be assured that whatever the development of depth psychology in the future may be, these contributions will be a part of it.

Discussant: E. WEISSMANN, M.D., *London*.

Thursday Afternoon, September 1

Psychotherapy

The Sociodynamic Position in the Family and its Effect on the Success of Rehabilitation with Psychotics. (German.) H. GASTAGER, M.D., *Salzburg*.

An individual's place in the group, as it was formed during early development in the family, is an essential factor in the timing and nature of the illness, and must be taken into account in group therapy which attempts to change the sociodynamic position by furthering appropriate roles. The influences of birth order have been found in investigations by the author, to be complex and far from clear. The sociodynamic position, or role behavior, in the group is one aspect which could be determined and used as orientation for sociotherapeutic rehabilitation.

Nature and Treatment of Homosexuality. KURT A. ADLER, Ph.D., M.D., *New York*.

Presented in full under the title "Life Style, Gender Role, and the Symptom of Homosexuality," this issue, pp. 67-78.

Discussant: E. WEISSMANN, M.D., *London*.

The Role of Dance Therapy in Adlerian Psychology. LILJAN W. ESPINAK, *New York*.

History records various forms of dance therapy upon which one may draw: primitive man's expression of anger and aggression; Greek dances stimulating gladness; Indian, Hindu trance and hypnotic dances conducive to calm; mask dances offering hiding and outlets for fear. An individual's style of life is expressed in his physical posture and movements which may then be used to suggest the appropriate form of therapy. Self-discovery can be started, security increased, coordination improved, and the experience of flexibility carried over into life situations. Through the combination of the emotional with the physical, dance therapy is a holistic approach. It can transcend language barriers.

Friday Morning, September 2

Recent Developments in Adlerian Theory and Practice

Individual Psychology and General Psychological Research. (German.) WOLFGANG METZGER, Ph.D., *University of Münster*.

The speaker came to Individual Psychology through Berlin Gestalt psychology (Lewin, Wertheimer, and others), and at that time also met Künkel and

Sperber. The development of Adler's theory was (a) organ inferiorities; (b) aggression as reaction; (c) social behavior as innate readiness; (d) striving as upward, with personal superiority replaced by seeing the individual good as one with the common good. Experimental investigations have supported Adler's theses, e.g., by showing that discouragement prevents full use of mental abilities (Lilly Kemmler); that fear, discouragement, and self-centeredness correlate with poor reality contact and inflexibility (H. Heckhausen); and that self-centered superiority striving is indeed related to autocratic leadership, while self-transcending security is related to democratic leadership (Lewin and Lippit).

Psychobiological Bases of Individual Psychology: A Bridge to Ethology. (German.) CHRISTOPH WOLFENBERGER, M. D., *Zurich*.

Between eight and nine months of age, with the maturing of the neocortex, the infant is first able to perceive, discriminate, and remember visual Gestalten, specifically the human face. The appearance of the anxiety response when faced with strangers is the criterion for this stage of development. It marks the beginning of learning, choice and decision, and hence, responsibility. By its placement toward the end of the first year it implies the absurdity of Freudian claims of birth traumas and infantile emotional responses to parents. At the same time it demonstrates the instinctual nature of smiling and crying, which appear earlier, and thus substantiates the Adlerian assumption of an original, psychobiological connectedness of man with his fellowman.

Discussant: ERIK BLUMENTHAL, *Immenstaad am Bodensee*.—The discussant expressed the warning, which in no way applies to Dr. Wolfenberger, of applying observations from biology and animal psychology to human psychology. Many times this procedure offers people good excuses for their irresponsible behavior.

The Aggression Drive in Adler's Theory. (French.) HERBERT SCHAFFER, M.D., *Paris*.

The concept of aggression drive is not only of historic but also of practical and theoretical interest. After defining aggression drive, the speaker reviewed Adler's treatment of it from his earliest publication in 1907 through 1933, from a biological concept to a psychological understanding of its place in the personality as a whole. The pedagogic, prophylactic, and therapeutic requirements for dealing with aggression are discussed, as are individual dialogue and group methods for increasing social interest as an "antidote" for aggression.

How the Parent Study-Group Program is Conducted in Oregon. EVA E. BULLARD, *Corvallis, Oregon*.

As an introduction, a brief historical background of the Adlerian movement in Oregon from 1957 to 1966 is given. Specifically described are organization of the present study groups, their functioning, and the benefits derived by parents and families. The method of conducting a study group is presented in detail. The outline of the ten sessions based on *Children: The Challenge* by Dreikurs and Soltz is given to assist others who wish to try the Oregon program. In a survey of 1000 parents in the Corvallis area, 95% rated the program as "helpful" or "very helpful."

Saturday Morning, September 3

Character Disorders

Juvenile Delinquency as a Cultural Phenomenon. RUDOLF DREIKURS, M.D., *Chicago*.

Juvenile delinquency is more than a personal maladjustment. It is a part of the age-old war between the generations which comes into the open as the democratic development no longer upholds the power of the dominant groups. Increased influence of the peer group replaces adult authority. Traditional methods of influencing children no longer work. New techniques are needed in the family, schools, and community. Children must be taken in as partners to share responsibility, in group discussions and group decisions. Otherwise they feel free to do what they want and leave the responsibility to the adults.

Discussant: ELEANORE REDWIN, *Chicago*.—At the Teen Center of the Community Child Guidance Centers in Chicago, which the discussant has led for the past three years, the teenager and his parents are counseled. The predelinquent behavior of the teenager is very often discussed in the counselor's effort at delinquency prevention.

Combined Group and Individual Therapy in Young Adults with Character Disorders. EVELYN MARKS, *New York*.

The group, aged 18 to 28 years, was rather homogeneous with regard to socio-economic status, family constellation, dynamics of parental roles, and educational and vocational interests. The problems included delinquency, depression, and erratic actions. Two cases are cited to illustrate how group interaction sharpened the insights gained through individual therapy by demonstrating the effects of the subjects' neurotic behavior on others, and how the subjects came to understand themselves through understanding others.

Child Psychotherapy and Education

The Significance of Age Difference in Twins. (German.) ERIK BLUMENTHAL. *Immenstaad am Bodensee*.

Among 19 pairs of twins (15 identical, 4 fraternal) each child knew who was the "older" of the pair, and the older was ranked ahead of the younger in the family constellation. Even in two Caesarian cases, one twin played the role of the older child. Twins thus wish not only to enjoy their particular status as such, but also individually their place in the family's birth order. The study provides further evidence that it is the free creative power of the individual, leading to certain opinions and decisions, which is the prime determinant in human development rather than aptitudes or environmental factors.

The Transcendence of Individual Psychology in Education. MAURICE BULLARD, *Corvallis, Oregon*.

Adler pointed out that to change relationships between people is the duty of education. In the United States, thanks to the books of Dr. Dreikurs, many school circles have been won over to applying Individual Psychology. In Corvallis,

where the speaker is director of special education, a class for children with serious behavior problems was recently set up and taught according to Adlerian principles which are described. Shortly, these children were able to return successfully to their regular classes. Dr. N. G. Haring, professor of education, University of Washington, has conducted a similar project with similar results.

Principles of Individual Psychology as a Basis for Remedial Education among Post-High-School Students. MARVEN O. NELSON, Ph.D., *Suffern, New York*.

The study on which the present paper is based was published in this Journal (1966, 22, 222-227) by the author and Maureen H. Haberer. Here the background is filled in with a description of American concepts of higher education. The basic assumptions and the approaches used in helping students in this remedial program, all based on the principles of Individual Psychology, are listed.

Saturday Afternoon, September 3

Child Psychotherapy and Education (continued)

Pupils' Discussions as a Means to Essential Cooperation. (French.) BERNARD PAULMIER, *Paris*.

The need for discussion among pupils arises from the fact that the class constitutes a community which demands cooperation. (a) French education today is moving away from individual instruction toward a truly collective schooling. In all types of schools the student is now becoming co-author of his education through group discussions. Exchanging ideas and criticism clarifies opinions and spurs on to work. (b) Questions of self-government are being decided this way, diminishing rule by administrators. (c) Questions of general interpersonal relationships are also being discussed, substituting understanding for rivalry, so that mutual exploration and assistance bring about a strengthening of social interest.

Scholastic Laziness in the Adlerian View. (French.) RENÉE CIALIX, *Paris*.

The lazy individual tries to attain a goal of superiority by arranging for himself an easier life and underlining particularly his rare successes. The Adlerian treatment would consist in encouragement, giving the subject a sense of his worth in accordance with his need for self-affirmation.

Study of Inferiority Feelings in Adolescents through the Test of Metamorphoses. (French.) JACQUELINE ROYER, *Marseille*.

This test, published by the author in 1961, Edition Vitte, asks the subject to make a choice, successively, through 20 categories (positive and negative) and to give the reason for this choice. For example: What animal would you like to be? why? What object? why? From 200 protocols six classes of needs were isolated: superiority, ethics, security, independence, sensory satisfactions, and miscellaneous. Superiority made up about 1/3 of all the needs, as did ethics. A comparison of repulsion and attraction was made, as well as of sex differences in preferences for superiority in general, beauty, power, utility, intelligence, wealth, etc.

The Individual Psychologist Looks at Testing. REGINE SEIDLER, M.A., *Des Moines, Iowa*.

Originally, American psychologists considered the IQ to be fixed, but through experience they express themselves presently more cautiously. There is an interesting parallel here with the Adlerian concept of life style: this is considered not a given factor present at birth, but something self-created, drawing on early experiences, basically permanent but correctable within limits. Thus we find growing interest in projective tests, which examine the unique individual attitude toward the demands of life. A case presentation illustrates that there are no truly objective tests, but that projective tests reveal the life style.

A Specific Drawing Task as a Guidance Aid. LUCY ACKERKNECHT, Ph.D., *Berkeley, California*.

(No abstract received.)

When and How to Learn Cooperation. RUTH HOLGER NIELSEN, *Copenhagen*.

(No abstract received.)

Sunday Morning, September 4

Relation to Other Schools of Thought

Man from the Viewpoints of Adler and Freud: Attempt at a Phenomenological Comparison. (German.) HANS VON SASSEN, *Zeist, Netherlands*.

Presented in full under the title "Adler's and Freud's Concepts of Man: A Phenomenological Comparison," this issue, pp. 3-10.

Discussant: E. WEISSMANN, M. D., *London*.

Mental Hygiene and Individual Psychology in Czechoslovakia. (German.) FRANTISEK ENGELSMANN, Ph.D., *Prague*, and PETER FEDOR, M.D., *Bratislava*.

The development of mental hygiene, psychology, and psychiatry belong together. Mental hygiene has particular use for Adler's teachings of personality theory, the life style, inferiority complex, and psychotherapy. The emphasis on goals, and social interest as the criterion of mental health has heuristic as well as practical value for us. Of the three founders of depth psychology, Adler was the only one to call attention to society and the social nature of man. Individual Psychology has influenced psychiatric practice in Czechoslovakia, but it has no representatives or institutes there.

Once More: Wilhelm Jensen's *Gradiva*: Adlerian and Freudian Literary Criticism. (German.) PAUL ROM, D.E.S., *London*.

In 1907 Freud analyzed "Delusions and Dreams in Jensen's *Gradiva*," the forgotten German novel of 1903. Freud's study explained the hero's delusions as a result of repressed infantile sexuality. An Adlerian interpretation of the hero's overt behavior, dreams, slips, and rationalizations shows that the poet has created a strikingly gynaeophobic savant with a uniform life style most realistically. Adler's idiographic procedure would seem more adequate for understanding a living or fictitious unique human being than the nomothetic approach of Freud.

BOOK REVIEWS

BEHAVIORISM MODIFIED

LEONARD KRASNER and LEONARD P. ULLMANN (Eds.) *Research in Behavior Modification: New Developments and Implications*. New York: Holt, Rinehart & Winston, 1965. Pp. viii + 403. \$8.95.

As one outsider to the field of behavior influence speaking to others, this reviewer would urge all psychologists and psychotherapists to read this excellently conceived symposium. The editors' skillful introductions to each chapter will help the reader over the more technical parts, and bring all the material into an integrating frame. Familiarizing oneself with the particular terminology alone is well worth the effort, for with it (as with a foreign language) one acquires a fresh outlook on the commonplace. What is more, it is both a highly reasonable as well as optimistic view. Concerned solely with observable variables, in contrast to the "traditional inner causes," the therapist is limited only by his ingenuity in modifying behavior; the aim of assessment is not categorization, but treatment directly; and there are the further advantages that the effectiveness of the treatment also becomes directly evident, and more teachable.

The 15 contributed chapters (in addition to the introduction and summary by the editors) focus on "studies of learning with a particular intent—the clinical goal of treatment" (quoted from R. I. Watson, p. 2). The aim of the volume is "to demonstrate the uniformities involved in the application of social reinforcement concepts to increasingly complex behavior" (p. 1). The behavior ranges from stuttering to interviewing, from assuming group leadership to becoming hypnotized; the locale ranges from kindergarten to psychiatric ward.

Much experimentation using operational definitions and reproducible manipulations seems to disprove psychoanalytic assumptions: the necessity to identify the "originating circumstances;" disordered behavior as a symptom of underlying illness; catharsis as a means to diminish aggression. On the other hand, many findings are reassuringly compatible with common-sense experience: the value of modeling (setting a good example); of reinforcement (encouraging and rewarding); of vicarious reinforcement (learning from the other fellow's instruction).

It is gratifying also to recognize the distance and the direction in which these workers have moved in departing from the original behaviorism. Though they apply manipulation, it is not mechanical; the O is included between the S and the R; the uniqueness of the individual's responsiveness is acknowledged along with his responses; the omnipresence and importance of transactionalism (as compared with simple reactions) is strikingly highlighted; and, with social influences receiving primary emphasis, more effective social behavior is explicitly conceived to be the goal of modification. To complete the picture, modification of feelings and ideas is not lost sight of; rather, it is considered achievable through a reversal of the usually assumed sequence between phenomenological aspects and action.

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