

NEWS AND NOTES

The 20th Annual Meeting of the American Society of Adlerian Psychology, celebrating the 20th anniversary of the Society, will take place at the Royal Coach Inn, Houston, Texas, May 26 to June 1, 1972.

An *International Adlerian Workshop*, sponsored by the German Society for Individual Psychology, was held in Bad Kissingen, August 1-13, 1971. The staff was the same as for the Israel Convention (see below). Approximately 200 persons participated. At the request of the participants, Bruno Kunz printed protocols of Dr. Dreikurs' lectures in German under 10 separate titles, which may be purchased from Mr. Kunz, Seestrasse 107, CH 8610 Uster, Switzerland.

The *International Convention of Adlerian Summer Schools, Israel 1971*, under the direction of Dr. Rudolf Dreikurs, marking the tenth anniversary of the Alfred Adler Institute in Israel, took place in Jerusalem at the National Palace Hotel in the Arab section, and at Kibbutz Kfar Giladi, August 13-28, 1971. Moderators were Erik Blumenthal, Julie Cavadas, Oscar Christensen, Raymond Corsini, Sadie Dreikurs, Judith Eloul, Bronia Grunwald, Nira Kfir, Harold Mosak, Miriam Pew, W. L. Pew, Kleona Rigney, Adaline Starr, Achi Yatom. Over 125 persons came to participate.

The *Toronto Association of Individual Psychology* opened the first Canadian Family Education Centre on October 6, 1971. The Centre will meet Wednesday evenings, in rooms of the York Regional School of Nursing. The Centre coordinator is Edith Dewey; the registrar, Eugene Dobie.

Kurt A. Adler, Ph.D., M.D., addressed the Annual Meeting of the Academy of Psychoanalysis, in Washington, D.C., May 1, 1971, on "Power in Adlerian Theory." After an overview of the writings of his father, Alfred Adler, on the subject, he spoke on the relevance to today's situation. He said, "many professions possess the power over life and death of others, and those who seek such professions therefore are in danger of misusing this power . . . in their attempt to cover up, or undo their feelings of inadequacy. Among these professions are judges, policemen, soldiers, district attorneys, physicians, politicians."

William P. Angers received the Diplomate in School Psychology at the Annual Meeting of the American Psychological Association, Washington, D.C., September 4, 1971.

Albert Ellis was designated as the Humanist of the Year 1971 by the American Humanist Association at its annual meeting, Chicago, April 17, 1971. Dr. Ellis presented a talk on "Humanistic Psychotherapy: A Revolutionary Approach."

Alice Friedman has been appointed a lecturer at the New School for Social Research, New York City, where she taught a course, "New Dimensions in Psychology," during the spring semester, and one "On Violence," in the summer.

Robert Powers gave an Adlerian tutorial demonstration, "Psycho-Logic and the Training of Psycho-Logicians," at the 1971 Midwest Regional Conference of the Association for Humanistic Psychology, Chicago, May 15, 1971.

TWENTY YEARS OF INDIVIDUAL PSYCHOLOGY NEWS LETTER

Paul Rom is presently completing his 20th year as editor of the *Individual Psychology News Letter* (IPNL), London, which he founded, a milestone which should be noted and marked by congratulations and warm appreciation. This bimonthly organ of the International Association of Individual Psychology, emanating from the editor's residence, has carried news to and from Adlerians wherever they may have made themselves known, about their activities, publications, and relevant happenings. That the editor has carried on this project so well is evidence of his wholehearted dedication to the ideals implied in Individual Psychology as well as its ideas. Rom has had the benefit of learning at firsthand from Alfred Adler, and quotes him as saying one of his life's goals had been to bring people together. This became Rom's own goal, achieving it through the IPNL. In addition to his deep feeling of commonality with all those of similar mind and spirit, he brings to his editing a fine understanding of theory and practice, a facility for writing and a creative approach, great industry, and—unusual among psychologists—a broad acquaintance with literary works in English, German, and French. Perhaps his crowning touch of fellowship is expressed beyond the call of his self-imposed IPNL commitments, in the hospitality, fully shared by his wife Elfrieda, which welcomes all visiting Adlerians to their lovely house and garden. We wish Paul Rom further years of success and ever-growing rewards in editing the IPNL.

AN INTERVIEW WITH ALEXANDRA ADLER, M.D.

Dr. Alexandra Adler visited Miami last spring to give the first Dr. Leonard Lapinsohn Mental Health Memorial Lecture at Beth David Synagogue. While in Miami, Dr. Adler was interviewed by Janet Chusmir, staff writer for *The Miami Herald*, a lengthy account of which appeared in that paper for Sunday, April 18, 1971, beautifully illustrated, and headlined: "Like Father, Like Daughter: Dr. Adler Carries On."

The reminiscences of Dr. Adler's childhood stand out as particularly interesting: the atmosphere of the parental home was permissive—but in the sense that the children (three sisters and a brother) were permitted to take responsibility for themselves; the father was more of a companion and leader than the mother; one learned psychology through osmosis. With regard to today's problems Dr. Adler believes we are not more neurotic than in the past—only now we know through the mass media how cruel we are. The solution to problems of violence and wars will have to come by a strengthening of moral values all over the world, on an international basis. Regarding the family, Dr. Adler still believes the mother's role is primary, paralleling her nursing functions. But should the father be better at giving the child its earliest experiences of cooperation, authority, and companionship, he could fill her role. If something were to take the place of the family, it would still have to be an imitation of a mother and father. Dr. Adler herself has no children. She lives with her husband, Halfdan Gregersen, former dean at Williams College, and combines home and office. She says, "The day is always too short for me"—what with reading, seeing patients, working as medical director of the Alfred Adler Mental Hygiene Clinic, lecturing at New

York University's Medical School, or serving as a psychiatrist to New York's Department of Correction. When asked, she gave this advice for helping to cope with a world that seems to be tumbling down: "We certainly cannot expect our life to bring about any perfection, but we can try to step from bigger mistakes to smaller mistakes. That should be everyone's calling."

An unusually artistic camera study of Dr. Adler in color, another photo of herself, and one with her husband illustrate the interview.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

The programs presented by Adlerians at the 20th Annual Convention of the American Personnel and Guidance Association, Atlantic City, April 5-8, 1971, were again "numerous, well attended, and aroused much interest" (*ASAP Calendar-Newsletter*, May 1971). Eighteen Adlerians participated in more than 25 programs. Dr. Dreikurs was scheduled to speak at one of the "Distinguished Contributors to Counseling Revisited" lectures, but due to his illness, Dr. W. L. Pew substituted for him. Dr. Pew also substituted for him in the session, "Life-Style Investigation," in which G. E. Stormer, and J. C. Parks also took part, with M. Sonstegard, chairman, and Kirby Thomas, recorder. W. P. Angers was chairman of a session on "Social Conflicts and Social Interest Affecting Counseling in the 1970's," with M. Sonstegard, reactor; E. J. Yorosz, recorder; and W. A. Mercer and D. N. Lombardi, presenters. An innovative program was presented by the Mobile Unit Learning Resources Laboratory with J. Kirby, chairman; M. Sonstegard and G. E. Stormer, presenters; R. Miller and K. Coleman, video technicians; and Robert and Mary Tures, present in counseling sessions on video tape and in person. D. Dinkmeyer participated in a meeting of the editorial board of the *Elementary School Guidance and Counseling Journal*; the sessions on "Meet the Journal Editors"; "Group Counseling: Procedures and Practices"; and "Consulting: What Is It All About?" G. E. Stormer was chairman of the "Special Interest Group for Group Procedures in Pupil Personnel Services."

The booth of the American Society of Adlerian Psychology was under the direction of Carrie Sonstegard and Mary and Robert Tures, who were assisted by some 30 persons. About 4,000 people stopped to talk with representatives at the booth, and 2,000 copies of the April ASAP Newsletter were distributed along with information and brochures on the work of the Society.

AMERICAN PSYCHOLOGICAL ASSOCIATION, 79TH ANNUAL CONVENTION, WASHINGTON, D.C., SEPTEMBER 3-7, 1971

September 3. WALTER E. O'CONNELL participated in a symposium on "Psychodrama and Science. Part 3. Conceptual Issues." His topic was, "Values of Role Reversal."

September 4. KENNETH B. CLARK gave the presidential address to the Association, entitled "The Pathos of Power: A Psychological Perspective." Among other issues he covered the development of his personal psychological position and spoke of the important role of Adler's theories in his own thinking

and practice, especially with reference to the influences of the social system on the child's sense of self, and the persistence of the individual's struggle for self-affirmation.

September 5. HEINZ L. ANSBACHER gave the presidential address of Division 24 (Philosophical Psychology), entitled "Two-Dimensional Theory of Personality Structure: Behavioral and Phenomenological." The dimensions dealt with are the Adlerian concepts of degree of activity and degree of social interest.

September 6. DR. ANSBACHER was chairperson of the Annual Invitational Dialogue of Division 24 (Philosophical Psychology). The purpose of this dialogue is to hear the views of a distinguished philosopher, and the response of a distinguished psychologist on a topic of mutual interest. Walter Kaufmann, professor of philosophy, Princeton University, was the main speaker. His topic was "Decidophobia: Fear of Making Fateful Decisions," and Rollo May was the psychologist who responded as partner in the dialogue.

September 7. DR. ANSBACHER was member of a panel discussion on "Utilization of the Therapist's Creativity." His paper, "Creativity in Adlerian Psychotherapy," is included in this issue. At the conclusion of the panel's presentation, a member of the audience demanded some concrete examples of creative therapy from the speakers. Dr. Ansbacher accepted the challenge, called for a volunteer, and gave a demonstration of interpreting an early recollection, which met with much appreciation from the audience.

WILLIAM P. ANGERS was chairperson of a symposium on "Identification, and Assessment of Life Styles." Participants were Manford A. Sonstegard, "Life Style Identification and Assessment;" Donald N. Lombardi, "Life Style Consistency Demonstration"; and Stephen B. Braisted, "Reciprocal Identification and Assessment of Life Style Interracial Situations."

ASSOCIATION FOR HUMANISTIC PSYCHOLOGY

The 9th Annual Meeting of the Association for Humanistic Psychology took place in Washington, D.C., September 7-10, 1971, directly following the APA Convention. The theme of the meeting was "Power to the Person." On September 8, a panel session was held on "The Will-To-Power Re-Examined." Walter Kaufmann, Princeton University, spoke on "Nietzsche's Concept of Power"; Heinz L. Ansbacher, University of Vermont, on "Adler's Concept of Power"; and Helene Papanek, M.D., Alfred Adler Institute, New York, on "Pathology of Power and its Treatment." Denis O'Donovan, Florida Atlantic University, was chairman and opened the discussion which followed the papers with some remarks of his own. The session was tape-recorded and later broadcast by the Canadian Broadcasting Corporation.

JOURNAL ARTICLES AND BOOK CHAPTERS

ANSBACHER, H. L. "Alfred Adler and Humanistic Psychology." *J. humanist. Psychol.*, 1971, 11, 53-63.—Abstracted in this Journal, 1970, 26, 164.

CARLE, IRMGARD L. "Group Dynamics as Applied to the Use of Music with Schizophrenic Adolescents." *J. contemp. Psychother.*, 1971, 3(2), 111-116.—This is a highly suggestive account of activities for withdrawn individuals who

are not necessarily musical or desirous of learning to play an instrument. It is strongly recommended to all working with small groups for its general relevance to the role of sound in the world around us, as a means of creating, of non-verbal expression and communication, and of interpersonal relating and cooperation—and thus to experiencing success and the enhancing of self-esteem.

CORSINI, R. "Issues in Encounter Groups: Comments on Coulson's Article." *Counsel. Psychologist*, 1970, 2(2), 28-34.—This is a hard hitting distillation of a great deal of experience characterized by both involvement and objectivity. It is an integral part of this issue of the journal, edited by J. M. Whitely, entitled, "Encounter Groups," containing a major contribution by W. Coulson, and five responses to it. Corsini's is the first of these responses, and the entire issue is highly recommended. Quoting from Corsini's conclusion regarding the development of the encounter group movement, "I think the best thing right now is *hands off* . . . I think we must all trust one another, even the people who we know are fools and have no business trying to do group therapy or sensitivity training or encounter work . . . We are in a . . . period of uncontrolled growth . . . and experimentation, and I think this is good. After a while . . . the dross will be cleaned off, and we may get some greater understanding. However, . . . I wish those hard-nosed scientists would give up their rats for a while and apply their techniques to something important such as suffering human beings . . . I believe that cooperative, comparative research is the answer . . . [for seeing] (a) whether there is anything like rapid personal growth via any kind of directed experience (including encounter groups) and (b) which methods are best for which patients, and which therapists under which circumstances."

CRANDALL, J. W. "The Early Spouse Memory as a Diagnostic Aid in Marriage Counseling." *J. contemp. Psychother.*, 1971, 3(2), 82-88.—The author uses Adler's concept of the meaning of the earliest recollection as follows: He asks of both partners: What is the first thing you can remember about your spouse? "As I do this, I am alert for non-verbal communications . . . These often reveal the patient's subjective impression of his memory. I also explore the specific feelings that a memory arouses." The memory is linked with the past by the question: "Have you ever had this kind of awareness or experience before?" After getting clues from these questions, the author proceeds with his own therapeutic approach. It would seem of particular significance to us that Crandall shows how going beyond the present Adlerian use of early recollections can be a way of exploring a limited sphere of the individual's life, in this case, marriage. To this reader, other uses suggest themselves. For instance, asking a young person for his earliest recollection of school would give a clue to his general attitude to learning. One's first recollection of someone of another race, might indicate his posture toward that race. One's first recollection of death or hearing about it, might indicate his general attitude toward it.

FRANK, J. D. "Therapeutic Factors in Psychotherapy." *Amer. J. Psychother.*, 1971, 25(3), 350-361.—"While nineteenth-century Western man had to maintain a mask of righteousness, his modern counterpart, at least in America, feels impelled to wear one affability . . . The newer group approaches, however, reflect more than a hunger for honest, intimate relationships to combat the sense

of isolation behind false affability. They may also be responses to . . . bureaucratization with its fragmentation of persons into roles, a sense of dislocation from the past because of rapid changes . . . and the widespread suspicion that Science may be a false god luring mankind to destruction" (p. 353).

GONDOR, LILY H., & GONDOR, E. I. "Changing Times." In Stella Chess & H. Thomas (Eds.), *Annu. Progr. Child Psychiat. Child Devel.* New York: Brunner-Mazel, 1970.—This paper reprinted from *Amer. J. Psychother.*, 1969, 23, 67-76, is illustrated by children's drawings supporting the authors' points strikingly, and revealing the children's opinions of themselves and their world. They reflect the dramatic new features of our culture, especially as these are presented through TV—and also the problems of the individual which, with the possible exception of sex-identification, have remained much the same.

MORA, G. "1970 Anniversaries." *Amer. J. Psychiat.*, 1971, 127(7) 901-907.—A sketch of Adler's life and work is included in this paper dealing with events and individuals connected with the year '70, from 1570 on. Mora sums up Adler's contribution as a "'concrete' psychology, essentially based on the dynamics of the interpersonal relationship between the individual and his environment," and sees Adler as having anticipated the general shift of neo-Freudians to ego psychology.

MORGAN, R. F., & TOY, T. B. "Learning by Teaching: A Student-To-Student Compensatory Tutoring Program in a Rural School System and its Relevance to the Educational Cooperative." *Psychol. Rec.*, 1970, 20, 159-169.—Student *Ss* were selected by their teachers as needing tutoring, in grades 2 through 5; tutor *Ss* were volunteers from grades 8 through 12. Tutoring took place for four months, from 20-40 minutes a day, on an average of three days a week. There were 13 student-learners and 14 controls; 10 student tutors and 10 controls. The Wide Range Achievement Test, administered before and after, to all *Ss* and controls, showed that the student tutors were effective in their primary mission, with their pupils having a net advantage over the controls of three to nearly five months. But the student tutor's own improvement was even more dramatic, with a mean net advantage over their controls of four to nine months. The authors propose, "Children *need* the opportunity to teach *in order* to learn effectively. The shared roles of student and teacher . . . bring an honorable peace . . . to the undeclared war of mistrust between class and mentor . . . As much as half a child's time in school should be devoted to teaching and related duties (including administration or services). . . [This would be] one of the few systems built around the needs of the child and the teacher, instead of one to the exclusion of the other."

MOSAK, H. H., & GUSHURST, R. "What Patients Say and What They Mean." *Amer. J. Psychother.*, 1971, 25(3), 428-436.—Abstract in this Journal, 1970, 26, 224.

NIKELLY, A. G. "The Dependent Adolescent." *Adolescence*, 1971, 6 (22), 139-144.—"It is not as important for the passive client to uncover how he became passive as it is for him to understand what he gains from passive behavior.

. . . Objectively observed, the dependent person can be seen to control the person on whom he ostensibly depends. . . . He must be given all the facts related to his passive behavior and allowed to draw his own conclusions, to choose a consistent solution, and to accept the consequences associated with that choice. He must be given encouragement" to act upon . . . this insight.

NIKELLY, A. G. "Ethical Issues in Research on Student Protest." *Amer. Psychol.*, 1971, 36, 475-478.—An overview of research on student protest by reputable investigators reveals that some dissenting students are labeled "sick," while other researchers view society and its institutions as culpable. The ethics of research are examined, and it is concluded that the same phenomena are interpreted by researchers differently depending upon their own views and attitudes, i.e., whether modern or traditional. Caution should be taken when interpreting these contradictory findings in treating the individual dissenting student. Contrary results may be reconciled by examining the underlying pre-conceptions of researchers toward students and society.—Author's abstract.

O'CONNELL, W. E. "Adlerian Action Therapy." *Voices*, 1971, 7(2) 22-27.—The author discusses the problems of the psychotherapeutic staff functioning as a team; of democratic directorship of action therapy; and of various techniques of role reversal, humor, and feedback. He reports clinical evidence that persons risking openness before a group, the protagonists, make better progress and show less rehospitalization and social isolation than the more passive, nonvolunteering, nonprotagonists.

PAPANEK, E. "Some Psycho-Social Aspects of Crime and Delinquency." *Dimensions Magazine*, 1971, 5(4), 13-19.—Following Adlerian theory, Papanek points out that the only proper treatment for delinquency is "a perpetual dynamic process of understandable and acceptable socializing . . . It must show him . . . that for successful co-living every individual must respect the rights of every other . . . as well as the rules and functions of society that regulate those rights; and that cooperation is in his own interest and in the interest of everyone else in his community." Papanek recommends "creative restitution," as defined by Eglash and himself, because it is both active and effortful for the offender, channeling the intrinsically healthy component of the delinquent, and combining it with constructive effort, with observable, valuable consequences. Consequences help the offender to understand that he has been "engaged in a senseless battle against a far greater authority [than he thought]—the natural order of things."

ROM, P. "Thoughts on Perfectionism." *Freethinker, London*, May 1, 1971, 91(18), 139 & 141.—"A sound feeling of perfection will be mainly obtained by being a good friend, worker, and lover . . . [plus] 'the courage to be imperfect' (Sophie Lazarsfeld)." The neurotic perfectionist on the other hand actually strives for personal superiority over others. The hidden purpose of his perfectionism may be "to waste time, to keep others waiting, to depreciate others, to have an excuse for failure." A few examples are given, including the "fault-finding perfectionist," whose conversation centers around all the imperfections of the others.