

PROCEEDINGS OF THE 20TH ANNUAL MEETING OF THE AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY

The 20th Annual Meeting of the American Society of Adlerian Psychology was held at the Royal Coach Inn, Houston, Texas, May 26 through May 28, 1972, with the Texas Society of Individual Psychology as host organization. The number of registrants seemed greater than at any previous meeting. The schedule was also innovative and longer, including two days of demonstrations and papers, one day of a symposium sponsored jointly by the local and the national societies, and two post-meeting days of Adlerian workshops. The Planning and Arrangement Committee consisted of W. Dayton Salisbury, chairman, Guy J. Manaster, Harold H. Mosak, Walter E. O'Connell, Maurice Ouellet, and Leo Solomos; the Host Committee, of Rosalie Kilper, chairwoman, Deanna Brewer, Mel Gallen, William Helton, Joseph Marin, Carol Speed, and Robert and Arlene Fenske.

The meeting of the Board of Directors took place on the afternoon and evening of May 27th. The directors for the coming year are:

Newly elected:

MILTON DEWEY
MAE BELLE DOTY, M.S.W.
THOMAS W. ALLEN, Ed.D.

Elected to fill Dr. Dreikurs' term:

MANFORD SONSTEGARD, Ph.D.

Re-elected:

BERNICE B. GRUNWALD, M.Ed.
ROBERT G. WILLHITE, M.S.W.

Continuing:

KURT A. ADLER, Ph.D., M.D.
ROWENA R. ANSBACHER, Ph.D.
OSCAR C. CHRISTENSEN, Ed.D.
LEO GOLD, Ph.D.
MARVEN O. NELSON, Ed.D.
W. L. PEW, M.D.
ROBERT L. POWERS, B.D.
BINA ROSENBERG, M.D.
DONALD R. WELTI, M.Ed.

Maurice L. Bullard, Helene Papanek, and Walter E. O'Connell retired from the Board, each after having served two consecutive terms. The Board elected the following officers for the 1972-1973 term:

President: ROBERT L. POWERS, B.D.
First Vice President: LEO GOLD, Ph.D.
Second Vice President: BERNICE B. GRUNWALD, M.Ed.
Secretary: MAE BELLE DOTY, M.S.W.
Treasurer: MARVEN O. NELSON, Ed.D.

The chairman of the Membership Committee, Robert Bartholow, submitted names of 26 new active members, and 19 associate mem-

bers, who were elected by the Board. Two associate members were advanced to active membership. Reba McCoy, executive secretary, 1971-1972, was unanimously elected to auxiliary membership.

The Florida Adlerian Society and the Individual Psychological Association, New York, were accepted as affiliates of the ASAP.

On the occasion of the death of Dr. Rudolf Dreikurs, May 25, 1972, in Chicago, the Board of Directors passed a Memorial Resolution, drafted by Manford Sonstegard, and a special memorial session of all the members of the ASAP was held after the banquet on May 28, at which Dr. Dreikurs was to have been the speaker. The Resolution and a complete account of the memorial session are given at the beginning of this issue of the *Journal*.

Program

Friday Morning, May 26

Welcome: W. DAYTON SALISBURY, S.S.J., M.A., *Texas Southern University, Houston*, president, Texas Society of Adlerian Psychology.

Presidential address: Social Interest in an Operant World. WALTER E. O'CONNELL, Ph.D., *V. A. Hospital, Houston*.

In spite of the basic difference between the Adlerian assumption of the creative power of the individual and the Skinnerian axiom that behavior "eventually must be accounted for with variables lying outside the individual himself," there are many similarities between the two theories. Both see the movements of an individual toward his goal as the basic psychological reality; both see these movements taking place in a social environment as transactions influenced by the consequences they generate, which, again, are largely social. Both distrust reified terms, and both emphasize concrete data. Adler's concept of encouragement is a close parallel to reinforcement. Neither position accepts the wholly autonomous man, and both put feelings in a place of secondary importance. Adler and Skinner are favorably disposed to religion, and both are committed to bringing about a better social order through their psychological conceptions.

The Clinic and Court. GUY J. MANASTER, Ph.D., *University of Texas at Austin*, moderator.

Application of Adlerian-Dreikurs Principles to Various Forms of Mental Illness. NICHOLAS S. IONEDIS, M.D., *Washington, D.C.*

The speaker reported that he employed Individual Psychology for the past 15 years with marked success in the treatment of alcoholics and schizophrenics, criminals, and juvenile offenders, as well as in marriage and family counseling, rendering his Adlerian conviction stronger than ever before.

Practical Application of Adlerian Theory in Community-Based Corrections. MIRIAM L. PEW, M.S.W., *St. Paul, Minnesota*.—No abstract received.

The Adlerian Consultant. HOWARD J. KLAPMAN, M.D., *Highland Park, Illinois*, and PAUL BADOWSKI, A.C.S.W., *Chicago, Illinois*.—Published in full in this issue.

Sleeping Arrangements in Patients' Parental Homes. LUCIA RADL, M.D., *New York, N. Y.*

The cases of seven patients are reported who slept in the same room with opposite-sex siblings or in the same room or bed with opposite-sex parents, although the circumstances would have allowed other arrangements. The cases thus indicate peculiarities of the parents. While the arrangements are not considered causative in themselves, they must be considered contributive to the patients' problems. Since such information is usually not volunteered, it is suggested that the therapist ask for it in his history taking.

Home and School. LEO SOLOMOS, Ph.D., *Richardson, Texas*, moderator.

A Study of Attention-Seeking Behavior in Young Children. R. VERNON ENLOW, *Oklahoma City Clinic, Oklahoma City*.

Thirty-two 5 and 6-year-old children were observed for 30 minutes, singly, in a room in which two sets of identical toys were in opposite corners. The child was told he could play with one set but not with the other. The examiner and the child's mother were present in the room. Four groups of 8 children each were observed under four conditions, respectively. In Condition I, the mother conversed with the examiner on topics unrelated to the child and ignored the child even when he wanted to play with the prohibited toys. Condition II was the same as I, except that the mother corrected the child regarding the prohibited toys. In Condition III the mother and the examiner talked about the child and included him in the conversation, and the child was not corrected regarding the prohibited toys. Condition IV was the same as III, except that the mother corrected the child regarding the prohibited toys. In Conditions I and II the children spent much more time in the part of the room with the prohibited toys and were for more time in physical contact with the mother than in Conditions III and IV. Whether the children were corrected regarding prohibited toy behavior or not, i.e., Conditions II vs. I, and IV vs. III, did not make any significant difference.

The Relationship Between a Child's Self-Concept and Child-Rearing Techniques. CARL WARMDAHL, Ed. D., *Elk Grove, California*.

On the basis of a Pictorial Self-Concept Scale third-graders were placed into positive or negative self-concept groups, 26 and 23 children respectively. Each child and his parent were then observed interacting in their home and rated on a checklist based on Dreikurs' concepts of child-rearing practices and children's disturbing behavior. Significant relationships were found between a mother's use of mistaken methods and the child's negative self-concept as well as his use of disturbing behavior.

A Multistatus Group Approach to Behavior Problems in Schools. BRUCE SCHNEIDMAN, B.S., *Urbana, Illinois*.

A discussion group consisting of 5 sixth-graders who were frequent fighters, 2 well-behaved sixth-graders, the principal, a teacher, and the speaker, met weekly

in half-hour sessions for 8 weeks, with a follow-up meeting after 6 weeks. The discussions centered around fighting: its purpose, how long they wanted to continue it, how to get out of it, and what ways there were for getting along with people enjoyably. At the 4th session "responsibility cards" were issued, to be punched each time the bearer stayed out of a fight, or encouraged another not to fight. Fighting was reduced from daily occurrence to two instances during the following 10 weeks. Principal and teacher reported friendlier relations among these students and a change from mostly derogatory to more positive statements.

Teachers in Groups Learn Problem Solving. WELBORN K. WILLINGHAM, Ph.D., *Texas Technological College, Lubbock*, and E. JACK CHAMBLISS, Ed.D., *New Mexico State University, Las Cruces*.

Forty-five members of a school system elected to take a one-semester course in "Adlerian Principles of Problem Solving" from two former students of Dr. Dreikurs. The basic principles for dealing with pupils, and their applications, were taught, followed by the discussion of actual problems. After several weeks the course members were formed into sociometrically determined smaller groups which then dealt with their current classroom problems. Out of 32 problems that were brought up, 18 were fully solved in this way, and 9 partially solved. The principles for immediate coping were: do nothing, do the unexpected; for continued problem solving: isolate and identify the problem, recognize the child's goal, examine your own participation, allow natural consequences, arrange logical consequences, disclose the goal, encourage the child, and find additional ways of encouraging him.

Friday Afternoon, May 26

Family Education. MAURICE OUELLET, M.S., *University of St. Thomas, Houston*, moderator.

The Adlerian Movement and the Nonprofessional. MANFORD SONSTEGARD, Ph.D., *University of West Virginia, Morgantown*.

The American Society of Adlerian Psychology has enjoyed 20 years of steady growth, its position has become increasingly known and appreciated, and demand for Adlerian practitioners has increased way beyond our ability to supply them. To meet the challenges for training and services which this brings with it, the Society must change its policy of limited membership and increase its resources, manpower, and outreach to nonprofessionals.

Parent Study Groups. DENIS and ROSALIE KILPER., *Houston*.

A systematic summary of the speakers' experience with parent study-groups, describing various kinds of materials and approaches used, the make-ups of the groups, their sponsors, and their general effectiveness.

In addition to *Children: The Challenge*. JANET MANN, M. Ed., *Albany, Oregon*.

Suggestions for audio-visual aids to be used with groups studying Rudolf Dreikurs, *Children: The Challenge*. These include tapes of family councils in session.

Counseling Teens and Their Parents: Demonstration. GENEVIEVE PAINTER, Ed.D., and BRUCE SCHNEIDMAN, B.S., *Champaign, Illinois.*

To help parents who are in conflict with their "normal" teenagers, the demonstrators (mother and son) conduct weekly one-and-a-half hour discussion groups for junior and senior high school students, in which the parents join monthly. The present demonstration was conducted with five local junior high-school volunteers and their mothers. Two cartoons on teen-adult attitudes were used for a warm-up, leading to the participants bringing up problems in their own families. Role playing was used to give feedback to provocative behavior leading to fights, and to bring out alternative ways of interacting.

Saturday Morning, May 27

Uses and Abuses of Power. Symposium co-sponsored by the American and the Texas Societies of Adlerian Psychology. W. DAYTON SALISBURY, S.S.J., M.A., *Texas Southern University, Houston*, chairman.

The Concept of Power in Adlerian Thought. HEINZ L. ANSBACHER, Ph.D., *University of Vermont, Burlington.*—No abstract received.

"If I ever want your opinion, I'll tell you what it is." HAROLD H. MOSAK, Ph.D., *Chicago, Illinois.*

As society moves from an authoritarian to a democratic atmosphere, the educational system requires change, change which is being resisted. The authoritarian school system is "disciplined" through reward and punishment. Even during the period of the alleged effectiveness of these methods, education became a tug-of-war between teacher and student. The creative teacher of today can encourage child growth and the democratic process through using the educational methods advanced by Adler and developed in this country by Dreikurs and his students. A description of these methods and their introduction by the writer into a large, midwestern elementary school system was reported.

Technology: Change Toward What? W. L. PEW, M.D., *St. Paul, Minnesota.*

Mental health technologies will reflect the model of man held by their proponents. The "quantum psychology" of Rudolf Dreikurs, a follower of Alfred Adler, provides a scientific basis for a set of principles leading to a new technology of human relationships. These principles depend on motivation from within rather than from without. Democratic conflict solving, family councils, and classroom group discussions are examples of techniques already available and useful but too little used. With more sophisticated technology comes more division of labor. Less skilled workers using better tools, e.g., the style of living assessment based on more specific training, will be able to replace artisans. The author calls for the "courage to be imperfect" and questions any model of man that strips him of his humanity, his dignity, and his ability to choose.

Psychology versus Dissent. ROBERT POWERS, B.D., M.A., *Chicago, Illinois.*

In Adlerian psychology we have the conception of the "common sense" and the varieties of ways in which it is ignored in the various psychological disturbances. But Adler also considered that, "Every neurotic is partly right," which

must be taken to mean that every disturbed person in his disturbing behavior is also partly right. Furthermore, in Adlerian psychology the common sense is never a static entity since there is a central conviction of the continuing evolutionary development of all mankind. The human experience is a shared experience and it is important that the experience of the so-called "sick" man be included in it. Our task is to bring the dissenter with his dissent intact into the orbit of the human community. The private logic of the individual must be seen more and more as the enrichment of the common sense, in order that we do not devise a false polarity. Not only the conforming or the optimistic individual is embedded in the social context, we must also recognize the embeddedness of the "sick" individual, the antagonistic, oppositional individual. It is the task of Adlerian psychology to show him that he is also a participant. Even his false perception, his critique of the common sense, is a development of the common sense. In this day and this generation there is an urgency to such a task.

The Political Science of the 10 Commandments. BERNARD H. SHULMAN, M.D.,
Chicago, Illinois.

Subjective insights from group psychotherapy suggest that there are six major factors which help create an enduring and functioning group. These are: (a) a *raison d'être* larger than the individual aims of each member, (b) a code of conduct governing relationships between members, (c) mutual respect among members, (d) a limit on unbridled competition between members, (e) full group membership for each individual, and (f) rituals certifying the existence of the group and membership in it. The Mosaic 10 Commandments can be seen as a set of rules embodying these factors and thereby contributing to the enduring existence of the Jewish people. The commandments (a) establish the relationship of people to God as the *raison d'être* of the group, (b) prescribe an ethical code of conduct, (d) set limits upon competition, (e) require full participation by the members, (f) provide certifying rituals. The insights from group psychotherapy shed light upon the 10 Commandments as a socio-political code.

Saturday Afternoon, May 27

Board of Directors Meeting.

Sunday Morning, May 28

Early Recollections and Life Styles. W. DAYTON SALISBURY, S.S.J., M.A.,
Texas Southern University, Houston, moderator.

The Life Styles of Adler, Freud, and Jung as Seen in Their Early Recollections.
HAROLD H. MOSAK, Ph.D., *Chicago, Illinois*, and RICHARD ROYAL KOPP,
University of Chicago.

Early childhood memories of Adler, Freud, and Jung were presented, interpreted, and summarized within an Adlerian framework. Among the findings are: While all three show an interest in death, Jung is intrigued by it, Freud is awed by its inevitability, whereas Adler works to overcome it. The dominant life goals as they emerge from the recollections are, for Adler, to overcome inadequacy through effort and resolve; for Freud, to comprehend through analysis and inter-

pretation; and for Jung, to move toward communion with nature through sensual awareness. Similarities between each man's recollections and theoretical position are indicated.

Guessing, Not Coin Flipping. MAURICE L. BULLARD, M.S., *School System, Corvallis, Oregon.*

Adler chose to call his technique of formulating tentative hypotheses based on progressive clues, "guessing." Such clues would be highly productive in revealing relationships and private logic. This selectivity of content enabled great understanding in a minimum of time. As Adler said, "It takes only one hour to understand the patient fully." But generally, to "guess" is misunderstood as a thoughtless "coin flipping" action without respectability. Adlerians might well discontinue usage of the term "guessing" unless they insure that listeners recognize that it represents a respectable cognitive time-saving technique.

The Life Style of Alfred Adler. W. L. PEW, M.D., *St. Paul, Minnesota.*

This presentation attempted to tune in with the attitude of mind of Adler by considering his childhood family atmosphere, his interpretation of his position in the family constellation, some of the paradoxes described by first-hand observers of his personality, and through interpretations of the themes in his early recollections. In collecting the data we found significant biographical gaps and contradictions. The present endeavor is hopefully only a beginning toward a more complete understanding of the genesis of Adler's Individual Psychology.

The Adlerian Life Style in the Study of Literature. FORREST D. BURT, Ph.D., *Texas A & M University, College Station.*

Adler's respect for the unique artist echoes again and again in his writings, as does his strong belief in the artist's supreme usefulness to society. In fact, Adler respects the literary artist as a colleague—a psychologist who understands human behavior. It is appropriate, then, to test Adler's theory of behavior—especially his central concept of life style—in studies of literary art. In this application, there is a certain surprise: The critic will discover dimensions of art that escaped him in other critical approaches. This usefulness of the Adlerian approach is itself Adler's highest tribute to art.

Early Recollections of Male Homosexuals. GUY J. MANASTER, Ph.D., *University of Texas in Austin.*—Published in full in this issue, with Marc King as co-author.

Changing Role of Women: Discussion and Action Therapy. WALTER E. O'CONNELL, Ph.D., *V. A. Hospital, Houston*, moderator.

Some Adlerian Aspects of Women's Liberation. DOROTHY PEVEN, M.S.W., *Chicago, Illinois.*

Adler laid the unequal evaluation of the sexes not to differing physical endowment as did Freud, but to the workings of two psychological processes: striving for superiority, and thinking in terms of opposites—power and masculinity vs. weakness and femininity. The breaking down of this attitude is what the women's liberation movement stands for today: the belief that man and woman, though

different, are of equal value and should therefore be given equal respect, rights, and opportunities.

Discussion. MIRIAM L. PEW, M.S.W., *St. Paul, Minnesota*.

Action Therapy Demonstration. WALTER E. O'CONNELL, Ph.D., *V. A. Hospital, Houston*.—No abstract received.

Sunday Afternoon, May 28

Group Methods Demonstrations. A. JOHN BRADSHAW, M.A., *Houston*, moderator.

The Use of Adlerian Therapy in Marathon and Encounter Groups. R. VERNON ENLOW, Ph.D., *Oklahoma City Clinic, Oklahoma City*.—No abstract received.

A Micro-Lab in Life Style Analysis: A Participant-Didactic Experience. MARVIN CHERNOFF, Ph.D., and LOREN GREY, Ph.D., *Northridge, California*.—No abstract received.

Group Methods Demonstrations. B. JOE MARIN, M.A., *Houston*, moderator.

Identifying, Understanding, and Refereeing Husband-Wife Games. Gerald J. Mozdzierz, Ph.D., *V. A. Hospital, Hines, Illinois*.

The most frequently encountered "games" played by couples in therapy were described and discussed from the viewpoint of Adlerian psychology. Marital games are found as consistent interaction patterns directed toward maladaptive goals. Games are seen as movements on a vertical plane towards superiority over one's spouse, rather than horizontal movements of pro-social cooperation toward mutually beneficial goals. Techniques for interrupting the games in therapy were also presented.

Primary Relationship Therapy: Discussion and Demonstration. ROBERT POSTEL, M.S., and ROBIN GORDON, M.S., *Chicago, Illinois*.—No abstract received.

Group Methods Demonstrations. C. MAURICE OUELLET, M.S., *University of St. Thomas, Houston*, moderator.

Adlerian Action Therapy Videotapes and Discussion. DEANNA BREWER, M.Ed., EDITH MARCHAND, M.Ed., MEL GALLEN, M.A., CAROL SPEED, and AL LISA, *Houston*.—No abstract received.

Sunday Evening, May 28

Banquet.

Rudolf Dreikurs Memorial Session.—Published in full in this issue.

General Membership Meeting.