

PROCEEDINGS OF THE 15TH ANNUAL CONFERENCE OF THE
AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY

The 15th Annual Conference of the American Society of Adlerian Psychology was held at the Barbizon-Plaza Hotel, in New York City, from May 26 through May 28, 1967. Helene Papanek was chairman of the program committee and Danica Deutsch was in charge of arrangements.

The members of the Society elected to the board of directors for a three-year term: Rowena R. Ansbacher, Marven O. Nelson, W. L. Pew, and Bina Rosenberg; and re-elected Paul Brodsky. The other board members are: Alexandra Adler, Heinz L. Ansbacher, Maurice Bullard, Danica Deutsch, Loren Grey, Harold H. Mosak, Irvin Neufeld, Walter E. O'Connell, Bernard H. Shulman, and Manford Sonstegard.

The board elected the following officers of the Society: Harold H. Mosak, president; Rowena R. Ansbacher, secretary; Bernard H. Shulman, treasurer; and Paul Brodsky and W. L. Pew, vice presidents.

Program

Friday Afternoon, May 26

Education Division Meeting: ROLAND P. RICE, Ph.D., *McKendree College, Lebanon, Illinois*, Chairman

Panel Discussion: The Four Goals of Children's Disturbing Behavior—Pro and Con. Moderator: MAURICE BULLARD, *Corvallis, Oregon, Schools*. Panelists: PAUL BRODSKY, *Hollywood, Calif.*; ERNST PAPANEK, Ed. D., *Queens College, City University of New York*; MANFORD SONSTEGARD, Ph.D., *Southern Illinois University, Edwardsville*.

Friday Evening, May 26

New York Academy of Medicine

Meeting Commemorating the 30th Anniversary of the Death of Alfred Adler, May 28th, 1937. EMIL FROESCHELS, M.D., *New York*, and ALEXANDRA ADLER, M.D., *New York*, Co-Chairmen

Implications of Adlerian Theory for the Understanding of Civil Rights Problems and Action. KENNETH B. CLARK, Ph.D., *City College, City University of New York*.

Published in full, this issue, pp. 181-190.

Saturday Morning, May 27

HELENE PAPANEK, M.D., *New York*, Chairman

Presidential Address: Applying Adlerian Group Approaches to Training School Counselors. MANFORD SONSTEGARD, Ph.D., *Southern Illinois University, Edwardsville*.

The use of group methods in the education of counselors for all academic levels has its historical antecedents in the procedure originated by Alfred Adler of interviewing children and their parents before groups of parents and teachers.

When people's difficulties are viewed as expressions of mistaken ideas and goals, as in Adlerian theory, exploration and discussion can be pursued before a group without being damaging. Ten to 12 students are taught by demonstrations; they then, singly, counsel subjects before their group, helping each other when necessary and learning from the skills and mistakes of their peers. (See also, Dreikurs, R., & Sonstegard, M. A specific approach to practicum supervision. *Counselor Educ. Supervis.*, 1966, 6, 18-25.)

Alfred Adler's Tragedy and Triumph. JOSEPH MEIERS, M.D., *New York*.

Two facts which constitute Adler as hero of a historic tragedy are that his life was relatively short, and that he chose to be the first to break away from the increasingly successful international Freudian organization and at the same time confront the conservatism in psychology and education. This would have crushed a minor person, but Adler was protected by his consciousness of fighting on the side of the better future of an improvable mankind and by his immense modesty which enabled him to communicate with Everyman. Consequently he could look forward to and come near to a triumph of his principles.

The Meaning of Behavior. RUDOLF DREIKURS, M.D., *Chicago*.

For Adlerians, in the vein of the American pragmatists, the significance of behavior lies in its consequences, whereas any assumption of causes is strictly speculative. Behavior is movement in a field. We see it as purposive, and its purpose must be social since man is submerged in the social field. His short-range goals of the immediate situation must be within the scope of the long-range goals of his life style, but it seems that within a given life style a wide choice of actions is possible. The relationship between the two kinds of goals is discussed in this paper.

Personality: Result of Competing Forces; [A Critique.] ROLAND P. RICE, Ph.D., *McKendree College, Lebanon, Illinois*.

Despite the fact that some general laws of human nature operate at some nonself-conscious level, once a person becomes aware of them, their causal value diminishes proportionately. E.g., the doctrine of reaction formation is materially altered as the individual sees how he is turned into a result of deterministic antecedents. Once man is discovered to be more than either mind or body, or both, competition ceases and cooperation begins. Thus personality is not a result of internally competing forces, but is the force which rules the system of energies which are called physical on the one hand, and mental, on the other.

Alfred Adler as a Cognitive Psychologist. DONALD N. LOMBARDI, Ph.D., *Seton Hall University, South Orange, New Jersey*.

This paper will examine the relationship of Individual Psychology to contemporary cognitive theory. Krech, Crutchfield and Ballachey feel that social psychology has amassed many facts but has lagged behind in developing a theory of social behavior. G. W. Allport states: "No theory of cognition, however dynamic, would give us the required foundation for a fullbodied psychology of personality. We need also a doctrine of motivation." This missing doctrine of motivation can be found in Adler's Individual Psychology, an over-all psychological system including social psychology and psychotherapy, which is cognitive in nature.

Luncheon Meeting, Saturday, May 27

DANICA DEUTSCH, *Alfred Adler Mental Hygiene Clinic, New York*, Chairman
 Slides of Dr. Alfred Adler. HEINZ L. ANSBACHER, Ph.D., *University of Vermont*.
 A Young Student Experiences Alfred Adler 1923. ALFRED FARAU, Ph.D., *New York*.

Saturday Afternoon, May 27

KURT A. ADLER, M.D., *New York*, Chairman

Thoughts about Psychotherapy. OSCAR PELZMAN, M.D., *Patchogue, New York*.

The author discusses how he became an Adlerian, and how he found Adlerian philosophy to be the most useful one in his special work with patients. He stresses his belief that effective psychotherapy does not only depend upon the training a person gets, but also, to a large extent, on the person who gets the training. He emphasizes the importance of "meaningful" values in the development of the psychotherapeutic approach, giving special attention to the need for flexibility on the part of the therapist. This flexibility means, in essence, the ability to put himself into the "shoes" of the patient.

Community Psychology in a University Setting. LUCY K. ACKERKNECHT, Ph.D.,
John F. Kennedy University, Martinez, California.

The John F. Kennedy University was founded in 1964, a private institution at which evening courses may lead to the B.A. and advanced degrees. Its philosophy of education is one of dynamic involvement; its special concern is with areas of knowledge which apply to human existence and responsibility in the contemporary world. A recognition of the relevance of the Adlerian approach may be seen in the speaker's appointment as chairman of the psychology department which aims to encourage both scholarship and practice in community, school, clinical, and humanistic psychology. A child guidance center is hoped for at an early date.

Efforts by Non-Professionals to Improve Community Mental Health. W. D. STATTON, Ph.D., *Wilmington, Delaware*.

In a subcommittee appointed by the State Board of Education to study mental health in the schools and composed of professionals and laymen, Individual Psychology was "discovered." Members of the Alfred Adler Institute of Chicago were invited to give public lectures, counseling sessions, and summer sessions at the University of Delaware. At the completion of the committee's work a dozen laymen organized to further the principles of Individual Psychology within the community and to continue their own study. Group studies of Adlerian principles applied to parent-child relationships and to marriage were conducted. Number of people reached and evidences of therapeutic changes brought about were reported.

Familial Ordinal Positions of Secondary School Students in Relation to Guidance.
 W. P. ANGERS, Ph.D., *Newark State College*, & BROTHER BENJAMIN BENEDICT,
 F.S.C., *Christian Brothers Academy, Lincroft, New Jersey*.

A questionnaire was circulated among 200 male secondary-school students, requesting their position in their family, the number of siblings, scholastic ability test scores, post secondary-school intentions, and self-ratings on a study-habit inventory drawn up by the investigators of the study. The results promise to be of some help in guiding students to career choices.

Dimensions of the Intellect not Measured by the Stanford-Binet. EDWARD STORMER, Ed.D., *West Virginia University, Morgantown.*

This paper reports the results of a comprehensive factor-analytic study of the Revised Stanford-Binet, Form L-M, and a battery of reference tests, chosen as stable measures of specific intellectual abilities, including a number labeled as creativity tests. Perhaps the most important finding is that children of the same chronological age, 15 years, may have very different factorial patterns of intellectual functioning, depending on their mental ages (11 - S.A.III).

Unconditioning "The Unconscious," or How Does Counseling Lead to Insight Necessary for Change? HAROLD CROWTHER, L.L.B., *Salina, Kansas.*

Without insight there can be no success in improving people, either ourselves or others. If I do not understand myself, I cannot understand others. Instead, I will burden them with my problems, rather than help them with theirs. Eighteen specific techniques of counseling are enumerated to illustrate how to use insight.

The Pampered Life Style. LEO RATTNER, Ph.D., *Forest Hills, New York.*

Adler observed the pampered life style to be most prevalent in neurotics. From our clinical observations today, the child very often perceives himself as useless to his parents. Being pampered becomes then the only way the child can develop and retain a semblance of autonomy and self-respect. His strength and power reside in being able to make demands on his parents and forcing them to accede to these demands. This very often constitutes the essence of what he believes he can expect from life and becomes a basic element in his life style.

Team Therapy: An Antidote for the Double Bind. WALTER E. O'CONNELL, Ph.D., *V. A. Hospital, Houston, Texas.*

Therapy in most hospitals must be *of* as well as *by* teams. Psychiatric teams mutually exploit each other, as do the doctor and patient. The latter two are seen as avoiding each other and demanding to be regarded as "overworked but omnipotent," and "passively sick victim," respectively. Mutual need, not recognized, often triggers bilateral double binds, in which each is perpetrator and victim. Only the independent therapist who can simultaneously "stroke and spit" has his freedom. He is able empathically "to see with the eyes and listen with the ears" of the other, yet can openly decode the patient's useless tactics.

Sunday Morning, May 28

Alfred Adler Mental Hygiene Clinic, 333 Central Park West

Meeting for Members

Demonstration of Family Therapy. RUDOLF DREIKURS, M.D., *Chicago.*

General Membership Meeting.