

ASAP CALENDAR - NEWSLETTER

March, 1969

M. Sonstegard
G. Stormer -- Co-Editors

Published at West Virginia
University, Morgantown,
West Virginia

- March 3 Sue Grunewald, 4th Meeting of 10 Week Training Course for Study Group Leaders, Alhambra School District, Alhambra, California
- March 3 Marcelle Robinson, Whittier USD, Evergreen Elementary School, Consultant on Special Ed. Program and Group Process
- March 4 Sue Grunewald, Organization meeting in Los Angeles for statewide formation of California Adlerian Society
- March 5
12, 19, 26 Marcelle Robinson, Mental Health Consultant, Headstart
- March 7 Marcelle Robinson, Alhambra City School District, Consultant to Guidance Staff
- March 7 Sue Grunewald, Alhambra City School District, Consultant
- March 10
& 17 Marcelle Robinson, Alhambra City School District, Consultant on Group Process for secondary counselors
- March 14 Sue Grunewald, Organization meeting of San Gabriel Valley Chapter of California Adlerian Society
- March 19 Sue Grunewald, Organization of a second 10 week parent study group. For parents primarily of mentally retarded children
- March 22 Marcelle Robinson, Group Leader on Teacher Training Program under UCLA Extension
- March 24 Marcelle Robinson, Los Angeles City Schools, East District, Consultant
- March 28 Marcelle Robinson, Consultant, Riverside County Schools
- April 2,
9, 16 Helene Papanek, New York Society for Ethical Culture, Elliott Institute, DEMOCRACY IN CRISIS: Democracy and the Private Person, (Psychological Individual (3 sessions of 2 hours each)

WORKSHOPS

- March Parent Workshop, Alton, Illinois, Alton YWCA, Wednesdays 1:30 to 2:30 p.m.
- Parent Workshop, Belleville Junior College, Room 101, Classroom Bldg., Thursdays, 7:00 to 9:30 p.m.
- Parent Workshop, 12 Woodland Ct., Thursdays, 9:00 to 11:30 p.m.

WEST VIRGINIA GROUPS ACTIVE

NEW ADDRESS

One of the most comprehensive practicum programs for the NDEA Institute people who are being trained as elementary school counselors has been worked out with the public school officials of Morgantown, West Virginia and Monongalia County. The Practicum is now being held in six elementary schools. Three to five of the counselors-in-training, under supervision of the University staff, work in the schools two days a week providing counseling services for the children, parents and teachers. Thus, the counselors-in-training obtain practical experience in counseling children and parents and holding conferences with the teachers under supervision.

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An Elementary School Counseling Institute will be continued at WVU starting in June, 1969 and continuing through August, 1970. West Virginia schools interested in developing a new program in guidance and counseling or renovating an old one are now in the process of contacting Dr. Stormer and Dr. Sonstegard.

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Betty McBee met with interested parents from the Riverside Junior High School in Westover, W.Va., March 5. This first meeting was organizational and will report activities to the ASAP Newsletter at a later date.

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Don Border, a counselor-in-training at WVU from Wenatchee, Washington started with a study group of four parents in Wiles Hills, Morgantown. The group soon grew to nine in number. These parents are being trained as leaders of other groups. Barbara Ash is the first of the group to lead her own study group.

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A.S.A.P. has a new mailing address: 109 East Grant St., Minneapolis, Minnesota, 55403

TRACKING PRACTICES ARE PROVEN DISCRIMINATORY

Judge Skelley Wright's decision in the Federal District Court of Washington, D.C., that tracking (or laning) of elementary and secondary students on the basis of presumed ability or achievement is unconstitutional added a legal dimension to the whole question of ability grouping. The decision has led many school administrators to re-examine their grouping practices.

Tracking is based on the assumption that learning is enhanced by appropriate placement. It further assumes that present measurement devices validly identify aptitude and achievement, making correct placement possible. While these assumptions are not conclusively resolved by research, the federal court held that errors in identifying ability are great and highly related to the socio-economic status of the children's families.

It is well known that homogeneous ability grouping tends to sort pupils into somewhat homogeneous socio-economic groups. This subject was investigated prior to Judge Wright's decision by Wilbur Brookover, Don Leu, and Hugh Kariger of the College of Education, Michigan State University.

In a Midwestern city of over 100,000 population the authors investigated the placement of 749 seventh-graders in four daily subjects in three junior high schools. Pupils were classified into lower, middle, and upper socioeconomic classes on the basis of a recognized parent occupational rating scale. A national standardized achievement test given at the end of the sixth and seventh grades was the objective measure used to determine the correctness of placements. The principals made the assignments on the basis of sixth-grade achievement

NORTH SIDE UNIT OF THE FEA OF CHICAGO

The North Side Unit of the Family Education Association of Chicago offers a variety of services. An ever-growing group of non-professional persons work to raise funds so that these services can be offered to the community at little or no charge.

The primary service that FEA offers is its child guidance counseling centers. After an initial interview with our counselor aide, a family is counseled in a group setting, so that those who observe the sessions can learn from the family being counseled. These sessions are open to the public, and are held free of charge five times each month.

A class in the Fundamentals of Adlerian Psychology is offered for all who are interested in learning the basic principles of the works of Alfred Adler and how they apply to everyday living. The class is taught by prominent Adlerians in the Chicago area.

Mothers' Discussion Groups are conducted, where women learn how the role they play in their homes affects the family atmosphere. Through group interaction and the direction given by a professional therapist, they learn to understand themselves and gather more insight into their roles as wives and mothers.

The Childrens' Discussion Group was begun two years ago by Miss Eleanor Redwin and Mrs. Georgia Greven, to help in the improvement of family relationships. The basic idea is to provide a milieu most favorable to a free and unhindered interaction. The format of these sessions is kept unstructured and to a great extent evolves from the group itself, but group discussion and role playing is stressed. The children are shown their mistaken goals, and the direct Adlerian method is applied at a level the five-to-seven year-old can understand.

The Couples' Discussion Group is now in its second year. With the help of a trained leader, marital problems are openly discussed, and the group members are able to examine the interaction and inter-relationships between husband and wife.

Free study discussion groups meet to read and discuss on a lay level such books as Children, The Challenge of Marriage, and Equality, The Challenge of Our Times, all by Dr. Rudolf Dreikurs. These groups are led by trained, volunteer lay-leaders.

The professional staff consists of Miss Eleanore Redwin and Mrs. Georgia Greven.

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IS THERE A TIME FOR LEARNING?

Why are children from disadvantaged homes often slow learners? The answer seems obvious at first glance. These children in early life have simply lacked the opportunity to learn. Although the effects of an impoverished environment are a contributing factors in a child's learning development -- they are not the only ones.

John Paul Scott in his article "A Time to Learn", Psychology Today, March 1969, indicated that the inability to learn could be emotional in nature. He stated, "a child raised for many years in the familiar surroundings of home may suffer a strong emotional reaction when suddenly forced amid a crowd of complete strangers. This unpleasant reaction becomes associated with school and can interfere with learning."

It is Scott's belief that by making this transition a gradual and easy one, strong emotional interference could be avoided and a child's ability to learn would increase. He bases his ideas, in this respect, after reviewing several research studies (Fuller; Pfaffenberger; Ginsburg;

Parent teacher conferences are more productive when these methods are understood and used in the school and at home. My teachers are more relaxed and there is less tension in the school. We feel we are "on top" of the situation most of the time. One's mental and physical health is improved.

I plan to continue my parent study groups next.

Clair L. Boys, Prin.
Robert E. Lee Elem.
School
East Wentatchee,
Wash.

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Morgantown, W.Va.
March, 1969

Dear Fellow Adlerians:

This is your Newsletter. We thank you for your letters telling us of your plans for the months ahead. We invite your comments both pro and con. In order to make this Newsletter even better we would like to hear from all of you.

Sincerely,

The Editors

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Please send all news to Dr. Manford Sonstegard, 60 Oglebay Hall, West Virginia University, Morgantown, West Virginia 26506. These items must reach the office of the editor by the 20th of the month to be included in the following month's calendar.

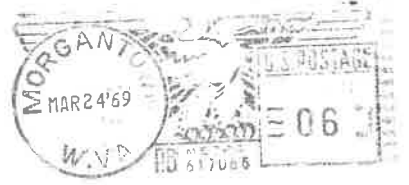
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Manford Sonstegard demonstrated individual and group counseling, family counseling, teacher-pupil and parent-teacher conference at the Pupil Personnel Services Demonstration Center, Conyers, Georgia, March 7. Counselors, school psychologists, officials from the Georgia State Department of Education, and counselor educators from Georgia State College attended.

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Flightiness, temper display, laziness, obstinacy; bickering, squabbling, fighting, sulking; day dreaming, whining, clowning, demanding; filching, dissembling, withdrawing, giving-up -- all of these types of behavior and many more like them, so repetitious and so common in so many cases those of normal children, and although the underachievement (which accompanies them) in home or school is frequently the plight of normal children, a number of parents in Wilmington and New Castle County have decided that something can be done about re-routing such behavior into more personally and socially creative channels. These parents have found that family life can become more civil and more mutually satisfying, -- that school and community life can evoke children's more interested, talented, and voluntary participation, -- and that the ways to manage these changes can be learned.

These Delaware parents gained their first insights into such learning in a series of study groups that were formed as a direct outgrowth of a Survey by the Committee Studying Mental Health in the Public Schools (operated under the State Board of Education in the years 1958-1963, with Mrs. James H. Young as Committee Chairman). This Survey and Study Committee, with the aid of a grant from the Sears-Roebuck Foundation, had brought to Delaware several speakers, Dr. Rudolf Dreikurs, Dr. Bina Rosenberg, and Dr. Harold Mosak, of the Alfred Adler Institute in Chicago, and Drs. Marguerite and Willard Beecher of the Alfred Adler Institute in New York City, for a series of public lectures, and had also spurred the offering of two Extension courses at the University of Delaware, one in the summer of 1960



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