
ASAP CALENDAR-NEWSLETTER

November

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CALENDAR

- November 1-2, 1971 Dr. Powers will speak to members of the Iowa Welfare Association, Hotel Blackhawk, Davenport, Iowa.
- November 6, 1971 Family Education Association of Champaign Company in cooperation with the American Society of Adlerian Psychology presents a conference "The Ages of Turmoil." Urbana High School, Urbana, Illinois.
- November 7, 1971 One day courses "Sex, Marriage and Women's Lib" and "Understanding Children" conducted by members of the American Society of Adlerian Psychology in conjunction with the Family Education Association of Champaign County at the University of Illinois.
- November 7, 1971 Dr. Eva Ferguson will speak on "Sibling Relationships" to the Burlington, Vermont Unitarian Church Forum at 9:30 A.M. in the church parlor.

COURSES AND WORKSHOPS

The following are some listings of Adlerian courses being taught this year:

Wenatchee Valley College, Fall, 1971

Psych. 210 (2 or 3 hrs.) Introduction to Parent-Child Relationships

Psych 211 (2 or 3 hrs.) Understanding Family Interaction Patterns

Psych. 212 (2 or 3 hrs.) Leadership of Parent-Study Groups

Psych 213 (3 hrs.) Changing Adult-Child Interaction Patterns

Psych 214 (3 hrs.) Underlying Dynamics of Human Behavior

Psych 216 (2 or 3 hrs.) Modification of Family Relationships

Psych 217 (2hrs.) Practicum in Modification of Interaction Patterns

West Virginia University, Spring, 1972

C & G 216 Behavior Problems and School (Clarksburg)

C & G 216 Behavior Problems and School

C & G 382 Special Topc Adlerian C & G

C & G 385 Practicum Group Counseling

C & G 385 Practicum Family Counseling

C & G 307 Application of Counseling Theories and Techniques

Western Institute for Research and Training in Humanics, Berkeley, California

Psych 5125 Individual Psychology of Alfred Adler

Psych 5251 Supervised Counseling & Clinical Experience I

204 Adlerian approaches to mental health with special consideration of behavior problems, neurosis, and psychosis (3 units).

Practice Counseling: Family III (3 units).

Multi-dimensional Family Counseling Center

NEWS

MYRTLE MCADAM has started a parent-study in Park Forest, Illinois. The 19 members meet at the Church of Little Savior. Ray Jacobson is also beginning another parent study group, but the location has not been determined. ****

THE INDIVIDUAL PSYCHOLOGIST ASSOCIATION of Greater Washington is carrying on the Counselors in Training Program with 14 participants. The twice monthly Friday sessions are held by Dr. Manford Sonstegard. About one-half of the people are continuing from last year's training. The 4-H National Headquarters on Connecticut Avenue is the location of the Family Education Center on Saturday mornings. The IPA has been invited by Clare Baun, principal of the Bel Pre School in Montgomery County to conduct two study groups - one for parents and one for teachers. Dr. Manford Sonstegard will meet with the teachers on December 1. Plans for Genevieve Painter's visit on December 16-18 are in progress. Further information for the publicity of her book, Teach your Baby published by Simon and Schuster will be forthcoming. Earnest Kare and Susan Slaughter of IP are teaching two parent study groups through the Northern Virginia Community College Adult Education program. There are approximately 150 people involved in the 12 study groups IPA is sponsoring throughout Washington, D.C. area and Northern Virginia area. Dr. Harold McAbee spoke to about 40 people on "Goals" at the first of four leadership meetings held September 27. On October 4, he spoke on the "Principals in Individual Psychology in the Modern World" to the membership.

CHILDREN'S USE OF DRUGS KEYED TO PARENTS HABITS. Three recent studies in the United States and Canada suggest that children are more likely to use illicit drugs if their parents are users of tranquilizers or stimulant medications. The studies, covering more than 25,000 students, mostly high school age, were made in California, New Jersey, and Ontario. ****

A PUBLIC FORUM "TOWARD A THERAPUTIC COMMUNITY" was presented by Dr. Manford Sonstegard on October 10, 1971 at the Unitarian Church, Wilmington, Delaware. The forum was arranged by the Religious Education Committee. ****

Dr. BOB NELSON, after completing his academic work at W.V.U. last spring which was followed by a short tour of Army duty, has accepted a faculty position at Gannon College, Erie, Pa. Bob has already developed several courses and counseling seminars with Adlerian Psychology as a theoretical base. ****

THE DELAWARE FAMILY EDUCATION CENTER has recently purchased video-tape equipment. It is hoped that families being counseled, study groups, and counselor in training sessions can be incorporated into an indepth comprehensive film. This tape is to be used for presentation to groups such as PTA, schools, etc. The equipment will also be used for taping family counseling in order to use it in the CIT program for para-professionals.

One of the services provided by FEC is a new lending library. While still young, it has met with great enthusiasm. The library started with just 11 books. Some were donated and the others bought with FEC funds. It is operated on the bi-monthly Saturday sessions and charges 50¢ for 2 weeks. New books are purchased with the rental fees. Books are also available at other times to FEC members by arrangement with the Library Coordinator.

Study groups have been formed and we are having a hard time filling all the requests for additional ones. There are 11 Children: the Challenge groups, one CC regroup, 2 parents of teens groups, and Challenge of Marriage group. Of special interest right now is a group for Spanish speaking parents of Head start Children. ****

EXCERPTS FROM TODAY'S EDUCATION OCTOBER 1971
"Can the use of teacher aids actually result
in greater student learning?"

Yes, according to a three-year experiment with paraprofessionals from K through 12 in the Jackson, Michigan, public schools. Among researchers' conclusions were these:

1. Students in classes with aides experienced "a noticeable gain in academic achievement," especially in reading and math.

2. The presence of paraprofessionals allowed teachers to work with students on a more individualized basis, and using the specific skills of teachers and aides helped individualize instruction.

ATTENTION

The Alfred Adler Institute of Chicago wants to build a complete set of the International Zeitschrift fur Individual Psychologie. We need the following:

Vol. I #4 and #5	Vol. IV #1 thru #8
II #2	IX #5
III #4	X #3

Anyone wishing to contribute or sell these missing issues to the Institute should please write to Evelyn Wachman, 110 S. Dearborn St., Chicago, Illinois 60603.

REPORTERS FOR NEWSLETTER. It will be appreciated if reporters for the Newsletter will have items they wish included in to the Editors by the 25th of the month. This will insure that news will be included in the following months' Newsletter.

PEOPLE, PLACES AND ACTIVITIES

A \$105,000 GRANT has been awarded to The St. Joseph Hospital, Chicago, by the Illinois Mental Health Department for the purpose of continuing "a broad-based system of

of community oriented care and treatment" program. The director of this program is Dr. Bernard Spulman who is assisted by Mrs. Margaret Weber.

DR. DON LOMBARDI has trained, at the request of the Drug Abuse Council of South Orange and Maplewood, New Jersey, a small group of persons who will serve as group discussion leaders with emphasis on drug abuse prevention. Those who were trained included professionals, lay people and students.

THE FIRST IN A SERIES of three workshops was held by Don C. Dinkmeyer, Ph.D. and Bernice Grunwald, M. Ed., at Midland Hotel, Chicago on October 30, 1971. The title of this workshop was "Understanding Behavior and Misbehavior." One of the texts for this workshop was Maintaining Sanity in the Classroom by Dreikurs, Grunwald and Pepper which went on sale in October, 1971.

MR. CLAIR L. BOYS, Principal, Robert E. Lee Elementary School, Wenatchee, Washington plans to retire after this school year. Mr. Boys has been a teacher and administrator for 32 years. He has been very active in conducting parent-study groups and has used the Adlerian approach in his work for many years.

DR. JIM CROAKE gave a lecture on Adlerian theory which was followed by a family counseling demonstration on October 6, 1971 at the West Palm Beach Mental Health Center, West Palm Beach, Florida. Approximately 60 therapists (social workers, psychiatrists & psychologists) attended.

MRS. JEAN H. WILLHITE reported the following activities in the Minnesota area:

CAROL THOMAS gave a talk to a local PEO chapter, on "Children the Challenge". She has been very active in her area of the Twin Cities in getting parent study groups started.

SUE PYE, member of the Minnesota Adlerian Society Speaker's Bureau and Mr. Arne Carlsen, Executive Director of Alfred Adler Institute of Minnesota spoke to an enthusiastic group in Crookston, MN., concerning starting parent study groups & family education centers.

ON OCTOBER 11, a group from AAIM gave an all-day work-shop at Owatonna, MN. for the annual meeting of the Luther W. Youngdahl Human Relations Center, Inc. A number of professional and lay people were there to hear the talks and see demonstrations presented by Ira Schwartz, Rev. Thomas Wright, Rose and Donald Cramnell, and Robert Willhite.

SUE PYE gave a talk to the Coon Rapids, MN. Rotary Club, giving the "Bill of Rights" for parents in dealing with children. The significant thing was that the editor of the local newspaper was there and wrote an excellent article about Sue's talk, which should increase the interest in parent study groups in that area.

DELIGHT AND CAROLYN TOWNES have started a marriage group at the Bethlehem Community Center, using the book, "The Challenge of Marriage", by Dr. Dreikurs. They have six couples, who are very enthusiastic about this way of finding help for common problems of marriage.

BOB BARTHOLOW is the Dean of AAIM (Alfred Adler Institute of Minnesota), and Donald Cramnell and Sue Pye are Associate Deans.

On the week-end of Dec. 3-5, AAIM is planning a workshop for intensive training in the area of counseling and directing Family Education Centers. The group will meet in a very pleasant camp setting, and spend time seeing demonstrations, practicing counseling, learning basic principals

etc. This particular subject has been of special interest and will attract participants from the state of Minnesota and Iowa.

ROBERT BARTHOLOW & ROBERT WILLHITE gave a three session discussion on Adlerian principles as applied to coping with children and teen-agers at St. Ann's Catholic Church of Minneapolis. The group came from several parishes, and as the result of the meetings, several parent study groups are being formed.

GISELA BERTZKE, along with Karl, has been responsible for forming most of the parent study groups in our area. Karl has given much of his time, speaking to various groups, especially PTA and church groups about PSG. As the result of their efforts, they estimate that at least 5000 people have participated in Parent Study groups in the Twin City area, and more groups are being formed all the time.

DR. MANFORD SONSTEGARD was in our area at St. Cloud State University to receive the College alumni award. Time was set aside for people from local organizations to meet with him before the banquet. Everybody enjoyed meeting and renewing friendships with Dr. Sonstegard and were proud of the honor given to him.

MR. IRVIN E. WHEATLEY, Guidance Director, Seaford School District, Seaford, Delaware, reported that a recent visit by Dr. Manford Sonstegard provided impetus for several teacher study groups. Jerry Hicks, Jr. High Counselor, leads two teacher problem solving groups and several parent-teacher study groups are being formed at the elementary level.

RONALD E. ALLEN gave a talk on "Adlerian Family Counseling" at the September meeting of the San Francisco Community Mental Health Center on September 22, 1971. He reports that Mel Deardorff is running a parent effectiveness group based on Children the Challenge as part of the VA Hospital, Palo Alto, Family Study Unit patient treatment

program." Ron began these group sessions in 1970 which are thought to have been the first Adlerian parent-study groups utilized in the VA on a regular basis.

THE MAGIC OF INVOLVEMENT

Cameron W. Meredith
Southern Illinois University

It is my conviction that the more we involve people, the more responsible they become. To be more specific, the more freedom we give young people to become involved in this great democratic experiment of ours, the more responsible they will become through working with us rather than against us in creating a truly democratic society.

When they are involved and have an active part in planning, decision making, working and evaluation, they wouldn't think of working against us and literally sabotaging their own efforts. By far, the most powerful means at our disposal for developing responsible people is finding more and more creative ways of involving them in cooperative activities.

Our youth are often referred to as the misplaced people of our society. We do indeed have trouble finding truly worthwhile things for our youth to do. Seldom are our youth engaged in projects which are of vital significance here and now. Through responsible behavior in high school and college, some of our young people feel that they are involved, that they have a place and that they do belong. Unfortunately, the majority of young people do not find school very relevant as they drop out both psychologically and physically at a relatively young age. Rather than an experience in relevant learning, involvement and cooperation, school too often is an experience in obedience, competitive relationships and the acquisition of knowledge purely for the sake of knowledge.

While almost all of us desire responsible and trustworthy young people, we are by no means agreed in what we mean by responsible. For one who believes in an autocratic atmosphere, responsible behavior is associated with respect for adults, obedience, consistency and literally learning to do what one is told to do. On the other hand, self-selection, self-motivation, self-direction, self-discipline and self-evaluation are associated with responsible behavior in a democratic atmosphere. These differences in what we believe account for much of our confusion.

If we really believe that our destiny hinges upon learning more and better ways of relating democratically, then we need to begin questioning our ideas concerning responsibility carried over from our autocratic past and to develop beliefs and values which are more intune with how we relate today and hope to relate in the future. For example, even by 1980, there may be no need whatsoever for learning responsible behavior associated with doing what the boss tells one to do. The idea that young people learn responsibility by doing homework, cleaning their rooms, or washing dishes because teachers and parents insist that they do it, is questionable indeed. Rather than the development of active, creative, cooperative and self-propelled people, the result instead could be the development of apathetic, and even irresponsible passive people who merely wait to be told what to do.

Believing that involvement and cooperation are absolute essentials in the development of more responsible people in our democratic society, it would be particularly important that our classrooms and homes provide many of the necessary experiences for young people. Needless to say, very few of our classrooms or homes provide these necessary experiences, but there are a significant number of teachers and parents who are beginning to learn more about the magic of involvement and the humanness of cooperative relationships. Unfortunately, most teachers and parents are locked into the competitive atmosphere of a directing superior-inferior relationship and a most discouraging system of reward and punishment. More often than not, both teachers and parents find that they must eliminate the things which mitigate against involvement and cooperation before much progress can be made. For example, they can discontinue many things they do which pit young people against each other. They can stop being the boss by both getting out of the directing role and the punishment-reward role.

There are many things that schools and teachers can do to involve students and to provide experiences in cooperative living. At the outset, schools can provide students with a variety of electives, with a choice of teachers and a flexible schedule. A truly representative student government, of course, is a must for a total feeling of involvement in most large schools. From the very beginning, the teacher can involve students through teacher-pupil planning. By providing many choices and an opportunity for self-selection, students can have many experiences in decision making. As students pursue their self-selected work, they can experience self-motivation and self-discipline. Even more important than planning and work, students should be involved in self-evaluation. This, in turn, leads to even more involvement in planning and work. Teachers can do much to encourage a spirit of helping in which students move toward each other rather than away from each other and work with each other rather than against each other. Small group as well as large group activity can provide students with experience in cooperative relationships.

Parents also can do much to provide experiences in involvement and cooperation. Through a family council, for example, every member of the family can experience the satisfaction of working together both as unique individuals and as equal human beings. Through such a setting, each member of the family can volunteer to do his share of tasks which the whole family recognizes as necessary for normal living. It becomes an experience in decision making and cooperation rather than experience in being told what to do. Parents can learn how to provide children with the opportunity to experience the natural consequences of their behavior, which is really an experience in self-evaluation, rather than an experience in obedience through the use of punishment and reward. With involvement, cooperation and mutual trust for each other, every member of the family has a much better chance of becoming a truly responsible person.

If these ideas interest you, take a look at the 1962 ASCD yearbook, Perceiving Behaving Becoming, Earl Kelley's In Defense of Youth, Art Comb's Professional Education of Teachers, Rudolf Dreikurs' 1968 Psychology in the Classroom, and the 1967 ASCD Humanizing Education.

FAMILY EDUCATION ASSOCIATION serving the Chicago metropolitan area has increased its services to the community this year. In addition to operating two Child Guidance Centers in which Miss Eleanore Redwin, Mrs. Bernice Grunwald and Mr. Robert Powers are counselors, the organization sponsors four women's discussion groups led by Eleanore Redwin, Bernice Grunwald and Dr. Theodore Gluck. Mrs. Grunwald also leads a group for men and women. Dr. Gluck is currently conducting a class in the Fundamentals of Adlerian Psychology, and

it is possible that a second class will be formed shortly. Twenty-one groups are now in session under the auspices of F E A, including six conducted in Montessori Schools.

In the developmental stage is a group for children from five to seven years of age led by Mrs. Barbara Borden, a discussion group for couples and a group for the parents of teen-agers in which parents will meet with a counselor three weeks of the month, and the teens, age twelve to fourteen, will meet once monthly.

ORGANIZATION & DEVELOPMENT DIALOGUE

The pioneers of the Wilmington, Delaware Family Education Center & Associates for Study and Action met Saturday evening with Dr. Sonstegard F.E.C. consultant. The purpose of the meeting was to gather information of a descriptive nature related to origin implementation of the Wilmington F.E.C. and para-professional training program. Present were Jim Young, Kirby Thomas, Jack Harris, Emily Thorn, Jean

Cripps, Joan and Bill Flack, Eleanor Bowling and Barney Lane. A one and one half hour dialogue on tape will produce a wealth of information on how Adlerian activities originated and developed in one geographical area.

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