
ASAP CALENDAR-NEWSLETTER

December

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Ferdinand Ray, Australia
Dr. Francis X. Walton, S. Carolina
La Nila R. Marchant & Marge Nakada
Tucson, Arizona
Juliet Cavadas, Greece
and many others

CALENDAR

- December 1, 1971 Dr. Manford Sonstegard - Counseling demonstration for elementary teachers of the Bel-Pre School, Montgomery County, Maryland.
- December 3, 1971 Dr. Manford Sonstegard - Panel member on "Family-Child Relationships," National Committee for Youth and Children 9:00 a.m. to 12 noon. Lincoln East Room, Associations Building, 1145 19th Street, N.W., Washington, D.C.
- December 6, 1971 Vicki Saltz Statton - will meet with a group of group study leaders from the Salt Lake City, Utah, area.
- December 7, 1971 Maurice Bullard - will meet with group study leaders at the home of Mary Kay Gleicher, Corvallis, Oregon.

- December 16-18, 1971 Dr. Genevieve Painter - will conduct a series of programs sponsored by the Individual Psychology Association of Greater Washington, Inc., at 7100 Connecticut Ave., Cherry Chase, M.D.
- December 26, 1971 Dr. Rudolph Dreikurs plans to return to the United States after a lengthy stay in Israel.

COURSES AND WORKSHOPS

At Western Institute for Research and Training in Humanics -- Winter 72

Course No. 205 Professor Lucy K. Ackerknecht
 Course Title: Contemporary Individual Psychology and Problems of Human Relationships in Home, School, and Work. (3 units)

Course No. 307 Professor Lucy K. Ackerknecht
 Course Title: Practice Counseling, Marriage and Family (3 units)

Spring 72

Course No. 206 Professor Lucy K. Ackerknecht
 Course Title: Contemporary Individual Psychology and its Relevance to Medicine, General Psychology, Education, and Social Work (3 units)

Course No. 308 Professor Lucy K. Ackerknecht
 Course Title: Practice Counseling, Parent-Child Relations (3 units)

At the University of California, Berkeley Extension -- February 7 - May 8, 1972

Course No. X 406 Professor Lucy K. Ackerknecht
 Course Title: Contemporary Adlerian Psychology (6 units)

Winter Term, Eugene, Ore.

Beginning Jan. 4, Dorothy Cruickshank and Mary Ann Smith will conduct a class, "Family Counseling and Parent Education," at St. Thomas Episcopal Church, in cooperation with the School District, Church, and Lane Community College.

Beginning Jan. 5, Dorothy Cruickshank will teach a mothers' class from 10:30 to 12:00, Wednesdays, in cooperation with School District 4J

Winter Term, Salem, Ore.

At the YMCA Pat McReal, Chairman of the Family Life Comm., will teach "Understanding Child Behavior", Using Children: the Challenge.

STUDY GROUP SCHEDULE -- WINTER 1972 Individual Psychology Association of
Greater Washington

Daytime 9:15 - 11:15 a.m. or
9:30 - 11:30 a.m.

Evening 8:00 - 10:00 p.m.

Monday

Group 1 Rockville Pike
Congressional Lane

Tuesday Group 2 4-H Center

Wednesday

Group 3 4-H Center
Group 4 Saddlebrook Elementary

Thursday Group 5 Burning Tree Elem.
(possibility)

Group 6 Silver Spring Marvin Methodist
Group 7 Social Equality 4-H Center

Other groups that at this time are filled are Greenbelt Nursery Co-op, Rock Creek Palisades Elementary and Manor Apartments, Wheaton.

IPA will provide leaders for any interested group of 15 or more, starting whenever wanted.

NEWS

"The Individual Psychologist" schedule and themes.

INDIVIDUAL PSYCHOLOGIST. As you read this the "Individual Psychologist" will likely be ready for mailing. There are articles by Kirby and Kirby - "Mobile Facilities" - "An Innovation in Counselor Training". Rowena Ansbacher - "First Workshop on Training Adlerian Counselors" Bill Pew - "An Alternative to Autocracy" and Manford Sonstegard - "Symbolic Cover Designs".

The May issue of I.P. is now being planned around the general theme of interest to parents and or counselors and teachers who have an interest in Parent Study Groups and Family Education Centers. The deadline is February 15, 1972 for the May issue! We urge you to write articles on this general theme.

"Closing the Gap" has been coined as the theme for the November 1972 I.P. Tentative plans include a series of articles emphasizing adult-teenage relationships

VYTAUTAS J. BEILIAUSKAS, Chairman of the Department of Psychology, Xavier University, has assumed his duties as the current President of the Ohio Psychological Association. The Ohio Psychological Association is trying to promote legislation for licensing of psychologists and Vytautas and his colleagues have their hands full with this endeavor.

CORRECTIONAL COUNSELING. The workshop on the use of groups in correctional settings was extremely well received. Dr. Duane Brown, Dr. James Parks, and Dr. Manford Sonstegard were involved in the workshop program. As a result of the workshop, a number of participants plan to attend the Family Education Centers in Wilmington, Del., and Washington, D.C. Dr. William McKelvie directed the workshop which included participants from West Virginia, Maryland, Pennsylvania, Delaware and Puerto Rico.

DR. GENEVIEVE PAINTER, Director, Family Education Association of Champaign Co. Illinois and author of TEACH YOUR BABY, was invited to help the public school system of Marshalltown, Iowa set up a program for parents of babies from birth through 3 years. This forward-looking school system already has 200 parents in groups to learn to play educational games with their three and four-year-olds, as well as learning how to live harmoniously with their children. School psychologists, speech therapists, and special teachers trained to work with parents are involved in these programs. Dr. Painter spent November 19 and 20 in two workshop days with these staff members discussing the educational play ideas in TEACH YOUR BABY as well as the ideas in Dr. Dreikurs and Vicki Soltz's CHILDREN: THE CHALLENGE. She will consult again with the staff and parents as plans continue and the program gets underway.

SOUTH CAROLINA. Frank Walton obtained a grant to provide two two-week workshops devoted to "Innovative Approaches to Child Guidance and Parent Consultation" during the summer at the University of South Carolina. Walton teamed up with Bob Powers of the Alfred Adler Institute in Chicago to provide training for fifty counselors and other mental health workers from the Southeast. Similar workshops are planned for the coming summer at the main campus and at the Coastal Carolina campus of the University.

Walton recently completed a six-session television series entitled "Child-rearing Techniques." The series was sponsored by the South Carolina Department of Community Mental Health and was televised via closed circuit to parent groups in fifteen cities in the state. The video tape of the series will be used as a basis for discussion by parent classes sponsored by the South Carolina

Mental Health Association. Mrs. Kathryn McIntyre will act as discussion leader for this program which will be held in Columbia.

DR. 'S DUANE BROWN, WILLIAM MCKELVIE, AND JAMES PARKS will conclude Thursday, December 2, 1971, a 10 week Workshop in Group Counseling in McKeesport, Pennsylvania. They have worked collectively to prepare the McKeesport School Counselors in Theory and Techniques of Group Counseling. The model has been experientially based with training resulting from ongoing Group Counseling sessions.

WOODY PRINCE, a graduate student at West Virginia University has completed a study on Counseling and Parapsychology. It includes a review of research in the area of parapsychology in relation to counseling along with experimental research in E.S.P. Support was given to the existence of E.S.P. at beyond the .005 level. Additionally, it was found that E.S.P. functions better when the sender and receiver are not face to face and that some individuals seem to exhibit more of the ability than others.

DR. ERNST PAPANEK wrote a very interesting and stimulating article, "Some Psycho - Social Aspects of Crime and Delinquency" which was published in Dimensions Magazine summer 1971 vol. V, No. 4. He discussed punishment and reward and related factors as they relate to criminal behavior.

WESTERN INSTITUTE FOR RESEARCH AND TRAINING IN HUMANICS. The Berkeley Family Education Center under direction of Dr. Ackerknecht will meet on Tuesday nights, as usual, during 1972, winter and spring quarters. Other family education centers and parent study groups will be announced at a later date.

Nancy Percy reports these news items from Oregon.

BENTON COUNTY CHAPTER of Oregon Society of Individual Psychology has held the first in a series of four programs on understanding Adlerian concepts. The 55 min. color film featuring Dr. Dreikurs counseling a parent, teacher, and child was used. The meetings are held at Wilson Elementary School, Corvallis, Ore. with Madeline Dannen, President, and Ron Williamson, Vice President and Program Chairman.

ALBANY, OREGON Dr. Don Dinkmeyer gave a workshop at South Albany High School under the sponsorship of Linn-Benton Intermediate Education District, on Oct. 22.

McMINNVILLE, OREGON Dr. Don Dinkmeyer gave a workshop at Linfield College on October 23 for Linfield College Students.

EUGENE, OREGON Bob Kugler presently is leading two study groups at the Lutheran Church, Coburg Rd.

Rex Newton is leading groups through Day Care Centers. A group of University of Oregon students from Dr. Ray Lowe's Family Counseling Center meet regularly for discussion.

EMILY THORN, one of the many Parent Study Group leaders of Wilmington, Del. has a unique Parent Study Group. She is leading a group for the Catholic Diocese Head Start Parents. The group is composed of Spanish speaking Puerto Ricans. The presentations are based on Children The Challenge, but illustrated with chalk talks and translated into Spanish by Jeanne Remington, Head of Social Services for the Diocese.

MARSHA LEVI of Harrisburg has gotten her FIRST study group going on Children: The Challenge and feels that her work is being productive.

COMMITTEE FORMED. Milton Dewey, Chairman of the ASAP Growth Committee is assigning activities to its members. The activities they will be working on are: Study Group Courses, Constitution and By-Laws of Adlerian Groups, Family Education Centers, Speakers List, Membership Program Assistance and Group Activities, Literature Recommendations.

NATIONAL OBSERVER REPORTER VISITS AAIM

"Be on the look-out for an article in the National Observer," Mrs. Jean Willhite says. A reporter spent several days in Minneapolis visiting AAIM classes and the FEC.

NEW YORK The Alfred Adler Institute, New York sponsored a workshop; Psychotherapeutic Techniques in Depression, November 27 at the Barbizon Plaza Hotel. The workshop was conducted by Bernard H. Shulman, M.D. He did a line by line translation of a case history followed by an interview with the patient.

INFORMATION ON WELFARE According to HEW information on welfare did you know that:

A typical welfare family has a mother and three children.

Forty-nine percent of the welfare families are white and 46% are black.

The income of a welfare family of four varies from a low of \$60.00 per month in Mississippi to a high of \$375. per month in Alaska.

Sixty-eight percent of welfare children were born in wedlock.

The average welfare family has been on the rolls for 23 months.

Less than one percent of welfare recipients are able-bodied unemployed males.

THE ILLINOIS GROUP PSYCHOTHERAPY SOCIETY will hold their Ninth Annual Conference at the Sheraton Chicago Hotel on December 2,3,& 4, 1971. The theme of the Conference will be, "Experiencing The Challenge of Group Psychotherapy 1971."

FAMILY LIFE EDUCATION at the Comprehensive Community Mental Health Center of Palm Beach County, Florida.

The Family Treatment Unit, under the direction of Dr. Richard Sauber, will begin its first extensive community out-reach project as part of its consultation and education program.

The immediate target population will be the religious community. Eight organizations representing different affiliations and socio-economic classes have been selected.

Family therapists trained by Dr. Sauber in teleoanalytic theory and practice will consult, train non-professionals as family life educators and lead parent study groups, with the various religious organizations. The ten week course, beginning the week of January 17, 1972, will train parents how to raise their children according to a philosophy of democracy, based on the psychology of Alfred Adler, as advocated by Rudolph Dreikurs.

Each week during the course, training seminars will be conducted for the consultants and leaders-in-training, for the purpose of discussing the problems of the preceding session and preparing for the following session. At the end

of the course, there will be newly qualified lay-leaders from each religious group to continue classes in family life education. The consultants will then develop similar programs in other congregations, and eventually reach the school system and independent groups. According to Dr. Sauber, "Our goal is to begin by reaching about 240 parents and then increase this figure every three months by continuing to offer classes with the newly qualified leaders and simultaneously develop new classes and train additional leaders.

Dr. Sauber is also involved in training professionals and para-professionals in Adlerian Family Counseling.

"DROPOUTS AND DELINQUENCY"

School dropouts' involvement in the delinquent behavior was greater while they were still in school, rather than while out of school, according to early findings of the U.S. Public Health Service-funded research grants.

The in-school dropout delinquency rate was two to four times higher than that of future graduates, reaching its highest level just before the dropout occurred.

However, over the total period of more delinquent acts than graduates; the mean number of police contacts for dropouts was over three times that of graduates.

Once out of school, the dropout delinquency rate decreased considerably, to the point where it was much lower than that of the remaining in-school group.

The above is based on a draft of a report titled Delinquency, Dropout, and the Social Milieu of the High School. Principal Investigator was Delbert S. Elliott, Ph.D., University of Colorado; Harwin L. Voss and Aubrey Wendling were Investigators. (Delinquency Prevention Reporter, October 1971.)

UNIVERSITY OF UTAH'S STUDENT CODE
Vicki Saltz Statton sent the following article regarding Student rights at the University of Utah:

The new Student Conduct code is the result of a joint effort on the part of faculty, students and administration. It provides an integrated set of principles to cover all miscellaneous rules and regulations that the University already has. Dr. Lowell C. Bennion, Associate Dean of students says that in his opinion the new code is a success. The code promises to help tremendously in governing student affairs, he said.

The most striking feature of the new Constitution (as it may properly be called) is the inclusion of a student Bill of Rights. This is the first time, according to Dr. Bennion, that a student Bill of Rights has been included in a code of conduct for an American university. The result is based upon student rights.

The Student Bill of Rights reflects the safeguards contained in the national Constitution as well as the sensitive concern with civil rights that is characteristic of our time. The Bill of Rights contains clauses on non-discrimination, freedom of speech and assembly, freedom of the press, protection against unreasonable searches and seizures and due process.

The code is designed to promote the cooperation of students, faculty, and administration in the regulation of student activities. Assemblies, demonstrations and free expression of every kind are allowed as long as they do not interfere with the functioning of the university.

The section of "Student Rights in the Classroom" provides that students shall be able to express their views freely, as long as this expression does not interfere with the "functioning of the class." It also insures that an instructor will be able to present all relevant material. At the same time, it is recognized that students do have

a responsibility for the credibility of their work.

Consequently, the code provides for suspension or dismissal in the event of plagiarism. The clause concerning "Non-disclosure of Student Views" provides that a student may express himself freely in the classroom without fear of being called to question for either the content or the slant of his views.

DR. BILL BASSITT reported that Mr. Don Border organized a series of Adlerian courses at Wenatchee State College, Washington. These courses include training for study-group leaders, paraprofessionals and professionals in counseling. Both Dr. Bassett and Mr. Border teach classes at the college and work as counseling and training consultants in the Wenatchee area. The courses being offered are very popular and seem to be making a considerable impact on local institutions.

DR. O.C. CHRISTENSEN REPORTS ON PROJECT "We did receive a grant through the Pima County Public Schools to establish a Career Education Program based on the Adlerian model in the public schools of the county as a model for the state. Director of the project is Miss Mary Ann Haak, and the staff is experiencing very real successes in career education of parents, teachers and children with career development as a focus. The approach being used in the project is primarily a teacher-parent-in-service with heavy focus on classroom demonstration and parent studygroups in counseling. The project is designed to explore application of principles in C-12 and we're very excited about the development of the secondary school counselor role as a teacher consultant, as opposed to the more traditional counselor image. I find it a very exciting project and find the career development aspect completely consistent

with the role and function of the elementary and secondary school counselor, if one views a career development as a total developmental picture and not just as a limited occupations approach. I'm sure other people will find this of general interest and promise to submit a more detailed report for your newsletter in the near future."

TORONTO ASSOCIATION TO ESTABLISH INSTITUTE

Report of ad hoc committee of Toronto Association of Individual Psychology to implement a motion to establish an Alfred Adler Institute of Ontario, Recommend ways and means, prepare a report for TAIP membership meeting on October 31, 1971:

The Board of Director of TAIP, at its meeting on October 18, 1971 appointed Milton & Edith Dewey as governors of an ad hoc committee which would coopt others from the board and from the membership to implement the motion which was unanimously passed by the board that:

THE TORONTO ASSOCIATION OF INDIVIDUAL PSYCHOLOGY AUTHORIZE, ENCOURAGE AND IMMEDIATELY TAKE THE NECESSARY STEPS TO ESTABLISH THE ALFRED ADLER INSTITUTE OF ONTARIO.

On October 24th Jack DeGroot, Richard Knight and Dr. Martin Teshler met with Milton and Edith Dewey (Alan Dunn, ex officio, and Mrs. Margaret Hetherington were unable to attend the meeting). We recommend that the members of TAIP endorse their board's action and we suggest the following:

Purposes of the Alfred Adler Institute of Ontario:

Educate Educators, by providing information and instruction to teachers

Train Family Counselors, Marriage Counselors, Individual and Group Counselors by offering courses leading to a Certificate from AAIO in:

Family Counseling
Individual Counseling
Marriage Counseling
Group Counseling

Offer education to interested lay people
Promote Family Counseling Centers
Train local personnel
Give formal courses for those in the teaching and helping professions (TAIP would continue to conduct courses for lay people)

Immediate requirements would be:

A Post Office Box (separate from TAIP) to serve as an official address.
A business Telephone listing (The telephone could be located in the home of the executive secretary)
An Executive Secretary (who might or might not be a member of TAIP) to answer telephone enquiries, carry out correspondence, keep necessary records, send out announcements, etc.
This position would carry a part time salary on an hourly basis, at first. (Naomi Winkler was suggested by the committee and is willing to serve. Other applications are invited.)
Legal advice should be sought so that the AAIO meets legal requirements.
Ontario Department of Education be consulted as to requirements necessary to obtain their endorsement or approval.

MOTIONS PROPOSED BY THE AD HOC COMMITTEE FOR ACTION OCTOBER 31, 1971.

I. We move that the members of the Toronto Association of Individual Psychology endorse their Board of Directors' approval of authorizing, encouraging and immediately taking the necessary steps to establish the Alfred Adler Institute of Ontario.

II. We move that \$1000.00 be allocated from the TAIP treasury to cover costs of establishing AAIO.

RESULTS OF A DRUG SURVEY. The following story by Martha Liebrum appeared in the November 5, 1971 issue of the Houston Post.

If a teenager has a close relationship with his family, goes to school and succeeds there, keeps busy with after-school activities, goes to church fairly regularly and isn't pampered by overindulgent parents - he will probably not be a drug abuser.

That was the profile drawn from 5,000 questionnaires which had been answered by secondary school teenagers in the Houston schools.

The report is based on what the teenagers themselves said was their consumption of alcohol, cigarettes, marijuana, stimulants, cough syrup (not for coughs), barbituates, solvents, hallucinogens and opiates or cocaine.

Among senior boys, it showed nearly 85 percent had used alcohol, 65 per cent had had smoked tobacco, and 48 per cent had smoked marijuana. Another 26 per cent had used stimulants, 19 per cent had used hallucinogens and 11 per cent had used opiates or cocaine. Figures for senior girls were lower, for example only 25 per cent had tried marijuana.

The point of the tests, conducted last winter, was to find out the extent of drug use among Houston's school kids. From the data collected, Dr. Ray Hays, who devised the test was able to conclude many things about the kid who gets involved with drugs.

The teen with his own car, who sets his own hours, who has lots of money and time on his hands is likely to get into trouble with drugs.

If the conclusions have a familiar ring, it is that those same conclusions were being drawn years ago, for instance, when parents were concerned about alcohol pre-marital sex and "maybe stealing hubcaps" Dr. Hays agreed. "We are constantly playing catchup with the system," said the young Ph.D. who does research and works with youthful drug abusers at the Texas Research Institute of Mental Sciences.

If we have always known what the problem is, then what can be done about it? What can parents learn from this report?

Hays has several answers. "First," he said, "they have to be aware of what they are doing as role models for their children." The report shows, for example that the use of drugs is highest in families where father and mother use tobacco and alcohol.

There has been considerable abuse of drugs (medicinal type) among adults who take tranquilizers, stimulants, etc., and medical authorities are taking steps to curb these now. For children who have observed their parents taking "mood" drugs the point is not lost, Hays said. "They see the hypocrisy involved in abuse of such things in the home.

Besides setting good examples, parents should make sure they allow their children to be with them, he said, "to have time for them, and to encourage the children to talk with them."

"You know, I've figured out there are two things all kids can do at home - take out the garbage and bring in the newspaper - but in many homes they don't even do that. They really aren't part of the family," he said. "You have to raise a child to be part of the family."

Thirdly, parents should be well informed about drugs, and prepared to discuss them, he said.

He added, "Parents should not be so ready to blame themselves for their children's behavior. A teen-ager has responsibility to himself and his parents too."

The report further reflects breakdowns, outside the family, within the school and the church, says Eleanor Tinsley, school board member, and chairman of the Drug Education Committee of the Board of Education.

"I think the report shows clearly in several problem areas. For example where a child attends church regularly, there is a very small incidence of drug abuse.

One conclusion of the report was that in homes where both mother and father are college - educated and have managerial or professional positions, the incidence of drug abuse was high. "I think this must be a reflection of the affluence in such a family," Mrs. Tinsley said.

"Children in a home like that may have less time with their parents."

Along with the fact that children reflect the behavior of their parents in the use of drugs and tobacco and alcohol, Mrs. Tinsley pointed out that drug abuse is higher among students who do not have set hours when they are expected at home. "I think we can see that the restrictions we put on young people say 'I care about you.' That instead of being just hard, a parent is doing his child a favor by caring about where he is and what he is doing."

"There are, of course, peer pressures. There are 'marijuana-taking crowds' which the teen may fall into. But if he has been reared with the right home supports there is a good chance of him getting through those years without using drugs."

For their part, the schools owe students more than they have offered, she said.

"Clearly we need to make the curriculum more relevant to meet the needs of the individual youngsters. And we need to take another look at extra curricular activities in terms of importance. We see from the figures that most students involved in those activities are not involved in taking drugs. That should tell us that teens are not wasting time in library clubs, the band and other organizations."

The schools are also "taking up the mantle" in educating kids about drug abuse, she said, with special programs for children from kindergarten through high school.

Teachers and other school staff are getting special training in recognizing signs of kids who may be involved in or headed toward drug abuse, she said, and will be better able to counsel students

who currently list the school as the last place they would go for help with a drug problem. (In order of preference students said they would turn to a friend, their parents, a medical professional, a member of the clergy, or, lastly, a teacher.)

"What this report shows is that if a teenager has a solid foundation with his family, his church, he will probably not, be a drug abuser.

CORRECTIONS

On page three of the November calendar newsletter, Earnest Kare should have been Earnest Karl. The editors appreciate your calling our attention to that error, Earnest!

TO ALL REPORTERS. Information to be printed in the ASAP CALENDAR/NEWSLETTER should be in the editor's office by the 25th of the month to be included in the next issue. It would be most expedient if the news items were written in final form on a separate sheet (not integrated with a personal letter, etc.) This procedure would enable the editor to report more accurately and efficiently. The cooperation and assistance of everyone has been excellent.

COURSES AND WORKSHOPS

Schedule: Family Education Association of Champaign County, Illinois

FAMILY EDUCATION CENTER (family group counseling) Saturday mornings, 9-11 a.m., Urbana High School; counselors: Genevieve Painter, Eva Blum, Joyce Lohman, and Bruce Schneidman.

Friday afternoons, FEA offices; JR. HIGH GROUP/ adolescents meet weekly and parents join in discussion monthly; counselors: Genevieve Painter and Bruce Schneidman.

ELEMENTARY SCHOOL GROUP: Friday afternoon Columbia School, behavior problem childr Bruce Schneidman, counselor.

ADULT GROUPS: FEA Offices: Monday eve;
counselors: Genevieve Painter and Bruce
Schneidman.

Tuesday afternoons: counselors: Genevieve
Painter and Joyce Lohman.

CLASS: FUNDAMENTALS OF ADLERIAN PSYCHOLOGY:
Thursday mornings, FEA OFFICES:
teacher; Genevieve Painter

NEWS

LET'S STOP THE WAR BETWEEN PARENTS AND CHILDREN Cameron W. Meredith, SIU

I know many parents turn me off when I talk about the war between them and their children. Such a state infers that they have been irresponsible and ineffective parents. They are insulted at the mere thought of war. Good parents just would not allow their home to become an armed camp. On the other hand, children often call the conflict "war" because it best describes what is going on in many families today. They tell it like it is - a war is a war is a war.

While there are many things parents can do to stop the war, they are seldom the cause and should not be blamed for the senseless conflict which exists in almost all families today. Almost invariably at least one of the children will experiment with useless behavior designed to provoke. This in itself is not war. If however, a parent at this point grabs the bait and accepts the call to battle, the war may begin, continue or even intensify. If it futile to look for cause or pinpoint blame. At least two people have to be willing to fight. It is more realistic then to think in terms of how one person, particularly the parent, can stop the war.

It is difficult for parents to consider giving up their self-appointed role as the boss. They have been brainwashed with the idea that they are absolutely responsible for their children. Even though they know deep down that they cannot make a child do what he does not want to do or stop him from doing what he wants to do, they still try to control. They are sitting ducks for creative children who provoke them to battle. The result is war and, unfortunately, the parent seldom wins. The children have many momentary victories but, as in all wars, both parties lose in the long run.

When parents are fully aware of the war for what it is and, at the same time are not blaming themselves, they are well on their way to stopping the war. They must recognize that there is a war with the helpless child who demands service and the "good" child who demands praise and reward as well as the naughty child who provokes conflict. When they can open themselves up to change without being defensive about their present methods, they can learn more effective ways of behaving. When they give up trying to control children and almost constantly telling them what to do, the children will provoke and defy much less. When they concentrate on changing their own behavior, they can find ways to stop the war.

In the final analysis, a parent simply has to stop fighting; stop giving in, stop praising and rewarding and stop punishing with all his children if he hopes to stop the war. As a starter, there are three suggestions: (1) stop looking, (2) stop talking and (3) remove oneself from conflict. Almost immediately, there will be more time to have fun together and to do meaningful things with each other. Friendly feelings will increase and hostile feelings will decrease. Cooperation will replace competition. A family atmosphere made to order for the development of healthy human beings will emerge but only after the war has stopped.

DELAWARE FEC INSTITUTES CIT PROGRAM

For more than 3 years, FEC has sponsored a program for counselors in training. Dr. Manford Sonstegard met with, guided, and trained these paraprofessionals on 12 weekends a year that he was brought to Wilmington for counseling at the Center. These CIT's began to co-counsel at the Saturday sessions and found parents most receptive to the idea. Attendance increased indicating acceptance. Dr. Sonstegard is very satisfied that these trainees have reached the point where they are able to operate on their own. The CIT program was intensified this fall and at this moment there are 24 people enrolled from high school graduate to Ph.D.

LEVEL I

1. Practicum in group dynamics and theory through study group leadership.
2. Counseling practicum and group evaluation using families recruited for purpose of training CIT'S.
3. Life style exploration groups (CIT's and qualified consultants).
4. Outside courses if interested.

LEVEL II.

Same basically as the general requirements listed above except more in depth in each category. Study group leading would include re-groups, teacher groups, "c" groups (small groups to help understand self) and others if interested. Counseling would progress to FEC Center in larger group setting.

LEVEL III

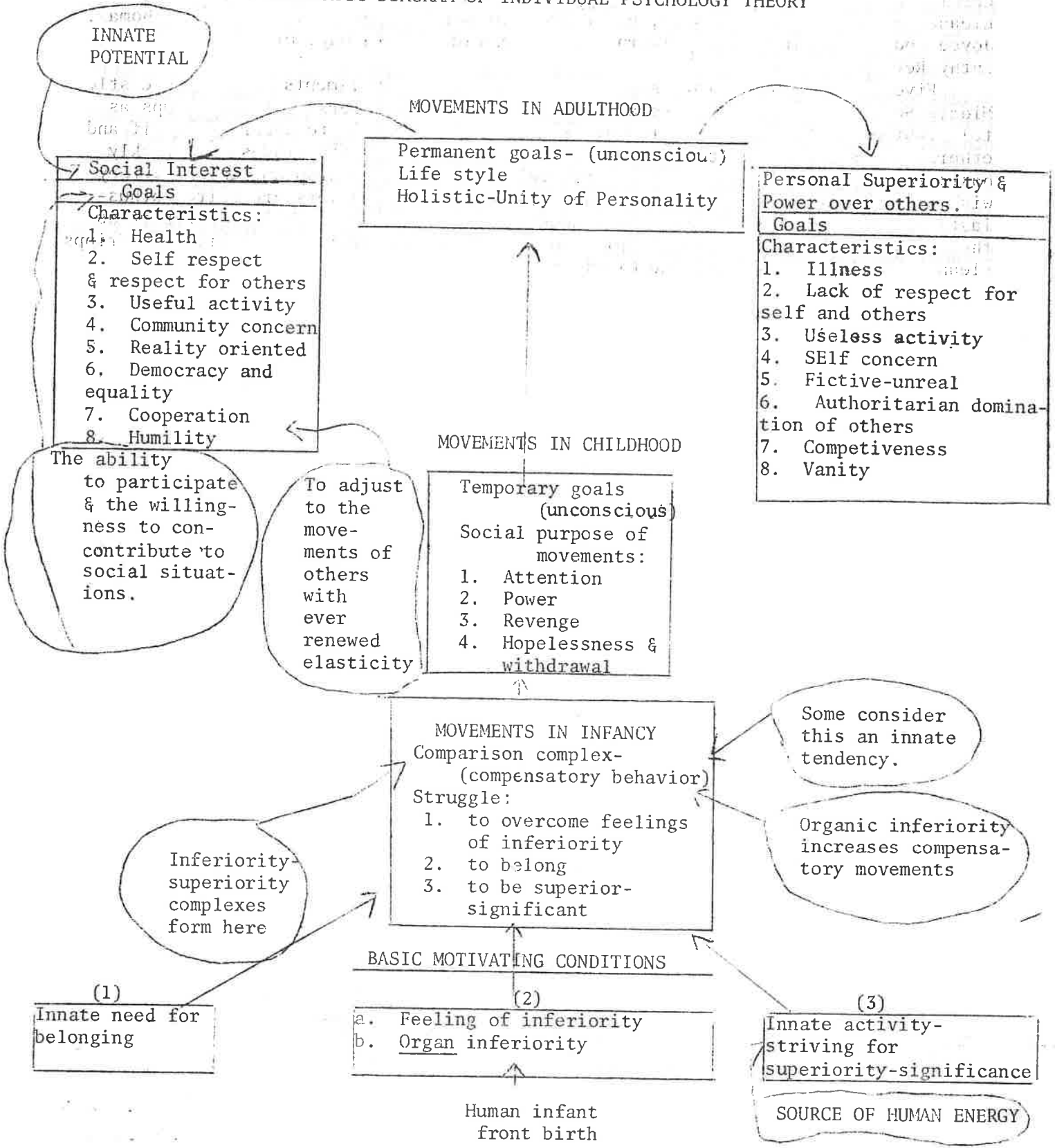
Consultant to Center. Progression from Level II to Level III would be revised by FEC Board of Directors and Dr. Sonstegard. These consultants would be available to train Level I and II CIT's if necessary and work in other areas such as Teen discussion groups, life style exploration for Level I and II CIT, innovative workshops and study groups. They may act as consultant when requested for teachers, school counselors, other FEC organizations in a temporary capacity, employee relations, and other agencies under proper professional supervision. The CIT's are responsible for keeping their own records regarding information on their progress. These files will be used in evaluation of progress level. There is no obligation to participate in the above requirements in a certain amount of time. You may progress as to the needs and time of the individual.

The group is very encouraged and enthusiastic about the program. Those who are involved are: Gloria and Barney Lane, Ann and Don Tuites, Erna and Mike Broujas, Carol and Bill Jorgensen, Jean Cripps, Dinah Vance, Andrea Parker, Gwen Heim, Eleanor Bowling, Yvonne Grossi, Pat Kague, Pat Miner, Judy McCartin, Kirby Thomas, Joyce Good, Mak Carey, Emily Thorn, Daryl Schneider, Leta Hay, Dr. Malvin Geloff, Kathy Rettig, and Joan Flack.

Five of these para-professionals are conducting experiments in the New Castle Middle School in New Castle, Delaware. Dr. Sonstegard refers to these groups as tele (purpose) - groups for personal growth. The object is to understand self and others. These paras meet with 6 or 7 students in 7th and 8th grades on a weekly basis for 5 sessions. The students are volunteers and may drop out whenever they wish. The groups have just started and all of these counselors are quite enthusiastic about the response from the students. There will be a follow up report as these sessions progress. The people who are counseling are: Pat Miner, Jean Cripps, Eleanor Bowling, Gwen Heim, and Gloria Lane.

EARNST KARL DEVELOPED THIS:

SCHEMATIC DIAGRAM OF INDIVIDUAL PSYCHOLOGY THEORY



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