

SEPTEMBER, 1974

THE PRESIDENT'S LETTER

Dear Friends,

Long ago, about 2400 years ago, in writing *The Politics*, Aristotle was moved to observe:

It is evident that the state is a creature of nature, and that man is by nature a political animal....He who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god.

The same assumption ruled in Adler's thinking, and Adlerians characteristically consider the problems of individual and society in terms of "embeddedness," viewing the lives of individuals as co-inhering within the life of the developing human community. For this reason "social interest," the capacity to take part in that development, is regarded by us as the key to healthy personality.

Aristotle made other assumptions which we do not share. Believing that only a minority had the capacity to appreciate and to enjoy the benefits of community life, he argued that the greater number must be subordinate to this elite. Since the few must lead the many in any society, the many, he reasoned, are subject to the coercions of the few.

Freud followed this side of Aristotle's thinking. Although he saw instinct and culture as opposed, and thought culture could only arise through "repression," his own work was on the side of culture. As an elitist he favored repression, not only of the instincts but also of the masses. Between *Civilisation and its Discontents* he came down on the side of civilization.

Adler's thought avoided such assumptions of opposition, and he was therefore able to see beyond all conflicting interests to the common life in which they moved toward reconciliation. Cooperation was not a desirable *ideal* to Adler. It was a fact of life, and a basis for every individual's awareness of his responsibility for the quality and the direction of the social life of which his or her individual life is a living part.

All this leads up to some observations about the new President of the United States. After five and one-half years of elitism, with all its attendant features of suspicion, secrecy, and repression, Mr. Ford has restored us to a sense of cooperation that promises to transcend our differences and that allows us to believe that continuing striving toward their reconciliation is possible.

While he was still in the office of Vice-President, Mr. Ford delivered a speech that revealed the direction of his thinking. Quoting a 14th Century Arab philosopher and historian, Ibn Khaldun, Mr. Ford found an eloquent support for what Adlerians call "the logic of social living." Aristotle, it will be remembered, was studied in the Arab world before he was "re-discovered" in European thought, and it is not difficult to trace this statement to *The Politics*. Here, however, it is free of elitism:

(cont. on p. 3)

A SUMMER WITH RUDOLF  
Report from Amsterdam by Leo Gold

The Rudolf Dreikurs Summer Institute sponsored by ICASSI met in Holland this summer. It was not just a summer school but an experience in social living as well. Three hundred people from ten countries met, studied, shared, communicated past language barriers, established friendships and experienced both in living and learning the pragmatics of Adlerian theory and practice the full meaning of *gemeinschaftsgefühl*.

The range of material covered was broad and it was as much a learning experience for the faculty as well as the students. Each country came not only with its problems and questions but also innovations in Adlerian thinking to share with the others. Students not only studied theory in class but put this into practice. Each day there were demonstrations of methods, personal experiences in groups which took learning out of the academic realm and lead rather to practical applications of the ideas taught.

Transcending all this, however, there was an additional spirit of growth, hope and conciliation as the groups from various lands lived together. To watch the German and Israeli groups come together, feel each other out and reach an atmosphere of friendship and trust was most moving. To see the Greek students celebrating the return of their nation to democracy was joyous. To see all groups each evening after the work was over come together to dance, sing and continue the camaraderie of the day demonstrated how easily unity can be established from diversity.

The summer school is certainly a fitting memorial to Rudolf Dreikurs whose talent and deep concern for the spread of Adlerian thinking and philosophy is so clearly and effectively being carried out through ICASSI. Yet memorial is not a suitable term, for the Institute is a very alive and viable organization that will, I am certain, contribute greatly to the spread and development of Adlerian thinking throughout the world.

For myself, it has been a privilege to have worked with Tee Dreikurs and the international faculty and students this summer. I look forward with much anticipation to the next institute which will be held in Greece next summer. I would strongly encourage my fellow Adlerians to come and join with us next summer in this superb learning experience.

REPORTS FROM THE REGIONS

*Region 1.* Oregon Society of Individual Psychology announces a cancellation of the ASAP Region 1 workshop planned for October. An effort is being made to organize a Region 1 meeting for late Fall.

*Region 4.* On Oct. 4 there will be an organizational meeting of Region 4 of ASAP. Contact Harold McAbee, Director of the Division of Graduate Studies, Bowie State College, Bowie, Md. 20715. The regional meeting will be held at Bowie State in conjunction with their third annual series of workshops on the Adlerian approach to human problems (see Newsnotes).

CALL FOR ADLERIAN THESES AND DISSERTATIONS

Have you ever wondered whether or not someone might find your Adlerian thesis or dissertation helpful? The Alfred Adler Institute of Chicago invites all *Newsletter* readers who have completed a thesis or dissertation related to Adlerian Psychology to send it to the Institute (110 S. Dearborn, Suite 1400, Chicago, Il. 60603) so that it may be made available through the Institute library not only to faculty and students but to researchers.

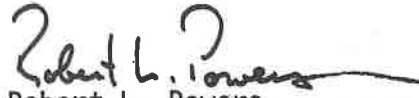
THE PRESIDENT'S LETTER (cont.)

You read in the books of the philosophers that man is by nature political.... The meaning of this saying is that the life of the solitary human being is impossible, and the existence of man cannot be complete except together with the members of his species because of his incapacity to perfect his existence and life. Therefore, he is by nature in need of co-operation in absolutely all of his needs.

Mr. Ford concluded: "That was a sound philosophy for the Arab world 600 years ago, and it is a sound philosophy for the whole world today. We should all act on it."

Adlerians agree.

Cordially,

  
Robert L. Powers  
President

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FAMILY EDUCATION SECTION REPORT

Weltha J. Logan

The response to our earlier mailing was encouraging. Shirley Gould's "Statement of Support" was extremely well received as a starting point for an ASAP section. The idea of a central office with a library, communication, and clearing-house function was considered important by everyone. Additional suggestions included:

- ...enlarging scope to include marriage centers
- ...enlarging scope to include teacher, clergy, and management education groups, and communities
- ...availability of Directory to all who wish it (for a fee)
- ...representation on the Delegate Assembly
- ...resumption of International Study Group Newsletter

There was little discussion of structure, function, or standards for membership. Mae Belle Doty suggested that we might need two additional positions to that of corresponding secretary; that of program secretary who would plan for or encourage various regions to present workshops at meetings, and that of materials secretary who would coordinate materials, packets, etc., for study groups and family education centers.

A most cogent thought came from Ray Lowe who said "We need some experience before we get too involved with too many refinements." So, to take another small step, Bill McKelvie and I would like to include the names of all our respondents on a list for presentation to ASAP in November as those interested in working on such a section. Please let us hear from you if you are interested in the work or plans for this section and would like to be represented. If there is more that you would like to have communicated, please let me know, and we will send out another letter in order to keep everyone as informed as possible before we meet together in Charleston to begin that new experience.

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Note from a Session in Psychotherapy: "It used to be that every time I found myself enjoying something I'd say to myself, 'Gee, I'm afraid this is too good to last.' Then one day it dawned on me that as soon as I said that I had already put an end to the enjoyment, and had replaced it with my being afraid. I was making *sure* that it couldn't last!"

PSYCHOTHERAPY SECTION REPORT  
Marion Clapham

Contrary to the report in the July-August *Newsletter*, there was no major purpose established at the Psychotherapy Section meeting in Chicago last May. It was a brainstorming session in which interest in and need for forming a psychotherapy section were explored. The only decisions made were: 1) to continue the exploration; 2) to meet at the Annual Convention; and 3) to correspond with me concerning appropriate agenda for such meetings. It was hoped that by publishing in the *Newsletter* the results of the brainstorming session, interested members both present and absent from that meeting would react to the suggestions with feedback to me as liaison person. As of Aug. 31, the deadline given, only one response has come in. I do not feel that a single response warrants separate circulation to the Psychotherapy Section "membership list." I do feel, however, that it warrants publication in the forthcoming September *Newsletter* and I am enclosing it for that purpose:

*Chicago, Illinois, Aug. 5*

This is in response to the notice about the "Psychotherapy Section" of ASAP. I am definitely interested in seeing such a section come into existence. Of the suggestions mentioned in the notice, I am interested in: 1) a Directory of Adlerian psychotherapists for the purpose of making referrals; 2) sharing and exploring divergent views within Adlerian psychology; 3) participation in case seminars. My greatest interest is in the sharing of knowledge with my fellow Adlerian psychotherapists; i.e., what do they do specifically and why do they do it that way.

My recommendations include the collection of names of Adlerian psychotherapists to be published in a separate (mimeographed) collection. We could advertise in the *Newsletter* for such names. I should like to see one morning or afternoon of the ASAP Annual Meeting set aside for those of us interested in sharing our knowledge of psychotherapy. During this period of time, we could 1) interview each other; 2) play tapes of actual interviews; and 3) share idiosyncratic interviewing techniques. Perhaps we could act as a therapy group and select one leader for a specified period of time so we could observe group therapy techniques as well as 1-2-1 therapy.

Above all, I believe it will be important for us to meet again at the next Annual Meeting so we may put some of our suggestions into practice.

*Dorothy Peven*

Please send your reactions or further ideas to Marion Clapham, 30 Hillsboro Avenue, Ste. 2405, Toronto M5R 1S7, Ontario, Canada.

EXECUTIVE SECRETARY WANTED

This issue of the *Newsletter* is further evidence of the growth of the Society, and of the work of the Central Office. Eugene McClory, whose work as President of the Alfred Adler Institute of Chicago also continues to increase, has asked Bob Powers to find someone else to take on the job of Executive Secretary of the Society, which includes the job of editing the *Newsletter*.

This is currently a "half-time" job, and requires some bookkeeping, clerical, and administrative skills. A general familiarity with the life of ASAP is also desirable. Anyone now living in the Chicago area, or who would be happy to have the opportunity of living here, is invited to apply. Write to: Robert L. Powers, President, ASAP, 600 N. McClurg Court, Suite 3912-A, Chicago, Illinois 60611.

## CHILDREN, DRUGS, AND "HYPERKINESIS"

From time to time we hear informal reports from Adlerians regarding incidents in which so-called "hyperkinetic" children have been successfully removed from medication after appropriate family counseling or after changes in classroom management have been achieved.

These reports should be followed up and written up. More and more voices are being raised to question the practice of medicating children for a disease which cannot be shown to exist -- except in the faulty responses of parents and educators to the energies and the enthusiasms of childhood.

According to a recent issue of *Behavior Today: The Professionals' Newsletter* (August 5, 1974), "Michigan legal services lawyers have asked the state to ban use of psychotropic drugs on schoolchildren without certification from the director of the public health department that medical need has been determined by a licensed psychiatrist...."

"Lawyers said that in the use of drugs to treat hyperkinesis and other behavioral problems 'not only the "treatment" but the "disease" is untested and experimental.' They asked that no school personnel be allowed to recommend that any parent consult a physician concerning a child's behavioral problems without first having provided the child with alternative classroom placement and educational services 'for a reasonable period of time.'"

Adlerians interested in this subject may want to share their findings with or inquire for further information from: Gabe Kaimowitz, Michigan Legal Services Assistance Program, Wayne State University Law School, Detroit, Michigan 48202.

Quote without Comment: [from *The Minnesota Adlerian*, July, 1974]

"A healthy sign of growth and communications has been demonstrated by internal criticism from individual members of both the Board of Directors and the Faculty. Used properly this can lead to growth, expansion, and vitality. It is Adlerian to examine without prejudice criticism and ideas that may make us uncomfortable; let us continue to accept ideas and programs that are 'radical.' I have a strong feeling that if we become too comfortable, we become complacent; if we become complacent, we flirt with extinction."

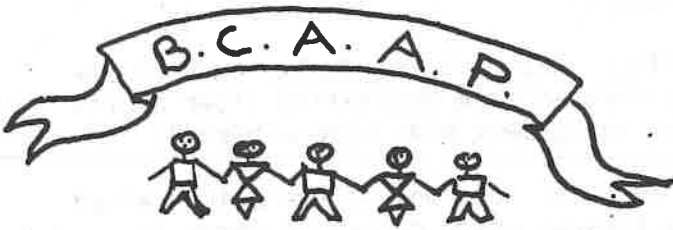
NEWSNOTES:

## REGION 1--FAR WEST

*Nanaimo, British Columbia.* Tom Beames and Ray Russell of the Office of Special Education in Nanaimo have started study groups in the area, brought in the Stambaughs to do workshop discussions on "Kids are Human, Too," "What About the Special Child?" and "How to Encourage," and have been instrumental in plans for opening a Family Education Center on Oct. 3, to be sponsored by Malaspina College.

*Vancouver, British Columbia.* Ann Platt is presenting an all-day workshop on parent-study group leadership at Vancouver Community College at Langara on Sept. 14. On the day before, Ann and John Platt will demonstrate family counseling at the same place, sponsored by the British Columbia Association for Adlerian Psychology. John Platt will also be serving on Sept. 13 as consultant to the Vancouver schools on initiating teacher-study groups using *Maintaining Sanity in the Classroom*.

NEWSNOTES--REGION 1, Vancouver, British Columbia (cont.)



On Oct. 24 and 27, a two-day marriage education workshop will be conducted by Bill and Miriam Pew. The Pews will set up a temporary Marriage Education Center where they will demonstrate by interviewing three couples and following up with a second session three days later.

Harold Mosak will present a concluding session on marriage on Nov. 9, 10, or 11.

Mileva Nastich designed BCAAP's new emblem. Please note that BCAAP's new address is Box 33823, Station D, Vancouver, B.C. V6J 4L6, Canada.

Irvine, California. The California Adlerian Society is sponsoring a workshop entitled "Contemporary Relationships: Married and Unmarried" by Robert L. Powers on Oct. 19. The conference will be held on the California State Campus at Irvine, and is within a few minutes of the Orange County Airport for the convenience of those coming from any distance. (Contact Susan Pye Brokaw, 3117 Ravenwood Court, Fullerton, Ca. 92635.)

Bellingham, Washington. The Adlerian Society of Human Relations (5009 Guide Meridian, Bellingham, Wash. 98225) has an interesting approach to keeping its mailing list updated. A blue cover sheet with the latest Newsletter was captioned "Free but not Automatic" and announced that "This is the final issue of Volume II of the Newsletter and of your subscription. Renewal is free, but not automatic. We throw the old mailing list away and start from scratch, so....IF YOU WANT TO CONTINUE RECEIVING THE NEWSLETTER YOU MUST LET US KNOW. The attached form with updated address will get you five more issues of the ASHR Newsletter. We hope you will use it."

ASHR is planning a workshop and potluck lunch for its Second Annual Meeting on Sept. 28.

Linda Skinner and Suzanne Carpenter, Practical Parenting Group leaders from ASHR, recently visited Sehome High School to talk about Adlerian ideas with the Family Living Class. A lively discussion about spanking and punishment (some students were vehemently in favor of it) ensued, and it was a good learning experience for leaders and students alike.

REGION 2--MIDWEST

Chicago, Illinois. A "State of the Institute" report, prepared by the Chairman of the Board and the President of the AAI of Chicago, is available to those who send a self-addressed stamped envelope to the Institute. It includes details on the Institute's progress towards degree-granting authority, introduction of new programs, academic modifications, etc.

A donation of \$5,000 has been made to the Institute by Harold Mosak in memory of his brother, SoI. Another donation was received from Sadie Dreikurs, in the amount of \$1,000.

Fall and Winter Workshops at the Institute include:  
 Art Therapy -- Sadie Dreikurs, Oct. 5, 19, and Nov. 9  
 Understanding Children's Misbehavior -- Bernice Grunwald, Oct. 26, Dec. 14, Jan. 18  
 Psychodrama -- Adaline Starr, Oct. 27, Nov. 17, Jan. 26

NEWSNOTES--REGION 2, Chicago (cont.)

Regular 11-week courses at AAI begin the week of Sept. 30:

Psychodynamics of Psychopathology II--Harold Mosak

Introduction to Individual Psychology I--Harold Mosak

Family Counseling I--Bernice Grunwald

Group Didactic Therapeutic Experience--Robert L. Powers

Theory and Practice of Psychotherapy and Counseling I--Bernard Shulman and Dorothy Peven

Marriage Counseling--Robert L. Powers

Retarded and Autistic Children--Howard J. Klapman

Practicum in Group Psychotherapy--Robert Cross

Small Group Supervision--Harold H. Mosak

If you are not on the AAI mailing list, write for details on the new program on Arts Therapy and the new series of Public Education through Counseling Demonstrations. The latter family education training program will begin on Oct. 23 at 8:00 p.m. with public family counseling demonstrations under the supervision of Bob Powers. (Contact AAI, 110 S. Dearborn, Suite 1400, Chicago, Il. 60603.)

Since Sept. 1, Harold H. Mosak has been in his new location at 307 N. Michigan Avenue, Suite 2018, Chicago, Ill. 60601, phone 312/263-0743. His practice includes individual, marital, family and group psychotherapy.

Sadie Dreikurs has shared with us portions of a letter from Toni and Theo Schoenaker, owners of the newly-built Rudolf Dreikurs Institute for Social Equality in Germany, "beautifully located about 450 meters high on a cliff from where there is a lovely view of the small village of Züntersbach." The Schoenakers, Logopedagogists, and R. Regine Jensen, psychiatrist and psychotherapist for children and adolescents, consider themselves students of Rudolf Dreikurs. "We studied with him in Crete; Greece; Bad Kissingen, Germany; and Zürich, Switzerland, and were very much impressed with his techniques. Since we are also very good friends of Eric Blumenthal, we experience at regular intervals both lectures and demonstrations based on the Dreikursian approach.

"We too consider the principles of Social Equality as the most important educational and therapeutic principle. Regine Jensen works according to this principle with the help of *Children: The Challenge* in counseling parents of children who have behavior problems. Toni and Theo use exclusively the principles of Individual Psychology in their work with adult stutterers. In doing therapy, we are foremost concerned with the principles of social equality and the overcoming of inferiority feelings....Our patients come from Holland, Germany, and from Switzerland."

The Schoenakers hope to begin workshops based on *Children: The Challenge* and *Psychology in the Classroom* in the Fall, and eventually to have fireside chats once a week dealing with self-education and the techniques for getting along with one another.

Bernard Shulman addressed the American Health Congress at McCormick Place during August; Harry Elam chaired the section entitled "Meeting the Emotional Needs of Patients."

Dr. Erich Sachs, 77, a physician and psychotherapist, died August 7, 1974 in Chicago.

Dr. Sachs was born in Germany and served as a medic in the German army during World War I. He was a member of the faculty of Friedrich Wilhelm University in Berlin and of the College of Medicine of Wayne State University, Detroit.

Dr. Sachs came to this country in 1938 to escape the Nazi holocaust. He was a psychotherapist for the last 20 years, and an active member of ASAP for many years. Dr. Sachs was on the faculty of AAI of Chicago and served on its Board of Directors until his death.

Survivors include a daughter, Yoa; a son, Reynold, and a brother, Rudolf.

NEWSNOTES--REGION 2 (cont.)

*Lisle, Illinois.* The West Suburban Unit, Family Education Association of Lisle is seeking a candidate or graduate of the Alfred Adler Institute with training in group leadership and experience with young children. This person will lead a weekly children's discussion group in Lisle in the late afternoon, and will be paid by FEA. If interested, telephone Barbara Mehl at 312/653-7391 or Donna Swanson at 312/355-7069.

*Minneapolis, Minnesota.* AAI of Minnesota sponsored a summer workshop called "How to Unlock the Trap of Neurosis," taught by Robert G. Bartholow. The three two-hour segments of the workshop were entitled: "Childhood Forerunners of Neurosis"; "The Perils of the Pleaser, the Mischief of the Martyr, the Dynamics of Depression"; and "The Art of Living and Freedom from Fear."

AAIM has added several Personal Enrichment Courses to their offerings, from "Growing in Marriage" to "Living with the Elderly." A course in "Counseling the Chemically Dependent Family" has been well received. Karl Hertzke will be leading a 5-week follow-up to parent-study groups called "Democratic Family Living."

The thrust of AAIM has been away from sponsoring Family Education Centers toward training groups to run their own centers. Three centers have been started this way since May, 1973. Sibley County was the first area to purchase a "package" training program from AAIM. Using revenue sharing for financial backing, and local churches for space, six local residents were trained and are now operating the Sibley Area FEC Program. Bruce Watson was the trainer.

Funds were raised jointly by a group of Bloomington-area churches and the hospital to get a Center going in Fairview-Southdale. Al Nohre, a Chaplain at the hospital, is being trained to direct the Center. Dwight Townes and Penny Brown are the trainers. Since opening, the Center has averaged 100 people per session).

Another Center has opened in Scott County under Bruce Dotter's training, and negotiations are now underway in regard to setting up a network of centers in a 19-county area of S.W. Minnesota with the help of a Kellogg Company grant. Jim McDonough, who is doing his doctoral research on the scope and effectiveness of Family Education Centers, has ample material to work from in Minnesota.

AAIM is particularly happy to be able to announce that approval was recently granted for Minneapolis teachers to gain acceptance for the State-required Human Relations credits by taking basic AAIM courses. Minneapolis teachers have shown enthusiasm for the courses and Adlerian principles, but heretofore could not receive H.R. credit for them.

*St. Louis, Missouri.* Do we have any volunteers to man a booth for ASAP and Individual Psychology at the Annual Meeting for the National Council on Family Relations and the American Association of Marriage and Family Counselors on Oct. 22-26? If you will be attending (it looks like a good program and an interesting meeting), contact ASAP's Executive Secretary, Eugene J. McClory for materials to distribute, books to exhibit, video tapes to show, etc. For registration and program materials, contact NCFR, 1219 University Avenue S.E., Minneapolis, Minn. 55414.

The Midwest Society of Individual Society (P.O. Box 1205, Maryland Heights, St. Louis County, Mo. 63043) is sponsoring two courses in the Psychodynamics of Psychopathology in the Fall: 201 will be taught on the weekends of Sept. 28 by Dorothy Peven and Oct. 26 by Harold Mosak. 202 will be taught by Mosak on Dec. 27 and on Feb. 15 by Robin Gushurst.

The Midwest Society of Individual Psychology moved to help ASAP's membership drive by featuring a long article in their Newsletter telling about the American Society of Adlerian Psychology, its purposes, activities, and the benefits of membership, and by inviting their members to ask President Ann Steele for an application blank.



MSIP is trying out two study-group models this Fall. In addition to a straight study-group model led by two study-group leaders, a "combination model" led by one s-g leader and one parent educator will combine discussion of principles with specific problem-solving in that area (e.g., if the discussion is on sibling rivalry, bed-wetting problems will not be entertained). A charge of \$10 for one parent or \$15 for two is levied by MSIP for their study groups, with a minimum number of 12 persons required for each of the 8-week groups. Leaders get \$4.00 per hour, plus 5¢ per mile.

## REGION 3--SOUTH

*Baton Rouge, Louisiana.* On Sept. 12-14, Manford Sonstegard and William McKelvie are conducting a workshop on "Group Counseling: Multiple Applications for School and Family" at Louisiana State University. The workshops included demonstrations of family counseling, group counseling with adolescents, early recollections and life-style analysis, how to conduct parent-teacher conferences, using stories for self-understanding, use of sociometrics, and models for building a family education center.

*Irmo, South Carolina.* The Irmo Family Education Association offers parent-study groups consisting of six class sessions, once a week, 1 1/2 hours each session. The classes are limited to 10-12 persons and tuition is \$40 per person, with half payable at registration and the rest on the first day.

*Houston, Texas.* *The Houston Post* of Aug. 3 featured Walter E. O'Connell in an excellent article on the opening of the new Institute for Creative Community Living. Buzz quotes from Teilhard de Chardin that "Some day - after mastering the winds, the waves, the tide and gravity - we shall harness for God the energies of love and then for the second time in the history of the world, man will have discovered fire," and equates Teilhard's concern with the person to Adler's philosophy. The well-written article concisely covers a great many Adlerian-Dreikursian concepts along with the basic facts on who, where, and when, and hopefully will draw in a sizable initial student body for the new Institute.

The following courses of the Institute for Creative Community Living will be taught at the University of St. Thomas in the Fall:

History and Systems of Growth Psychology Movements--Walter O'Connell

An Introduction to Individual Psychology--Costelloe

Group Dynamics and the Study Group Leader-- Pattye Kennedy

Family Educational Counseling--F. Dayton Salisbury

Courses will be taught at other locations in Harris County according to demand. Contact ICCL, Newman Hall, 3535 Wheeler Avenue, Houston, Te. 77004.

In addition to the above, Walter O'Connell will be teaching a two-day Encouragement Lab on Dec. 6-7 for the Academy for Creative Resources, and for a change *taking* a course at the same place on "The Theology of Nikos Kazantzakis."

*Bristol, Virginia.* The recent Adlerian family counseling and classroom management workshop conducted through the University of Virginia at the Oak Hill Academy by Dan Eckstein has resulted in an enthusiastic response by participants. Several ministers and teachers are planning parent-study groups and family education centers. Judy Eckstein's demonstration of the DUSO kit with elementary children was featured in several southeastern Virginia newspapers. Because of the beautiful mountain-resort setting and the zeal of local participants, tentative plans have been arranged to have annual summer Adlerian training work-

NEWSNOTES--REGION 3, Bristol, Virginia (cont.)

shops at the Academy. If you would like additional workshop information on it, you want to be placed on the mailing list for summer '75 information. Contact Dan Eckstein at Virginia Intermont College, Bristol, Va. 24201.

Danville, Virginia. James F. Keller is teaching a class in Parent Education for parents and professionals each Tuesday night from Aug. 20 to Sept. 23 in the Danville area. As with a similar course he taught there from June to August, academic credits may be earned through Danville Community College for these courses in Adlerian Parenting Techniques.

## REGION 4--MIDDLE-ATLANTIC

Wilmington, Delaware. The Family Education Center of Delaware (4900 Concord Pike, Wilmington, De. 19803) is implementing a memorial project for Vicki Soltz Statton. Vicki's husband has provided a life sketch of her work and contributions which FECD wishes to share with all ASAP members. Contributions made to the memorial fund will be used to purchase books on Individual Psychology for placement in the Public Library, FECD, and the library of the University of Delaware.

Born in Colorado, Vicki always loved the mountains, and her open spirit must have reflected this. However, the major influences in her life were the poverty and authoritarianism she experienced in early childhood, her probing search during her teen years for what life should mean to her, and later her discovery of Adlerian principles through meeting Dr. Rudolf Dreikurs in the late 1940's. Her perceptive and quick mind absorbed rapidly his teachings and counseling, along with the teachings of Drs. Mosak and Shulman at the Chicago Alfred Adler Institute. Most important to all of us was her gift for putting their teachings into very readable words. *Children: The Challenge* is the result. She wrote this book under much distress of medical illness and at the constant urging of Dr. Dreikurs. We all know how successful she was in presenting Adlerian-Dreikursian principles in accurate but readable fashion. She had the talent of optimizing a sentence to give the maximum meaning with the minimum of words. Her writing could seldom be condensed or paraphrased. Also, she had the talent of using "real words" to describe real situations; thus the average reader instantly identifies and gains new insight. Furthermore, every example in *Children: The Challenge* was taken from real life. Vicki drew upon observations of her own family, her relatives, her visits to stores, and the many examples brought to her in her years of involvement at the original Child Guidance Centers in Chicago. No wonder parents have so often remarked, "Vicki must have had our house bugged."

When new friends in Wilmington kept asking for some guidance in how to lead study groups, Vicki realized that the *Manual for Study Group Leaders* was needed. She brought together her experiences, her observations, and her ideas and combined them with ideas and materials from other groups (notably Oregon) and the manual was born. This was followed by a joint article with Dr. Owens Weaver published in the Delaware State Medical Journal, entitled "Feuding Parent and Child." Dr. Nikelly asked Vicki to contribute a chapter on Adlerian principles in the classroom for his book, *Techniques of Behavior Change*, published in 1970. This chapter is another example of tight, communicative writing. Her last major effort is a short but complete monograph on *Life Style* written in Vicki's style for Dr. William Pew in Minnesota. This book is being used in draft form for special teaching in Minnesota and it will be published as soon as possible. Wherever Vicki lived she stimulated and participated in developing parent study groups, training leaders, and working with groups of teenagers.

Many people have commented on the fighting spirit Vicki showed during her last years of constant pain and constantly recurring medical problems. She was not without discouragement, but her love of life and the feeling of "things needing to be done," plus the love and concern of her family, friends, and doctors kept her going.

What does one life mean? The fact that you are apt to be a more contented and effective person and your children are apt to be more responsible youngsters because of the writings of Vicki Soltz Statton gives meaning to her life - and yours.

*William O. Statton*

*Bowie, Maryland.* There will be three weekend workshops at Bowie State College on the Adlerian approach to Human Problems, Conference Chairman William McKelvie announces. On Oct. 5-6, Leo Gold will serve as consultant for a workshop on Life-Style Assessment. On Oct. 26-27, Hal McAbee, Charles McElvaney, and Bill McKelvie will lead a workshop on Group Process, and Mim and Bill Pew will demonstrate their approaches to Marriage and Family Counseling on Nov. 16-17. Graduate credit may be obtained; noncredit attendance is also encouraged. (Contact McKelvie, Division of Graduate Studies, Bowie State College, 20715.)

*Institute, West Virginia.* Manford Sonstegard is ensconced in his new job at West Virginia College of Graduate Studies, 306 Hill Hall, Institute, West Virginia 25112, phone 304/768-9711, x276. He wishes to remind all *Individual Psychologist* readers and would-be subscribers to correspond with him at this new address. Remember, too, that the IP is not forwardable; if you move, you must let Sonste know your new address.

Jonell H. Kirby and Manford Sonstegard are teaching television courses for graduate credit through the West Virginia College of Graduate Studies. Kirby will present a program on Educational Supervision and Sonste on Employment Security Counseling.

#### REGION 5 --NORTHEAST

*New York, New York.* Kurt Adler will lecture in Toronto the weekend of Sept. 27-29. On September 27, he will give a public lecture on "Prevention of Neurosis." On Sept. 28-29, he will lecture at the Toronto Institute on "Normality and Abnormality," "Meaning and Function of Symptoms," "Theory of Neurosis," and "Anxiety."

Helene Papanek has received the Merit Award from the Postgraduate Center for Mental Health for 25 years of meritorious service.

*Staten Island, New York.* The Second Annual International Continuing Education Institute on "Video in Community Psychiatry" will be held at the South Beach Psychiatric Center on Nov. 1-2. The program has been designed to meet the specific needs of beginning and experienced trainees and therapists who utilize video in the mental health field. (Contact Milton M. Berger, M.D., Director of Education and Training, South Beach Psychiatric Center, 777 Seaview Avenue, Staten Island, NY 10305 for program.)

*Saratoga Springs, New York.* R. John Huber wishes to announce his change of address to Department of Psychology, Meredith College, P.O. Box X113, Raleigh, North Carolina 27611, where he has recently been appointed Chairman of the Department. Huber notes that as a church-related school Meredith was interested in finding someone with a humanistic orientation, and Adler's beliefs are, of course, consonant with this orientation.

*Providence, Rhode Island.* Harold Mosak visited Rhode Island on Sept. 6 to lecture on Individual Psychology, co-sponsored by the AAI of Rhode Island and the Providence Family Education Center. Other Fall workshops of AAIRI will be held later by Albert Ellis and by Leo Gold.

*Woonsocket, Rhode Island.* Marcia Schmalz and Jane Gubrud of the Woonsocket Family and Child Service are co-leading a group of divorced and separated women in Woonsocket, using Adlerian principles to help the members of the group in personal growth and in dealing with the common problems of social living.

*Burlington, Vermont.* We send our congratulations to Heinz L. Ansbacher, whose autobiography is featured in *The Psychologists*, vol. 2, edited by T.S. Krawiec, along with those of other noted psychologists such as Raymond B. Cattell, Joseph Mc.V. Hunt, Gardner Murphy, and Charles E. Osgood. The 544-page volume was published in January, 1974 by Oxford University Press, and includes a very good portrait of Heinz and an extensive bibliography, along with the 50-page chapter on him.

## LETTERS

## THE PURISTS AND THE REVISIONISTS

*Blacksburg, Virginia, Aug. 29*

Some of the public discussion among Adlerians sounds a little like the old theological debates between the so-called fundamentalists (theoretical purists) and the revisionists. It would be sad to see energy and creative resources increasingly used for dividing up sides in determining who is the most "pure" Adlerian. Yet this seems to be the inevitable result of a "melting-pot" approach to membership in the Society. Ideological "ecumenism," i.e., all theoretical persuasions under the same umbrella, while displaying noble ideals, will inevitably drain the dynamism of a movement. History is most informative -- sooner or later the direction is spread broad and thin in order to appeal to all. Great pressure is built for splinter groups. One hope remains -- the storms outside makes us all glad for an umbrella, at least long enough for some hard-nosed and long-range thinking to be given to the nature of the Society.

*James F. Keller*

## TOWER OF BABEL

## "Confusion of Thoughts" or Adlerianism?

*New York, New York, Aug. 31*

Take up, please, the July-August *ASAP Newsletter* issue and read once more Michael T. Yura's excellent statement, to which I fully subscribe (p. 13). Surely, a person like Bob Postel may be given the opportunity to *advocate* "punishment of children" (*instead* of encouragement and guidance) even in an official Adlerian gathering -- to be discussed, but he *should not* be "billed" on the program as a (fellow) Adlerian. Is all what Alfred Adler and Dreikurs taught us about "punishment" (in children's education) allowed to be forgotten?

*Joseph Meiers*

## PROVOCATIVE QUESTIONS

*Belleville, Illinois, Aug. 17*

In your June, 1974 President's letter, you indeed did raise provocative questions.

For a number of years, in order not to become involved with the Certified Psychologists, I have carried on my private practice under the name of Personnel Consultant.

Since my first class in 1964 with Dr. Sonstegard and later after studying under Dr. Dreikurs, I have been a student of and practitioner of Adlerian principles. I do not believe, in our effort to do away with status, we can also do away with the principles which seem to be the heart of Adlerian or Individual Psychology. In view of this, I see no reason why I cannot say I am an Adlerian or Individual Psychologist. I think it is important that we promote the name Individual Psychology and that we also have the right to be called Adlerians. However, it seems to me further consideration must be given by the individuals within the group to 1) constantly reinterpret the principles genuinely understood to be Adlerian and 2) to "add to" the principles if such adding to stays within the framework of the "Social Interest."

I think the Adlerians in their own way find themselves in the same predicament as Christians do who find themselves within the spirit of Christ but alienated from the Dogma and the failure of the Christian organizations to keep up with the growing knowledge and understandings about the nature of man.

I am a member of the faculty teaching Psychology at the Belleville (Illinois) Area College. I have taught for many years a course twice a year which is based upon the basics of Psychology but called Child Development 250. However, it is overlaid with a complete indoctrination in practice of Adlerian principles.

I have just been to North Carolina where I listened to the opening program of the Southern Association of Juvenile Court Judges. It was a splendid presentation by Pay Myer, Behavior Therapist for the Fairfax County Juvenile Court, Fairfax, Virginia. She has a splendid program of Adlerian training, and she did not realize that her teacher from Georgetown University had taught her the Adlerian principles which Dr. Dreikurs so ably has set forth in this country.

*David M. Braswell*

## UNIQUE LEARNING AND SHARING EXPERIENCE

*Mouth of Wilson, Virginia, Aug. 22*

Enclosed is my application for membership in the American Society of Adlerian Psychology and a check for my dues.

I have had one course and participated in a workshop with Dr. Dan Eckstein from Virginia Intermont College in Bristol. Even though I have long admired Dr. Adler's theories as I was introduced to them in personality theory classes, until the workshop this summer I was unaware of the real value of the application of his principles.

The workshop, sponsored by the University of Virginia and held here on our boarding school campus, was a real unique learning and sharing experience. We had teachers, three ministers, social workers and housewives all trying to become more adept in the area of family counseling. Dr. Eckstein did a marvelous job with the course and was a real inspiration to all of us.

*Linda M. Isner*

## LETTERS (cont.)

## THE WRONG QUESTION?

Toronto, Ontario, Aug. 31

Some Adlerians have advocated turfing out other Adlerians whose thinking *appears* to them to be more divergent than convergent. Let us remember that Alfred Adler's thought and theory *continually evolved* during his entire lifetime, and he believed in the principle of evolution. Instead of asking, "Who should call themselves Adlerians?" would it not be more consistent with Adler's spirit of scientific inquiry to ask "What is the *evidence* on which different points of view or practice are based; what implications would such ideas have for Adlerian theory as a whole; etc.? The debate may be emotional, but let there *be* debate and let the questions be *scientific*. If *ideas* are accepted or rejected on scientific grounds by each member according to his current ability and understanding, then there would be no need to reject a *person* as non-Adlerian.

In closing, Eugene, I want to express my compliments and my appreciation to you and your staff on the production of a fine *Newsletter*.

Marion Clapham

FROM THE FRONTAL LOBES  
(Part 2)

The following report is a continuation of the summary of first responses to the Training Survey sent out in June (see July-August issue).

When asked, "What do you see as the criteria for good training?" ASAP members strongly agreed that these criteria should include at least three elements:

- a) knowledge of a "core" of Adlerian theory;
- b) supervised practicum;
- c) individual therapy.

Representative comments on this one included:

"Training must be didactic and experimental, with much emphasis on supervision; must be practical and fit person to practice his determined role."

"I feel a sound basis in theory (a program following one of the syllabi on Adlerian psychology) is the foundation. After theoretical knowledge, perhaps demonstrated competence is necessary."

"An in-depth understanding of Adlerian principles."

"Over-all basic knowledge of Adler and Dreikurs through reading and observing knowledgeable practitioners."

"Comprised of equal parts of theory and practise (practicum)."

"Training analysis; supervision."

"Yes, criteria to be based on a) written project, and b) demonstrations; Ansbachers' "Structure of Individual Psychology" seems to be a good starting point on which to base a test to explore the depth of a person's knowledge and understanding of Adlerian principles. It could also be used as a guide for self-evaluation. A study project could require examples and references to demonstrate familiarity with pertinent Adlerian literature."

"I would think that we need first a course in Adlerian theory as a prerequisite for everything (or an optional testing program) with the training being evaluated, and then after a person has this basic Adlerian training, then only if the individual is "cleared" for

other criteria should he/she be trained. Here is what I mean. Right now, in Illinois, I know someone with a graduate degree who in my judgment should not be given any training due to character faults. So, I'd see it necessary for survival and maintenance of high standards that we do the following:

- a) Set standards for prior academic background for training. (For example, in Hawaii we have none whatever for Adlerian family counselors, and have trained two people, and certified them, who were only high school graduates, but if we were to teach life-style analysis we might then require a Master's degree for training, despite people's intelligence.
- b) I would want some sort of clearing for character and personality. In the Chicago area, for example, I know at least two people who for various reasons I would vote against.
- c) Set standards to assure that the individual has basic knowledge of Adlerian psychology.

There was some disagreement as to whether the criteria for good training should include certified and well-experienced trainers, or whether the emphasis should be on evaluation of the *outcome* of training. Although one person suggested that good training must include "Teachers well experienced in IP and excellent teaching technique" and that there should be a "Committee of assessors to recommend accredited teachers," many others insisted that *performance* of trainees is the only way of judging good training:

"The prime criterion is 'does it work?' 'Do the students learn anything?' 'Can they perform their task better?'"

"How well the trainee does in a clinical setting."

"Performance of students."

"Good training for what? *Doing!* How effective is the person in unifying groups, in exploring dynamics, in interpretation? Does the person you are helping feel understood by you? Does he understand what is going on?"

"It must some way be based on performance. Here our group has not had the courage to certify or establish a procedure for certifying either lay people or our 'professionals.' The reluctance seems to be centered mostly among our professionals."

"Develop statement of competency and ways of demonstrating it."

"Behavioral objectives a la Mager could be used with great profit to establish criteria."

In a more lengthy commentary, which points up some of the complexity of the problem, one respondent states:

"What counts, it seems to me, is *only* one thing. Good evaluation. Here is what I mean. In Hawaii, for example, we start off each year with 20-30 students, and give each one the same training. Of the group that "graduates" by any reasonable standard only a few really understand Adlerian theory. Some go through our training and are just as stupid and misinformed as when they started. We have had people getting training who are just not bright. One man was in his early seventies and really was far out. We have had some housewives who just entered because they wanted to 'counsel' but didn't really listen or study or understand. So, we did good training, but some people caught on and some did not. Some people caught on in a very short time. One psychiatrist who went through our training, when it was all over, announced that we were fundamentally *only* a variety of Freudians, that there was no essential difference. So, in my judgment, we cannot be too concerned about the criteria for training (even though we must do something about certifying people and institutions) but we should be absolutely concerned about evaluation.

"Here is what I am talking about: let us say Mr. X has gone, say, to AAI in Chicago and has taken all the courses over a period of three years. Mr. Y on the other hand in El Paso, Texas has taken nothing but has studied Adlerian books and read Adlerian journals, and has attended various ASAP conventions, etc. On paper X is better than Y. Yet, if anyone evaluates X and Y, they might come up with the conclusion that Y is by far the better trained than X. So, in my judgment we should require training

for certification, but most important, we must have good means of evaluation. And evaluation MUST BE DONE BY STRANGERS! I saw a tragic example of this once. A woman, whom everybody liked, and whom everyone knew was incompetent, was evaluated--and passed because the committee vote had to be unanimous to pass her, and since everyone knew who voted she would find out. And so, I personally, and several of my friends, voted for her even though we knew in our hearts that she was not qualified. Not only that, the vote *must be anonymous*, so no one even on the committee knows who voted how.

"Smith counsels a family and does an excellent job in the opinion of several Adlerian counselors (say Mosak, Painter, Deutsch). Jones counsels and does a poor job in their opinion. Nothing else should count but quality of counseling. If Jones has more training, or even if Smith has no training at all, Smith should be certified but not Jones."

When we come to "How-to-do-it," one person says, "First of all, knowing pretty concretely what the *goals* of training are." As though in response to the question of goals, a second person says "Skill," and urges that we "Define what an Adlerian does." And a third person reminds us that goals and skills can only be defined "according to specialized needs; i.e., school counselor, private practice psychologist, school teacher, minister, etc."

One person cautions us to keep in mind that "The criteria need to be flexible enough to allow for persons with no formal university training to find useful ways to contribute to the movement and achieve some type of certification. It might be damaging to rely too much on the degrees listed after a person's name--degrees don't make the person; concern, cooperation and social interest does, and there's no degree for that!"

Other general suggestions for arriving at acceptable training criteria focused on tapping the resources of existing Institutes and trainers:

"Collect those already devised by local groups for specific purposes; refine, modify, and expand them."

"See catalog of AAI of New York; syllabi of AAI of Chicago."

"Existing Institutes might a) conduct self-exploration and self-evaluations and b) collaborate for the purpose of setting up criteria for good training."

"Survey the theorists."

"Enlist the aid of those now offering such."

"In Holland we had to pick up the pieces after WWII. The IP membership elected a 'scientific board' to set up a teaching course. The course was a 2-year course. After a year the students had to pass both a written and oral exam, before being admitted to the second year, again followed by exams. Nothing was done that was contradictory to the ethics and rules of the Dutch Psychological Association."

"Criteria should be developed in committee by AAI faculty and practitioners, with opportunity for input and revision by the membership at conventions."

"Publicize the criteria for certification for people who go through AAI to the general membership--how long it takes, courses and practicums required, requirements for instructors. It's possible that people have taken courses from Adlerians at various universities and institutes which would be transferable and/or adequate. Some new type(s) of certificate could be issued through ASAP so stating that the training is acceptable. This might be dependent upon recommendation from the instructor and restricted to particular areas of expertise as exemplified by the 'trainee' (e.g., marriage counseling, parent-study group leader, etc.)."

Other ways mentioned in which ASAP might handle the task were:

"Assign Task Force responsibility for defining basic components of training."

"The Delegate Assembly, being composed of elected persons from all regions of the country, as well as ASAP's Executive Board, logically might be the group which would



set up the criteria for certification. The delegates are aware of the particular problems in their area and, as they are elected by the general membership, would constitute a group we members have voted on to represent us in organizational matters."

A more personal interest was manifested by some who wish to participate in the process:

"Wow! I'd prefer to see this evolve from creative discussion and exchange such as might be possible in a congress on training."

"I believe we need to sit down and discuss this."

"I would be most happy to serve here. I am prepared by recent experience to define good training in terms of good products--can they perform?"

"Acceptable criteria could be arrived at just the way this survey is being done."

"Compile them from the answers to this, if possible. Compile and send them out again."

There was strong agreement that at the very least such criteria for good training would be useful in helping Institutes, Family Education Centers and individuals conduct self-exploration and self-evaluation (item 7). Most respondents simply checked yes, or emphasized their affirmation with superlatives such as "Obviously" or "Definitely!" Others commented that:

"Yes, would establish limits to judge my own competencies."

"Such criteria would serve as guidelines for self and group studies."

"Certainly--How else could one do soul-searching?"

"Speaking for myself, I know it can be done. To do and then listen has made me a sponge of a listener."

One person expressed the belief that *self*-exploration and *self*-evaluation must remain foremost and that there should be only "Local use of a check-list," while others cautioned that "More than criteria would be needed. A Board should supervise and visit all Centers," and "Self-analysis and self-evaluation is better with the help of an 'outsider' who is Adlerian."

When asked specifically whether it would "make sense to accredit training programs only in specific areas, such as ability to train lay counselors; parent-study group leaders; marital counselors; psychotherapists, etc." one person acknowledged that "I have some problem with this." Another dubious respondent said, "If a basic understanding of theory underlies this training, maybe. On the whole, I think rigid specialization in any field is a curse," but most favored the idea of diversified certification:

"Yes, the need is growing!"

"Yes, the strength of the organization might be in only one area and could expand to other areas of experience."

"It would seem appropriate to some; it is difficult for all programs to be all things."

"Possibly--but all levels are needed in each area."

"I think that specific areas could be accredited, but that they should be somewhat broader than the ones mentioned."

"Yes, but at the same time provide help to the Society which wants to expand its program."

"It depends; in Hawaii, we only train family counselors because we don't feel strong enough, or have enough trainers to train in other areas. In Chicago, at the AAI, they are probably able to train in all areas."

One person noted that "Accreditation in specific areas could protect the public, guide the public in selecting appropriate services, and provide a greater sense of closure to trainees in terms of goals and techniques."

Adlerians as a group do not lean toward Pollyanna-style convictions in regard to developing a certification program. When asked what the difficulties in such an endeavor might be, the answer was "LEGION." In addition to *cost*, which was most often cited, the following potential sore spots were mentioned:

"Personalities!"

"Great rivalries as to competence."

"People who don't like change."

"Faculty demands."

"Opposition by existing Institutes. (Focus on new applications.)"

"Differences in meaning."

"Getting agreement."

"Different interpretations."

"Determining who is eligible for program of supervision and/or consulting on local scene."

"State registration."

"The difficulties I foresee are the same ones I've encountered in the past: failure of communication. If I have one criticism of Adlerians it is that they have great social interest but very little social organization. It is difficult to get definitive answers to questions about acceptance into programs, accreditation, etc. I fear that unless something is done about communication there will be even more confusion."

For Institutes, one respondent detailed the following difficulties:

"How to deal with jealousies, competition and resulting 'bad feelings' amongst various 'teaching groups' within a given geographical area, especially where scars have developed through various decisions and actions over an extended period of time.

Determination of ethical/professional standards/criteria for connection between 'nonprofit' teaching and 'profitable' psychotherapy within same institution/organization setting, or involving specific individuals fulfilling both functions.

Likewise, standards, criteria, etc. relating to 'institutes' and Adlerian-oriented individual professionals not specifically related to the 'institute' either by choice or by determination of the 'institute.' In other words, how to resolve the conflict between 'making a living' and 'social interest.' (It does exist on occasion.)"

And for individuals, the same person asked: "Is there such a thing as an eclectic trainer who includes 'Adlerian' theories/ideas in her/his inventory of approaches? If so, when is she/he Adlerian; when not? If not, on what basis? Can a criteria for 'pure Adlerianism' be devised? Is such a criteria desirable? Etc., on into the night. (Including who DARES judge his/her colleague not Adlerian?)"

In more specifically Adlerian terms, one person cites the "Difficulty of imposing standards vs. encouragement. Maybe by setting up criteria that maximize self-evaluation, but there is always a risk in that, too. Maybe we risk?" Another sums it up: "Certification/accreditation always boils down to saying 'No' to some. This is difficult but even more difficult is saying 'No' in such a way that the party to whom you've said 'No' is nearly as happy as if you'd said 'yes.' This is an 'encouraging no.'"

In spite of the difficulties, our members are not lacking in ideas of how to go about certifying, nor are they reticent about suggesting who should do the job. One group of suggestions centers around Institutes—from "each Institute faculty" doing the certification, as now is done, to designation of a specific Institute or a combination of them to serve as an accrediting body.

"Certifying should be done from a central institute. I think one of the older existing institutes such as Chicago or New York (preferably the former because of a more central location) should be responsible for certifying institutes who would then in turn certify individuals."

- "Staff of such Institutes as Chicago assigned."
- "By each Institute faculty."
- "Directors of all Adlerian Institutes to agree on standards."
- "Institute staffs."

Another group favors a Central ASAP Certification Board of some type--either alone, in combination with existing Institutes, or with regional modifications:

- "Board of examiners."
- "Appoint a certifying board."
- "A Certification Board could be established from the ranks of ASAP, with equal numbers of members in direct practice and on an AAI faculty."
- "A highly qualified ASAP certification committee."
- "A group of knowledgeable Adlerians should take exams of candidates."
- "An official ASAP qualified committee to be selected on the basis of excellence."

Others took the polar view, that "needs of areas vary; must be done locally," or "Maybe local group consensus, plus one or two visiting certifiers." A third person suggested that certification be done by "ASAP, AAI of Chicago, peer society in that order."

Certifying through the regions is important to many:

- "Regional teams."
- "Senior Adlerians from the same area."
- "How about regional clearing boards, staffed by recognized Adlerians, where affiliate groups or their representatives could personally present group qualifications for certification? It seems reasonable individuals seeking certification could personally represent themselves."

"I would like a board within my region to do the certifying. Certifiers should be selected on the basis of their demonstrated competence. Then regions should vote for their respective certifiers."

- "Over-all control by ASAP, with regional-certified "certifiers."
- "Committees made up a) in each Institute feeding into b) a central committee."

"I think that what is needed are two levels of certifiers. First, a central group of 'super-certifiers,' say six people (distributed nationally) and they in turn, requiring complete consensus, will have the authority to certify people in special areas as 'certifiers.' For example, let us say that this super board would consist of Oscar Christensen (Arizona); Robert Powers (Illinois), Abraham Zweibel (Florida), Leo Gold (New Jersey), and Helene Papanek (New York). They will examine credentials of say, Charles Schuetz, Hawaii, and maybe certify him as a qualified examiner for family counseling. I, on the other hand, might be certified in three or four areas. Gene Painter might be certified in two or three areas, etc."

In response to the question "Who would you like to do the certifying?" and "How would the certifiers be selected?" the initial response seems to have been "Wow, that is a question!" or "There's the rub." Nevertheless, our members are not left speechless. There were some who volunteered ("I believe I should be one of the certifiers"), and others nominated specific individuals--often those under whom they had studied--to be on such a Board. Names mentioned in this connection were: Oscar Christensen, Leo Gold, Harold Mosak, Helene Papanek, Mim and Bill Pew, Robert Powers, Bernard Shulman, Manford Sonstegard, and Abraham Zweibel.

Concerns in selecting such an accrediting body focused most frequently on the need for persons widely recognized to have demonstrated competence:

- "Recognized Adlerians."
- "Qualified Adlerians."
- "Demonstrated ability."
- "Competency as therapist only."
- "According to expertise in related field."
- "Should be selected on basis of professional ability. Some Adlerians are good therapists but not counselors."
- "Trainers should be certificate holders from current AAI's, or the equivalent. Non-certificate holders should pass an examining committee composed, in part, of certified institute faculty."

"At the very least, ASAP could set up minimal requirements for faculty members, which would include standards of *their* training. Finally, competence can only be judged by those who have already proven their competence. I cannot envision objective testing as a measurement of achievement in Adlerian methods. Too much depends on personal attitudes and attributes, and the quality of relationships."

One less than fervid respondent acknowledged, "Probably have to start with the 'big wheels,' then gradually add or replace with those certified."

Getting down to the specifics of selection, the following suggestions were made:

- "Nominations by consensus; vote by members."
- "First group by nomination and election regionally."
- "Selected at convention by nomination from nominations committee and floor."
- "Ballot? Committee? Perhaps a Board which has staggered terms."
- "Appointed by President of ASAP."

"The certifying group must be selected in some absolutely acceptable-to-all manner, and should be representative of the regions as well as the professions....This will be a touchy area, and is certain to create dissention, especially regionally. What *must* be done is to have a balanced proportional delegate group including in relation to their numbers, representatives from different geographic areas. For example, we have approximately 450 ASAP members, and distributions on this group could be in terms of regions, or by states: thus I count 13 Adlerians in Oregon, 28 in California, 32 in Minnesota, 57 in New York and 81 in Illinois. The group should consist of at least a dozen individuals selected in an open manner by voting, so that every Adlerian would know what is going on and have some method of participating in the selection of the delegates.

Also, I would suggest, if possible, to have some sort of balance in terms of ages, sex, professions, etc. Thus, a small group of psychologists and psychiatrists *would not* be representative."

In terms of the mechanics of a certifying procedure, the following general suggestions were made:

"Criteria should be set up for different levels of training, not different divisions. Everyone should learn basics; those who wish to learn practical aspects of child guidance and social living could do so, without a degree. Persons with more formal education and other responsibilities, such as in the field of education or therapy, should meet more rigorous requirements and wider competence, but achieve the practical training as well."

"The method should be on the basis of individuals first. When a particular group wishes to start an Institute, they will then have a core group around which to build. Difficulties should not really arise."

"A training program has to meet the needs of all ASAP members. Therefore a committee could be set up with representatives of New York and Chicago Institutes and several Family Education Centers which have good training programs to set up guide lines and certification procedures for all training programs. A program could be certified when it has Adlerian staff adhering to the guide lines.

For those to be trained as Adlerians at an Institute now, one has to reside in either Chicago or New York for at least three years. This is very discouraging to relocate for this purpose. That is the reason I didn't apply but instead I could afford a month away from my family and work for intensive training. So I applied to the Gestalt Institute in Cleveland. They were more realistic in terms of training time. This should be taken into consideration in the future.

The training programs could be uniform, with different areas of speciality: counselor/therapist, child care worker, parent education groups and teacher. The most difficult to regulate would be the counselor/therapist who would have to adhere to other regulations such as state license and National Health Insurance Plan. The latter would be the most difficult--if ASAP is not ready to supervise or regulate itself, then the medical profession would do it for us. And we know what that would be like."

"Certifying the individuals would seem to be the first step. A board of Adlerians from the various competency areas in Adlerian Psychology might develop a basic qualifying examination with other speciality examinations to be available upon demonstrated competence in the general theory, history and philosophy section."

"A study project could be conducted on a correspondence basis so that the applicants could work at their convenience. Evaluations could be done by regional representatives of ASAP certified for this particular task. Applicants could be requested to submit their project with a copy for their Training File to be kept at Central headquarters. Evaluation would be easier if projects were submitted by Sections and if a guideline of reference sources for each point were available to evaluators.

Regional Certification Workshops for demonstrations in specific areas could be set up such as Family Counseling; Marital Counseling; Parent Study Group Leadership; Life Style Analyses - Family Constellation/Early Recollection interpretations. This could be an incentive for local groups to hold "practice sessions" to assist their members to prepare for specific certification. (Social interest demonstration.)

From my experience at the university, I would suggest that sponsorship of any Institute would require a careful screening of instructors so that their orientations were clearly defined. Certainly, if the term 'Adlerian' is used, then that particular division of studies should be clearly separated from general survey courses dealing with theories and techniques. Also only those instructors who identify themselves and are recognized and certified as committed to the Adlerian viewpoint should present Adlerian theory, technique, and practicum."

"One way is to contract with existing Institutes, with already certified personnel, for a) instructors to teach on-going courses required for certification; b) consulting with and supervising Adlerian trainers-to-be, those practicing Adlerians during visitation referred to in (a)."

"For institutes, a) conference/congress of one representative from each of the currently 'recognized' Institutes, *plus* at least one other recognized professional Adlerian from each geographical region *in no way currently related to an institute* to develop certifying criteria; b) establish a 'visiting team' from above group, or otherwise, to visit, explore with board, faculty, students, etc., receive reports, requests, recommendations and other relevant information, and then make a recommendation to the next Delegate Assembly regarding possible Certification.

For individuals, also (a) above; b) invite resumes, recommendations, etc. from prospective trainers; c) establish a time/place for a board exam/conversation/interview (whatever) at which to review personally with candidate by representatives

her/his qualifications, etc. Time/place might best be related to time/place of regional, delegate, or national convention."

"I see as absolutely necessary a) the establishment of a super-group handling training, b) this group must be based on a representative (geographically, European-American, sex, professional, etc. basis), c) setting of suggested training criteria, d) establishment of really competent anonymous judges (as for ABPP).

Your further reflections and comments are invited, both on these matters and on the new survey (see questionnaire flyer). If any organization has considered the questions on the original survey (items 12 through 17), we would appreciate your help in redesigning a survey form which might be sent out to all Adlerian training organizations for self-exploration and self-evaluation, including what you may have learned from your own discussions which may prove useful to others.

#### EXECUTIVE COMMITTEE MEETS

Bob Bartholow, Leo Gold, Edna Nash, and Frank Walton, officers of ASAP, met on Sept. 7-8 with President Bob Powers in Chicago to make plans for the coming Delegate<sup>2</sup>Assembly meeting in November. Past-President Walter O'Connell was unable to attend.

#### Recommended Reading

A delightfully different small book is *WORK, LOVE AND FRIENDSHIP: Reflections on Executive Lifestyle* by Allan J. Cox, an accomplished management consultant who uses an Adlerian viewpoint in the reflections he shares with the reader about his work and his personal life. Available from AAI of Chicago, cloth cover, \$5.95.

Another small book, *How to be Your Own Best Friend* by Mildred Newman and Bernard Berkowitz, is a best-seller, and not without reason. A pleasure to read, and helpful to pass on to friends, relatives, and clients. Cloth cover, \$4.95 from AAI of Chicago, 110 S. Dearborn, Suite 1400, Chicago, Il. 60603.

*Editor's Note:* Whatever arrives by September 30 has a good chance of appearing in the October issue; later arrivals might get squeezed in, too, so send the newsletters and notices on in. Announcements sent a month in advance of your lecture or meeting enables others to attend.

*ASAP Newsletter*  
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