

North American Society of Adlerian Psychology  
**The NASAP Newsletter**

June, 1992

Volume 25, Number 5

**Chicago '92 Convention**

We appreciate the hard work of our hosts, the Adler School of Chicago. Thanks for making the 40th convention a success. We were last in Chicago in 1976, with Ashley Montague as the keynote speaker.

**Toronto 1993**

The 41st annual convention will be in Toronto, Ontario, Canada on June 10 through 13, 1993 at the Four Seasons Inn on the Park. Program and workshop proposals will be sent out late this summer for your receipt in early fall.

**Outgoing Executive Committee**

Thanks are expressed to members who have served NASAP as the 1990-1992 Executive Committee:

Joyce L. McKay, Ph.D.  
Tucson, Arizona  
President

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Vancouver, British Columbia  
First Vice-President

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Secretary

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Treasurer

Don Dinkmeyer, Jr., Ph.D.  
Bowling Green, Kentucky  
Past President

**Election Results**

The Clinical Interest Section announces the following Delegate election results:

John F. Newbauer, delegate  
Len Sperry, delegate and Chairman

**DOB: May 16, 1952**

by Jerianne Garber  
NASAP Central Office

"There were fewer than 50 Adlerians in the United States when we founded the American Society of Adlerian Psychology" (ASAP), reminisced Dr. Harold Mosak, a founding member and former president of the Society (1967-68). "About 90 percent of these were refugees from Hitler, mostly Viennese and most of them lived in New York." The inaugural meeting of ASAP (now NASAP) was held in New York City on May 16, 1952.

In a speech to that first group, Dr. Alexandra Adler, the first president, noted that three major groups had formed across the United States. The New York Society for Individual Psychology, in operation since 1926 when Alfred Adler arrived in the United States, had both an Institute and Consultation Center. In Chicago, the Individual Psychology Association had been functioning since 1934 and Dr. Rudolf Dreikurs founded several Community Child Guidance Clinics in 1937 and the Alfred Adler Institute in 1952, now the Adler School of Professional Psychology.

On the west coast, Dr. Lydia Sicher was leading an Individual Psychology group which sponsored a nursery school, a Counseling Center, and a Training Institute. "The necessity to organize the various groups and members on a national basis became more and more urgent," said Dr. Adler at that first meeting. "It was, as so often, the organizational genius of Dr. Dreikurs which is basically responsible for our being here today."(1)

In addition to Drs. Adler, Dreikurs and Sicher, other prominent Adlerians were members of the first Board of Directors: Dr. Irvin Neufeld, Dr. Janet Greene, Dr. Heinz Ansbacher, Dr. Kurt Adler, Dr. James Howard and Dr. Sibyl Mandell. ASAP's first conventions were one and a half days of paper reading, Dr. Mosak told the *Newsletter*. "You'd hear paper after paper after paper on Social Interest."

It was during Dr. Mosak's presidency (1967) that the annual meeting was broadened to include demonstrations, including Dr. Dreikurs' first public demonstration of family counseling at an ASAP meeting. Dr. Mosak said he also added an evening session called "Conversations with Senior Adlerians". Dr. Dreikurs, Dr. Kurt Adler

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**Happy Birthday, NASAP!**

## From Your Regional Reps

### **Robert Brooks and Teaching Self Esteem**

by Amy Lew, Ph.D., Region 5 (Northeast) Delegate

The Self-Esteem Teacher by Robert Brooks, Ph.D. is good news for Adlerian parent and teacher educators!

Regional Delegates got into an interesting discussion during last November's DA meeting. In an attempt to brainstorm ideas about how to deal with mistaken ideas and negativism about Adlerian approaches, it was again agreed that we need more research to back up our claims. Therefore I was very excited to receive a copy of Robert Brooks' new book "The Self-Esteem Teacher" published by American Guidance Service (AGS) as part of a video based teacher training program, "Seeds of Self-Esteem".

Although Bob didn't know he was an Adlerian, (until I informed him) he presents many Adlerian ideas with warmth and humor. He talks about the importance of creating a sense of identity and belonging in the school. Brooks encourages the teacher to develop empathy, which he defines as "seeing the world through the eyes of another person." (Sound familiar?)

He stresses the importance of encouragement, developing responsibility and allowing children to make a contribution. He cautions teachers to help children learn from their mistakes and not see them as failures. Bob also emphasizes the need to provide opportunities for problem solving and decision making, to give choices and develop self-discipline through constructive limits and consequences.

So what's new and exciting about that? Well, not only does Bob make a compelling case for this approach, with his many examples drawn from years of experience as a child psychologist, faculty member at Harvard Medical School and director of instructional programs at McLean Hospital. He backs it up with lots of research. The combination is just what the Adlerian doctor ordered. New ways to present what we already know is effective and the facts to support it.

I haven't yet been able to view the video program but I've heard it is quite good too. The book and the videos are available through AGS whose toll free number is 1-800-328-2560. If you like the book, drop Bob a note at McLeans' Hospital, 115 Mill Street, Belmont, MA 02178. I know he would find it encouraging and I would like your help in showing his Adlerian affinity.

#### **The NASAP Newsletter**

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## **Editor's Notes**

The Chicago convention marks the end of ten consecutive years of service to NASAP on the Executive Committee. I've served in various positions, but always part of a group that was enthusiastic, committed, and encouraging. It's truly been a highlight of my professional career.

I've worked with Amy Lew, Betty Lou Bettner, Brenda Even, Joyce McKay, Clair Hawes, Kathy Walton, Marion Balla, Neva Hefner -- women whose families included NASAP for years of service in our common good. Guy Manaster, Jim Bitter, Ed Abelson, Steve Maybell, Bob Armstrong, and Bill Nicoll gave a sense of fellowship and commitment to our organization. The many, many others who served on the Delegate Assembly are living proof of social interest. To all of you, my thanks for working together.

I hope to continue to serve NASAP as the Newsletter Editor. This is an opportunity to do something I enjoy and continue to make a difference to NASAP.

This monthmarks a birthday for me, and NASAP. In fact, we were born within a few weeks of each other. I know NASAP has made a difference, and I look forward to the opportunities in the present and future.

Happy Birthday!

### **Donations**

Kay Sheehan

In memory of Udelle  
Friedland, from Kamakaokalani  
Penny Scott

For convention scholarships,  
from Carole B. Aderhold

*Donations can be made for a specific program or purpose, or to honor or in memory of an individual.*

## The "Rediscovery" of Interventive Interviewing

Interviewing has traditionally been described as either diagnostic or therapeutic. Whereas diagnostic interviewing elicits data about symptoms and early life determinants, therapeutic interviewing follows it by one or more intake and evaluation sessions and focuses on insight and change. Today, the trend toward more time-limited and cost-effective treatment has seen the blurring of diagnostic and therapeutic interviewing into what is called "interventive interviewing".

In 1987, Karl Tomm, M.D. proposed the concept "interventive interviewing" to describe questioning that sought not only information from the individual, but also a change in how the patient processed information. In other words, the intent of the clinician's questioning is to impact the individual's cognitive processing of the questions themselves which will facilitate therapeutic change, aside from the content of my specific answer to the questions (Tomm, 1987). White and Epston (1990) have also described interventive interviewing.

For Adler, diagnosis and treatment were so closely related he discussed diagnostic interviewing strategies in his 1932 paper "Technique of Treatment" (Adler, 1964). In 1933 Adler detailed an interview schedule which included both diagnostic and therapeutic queries which appears remarkably similar to the interventive interviewing strategies (Adler, 1956 p. 408-9).

Interestingly, Adler believed that an experienced clinician could gain considerable insight into the life style of the individual within about half an hour. The rest of this paper described three common types of questioning strategies utilized in interventive interviewing. The reader will note the similarity in these questioning strategies to the type of queries in Adler's interview schedule for adults. These similarities reflect the current "rediscovery"—without apparent recognition or citation—of Adler's genius as a clinician.

### *Circular Questions*

Circular questions are extremely valuable in mapping an individual's or family's relational world. Circular questions are based on circular rather than linear causality, i.e., that A effects B and B, in turn, effects A. Circular questions elicit the patterns that connect individuals and are thus a mainstay of systemic therapy approaches. They are questions about comparisons and differences, and form the basis for reframing life events. Some examples of circular questions are: Besides you, who else worries about your wife's depression? Who worries more, you or your daughter? When you wife is depressed, how do you respond? How do you respond to her response? How does your daughter react to this? How do you respond to your daughter's reaction?"

Adler suggests a similar type of question in his 1933 interview schedule. One of his questioning sequences is: "How many brothers and sisters have you? What is their attitude toward you? How do they get along in life? Do they also have any illness?" Another questioning sequence is: "What sort of persons are around you at present? Are they impatient, bad-tempered or affectionate?" (Adler, 1956, p.409).

### *Reflexive Questions*

Reflexive questions are also based on circular assumptions and are intended to influence the patient or family in an indirect or general manner. They help individuals generate new perspective or contexts. Reflexive questions prompt patients to reconstruct meaning or shift contexts. Their intent is to facilitate and mobilize the individual's or family members' own problem-solving resources. Such questions can facilitate an individual or family member to think about the implications of their current perceptions or behavior and consider alternatives. Some examples of reflexive questions are: "If you were to share with her how worried you are about her depression, what do you suppose she might think or do? Let's suppose she was resentful about something but feared bringing it to your attention, how

(Continued on page 4-->)

### About the Author

Len Sperry, M.D., Ph.D. Medical College of Wisconsin, is a Contributing Editor of the NASAP Newsletter. He is also a faculty member of the Adler School of Professional Psychology, Chicago. Dr. Sperry is a delegate from the Clinicians Interest Section.

Dr. Sperry was recently elected Chairman of that Section and has been appointed to the special task force examining NASAP's future (see President's Message on page six of this issue).

We are grateful for his contributions to the literature through the many articles he has contributed to the Newsletter. Contact the Central Office for reprints and permission to reprint this article.

### About the Series

This is the second in the "Genius of Alfred Adler" series. Articles relate Adler's time-honored formulations and methods to current applications or developments in the health, behavioral, and organizational sciences.

The first article (January, 1992) was on Allan Cox and "Work, Love and Friendship". The next article, scheduled for the September issue, will address Lifestyle as a central theme across a wide variety of psychotherapies.

## --The Genius of Adler's Interviewing (from page 3)

could you convince her it was safe to tell you? If her depression miraculously cleared up, how would your lives be different?"

This last question is reminiscent of "The Question" (Adler, 1964): "If I had a magic wand or magic pill that would eliminate your symptom immediately, what would be different in your life?" Actually, several other authors also take credit for "The Questions" besides Thom (1984). Insoo Berg (in press) and Steve De Shazer report that in 1984 they developed "The Miracle Question". It is basically restatement of Adler's Questions published in the 1929 edition of Problems of Neurosis (1964a). In his interview schedule Adler also proposes a reflexive question: "What occupation would have interested you the most, and if you did not adopt it, why not?"

Is "The Miracle Question" a recent discovery, or an unknowing restatement of "The Question"?

### Strategic Questions

Strategic questions are the mainstay of strategic therapy approaches. Their purpose is to alter the individual's behavior in a therapeutic direction. While based on linear assumptions of causality, this type of question assumes that when the clinician discovers dysfunctionality, he or she can proceed to correct or change it. Strategic questions are a powerful mode of influencing individuals, couples or families, either overtly or covertly. Some examples of strategic questions are: "Why don't you talk to her about your worries instead of you daughters? What would happen if for the next week you would suggest she make breakfast every morning instead of staying in bed until noon? How come you're not willing to try harder to get her up and around? Would you prefer making sure she gets up every morning or confronting her with your fears that she might overdose?"

Adler's use of paradox in his stories and in paradoxical injunctions, such as prescribing the symptom, reflect strategic questions. For example, when an individual complains of inability to fall asleep within a reasonable time interval, the clinician might prescribe the symptom by requiring the patient to remain awake for as long as possible. The patient will faithfully follow the directive, or become perplexed or even angry at the clinician and refuse to comply with it. In either case the patient falls asleep and the problem is solved.

### Concluding Note

Fifty years after Adler proposed some radically unique strategies for questioning and interviewing individuals, "interventive interviewing" has been touted as a distinctly new method. This unwitting "rediscovery" of one of Adler's unique contributions suggests how little most clinicians know about the actual contribution of Alfred Adler and Individual Psychology.

Many who consider themselves well-educated only associate concepts such as inferiority complex and birth order with Adler, convinced that he made no other contributions. Here is an instance where "a little knowledge is dangerous" and paves the way for the contributions of Adler to be invented anew by subsequent generations. This phenomenon could prompt NASAP leadership to examine how effective and faithful they have been to NASAP's mission of promulgating the principles of Individual Psychology.

"Many who consider themselves well-educated only associate concepts such as inferiority complex and birth order with Adler, convinced that he made no other contributions."

### References

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## About NASAP Members

**Gregson Parker** has been elected Treasurer of the Oregon Society of Certified Public Accountants. Gregson has served NASAP as a member of the Delegate Assembly.

**Jim Bitter** and Lynn Williams are the proud parents of Alison Harper Williams, born on December 22nd (Editor's Note: Sorry I didn't get this in sooner, but at least the lifestyle hasn't formed yet!)

**Walter "Buzz" O'Connell** is a nominee for the Texas Silver Haired Legislature. He writes a weekly column, "Close to Eternity" for the Bastrop, Texas paper. Buzz will receive a distinguished service award from NASAP at the Chicago convention. He was President of NASAP in 1971; an article by Buzz will appear in an upcoming issue of this *Newsletter*.

**Cam** and **Betty Meredith** were presented the Alfred Adler Memorial Social Interest Award by the Midwest Society of Adlerian Psychology in St. Louis this spring. Cam is recovering from recent surgery and is doing well.

**Betty Lou Bettner** and **Amy Lew's** book "Raising Kids Who Can" is now available in bookstores under the HarperCollins imprint. This edition is virtually identical to the one released last year, with a new preface and a short chapter on setting family goals. The book will also be released in German and Estonian later this year. Amy and Betty Lou want NASAP members who purchased the book to know you can receive free copies of the new chapter by sending a self-addressed, stamped envelope to Connexions Press, 10 Langley Road, Suite 200, Newton Centre, MA 02159.

### Deadlines and Books

The next issue will be July/August. The deadline for the September issue is August 10th. Please note we always welcome suggestions for book of the month (see at right) and letters to the Editor as well as article suggestions.

## Book of the Month

Book of the Month continues with the humorous, helpful parent education resource, Life in the Family Zoo, second edition, by John Platt, Ed.D.

Through a special arrangement with the publisher, you can receive a copy of this book for \$8. This price is 20% below the cover price of \$10. At the same time, NASAP will benefit by receiving a portion of your purchase price.

Life in the Family Zoo addresses such issues as:

*Lying and Fighting*

*Why Punishment has lost its effectiveness*

*The family constellation*

*Goals of behavior*

*Specific techniques to help children feel needed*

*Encouragement*

This second edition (paperback) is 114 pages and a welcome addition to any professional library. We have a limited number of books available at this price, so we ask that you limit your order to no more than five (5) copies.

### Order Form

Please send \_\_\_ copies of Life in the Family Zoo at \$8 each.

(Add \$3 postage and handling for your order; \$4 to Canada)

\_\_\_ Check or Money Order enclosed (US Funds, please)

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## *President's Message*

I have been privileged to serve as your President for the past two years. During that time we have experienced tremendous upheaval and change throughout the world. Much of this change was occasioned by people seeking equality and democracy. A number of our members have sought to help these people address the challenges.

NASAP members — regardless of our personal and professional interests: Clinical, Education, Family Education, Counseling and Therapy, Business and Organizations, or Theory and Research — believe in a single theory. That makes us unique as an organization. It also provides us with an opportunity to serve in a leadership role and shape the history of the 21st century. Governments of the United States, Canada and the rest of the world are attempting to learn how to integrate the concepts of equality and democracy into social programs. We are at a critical juncture. We can regress or move forward.

NASAP is not immune from the events which shape our world. We are searching for a direction and identity as we enter our fifth decade. Should we remain a small organization which exists solely because we identify with a theory? Should we become an organization which exists to address the professional concerns of some members? Should we adopt a position which accepts only majority opinions and discourages those who disagree? How do we deal with ethical dilemmas?

As President, I believe it is my responsibility to encourage discussion of all points of view. The result of this is the formation of a long-range planning committee to chart the future of NASAP. This committee will meet for the first time in Chicago. The members are: Frank Walton (Chairman), Marion Balla, Jim Bitter, Jane Griffith, Claire Hawes, Joyce McKay, Bill Nicoll, and Len Sperry. We seek your input as we address the issues you think are relevant to NASAP and its future. Equally important are the ways NASAP can meet your needs.

As Past President, I will continue to work to achieve the structure you envision for NASAP. Thank you for letting me serve you. —*Joyce L. McKay, Ph.D., President, 1990-92*

## -- NASAP Celebrates 40 Years (from page 1) --

and Dr. Ansbacher would each take a corner in a large room. "Students could move about and ask about anything they wished to know."

The actual concept of providing training at the annual convention didn't occur until two years later when Dr. (W.L.) Pew (President 1968-71) appointed Dr. Mosak chairman of the "New Jersey Training Committee" (Pre-Post Workshop Committee). "We gave our first workshops at the convention in Mount Hood, Oregon" (May, 1971), said Dr. Mosak. Those two-day workshops were conducted by Robert Powers, Dr. Leo Gold, Dr. Oscar Christensen, Jr. and Dr. Mosak. In the next two years, training took precedence for ASAP and sessions were conducted across the country in Champaign, Houston, Minneapolis and Toronto. More Adlerians contributed their knowledge and talents to the workshops including: Dr. Kurt Adler, Dr. Bernard Shulman, Bernice Grunwald, Dorothy Peven, Dr. Manford Sonstegard, Bina Rosenberg, and Dr. Walter "Buzz" O'Connell.

In 1973 the face of ASAP was profoundly changed. Up until this time there were five classifications of membership with only "active members" allowed to vote (those approved by the Board). A constitution amendment made one class of members with all members having voting rights. This constitutional change prompted a growth spurt in ASAP's membership from less than 500 (250 active) in 1973 to over 800 by 1976. A Central Office was created in 1974 in Chicago and the following year a parttime paid administrator was hired, Neva L. Hefner, who is still Executive Director today. ASAP was renamed NASAP in 1977 in order to recognize the significant contribution of the Canadian Adlerians.

NASAP presently has 1,100 members in North America and other continents. Throughout NASAP's growth and many changes one thing has remained consistent —the need for Adlerian psychology. The words of LeRoy Bowman, in his opening remarks as chairman of the first ASAP meeting, reflect this need and still ring as true for Adlerians today as it did in 1952: "It (Adlerian psychology) stresses purpose at a time when purpose for many people is losing its potency and meaning. It stresses individual responsibility in the community — whether it be local or the national community, and spells out democracy in its deepest meaning to each striving person at a time when democracy needs reinvigoration in the hearts and minds of individuals."(2)

### *References*

- (1) American Journal of Individual Psychology, Vol. X, Nos. 1 and 2, 1953.
- (2) Ibid.



# News and Events<sup>7</sup> from the Regions

## Region I - Northwest

**Vancouver**—The Adlerian Psychology Association of British Columbia (APABC) will conduct Introduction to Professional Issues, C501, with Dr. Clair Hawes, on June 5-7, and Research Seminar, C498, on June 26-27-28. Contact APABC, 210-2525 Manitoba Street, Vancouver, BC V5Y 3A7, telephone 604-874-4614

## Region II - Midwest

**Pratt, Kansas**—Summer camps at Pratt Community College will include "The Therapeutic and Healing Uses of Humor" on July 24-25 and "Developing Encouragement Strategies for the non-college bound Student", August 7-8. Contact David Lemire, Ed.S., NCSP, Pratt Community College, Highway 61, Pratt, KS 67124. Telephone (316) 672-5641.

**Hopkins, Minnesota**—AAI-Minnesota sponsors Betty Lou Bettner and Amy Lew on June 4 and 5th, on "Raising Kids Who Can"; Sam Keen, author of "Fire in the Belly" on September 26th. Call 612-933-9363 for additional information on these and other AAI-M events.

**Chicago**—The Americas Institute of Adlerian Studies (AIAS) offers a three course Program for Professionals in Individual Psychology. Courses may be taken in any sequence at any location; 30 APA or NBCC credit hours per course, BRN credit available, Category 2 credit for physicians. Current schedule: June 25-28, Applications. Contact: Jane Griffith, 600 N. McClurg Ct., Suite 2502A, Chicago, IL 60611-3027. 312/337-5066.

**Chicago**—The Adler School of Professional Psychology is the Host for the 40th annual NASAP Convention. Contact Bryna Gamson, Adler School, 65 East Wacker Place, # 2100, Chicago, IL 60601-7201; (312) 201-5900; fax: 201-5917.

## Region III - Southeast

**Myrtle Beach, SC**—The South Carolina Society of Adlerian Psychology will conduct its 10th annual fall Conference on September 25 - 27 at Springmaid Beach in Myrtle Beach, South Carolina. A call for program proposals has been mailed. If you want to submit a proposal but did not receive the form, contact: Frank Walton, 1313 St. Andrews Road, Columbia, SC 29210.

**Orlando**—The 16th annual Region III Conference will be held on February 25-28, 1993. Contact: Don Dinkmeyer, Jr., Coordinator, (502) 781-9481 or fax 781-1550.

## Region IV - Middle Atlantic

**Lanham, Maryland**—The Region IV Conference will be held on November 13 - 15, 1992. Theme is "Confronting Adversity with Courage: A Proven Approach for the '90's". Contact Terri Crovato at 301-384-2764 for additional information.

## Region V - Northeast

**Toronto**—Alfred Adler Institute of Toronto offers Family Life Skills Workshops, including "Managing Co-Parenting" with Stuart Gilboord on June 18 at 7:30pm for \$12. AAI-Ontario is now at a new location, 1425 Bayview Avenue, Suite 101, Toronto, Ontario M4G 3A9. Contact 416-482-1704 or fax 482-2615 for more information.

**Montreal**—AAI-Quebec offerings are now held at the Institute of Community and Family Psychiatry, 4333 Cote Ste-Catherine Road. Contact AAI-Quebec, 4947 Grosvenor Avenue, Montreal, Que., H3W 2M2, Canada. Telephone is 514-731-5675.

## Region VI - Far West

**Denver**—The Second Annual Rocky Mountain Regional Conference will be held on September 25-26 at the Landmark Best Western Inn. Plans for featured speakers are still being developed. Contact the Rocky Mountain Society at Crossroads Counseling, 8000 W. 14th Avenue, Lakewood, CO 80215.

**San Francisco**—The 7th annual Adlerian summer master seminar "Love, Sex, Work, and Money: Helping Couples Cooperate" will be held at San Francisco State University, Seven Hills Conference Center, July 10-14, 1992. Topics include: Dynamics and Ideals of Love, Techniques of Couples Therapy. On-site low-cost housing available. Contact: Henry T. Stein, Director, AAI-SF, 7 Cameo Way, SF, CA 94131 (415) 567-4729.

**Vista, CA**—AIAS-San Diego County announces coursework (see AIAS-Chicago for complete details): Understanding Personality Development and Dynamics, June 25-28. Contact Steve Maybell, AIAS-SD, 486 Hillway Drive, Vista, CA 92084, 619/758-4658.

## International

**Melbourne, Australia**—Mini-ICASSI in Australia, January 19 - 22, 1993. The Adlerian Society of Australia will hold its first conference next summer. To experience Adler and Dreikurs down under, please contact Jennie Monaghan, 1/25 Jellicoe Street, Cheltenham 3192 Australia. Telephone (03) 584-4606.

**Noordwijkerhout, Holland**—ICASSI 25th annual Rudolf Dreikurs Summer Institute (ICASSI), July 26 - August 7, 1992, in Noordwijkerhout, Holland.

**Argeles-sur-Mer, France**—AWIRTH is offering Adlerian intensive seminars in the German language with Lucy Ackerknecht, July 25 through August 6. Contact Lucy K. Ackerknecht, Ph.D., Director, AWIRTH, 100 Bay Place, #1520, Oakland, CA 94610, 510-891-8194.

**Please send all items to the Central Office or fax to the Editor at 502-781-1550**

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*Call for Editor, Individual Psychology : Theory and Practice*

A call for applications is being re-issued for Editor of the Theory and Research issues of *Individual Psychology*. The guidelines and time line for selecting journal editors were revised and the current editor's terms were extended. Guy Manaster's term as editor of Theory and Research issues expires December 31, 1994.

Purpose of the Journal as stated in the Guidelines: NASAP publishes a Journal that represents the orientation and work of the Society. At present *Individual Psychology: The Journal of Adlerian Theory, Research and Practice* is the official organ of NASAP. This Journal serves to continue, spread and expand the holistic, teleological, social phenomenological, and field-theoretical orientation of Alfred Adler's Individual Psychology.

The NASAP quarterly Journal publishes two Theory and Research issues each year, alternating with two Practice and Application issues. The Editor's term is six years and is renewable upon reapplication and approval of the Delegate Assembly. A modest annual stipend for expenses is available to the Editor.

Candidates must be members of NASAP, should show evidence of substantial Adlerian activity: e.g., presentations at meetings, workshops, publications, etc.; should have an academic background and evidence of clerical support; must accept the purposes of the Journal as stated in the Guidelines; and membership in the Theory and Research Interest Section is encouraged.

Interested applicants are asked to submit three copies of a vita with the statement of interest to the Central Office at 65 E. Wacker Place, Suite 400, Chicago, IL 60601. Deadline for applications is May, 1993.