

The NĀSAP Newsletter

February/March, 1997

Volume 30, Number 2

NASAP '97 To Include Three Off-Site Workshops

The 45th NASAP Annual Convention and workshops in Vancouver, BC this May 22-25 will include three off-site workshops this year on Thursday, May 22. They are:

Cooperative Discipline for Teachers and Administrators: Linda Albert, Barry MacDonald, Marilyn McGuire. Goal: To provide information and strategies to administrators, staff developers and teachers for establishing Adlerian schools and classrooms and schools using Cooperative Discipline as the primary resource. Location: Sheraton Hotel Guildford, Surrey.

The Difficult Employee: You? Me? We? Roy Kern. To assist participants in understanding of personal lifestyle dynamics and "the difficult employee." Location: Simon Fraser University at Harbour Centre, Vancouver.

Improving the Organizational Environment and Community with Individual Psychology: Arthur Freeman, Mark Stone, Carol Oster. Goal: To focus on the applications of an Individual Psychological/Cognitive Behavioral approach to the issues, problems, and concerns of business, industry, and organizations. Location: Simon Fraser University at Harbour Centre.

More information will be available in the registration brochure to be mailed to all members in February.

--President's Message--

Increasing A Sense of Belonging Is Our Goal

As I try to decide what to write in this message, I find myself wondering what NASAP will look like in a year or so from now. I don't have a clear vision of *what* it will look like, but I do know *how* I hope it will be. We may not use the words, but we Adlerians talk a lot about process and product. We say, "It's not what we have, but what we do with what we have." As clinicians we don't just look at the end product, the symptoms, when diagnosing, we work with the client to understand the purpose of the symptoms. As educators and parents we don't use the recipe approach to dishing out consequences (if you do "this", then "that" will happen), we work to understand the purpose of the misbehavior and work with the child on solutions for the underlying issue.

In NASAP, as we work with the Long Range Planning Committee (LRPC) to make our structure more effective and responsive, I would like to see us pay much or more attention to the process as to the new design. And, probably more importantly, we need to assure that the new structure encourages and enables us to "walk our talk" in our own organization. Will we be able to increase a feeling of ownership and participation amongst all members, or will we increase alienation in our efforts to become more cost effective and efficient?

Process, democracy, takes time; as the political philosopher Benjamin Barber reminds us, voting is "the least significant act of citizenship in a democracy." It seems to me that we need to increase members' participation on committees of all kinds (long term issues, short term issues) and figure out ways for people to get together whether it be in person, on the phone and/or computer, or in a variety of ways. We need to increase a member's sense of belonging, and convey this possibility to potential members.

Most people join NASAP not because of tangible benefits, but because they feel a sense of belonging, believe they can be a part of the team, and can have influence over what happens. And conversely, many of the people I have spoken to who quit NASAP express the belief that it is run by an "in group" that is inaccessible to others. We need to work to change this perception and ensure that we embody our Adlerian philosophy in our organizational structure. As you think about the qualities that bring you to, and keep you in, NASAP, and as you think about the qualities that are frustrating or annoying to you, I would appreciate

(Continued on page four)

Dates To Remember:

**NASAP '97
Vancouver, BC
May 22-25**

**ICASSI '97
Schladming, Austria
July 20 - August 2**

Draw A House, A Tree and A Person

By Linda Maier, Education Section Delegate

As a first-year elementary school counselor, itinerant to five schools, serving 825 students, K-6, and approximately 50 teachers, I have only about ten minutes of individual counseling with any given student in which to develop a counseling relationship, "diagnose" the situation and either affect change or make a recommendation to the teacher who referred the student to me for help. Since most young children seem to enjoy drawing, I "drew" upon my training in assessment and asked them to draw me a picture of "a house, a tree, and a person."

AMY: The first child I asked to draw for me this year was a six-year-old, first-grade girl, an only child, whom I shall call "Amy", referred to me by her parents who were worried that "there might be something really wrong." I had spoken with her father one day while he was having lunch with her in the school cafeteria. Amy complained of stomach aches often, that she was "too sick to go to school." In fact, concerned that there was a medical problem, the parents took her for a medical check-up only to find out that there was nothing physically wrong. Her first-grade teacher was not the nurturer that the kindergarten teacher had been the year before. Also, when I inquired about friends, Amy said that the only friends she had made in school had been twins who had moved away after kindergarten, so that in first grade she stated that she had no friends. I encouraged the father to invite friends from school over to their house, and he assured me that it would be no problem.

The next week I received a call from Amy's principal while I was serving another school. Could I possibly arrange to come to their school to talk with Amy, since I would be absent from their school that week due to a teacher's meeting, and would not have my regular day there for another ten days? I was squeezed by time, distance, and a commitment to cover a classroom at a distant school for a teacher's funeral, but I stopped by, and asked Amy to draw a house, a tree, and a person. The only thing out of the ordinary in the drawing was that her hands and feet were triangles, no fingers, no toes, or shoes. So I inquired about things that Amy did to help around the house, and I asked her how did the morning go — how did she wake up on school mornings? No surprise to me,
(Continued on page four)

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DONATIONS

(Below are NASAP donations through February 6. NASAP wishes to thank its many contributors for their generosity.)

Barbara Ainsworth-Porter
Robert W. Hawley, Sr.
Claus Spiekermann
Kenji Shibayama
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In Memory of Hal McAbee
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in Memory of Hal*
Robert J. McBrien

In Memory of Henry H. James
Welborn K. Willingham

In Honor of Mary and Charlie Maguire
Jill Ann Marks

HEINZ ANSBACHER: HOW IS HEINZ?

By Edna Nash

On October 21, 1996, four days before his wife, Rowena, died, Heinz was 92 years old. His birthday was celebrated by the Department of Psychology of the University of Vermont with a coffee and cake party at which Heinz spoke during a question and answer period. Last year was also the 50th anniversary of Heinz's joining the University of Vermont. On this occasion the University gave a late-afternoon reception for him at which the President of the University spoke. Heinz's family was represented by his son Ted.

As Rowena and Heinz collaborated professionally in their writings, he collaborated with her in her long illness. He devoted thoughts, feelings and help in supporting her and understanding her illness. At her memorial service he spoke passionately of her friendly and cheerful attitude throughout the ravages of Alzheimer's, in constancy of her life style.

Heinz will attend, and is really looking forward to, the convention in Vancouver. The NASAP and local convention committees' hopes will be realized in that Heinz will be present for the first Heinz and Rowena Ansbacher Lecture given by Arthur Freeman on May 22.

Heinz will also help us launch a new feature in the convention program: Fireside Chats with Noted Adlerians who knew, studied and worked with Adler and/or Dreikurs. He has "some things he wants to get off his chest." All Adlerians know the Ansbacher name but only a handful of the thousands of students introduced to Adlerian Psychology through The Individual Psychology of Alfred Adler, "the purple book", have experienced his clear thinking and informative statements on Adlerian psychology and its place in the field. This opportunity is in Vancouver on May 23.

Remarkably fit, Heinz includes push ups and an early morning walk in his day. He continues to answer promptly letters from all over the world, to enjoy the mutual stimulation of academic discourse and to cherish his relationship with his four sons, their spouses and families. Incidentally, one grandson, in a Master program in Counseling Psychology, is curious about Adlerian psychology!

IN MEMORY OF KEITH ARMSTRONG

At the age of 71, Keith Armstrong's year of struggle with cancer ended on December 30 in Montreal. NASAP members will remember him as a gentle, caring person with a passion for Adlerian psychology and its application within our society. He was a NASAP member for 13 years. Before he retired he was active in the Family Education Section. Bryna Gamson remembered his energy and commitment to completing projects such as having the Family Education Directory available on disk.

As a secondary school counselor, he initiated parenting education in Montreal schools and trained leaders to continue and expand the service to families. He taught a course for parent group leaders at the first Mini-ICASSI in Ireland in 1989. ICASSI participants will remember him as an enthusiastic "many-timer" who came nearly every year in the past decade with partner Florence. Later he was intensely involved in helping refugees from Ghana to be welcome in Canada and in volunteering in palliative care units. He exemplified *Gemeinschaftsgefühl*.

His wife, Florence, can be reached at 78 Dobie Avenue, Montreal, QC H3P 1R8. Donations in his memory can be made to NASAP and the ICASSI scholarship fund, in care of Edna Nash, 302-2020 Bellevue Ave., West Vancouver, BC V7V 1B8.

Letter To The Editor:

I really appreciated the "gem" that Lois Ingber wrote in the January issue, "The Question of Trust in Relationships." I have been searching for a clear exposition on why requiring trust in relationships violates Adlerian principles. Ingber puts it very clearly that "'I can't trust you' becomes a disguised attempt to maintain superiority over another." In my capacity as a marriage therapist, I frequently deal with the aftermath of affairs in marriage. The aggrieved party almost always declares, "Now I can't trust you" or "I have to be able to trust you," etc. Making this an issue of trust, rather than one of a decision regarding intimacy, interferes with progress in the marriage relationship. Ingber makes it clear why this is the case. I want to thank her for her contribution to my thinking.

Barbara Fairfield

----News From Members----

Mary Grisco, having managed a successful legislative campaign for one of the few progressives elected, has been hired as a lead staff person for Rep. Allen Kemplen (D-Anchorage) in the Alaska legislative, she reports.

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Howard Gontovnick wants to sell a complete set of IP Journals from 1985 through 1996, several rare out of print Adlerian books and some videos of Dreikurs lecturing. Interested parties can contact him at 4415 Notre Dame, Suite #105, Chomedey, Laval, QC H7W 1T7, or e-mail howardg@accent.net.

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Al Milliren reports that two faculty positions are available at the University of Texas of the Permian Basin in Odessa, TX. One position is for Counseling Education/Educational Psychology, the other Educational Administration. Both positions are at the Assistant Professor level and begin in August, 1997. Contact him at phone, 915/552-2136 or e-mail, milliren_a@utpb.edu

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Convention Scholarships Are Available!

If you would like to receive a scholarship to the annual convention in Vancouver there is still time for you to call the central office and get application information. **Deadline for returned applications is March 15.**

Student scholarships are available from NASAP, whether or not the student is participating in the Graduate Student Forum. Five NASAP Sections — ACT, Family Education, Education, Business and organization, Clinicians and Education — offer scholarships to anyone interested in Adlerian psychology. For an application call 312/629-8801 or Fax 312/201-5917.

Call for Alaskan Cruise Presentations!

This is a call for presentations. For those planning on going on the cruise, the Cruise Program Committee is soliciting program proposals. These will be in a lighter vein and will be no more than 60 minutes in length. Proposal forms will be sent to interested parties and need to be returned to the Cruise Program Committee no later than February 28, 1997. For a proposal form, please contact Mavis Lloyd at 604/943-3901. Presentations with an Adlerian focus will be given high priority and in a spirit of cooperation -- to say nothing of Social Interest -- we will offer the presentation to all on board -- we understand there may be some tax advantages! Spaces for the cruise to Alaska are rapidly filling. If you are planning to go, get your reservation made today so that you don't miss out on this great Adlerian adventure and a chance to give or at least attend some presentations on the lighter side.

-6-

Ansbacher Lecture Fund

Below are donors to the Ansbacher Lecture Fund through February 6. The fund provides a keynote speaker for the annual convention. NASAP is grateful for these contributions.

Charles M. Fantz
Joan A. List
Lorraine Newby
Arthur G. Nikelly
Paul R. Rasmussen
Sylvia Robbins

Convention Program Ads

NASAP will again accept ads for the 1997 Convention program book. The book will be open to advertising from members, affiliates, Adlerian training institutes/organizations and publishers of Adlerian books and materials. For details contact David Lee, ARDEL, Inc., 612/927-6707, or Fax 612/927-8127.

The article would continue here.....
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BIBLIOGRAPHY:

Here we would list books recommended or written by the author of the article so that people can learn more about the subject discussed and Adlerian Psychology in general.

You have just read an article based on Adlerian Psychology. NASAP, the North American Society of Adlerian Psychology, was founded in 1952 by a small group of Adlerians under the leadership of Rudolf Dreikurs. Their purpose was to promote growth and understanding of Adlerian Psychology, the work of Alfred Adler, and effective approaches to living based on his philosophy. As early as 1900 he began addressing such crucial issues as equality, democracy, parenting, education, the influence of birth order, life style, and the holism of individuals. Today Adlerian concepts are being used creatively in education, community programs, business and the arts, as well as in counseling, therapy and clinical practice. Our membership includes educators, psychologists, psychiatrists, counselors, parents, business people, community organizations and interested people. If you are interested in knowing about Adlerians practicing in your area, in learning more about NASAP or Adlerian Psychology, please call or write us, we'd love to hear from you:

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“The amount of social interest that the child acquires will decide the success and happiness of his/(her) entire later life.”
Rudolf Dreikurs

Permission is granted to copy this article, as long as all the information on both sides of the page is included.

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Resource Page

Volume 30, Number 2

WATCH THIS SPACE

In an effort to give more to our members, and to increase ways to reach out to others, we are going to have a *resource page* in each newsletter. The page will contain an article similar to the ones in An Adlerian Resource Book: A Sampler of Reproducible Educational Materials, published in 1989, assembled and edited by Betty Lou Bettner, which most of you are familiar with. In fact, we may reprint the resource pages in a second volume of the Resource Book.

We are looking for articles which can be printed on about a page and one-half, that are of interest to the general public, that are based on Adlerian theory, that can be handed out by educators, therapists, counselors, child care workers, etc. As you can see on this prototype, we will include a bibliography (in case they want to know more) provided by the author of the article, general information about NASAP membership, and maybe a quote or two from Alfred Adler or Rudolf Dreikurs.

We have already received some articles and will keep a file of submissions. The articles will be reviewed by members of the Publications Committee, and we will try to balance publication each issue so that all of the various interest areas of Adlerian psychology are covered (education, counseling, business, parenting, clinical, etc.). If you submit an article please ensure that we have permission to print it, and that the permission is given for people to photocopy for personal use (providing credit is given to the author and NASAP).

Please send any ideas for this new newsletter feature. We plan to have the first *resource page* (any ideas for a catchy title) in the next newsletter. And, please, send your articles!

Adler/Dreikurs Endowment

Below are donations to the Adler/Dreikurs Endowment through February 6. NASAP extends thanks for helping insure our future.

Althea Brach
Don Dinkmeyer, Jr.
Stephen C. Duvall
Coleman Fannin
Charles M. Fantz
Peggy L. Foege
Mary Alice Lausell
Deanne R. Lindstrom
Joan A. List
Mary Jamin Maguire
Erik Mansager
Meredythe McCarthy
Marven O. Nelson
Beatrice Saemann-Naville
Mary S. Wheeler

*In Memory of Rowena, honor of Heinz
Ansbacher
Sharon Arkin*

*In Honor of Neva Hefner
Jean Burkholder
Bryna Gamson
Jane Griffith and Robert L. Powers
Julia M. Hefner
Marcia Mullins
Ronald J. Pancner*

*In Honor of Bernard Shulman, Harold
Mosak and Memory of Rudolf Dreikurs
Don Dinkmeyer*

*In Memory of Sadie E. Dreikurs
Eva Dreikurs Ferguson*

*In Honor of Neva Hefner and
Memory of Sadie E. Dreikurs
Judy Sutherland*

*In Honor of Riki Intner
Lynn Lott*

*In Honor of Stan Shapiro
Margaret E. Pearson*

*In Honor of Neva Hefner, Maurice Bullard
Miriam L. Pew*

*In Honor of Don Dinkmeyer, Jr.
M. Jim Teixeira*

*In Memory of William Bluestein
Dorothy A. Sutton*

Draw a House... (Continued from page two)

Amy's parents woke her up over and over, and Amy had no "chores" or responsibilities. On my way out the door, I asked the principal to convey my recommendations to Amy's parents, that they take her shopping for an alarm clock, teach her to choose her own clothes and lay them out for school, and to continue to invite friends from school over on the weekends. When I returned to her school ten days later she was absent.

TOM, SHAWN, JACK and MATTHEW: A teacher was concerned about Tom's behavior in the classroom: acting out for attention, insisting on having his way, demanding that Shawn always be his partner, and refusing Jack to ever be his partner. In order to make an even number, I asked for someone who liked to partner with Jack and the teacher gave me Matthew.

I asked the boys if we were going to have an activity which required partners who would they choose? As expected, Tom chose Shawn, Jack chose Tom, and Matthew chose Jack. They each grabbed the person they chose and then stood still as if they were playing statues. No one argued. No one really said anything. They just stood there waiting for my response. I got out some Lincoln Logs and noticed that Tom, Shawn, and Jack, all set out to build buildings. Shawn, everybody's favorite kid, set about building a standard cabin. Tom built an exact replica of one he had been taught to do or had seen done. He had an idea of the "right" way to do it, if only he could remember it correctly.

I noticed that Matthew built nothing, he merely told the other three what they should build and the right way to build it, handing them materials from the common pile to facilitate. When I next asked them all to draw a house, a tree, and a person, Tom, of course, asked me exactly what was it I wanted; Shawn's appeared the most "standard" of the four, but Matthew, instead of one person, drew the five people in his family, all with no arms. The teacher later told me that she knew of his older sister who was very bossy too, and that his mother last year had a heart attack and had to quit work. It seemed possible that this was a family who had more interest in telling everyone else what to do instead of just doing what each needed to do for himself or herself.

I am interested in making use of traditional assessment methods with Adlerian applications. If any practitioners or school counselors have used House-Tree-Person with Adlerian theory, please comment. I am open for ideas to help children, parents, and teachers.

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Creating A Sense Of Belonging (Continued from page one)

it if you would think about ways to improve the structure of NASAP. We also need to think about the products that are important to you, the Newsletter, the Journal, the Convention, the Research projects; I believe that if our structure is reflective of our philosophy, we can develop and disseminate our products in a responsive and effective manner while also increasing our members' sense of belonging.

So, think about *how* you want this organization to be in the coming years, as well as *what* you want it to be. And watch for a preliminary report from the Long Range Planning Committee, we want your responses and ideas, not just a vote. **Mary Jamin Maguire, President**

News and Events from the Regions

Regions 1A - 1B

Vancouver, BC - The Adler School of Professional Psychology BC classes for February and March include: Play Therapy and Nonverbal Methods with Children and Adolescents with Terry Kottman, February 21-23; Psychodynamics of Psychopathology: Adlerian with Michael Maniacci, February 27-28; Advance Life Style Diagnosis with Clair Hawes, March 15-16, 22-23. To register call the Adler School BC at 604/874-4614 or Fax 604/874-4634.

Boise, ID - The Idaho Society of Individual Psychology will hold their annual conference here March 7-8. Frank Main will lead several workshops focused around the theme, *Treasures of Life: Finding Balance in a Stressful World*. There are workshops designed for educators, parents and mental health professionals. For registration information call ISIP at 208/362-1747 or 344-7194.

Regions 2A - 2B

Chicago - The Adler School of Professional Psychology will begin its spring quarter March 24. A full schedule of classes is available. To receive a schedule and registration information contact ASPP 312/201-5900 or Fax 312/201-5917.

Peoria, IL - Region 2A's conference here in December brought in approximately 17 people, most of them new to Adlerian psychology, reports Rachell Anderson. Plans are underway for another workshop here April 26-27 at Illinois College. Details will be announced in next month's newsletter.

Minneapolis, MN - NASAP Region 2B announces their second annual meeting will feature a workshop April 5 with Terry Kottman presenting *Adlerian Play Therapy*. Kottman, who has written a book by the same name, will explore a child's lifestyle and helping clients understand that lifestyle. A dinner and social hour will follow. Contact Katherine Fritsche, 23751 Drexel Ave., New Prague, MN 56071, 612/758-2658, e-mail DDEGE@Winternet.com.

Regions 3A - 3B

Orlando, FL - The 20th Annual Southeast Region Orlando Conference will be held here February 20-22. This year's event is entitled, *How to Work with Individuals, Families, Marriages and Students*. To register call the conference office at 407/299--5000, extension 3204 or 3205.

Odessa, TX - The third annual Spring Workshop and Drive-In Conference will be held February 28-March 1 on the University of Texas of Permian Basin campus here. Tim and Monica Evans will lead presentations on Adlerian Marriage and Family Counseling. For more information contact Al Millerin at the University, 915/552-2136, Fax 915/552-2125.

Regions 5A - 5B

New York - The Alfred Adler Institute of New York is scheduling three workshops through April. They include: The Creative Use of Dream Therapy and Guided Imagery with Leo Gold; Using the Energy of Resistance to Motivate Change with Robert Sherman; and The Crucial "C's", an innovative Construct for Using Adlerian Psychology with Couples, Individuals, Families and Educators. Call AAINY for dates and details, 212/254-1048.

Toronto, ON - The Adler School of Professional Psychology Ontario has several spring courses scheduled including: Professional Development: An Experiential Course with K. Keeling, beginning April 2; Advanced Life Style Diagnosis with Michael Maniacci, beginning April 25; and Psychopathology: Psychotic & Depressive Disorders with A. Rubenstein, beginning April 20. To register call the school at 416/480-2303.

Montreal, QC - The Alfred Adler Institute of Quebec announces a two-day workshop with Robert Sherman, entitled *Special Problems in Group Therapy: Advanced Supervision*, April 11-12. Also, a special event on Autogenic training will be taking place March 1 with Liliane Bensinger presenting. Contact AAIQ at 514/731-5675 or Fax 514/731-9242.

Regions 6A - 6B

Petaluma, CA - The Family Education Centers offer drop-in parent support groups in Sonoma, Santa Rosa and Petaluma. Topics for March include: "You Just Don't Understand!": Seeing the World Through Your Child's Eyes; and "But, Mom! Dad said I Could!". For information about these sessions and other programs contact FEC, 707/762-8835.

International

Schladming, Austria - The 30th Annual Rudolf Dreikurs Summer Institute (ICASSI) will be held here July 20 through August 2, 1997. Contact Betty Haeussler, 9212 Morley Rd., Lanham, MD 20706, Fax 301/595-0669.