



Save the Date!

March 4 & 5, 2016
ISIP ANNUAL CONFERENCE

Presenter:



Alyson Schafer, M.A., AAMFT

2016 Spring Training Calendar

– Series Workshops –

Spring Workshops - *The Series*

April 15 & 16	LEWISTON	#1 Adlerian Theory
April 29 & 30	POCATELLO	#2 Adlerian Psychotherapy
May 20 & 21	BOISE	#3 Adlerian Family Therapy

Spring Workshop - **Advanced** (open to Series graduates ONLY)

April 22 & 23	BOISE	<i>Integrative Adlerian Therapy Strategies and Interventions</i>
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Presenter – Richard Watts, Ph.D. Richard has been president of NASAP and is a regular presenter at NASAP annual conferences. He will bring an informative and entertaining topic to add to your therapy tool kit. "Some guitar playing may happen."

This is open to all graduates of the Series who have received their Certificate in Professional Studies of Adlerian Psychology.

Please check our website for more information, or email or call Tom McIntyre – (208) 344-7194 Email: adleridah@gmail.com

Maybell Memos Page

The "Maybell Memo" sections (page 3) of the ISIP newsletters are taken from the three packets that Steve Maybell created and are used by *The Series* presenters. Those of you who have completed all three in *The Series* will certainly recognize the source. If you have attended only one or two you may also recognize having seen them before. Continuing in this newsletter, we are going to present an old New York Times article featuring Alfred Adler. Some of you may not have read it, or even if you did, we believe it is worth revisiting. It is a long article and will appear as a continuing series.

Editor's Comments...

Strategies for Healthy Families

This is a "heads up" encouragement to you regarding next year's Conference. This presentation will have a unique connection to you. Many of you are parents and all of you had parents. Alyson will be speaking to you not only as a family member in your own right, but will also be teaching you as a professional technics of long term goals for parents

It could be said that her presentation could cause you to think she has been peeking in your family's windows. I would expect many "parents" who are not "professionals" will be at the Conference to see and hear this best-selling author and Canada's leading parenting expert. Could be a full house. Brochures will be mailed January 2 to over 8,000 of you mental health and school professionals.

2016 Fall Training Calendar

– Series Workshops –

Tentative

Spring Workshops - *The Series*

Sept. 23 & 24	POCATELLO	#3 Adlerian Family Therapy
October 14 & 15	BOISE	#1 Adlerian Theory
October 21 & 22	LEWISTON	#2 Adlerian Psychotherapy

Fall Workshop - **Advanced**

(open to Series graduates ONLY)

October 7 & 8	BOISE	<i>Topic to be determined.</i> Presenter – Wes Wingett, PhD
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Q We are contemplating adding a “Question & Answer” column in future issues. Please drop us a note at the P.O. Box, and let us know if you would like to see this. Feel free to start sending and questions you may have about Adlerian Individual Psychology.

WHAT IS ISIP?

The Idaho Society of Individual Psychology is an organization of people in Idaho who are interested in furthering the concepts of Individual Psychology, the psychology of Alfred Adler.

What is Individual Psychology?

Individual Psychology is a philosophical approach to understanding human behavior based on the teachings of Alfred Adler. Individual Psychology helps us understand that all of our behavior is purposeful and the purpose for behavior is to find a meaningful place in any group.

Individual Psychology is also based on the idea that all human beings have goals for themselves as demonstrated by their behaviors and those goals can help the individual achieve meaningfulness in their life.

Individual Psychology emphasizes behavior that is based on mutual respect, social interest and cooperation.

SIGNIFICANT ADLERIAN CONTRIBUTORS

Each year at the ISIP Conference, we recognize individuals who have shown a commitment to the principles of Adlerian psychology through their work, in their family, or in their life. Adlerians are “born”, as well as “trained”, and many of us know effective and successful parents, community leaders, and compassionate people whose lives show such commitment.

Each year we strive to recognize someone from the professional category as well as the non-professional category. We cannot do this without your help.

Being recognized as a Significant Adlerian Contributor is an experience . . .



Please send us your nominations. Nominations need to include the name and description of contributions the person has made in their family, their workplace, their spiritual life, or their community.

Mail your nominations to ISIP, P.O. Box 284, Boise, Idaho 83701-0284, or phone us at (208) 344-7194

Being recognized as a Significant Adlerian Contributor is an experience one never forgets. Wouldn't you like to give that opportunity to someone special you know?

ISIP WEBSITE

You will find a full range of professional articles, workshop and conference announcements, news postings, conversation forums, and additional resources. Please visit regularly and check us out!

www.adleridaho.ORG

The ISIP Newsletter

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ISIP membership and newsletter subscription is included in Annual Conference registration. Non-Member subscription rate is \$10.00 per year.

We encourage readers to send news, suggestions, ideas and opinions.

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The New York Times

by MAGGIE SCARF

February 28, 1971

Continued....

There were other differences between these two men of similar class and stock: Freud was the darling eldest son of an adoring young mother; Alfred was his mother's second son – and she was rather cold in personality, and seems to have preferred her eldest. Adler's childhood was unhappy, embittered by jealousy of his older brother, despite the fact that four younger children were born to the family. "One of my earliest recollections," he once reminisced, "is of sitting on a bench, bandaged up on account of rickets, with my healthy brother sitting opposite me. He could run, jump and move about quite effortlessly, while for me movement of any sort was a strain and an effort.

Adler placed this early memory of disadvantage at somewhere around age two. As he grew older, his health improved, but not his ease in the family: "I did not enjoy staying at home." Whenever at all possible, he ran to play on the large grassy lot next to his house, where the local children gathered every day. Here the young Alfred, short, stocky and not particularly good-looking, was a popular figure: lively, and always in good spirits, he gained among his companions the sense of equality and self-esteem which he had not found at home. The hours spent playing on this field were one day to flower into Adler's notions of human inter-relatedness, that vision of a shared community of feelings and values which he called *Gemeinschaftsgefühl*, social interest.

During the period of Adler's growth into manhood Vienna was a rich, enlightened city, at the height of her Habsburg power. When, at 18, Alfred entered the University of Vienna, it was one of the great European medical centers – and around it surged the life of the

theater, of music and of the yeasty Socialist opinion which earned the city her nickname, Red Vienna. During his student years, Adler took part in it all; at one of the Socialist meetings he regularly attended he met the girl he was to marry. In 1895 he graduated, and began practice as an ophthalmologist in a run-down section of the city. He then shifted to general medicine, then to neurology; and by the time he became associated with Freud, had already found his career in psychiatry.

It was in the fall of 1902 that Freud sent Adler a postcard asking him to join a small group that was to meet Wednesdays "to discuss problems of neurosis." No one is now sure what prompted this invitation: the two men had never met. One legend has it that a nasty review of Freud's "The Interpretation of Dreams" appeared in Vienna's powerful daily *Neue Freie Presse*, and that Adler sent in a letter defending the book. But recent researches have turned up the fact that Freud's work (which sold barely 100 copies when it was published) was never even reviewed in that newspaper. Whatever event did lead him to seek out Adler remains mysterious.

At any rate, Freud's card initiated a nine-year working relationship which, though never intimate, was at first fruitful, then painful, and ultimately impossible. It was during Adler's time within the Freudian circle that his first major work appeared: a slim book about the effects of "organ inferiorities" – that is, congenitally weak or poorly functioning organs – on personality development.

There was, of course, nothing novel in the idea that the organism tries to repair its own weaknesses: clinicians had long been aware that where one

Alfred Adler: 'His Ideas Are Everywhere'

kidney, for example, functioned poorly the other would become overdeveloped and attempt to do the work of two. But Adler's suggestion was that this process of compensation could also proceed in the psychological sphere; in that case the individual experienced powerful mental urges toward repairing his weakness, and concentrated his entire attention on the weak organ. If, for instance, the person had weak eyesight, he would lavish intensive care upon the whole process of seeing. The result, claimed Adler, was that often by psychological means an overcompensation was brought about; the function of the organ became not just adequate but superior. Where the adaptive struggle was successful, it could lead to striking accomplishments: Beethoven, who suffered from congenital ear disease; numerous sculptors and painters with defective eyesight; Demosthenes, a childhood stutterer who became one of the greatest orators. On the other hand, where nature failed to produce a correction, pathological processes might be set in motion: "Inability, neurosis, psychological disease ... may appear in this event." The discouraged individual might withdraw from the demands of life to seek the greater security of isolation.

Freud approved of the "Study of Organ Inferiority and its Psychical Compensation." It was a maverick work to be sure, but though independent of psychoanalytic theory in its approach, it could stand beside it quite comfortably. The following year, however, Adler advanced a theory which Freud found outrageous: he suggested that there was in man an innate instinctive aggressivity which spurred him onward.

Article to be continued.

THE LEXICON OF ADLERIAN PSYCHOLOGY

What is a lexicon? From the book itself, "A lexicon is a stock of terms used in a particular profession, subject, or style; a vocabulary."

Jane Griffith/Robert L. Powers

SUPERIORITY STRIVING / GOAL STRIVING / SUPERIORITY COMPLEX

An appreciation for the evolutionary struggle of all living things to adapt successfully inspired Adler to apply the concept of **superiority striving** to the UNDERSTANDING of human being. He saw the GOAL of success as drawing the individual forward toward mastery and the OVERCOMING of obstacles. He observed that, for socially-interested individuals, the GOAL of **superiority** is on the USEFUL SIDE OF LIFE and contributes to the developing human community. By contrast, the DISCOURAGED person, operating on the USELESS SIDE OF LIFE under the burden of increased FEELINGS OF INFERIORITY, makes the ERROR of supposing that his or her task is to attain a position of **superiority over others**. This MOVEMENT invites the antagonism of others, creates a disturbance in the life of the community, and contributes to his or her further defeat. The DISCOURAGED person may express the **superiority striving** in postures of self-elevation, DEPRECIATION of others, and self-aggrandizement, countering the immense FEELINGS OF INFERIORITY with a pattern of COMPENSATORY pretenses to **superiority** which may be termed a **superiority complex**. [Adler, a witty aphorist, conveyed some of his ideas in humorous metaphors. One of his biographers, Phyllis Bottome (1939) reports this anecdote: "What is man," he once said to a friend of his, "but a drop of water. A conceited drop," he added after a slight pause (p. 119).]

The whole of human life proceeds along this great line of action - from below to above, from minus to plus, from defeat to victory (p. 255).

It is the **striving for superiority** which is behind every human CREATION and it is the source for all CONTRIBUTIONS which are made to our culture (p. 255).

[**Superiority striving**] can take place in a satisfactory way and can lead to a proper feeling of worth only on the USEFUL SIDE, in the developed SOCIAL INTEREST, where the individual senses himself as valuable. Valuable can mean nothing other than valuable for human society (pp. 254-255).

When individuals - both children and adults - feel weak, they cease to be interested socially, but **strive** for [personal] **superiority** (p. 260).

[The **superiority complex**] is a COMPENSATION for the INFERIORITY COMPLEX (p. 260).

We must bear in mind, of course, that the word **complex** as attached to INFERIORITY and **superiority** merely represents an exaggerated condition of the SENSE OF INFERIORITY and the **striving for superiority** (p. 259).

The origin of humanity and the ever-repeated beginning of infant life impresses with every psychological act: Achieve! Arise! Conquer! (p. 103).

Capitalized words refer to a cross reference to other terms in the Lexicon.

Page number quotations are from A. Adler (1946a) *The Individual Psychology of Alfred Adler*.

Readers of the ISIP Newsletter may purchase a copy of The Lexicon of Adlerian Psychology for \$50.00 plus \$6.00 S&H.

Send payment and inquiries for bookstore or group discounts to: Adlerian Psychology Associates, Ltd., PO Box 1450, Port Townsend, WA 98368 - Email: Adlerpsy@olypen.com

Edgar's Corner

The Middle of the Middle

by Thomas E. Edgar, Ed.D.

In earlier articles I have discussed the impact of birth position on the attitudes and perceptions of the developing person. I've described the general characteristics of the oldest child, the youngest child and the only child. Each position presents the child with a unique viewpoint from which to make judgments about life, about the nature of the world, the people in it and about how the individual should fit in.

Perhaps by now the middle children who follow this column are asking, "How about the middle child? When do they have their chance? Doesn't it seem unfair that we just get left out?" Know what? That is one of those important characteristics of the middle child.

They simply don't feel that they have a *special* place in the family. They just don't get the advantages (or disadvantages) of being first. Nor do they have the special knowledge that they will never be supplanted as does the youngest child. No, the middle child is just *there*; nothing very special.

Sometimes the child in the middle has the feeling of being squeezed from both sides. Indeed, the oldest and youngest child commonly do seem to form an alliance to put pressure on the middle child.

First-borns and only children often get to special places like the moon, the counselor's office or state hospitals for those who have extra problems with life. Fact is, first-borns and only children are represented very much out of proportion among our astronauts. They also populate our so-called mental institutions all out of proportion to their numbers.

While many middle children do find that they just don't have a special place, in life they seem able to "make-do" with what life hands them. Perhaps they learn very early that they must learn to live without being special, to play the cards they are dealt in the best way possible.

The common residue of growing up as a middle child seems to be a general sense of not quite fitting in, of never finding that special place. Middle children, according to others around them, often "sell out too cheaply." They don't always develop their special talents, they don't shoot for the moon. People near them – parents, teachers, husbands or wives – often feel vaguely disappointed and frustrated because they all know that the middle-born person "has so much more to offer."

Probably the reason for the middle child not providing others with what they expect and want in accomplishment is that the middle child doesn't have a special position to keep, to struggle mightily to maintain. And so they often appear unmotivated and sometimes too unconcerned "for their own good." Because the middle child sees that others (first, youngest, only children) have special places just *because they exist*, the one in the middle is very much inclined to dwell on issues of fairness as a child. They may be quick to say, "Hey, what about me? How come Bill gets to go to the dance and I don't? It just isn't fair."

And they continue throughout life to observe real or imagined injustices. They are often too aware of what others receive, what honors they are accorded, what salaries they are paid. Without understanding that others may be driven to work hard, to achieve, to look good, the middle child only sees the rewards and acknowledgments and feels unfairly treated by life.

As always, these general statements are just that – general statements. Probably the most important rule in trying to understand the impact of birth order on personality is that there are no dependable rules. At least there aren't rules that apply across-the-board to all children in a given birth position.

There is some common ground, of course, we all know that. It is just common experience all we humans have that tell us that first-borns (or middle-born children) are very often much alike. But there is far more to it. If the first child has a slow start in life, for example, then the middle child may observe this as an opportunity and may become very much like the oldest child, may overtake him in the race to find a position. A girl in the middle of four boys may feel very special, with a sense of being a unique person.

A middle child who comes after a gap of four or five years behind another child may become very much like the first child of a new subgroup.

Complex, isn't it? That is the beauty of my profession and the source of excitement in it. I deal every day with the most complex thing in a complex world – persons. Each of us is a genuine miracle. No one else has come through life exactly as you have and no one else has drawn the conclusions you have.

There simply isn't anyone else like you, or like me, either.

Tom Edgar, Ed.D., is a Professor Emeritus from Idaho State University. One of his areas of expertise is Adlerian Psychology. He has authored numerous articles in the Journal of Individual Psychology.

ISIP 2016 CONFERENCE

MARCH 4 & 5, 2016



Presenter - Alyson Schafer, M.A., AAMFT

WHO SHOULD ATTEND? Counselors, Social Workers, Corrections, Case Managers, Psychologists, Nurses, Child Care Providers, Teachers, Parents.

WHY? This is a unique opportunity to learn from an outstanding Adlerian practitioner and teacher. Basic and underlying principles of Individual Psychology will be wrapped in Adlerian strategies of resilience and strength building.

ABOUT OUR PRESENTER: Alyson Schafer is a therapist, author and internationally acclaimed parenting expert who empowers families by sharing her principles, rules and tools for raising happy and healthy kids. Her style is fast, witty, warm and encouraging. She delivers her deep insights in ways that today's busy parents can easily understand and apply immediately. As Canada's leading parenting expert, Alyson promotes a firm but friendly "democratic parenting" style and offers practical solutions backed by extensive research. Check her out at www.alysonschafer.com.

Alyson is a third generation Adlerian. She has three best selling books with HarperCollingsCanada: *Breaking The Good Mom Myth*, *Honey, I Wrecked The Kids* and her latest, *Ain't Misbehavin'*. We are sure you will enjoy her fun "edu-tainment" style. She brings a wealth of field knowledge of family life to her presentations that will make you think she has been peeking in your family's windows.

LOCATION: The Riverside Hotel, 2900 Chinden Blvd, Garden City, Idaho 83714

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**Mark Your
CALENDAR!**

IDAHO SOCIETY OF INDIVIDUAL PSYCHOLOGY ANNUAL CONFERENCE
Presenter: Alyson Schafer, M.A., AAMFT

"Anyone trained in Adlerian
Psychology knows what to do the
first time they sit down with a client
and through the process."
Mes Wingett & Steven Maybell

The ISIP Newsletter
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Includes 3 hours of
ETHICS!**

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