



Idaho Society of Individual Psychology

# The ISIP Newsletter

Volume 37, Number 1

September/October 2014

## Save the Date!

March 6 & 7, 2015  
**ISIP ANNUAL  
CONFERENCE**

**Presenter:**



**Wes Wingett, Ph.D.**

## 2014 Fall Training Calendar

### – Series Workshops –

#### Fall Workshops - *The Series*

September 19 & 20	POCATELLO	#2 Adlerian Psychotherapy
October 10 & 11	BOISE	#3 Adlerian Family Therapy
October 24 & 25	LEWISTON	#1 Adlerian Theory

#### Fall Workshop - **Advanced** (open to Series graduates ONLY)

October 3 & 4	BOISE	<i>An Adlerian Approach to Helping the Aging</i> Wes Wingett, Presenter
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**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: [tommytmcintyre@gmail.com](mailto:tommytmcintyre@gmail.com)

## A THANK YOU FROM THE ISIP BOARD

ISIP is grateful to all who answered our call for financial support over and above our regular fees to provide educational trainings in Adlerian Psychology.

Upon offering the Series training into Utah and Oregon, ISIP overextended its resources too close to insolvency for comfort. Many members answered the call for donations, and their support provided us \$1,620, enough capital to move forward. Our classes in Idaho continue to meet the minimum required to operate them, so we are appreciative and grateful to share these in our ongoing series, as well as the continued support of our Conference each spring. The expenses to support IDEA issues were a part of the need and has been addressed as well. We anticipate a full return to solvency with positive monitoring by the Board, and timely updates from our Executive Director.

Additionally, at our Conference, we were blessed with donations of books for a Silent Auction by Wes Wingett. These books on Adlerian topics provided additional funds of \$220. We are in your debt, Wes. Thank you.

Finally, ISIP is most grateful to Debbie and Dan Woodall. They provided a donation of a week vacation in a timeshare in Mexico. This important gift was also auctioned, producing \$640, supporting our return to solvency as well. Thank you, Debbie and Dan. Your ongoing, loyal support of Adler and ISIP is remarkable, and completely appreciated.

Again, Thank You, to each and every one who contributed. We hope to continue to offer the programs that you desire in Adlerian Psychology. Your support tells us our mission is as important to you as we believe it is for each of us.



**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.com](http://www.adleridaho.com)

## The ISIP Newsletter

Volume 37, Number 1 September/October 2014

Published three times each year by: Idaho Society of Individual Psychology

P.O. Box 284, Boise, Idaho 83701

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.

## 2014-2015 ISIP BOARD

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# Maybell Memos

## ANGER – The Misunderstood Emotion

*The following essay, reprinted by permission of THE VISTA (CA) PRESS, was one of a series by members of the author's community mental health agency. More inquiries were received in response to it than had been stimulated by any previous article.*

Anger is a very misunderstood emotion.

How many times have you heard someone say, "He made me angry" or, "I have a short fuse" or, "I lost my temper"? What all of these familiar statements have in common is a way of looking at anger that makes us appear to be innocent victims of it, and certainly not responsible for our expression of it. After all, he made me angry, and if I have a short fuse sudden explosions are inevitable, and if my temper is lost how can I be responsible for it?

There is another way of understanding anger that is not so easy for some of us to accept. This view sees anger as something only we can create for ourselves. And, it maintains, we create it for a purpose.

What purpose could possibly be served by anger, you ask? The answer is really quite simple. We create anger to fortify our ability to more effectively dominate, defeat, or intimidate others. In other words, to be more effective at fighting those people we perceive as threatening, or in the way of what we want to accomplish. What is the purpose of fighting? To win, of course, no one ever fought to lose.

Anger (and other emotions, for that matter) is much like the fuel in our automobile. We put the fuel in our automobile to help us to move, and we choose the direction that the automobile travels, toward our desired destination.

The problem with anger in this context is that it inevitably leads us to further conflict, violating the principle of mutual respect, the key ingredient in all healthy relationships. When we generate anger, we are consumed with winning, which means someone else has to lose. Instead of solving problems, we are creating problems.

To be human is to experience anger. However, it is important that we understand our anger and realize that we have a choice of what to do with it. When we address another person in anger, the outcome is predictably consistent: opposition, conflict, and alienation. In most all cases it is best to wait until we are feeling more calm and receptive, and then engage the other person in a respectful dialogue with a view toward solving the problem.

Many also find that by pausing and reflecting, we can become more aware of what we're up to when we are angry – what our true goal is in the situation and how anger supports it. We can then decide if we want to support the goal of domination, or consider the more effective goal of solving the problem.

# 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

## COURAGE / ENCOURAGEMENT / DISCOURAGEMENT

Courage is here understood as the willingness to act in line with COMMUNITY FEELING (SOCIAL INTEREST) in any situation. It is fundamental to successful ADAPTATION. To **encourage** is to promote and activate the COMMUNITY FEELING, that is, the sense of BELONGING, value, worthwhileness, and welcome in the human community. As the loss of **courage**, or **discouragement**, is understood by INDIVIDUAL PSYCHOLOGY to be the basis of MISTAKEN and dysfunctional behavior, so **encouragement** is a major part of ADLERIAN PSYCHOTHERAPY and counseling.

The **discouraged** person has the same GOAL as the person with **courage**: to triumph over the INFERIORITY FEELING and to be seen as successful and worthy of respect in the human world. However, he or she lacks the **courage** to operate on the USEFUL SIDE OF LIFE, in the fear of being exposed as deficient. The MOVEMENT toward success is then deflected toward finding a place of personal SUPERIORITY *over* others, a MOVEMENT on the USELESS SIDE, marked by pretense, evasion, DISTANCE, and posturing in NEUROTIC, SOCIOPATHIC, or PSYCHOTIC processes and operations.

The aim of INDIVIDUAL PSYCHOLOGY treatment is always to increase an individual's **courage** to meet the problems of life (p. 362).

**Courage** is but one side of SOCIAL INTEREST (p. 342).

We can understand by **courage** one side of COOPERATION (p. 437).

Only the activity of an individual who plays the game, COOPERATES, and shares in life can be designated as **courage** (p. 166).

In every step of the treatment, we must not deviate from the path of **encouragement**. This is in accordance with the conviction of INDIVIDUAL PSYCHOLOGY, by which so much untenable vanity feels offended, that "everybody can do everything" with the exception of amazingly high achievement, about the structure of which we cannot say very much anyway (p. 342).

NEUROSIS and PSYCHOSIS are modes of expression for human beings who have lost **courage** (p. 343).

All mistaken answers [to the TASKS OF LIFE] are degrees of an infinite series of failures or abnormalities, or of the attempts of more or less **discouraged** people to solve their life-problems without the use of COOPERATION or SOCIAL INTEREST (p. 299).

The whole outlook [of the criminal] is conditioned by a socially USELESS GOAL, just as the selection of that GOAL is conditioned by a lack of **courage** (p. 140).

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

## Intelligence Tests: Are They Harmful?

by Thomas E. Edgar, Ed.D.

Our democratic society places a high value on the individual. It is an article of faith that all individuals have the right to develop their potential to the fullest extent. We even push the belief a step further and claim that each individual has the obligation to develop his God-given aptitudes. If I have the capacity to be a world-class concert pianist and choose to become a mediocre mechanic instead, this results in a good deal of tsk-tsking and head shaking all around.

That it is extremely important to know what our potentials and aptitudes are follows from the belief that we have the right and also the responsibility to develop our potentials. Trouble is, learning about potentials and aptitudes before their realization in our behavior is nearly impossible. Still, we are obligated to try. Because schooling is such an important value in our society, many of our efforts to assess potential have centered on discovering, if we can, the mental capacity, academic aptitude or intelligence of our young.

Our efforts have been less than successful. Some say our efforts have resulted in about equal measures of harmfulness and benefits. I tend to agree.

Let us look at the process of measuring intelligence and the assumptions behind the process. We can't look into the head of a person and get a direct measure of intelligence. (I am using academic aptitude and intelligence as similar terms in this discussion, because in the major portion of cases in which these aptitude measures are used, they are used to predict success in school.) We can only ask of a person, "what have you learned to this point in your life?" We can ask questions like: "How far is it from Chicago to Dallas?" "If you sell flowers three bunches for a dime and sell 15 bunches, how much money should you have?" "What is the meaning of this expression: A bird in the hand is worth two in the bush, but a lot more messy?" These items are all based on past learning. Each asks of the respondent, "Have you learned this?" That is the basic process of the intelligence test.

Now suppose we assume some things about people who take our test. Assume each has had the same opportunity to learn. Also assume each has had the same motivation, the same family values, the same cultural background, and the same quality of home and school. Then we could compare two people of the same age and say, since everything that matters is

equal and person A has learned a great deal more than person B, then person A must have had a greater aptitude or potential for learning. The big problem is, of course, that we simply can't justify any of those assumptions we made before we compared person A with person B. But that doesn't stop professionals who use tests from making these comparisons every day.

Suppose Arthur Allen, age 8, earns a very low score on an intelligence test. Just what does that mean about Arthur? Since he has just taken a test filled with achievement items, we could conclude that he has a low score because he hasn't learned. Or we could conclude that he hasn't learned because he is dumb or has low potential. You see, we are trying to decide if the chicken or the egg came first. The decision is a crucial one, too.

Psychologists, counselors and teachers often decide that a low score on a measure of academic aptitude means that young Arthur has reduced or limited potential for learning. Following this decision, they begin to reduce expectations for Arthur and provide him with simple work that he can hope to do. We treat him, in other words, as if he were stupid. Sooner or later he begins to believe us and to feel we are correct. Then he reduces his own expectations for himself. We know that a low score on an intelligence scale is closely related to future achievement. But, why not? On the basis of the test, we often convince the teachers, the parents, and the child, that the child is slow, dumb, or stupid.

Suppose, instead, the psychologists, the teachers, the parents and the child believe that the low score on the intelligence test simply means that something has interfered with the learning of the child? Then we would begin to help the child to learn, to remove the blocks and to expect the child to catch up. We'd provide remedial work, but always with the expectation that the child can learn if we help him find the source of the problem.

What a difference in attitude flows from the two different conclusions we might draw. I judge the second to be more hopeful and certainly more helpful to the child. In a large proportion of cases, unfortunately, professionals prefer the first. If the child is stupid, then that relieves parents, teachers, counselors and psychologists from any share of responsibility in the child's failure.

*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 2015 CONFERENCE

Presenter - Wes Wingett, Ph.D.

March 6 & 7, 2015 • The Riverside Hotel, Garden City, ID

**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:** Wes Wingett has been a counselor in private practice in Norfolk, NE since 1978. Prior to entering private practice, Dr. Wingett had been employed as a counselor in a mental health center, a college program director, elementary school administrator and a junior high and secondary school counselor and teacher. Dr. Wingett received his bachelor's degree from Wayne State College, Wayne, Nebraska and his masters and doctorate in counselor education from the University of Wyoming. Additional graduate study was completed at the University of Vermont and the University of Northern Colorado.

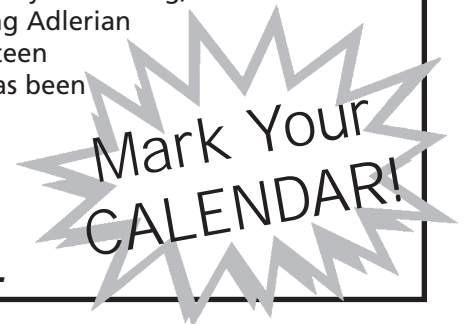
Dr. Wingett's private practice focuses on providing individual, couple, and family counseling; consultation to educational institutions and business enterprises; and presenting Adlerian training in a variety of venues. He has conducted Adlerian based training in sixteen states, Puerto Rico, two provinces in Canada and five countries in Europe. He has been a student and teacher of Adlerian psychology for more than 35 years.

**DATE:** March 6 & 7, 2015

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

**FOR RESERVATIONS call:** (208) 343-1871 or (800) 222-8733

**For more information call (208) 344-7194.**



IDAHO SOCIETY OF INDIVIDUAL PSYCHOLOGY ANNUAL CONFERENCE  
Presenter: Wes Wingett, Ph.D., LMHP

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

The ISIP Newsletter  
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