



Idaho Society of Individual Psychology

# The ISIP Newsletter

Volume 39, Number 1

September/October 2016

## Save the Date!

March 3 & 4, 2017  
ISIP ANNUAL  
CONFERENCE

Presenter:



**Marion Balla, MEd, MSW, RSW**

## 2016 Fall Training Calendar

### – Series Workshops –

#### Fall 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 *Adlerian Strategies for:  
Understanding Places, Play, and Priorities*

Presenter – Wes Wingett, PhD Wes Wingett PhD has been a counselor, educator, and consultant in private practice in Norfolk, NE since 1978, and is a frequent presenter.

**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: [adleridaho@gmail.com](mailto:adleridaho@gmail.com)

## Thank you to our Conference Sponsors!



ISIP thanks and is grateful for their support.

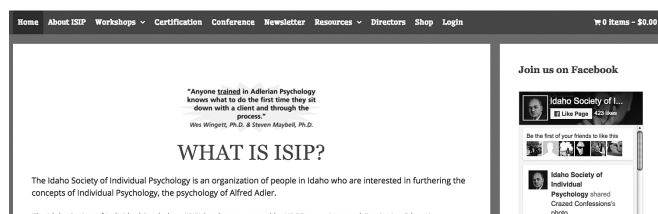
## FOR SALE! CONFERENCE DVDs!

The last two Annual Conference presenters – Wes Wingett and Alyson Schafer – were video-taped resulting in sets of four high-quality DVDs. Please contact Tom McIntyre (208)

344-7194 if you are interested in purchasing these outstanding presentations of Adlerian principles and counseling demonstrations for review.



Idaho Society of Individual Psychology



Be sure to check out the updated ISIP website! We are continually striving to improve the resources for people interested in furthering the influence of Adlerian Therapy. The new website offers a more user-friendly registration process! We will be adding links to resources that will help educate and inspire those in practice and those who are simply interested in the Adlerian approach. You will find updated information on the 2017 Annual Conference, links to our current and past Newsletters and much more. Thank you all for your continued support for ISIP!

We look forward to bringing you a more effective and useful website full of wonderful resources!



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

## The ISIP Newsletter

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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.

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# The New York Times

February 28, 1971

by MAGGIE SCARF

*Continued....*

Adler pointed to the curious "social returns" of neurosis – the ability to screen oneself from the demands of life, and to dominate others by exploiting one's own symptoms and weaknesses. The neurotic's tyranny over his close circle was a theme to which Adler returned continually: "I have taken 40 years to make my psychology simple," he often remarked later in his life. "I might have made it more simple by saying, 'All neurosis is vanity' – but this might not be understood."

Adler's January talks, his postulation of the masculine protest, following on the heels of the aggression drive, all led to his final explosive break with Freud early in 1911. That same year, Hans Vaihinger's celebrated book, "The Philosophy of 'As If'" appeared; it had a profound effect upon Adler. The theme of Vaihinger's book was that man, in order to avoid drowning in a sea of facts, creates systems or ways of looking at things which he then assumes are "true." The fixing of the zero point would be an example; we determine the zero on a Fahrenheit scale and then behave "as if" it actually existed. We draw meridians and parallels on the face of the globe, and then proceed "as if" these lines had a counterpart in reality. While they do not, said Vaihinger, they are useful fictions – our lives, to say nothing of our sanity, often depend upon our behaving *as if* our fictions were true.

Adler found in Vaihinger's theories a conceptual framework for his own ideas. In his most important book, "The Neurotic Constitution," Adler suggested that all human behavior, thought and feeling proceeds along the lines of "as if." In other words in earliest childhood each person – as part of his striv-

ing to adapt to the environment and overcome his weaknesses – creates for himself an idealized goal of perfect adaptation, and then struggles toward it as if this goal alone represented success, security and happiness. "The human mind," wrote Adler, "shows an urge to capture into fixed forms . . . that is, fictions, that which is chaotic, always in flux and incomprehensible. Serving this urge, the child quite generally uses a schema in order to act and find his way..." In developing the schema, the child projects before him his goal, his unique vision of that thing which would overcome all obstacles and bring him perfect security. With the ideal in front, a line of direction is established: from then on, everything the individual chooses to see, and the ways he feels about those things, falls into place accordingly. Adler believed that the child's schema was fixed by the age of 4 or 5 (i.e., that his personality was more or less programmed); this was the prototype which became the individual's "style of life."

According to Adler, the key to a man's behavior is that hidden purpose toward which all his strivings are directed: "Causes, powers . . . and the like cannot serve as explanatory principles. The final goal alone can. Experiences, traumata, sexual development mechanisms cannot yield an explanation; but the perspective in which these are regarded, the individual way of seeing them . . . can do so." In explaining this, he remarked: "It has the same effect on me whether a poisonous snake is actually approaching my foot or whether I merely believe that it is a poisonous snake." Similarly, if a man believed that his mother had been a monster and blamed all his later failures on that fact,

## Alfred Adler: 'His Ideas Are Everywhere'

it mattered little whether she was objectively monstrous or not – the effect was the same, for in that individual's schema, she *was*.

Adler's central idea was that life is always essentially a movement toward better adaptation to the environment, and that in man – the first animal in nature with the ability to form goals and purposes – adaptation assumes a psychological aspect. That is, by struggling forward to achieve our imaginary goals, we lift ourselves, as Adler said, "by our own bootstraps." He believed the great force motivating all human acts to be "a striving from a felt minus toward a felt plus situation, from a feeling of inferiority toward superiority, perfection, totality."

Neurosis was, in Adler's view, a species of maladaptation. The great issue in neurotic illness, he maintained, was not what had happened in the past to cause it, but where it was heading – what particular goal the patient was achieving with his symptoms. "The most important question of the healthy and diseased mental life is not 'Whence' but 'Whither'" he declared. "In this 'Whither' the cause is contained. the cause is contained."

"The Neurotic Constitution was published in 1912. "With this book", wrote Adler to a friend, "I have founded the school of individual Psychology." He submitted the book to the Vienna Medical School as a thesis, and applied for a position as lecturer.

He had to wait three years for a reply; and when it arrived, it came as an affront which rankled for the rest of his life. His candidature had been refused unanimously. (Recently, the report on Adler's work which was submitted to the medical faculty has come to light.

*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

## BELONGING

The lectures and writings of Adler and Dreikurs demonstrate that while they agreed that the STRIVING FOR SUPERIORITY is universal, they disagreed as to the CONCRETIZATION of the GOAL of striving.

For Adler, the GOAL of SUPERIORITY STRIVING is always a fictional form of the idea of *perfection* (overcoming, mastery, fulfillment, completion), CONCRETIZED by the individual in the subjectively conceived PERSONALITY IDEAL, while for Dreikurs the GOAL of STRIVING is always CONCRETIZED in some image of **belonging**. B. H. Shulman reported that Dreikurs stated, in a medical school lecture, that he located his theoretical position as being midway between Adler and Karen Homey (Temer and Pew, 1978, p. 191). Homey (1945) believed that "a desire for '**belonging**'" (p. 50) is central to human motivation, and could have been the source of Dreikurs's thinking on this matter.

Adler did not locate his own position as midway between himself and Homey, and so did not envision the COMMUNITY FEELING as a GOAL; he postulated it as a human capacity, comparing it to the upright gait and the capacity for language, never completely absent, and always in need of cultivation. For Adler, MOVEMENT toward the GOAL of perfection (the PERSONALITY IDEAL), when it is individually and uniquely CONCRETIZED *on the USEFUL SIDE*, has its foundation in, and proceeds from, the **feeling of belongingness**, that is, the COMMUNITY FEELING (SOCIAL INTEREST). For Dreikurs, however, **belonging** is the GOAL of all striving, whether the individual's MOVEMENT is on the USEFUL or the USELESS SIDE of life.

H. L. Ansbacher (1985), the foremost Adlerian scholar, upon reading an assertion that "for Adler the strongest motivating force for the human being is the desire to **belong** to the social world", responded by saying "[If the writer] has a reference to Adler for this statement, I would like to know it. Rudolf Dreikurs often wrote of 'the need to **belong**' as the strongest motivating force and should be recognized as the author" (p. 7).

Each individual tries to get himself accepted by the community. The desire to feel **belonging** to others is the fundamental motive in man (Dreikurs, 1949, p. 21).

INDIVIDUAL PSYCHOLOGY stands firmly on the ground of EVOLUTION and, in the light of it, regards all human STRIVING as a STRIVING for perfection (p. 106).

STRIVING towards a GOAL, towards an objective, we find everywhere in life. Everything grows "AS IF" it were STRIVING to overcome all imperfections and achieve perfection. This urge toward perfection we call the GOAL of overcoming, that is, the STRIVING to overcome (Adler, 1979, p. 86).

The development of the child is increasingly permeated by the relationships of society to him. In time, the first signs of the innate SOCIAL INTEREST appear, the organically determined impulses of affection blossom forth, and lead the child to seek the proximity of adults. One can always observe that the child directs impulses of affection towards others and not towards himself, as Freud believes. These impulses vary in degree and differ with respect to different persons. In children over two years one can also see these differences in their verbal expressions. The **feeling of belongingness**, the **SOCIAL INTEREST**, takes root in the psyche of the child and leaves the individual only under the severest pathological changes of his mental life (P. 138).

Feeling-at-home is an important part of SOCIAL INTEREST. The life on this poor crust of one who has SOCIAL INTEREST runs its course as though he were at home (p. 155).

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@olympen.com](mailto:Adlerpsy@olympen.com)



# Edgar's Corner

## How to Destroy Your Child's Courage

by Thomas E. Edgar, Ed.D.

Of course, no parents I have ever met intend to discourage their children. But, sadly enough, we too often do many things inadvertently that lead our children to have self doubts and low self-esteem – to have too little faith in themselves. If we pretend, though, for a moment that parents really wanted to sap the courage of their children, what could they do?

In the list below are a few of the most common and most powerful means by which parents discourage children. Most are relatively easy to learn and seem to come quite naturally to many of us as parents. You will probably use our own ingenuity to develop your own version of each. Consistency is critical to success.

### 1. Constantly criticize your child.

Be sure that your child notices all of his failings. Point them out regularly and emphasize them often. If you don't do this as often as you'd like, here are a few comments you can begin to practice with: "Can't you ever do anything right? That is a great picture, but the sky isn't really that color. Don't talk when you're eating. Can't you wash any better than that?"

Remember. The exact criticisms are not so important as the amount. If you can follow your child around everywhere all day long it is better. Be constant and be consistent. If your child by accident does something right, ignore it or just assume that this is the way it should be. But don't comment on it and don't recognize it.

### 2. Be over-protective.

By constantly shouting, "Look out!" Be careful!" or "Watch it, you'll get hurt!", you can teach your child very early that the world is a big and scary place and that she is little and incompetent to cope with it.

Point out dangers if the child doesn't notice them. Give full recognition and a lot of support to your child's

unreasonable fears. If your child cries out at night, "there is a bad person in my room!", go rushing into the room, search every closet, every drawer, and sit up all night at the bedside with a loaded shotgun across your knees and with the light on.

Above all, do not allow your child to test herself against the rough and tumble of life. Whenever possible, intervene so the child never gets hurt or never experiences failure.

### 3. Do things for the child that the child is capable of doing.

Keep in mind that children are surrounded by big, competitive adults. By comparison the child is clumsy and inept. Usually this is enough in itself to be discouraging. If your child seems not to notice his own ineptitude in comparison to your expertise, point it out to him.

You can say such things as: "Here, I'll do it, you're too slow. Let me do it, I'll show you how. Don't do that, you're too little."

The last comment is especially useful when the child is trying to help you. When he is twelve and you want him to mow the lawn, you can expect to have little cooperation. That is a bonus.

There are others which I'll discuss in a later column. But the ones I've listed here are a beginning. Usually children have a great deal of courage and parents need a variety of approaches to the total and complete discouragement of their children.

Many of the things we do with the very best of intentions and through a desire to be good parents can have a discouraging effect on our children. None of us want to see our children grow up timid, fearful and full of self-doubt. But it does happen far too often.

Did you find yourself in the list above? Most of us do.

*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 2017 CONFERENCE MARCH 3 & 4, 2017



## Presenter - Marion Balla, MEd, MSW, RSW

**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:** Marion Balla has gained recognition across Canada and internationally for her expertise, her dynamic speaking style, and her skills as a facilitator, workshop leader and trainer. Marion has built her credentials over a 35-year career in counseling and consulting. With a Master in Education (Counseling) and a Master in Social Work (Direct Intervention), she specializes in family, individual and couples therapy.

As a consultant, presenter and trainer with clients in government, public health and social institutions, business and various professions, Marion is an expert in a broad range of workplace and organizational performance issues, including team building, communication skills, conflict resolution and principles of progressive leadership. She has delivered keynote addresses and workshops on leadership, creative collaboration, work-life balance, parenting and many other subjects at national and international conferences. Marion became involved in Adlerian Psychology in the early 1970's and founded The Adlerian Counseling Group.

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

**FOR RESERVATIONS call:** (208) 343-1871

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

**Mark Your  
CALENDAR!**

IDAHO SOCIETY OF INDIVIDUAL PSYCHOLOGY ANNUAL CONFERENCE  
Presenter - Marion Balla, MEd, MSW, RSW

"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  
P.O. Box 284  
Boise, ID 83701-0284



**2017  
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