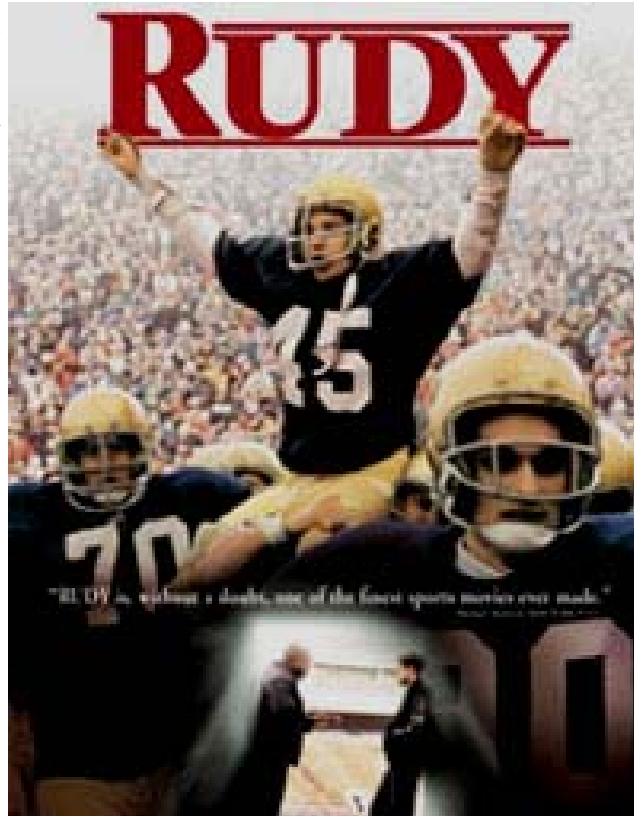




## The 13th Annual Florida Adlerian Society Conference will Proudly Present Rudy Ruettiger

Our very own Tampa Bay Buccaneer, Chris Simms will introduce Rudy Ruettiger at the 13th Annual FAS Conference, February 15th, 2008. Mark your calendars to attend and hear Rudy provide inspiration and encouragement with his life story. Our focus at this year's Annual Conference, February 14th-16th, 2008 will be on building inspiring relationships.



For further information contact Geri Carter a Geri@cartertherapy.com and visit [www.rudyinternational.com/video.cfm](http://www.rudyinternational.com/video.cfm)

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## A Psychology For Life Key Note Speech, 2008 South Carolina Adlerian Conference

By: Frank Walton, Ph.D., Myrtle Beach, South Carolina

When we put together this morning's program I promised to speak about Adler's Individual Psychology as a guide for living.

Some of you know Alfred Adler wrote that Individual Psychology could serve as a religion for the person so unfortunate to not have one of his own. Well, we are not asking anyone to substitute Individual Psychology for religion, but here are a few

ideas as to how we can add to the fullness of our life by paying attention to the tenets of Individual Psychology. This is not so complex to understand and it's entirely do-able, but it's not always so easy to put into practice.

What I am speaking about first is for each of us to do our level best to understand when we are feeling as though we are in a position of inferiority. We may feel put

down by a spouse or partner. We may feel below or beneath because of our perception of our position at work, or because we picture ourselves as worth less than others socially.

There are probably an infinite number of conclusions we can draw to support a mistaken idea that we are in a position of inferiority, but we can learn to pay attention to such ideas and the feelings

generated by those ideas, and especially to the action stimulated by these feelings. We can catch ourselves using such thoughts in a moment in time and we can seize that moment to turn a minus into a plus.

I was speaking with a client very recently. She was telling me of an evening when she heard her husband's car coming into the driveway. I ventured a guess about her

## A Psychology for Life, Continued

thoughts, "Oh shit, he's home again." Well she had a gigantic recognition reflex and we laughed together-but then she told me what she had done, which was to roll over and pretend to be asleep.

Friends, this is a simple example of the important responsibility and the powerful opportunity we have as therapists and as human beings, to help our clients and ourselves recognize the purpose of our behavior-the direction of our behavior. In this case, of course, the client was avoiding contact with her husband, perhaps defeating or even punishing her husband. And guess what?...Her relationship with her husband wasn't getting any better.

But let us go a little further to help our clients or

ourselves to understand mistaken ideas. In this case, the mistaken ideas that stimulated this woman to avoid or punish her husband. I offer just two pieces of analytical information:

1. Her first early memory conveyed this private logic-"It is so nice to have a caring man at my side as I approach the challenges of life."

2. Her Most Memorable Observation (a conclusion from early adolescence) emphasized this aspect or her belief system-"being deprived of the recognition that is due me as a good achieving person is terribly unfair, and I will do everything I can to avoid such a situation when I become an adult."

Now, we see how

this person pictures herself in a position of inferiority. We have helped her see what she is doing about it. This is a key moment folks. Teach our clients and ourselves to spot the choice points-the moment of choice.

At these moments we can ask ourselves-"am I trying to help to improve the situation or am I trying to elevate myself, or am I trying to avoid falling to a position of inferiority? Am I interested in helping, or interested only in taking care of myself?"

A key concept in Individual Psychology that needs to come into play at these moments is the capacity each of us has to learn to care about others, to feel connected to others. (our capacity to develop social interest).

There is scarcely a significant problem which you or your clients will experience in life that does not call for the courage and good sense to say," I'm alright, I'm worth one, I can't be worth any less than one human being, I can't be worth any more than one human being. Whew! That issue is settled."

Now since I don't have to spend energy trying to place myself above others, and don't have to spend energy concealing that I'm worth less than others-I have incredibly more energy to spend on lending a hand with the problems that we all face. Suddenly, it's not about me-it's about us.

## Horse and Buggy Schools and Psychology Just Won't Cut It Anymore —Tradition, Tradition

By: Cameron Meredith, Professor Emeritus, Southern Illinois University

Upon seeing my favorite musical, "Fiddler on the Roof" for the sixth time, I was impressed how powerful tradition is in our lives and when it is no longer very useful, how difficult it is to break. Tradition continues to rule the organization of our public schools and to dictate the psychology, which is used in our classroom and families.

Our current education model for schools was developed when the United States was a rural country. This is often referred to as the "Rural Model..." Children attended school 5 days a week for 36 weeks. This allowed a farm child 14 weeks in the summer to work in the

fields. Saturdays were reserved for a trip to the nearest village and Sundays were reserved for church. While the rural model has been obsolete for many years, children still attend school 180 days a year, which means they are not in school 185 days a year, including a 12 week summer, where they forget much of what they have learned. It appears that the reason we organize our schools in this way is because we have always done it that way- tradition.

Even more concerning is how First Force Psychology (behaviorism), which was created and developed in the last half of the 19<sup>th</sup> cen-

tury, is still the prevailing psychology used in our schools and families today. This psychology did not conflict too much with fundamental religion and continues to be accepted through the 20<sup>th</sup> century. First Force Psychology is based on rewards and punishment, otherwise known as stimulus response psychology. First force psychology was first developed with dogs and remains nothing more than obedience. The basis being what works with animals also works with human beings. These intelligent psychologists forgot that human beings could think, choose, and change while animals are limited to instincts and training-

tradition.

One of the best examples of the prevailing psychology today is the almost universal acceptance since the 1970's of Lee Cantar's, "Assertive Discipline." It is behaviorism warmed over but presented in a much more understandable way. Few object or even question it because parents, grandparents, and teachers who used the theory and practice of behaviorism on them probably raised them and, of course, they believed they turned out all right-tradition.

There is some truth in the fact that many, many students with the help of

## Horse and Buggy Schools and Psychology Just Won't Cut It Anymore—Tradition, Tradition Continued

dedicated teachers and parents have turned themselves out quite well into responsible and useful adults. In spite of the outmoded rural model, it is amazing how well the schools do compared to other countries which have 10 and 11 month schools. Even with the emerging competitive global economy, it appears that we have no intention of abandoning the rural model or spending more money on education- tradition.

Unfortunately, there seems to be no let-up in criticism of our schools and parents. Self-appointed experts for years have claimed that our schools are a disaster, particularly our inner-city schools. They claim our teachers are doing a poor job and children are learning little. Parents are accused of being neglectful, permissive,

and not getting involved with their children's homework. Thus, the cry for the privatizing, vouchers, school choice, merit pay, and longer school day. There have been some suggestions for a longer school year such as 210 days but no ideas as to funding it-tradition.

However, few suggest year-round school because everyone knows that both teachers and students would burn out under the vertical structure, the prevailing psychology, and the classroom atmospheres of today. There is some indication that there is some burnout every week with the long school day and compulsory homework. Some believe that teachers and students need weekends and summers to recover from the tensions and stress- tradition.

I have been interested in breaking the tradition of the 180 day school year and the use of behavioristic psychology for over 55 years. This came about in the 50's as we experienced a tremendous increase in enrollment and a shortage of classrooms with double shifts in many schools. I had some evidence that half-day students did as well as full-time students. About the same time, I had discovered the best of progressive education and Adlerian psychology with its encouragement, cooperation, freedom with order, choice and social interest. This new psychology would prevent burnout and result in enjoying school. Thus I came up with half-day school, six days a week and year round without a substantial increase in funding- tradition possibly broken.

I have written sev-

eral articles and made numerous presentations as well as an unpublished manuscript on year-round school in 1956 but gained little support over the years. Let me share with you a handout I wrote 40 years ago entitled, "Humanizing Education Year-round- An Adlerian Model." Since then I have been involved in disseminating Third Force Psychology and William Glasser's Choice Theory. I still have hope for year-round education. It is high time education becomes a full time enterprise.

**If you like a copy of Dr. Meredith's handout, please e-mail Tim Evans at: [Tim@evanstherapy.com](mailto:Tim@evanstherapy.com)**

## FAS HALLOWEEN BASH 2007



Articles for inclusion in the newsletter are encouraged and requested. The deadline for quarterly publication is the 1st of March, June, September and December for publication the following month.

Articles can be e-mailed to Tim Evans at [Tim@evanstherapy.com](mailto:Tim@evanstherapy.com).

Advertising rates for 4 issues, based on page size of 8 1/2 x 11 inches, with 1/2 inch margins on all four sides. All ads must be copy-ready, black and white.

Full page - \$100

Three-Quarter page - \$75

One-Half page - \$50

One-Quarter page - \$25

One-Third page - \$38

Business Card - \$15

Membership in the Florida Adlerian Society is open to all people interested in the Adlerian concepts. Membership is based on a year that runs from February to January, for an annual fee of \$20 per person.

## CALENDAR OF SOCIAL EVENTS

- |                    |   |
|--------------------|---|
| Dec. 8th, 2007     | FAS Christmas Party<br>Contact Timothy Evans at <a href="mailto:Tim@evanstherapy.com">Tim@evanstherapy.com</a>  |
| Feb. 14-16th, 2008 | FAS 13th Annual Conference:<br>"Building Inspiring Relationships"<br>The Tampa City Center Hyatt Hotel, Tampa FL<br>Contact Geri Carter at <a href="mailto:Geri@cartertherapy.com">Geri@cartertherapy.com</a> |
| March 29th, 2008   | FAS Community Egg Hunt!<br>Contact Amanda Keating at <a href="mailto:AKEating@fmhi.usf.edu">AKEating@fmhi.usf.edu</a>   |
| June 2008 TBA      | FAS Board Members Annual Retreat  |
| July 13-25th, 2008 | ICASSI 2008: 41st Rudolf Dreikurs Summer Institute<br>Gyor, Hungary<br>For more information visit <a href="http://www.ICASSI.net">www.ICASSI.net</a>  |

Florida Adlerian Society  
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