

eager to learn," he said, "and they are certainly a people of the future. We will have to work with them." We talked about Europe. Hitler was already "der Führer" in Germany. Adler was not very hopeful for the future of Europe. Interrupting me as if the topic disturbed him, he showed me a chapter of Montaigne, whom he liked so much. Finally, I spoke about the growing success of Individual Psychology in the last years. He smiled but, it seems to me in my memory now, a little sadly, as if he would have wanted to say, "It always takes a whole lifetime to reach one's real goal." He went to the window and looked out on the street. Turning to me, he said, "I once told you why I became a physician. I wanted to kill--Death." Then, after a short pause, he added, "You see, I did not succeed. But on my way I found something--Individual Psychology. And I think it was worthwhile."

When we look back today, thirty years after his death, we know that Adler was right.

It was worthwhile.

OREGON DISCOVERS THE MAN

by Maurice L. Bullard

Ten years ago in Oregon the name of Alfred Adler was only occasionally mentioned, usually being dismissed with a cliché about "will to power." In the ensuing ten years more than 6,000 teachers, counselors, and psychologists have received University training in the educational use of Individual Psychology. One relatively small community has effectively trained more than 1200 parents in ten-week courses. From this group have emerged thirty trained volunteer leaders and a skilled coordinator.

Several family counseling centers are in operation, one of which draws several hundred participants at each weekly session. An accepting climate has been established in another community, making possible a very successful special education class for elementary school children with extreme behavior problems. This class is being used by the Oregon State Department of Education as a demonstration project.

Why did this movement flourish in the face of adversity? What was the manner of this man, Alfred Adler, who has inspired the use of his principles in so many Oregon schools?

In the first place, Oregon, like the rest of the world, was ready and seeking practical assistance in easing the problems of troubled children and their parents.

Secondly, two fortunate coincidences brought the great works of Adler from dusty shelves to eager hands of students and parents.

Heinz and Rowena Ansbacher's single-volume systemization of the principal parts of Adler's works brought them into popular usage again. In addition, their skilled editing of the American Journal of Individual Psychology, a periodical currently accepted in almost 400 University libraries, has established an aura of recency to the Individual Psychology movement.

Of more direct influence in Oregon were the activities of Dr. Rudolf Dreikurs during the summers of 1957 through 1964. In addition to teaching classes at the two major Universities, he developed local leadership, a State Individual Psychology Association with active chapters, family counseling centers, and a system of parent study groups.

His books have further refined Adler's concepts and made them immediately usable by teachers, counselors, and parents. Without his books and forceful efforts, Adler's works would never have been more than theoretical concepts in Oregon.

Even though Dr. Dreikurs was the dominating figure in Oregon, he gave full credit to Alfred Adler for all basic concepts. But in spite of the resurgence of Adler's works, Adler the man remained a mystery to this group. Almost no one had ever seen or met him. Discussions about his true personality were confused and vague. Other writings about Adler were discovered as if newly written.

Of these, Phyllis Bottome's book Alfred Adler gave the most intimate picture. While it portrayed him as a strong and friendly scholar, it left him almost too free of human frailties. Other sources attributed a stubborn strength by which he could stand up to Freud and the dominating medical society when his tenets were threatened.

Even inquiries of old-time Adlerians more often than not brought noncommittal answers such as "Read Lewis Way!"

Sydney Roth, a very intimate friend of Alfred Adler, was very convincing in his sympathetic description of Adler. However, the writer still was not satisfied and on an impulse repeated the provocative statement once previously heard in Oregon, "Adler could be stubborn and hard to get along with."

The reaction was immediate and that of one bewildered. This friend of Adler stated with warm feeling, "No, Adler was just the opposite: patient, kindly, generous, and a friend to all. Oh, of course, if he were defending what he felt was a basic truth, he could be formidable." Then with almost a hurt tone of voice he asked, "What gave you that impression?" He was greatly concerned that such false impressions not be harbored in Oregon.

An incident vividly revealing the life style of Adler was then told.

While in the United States, Adler had been invited to address a large audience in an Eastern city. The night was stormy and they had to cross the city in heavy traffic. The meeting turned out to be a convention-like affair entirely inappropriate for a serious lecture. As they were returning home, Adler's friend was quite upset, saying the program committee had imposed upon Adler, subjecting him to humiliation with such an unappreciative audience.

With complete aplomb the unruffled Adler, in referring to the 600 present, said, "Oh, there may have been two or three who benefitted from the lecture."

Perhaps Adler, the man, is now known in Oregon.