

er was also satisfactory. She was consistently speaking more slowly and clearly. She played on the grounds in group games. With one first grader she had difficulty at first. When asked to help the younger girl overcome some of her fear of other children, Rose countered with, "But she don't like me." She was told that the little girl didn't understand how to play with others; that fear, not dislike, was the cause of her behavior. The counselor added, "Maybe you can't do it. Maybe it is too hard. But you are a good teacher. See how you are teaching Francis to talk."

At the end of ten days both girls had improved on the playground. As Rose's difficulties this year seemed to come toward the end of the noon recess, it was decided to give her a rest period of twenty minutes at this time.

The mother became more and more appreciative of the help the girl gave her in the home.

Closing Remarks

At the close of a year's supervision

the need for continued treatment is still seen. The interest in this case lies to a great extent in the fact that this girl doubtless would have become a true stuttee had not therapy prevented rather than corrected the symptom, which scarcely made its appearance. What were some of the important factors in this treatment? The mother began to accept her own rather than the father's evaluation of the girl, thereby decreasing the compensatory activity which resulted from a strong masculine protest. The teachers encouraged her success in social contacts as well as in academic work; this increased her feeling of adequacy. The therapist gave the child opportunity to speak freely of her interests and her problems, accepting her and at the same time interpreting for her. The being singled out of the group which she experienced was for a time a valuable aspect of therapy for a girl with so strong a feeling of inferiority, although recently she has shown less and less dependence on the therapist, the intervals between visits being gradually increased.

Chicago Group

A beginning class in the fundamentals of Individual Psychology was completed in six weekly meetings. Members of this class are now eligible for our Associate group. The next monthly combined meetings for the Associate and Central group members will present a speaker on "Semantics and Its Relation to Psychology," Dr. Rudolf Dreikurs will talk on "Problems of Neurosis," Dr. Nita Arnold on "Problems of Insanity," and Eleanor Redwin on "Problem Children."

On December 12 a "Psychological Puzzle" was presented to the members. Early recollections, experiences, and dreams of four individuals were mixed together and then sorted out by the members to build up the four separate life

stories.

An advanced class meets twice monthly for the purpose of discussing the writings of Alfred Adler. His various books are distributed among the members. A careful study was made at the first meeting of what Adler had to say on the subject of early recollections. The second meeting centered around the topic of the lifestyle, the next one around the inferiority feeling.

The general meeting on January 9 was devoted to the discussion of what we can do in regard to the present war situation. Several plans of practical contributions were discussed and more meetings are planned, the results of which will be reported later.