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January, 1942

Dear Friends:

The world is aflame, violence is rampant over the earth, men, women, and children perish in agony and misery, because in some part of this globe people lost faith in humanity, lost respect for human dignity, forgot the eternal principles of living together; they respect only force, believe only in violence, and regard deceit and treachery as adequate means of dealing with others.

This is the time when everyone who knows what mankind is and wants must rise and muster all his courage and enthusiasm. The spirit of mutual help, the social feeling of belonging together, was never more urgently needed than today. It must first unite all those who fight for freedom and human rights.

Furthermore, the idea of a united mankind, the understanding of the inherent logic in living together, the readiness to cooperate by respecting the dignity and rights of others must penetrate through the whole world, if this war is to lead to lasting peace.

We, working in the field of Individual Psychology, are not the only ones who have a clear conception of how people should live together; nor are we the only ones who are willing to dedicate our lives and all our personal resources to the establishment of freedom, mutual respect, and all-inclusive cooperation. But we can add one feature to the concerted efforts of all conscientious men to develop a better concord between individuals, peoples, and nations. Through our work in child guidance, in psychotherapy, in marital consultations, we are able to demonstrate practically to a great number of people the futility and danger of force, the effectiveness of courage, and the constructiveness of social interest. Our studies of human nature provide knowledge, not only essential for human cooperation in general, but also vital for the individual in his striving toward happiness and success. Our work must be intensified in times which call for our unlimited endeavor to help. In helping our patients and those who consult us to apply and disseminate the adequate methods of cooperation, we can assist our nation and serve mankind.

Individual Psychology Association, Chicago

HOW ARE "PROBLEM" CHILDREN MADE?

Willard Beecher

Not many generations ago, most people believed that maggots grew spontaneously on spoiled meat. Many years passed before it became common knowledge that exposure to flies was the source of the contamination. A similar naiveté exists today among many of us in regard to the so-called problem-behavior of children. Parents and teachers often seem unable to recognize how such difficulty arose with Bill or Mary, Emily or John. Such mystification only shows how little common understanding exists concerning the development of human personality. Let us see what situations furnish the soil for the usual forms of problem-behavior.

First, we must define what we mean by "problem-behavior." We may say that conduct which consistently burdens rather than helps other people in the environment is problem-behavior. By this token, the child who acts in a manner that hinders the freedom of those around him is a "problem child." Diagnosis is easy. We have only to ask ourselves whether he is a good person to live with--a good fellow-man for his age--or whether he gives us more work and responsibility than is necessary.

Through years of community living, man has developed a general idea of how capable of taking care of himself a child ought to be at any given age. Notable deviations from this "norm" stamp the child as a problem. The term means nothing more than that the person under consideration is more of a burden than a help to us. It means that we must be unduly mindful of him, for he does not act in socially useful ways; he gives us the responsibility of seeing that he does not damage himself or others. To make this point clear: we expect an average child of

"No child is personally responsible for being a problem--he is only the victim of a mistaken attitude toward social living."

three to require a certain amount of "looking after" because of his physical weakness and inexperience with life; but if we find a child of six requiring the same amount of care, he is a problem child, since he should need less attention because of his greater strength, coordination, and experience.

It becomes apparent that we are judging behavior in terms of social living--the effect of one's acts on the lives of other human beings. "Good" behavior is the kind of activity which advances our common advantage, and "bad" behavior includes the acts of commission and omission which hinder it. In short, we may say that all problem individuals have a low degree of fellow-feeling--that they thwart others for no socially useful purpose. This is the one common denominator of all problem-behavior. The proof of this point lies in the fact that one cannot imagine a helpful problem child!

We can recognize two broad classifications of problem children according to the degree of their activity. An active child who lacks follow-feeling demands what he wants, ruling and suppressing those about him. If we do not obey and give him his own way, he fights until he extorts his "pound of flesh" from us. He shows no interest in the welfare of those about him except as it contributes to his immediate advantage.

The passive type of problem child dominates by being fearful and timid; he will not be left alone. Either by being "charming" or "pathotic" he keeps attached to his service a stronger person on whom he can lean and whom he presses into a solution of his own problems. He masters his environment by making a show of his

weakness so that we often fail to recognize his power over us. But with either type we are aware that we are too much occupied and burdened. Neither type shows independence, for if we allow them out of our sight "something happens." Some damage or injury usually results, for such children do not develop the community sense which we often call "horse sense."

How does this lack of fellow-feeling get hold of such children? There are three main situations responsible for most of the difficulty. By far the most frequent cause is over-protection and pampering during the first three years of life. This is the "cute" stage of infancy when parents wish that the child would always remain a baby. Without being aware of the consequences of their acts, they make a toy of the child as though he existed only for their pleasure. If a ball rolls out of his reach, the parents retrieve it for him even though he shows every evidence of getting it for himself. Thus his budding independence is thwarted and he is trained to expect service from adults. In many other ways he is made the center of attention and shown off until he gets the idea that he ought to be "head man" in all situations--that others ought to defer and contribute to him while expecting nothing in return. Self-centeredness becomes a basic attitude, and resentment arises later in life when he is expected to share the common tasks of life; he wants always to enjoy the advantages to which he has become accustomed and expects to be spared the disadvantages of our common lot.

A second source of difficulty is an early illness or organic weakness. Illness always makes a child the center of much anxiety and care. The distress experienced from his own body and the fear shown by parents may lead a child to become self-centered. He gets the attitude that he is a "Precious" person who deserves more tender handling than other children. Even though he recovers his health, he may cling to the idea that he is exempted from showing interest in others and

feel neglected in situations where service or independent activity is expected of him. It is easy for him to become a "professional invalid" when confronted by problems demanding contribution or adaptation on his part. He learns to offer his "symptoms" as alibis for himself and as reasons why we should let him pile on us his burdens.

A third source of difficulty is neglect or hatred of the child. Few children are really neglected, even though many are disliked by their parents. But an unwanted child soon gets the impression that he is excluded from the love of his parents. Any child who feels undervalued tends to become self-centered and unsocial; he will try to "love himself" if he believes others do not care enough for him. An atmosphere of dislike arising from divorce or quarreling between parents accounts for the failure of many children to develop the attitudes of a good fellow-man.

In general, it appears that any situation which concentrates the child's attention on himself early in life may result in problem-behavior. Our task then is to keep his interest attached to being helpful and independent so that he will not become too conscious of himself apart from others. He must feel that he is no better, no worse than others, and not dramatically different from them. It should be remembered that a child is weak and inexperienced and is bound to make many mistakes. It will require years of experimental approaches and first-hand contact with the problems of life for him to develop judgment and accuracy. We cannot learn for him nor can we put our old head on his young shoulders. If we lay too much stress on his little failures we shall tend to drive him toward caution and self-centeredness. Constant admonition aimed at hastening the growth of his mental powers and judgment is more apt to breed resentment and hinder his friendliness.

Many parents who are ambitious wish to give their children what they call

"all the advantages," hoping to spare them all mistakes and pain. Too often such parents in removing burdens from their children create for them an unreal world in which all good things are furnished free. As a result, the children grow to believe that life in the outside world ought to give and give to them as their parents did, and that nothing is expected from them in return. Such children experience a sense of shock when demands are made on them. They are poorly prepared to endure tensions of need and desire nor do they know the fun of striving with others for common goals. They live as though their mere wishes were laws binding on the community; they never subordinate themselves to working for the common good. When they leave home for the larger community and marriage they resent the demands made for cooperation and contribution.

Life does not give us "something for nothing," and parents ought to help children discover this fact as early as possible. Community living demands that we share the disadvantages as well as the advantages of our common lot. One hand must expect to wash the other. The parent who wishes to pick every fly out of his child's little jar of ointment is doing poor service to his offspring and must expect difficulties later in life. It is useless to expect that a petted child will suddenly become a bulwark of self-reliance.

The problems of life demand only two qualities--activity and a feeling of fellowship toward others. How is a child to develop in this direction? All healthy children are active children unless adult interference has done its damage. Inactivity is always a sign either of physical illness or of overprotection. Within easy reach of each inactive child you will find someone who has been assuming too many of his responsibilities for him so that he has had no need to be active in the solution of his own problems. The parents of such a child must "let him stew in his own juice" until he rediscovers his lost initiative and

attempts self-direction.

The development of a feeling of fellowship in a child is an art without any definite rules. Fellowship is a job for two equal individuals--there are no masters and no slaves, no superiors and no inferiors. Needless to say, fellowship will not be attained by virtue of much talking, commanding, nagging, or preaching. A child shapes his character more from our acts than from our teaching. We must live with him in a man-to-man relationship rather than in the customary "don't-do-as-I-do-but-do-as-I-say" manner. Family life entails common rights and common responsibilities. Neither child nor adult enjoys special privileges without special sacrifices and effort on his part in return; one must put back as much as one takes out from social living, else the common life becomes impoverished. Each should have his own duties aimed at self-maintenance, and there ought to be many tasks done together as a common effort. No member of the family should advance himself at the expense of another. Emphasis should be placed on what each contributes to the common good to counteract the prevailing tendency to get "something for nothing."

The problem child, as already indicated, lives in a dependent or parasitic relationship by obliging others to provide for him. He occupies a position of power and superiority within the family, often maintaining his supremacy by the "nuisance value" of his acts. It is never easy for parents to regain their own rights after they have surrendered them to a child. Their only chance lies in the cultivation of matter-of-factness in their relationships to the child. Even though he has learned to dominate by tears, fears, tantrums and other extortion devices, he will discover that he cannot exploit matter-of-fact parents, that he must act for good or bad on his own responsibility and at his own cost. (Only the pampering parent assumes the full cost of a child's un-social behavior.) There should be no special comment, no blame or pleading, since these are useless. The matter-

of-fact parent does not try to "influence" a child toward good behavior, since the child holds the whip. In place of such mistaken effort, the parent will do only his part within the framework of any given situation and wait patiently until the child understands that it is necessary to meet others half way at all times.

We often forget that no child is personally responsible for being a problem--he is only the victim of a mistaken attitude toward social living. Where did he get the idea that he could live always like a worm in an apple? Our own eagerness to smooth out his path has resulted in his getting the impression that our function is to serve him; and that "getting what he wants when he wants it" is the criterion of each moment. We have not made it possible for him to discover that it is just as much fun to give as to receive! Since our ambition for

his success and our anxiety for his safety have led him into this mistaken life-attitude, we must gradually retrace our steps and give back the independence we have taken from him. If it pains or frightens us to see him fumble in his efforts, then we must strengthen our own courage before expecting similar growth in him.

Problem-behavior in a child, then, is no product of spontaneous generation. It is the product of an interaction between the child and his immediate environment--the reaction of a growing personality to his family's ambitions and timidities! If we are able to detect in him the shady side of our own personality, we can help him by changing the manner in which we relate ourselves to him. Since the fault is not wholly his, he is not the only one who ought to change! Fellowship is a job for two (or more) members of the human race.

R E V I E W S

"Psychopathological Disorders in the Mother" by Mabel Huschka, Journal of Nervous and Mental Disease, 1941, Vol. 94, pp. 76-83.

"In a group of 488 problem children, 203 of the mothers, or 41.6 per cent, were found to be suffering from psychopathological conditions. Of these mothers, the 30 who were examined or treated in the psychiatric out-patient department suffered primarily from various psychoneurotic disorders. The pathology which they presented was complex, and in each case the mother's pathological state was an essential factor in the problems of the child who had been referred for psychiatric help. These mothers were peculiarly hard to treat because they had the firmly established habit of projecting their difficulties upon their children. The patterns underlying the ~~symptomatic~~ behavior of these women are distinctly individual and do not lend themselves readily to classification into subgroups with common characteristics...The essential point to be determined is why the mother behaves as she does, why she shows the

child too much love or too much hostility." This study gives ample statistical support to Adler's finding that of the social-environmental influences shaping the personality of the child, the mother's personality is the outstanding one.

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"Psychoanalysis and Individual Psychology" by P. H. Ronge, Nederl. Tijdschr. Psychol., 1939, 7, pp. 199-209. Freud as the older was influenced more by the older psychological trends (associationism, apperceptionism), Adler as the younger, more by intentionalism and actionism. Thus Freud sees more separate, relatively inactive elements, Adler more movement and activity. Also the personalities of the two play a part. Adler's was a restless nature with which theory came in second place; Freud was more bookish. Freud as an oldest child was more authoritarian, Adler as a second child (who is frequently opposed to authority), more democratic.

--H. L. Ansbacher (Brown University)

AN ONLY GIRL AMONG BROTHERS

Sibyl Mandell, Ph. D.

This is in no sense an article but rather a running case report by an Individual Psychologist who is a "Visiting Counselor" in the rural public school system of San Joaquin County, California. At the time of writing the case is still active, although the child is symptomatically improved.

The seven groups of interviews recorded in detail cover a period of some four months, the eighth statement being made at the close of a year of therapy.

Rose M. was referred because of a speech defect. The teacher, as was the custom, referred Rose to the general supervisor. As the general supervisor was in agreement, a referral blank, duly filled in, was forwarded to the visiting counselor.

I.

In the teacher's own words, Rose was referred because she did not "speak clearly." She was six years old and in the first grade of a two-teacher school. A brother, in the second grade, was in the same room. Rose, an only girl, was the fourth of five children. Ronald was fifteen; Paul, thirteen; Bill, eight; and Francis, fourteen months. Both parents were living. The father owned a dairy.

The referral blank also included the information that the family was of Portuguese extraction. On the Lee Clark Reading Readiness Test given on October 17, 1940, her score was 46, considerably above the average. Her scholarship in relation to her abilities was said to be excellent, her attendance was good. In regard to her social adjustment it was stated that she did not get along with other children. No special abilities or disabili-

"This girl doubtless would have become a true stutterer had not therapy prevented rather than corrected the symptom."

ities were noted, but the teacher stated that she liked to draw.

At the first interview Rose was found to be a rather slender, attractive looking child. Her speech was inarticulate, rapid, and of a type commonly known as "baby talk." Among others, she substituted "w" for "r," "d" for the voiced "th," "f" for the unvoiced "th," she had a lingual protrusion lisp and there were vowel substitutions. A catch in her breath, the rapidity of her speech, and intense hyperactivity were some of the factors which caused us to regard her as a potential stutterer.

She appeared to be extremely friendly and eager to please. She drew pictures and chattered volubly. Her movements were graceful and unusually well-co-ordinated for a girl of her years. Paul, an older brother, when interviewed, stated that she cried easily. This was later corroborated by the teacher. It was suggested that she be given a rest period daily and not be forced in any way to do academic work.

The home visit revealed a rather shambling wooden house, clean and orderly. The baby was asleep on our arrival. The mother appeared to be the same physical type as Rose, intelligent and eager to cooperate. She stated that the father had been a stutterer, that Ronald still stuttered occasionally, that the father was very fond of his children when they were infants, made much of them, and tended to ignore them as they grew up. Ronald, her oldest child, and Billy had been unwilling to attend school on the first day, but both Paul and Rose had gone eagerly.

A physical examination was suggested for Rose. As the family had no pri-

vate physician the mother was asked whether she would be interested in taking Rose to the Health Center to be examined by the County pediatrician. The visiting counselor later referred the matter to the public health nurse, who made arrangements for Rose to attend the clinic.

-- At the end of this first series of interviews certain tendencies were noted. We decided to watch for further indications of social maladjustment arising out of a feeling of inferiority with respect to the younger child in the family, and for evidences of antagonism to the mother and of feelings of inadequacy in relation to the father and brothers. The marked interest in drawing, in conjunction with the felt inadequacy, expressed partly through a speech defect, gave rise to a question of handedness.

II.

The teacher reported that Rose was having a rest period in school, that she was stuttering at times and was teasing the other children on the playground. Many of them disliked her already.

The interview with Rose included the following:

"Does your mother like you?"

"Yes, my daddy likes me."

"Whom does your mother like best, you or the baby?"

"She likes the baby best; it is a little bit sick. Sometimes I am a little bit sick." The time devoted to the baby on account of its helplessness was explained. She spoke of a trip which she was probably going to take. She said she might miss some school, but she would study hard on her return so that she would not have to stay in the first grade. At this point she was reassured. She was going to visit her grandma. In answer to a question she said there was no other child at her grandma's and immediately added, "She likes me." Again she was reassured about her mother's attitude toward her. Spontaneously and at the same time making an inviting gesture

with both hands she said, "I remember when I was little, I was under a soft blanket and my mother made kitchy, kitchy to me."

She told of her older brother teasing her. "He is nice to me in school--you know--because of the teacher and all. My brother fights with my mother at home. My mother gets cross, then she talks loud to me. Why does she talk loud to me? I haven't done anything."

-- In this interview the child verbalized her competition with the younger brother, her feeling of being unfairly treated by her mother and older brother, her leaning toward her father, and her desire to return to a pampered babyhood.

III.

The public health nurse stated that Rose was home with influenza.

IV.

Physical Examination Findings:

Age 6, Ht. 47-1/2", Wt. 49-1/4 lbs., Range 50 - 59 lbs.

P.E.: Negative, small tonsils, tongue and mouth normal.

V.

When we arrived at the school the teacher informed us of the mother's request that, since the pediatrician had found Rose in good condition, merely using a little "baby talk," she would prefer that Rose would not rest in school, as it would take her away from her work. The teacher ignored the request, explaining to Rose that she was resting during drawing period, hence did not miss any of her reading or number work. We commended the teacher, adding that we thought it would be just as well if Rose rested during part of the reading class and that we would handle the home situation.

During the interview Rose drew pictures, spoke of the fact that she had been ill and, for the first time, directed a verbal attack against the baby, saying that he had "messed up" her playhouse. She had slapped him

and he had hit back.

We discussed her attitude toward other children on the playground, children who teased her, and how we made and kept friends. The teacher had reported that Rose had cried and complained of the boy behind her pulling her braids and that the other girls did not want to play with her on the playground. Questioned, the other children had stated that Rose did not want to play because she could not always be first. We spoke of these incidents and Rose stated that the other girls did not allow her to choose. We suggested that she might have to wait quite long for her turn to choose, and we made up a game in which we decided exactly what she was to say when she was teased.

On the back of her picture of a man, drawn for test purposes, was a drawing "of a lady dancing" which she colored to suit herself. She called attention to the chandelier overhead and also to the fact that the lady had yellow hair and said yellow hair was "pitty." Her own hair was brown and that of her mother dark. The dress conformed to the latest dictates of fashion. The profiles of both drawings faced right, a possible indication of sinistrality.

The Goodenough Drawing Scale results were: C.A. 6-5, M.A. 12-0, I.Q. 187. Experience with this test has taught us that such a high I.Q. in a child so young is to be considered merely as an indication of the general group into which the case falls, here "superior." For more exact measurement a Binet test was indicated.

After Rose had been dismissed we saw Paul in his classroom. The pediatrician had suggested that he see a specialist about his knee. Nothing had been done about it. Resistance of the mother was further evinced during the home visit by the fact that she was unwilling to recognize that Rose did not get on well with the other children at school. She kept repeating that Rose got on well with other children who visited in the home. We congratulated her on the fact that

Rose's rest periods in school were being continued and were partly responsible for her improvement in speech. She had not been stuttering either at home or at school. The mother accepted the congratulations, making no mention of the fact that she had asked discontinuance of rest periods. We spoke to the father suggesting that he give Rose more of his attention. The picture of the family was rather clearer at this interview than at the last. The father found use for both boys in the barn, but had no place for Rose there because she was so small and a girl. Indoors, he played with and petted the baby, and the mother spent a good deal of her time caring for it.

We left while the mother assured us that she would try to influence the father along the lines indicated, although she seemed to feel rather helpless in the matter. She said that they were going to take Paul to a specialist.

-- In this interview the child verbalized her attack against the baby brother, we gained the mother's cooperation despite her resistance, first steps were taken in the re-education of the child in regard to her attitude toward her contemporaries, and for the first time we met the father.

VI.

When we reached the school we found that Rose was not present. Paul, her older brother, stated that she had "gotten mad" on the way to school and had returned home. He reported that she had insisted upon walking in the middle of the road; that she had not obeyed him when he called her to the side; that he had then pulled her and that she had become very angry and had refused even to ride to school in the car of an acquaintance who happened to be passing.

The teacher felt that she was showing some improvement socially, but that she tended to refuse to play with a group when things did not go her way. She was not stuttering and had not

done so since our last visit. She was resting regularly. The mother called for her recently, while she was resting, and reacted cooperatively.

A Binet test was given her in her own home. The mother was most cooperative and we had a room with a comfortable space in which to work. It was the family living room and the mother and her visitors were careful to use the back door while the test was in progress.

When we arrived Rose was seated in a little chair on the porch next to the baby's high chair and they were both eating bread and jam. Rose insisted upon breaking the bread for him, although this act did not improve the situation. The baby objected a little but soon quieted down and amicable relations were apparently reestablished. Later in the afternoon she started a "slapping game" with her little brother. The slaps progressed from gentle to much less gentle until interrupted. She also said of the baby, "Don't let him come in there with us."

The mother's visitor had brought her a gift of a rose taffeta dress. Later Rose showed us a rather similar dress of the same color which hung in her closet. She seemed to enjoy the clothes. During the lunch period the conversation among the women dealt with preferences for certain colors. Blue was mentioned and the counselor added that she also enjoyed a shade of brick red similar to the shade of the sweater that Mrs. M. was wearing. Rose, who up to this time had said little, promptly remarked, "I don't like brick red." The father ignored her throughout the meal although she sat beside him.

Rose ran into the bedroom and came out with a stick of gum which she offered the counselor as a gift. During the test she remarked, "I am going to be a teacher like you when I grow up." The counselor said, "Oh, so you are going to be a school teacher!" "No," said Rose, "A teacher like you."

Even when she became very stimulated

as a result of trying to solve rather difficult problems, she did not stutter. She concentrated well, showing a tendency, as she tired, toward hyperactivity, increased muscular tension, and a propensity to giggle.

During the interview with Rose the counselor asked casually why she had not come to school that day. She answered that she had been crying and that she did not want the teacher to see her cry. That this was a rationalization becomes more obvious when taken in conjunction with an answer to one of the questions on the test. Asked what she would do on her way to school and was in danger of being late she replied, "Turn around and go back home."

The test results were as follows: Revised Stanford-Binet, Form L:C.A. 6-6, M.A. 7-10, I.Q. 121.

At the close of the test Rose helped to put away the materials and to pack the brief case. She said, "You have so many things in your bag, you must be a very important lady." Then she asked for help in rearranging her play corner, in which we had been working.

First steps were taken toward correction of her articulation of "th." This was motivated for the child by the counselor's remark that since she was teaching the baby to speak, "It would be nice if she could speak like a teacher." She cooperated and succeeded in pronouncing the sound adequately. Previously she had pronounced "th" as "f." It was necessary to allow her to use some lingual protrusion in order to make the sound required. The work on "s" and "r" was postponed until her front teeth should be well grown.

Rose told a joke. She said, "Do you know what you say to a guy who has his thumb out on the road? You stop your car and you say, 'Do you like walking?' And when he says, 'No,' you say, 'Why don't you run?' and ride away."

Asked where she had heard the joke, Rose answered, "My brother told it."

I copy him."

Returning to the school after the test the counselor made a report to the teacher, suggesting that the visual aids department material be used to stimulate the child, and informed her of the first steps taken in speech correction.

The teacher stated that Rose wrote unusually well for a child of her years. During the test she took a pencil from us with her left hand and also spoke of the fact that she had made the loop of the "l" in the wrong direction until her mother had corrected her. Her drawing aptitude and the facility in writing might well have been an overcompensation, indicating that Rose was a **re-educated** sinistral. However, the counselor did not discuss this aspect of the case at this time as she believed it advisable for the child to continue in the use of her right hand. Later we could educate for increased ambidexterity.

-- In this interview other indications of high intelligence were corroborated as were family attitudes. Because the child was not stuttering, work on articulation was begun. The child's emotional dependence on the therapist began to be apparent.

VII.

A home visit was made. The mother was in the house alone with the baby, the father in the barn. The mother said that she was 36, the father 40. Both parents were born in the Azores. The mother came to this country at seven. She recalled that, when she was eight years old, an aunt had made fun of her poor speech. Asked if it was a foreign accent she said, "No, I was talking Portuguese." She was the third of six children. She went through the sixth grade. Always poor in spelling she had her son, Donald, correct the spelling of her letters.

The father was the oldest of seven children. The next three in the family constellation were girls. At the table he often read the newspaper,

despite his wife's protests. If listening to the radio, he would not come to a meal set on the table. He ignored the older boys as well as Rose a good part of the time. The tendency of his group to undervalue women was strong in Mr. M., inasmuch as he had been an oldest child in close competition with younger sisters.

The couple had made some desultory attempts at birth control, the husband cooperating as well as the wife. She had not wanted Rose. "I thought I had enough. When this baby boy came I didn't mind so much. I thought I would get a little sister for Rose. When it was a boy I didn't care." In regard to relations with her husband, she said, "We don't come together much now. You'd be surprised how little."

The baby was extremely friendly and affectionate, evidently much petted. He slept in the room with his parents. Rose had a crib in her brothers' room.

Mrs. M. reported that a short time after the last visit, Rose had said, "I'm going away from here. You don't want me." Asked where she would go, she answered, "I'll go live with Miss M. (the counselor)."

At this point the mother was reassured and informed of the frequent occurrence of such remarks in young children in Rose's position. She agreed that Rose enjoyed the extra attention she was getting.

The counselor suggested to the mother that it might be desirable to keep an eye open for a piano, as Rose might some day learn to play. The mother agreed that Rose probably would enjoy it as she frequently imitated the gestures of a piano player. The suggestion was made, first, to prepare for some creative outlet for the child, and second, to encourage ambidexterity.

-- Interesting points in this interview were that the mother's resistance now took the form of personal jealousy of the worker and that she had rejected Rose before birth. There was also

indication of some strain in marital relations.

At school the teacher reported that Rose's behavior on the playground was improving and that she was making an attempt to pronounce "th" correctly.

Rose was resting on a cot in an ante-room when we arrived. She seemed pleased to see us. Some tongue exercises were taught her. These she mastered quickly and practiced words with "th" sounds. She was making the sound with less lingual protrusion and less effort.

We had lunch with a group of children. Rose clowned with hands and body and face. The children laughed sympathetically. When we went to the piano, she moved her hands imitatively and listened smilingly while the counselor played. She remembered that Barbara, whom she knew, had come to meet her the first day of school.

She said she dreamed of sticking her tongue out the back door. Something tried to grab her and her mother kept it away. Then she dreamed of a "boogie man" chasing her around the living room. She then started a long story about a "boogie man" she had seen in a Mickey Mouse picture. She held a pencil in her left hand and gesticulated expressively with her right. When asked, "Is the 'boogie man' real or make believe?" she answered, "Make believe."

When the counselor shook hands on leaving, Rose started to give her left hand, then corrected herself.

Billy, her brother, in the same room as Rose, was given a Goodenough Drawing Test. The results were as follows: C.A. 9-3, M.A. 9-9, I.Q. 105. The teacher stated that he had a reading difficulty.

We suggested that Rose be given clay work and other manual exercise which might encourage ambidexterity.

-- Indications of sinistrality were corroborated at this session. Attempts at improving articulation did not result in stuttering. The fact that the

mother, apparently intelligent, had a marked spelling difficulty and that Billy, apparently of normal intelligence, had a marked reading difficulty led to the question as to whether they were not also sinistrals.

While we were not convinced of the direct physiological relationship between handedness and speech, nevertheless, there is doubtless some psychological connection. The sinistral in our society has to make more difficult adjustments than a right-handed person. However, re-education of left handedness might prove more harmful than otherwise in the case of a child of six and one-half, especially when both mental and motor development are accelerated.

The early school recollection and the fact that her school relations were improving led to the belief that the prognosis for social adjustment to her contemporaries was good. The dream indicated dependence on the mother, her negative attitude toward the baby (who followed - "chased" her), and some fear of men (as the father and brothers). The therapist may have been represented in the dream of "sticking out the tongue."

VIII.

During the spring and fall the counselor saw Rose at home and in school several times. Her speech had so improved that in June she was given an important part in the school exercises. As a matter of fact, she was given a poem to recite that was originally to have been said by her brother, Billy. This was doubtless a difficult experience for the boy and not too desirable for Rose, herself. She informed her mother that it "wasn't fair" but proceeded to enjoy her success.

The following September a new teacher replaced the former one. Billy reported to his mother that she "liked him," which feeling apparently did much to offset what feeling of displacement he may have experienced in the spring.

Rose's relationship to this new teach-

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.

THE FIRST CHILD GUIDANCE CLINIC AND ITS FIRST PATIENT

Hilde C. Kramer, M. D., Ph. D.

It was not quite a year ~~after~~ the armistice of 1918 had brought peace to the suffering people of Vienna, when passing the Real Gymnasium¹⁾ on Circus Street, I read an advertisement on the bulletin board of that building that in a few days a department of the Volksheim²⁾ would open its doors in this building. I read that Dr. Alfred Adler, the founder of a new theory of Individual Psychology, would give a semester course called Healing by Re-education, which was, as I knew, the title of his newly published book.

I was at this time a young group worker at a community center in the Prater³⁾ and had to take care of nearly 100 children of every age, whose fathers for the most part had not returned from the war, and whose mothers had to work during the day to make a living for themselves and the children. It was no easy task as many of the children had been neglected during four years of war and starvation. Many problems arose which I could not solve, and although I had studied psychology (theoretical) there was no use for this kind of psychology in the education and care of children who really needed "healing by re-education" more than anything else. This advertised course by Dr. Adler thus seemed to me a fine opportunity to listen to one of the outstanding psychologists of our time, who was striving to establish new kinds of preventive measures, especially in the field of educational psychology.

- 1) A particular type of high school.
- 2) A kind of university settlement, where the working people of Vienna could study in evening classes.
- 3) One of the worst parts of Vienna, because situated in an amusement quarter and a section of ill repute.

"To lose hope for a child is the same as to stop watering plants although one wishes them to grow."

-- Alfred Adler

On entering the small classroom I found that many other young people had read the advertisement. This small room was so overcrowded that a larger one had to be opened, and this one, too, was at once filled to capacity. Dr. Adler's first lecture convinced me that I would get the help that I so badly needed for my big task. For the first time I heard positive advice of psychological importance which could be used and practiced, quite different from the usual psychological treatise.

In order to give an example of the work we were to study and to train for, Dr. Adler asked us to bring some small compositions by children under our care, in which they had described some event of their lives.

Among the children I had to train was a boy named Ernest, who was eleven years of age. I did not know him very well because he had been a member of the community center for such a short time. He came very irregularly, sometimes only putting his head into the doorway and running away the moment he recognized me. When he stayed he was invariably a little rascal who would disturb the best intention of another child, or spoil a game or play by his inadequate behavior, often driving me to desperation.

When I asked the children to write down some small event of each one's life, Ernest was standing in the doorway prepared to run away at any moment. This time I used my newly acquired knowledge of Individual Psychology and acted as if I had not noticed him. I left the room and let the children write their little themes independently. When I returned, a few papers lay on my desk and I was especially pleased to find that Ernest had

written one of them.

When I gave Dr. Adler the papers my children of the community center had written, he looked through them, chose without hesitation the paper of Ernest and read it aloud to us. He added an analysis which struck me and opened my eyes for the first time to the poor little fellow who had given me so much anxiety, previously. His story ran, "When I get up in the morning everything seems dark around me. But I have to get up to run for the milk and the bread because my sister and brother are too small to do that, and my mother feels not well enough in the morning. After having dressed quickly I swallow my coffee, and I hurry to school not to come too late. But just when I am about to enter school I see an old man who carries a heavy basket. The poor man is near exhaustion, and I have to help him carry his basket to the market. I again hurry to school, when a blind man asks me to help him across the street. I help him but at this very moment I hear the bell of the school. My heart beats faster and faster when at last I reach the door of the classroom, which I dare not open because it is too late. Sometimes I stay the whole hour before the door; sometimes I run away when I hear the supervisor coming up the stairs." This was the story Ernest had written down.

Dr. Adler analyzed the words and sentences of the child's writing carefully, one after the other, painting a personality for us which I never would have believed to be Ernest. "The boy," he told us, "has apparently not developed his sense of sociability very well. He does not seem to be able to join others harmoniously although he is longing for contact. His attempts to relate with others are very well described in his meeting twice with people who are old, weak, exhausted, or crippled. Thus Ernest, who obviously does not know how to become useful in real life, points to his heroism (which seems to be a reproduction of his daydreams) in his writings. It reveals his wish to be a helper, a **support** for others and not a rascal, as he is

perhaps in reality.

"Does Ernest have friends, chums who stick to him?" Dr. Adler continued, "I doubt it. He would not try to acquire gratitude in this manner if he could get it more easily. This is revealed in the fact that he always wants to become a helper, and he builds up situations in his daydreams in which he is superior in every way to these people he meets. That is why he describes these people as either old, weak, exhausted, crippled, or blind. He is telling us that he is young, strong, and helpful and not at all the destructive personality others might call him.

"But he is helpful at the cost of his duties toward school, the duties of a child which have to be replaced later by the tasks of life. Apparently Ernest will ultimately approach the tasks of life with the same hesitating attitude as he does school. He does not tell us that he hates school, that perhaps he fears his teachers, his schoolwork, his comrades, their teasing, and their competition. He does not tell it because he does not know how much he hates all that. But we can assume it by reading between the lines when he stresses the fact that just when he walks to school all these events happen which force him to delay his going to school. Then it is too late, the bell has rung and he has the best excuse to escape from school, which represents his duty.

"I cannot tell you," Dr. Adler added, "why this child developed his hesitating attitude, why he removes his preparedness to help and to be useful into his daydreams instead of developing it in real life, why he does not like to bear responsibility for wrong he has done, because I would have to analyze him to discover his lifestyle. I can only point to his inadequate approach, which is pretty clearly described in his composition. I find only one fact which gives a small explanation. It is evident that he fears the new day, his little tasks of every new day, when he tells us that everything is dark around him (which is surely not the case the year around) and that he has

to go for milk and bread because mother does not feel well enough and sister and brother are too small. We can feel the burden on Ernest's shoulders pressing him down each day anew. We can understand that he escapes into the brightness of self-constructed day-dreams out of the darkness which surrounds him.

This was the analysis of Ernest's writing which Dr. Adler offered us, and it gave me much food for thought. When, after the lecture, I stood among the crowd which surrounded him asking for an explanation of one or another problem, I felt myself hesitating though longing to ask what I could do for Ernest. But at this time I was not an escaping child and my longing to know what I could do was stronger than my hesitation. When I asked Dr. Adler what I could do in this case he looked first at Ernest's paper and then searchingly at me for a few moments before he answered, "Try to help him." I did not dare to ask for more, but I tried hard at first to get into a better relationship with Ernest myself and to help him join the other children.

It was later on, after I had heard Ernest's life story many times, that I realized the value of Dr. Adler's "reading between the lines." He did not choose this story quite by accident from among the others; he recognized the interesting feature of Ernest's personality at once. He thus gave me the opportunity to learn how to heal by re-education and to adapt a child's fixed pattern of life.

Ernest was the oldest child of parents who had never developed an adequate approach to life. Both were nervous (neurotic) personalities whose actions were prompted by their emotions rather than by consideration and comprehension. In many families the oldest child experiences what Ernest felt as the first impressions of life. He was the spoiled pet of hyperemotional parents. When after four years another child was born he probably felt as a real dethronement the second role he now had to play.

It was Dr. Adler himself who asked me the next time how I was getting on with Ernest. When I told him what I had done he seemed to be very much pleased. It was on this occasion that he began to dwell on his idea of healing by re-education, working strictly with children who were victims of their education, the influence of their surroundings, and the inadequate preparedness of their parents to help in joining and adapting them to their generation rather than to the past to which the parents belonged. When I afterward described my work to him and confessed that I did not feel quite prepared to help as he had planned we should, he remarked in his short and impressive manner, "Why not begin with a child guidance place (Erziehungsberatungsstelle) for the good of the children and the parents?"

So we began. We had only a small and dark room, but it was lighted by Dr. Adler's helpful instruction. The first patient was Ernest who came with his mother, a grief stricken, worried and nervous woman who did not believe in her child and did not want to believe. She had given up hope and thus darkness began to surround Ernest. "When a mother gives up hope," Dr. Adler told her, "who else in this wide world can give him hope? To lose hope for a child is the same as to stop watering plants although one wishes them to grow."

His mother's statements were confused about the great and important change in Ernest's life when the second child was born. She claimed that when her little girl, the third child, was born, and Ernest was eight years old, she began to feel that she was unable to handle the boy any longer. As so many mothers do, she changed her attitude toward her firstborn child, so much so that she became strict, determined, nervous and impatient with his troubles, her complaints being especially concerned with the boy's malicious behavior. Wherever he could, she stated, he tortured his younger brother, beat him, struck him with every instrument he could, pinched and punched him on every occasion. Although she punished

him he did did not seem to mind but continued his bad conduct and became worse and worse.

It was interesting for me to see the second boy, who was at this time eight years old. The mother stated that the younger boy was an especially obedient child at home and in school and that he had to suffer very much from his brother. It was significant to hear that Ernest never did anything to his sister, that on the contrary he was very fond of her, and tried to protect her from the assaults of his younger brother. It appeared to me that the younger boy played the role of the nice and obedient child at the cost of Ernest who, as he once expressed it, "was punished whether he or his brother was the mischief-maker." Even though we might not believe that he was al-ways punished and the scapegoat for his brother, we are able to understand his feelings from this statement which he repeated often as a kind of excuse.

His mother said that later he began to demolish not only the toys of his brother but his suits and belongings as often as he could reach them. His behavior was definitely aggressive as he met the people of his surroundings with a rather hostile attitude. Facing strange people he made a shy impression, stood near the door with his cap between his hands, his head turned away. When he was sitting, he occupied only a corner of the chair thus offering **the** picture of an individual who is always prepared to escape. At the time I first met him he was sent to the community center by the social service because he had run away from home several times, although after a short time he always came back. It seemed as though he wanted to frighten or threaten his mother, whose nervousness he realized very well.

This was the start of the first Child Guidance Clinic. But another event disturbed once more my unceasing attempts to give Ernest new hope and thus new confidence in himself. After a time I succeeded in dividing the children into groups where they would be better suited to each other in age,

interest, and school duties. Ernest felt better in a group of boys his own age; he even found among them one who became his friend, the first friendship of his young life. He too began to join the others in their gym and games as up to this time he had always refused to do. Nevertheless, not all his rudeness and bad conduct disappeared. I had to consider every day new ways to keep him up and in line. But I felt as an artist who is about to straighten a figure and who again and again has to draw a line before it fits perfectly with the others. I felt more and more the truth of the words which Dr. Adler had repeated so often that helping to form a personality or in particular to change one is an artistic work and needs imagination and patience. That I at last acquired some of these qualities, I owe to Ernest.

I stuck to my chosen task. I did not at first see an objection to having Ernest around me, a kind of objection which later on I so often met with in persons who want to command but not to comprehend. Then one day it was proposed to me by the staff of the community center to remove Ernest from our community because some of the mothers had sent complaints and wondered if Ernest was the right company for their children.

It was just at the time when the community center could work more smoothly because the children could again go to school regularly. American food had begun to pour into Austria, which actually created miracles. The children began to grow and to look better; they made up for lost care not only physically but also psychically. American physicians added their bit to these achievements. It was a great and convincing experience to see how quickly the children gained strength and vitality. Thus they too had greater enjoyment from joining the community center where they not only ate healthful food but were under the care of young, psychologically trained group workers whom we quickly educated and taught in our Child Guidance Clinic. Thus the group served by the community center became

more exclusive, and it was then that mothers sent the complaint to the staff. I was really much disturbed by the thought that I would have to deliver Ernest again to the darkness of his home life, just now when I could see day by day that he was growing more and more into our community. He came more regularly, he did not attempt to run away any more, he joined his group, and he began to do a bit of the work for the center. But I knew that not all was yet accomplished which could be done for him and his future. After a few days of consideration I declared that I was unable to send the boy away because I considered this act as a great danger to him. The staff was of another opinion. They joined in the viewpoint of the mothers who feared that their children would be influenced by Ernest and that he was a real danger to the other children. Neither the staff nor I could find a way out of this dilemma, and we called a meeting of all the mothers where I tried to convince them that the danger for Ernest was definitely greater than that he offered to all the other children. I proposed that I should do my best to separate him from the younger children; I painted his torn inward life, the great help he had found in our community center and convinced the greater part of the mothers. But as always, some of the mothers resisted and asked for an expert on the matter who would tell them that there existed no real danger for their children in having Ernest among them. By good luck for Ernest, Dr. Adler was chosen as the expert, and it was his opinion which at last convinced the mothers to allow Ernest to stay on. The letter Dr. Adler wrote on this matter, ran:

"I do not consider the case of Ernest as a danger for the other children. He is physically and mentally a normally developed child, who because of many circumstances has become negative and aggressive apparently against an imaginary world of adversaries whom he wants to overcome. In the community center, under the care he fortunately came to, he experienced for the first time surroundings in which in spite of the poor impressions of his childhood

which made him consider everybody an enemy, he felt a friendliness to which he is slowly adapting himself. This fact promises a great improvement of his mental and psychical attitude, which will benefit not only himself but also the community in which he will live and work. To thrust him out of this community which he now joins voluntarily and in which it seems to be his longing to remain would mean to deliver him to a greater mental and psychical hardship than ever before. He who for the first time in his life has felt the security and reliability of a group to which he belongs would be thrown into a hostility, which, I assume, would be incurable. It is the darkness of broken confidence which is most hurtful for every child but in particular for a child who revolted against confidence because he had never come to know it.

"As to all the other ninety-nine children, it must be stated that their lives will be consummated among various and very different personalities, many of which, I assume, will not be handled easily. I therefore maintain that it may be an advantage for them to learn to handle Ernest as one of the first individuals they will meet in their young lives who is a so-called outsider, who with their help may be brought back to the community and to sociability. Besides it should not be forgotten that Mrs. Kramer does a work in supporting and helping educate Ernest, which she can execute among other children. However, it seems necessary to stress the fact that all the other ninety-nine children who enjoy her care do not need it so much, for they are all going along fairly well, while Ernest, deprived of her help and support would lose the only light which would lead him to a brighter future."

These were the words of Dr. Adler's letter, which I can repeat only approximately from notes because the letter, which I kept faithfully for years, had to be burned (to save it from misuse). If the wording is not exactly his, the thought is, and this is what I wished to stress.

When, after some time under my care, Er-

nest stayed at the recreation center during the summer, I had the opportunity to watch him during his sleep. He offered a strange picture which added a few lines to the sketch of his personality that fitted the other lines very well. He slept, covering not only his body but his face and head as well, so that I could only see a small part of his scalp. I tried to arrange his blankets by uncovering his head, finding when I returned after a short time that he, without interrupting his sleep, had again slipped under the blankets. It was futile to uncover him, for he always went back to his accustomed position during sleep. When I asked him why he slept in such an uncomfortable way, because he perspired terribly during the summer, he told me that he was frightened and could not sleep uncovered.

A dream of his gave me more explanation for his fearful attitude. He said that his dreams were usually concerned with the figure of the devil. It was a typical kind of dream. He was in a room alone, or in a dark street, or at an unknown place where he became frightened and had to run to reach his home, when suddenly the devil appeared dressed in his black costume with his red fire-tongue hanging, and pursued him. He sometimes felt his breathing and his claw hands on his neck or head. He started to cry and awoke. This was his type of dream, which was altered only in some small details. I have to add that at this time he was thoroughly undeveloped and that he developed three years later without any difficulties. But he never lost his devil dreams completely. Only after a time he realized what they meant in his psychic constellation. He knew afterward that his aggression was a kind of compensation for his fearful attitude, which he apparently had acquired when he felt himself pushed into the background by another individual, his brother, who by means of his greater tenderness and greater helplessness took his place in his mother's lap. This mother like so many others was unable to impress upon Ernest the first social task, that of becoming one of two and later of three, so he

took for granted that he was pushed out of her life. It was a great mistake that she confirmed his wrong and childlike idea by her impatient attitude toward him. She thus pushed him into the darkness through which the light of sociability, of comradeship and friendship, and the warm feeling of love could penetrate no longer. A child who does not learn in the first relationship to his parents, sisters, and brothers the sense of sociability and cooperation cannot afterward know how to develop these two precious qualities harmoniously in his relationship with other fellowmen. Ernest not only remained in the darkness of hostility and aggression but he hid himself behind it, feeling that it supported his wrongly developed personality better than any other way of life which he had come to learn until he, by chance, came into the community center.

Ernest remained in the community center and continued as a patient of our Child Guidance Clinic, which was, but not for long, the only one in Vienna. Many followed soon, such as the Child Guidance Clinics of Ida Loewy, not likely to be forgotten, since they became the pattern for the many that were started all over the world. When Ernest was fifteen years old he had easily overcome the stress and strain of puberty. He became a hairdresser, which was incidentally his wish, the compensating wish of a neglected child striving not only for equality but for superiority. As a matter of fact, he became the support of his mother, who too had changed very much by our common efforts.

I saw him for the last time when he was twenty. He was a nice looking young man whose past troubles were only recognizable to the few who knew about them. An uncertain look in his eyes, a little awkwardness in bearing, that was all even I, who knew him so well, could observe. But it was perhaps I to whom this uncertainty, this bit of awkwardness was directed, because I knew too much of his troubles. I heard later that he progressed very well in his approach to life as well as to his fellowmen.

ORGANIZING DISTRIBUTION OF KNOWLEDGE

Rudolf Dreikurs, M. D.

In discussing the dissemination of Individual Psychology's teachings, we touch a controversial point. It is the popularizing not merely of Individual Psychology, but scientific knowledge in general which evokes controversy.

The body of knowledge available to human beings is greater than what is taught in schools, colleges and universities. Artists, writers, preachers, and philosophers make substantial contribution to human knowledge outside of academic research. However, the tendency is to bring any available source of information into the schools. We must stimulate this direction to gain academic recognition for all knowledge and thought beneficial to the human race. We all agree that Individual Psychology should finally find its place in psychological research, that its teaching and application should become a part of the curriculum in colleges and universities. But, until that is accomplished, what are we to do about spreading the knowledge of Individual Psychology?

The whole question of distribution seems to be one of the most difficult, most disputed, and at the same time, most vital problems of our times--in industry as well as science. Our present culture apparently lacks the ability to make all goods, be they material or spiritual, available to all of mankind. What we have and what we know are still too much the privilege of a few. As soon as the question of distribution arises, opinions divide, concepts clash, and points of view interfere.

It is now almost forty years since Adler showed the importance of courage for influencing and helping others. How few recognize this factor today, while they try to teach and educate,

"What we know is still too much the privilege of a few."

to help and cure. We have definite techniques of un-

derstanding human beings. It is not a question of whether Individual Psychology is accepted or rejected, but how few know it at all or are aware of what could be done with it. It is pathetic to see how teachers and parents ask what to do, when the answer to so many educational problems could be easily found in books and papers. Physicians treat without realizing how many tools are waiting to be used. Mankind suffers from mutual distrust, from uncurbed hostility and antagonism, and few work deliberately for the promotion of community feeling and social interest, so familiar to the teaching of Individual Psychology. Inferiority feelings of individuals and groups are intensified by political and economic insecurity, by increased competition and mutual fear; we witness, shivering, the terrible compensations sought by individuals and groups. Individual Psychology can help teachers and physicians, parents and social workers. It seems essential for all human beings struggling for success and happiness, and for a better way of living together to overcome inferiority feelings.

All of us familiar with the teachings of Adler, face a tremendous responsibility. It is up to us how much of Adler's findings are available to others. We must contribute our share to the knowledge of mankind. Unfortunately, in the present situation, it takes a great deal of personal courage and social interest to promote ideas which are opposed by influential and well-established groups. It is not our duty to fight back. On the contrary, our knowledge of human cooperation makes us realize that fighting never wins acceptance. But neither does cowardly retreat. We must have the courage to say frankly and openly what we know and see, without being intimidated. We

must participate in the promotion of knowledge--otherwise we neglect our duty as human beings, and even more, as scientists.

Any attempt to bring knowledge to larger groups, outside of the formal educational institutions, meets with certain objections. Many scientists look with great scorn and contempt on any attempt to offer their fellow human beings knowledge vital to the conduct of life. It is the right of any one to call that "profanation of science," but it is also the right of others to consider science not as a god, but as the servant of mankind. Another objection is directed against the promulgation of any knowledge which is not generally accepted by science. But which scientific opinion, especially in the field of psychology, can boast of being universally accepted? In the previous issue of this bulletin, we discussed why psychology, more than any other science, produces controversial findings.

The very existence of different schools of thought makes it necessary to give each group a chance to demonstrate its techniques and divulge its findings. Even if we exclude Individual Psychology from public discussion, that would not lessen the general confusion, as many other schools of thought are typically sectarian and biased. The present predicament of psychology as science exists whether or not we participate in the struggle for truth. As we Adlerians recognize more than many others the relativity of truth and the individual limitations of transgressing personal interest, we can promote mutual understanding between human beings, and the knowledge and techniques in dealing with each other cooperatively. Our practical suggestions for education and for the courageous solution of life problems without violating the rights of our fellowmen, introduce into the scientific discussions a point of view which is of special importance at a time when mankind strives so hard to establish and maintain democracy.

The strongest objection to spreading

psychological knowledge emphasizes the harm which can be done by half-knowledge, by undigested truth. It must be taken into consideration, however, that the damage is done less by shortage of knowledge than by the way knowledge is used. Psychology--in our case, Individual Psychology--can be used for good or bad; like any other human tool, it can be extremely helpful in the hands of someone who is willing to assist others, and it can be most devastating if it is used by a person to fight, humiliate, or abuse others. The main criterion for the right use of any psychology is the courage derived from it. Discouragement is always harmful, no matter under which good pretense it is produced. Half-knowledge in psychology is bad, certainly. But unfortunately, it is the normal condition. Psychology is nothing more than the knowledge of human nature. Everyone possesses this knowledge to some degree. Each person has his own psychology, obtained less from his academic training than from his parents and from his own experiences. No one living today has full knowledge of human nature, whether he is a scientist or not. The question for us is only whether we should increase the half-knowledge prevailing today. Who doubts that any bit we can add is helpful and not harmful?

Teachers and physicians, social workers, parents and married couples, individuals and groups, in their desire to improve their efficiency and effectiveness, are eagerly awaiting practical knowledge. They learn too much theoretically, but find little which they can actually apply. We Individual Psychologists are proud of the practicality of our suggestions, which do not violate common sense. That is a great advantage which we have over other schools of thought, and it facilitates the acceptance and digestion of our principal points of view. But we must make them available to those who need them.

The best way to distribute the necessary knowledge and to promote Individual Psychology is by organizing classes and study groups. Everyone profes-

sionally trained in Individual Psychology, must help even at the risk of being called sectarian. He must organize around him those who are eager to learn. Classes serve the purpose of getting acquainted with our methods. From these classes and our professional contacts, each one of us may gather a group of people interested in a more profound study of Individual Psychology. Each one of us, either alone or together with local co-workers, should organize a group which convenes regularly once a week, or at least once a month. If lecturers and instructors are not available in sufficient numbers, the group can read books and papers by Adler and other Individual Psychologists. Reading books together and discussing them is of distinct value. It is often amazing how little we get out of a book if we read it alone. But an idea conveyed to us orally, especially in a discussion, makes a more profound impression. It forces our minds to follow the idea of others, and does not permit us to exclude what is new, strange, or inconvenient. Such a study and discussion group will train persons to lecture and to lead discussions.

As Individual Psychology arose from medical, psychiatric treatment, physicians and psychiatrists should be the first ones to be contacted and invited to discussions and lectures. But the groups most ready and most vitally interested in our work are teachers and educators. (Parents belong in this group more by their function than by their preparation.) Since our ideas lend themselves to easy translation

into educational practice, this group responds immediately when confronted with Individual Psychology. Social workers and all those dealing with human beings, professionally, are also interested in our methods, which offer psychological insight through correct interpretation of human actions. Laymen have a definite place in general study groups, as the pursuit of happiness requires adequate psychological knowledge.

These suggestions do not demand more than every one of us feels he should do. The work which we put in will reflect upon ourselves. We all need stimulation and encouragement to go on with our work. It is difficult to work alone. We must organize to give every one of our workers practical and moral support, without which he would be unable to pursue his own ideas and understanding. Reports about such group activities can be extremely helpful to all of us. All the details of how the group started, the obstacles it found, and the progress it makes are stimulating and encouraging.

The type of adult education which Individual Psychology can provide is of extreme value not only to the individuals who come within the reach of its influence, but to our whole mode of living. Understanding one another, uniting antagonistic interests into mutual cooperation, developing courage and social interest--all are essential for the solution of the problem which we all, as individuals, as a nation, and as mankind, face today.

Personal Activities

Several members of the Chicago group gave classes outside of the Association.

Dr. Nita Arnold held a seminar at the Chicago State Hospital for the staff, discussing case histories in the light of Adlerian psychology.

Eleanor Redwin conducted in various sections of Chicago six discussion groups for mothers interested in child guidance. Three of these groups met once a week and three every second week throughout the year, each consisting of from ten to twelve members.