

From Our Friends.

THE NEW YORK GROUP reports that the Alfred Adler Consultation Center has been operating successfully Monday through Friday from four to seven at 50 West 75th Street. There are more applications for help than can be handled immediately and plans are under way for possible expansion. Clients have been referred by schools, social agencies, and physicians and—what is more encouraging—by clients who have themselves been helped. Staff meetings are held once a month where problems that arise in the course of counselling are discussed under the guidance of a psychiatrist.

Upon invitation of the psychiatric departments of various institutions, Dr. Alexandra Adler has delivered several lectures this season. A revised edition of her book, *Guiding Human Misfits*, has been brought out by the Philosophical Library.

Miss Sidonie Reiss, who arrived here a year ago from Holland, where she had many trying experiences during the war, has already found a field of activity commensurate with her knowledge and great experience. Her book, *Mental Readjustment*, has been published by George Allen and Unwin, Ltd., of London and will soon be available here.

Our members have had a number of papers published in the October 1948 issue of *The Nervous Child*. N. E. Shoobs reports "A Case of Pretended Stupidity." The January 1949 issue of the *American Journal of Psychotherapy* includes "A Peculiar Intermediary State Between Waking and Sleeping" by Emil Froeschels, M.D., and "The Use of Fiction in Psychotherapy," by Sofie Lazarsfeld.

Dr. Emil Gutheil, editor of the *American Journal of Psychotherapy* has expressed an interest in publishing a series of articles on Alfred Adler, the man and teacher. Mrs. Lazarsfeld has consented to edit such a series, and readers having pertinent factual material or anecdotes to contribute are invited to communicate with her at 309 West 86th Street, New York City.

THE LOS ANGELES GROUP reports the opening, on April 6, 1949, of the Youth Guidance Center at 500 Landfair, Los Angeles, on the premises of a students' co-operative house. The Center is a project of the Institute for Individual Psychology in Los Angeles, and the three people who are doing the work on a voluntary basis are Dr. Lydia Sicher, the psychiatrist, Dr. Camilo Servin, and Paul Brodsky. The earnings of the people treated in this Center are under \$400 a month in a family of four. This schedule is taken from the Community Chest Clinics; the fees paid by the families of the youngsters run according to the fee scale adopted by the Los Angeles Psychiatric Service, and are quite nominal. The Center is open to all school children between the ages of six and eighteen. The sessions are run openly, that is, there are people listening in, partly the trainees who are observing the process, and partly the mothers who are encouraged to attend regularly even though their own children may not be receiving treatment on that particular day. Their participation in the sessions gives them a better insight into their problems and forms a part of the educational process. The

sessions are being recorded and transcribed so that there will be material available for publications. The three counsellors conduct the sessions in rotation, each working with his own set of children.

During the spring there were public lectures once a month at the Institute: In March Mrs. Sofie de Vries on "Co-operation"; in April, "Why, Nothing Is Wrong with You, You Are Only Nervous," by Dr. Sicher; in May a film, "Emotional Health"; in June, Dr. Ernest Fantel talked on Psychodramatics.

From GREECE, Mr. Demetrios Moraitis reports on the development of Individual Psychology in that country, as follows:

The movement for Individual Psychology in Greece started mainly in 1932 during which the Society for Individual Psychology was established and a journal entitled *Individual Psychology* was published. The Society organized many lectures. Among the lecturers was the distinguished psychiatrist of Vienna, Erwin Wexberg. The audience consisted either of educators or sometimes parents only; physicians and other persons interested in the new movement attended occasionally. The president was invited to various provincial towns and gave lectures at meetings of educators. Besides sponsoring lectures, the Society published, as a means of spreading its ideas, a journal which contained papers by outstanding colleagues.

The Society established in various districts Pedagogic Advisory Centers for the treatment of problem children. The first of these was established by the writer at the high school affiliated with the Secondary Education School (Teachers College). The teachers of the high schools attended the lectures given by the writer.

Some temporary centers were also established at a woman's club and at some schools of Athens and Pireaus.

The Society celebrated the memory of the great physician and teacher, Alfred Adler, by a memorial service.

Through the efforts of the Society, Individual Psychology was introduced as a course at the Pedagogical Academies.

Other members of the Society published books on Individual Psychology as well as translations of books and papers of foreign authors. A list of the edited books will be found at the end of this letter; a great number of articles were published in other magazines of the Society.

As regards the practical application and treatment in psychotherapy: Some physicians use the method of Individual Psychology; the writer applies the method exclusively, for treatment of children, adolescents, and adults, and has been doing so since 1928. The results are satisfactory.

During the war, the Society was interrupted in its work and the magazine in its publication. Lectures are now often given and articles and treatises are published. We hope that in the future we will be able to increase our activities.

BIBLIOGRAPHY OF INDIVIDUAL PSYCHOLOGY IN GREEK

Original Works

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Stauroulas Marketou, *Education and Bad Education*, 1932.
Magazine of Individual Psychology, eight volumes, 1932 to 1939. Many articles and treatises by various authors.

Translations

- Alfred Adler, *Understanding Human Nature*, 1948; *The Nervous Character*.
Erwin Wexberg, *Society and Work*, 1933; *The Nervous Child*, 1932; *Individual Psychological Treatment*.
Fritz Künkel, *The Work on Character*.
Philip Mairet, *Basic Principles of Individual Psychology*.
F. G. Grookshank, *Individual Psychology, Therapeutics, and The Basis of Science*.
L. Seif, *Courage in Life*.
Rudolf Dreikurs, *Introduction to Individual Psychology*.

IN CHICAGO, the Community Child Guidance Centers had its first annual dinner, in conjunction with the Individual Psychology Association of Chicago, on June 10, 1949, in the main dining room of the Chicago Bar Association. There were almost 300 people present, including civic leaders, and others prominent in the fields of education, medicine, social work. Mr. Sidney M. Roth, President of the Individual Psychology Association, was chairman of the meeting. Officers of the Association were elected for the coming year.

The Community Child Guidance Centers now functions as a division of the Individual Psychology Association, having its own officers and Board of Directors. There was launched at this meeting a drive for membership in the Community Child Guidance Centers of which Mrs. Evelyn C. Feldman is chairman. In response to her appeal, more than \$2,500 was obtained.

The speaker of the evening was Mrs. Marguerite Beecher, Co-Director of the Beecher Remedial Center in Brooklyn, New York. Mrs. Beecher was introduced by Mrs. Edith B. Menser, vice-chairman of Community Child Guidance Centers. Mrs. Beecher chose for her subject, "Reconstructing School Failures," and gave an inspiring address on how a school failure is treated in their Center. Mrs. Beecher believes, with Dr. Adler, that "all problems are social problems in a social setting and that there are no other problems." A school failure is a human being in a social context, not just a faltering brain, and they never give up their faith in the potentialities and capacities in the child,—that "creative" something" in the child which responds to encouragement. In demonstrating her techniques Mrs. Beecher made sketches such as she uses to capture the interest of discouraged children, each one drawn to fit the personality of the child. The theory underlying the techniques is that the human relationships of the child must be dealt with rather than the child's apparent inability to accomplish his school tasks. Mrs. Beecher stressed the "will not" as opposed to the "cannot" theory, a departure from the majority of current approaches, and concluded her