

Under  
the auspices  
of the  
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Dear Friends:

With this issue, we complete the first volume of our news. That we could complete it proves its usefulness and, may we modestly say, its success. The number of its subscribers guarantee the continuation of a communication organ for our friends and co-workers. The many letters of approval, for which we are extremely grateful, gave us courage and confidence that we were on the right track. The generosity of quite a few of our active workers in readily sending us contributions when we asked for them, helped to enrich its contents. All together, you all have given a striking confirmation of one of our remarks in the beginning of this volume - that this paper is not ours, but yours, and that its final success or failure depends on your participation.

In order to organize our next volume in accordance with the demand, we need your help again. We have some ideas of our own, of course. We intend to publish our News next Fall in quarterly editions, giving each issue not only a better appearance, but also a larger size. That will enable us to publish more and longer original papers, in addition to reports, reviews, and as many odds and ends about personal experiences and events as we receive from you. But we should know which columns of ours found favor with you. We brought I.P.-Literature, reviews of pertinent papers by outsiders, reports of Group Activities, personal reports of co-workers, Adleriana, I.P. Anecdotes, Child-Home-School, Letters to the Editor, Questions and Answers, Obstacles and Their Solutions. Which do you want to have continued?

One request was voiced repeatedly but could not be fulfilled namely, to continue publishing names and addresses of our co-workers. As long as many of them fear public recognition as disciples of Adler, because in some places it is still dangerous to reveal oneself, our list would have to remain incomplete and give a wrong impression. The very existence of our News might help to change the situation by encouraging the isolated worker, in giving him the feeling of belonging to others who share his ideas and interests.

In this connection the News has proven, and we hope will be in the future, in increasing degree, an instrument of communication not only through its pages but through the function of the Editors. We are proud to have been able to give names and information to those who needed it, and that our assistance was used for communicating letters from one worker to another. We invite you to make full use of our services, even during the summer when the News does not appear.

We trust that no one will be surprised to hear that our News was not a financial success. The nominal subscription fee could not enable us to be wholly self-sufficient. What do you think about a publication fund, out of which we can cover any small de -

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ficit, and which would give us a start toward the new season? This fund should be made by voluntary contributions. +)

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It was nice to have had contact with you for this year, and we are looking forward to hearing from you in the Fall again. Each name on our mailing list, in our file, or on the envelope, is like a kind regard from some one who thinks of us. We in turn are following you with sincere interest, sending you best wishes for an enjoyable summer, and much luck for the coming Fall, which will definitely confront all of us with new and more difficult tasks.

The Editor

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THE "PROGRESS CHART"

Elvira F. Kaufman

An aid to the child in recognizing and abandoning his erroneous attitudes, and achieving the right ones.

Jack, 12 years old, used to get angry and, upon the slightest provocation, hit his younger brother. All efforts of his parents, teachers, and friends to stop these sudden rages, were in vain. It was not difficult to realize that he was suffering under the competition with his brother, and since he remained in the same environment, it would take too long to change his whole attitude, which obviously caused him and his brother pain. I therefore decided to experiment with the following devise: A chart, which we called "Diary", covering a period of four weeks, was drawn, containing squares numbering 1 to 8. Each day was marked at the bottom, and each day had a different color.

Confident that the boy wished to improve, I explained to him: "This chart will enable you to watch your behavior more easily. Maybe it will help you to improve your attitude toward your brother. When you have a fight, mark it in this square, and mark how many fights took place. If there is no fight, put a mark in the zero square. You keep this Diary, and bring it back to me two weeks later." Jack grasped the idea and seemed to like it. I asked his mother not to take notice of the chart under any circumstance and to consider it as the personal concern of the boy. Unfortunately, she did not keep her promise, and thereby endangered the effect of the chart. But fortunately, it was possible to save the situation. On the second day after receiving the chart, Jack flew into a rage and hit his brother. His Mother said to him: "Now you can put a dot into your square and you will get your punishment by Mrs.K." Naturally, the child's reaction was that he did not use the chart at all. To counteract the mother's remarks, it was necessary to discuss the chart before the two weeks were over. When he came in for his regular conference, I asked him how the Diary was getting on, and he answered: "I did not put a dot in, but I know that I should have done so; I haven't forgotten." He took out the chart and showed it to me. He then marked a fight on the third day, and one on the eighth day. I emphasized: "Jack, the first time you had no fight for two days, and the second time, 4 days passed without a fight. This is a great improvement. Soon you will spend 8 days without a fight." Jack, who had expected a scolding, was obviously relieved. Then I asked, "Tell me, how did the last fight start?"

J. "I asked Tony to make my bed. He refused and said to me, 'Do it yourself; you have done it before.' So I got mad and hit him. Mother was not there."

Mrs.K. "Look, you know that when your mother comes home, both of you usually tell her

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what has happened during her absence. If you hit your brother, he will say, 'Jack hit me again' and that will be the truth. Then you will be the one who is to blame, and you will again have that feeling which makes you so unhappy. But if Tony refuses to make your bed, that would not be wrong; however, it would be nice of him to make it once in a while, and if he refuses, he will be in the wrong. Your conscience will be clear and you will feel happier".

His face lit up and he tried very hard to think it over. Then he hit the table with his hand and exclaimed: "From now on, there will be no more fights!"

This conversation took place nine days after he had received the chart. Punctually, as agreed upon, Jack brought the chart again after a week. He spread it on the table and there were no fights marked on it. This same thing happened the following week. And actually, the second and third chart came back to me without any marks on them. Jack had given up hitting his brother.

We figured out whether we would need another chart. I suggested to Jack that instead of calling it "Diary" we could call it "Progress Chart", because it recorded the progress of his behavior toward his brother. Jack said, "Just continue to call it "Diary" because if I do not fight and everything goes smoothly, how can there be a progress?"

His comment confirmed my opinion that to call the progress chart a diary is right; for generally, adolescents like to keep a diary. The experience of assuming responsibility produces great satisfaction.

Discussing another bad habit with Jack, I suggested to put in an additional line in the chart. But he refused with these words: "I think I can do without the chart now." This indicated his growing self-reliance.

The good results of this experiment with the chart encouraged me to use the remedy more often. The results were positive. In many cases it led to the complete abandonment of bad habits; in others to their reduction.

The effect of the progress chart in individual cases plays a very important part in a child's development: Watching his own behavior, checking it on the chart, and having discussions with the psychologist, the child experiences that he can be without his misbehavior. Furthermore, as it depends entirely upon himself to put marks on the chart, his sense of responsibility improves. In this process the child comprehends the psychological cause of his failure and tries to overcome it. The use of the chart is not only a help, but a remedy. Every failure can become a habit; with the help of the chart, the child can get used to living without this habit, or even acquire a good one.

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CHILD - HOME - SCHOOL

A "Successful" Child

Annie Heinrichs

(From Ida Loewy's records.)

The regular session of Ida Loewy's child guidance clinic is open to everyone.

Ida Loewy, greeting her audience, takes her place at a small table. Mary (10 years of age) looks as if the greeting were meant particularly for her. She, wriggling on her chair, has been sitting in the first row.

Ida Loewy: "Hello, Mary. I see you brought your books along. Do you want us to see your homework?"

Mary, tiny and frail, walks quickly up to the table, opens her book, turns page after page. Her finger indicates emphatically on each paragraph a red Roman numeral one. (This is the highest mark for work in Vienna's schools, equivalent to an A plus).

Ida Loewy silently and full of interest follows the child's gestures. Mary expects the usual routine of surprise and praise for her excellent work, and she can hardly wait to be commended. Astonished, she asks, "Don't you see the red Roman one? I always get Roman ones."

Ida Loewy, "I certainly did notice it. But tell us, Mary, what are you going to do with the big red mark? Can you make use of it?"

The child, accustomed to work only for high marks, is taken by surprise, and prickles up her ears.

Ida Loewy, "I think your fine handwriting and good spelling will give pleasure to everyone. You will find them useful. Your letters, for instance, will always be welcomed and answered."

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Thus Mary learned and experienced that high marks are not a "goal", that spelling is a "means" to build and to develop social interest. The audience - children, their parents, teachers and students - who observed this little scene, had also expected praise for Mary's outstanding work. Perhaps nobody had thought of deviation from a commonly accepted method of acknowledging the achievement of a "successful" pupil.

Ida Loewy had opened a "new road". The remark, intended for a little child, and heard by an eagerly listening audience, might have induced the adults to turn through pages of experience, finding that they, too, had been working for a small red mark, which had blocked their way toward "social interest".

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I. P. ANECDOTE

Billy, nine years old, is a very good boy. He helps his mother with her housework, is very conforming, and tries his best to substitute for his deceased father. Emaline, two years younger, is a "bad" girl. She doesn't obey, is untidy, lazy, and causes her mother a lot of trouble. In a frank talk with both children, Emaline admitted that she thought that her mother doesn't like her as much as Billy. I explained her mistake, and she admitted that her mother would be perhaps nicer to her if she would do more to please mother. Then I asked Billy whether he would like Emaline to be a good girl and help at home. He immediately answered, "No!". Asked why not, he said, "Oh, she wouldn't do it anyhow." - "Let's imagine she would conform at home - would you like it?" Billy thought it over a while, apparently uneasy. Then he agreed, "Oh, yes, it would be fine". "I wonder, Billy, whether you would like it. I still think your 'No' was more honest. But why wouldn't you like it?" Billy really became thoughtful, and after a short while he said merely, "Because I want to be better".

How many of us are good only at the expense of someone else! There is no fun in being good, if there is no one who is worse.

Rudolf Dreikurs, M.D.

LETTERS TO THE EDITOR

Professor Antonio Bruck, of Costa Rica writes:

"I wish to thank you for your letter of February 14th and the News. You may consider put here every single word of what E. Lindenfeld said (page 6 of No.4). I, too, striving in favor of Adlerian psychology for the last 15 years, have felt completely isolated since the Vienna Zeitschrift ceased to appear. Even before that, ever since I left Vienna in June 1931 for Egypt, I frequently missed personal contacts with other Adlerians; I find the Individual Psychology News so 'alive' that it sort of substitutes this contact; perhaps even better than the old Zeitschrift, which was less personal.

"May I say a few words in connection with the question in No.1, if the term 'Individual Psychology' is clear enough? If we go back to the original German name, it was 'Individualpsychologie' while the word for individual in the sense of 'particular' was 'individuell'. So the German name expressed correctly and clearly Adler's intention: the indivisibility of the personality. The English name, or the Spanish one: 'Psicologia Individual' are not so good. In Spanish, this name reminds of 'Individualismo', 'individualista'; terms opposed to the Adlerian teaching of the feeling of community. Also, the dictionary definition for the adjective 'individual' is: 'relativo al individuo' (related to the individual) or 'propio y peculiar de una cosa' (a particular trait of a thing). In English the Standard Dictionary of Funk and Wagnalls, for instance, gives our meaning 'indivisible' in the third place and marks it 'obsolete'.

"I remember Dr. Adler disliked, somewhere around 1931, the fact that in London they called the I.P. group 'Adler Society', but he did so out of modesty, saying that his collaborators have equally contributed so much to the new psychology. Now that he is no longer with us, I think we might well honor his memory by using his name in 'Adlerian Psychology' instead of the word 'Individual' so ambiguous and obscure in English and Spanish, the languages of the future. At any rate, I always do so. This permits, furthermore, that a convinced Adlerian call himself 'Adlerian Psychologist'; thus excluding from the start any misunderstanding about his being a 'psychoanalyst'. I do think that we finally must insist in every possible way that we are Adlerians, and, if we know how to do our work, we shall convince those who dislike 'every accentuation and exclusive use of one particular psychological school'. There is no way for getting away from this. It is not a question of giving credit to whomsoever deserves it, as Mr. Fagan seems to believe (No.2 of the 'News'), but of creating clarity. By calling ourselves 'Adlerians' we show clearly that we consider our school of thought completely independent from Freudian psychoanalysis.

"Some ten years ago, a physician who had heard lectures of Adler in Vienna, came back to America with the decision to practice there what he had learned. On the boat, he had the following dream: He was wearing an Austrian uniform when arriving at the customs in the States. Fearing that the custom officers would not let him pass that way, he turned down the collar and turned up the cuffs of his uniform, so that his Austrian origins were not visible. He passed the customs.

It is evident that this physician figured that, establishing himself as a psychiatrist without saying that he worked in accordance with Adler's ideas, he would get patients from his colleagues with greater ease than if he declared himself to be an Adlerian.

"I do not think we should follow the example of this gentleman. If we do believe that no other psychological theory can teach anybody to help human beings better than this is done by Adlerian psychology, we must use every opportunity to point to this fact. One of them is: to call ourselves Adlerians, even if this should create us difficulties. This is what we owe to Adler, not 'credit'.

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"I do not remember that Adler had ever spoken extensively about 'vocational guidance', but I think our attitude must be based on his general teachings.

"While lecturing at the Psychotechnic Institute of the Catalan Government in Barcelona, notwithstanding the fact that this institute was working almost exclusively on the

examination of the fitness of individuals for certain professions upon request of prospective employers, I always maintained that the task of Adlerians like myself was: to find out what our consultants really wanted to do in life and then find the profession WITH (not: for) them in which they could live in accordance with their aim in life. If, for instance, the aim is to help others: the individual can do so as a physician, a psychologist, a preacher, or in many other professions. Our first task is: to help the individual to know his real aim in life, which is beyond the vocation he says he desires to have.

Then comes the question of the style of life. An individual may have the aim of becoming a physician though he has the style of life of the pampered child who does not want to make any efforts. We must help the individual do adapt his style of life to his aim.

As far as 'aptitudes', 'talents', or the lack of them for a profession an individual wants to attain, are concerned, we Adlerians have no right to take a God-like attitude and declare him 'unable' to reach that aim. This is what psychotechnic institutes often do: they discourage individuals from striving toward certain professions because they lack manual ability etc. We, who know how great supercompensation can be, must maintain the attitude: 'if you want it strongly enough, you can attain your aim'. - This does not mean, of course, that, in our common discussions, we might not get to the conclusion together, that it might be advisable for the consultant to strive toward his real aim (economic welfare or aid to others, or whatever else it might be), through another profession.

Even after having helped the individual to modify his style of life of a pampered child - or build up his self-confidence sufficiently to start striving toward a distant aim - we may have the feeling that he is 'too weak' (i.e. his readiness to face difficulties or his self-confidence are not strong enough) to overcome all the difficulties he shall probably meet on the way to his aim. We have no right to say that he should set himself another aim, one easier to reach. Let him strive! Striving is often dolorous, but only striving causes the individual and society to progress. Let us not discourage any striving, but do our best to help the strivers develop the style of life they need! Those who seem 'too weak' often become strong strivers!"

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#### REVIEW

"Further Data on Personality and Family Position", by Ethel Mary Abernethy, Journal of Psychology, 1940, vol.10, p.303.

Three hundred selected students of Queen's College for Women, in North Carolina, were tested with the Bernreuther's Personality Inventory and Bell's Adjustment Inventory. Students with marked types of abnormality in home life were excluded. The author enumerates several features characteristic for persons born in a given family constellation. "Only" children are, compared with siblings in general, on the average less neurotic, more selfsufficient, and more dominant. They tend to have better social adjustments, but more problems in health. First-born, especially in larger families, tend to be less neurotic and more aggressive than children who have older siblings. They have some advantage over the youngest in home adjustment, health, social and emotional adjustment. The middle child has on the average, higher trouble scores than the eldest, is less dominant and has the lowest home and social adjustment of all groups of children.

Rudolf Dreikurs, M.D.

THE LITERATURE OF INDIVIDUAL PSYCHOLOGY

(Partial list)

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