

156	Friendship George W. Linden
166	The Political Science of the Ten Commandments Bernard Shulman
176	Early Recollections and Personality Characteristics of Pakistani College Students Arif Manzoor Chazala Rehman
187	Early Recollections of Pakistani Criminal Offenders: A Validity Study Chazala Rehman Arif Manzoor
193	How to Apply Sincerity to Democracy Phyllis Bottome
198	Individual Psychology in the Democratic Reform of Bulgarian Education Valentina Sharlanova
207	Individual Education International Larry Nisan
<b>Column</b>	
213	Adler's Contributions to Learning Styles and Multiple Intelligences Theories Rebecca LaFountain Nadine Garner Paul Miedema
<b>Appendix</b>	
223	International Association of Individual Psychology
239	<b>Contributors</b>

## Individual Education International

Larry Nisan

### Abstract

The author describes a school system based on the ideologies of Individual Psychology. Based on the vision of Raymond J. Corsini, the Individual Education program includes an academic component, a creative/applied component, and a socialization component. The author also describes the school's disciplinary procedures.

After World War I, Alfred Adler decided it was necessary that families, children, and schools change their procedures of raising children in order to prevent war in the world. He was well received in a small area of influence, but unfortunately his wider influence did not occur until much later in the century after one more horrific war and several other painful wars. Other people attempted to use his design for schools based on his Individual Psychology, but it was not until Raymond J. Corsini, editor of the *Encyclopedia of Psychology*, entered the arena that a school-wide and now a nation-wide system was envisioned. Corsini was concerned with the prevention of problems in the schools, not merely the treatment of problems. He had concern not only for individual children but also with the relationships of the four classes of people involved in schools: parents, teachers, administrators, and children. Often times, Corsini, as a psychologist, had found that it was mistaken to blame children for their behavioral problems when the problems were promoted by the style of schooling to which the children were exposed. For this reason he devised a school system which was intended to educate a generation of children who would be developed and even disciplined by the nature of the system, not merely by the curriculum. And hence the intention was to prevent those children from becoming disciplinary problems either in school or in life.

Corsini argued that the traditional school system was philosophically and theoretically undemocratic, with children "sentenced" to attend an institution where they had no choice of teachers or levels of study and minimal choice regarding subjects of study, places of study, or means of study. He decided that the best thing to do was to start a new kind of school where children would be treated with respect, and hence the expectation would be that there would no longer be a requirement to rebel, be it actively or passively, to assert self-respect nor to behave in other kinds of useless or even destructive ways.