



MARCUS
TOOLEY

Sydney, 1963

One of Australia's best known Psychologists writes of the dramatic advances made in Dynamic Psychology.

"The great thing about this little book is that the author really knows what he is writing about. As the leader of the Dynamic School he has done as much as any living person to add to man's knowledge of himself and to his ability to improve himself.

You will be fascinated by the developments in a science which promises an increase of intelligence, freedom from psychosomatic illness, improvement in individual abilities and skills, and better personal adjustment and success.

It is a book for every library."

—Editor, "Psychology."

LIVING SUCCESSFULLY

MARCUS
TOOLEY

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Within you is a power which, properly developed, will enable you to do better than you have ever done before. This has been demonstrated by the tens of thousands of people who have improved their memory, gained self-confidence, increased their intelligence, developed their skills, handled people better and advanced in their profession through a study of Dynamic Psychology.

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LIVING SUCCESSFULLY

by

MARCUS TOOLEY

Published by

The Australian Centre of Applied Psychology,
126 King Street, Sydney, N.S.W.

Phone 288034

Also at

21 Bourke Street, Melbourne, Vic.

*Margaretta Mary Woodriff
Memorial Library*

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For twenty-five years I have been watching the advances made in modern psychology, and this little book is written in an attempt to explain what these can mean in the lives of every man and woman.

MARCUS TOOLEY,
Sydney, N.S.W.

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LIVING SUCCESSFULLY

Mind is the great lever of all things; human thought is the process by which human ends are ultimately answered.

— Daniel Webster

Do you often wish you could be a more successful person? If you do have wishes like these there is no need to hide them for they reveal a perfectly healthy desire which you share with almost everyone.

Most people would like to do better and they wonder what they can do to improve themselves. The artist wonders how to paint a better picture, the salesman how to improve on last month's figures, the student how to obtain a better pass, the businessman how to increase his business, and the housewife how to build a better home-life and future for her family.

It is the same with most of us: we want to do better at something or other. Some of us want to be able to handle people better. Some of us want to improve our powers of concentration. Some of us want to be able to express ourselves more effectively. Some of us want to do better at school and university or at work. Some of us want to score more at cricket and less at golf. Some of us want to build up a successful business. And still more of us would be happy if only we could rid ourselves of some nervous tension worry or illness.

Hard Work Is Not Enough

Many of us, of course, do more than just wonder or dream about achieving these things. We try as hard as we possibly can to do better. We follow, or try to follow, the good old advice of "hard work, study and perseverance". But all too often our hardest attempts meet either with failure or very limited success. Try as we might, we cannot succeed as we wanted to succeed.

Our problems remain unsolved. We cannot get people to

understand us and like us. We cannot study. The children set our nerves on edge. The customers are difficult to handle. We lack self confidence, and no matter how hard we try we don't seem to be getting anywhere.

Then, on the other hand, many of us are quite successful. We are fairly happy with our lot. But even so we would like to know how we could do better. We know that we have within us resources which would enable us to become more successful in life, but we do not know how to reach them and to use them.

Science Can Help Us

Fortunately science has now developed methods and techniques which make it possible for any of us to live more successfully than ever before. The new science, Dynamic Psychology, shows us how to develop fully our innate abilities. It enables I.Q. (Intelligence Quotient) to be greatly improved, and health and energy to be maintained at a much higher level. It enables us to increase our earning power and to achieve greater happiness and success both at home and at work.

The Dynamic Psychologist helps people to achieve the goals they set for themselves. He helps them to make the changes they would like to make in their lives. He helps people to handle their thoughts and achieve the confident attitudes of mind which are necessary for real success in living.

No person should be satisfied with less than a good positive adjustment to life. No person need be satisfied with less, for within each one of us is the God-given ability to change those thoughts and attitudes which lead to inadequacy and failure, into those which lead to competency and success.

Thought the Most Powerful Force

Thought is the most powerful force in the world. All human achievement springs from it. There can be no activity without it. Through this power man can change his destiny, adjust his environment, and govern his life.

"All that we have is the result of thought," said Buddha. "As a man thinketh in his heart, so is he," said Christ. And modern science confirms and re-emphasises these great truths.

The thoughts that we hold determine the success or failure of all that we do, and in Dynamic Psychology we have the routes

along which we can gain the mastery of our thoughts, our environment and ourselves. We have the knowledge, technique and skill to help us to survive better than ever in the past.

Dynamic Psychology gives us a much greater knowledge of the drives which motivate human behaviour. It enables us to gain a new understanding of ourselves and those around us. It brings within the grasp of each of us the means whereby we can gain greater enjoyment from life. It enables us to develop the personal skills and abilities so many leave neglected.

The Potential Within Each Person

William James, one of the founders of modern psychology, estimated that in his day to day living, man is able to use only ten per cent. of his mental capacity. Today, however, we have the techniques to increase this capacity and greatly improve the health and effectiveness of every person.

Thanks to men like William James and others who followed him, we are now able to develop to the full the potential which is within us all.

Within each one of us is a power which, properly developed, enables us to do better than we have ever done before. This has been demonstrated by the tens of thousands of people who have improved their memory, gained self-confidence, increased their skills, handled people better and advanced in their professions through the study of Dynamic Psychology.

Dynamic Psychology, the study of living, frees the individual from the baneful effects of his fears, hatreds and prejudices. It returns to him the most priceless gifts of all — the control of his thoughts, the mastery of his emotions, and the ability to live successfully.

THE ENEMIES WITHIN

Our outward act is prompted from within,
And from the sinner's mind proceeds the sin.

— Prior

In all classes of society there are innumerable persons who want to do well in their career but find themselves unable to bring to their work the alertness, efficiency and interest that it demands. There are people — how many there are — who want to be healthy and in good control of their bodies but find they are prone to many physical disorders. There are also those who love their wives and children, yet somehow are always at loggerheads with them. There are those, too, who do not seek accidents, yet, because their awareness of their environment is dulled, they become accident prone.

People are below their best level of performance in life, not by choice, but because they are affected by influences of which they are often unaware, and which they cannot master.

Dynamic Psychology shows a way to see, understand and defeat these influences, which are really alien to us. It helps people to become free; free from negative influences which dictate their behaviour; free to make their own decisions and solve their own problems unhampered by the enemies within themselves.

A NEW APPROACH TO LIFE

Men who know themselves are no longer fools:
They stand on the threshold of the Door of Wisdom.

— Havelock Ellis

Dynamic Psychology is a twentieth century science devoted to the increase of human ability. It is based on axioms which express the findings of modern psychology. It promises an increase of personal effectiveness hitherto impossible.

One of the most valuable contributions Dynamic Psychology has made towards human happiness is the union it has brought about between philosophy and the exact sciences. It combines philosophy with the empirical method of science and works out rules which express the findings in precise ways. Using these rules, techniques have been devised which greatly increase human abilities. Because of this new dynamic approach an important science of man has been born and human problems are being resolved in many fields.

The first field tackled was that of the human mind itself. Using the modern concepts of energy given by the physicist, the Dynamic Psychologist discovered new facts about the influence of the mental image picture, or mind facsimile.

He discovered that the main activity of the mind is the taking, recording and filing of these mental images. However, he found that facsimiles which contain pain are warped and distorted and are incorrectly filed. Because of this the ability of the individual to control his thoughts, efforts, and emotions, is seriously affected.

Badly distorted facsimiles can have such an effect on the mind as to cause a lowering of self confidence and efficiency, forgetfulness, bad temper, and other undesirable conditions. They are the basic cause of all mental aberration and can even cause physical illness.

Combining the new knowledge about energy with the scientific method, and assisted by electronic devices, the Dynamic

Psychologist was able to discover just how the mind works and devise means whereby a man could improve his ability to concentrate, free himself from autogenic (psychosomatic) illnesses (believed to be the cause of most ailments), improve his personality, and master his environment.

Thousands of people, including many who had no previous knowledge of the subject, have tried the methods of Dynamic Psychology and found them extremely workable. They have found that Dynamic Psychology has given them a guide to a new and practical approach to the art of successful living.

THE MIND DIVIDED

That evil is half cur'd whose cause we know.

— Churchill

Man's chief drive in life is to continue to survive and this is best achieved through self-determinism. When a person is "himself", not subject to undue strains and stresses from within, he is best able to cope with the strains and stresses from without. He does not waste his energies, he can control his reactions, and is better able to survive in this modern world.

If a man is not himself, if he is suffering tension, worry and strain, it is because of mind facsimiles which contain confusion or pain — facsimiles which he does not want to look at or cannot comfortably confront.

The first achievement of Dynamic Psychology was to present a mental therapy to erase the pain, unravel the confusion and increase the powers of the mind. But it was a therapy with a difference! It was not concerned with triviality, nor was it bogged down in the mire of sexual symbolism as is much of psycho-analysis. It did not depend on electric shock therapy, or brain surgery, both of which are drastic measures, to say the very least. Neither did it use drugs nor hypnotism. It used the ability of the individual himself to increase his self-determinism and improve his condition.

The Dynamic Psychologist made a thorough examination of the mind and divides it into three different parts: the *conscious* analytical, calculating, reasoning mind; the *unconscious*, below conscious awareness, reactive mind, the area of stimulus and response; and the *subconscious* mind, the area of the trained memory and learning pattern.

The unconscious, reactive mind is the seat of negative attitudes and emotions. The commands it originates are not subject to the analytical reasoning of the conscious mind. The individual is completely unaware of the origin of the dictates which come

from his unconscious mind and has no control over them. When he acts because of unconscious mind compulsions he does not know why his behaviour is erratic, he does not know why he is upset, tired, forgetful, or why he feels physically, mentally or emotionally below par.

The stimulus-response circuits of the unconscious mind contain the alien influences which handicap the individual and reduce his ability to live successfully.

How the System Worked

The first practical techniques devised in Dynamic Psychology were based on the theory that man is below his best capacity because his unconscious mind is burdened with pictures of painful incidents from the past (pain facsimiles).

The method used was to help the subject to recall the original painful incident and re-live it in his imagination, describing it fully to the counsellor as if it were happening in the present.

By re-living the incident in this way all the original feelings, perceptions and thoughts, are recaptured and consciously remembered. They are no longer buried in the unconscious mind.

When the whole incident is confronted the pain and confusion in it will be discharged and the facsimiles connected with it will no longer exercise a power of command over the individual. He will be more self determined.

The vast change in psychological counselling speed and effectiveness during the past twenty years has really been in the refining and improving of the method of confronting.

Psycho-analysis was a method of assisting a person to confront the previously unfrontable. It lost its value only because it was inefficient. It took much too long to find the origin of the trouble and was too ineffective in getting that origin confronted.

Directer, surer methods were urgently needed, and these were developed in Dynamic Psychology. Today we have more accurate methods of pinpointing the trouble (an electronic instrument, which measures the change in physical tension as a result of thought, is one essential aid) and better confronting techniques to deal with it more efficiently.

Practical methods have been evolved by which the painful material hidden in the unconscious mind can be brought to the light of day and seen clearly.

It is only necessary for pain facsimiles to be properly confronted in this way for all the effects of the incident to be erased. The analytical mind can now evaluate the impressions it receives unhampered by old anxieties and fears. In other words, the subject is no longer forced to act as if he were still in danger from something which may have happened long ago, even when he was a child.

Example 1: The Picnic Headache

Pete Stevens, a man of 37, came to the Guidance Centre to see me. He sought help because he was suffering from severe migraine headaches and had been the victim of persistent attacks for many years. He had been married and divorced three times. During each marriage he suffered severely from migraine and his life seemed to be filled with little else than emotional turmoil and headaches. He had now reached a point where any association whatever with a woman, or even the thought of a social occasion, was sufficient to bring on a migraine attack.

During the counselling he recalled a time when, as a lad of seventeen, he was out in a jalopy taking his girl friend to a picnic. They came to a long hard pull up a steep hill and by the time they reached the top the heat and the petrol fumes had made him sick. The picnic was a complete fiasco. Instead of the happy day he had planned with his girl friend, he was very sick and sorry for himself.

From that time onwards he was subject to migraine, even when walking down a city street and smelling fumes from a passing bus. He recalled many times when this had happened and recalled also that his headaches were particularly unbearable whenever he became interested in a girl.

It was sufficient for him to re-live the picnic incident and recapture all the sense perceptions of the original sickness — the noise of the old car; the smell of the exhaust; the nearness of the girl; the sound of her voice and what she said; the feeling of lassitude and headache resulting — for the pent up feelings to be discharged. His headaches disappeared completely, and now his fourth marriage has proved happy and successful.

It is only necessary to recover the original incident in the chain of events for the whole chain to collapse.

It is only necessary to run through this incident again and again, with constant repetition, and all of the sense perception recordings of the original incident will be recovered. Then the analytical mind consciously re-evaluates the situation and the incident loses its power to dictate how the individual should behave. Usually the content of a pain facsimile is so painful that it is hidden well out of sight in the unconscious mind and most, if not all of it, forgotten.

Example 2: Water Meant Death

A few months ago a talented and beautiful young woman, who had been an actress in Holland, came to my office. She had become increasingly obsessed by a fear of water, a fear that had haunted her for many years.

She loved to swim, but an incomprehensible fear would grip her after she had been in the water for only a few minutes. The fear had now increased to the point where any water at all would upset her. The very sight of the sea would, as she said, "Cause the muscles of my stomach to tighten up"; a bath or kitchen sink full of water was frightening to her; the sound of running water caused her to panic.

We had only been working (counselling) for a short time when she gave an exclamation of excited surprise and dismay. She suddenly recalled a time in Holland when, at the age of six, she had been playing with a boy near a canal. The boy had fallen in and had drowned. Her surprise was due to the fact that she had recalled a very clear picture of the dead body of the boy being dragged from the water up over the bank of the canal.

Now this was a very painful facsimile which had been hidden in the unconscious mind, causing her to forget the whole incident. Later, as a girl of seventeen, she was living in Java, near an irrigation canal. This was during the Japanese occupation when she was frightened, hungry and sick. There were sufficient factors about this environment to remind her, unknowingly, of the drowning episode, and from then on, without knowing why, she increasingly felt as she had during the original childhood incident.

Her behaviour became increasingly controlled by the unreasoning circuits of her unconscious mind which identified all water with the canal. To them "water" meant "canal" and "canal" meant fear and death. However, with the use of the repetitive re-living technique, she clearly recalled all of the factors of the drowning incident. When this was achieved the pent up feelings were quickly released and the identification of water with canal was broken, resulting in the complete disappearance of her hysteria.

Example 3: The Sudden Squall

This blind fear of water is by no means uncommon. One of my first subjects was a friend, who, although she loved the sea, could not bear to go into the water and had never learned to swim.

This difficulty was traced to one particular incident. She belonged to a well known English family of yacht builders and racers and as a young girl she had been out on her brother's yacht when it was hit by a squall. She fell overboard and panicked, thinking she was drowning. However, she was pulled from the water unconscious and revived. Again, it was only necessary to run through this incident, and run through it again and again in counselling, for her to recall all the perceptions and feelings associated with the incident — what the weather was like, what the yacht was like, who was with her, and her sensations of fear as she fell overboard.

Gradually, as the incident was "re-lived", the feeling of panic it aroused decreased and in the end she could happily recall the whole event. Her fear of the sea disappeared, she soon learned to swim and during the next summer she spent some part of each day in the water.

The techniques used and developed in Dynamic Psychology were far more effective in improving human ability than any which had been used before. They demonstrated to thousands of people that the person of average intelligence and goodwill can not only help himself greatly, but can assist others.

THE FIRST REACTION—HOSTILE!

New opinions are always suspected, and usually opposed, without any other reason but because they are not already common.

— Locke

Inevitably, as with almost any new discovery, the first reaction was hostile. How could it possibly be that ulcers, heart disease and arthritis spring from the same source that causes failures to make friends, succeed at work, and remember things?

What is now common knowledge was first received with incredulity. The bio-chemist, for instance, had just shown that lack of vitamins could vitally affect energy and well-being, and even cause disease. Now the Dynamic Psychologist showed that often the proper assimilation of vitamins was dependent on emotional tone! The new facts which emerged with this unique study of man and life came fast and furious.

First there was the claim that disease was mainly emotional in origin, and this was hard to understand until it was followed by counselling procedures which improved emotional tone, and banished illnesses, much quicker than ever before.

Next there was the claim that 85 per cent. of a man's income, even in engineering, was dependent on personality traits. This too was hard to understand until Improvement Courses, conducted by the Dynamic Psychologist, demonstrated that improvement in personality traits such as concentration, effective expression of ideas in speech and in writing, and ability to handle people smoothly, greatly increased the income a person could command. (The majority of course members actually increase their income during the period of the course).

Then there was the discovery that intelligence, previously thought unalterable, could be greatly improved through the use of exercises designed to increase the ability to think! This in itself may have been accepted calmly enough, except that children who previously could not read at all were now able to do so, and in many cases the changes that occurred in learning rate were quite miraculous.

No wonder, with all this change, there was at first a reaction against this new science! However, once the initial shock was absorbed, intelligent people quickly realised the benefits to be gained, and today are studying the subject, and attending courses, in ever increasing numbers.

Curiously enough, it is the already able person who more readily avails himself of the advantages the study has to offer.

A NEW SCIENCE IS BORN

To perceive things is the germ of intelligence.

—Lao-Tsze

The techniques and procedures of Dynamic Psychology have developed tremendously over the past twenty years.

The first field addressed was that of the mind, but the science has grown to include the whole of man—body, mind and spirit—and is devoted to the increase of human ability.

The aim of the procedures of dynamic counselling is to increase whatever abilities the individual may have. With this increase of ability comes the shedding of specific disabilities, such as difficulty in controlling thought and emotion, and psychosomatic ills.

Herein lies the main difference between Dynamic Psychology and other methods of helping man. In Dynamic Psychology we do not “treat” disability. We are definitely not in the field of medicine. We do not seek to replace the medical practitioner, although people do recover their health, and remain well, as the result of studying the subject or of receiving counselling.

Our main concern is the increase of ability, and it is to this end that our efforts are directed. We are not greatly concerned with “treating” the disabilities an individual may have, whether they be forgetfulness, marital trouble, sleeplessness, or the inability to handle people and to make progress at work. Our primary concern is to find what ability the individual has and to increase it. When this is done he can cope effectively with his disabilities. They disappear.

It is important that this fundamentally different approach be understood, for it is just this policy of concentrating all of our energies on the increasing of human ability, which has produced in Dynamic Psychology the most effective techniques in the world for improving intelligence, personality, and general well-being.

Dynamic Psychology does not disprove or replace older forms of psychology, it just goes further and covers all the aspects of survival of the living human being. It deals with all the dynamics

or drives of man as seen in his struggle for the survival of himself as an individual, and for the survival of his family, his groups, his race, and beyond man to his survival in the whole physical and spiritual universe.

Dynamic Psychology is a science with a very wide frame of reference. It includes man in all his relationships. It embraces man in his relationship to all space, all time — whether past, present or future, and all energies — whether of mental, physical or spiritual origin. It is a science with exact precision techniques for increasing the ability of man, and improving his understanding of mental and spiritual realities. It is the first real study of the complete human being.

Man as Spirit

Dynamic Psychology makes no attempt to change political or religious beliefs. It follows the liberal tradition of respect for the individual and affirms that there is a spiritual factor in man, a factor which has no physical properties, no mass, weight, colour or wave length, but which has tremendous ability to control energies and masses. It has the ability to consider, to believe, and to perceive. It is capable of achieving an insight and understanding of life sufficient to move the proverbial mountain, and resolve all human difficulties.

Main Axioms

As with any science Dynamic Psychology is built around axioms from which the practical techniques are derived. The first four axioms are:—

Axiom One: Man has the ability to consider and to perceive. He is the effect of his own considerations and perceptions. (Knowingly or unknowingly he is the master of his own fate, the creator of his own fortune and misfortune, which change as a result of changes in consideration and perception).

Axiom Two: The overcoming of a problem is achieved, primarily, by an increase in the willingness and ability of the individual to confront the terminals central to that problem.

(Assist an individual to confront consciously and analytically the persons and things central to his problem and he will now perceive it more objectively. Perceiving it thus, he will gain an insight into the problem sufficient to resolve it.)

Axiom Three: Purpose is necessary for continued survival and the creation of effects.

(An individual will survive best when he has sufficient purpose in life to motivate and enthuse his efforts to create effects.)

Axiom Four: A willingness to change is necessary for survival.

(If a person is unwilling to change he does not survive. Resistance to change creates unnecessary opposition and confusion when change is required. An expectancy of change is essential for good survival.)

There are many such axioms, all of which give an unprecedented understanding of life and man.

THE DYNAMICS OF SURVIVAL

It is the greatest good to the greatest number
which is the measure of right or wrong.

— Bentham

Dynamic Psychology is concerned with the drives, or dynamics, along which man seeks to survive. The Freudian analyst considered that man had only **one** drive — the procreative or sex drive — and this was perhaps the main reason why the analyst did not achieve the results he strove for.

The fact is that man is motivated by many basic drives, and sex, important though it is, is merely one of them.

Dynamic Psychology separates man's urge to survive into ten drives or dynamics.

First Dynamic — Self

The first is the urge to survive as an individual. This is a very strong drive and includes a person's body, mind and spirit. Any activity, which improves his health, increases his powers of reasoning, or strengthens his spirit, would be survival activity on this dynamic, and any activity which decreases his survival as an individual would be succumb activity.

This is an important dynamic. It is obvious that if the individual himself is in bad shape all of his other drives will suffer.

Second Dynamic — Sex and Family

The second dynamic is the urge to survive through sex and family life.

This also is a very strong drive, and a great deal of mental and emotional aberration can result from it.

Any activity which assists the welfare of a person's family and sex life is survival activity, and any activity against family or sex is succumb on this dynamic. It is necessary for a person to survive well here in order to be secure in tackling other dynamics!

If a man's domestic situation is chaotic it is unlikely that he will experience much personal pleasure in life, or that he

will succeed in business or in anything else, and a great deal of counselling is often needed to remedy the succumb feelings connected with parents, lovers and marital partners.

If one member of the family group is neurotic and confused, the whole family suffers. Fortunately, however, if through counselling one member of the family becomes happy and secure, this will assist the whole group.

Third Dynamic — Groups

The third dynamic is the urge to survive through groups. Man is a social being, he has a strong social conscience and has developed a complex society. His reactions with his fellows in social and work groups are very important to him.

Again the counsellor is concerned with overcoming succumb attitudes and drives on this dynamic and enhancing the individual's ability to make good progress and to survive well in group activities.

Fourth Dynamic — Mankind

The fourth dynamic is the drive to survive as a member of the whole human race. This is a very important dynamic in this age of nuclear fission. The human race is one body of which the national groups are merely parts. If one part, such as the heart dies, the whole body dies, and today if one nation, such as Russia or America, were to die because of a fission bomb attack, all nations would die.

Fifth Dynamic — Animals

The fifth dynamic is the animal kingdom and includes animals, insects, microbes, etc., with which man's survival is closely linked.

Sixth Dynamic — Plants

The sixth dynamic is the plant kingdom, without which man would be certainly lost.

Seventh Dynamic — Physical Universe

The seventh dynamic includes the whole physical universe. All matter, energies, spaces and times are a part of this seventh dynamic, which is one of the most fertile sources of human aberration. All aberration contains time and place, and it is

confusion here that disorients people, and causes irrational behaviour.

Eighth Dynamic — Extrasensory Phenomena

The eighth dynamic includes all extra-sensory phenomena. This dynamic has been a fertile source of research over the past twenty-five years.

Ninth Dynamic — Spirit

The ninth dynamic is spirit. We can definitely affirm, today, that man is essentially spiritual in nature. The Dynamic Psychologist has established, beyond all doubt, that there is a factor in man which is quite separate from matter, space or time — a spiritual factor.

Tenth Dynamic — God

The tenth dynamic is the Infinite or God.

The aim of counselling in Dynamic Psychology is to turn succumb urges into survival drives across the ten dynamics. The counsellor seeks to clear each dynamic, thus introducing more order into the mind and emotions of the individual, improving his health, and strengthening his relationship with his family, his group, and with society at large. The goal of counselling is to gain insight into all the problems of existence across all ten dynamics. It opens up a whole new vista of interest and achievement for man.

CONTRIBUTIONS BY THE PHYSICIST

In this world there is always danger for those
who are afraid of it.

— George Bernard Shaw

Although the Dynamic Psychologist affirms that the determining factor in man is spiritual, he was helped greatly in his understanding by the physicist. As a result of Einstein's theory which demonstrates that an infinitesimal amount of mass can be converted into a great deal of energy and light, it was postulated that the mental image picture — the facsimile which we use continuously in our mind — contains mass, however small, and that this mass can release energy. It was found that a mental image picture can release energy, (shown on a psychometer) which affects a man's whole mental, emotional and physical state. It was found that the effect of one pain picture or recording can be transmitted through the nervous system to the emotional system, and directly through the emotional system to the hormonal or glandular system, and thus become a major factor in disease. (Heart disease, for instance, can be associated with an excess of cholesterol injected into the blood as the result of facsimiles causing anger and rage, suppressed or otherwise.)

The development of the psychometer, a sensitive electronic instrument which measures the physical effect of facsimiles, greatly aided the Dynamic Psychologist, both in his understanding of the mind and mental processes and in his counselling.

It is now possible to clear all the negative, destructive energies, and fears, from within the individual and, as a result of this clearing, greatly improve his abilities and skills. The 10 per cent. mental capacity William James spoke of can be dramatically increased, and this is being demonstrated today both in the consulting room of the Dynamic Psychology counsellor and on ability courses.

There is no Mystery

There is no mystery about the improvements brought about by Dynamic Psychology. Many thousands of tests of intelli-

gence, learning rate, personality and performance, are held by the central organisation in Sydney, N.S.W. These demonstrate beyond all possible doubt the effectiveness of the procedures used. No other science has been more thoroughly tested or validated by empirical result.

As the result of exercises designed to increase the ability to perceive and think, reading and learning rate has been increased remarkably, intelligence or I.Q. rating has improved by as much as 40 per cent., backward children have progressed to above average standard, salesmen, businessmen, engineers and others from all walks of life have reported increased and rapid progress at work, and many thousands have improved their personality traits.

Sometimes progress is steady and slow, often it is remarkably fast. Although no special attention is paid to physical troubles I have seen ailments, such as duodenal ulcers, migraine, fibrositis and hay fever, alleviate. All as a result only of change in understanding and of emotional outlook.

No one who has studied or been counselled in Dynamic Psychology will regard these happenings as mysterious. The Dynamic Psychologist is not a miracle worker; he uses the findings of science to assist the individual to handle his thoughts and emotions and to improve his state, and it is in the doing of this that tremendous progress has been made.

THE COUNSELLOR'S CODE

He that never changes his opinions, never corrects his mistakes, and will never be wiser on the morrow than he is today.

—Tyron Edwards

From the axioms of Dynamic Psychology techniques have been developed which clear the individual of negative influence, cut the shackles which hold him back, and assist his progress in life.

The counsellors, the people who are trained to use the special procedures and techniques, must work within the frame of reference called The Counsellor's Code.

This code has only one objective — the increase of ability and understanding in the person being counselled. It consists of a framework of essential disciplines which embrace both the counsellor and his student. It is an important departure in the field of practice and does as much as anything else to ensure that good progress is made.

Some of the points from this code are:—

Non Directive

The basic aim in counselling is to improve an individual's self determinism. Man is basically good. When he is no longer motivated by destructive forces he will make good survival decisions.

According to axiom understanding is increased by perception; he will gain insight into his problems only by confronting them. Therefore in a counselling session no direction whatsoever is given to the student as to what is right or wrong, good or bad for him, or what he should be, say, do or have. Rather he acquires ability and stature by confronting his own problems, gaining his own insights and cognitions, making his own decisions and directing his own life.

If the counsellor were to solve the student's problems, and make his decisions for him, he would weaken rather than strengthen the student's effectiveness.

During counselling no limit is placed on the progress which the student can make as a free individual. He must be free to uncover his basic personality, and develop it without hindrance. The decisions which he makes must be his own, achieved without the counsellor's advice or evaluation.

The counsellor assesses the case according to personality, intelligence, psychometer and other tests, and determines the procedures he will use. He makes no other valuation.

Right or wrong, goodness or badness, beauty or ugliness, are matters of personal consideration. The choice is left to the student.

No Disparagement

It is easy — terribly easy — to shake a man's faith in himself. To take advantage of that to break a man's spirit is devil's work.

—George Bernard Shaw

Disparagement is the act of belittling, condemning, invalidating or punishing a person, to convince him that he is wrong. It is a crippling, slave-making, activity. The more people are belittled, punished and condemned, the less their certainty, the lower their assurance and ability.

The counsellor is pledged to take no part in inflicting punishment in this way. His task is to encourage and build, not to disparage and destroy.

The counsellor is pledged to confront everything about the student and has to refrain even from criticising him in his own mind. The student is given a great deal of freedom to express himself. In this regard the atmosphere of a counselling room is extremely permissive, and perhaps the main value in counselling is in the degree of communication which takes place, and the secret fears, hopes and guilts which are thus revealed. If the student is met with criticism, condemnation or disparagement, his outflow of communication is stopped, and the whole value of the counselling is lost.

The student's secrets, of course, are held inviolate—never to be revealed under any circumstances whatsoever.

Maintain Good Control

The first thing any man has to know is how to handle himself. You cannot win any game unless you are ready to win.

— C. Mack

Good control promotes order and security in all life situations, while poor control creates disorder, uncertainty, insecurity and confusion. This is especially true in a counselling session.

The essence of good control is certainty, people know just where they stand. With good control the rules and restrictions on the one hand and the freedoms on the other are made known, and a good balance is maintained between the two. There is no uncertainty. People know exactly what the rules are and what happens if the rules are broken. Also their agreement is sought about the control, which is administered impartially and consistently.

The chief factor in poor control is unpredictability. When people do not know what is going to happen next, they feel insecure, and this feeling of insecurity is the basis of the confusion which underlies all irrational behaviour.

With poor control there is either too much freedom, or too many restrictions, or the freedoms and the restrictions are not properly defined. There is either too much uncertainty, too many **unknowns**, or too many bosses, or too many orders, or the restrictions are either too harsh and oppressive or too weak or non-existent. There is too much confusion.

With good control in a session confusion is overcome. Essentially the counsellor is seeking to introduce more and more order into a person, his thoughts and his affairs, and thus bring security into his life. The counsellor knows the aims and goals of the student and works patiently, gently, but firmly towards them. He helps his student towards his hopes and goals in life, no matter what interruptions, difficulties or disturbances happen on the way. The control used is not of the heavy army style which "makes" some people and "breaks" others. Agreement, the oil that smoothes all control, is sought and the counsellor and his student work as a team to achieve the goals of the session.

The counsellor is more than just a friend. He works with all the powerful tools of Dynamic Psychology. He maintains com-

munication, affinity and understanding with his student. He shows trust, patience and confidence, and always maintains good control. He remains in charge of the session at all times and is never himself affected by anything his student may say or do.

Whenever order is injected into any situation, disorder and confusion come to the surface. The remedy is to keep on injecting order until all the confusion is discharged. This is what a counsellor sets out to do, and he keeps on exercising good control in his sessions until the student is himself able to control all his affairs. This is the goal of counselling, to introduce order, security and ability throughout all the different facets of a person's life.

Keep in Two-Way Communication

Trying to get people to open up, to let others reach them and to reach out for others, is one of the chief goals of counselling.

— Frederick Kuether

The counsellor must be a specialist in at least two important respects. He must be able to maintain good control and he must know communication thoroughly, in order to establish and keep a close contact with his student. He must be able to establish a close enough contact for the student to be able to develop trust and confidence, and feel that he can express himself freely.

The counsellor must be able to follow and appreciate perfectly the student's realities—his hopes, wishes and activities in life—and, to reach this understanding and remain in good rapport, two-way communication is a vital necessity.

Communication, the means whereby people exchange ideas, is the basis of all human understanding and where people are able to communicate freely on a two-way basis, understanding is maintained and developed.

The person in very good shape can communicate freely. He is neither communicating compulsively and excessively, nor is he silent and withdrawn. He can express himself naturally and confidently and mix with people easily. He can make himself understood and can understand others.

Communication is a key ability. Improve the ability to communicate and the individual is a much more able person. If a person cannot express himself, if he is introverted and withdrawn

and unable to make contact with people, he is in very poor shape indeed.

We are gregarious beings and it is our ability to make contact, or communicate with our fellows, which mainly determines the amount of pleasure we receive from life.

Affinity is the relationship which exists between people and expresses the degree of like or dislike between them. With high affinity there is a great deal of pleasure or liking, but with poor affinity there is dislike, distrust or hatred.

The affinity relationship is determined by the ability and willingness to communicate. When people can communicate freely there is high affinity and when communication is broken there is poor affinity.

Communication is also linked with agreement. When people are in good two-way communication they are very agreeable towards each other and so long as people are willing and able to communicate, agreement can always be reached.

Communication is the catalyst which cuts through all life difficulties. It improves affinity tone, makes people more agreeable, and resolves human problems.

With good two-way communication and the techniques of Dynamic Psychology I have seen many counsellors perform the seemingly impossible with their students. I have seen children come from the bottom of their class to near the top after just a few hours of counselling with no formal coaching. I have seen people who were previously quite unable to talk to a group become excellent public speakers after just a short period of counselling. I have seen failures in business rapidly become successful, broken marriages repaired, illnesses diminished, and a host of improvements take place as the result of a counselling intensive.

It is quite remarkable how rapidly a person will improve when understanding and insight develop through two-way communication, and this is the method the counsellor uses to help his student towards the realisation of his hopes, and goals, and the achieving of a more complete personality.

CAN DYNAMIC PSYCHOLOGY HELP CHILDREN?

For behaviour, men learn it, as they take diseases,
one of another.

— Francis Bacon

Nearly everywhere I go I am asked about children and what can be done for them. Can Dynamic Psychology help them? It certainly can, and some of the most enthusiastic students of Dynamic Psychology are schoolteachers who are using it in their classrooms. They are enthusiastic because they find that the techniques are extremely effective.

The Backward Child

Hitherto the retarded child, the backward reader or speller, has been the bane of the psychologist, the despair of the teacher, and the heartbreak of the parent. Little could be done for him except to put him in a sheltered environment and endeavour to increase his manual skills. The normal world of literature and educated interests was lost to him.

Now, fortunately, with the methods of Dynamic Psychology, there is every hope in the world for the backward child to become above average in mental alertness and performance. Often his inability is caused by a specific mental or emotional block towards school work and, in these circumstances, the best teaching in the world will not improve his skill. However, once this block is removed the ability to learn immediately bounds forward.

One case which comes to my mind is that of a twelve-year-old son of a university lecturer. The lad was the despair of his parents because he could not read and failed hopelessly when faced with a written examination. He was in a special class for backward children, four years below his own age group. After just a few hours of counselling to remove his fear of reading and to change the failure image of himself to a success image, he literally leapt forward. His father writes that in one term only the lad has progressed through three different classes and is

holding his own in his present class. Next year he expects to be in his own age group.

With the development of mental exercises designed to improve a child's ability to think, children have made spectacular gains in learning rate. On special classes my colleagues and I have conducted for children aged seven to sixteen it has not been unusual for them to gain a year or more in arithmetic, reading and spelling age as the result of each term of one hour of exercises a week for ten weeks, with no coaching whatever in the subjects tested.

The average gain in I.Q. for several groups tested was one point per hour, while some of the gains were much more spectacular.

Problem Parents and School Teachers

Problem children usually have problem parents, although sometimes a schoolteacher is the biggest problem and sometimes it is the child's associates. This view is confirmed by educationalists. When a child has become a problem child and his background has been investigated, it has generally been found that the home life was unhappy. The problem starts with the parents who are often a handicap to a child even before it is born!

Research in Dynamic Psychology has shown that the unborn baby can be so affected by tensions in his mother that it is neurotic at birth. The tensions that cause the neurosis could have been built up in the mother many years before the baby is conceived, or they could have arisen during the pregnancy.

Certainly if there is anxiety and confusion in the early environment of the child that anxiety can be woven through the whole fabric of his being and only competent counselling will free him from it. Failing any counselling he will pass the confusion, in turn, to his own sons.

Helping the Child by Helping the Parents

Often the parents have to be counselled to create security for the child.

Recently a mother brought a young two-and-a-half year old child to me for guidance. The child was fretful and disobedient and the mother was right in being greatly concerned about her.

The child was under medical care and had been given opiates daily to quieten her down and put her to sleep, but as this was unsatisfactory the doctor had suggested that she be brought to me for a psychological appraisal. She was one of the most unruly, neurotic children I had met.

I listened to the mother's story and found that the child became unruly eighteen months before and that this coincided approximately with the death of the grandmother, the mother's mother, who had been living with the family.

I quickly arranged counselling appointments with the mother, not the child, and during the first session cleared the feeling of loss attached to the death of her mother and some of the tension regarding her daughter. She came to the second session looking very much brighter. The reason she was so much better was because there had been, she said, "A complete transformation" in the child! Removing the mother's difficulties had created a more secure environment for the daughter who had shown an immediate behaviour improvement.

Security — The Key Factor

Children thrive mentally and physically when they feel secure. Let them know that they are wanted, keep in communication with them, on their level of reality, let them know where they stand, maintain good order and discipline, and children will always thrive! They will thrive with the security offered by secure parents.

When children are taken from orphanages and put with good foster parents they often show an amazing gain in I.Q. (Intelligence Quotient) and an equally amazing gain in mental and physical health.

Parents are often very confused on the second dynamic. They are unhappy within and between themselves and are unable to take full responsibility for having and rearing children. They make desperate efforts to avoid conception and the child can be the victim of the mother's abnormal fear of pregnancy and childbirth. The mother perhaps accepted the idea from her mother and others that having a baby is a very difficult, painful, business.

No Need for Pain at Childbirth

But there is no need for pain at childbirth. Any pain present is self induced. It is there because of the state of mind and emotion of the mother. The fact that such pain is autogenic has been

demonstrated very dramatically by Dr. Grantly Dick-Read. Dr. Dick-Read found among Bushmen and Basutos, Hottentots and Masai of Central Africa that from 95% - 98% go through child-birth without pain. Notable exceptions are women who have committed adultery; they often have long and difficult labour. Dr. Dick-Read was amazed to learn of women who had been in painful labour for several days but who, when persuaded to confess their adultery, suddenly relaxed and "released the baby from the birth canal in a few minutes with no further trouble". Such cases as these confirmed his belief that "Fear causes resistance to birth and that in turn causes pain—confession removed the fear".

Not Difficult to Remove Fears

To the uninitiated the effect of release of fear and nervous tension is nothing short of miraculous. I have heard my colleagues say that they dare not speak except among themselves of many of the apparent miracles that happen as a result of the unburdening of secret fears, hatreds and the like, the effects are often so spectacular.

Certainly it is no longer difficult to remove fear and its crippling effect on the health and personality of the individual, child or adult. In Dynamic Psychology the Counsellor finds in practice that nearly all of our troubles, whether difficulties in speaking, sleeping, working or thinking, are autogenic. Like pain at child-birth they are self inflicted. They are held in place by irrational emotion which disappears, taking the difficulty with it, during effective counselling, using modern procedures.

More than ever before in history man can feel secure. He can feel secure in the knowledge that no matter how large his difficulty or unsurmountable his problem the techniques of Dynamic Psychology can almost certainly help him.

Profitable and Enjoyable to Work with Children

It is fairly easy to rehabilitate the child. It is possible to take him and with simple counselling help him to overcome his fears and gain confidence. In a very short time indeed he can gain increased clarity of thought, better ability to learn, and increased activity all round. He can quickly be brought to a stage where he can cope with almost any environment.

It is particularly interesting to work with children. They

respond so quickly to counselling that it is almost breathtaking. Schoolteachers who have been introduced to Dynamic Psychology have been amazed at the effectiveness of the methods used. They find that they are able to deal with the children's emotional disturbances much more competently, and the behaviour of the children improves, their learning rate improves and the minor bruises, cuts and like troubles they receive disappear like magic. Little troubles disappear readily and the child who has been a major personality problem can also be helped.

The Magic Touch

There is one technique which anyone can do, to assist a hurt child. Say the child has a bruise, sprain or cut. Put your finger on the outside of the pain area and move it from point to point around the pain, getting the child to feel or put attention on where you are touching. Continue until the whole area is "alive" and there is no more pain. The only failure will be if you are not in sufficient communication with the child and not able to control him, or if the exercise is not carried on long enough or is not expertly given. Ordinarily, sprains, bruises, and cuts clear up like magic and disappear in a fraction of the usual time.

Healing Processes Accelerated

When the mental tension and shock is removed from an injury the natural healing processes of the body are greatly increased.

This was dramatically demonstrated to me eight years ago when a Sydney businessman, a semi-cripple as the result of two war-time aeroplane accidents, came for counselling. He came because specialists had pronounced his case as hopeless and he was to lie on a couch for the rest of his life, and never walk again.

He arranged the counselling immediately prior to taking this drastic step, and he proved an ideal student. During the counselling the shock and tension attached to both accidents were discharged, his back which was in a seemingly hopeless condition, improved, and he has since remained active in business and completed two trips around the world.

The special couch which he had bought and installed in his

home, and from which he was never to move, has, in fact, never been used.

The removal of traumatic shock is no substitute for competent medical care, but undoubtedly, as in the above case, it can prove tremendously beneficial.

Group Exercises Increase Awareness

Exercises designed to increase general awareness and ability to think can be given to groups. They are particularly applicable in school rooms. Such exercises increase the awareness of children by directing their attention to the environment as it is around them. This is done by giving simple direct orders which they can obey, such as "Find the door" (having them answer by pointing to the door), "Find the window", (making sure they are pointing to it), "Find the ceiling," etc. etc., locating people, objects, etc., in the room for from ten to sixty minutes.

This is the simplest of many techniques which can be used to increase mental alertness. It will certainly increase the child's awareness of present time happenings. He will not be accident prone. He will know what he is doing, who is doing it and where he is doing it. He will live more in the present, think more clearly, and act more intelligently.

Discipline

The man who commands efficiently must have obeyed others in the past.

— Cicero

Children can only be secure and happy when there is reasonable, just discipline. Good discipline is the result of the necessary number of orders and directions which are given firmly and directly with the intention that they be obeyed. Discipline is necessary with children and they will thrive best where discipline is firm and just. When the child is given certainties (understandable just orders meant to be followed) it will thrive however bleak the climate. When it is nurtured on uncertainties it will tend to fail, no matter how hothouse the environment.

Children should be allowed to decide only what they are capable of deciding. They should only be given orders they are capable of performing. Any departure from these simple rules can bring uncertainty and confusion.

And Adults Too . . .

The exercises and procedures which are effective for improving the emotional tone or behaviour pattern of the child increasing his ability to learn, removing him from the accident-prone class and bettering his health, can also be adapted for adults. In Dynamic Psychology there are numerous techniques which can be used. However, whether the subject is the head of a university, local medical practitioner, housewife or clerk, the aim is always the same—to increase whatever ability the subject has and to develop to the full the capacity for imagining, thinking, planning and acting in the everyday world.

IMAGINATION POWERFUL

It is thought, and thought only, that elevates or degrades human deeds and desires.

— George Moore

All that we have and are is the result of imagination and thought. When the ability to imagine deteriorates constructive activity declines and interest in life decreases.

The person who is infinitely interested in life and is full of zest for living, has a vivid, clear imagination. He is able to make full free use of his imagination. He can make and see mind facsimiles very clearly indeed, and he can control them very well. His facsimiles are full of the life and vigour which he himself demonstrates, and he remains full of vigour and interest as long as he can imagine, and control his imagination, in this way.

Imagination leads the will and the ability to imagine or form mental image pictures and control them, determines the individual's success in life. Imagination, indeed, is so powerful that recent research has demonstrated that an imagined picture can have as much effect on the individual as a real life happening. The fears that a person imagines can affect him as much or more than the danger he actually faces. In fact very often fears that cause glandular and other misfunctions are entirely imaginary.

An individual can deal adequately, and without fear, with those things which he can handle well in facsimile or picture form. In other words his ability to create, change or destroy mental image pictures determines his whole success or failure in life.

If people either cannot imagine life like facsimiles full of colour and form, or cannot control these facsimiles, their chances of living successfully are seriously diminished. If they cannot see mind pictures, if all they can see is blackness or greyness, or if all they imagine is of failure, then their lives will be a reflection of it. They will be grey and drab.

Counselling which uses the imagination creatively is tremendously effective with children.

If the child's imagination has been full of failure and fear, such as of failure in examination; of inadequacy with certain subjects; of ridicule by groups; of loss of parental love and attention, etc., then he will be fearful and afraid and incompetent in real life. His sleep will be disturbed by dreams or nightmares and his concentration, learning rate and health, may suffer.

It is only sufficient to have the child change these imaginations or images of itself into images of success to bring about a remarkable personality change. This can be done quite simply by having him, deliberately and consciously, deal with his environment — parents, teachers, associates, classroom, study books, pets, sporting feats, etc. — in imagination or picture form.

As his ability to handle these things in his imagination improves, his attitudes towards them change and this change is reflected in increase of everyday skills.

Failure at reading, writing, arithmetic, or dealing with playmates, is primarily a failure in the imagination. So, too, is the adult failure in business, domestic or social life.

When the individual is assisted to confront the objects of his failure, and to deal with them in his imagination, the cruel effects of past failures are eliminated and success is more truly assured.

The imagination, which can be man's greatest curse, can be changed to become his greatest asset, assisting him with every difficulty and helping him to greater achievement.

INCREASE OF UNDERSTANDING

I would we were all of one mind and one mind good.
— Shakespeare

There has been no satisfying of man's desire to understand the universe and the people in it, and the urgency and importance of this quest continues unabated. Man has learnt much, he has bent nature to his will and tapped some of her innermost secrets about fission and power, but he yearns still for human understanding. How can he understand himself better? How can he understand others better? How can he make others to understand him better?

Fortunately, he no longer needs to grope along in the dark unknowingly, for the component parts of understanding have been discovered. Knowing the component parts of understanding it is possible now to know ourselves and others, and all the interactions in human affairs can be understood and explained. The mystery has been stripped from human relationships.

Communication — The Main Secret

Communication is the means whereby all ideas are exchanged and all human experience is gained and shared. It is the means, as we have shown, whereby agreements are achieved, realities are established, and friendships made. It is the main component of understanding, the other two parts being Reality (or agreement) and Affinity (love or liking).

As long as people are willing and able to communicate they will not only become agreeable to each other, they will grow to like and continue liking each other. Understanding will be maintained.

There is no stronger therapy than communication.

As all the great figures in the humanities, Freud, Korzybski and the rest, have emphasised and re-emphasised, communication remedies human ills. It is the remedy for personal ills as well as for domestic, social and business troubles. It dispels all undesirable emotions and feelings. It is the way whereby fear, anger, dejection and other such states are discharged. It improves affinity or emotional tone and clears away all misunderstandings. Poor communication on the other hand, causes waste, inefficiency, emotional trouble and physical and mental disorder.

When communication is withheld, cut or withdrawn there is trouble in human affairs.

The main factors in communication are origination, attention, intention, interest, duplication and receipt. The whole subject of communication is exhaustively covered by the Dynamic Psychologist on his training and self-improvement courses.

The essence of this training, which is built around important training exercises and drills, is that it is "live". Like the counselling session itself it cannot properly be conveyed, demonstrated or taught through books. Rather the students are conducted through live drills to increase their ability to originate or express themselves freely, to maintain their attention readily, to increase their interest and intention and to ensure that their ideas are duplicated or reproduced accurately.

With a greater understanding of communication and a greater ability to communicate more easily the student's efficiency improves. Also he finds himself in a better mental and emotional state, for ability to communicate is not just the mark of the able person who can handle people better and command higher fees, it is the mark, too, of good mental health.

Affinity — The Main Target

The first thing which philosophy attempts to give
is fellow feeling with all men.

— Seneca

Affinity is the relationship which exists between people. It can be a very strong relationship or attraction which draws them together or an equally strong hatred or dislike which pushes them apart.

Affinity goes hand in hand with communication. The freer the communication the higher the love or liking or affinity tone.

Affinity or Emotional Tone

Each of us has his own system, the greatest known
power for good health — the power of good
emotions.

— John A. Schindler

Man is a being who is motivated by goals, and a major goal of the healthy person is to achieve a closer understanding with his fellows. Very often though he thinks of understanding only in terms of affinity, and certainly to love and be loved, or to like and be liked, can be his chief ambition in life.

Man's mental and emotional state can be evaluated by his position on an affinity scale which reaches down through high states of bliss to conditions of hopelessness and despair.

Such a scale is

Bliss
Exhilaration
Zest for living
Conservatism
Boredom
Hostility
Pain
Fury
Fear
Propitiation
Sympathy
Guilt and Grief
Despair

This scale is a gradient scale of emotional tone. As a person sinks lower and lower down the scale he becomes more confused, angry, afraid, apathetic and depressed. His ability to communicate declines and his survival potential is weakened. Towards the bottom of the scale we find the pockets of hostility, anger and fear which upset glandular function and cause ill health. Here we find psychosomatic conditions as migraine, asthma, ulcers and even heart disease, diabetics and a thousand and one undesirable states.

As soon as these lower emotions are discharged a good emotional tone emerges and health and spirits are improved.

The function of the Guidance Counsellor in Dynamic Psychology is to strengthen understanding and enhance an individual's survival by helping him to increase his ability to communicate and to improve his emotional tone across all the dynamics.

Improvement in emotional or affinity tone brings better health, greater energy and effectiveness, better ability to communicate and a better understanding of people. It brings a greater understanding of life and a greater wisdom in the living of it. It lifts man above the dangerous fogs of jealousy, greed, failure and despair and allows him to live his life as he would like to live it.

THE PERSONAL IMPROVEMENT COURSE

If you start now you will know a lot next year
that you don't know now, and that you will not
know next year if you wait.

— William Feather

Much of the basic information upon which Dynamic Psychology is built was obtained by the use of long, expensive methods such as psycho-analysis. Despite their value, however, the time required prevented their being of practical value to more than a few people. Thus the whole history of counselling involved a search for shorter, more efficient, techniques.

There was a tremendous unsatisfied demand for effective measures to improve human relations, communication, handling people, and mental and emotional health. The search culminated in the early 1940's in the first truly modern, effective counselling methods. Since then the history of Dynamic Psychology has been of progressive development and refinement.

Large Numbers can Benefit

One logical step in widening the application of the new techniques was to teach the methods used to a large number of people, such as teachers, psychologists, business executives, professional men and women, parents, etc. The simplicity and directness of the new techniques enabled them to be taught in a short time to people without previous training.

There was an unexpected side benefit of historical importance. It was found that in learning and practising the skills necessary to counsel and to help others, the students greatly improved their own condition. They became happier, more successful, better adjusted men and women.

The qualities and experience needed to make a good counsellor were plainly the same as those required for personal well-being and success.

Since those days many thousands of people who had no intention of practising as counsellors, have taken courses. Their aim has been to improve their own capabilities and to use the skills acquired to be a better business man, teacher, mechanic,

etc., and a more successful parent. So great, indeed, has been the extent and success of these people that the training courses have come to be generally regarded as Personal Improvement Courses, and are attended by people from all walks of life.

New Objective Methods bring Better Results

What are these new methods, that they can be taught to nearly everyone so quickly and surely, and the teaching of which has such wide application and benefits? The course is built around exercises designed to directly improve the student's ability to confront, communicate with and to handle people by actually doing these things under strict course conditions.

This method of teaching is used in other fields. Manual skills, for example, have always been taught by having the student go through the motions of the particular activity. A typist, for instance, might be given some written and verbal instruction, but she would do most of her learning by actually working a typewriter. Could the same method be applied to educating or re-educating people to improve their ability in communicating with and handling people? This, the basic idea, seems simple enough now. At the time, however, it was not so obvious, requiring a good deal of thought to perceive and time, effort and persistence to apply.

The first step consisted of analysing human behaviour. What, for instance, is the first step necessary to deal with any situation? Obviously the situation must be perceived completely and realistically. Everything in the situation, and particularly the people in it, must be confronted. The better this is done the easier it is to engage in communication.

Confronting — The Key

What is needed, then, is the ability to confront; in particular to confront people. On the course this is approached directly. The student is required to confront, under discipline, another person sitting in front of him. This he must do until he can do it for an hour or more without evasion or any other movement.

It is not an easy drill and it must be done with proper supervision under course conditions. However students soon find that the drill pays off handsomely in increased concentra-

tion and body control as well as in increased comfort and ease in facing people.

The same analytical, practical, approach is adopted to the elements of communication and control, both of self and others. Each drill is taught and taught until it is second nature, part of the sub-conscious pattern of the individual's responses.

Most Continue with Training

Perhaps the best testimony to the effectiveness of these methods is also objective — of people who undergo a training course almost all enrol in and undergo the next higher course. To them the rewards are well and truly worth the effort.

One of the rewards, though intangible, is nevertheless a powerful factor, and this is the atmosphere which builds up around the course members. To participate in a gathering which has as its object the full development of the abilities of all members is an experience which must be shared to be appreciated. Many people say that this dedicated "togetherness" alone makes joining the group worthwhile.

Personal Counselling

There is no problem so involved that it cannot be clarified.

Personal Improvement Courses offer training "breadth" but undoubtedly the fastest route to individual goals and aspirations is personal counselling by a competent professional counsellor. The Dynamic Psychology counsellor uses the quickest and most effective methods known to man to improve an individual's state. Although the methods used in modern counselling may vary considerably, and the good counsellor is always searching for better techniques, the central goal remains the same—to put the individual in free, independent control of his thinking and acting, able to direct his efforts towards reaching the goals which he as a person wishes to reach.

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