

THE WRITINGS OF ANNA FREUD
In 8 Volumes, published by
International Universities Press Inc:

- 1. INTRODUCTION TO PSYCHOANALYSIS**
 - **Lectures for Child Analysts and Teachers 1922-1935**
- 2. THE EGO AND THE MECHANISMS OF DEFENCE (1936) 1966**
- 3. INFANTS WITHOUT FAMILIES**
 - **Reports on the Hampstead Nurseries 1939-1945**
- 4. INDICATIONS FOR CHILD ANALYSIS AND OTHER PAPERS 1945**
- 5. RESEARCH AT THE HAMPSTEAD CHILD-THERAPY CLINIC AND OTHER PAPERS 1956-1965**
- 6. NORMALITY AND PATHOLOGY IN CHILDHOOD**
 - **Assessment of Development 1965**
- 7. PROBLEMS OF PSYCHOANALYTIC TRAINING, DIAGNOSIS AND THE TECHNIQUE OF THERAPY 1966-1970**
- 8. PSYCHOANALYTIC PSYCHOLOGY OF NORMAL DEVELOPMENT**

Publications in Chronological Order

1. Beating fantasies and daydreams. (1922) **1:137-57**
2. Hysterical symptom in a child of two years and three months. (1923) **1:158-61**
3. Child analysis, Four lectures on. (1927 [1927]) **1:3-62**
4. Child Analysis, The theory of . (1928) [1927] **1:162—75**
5. Psychoanalysis for teachers and parents, Four lectures on (1930) **1:73-136**
6. Psychoanalysis and the upbringing of the young child. (1934 [1932]) **1:176-88**
7. Infants without families: Reports on the Hampstead Nurseries (1939-45) written in collaboration with Dorothy Burlingham. **3:3-681**
8. Child analysis, Indications for. (1945) **4:3-38**
9. Psychoanalytic study of infantile feeding disturbances, The. (1946) **4:39-59**
10. Early education, Freedom from want in. (1946) **4:425-41**
11. Child: an outline, The sleeping difficulties of the young. (1947) **4:605-9**
12. Emotional and instinctual development. (1947) **4:458-88**
13. Feeding habits, The establishment of. (1947) **4:442-57**
14. Aggression in relation to emotional development: normal and pathological. (1949 [1947]) **4:489-97**
15. Aggression, Notes on. (1949 [1948]) **4:60-74**
16. August Aichhorn: July 28, 1878 – October 17 1949. (1951) **4:625-38**
17. Expert knowledge for the average mother. (1949) **4:528-44**
18. Nursery school education: its uses and dangers. (1949) **4:545-59**
19. Preadolescent's relations to his parents, On certain difficulties in the. (1949) **4:95-106**

20. Social Maladjustment, Certain types and stages of. (1949) 4:75-94
21. Edith Buxbaum's "Your child makes sense", Foreword to. 4:610-13
22. Training analysis, The problem of. (1950 [1938]) 4:407-24
23. Psychoanalytic child psychology, The significance of the evolution of. (1950) 4:614-24
24. Child development, Observations on. (1951 [1950]) 4:143-62
25. Experiment in group upbringing, An. (1951) 4:163-229
26. Psychoanalysis to genetic psychology, The contribution of. (1951 [1950]) 4:107-42
27. Bodily illness in the mental life of children, The role of. (1952) 4:260-79
28. Children, The child, visiting. (1952) 4:639-41
29. Ego and id: introduction to the discussion, The mutual influences in the development of . (1952 [1951]) 4:30-44
30. Passivity, Studies in. (1952 [1949-1951]) 4:245-59
31. Teachers' questions, Answering. (1952) 4:560-68
32. Alice Balint's "The psychoanalysis of the nursery," " Introduction to. (1953) 4:642-44
33. Infant observation, Some remarks on. (1953 [1952]) 4:569-85
34. Instinctual drives and their bearing on human behavior. (1953 [1948]) 4:498-527
35. James Robertson's "A two-year-old goes to hospital" film review. (1953) 4:280-92
36. Infantile neurosis: contribution to the discussion, Problems of. (1954) 4:327-55
37. Psychoanalysis and education. (1954) 4:317-26
38. Psychoanalysis: discussion, The widening scope of indications for. (1954) 4:356-76
39. Technique in adult analysis, Problems of. (1954) 4:377-406
40. Rejecting mother, The concept of the. (1955 [1954]) 4:586-604
41. Borderline cases, The assessment of. (1956) 5:301-14
42. Joyce Robertson's "A mother's observations on the tonsillectomy of her four-year-old daughter," Comments on. (1956) 4:293-301
43. Psychoanalytic knowledge and its application to children's services. (1964) 5:265-80
44. Child observation to psychoanalysis, The contribution of direct. (1957) 5:95-101
45. Gabriel Casuso's "Anxiety related to the 'discovery' of the penis", Introduction to. (1957) 5:473-75
46. Hampstead child-therapy course and clinic, The (1957) 5:3-8
47. Hampstead child-therapy clinic, Research projects of. (1957-1960) 5:9-25
48. "Inconsistency in the mother as a factor in character development: a comparative study of three cases" by Anne-Marie Sandler, Elizabeth Daunt, and Annelise Schnurmann, Introduction to (1957) 5:476-78
49. Marion Milner's "On not being able to paint," Foreword to. (1957) 5:488-92
50. Adolescence. (1958 [1957]) 5:136-66
51. Child observation and prediction of development: a memorial lecture in honor of Ernst Kris. (1958 [1957]) 5:102-35
52. "Chronic schizophrenia" by Thomas Freeman, John L. Cameron, and Andrew McGhie, Preface to. (1958) 5:493-95

53. John Bowlby's work on separation, grief, and mourning, Discussion of. (1958.1960) **5**:167-86
54. Child guidance clinic as a centre of prophylaxis and enlightenment. (1960 [1957]) **5**:281-300
55. Kata Levy's "Simultaneous analysis of a mother and her adolescent daughter: the mother's contribution to the loosening of the infantile object tie," "Introduction to. (1960)**5**:479-82
56. Margarete Ruben's "Parent guidance in the nursery school," Foreword to. (1960 [1959]) **5**:96-98
57. Nursery school: the psychological prerequisites, Entrance into. (1960) **5**:315-35
58. Pediatrician's questions, Answering. (1961 [1959]) **5**:379-406
59. Children, Clinical problems of young. (1962) **5**:352-68
60. Emotional and social development of young children, The. (1962) **5**:336-51
61. Parent-infant relationship: contribution to the discussion, The theory of the. (1962 [1961]) **5**:187-93
62. Pathology in childhood, Assessment of. (1962, 1964, 1966 [1965]) **5**:26-59
63. Regression in mental development, The role of. (1963)**5**:407-19
64. Herman Nunberg, An appreciation of. (1964) **5**:194-203
65. Psychoanalytic knowledge applied to the rearing of children. (1956) **5**:265-80
66. Children in the hospital. (1965) **5**:419-35
67. Family law, Three contributions to a seminar on. (1965 [1963-1964]) **5**:436-59
68. "Hampstead Psychoanalytic Index" by John Boland and Joseph Sandler et al., Preface to "The". (1965) **5**:483-85
69. Heinz Hartmann: a tribute. (1965 [1964]) **5**:499-501
70. Jeanne Lampl de Groot's "The development of the mind," Foreword to. (1965) **5**:502-5
71. Metaphychological assessment of the adult personality: the adult profile. (1965) **5**:60-75
72. Normality and Pathology in childhood: Assessment of Developments. (1965) **6**:3-273
73. Child analysis, A short history of. (1966) **7**:48-57
74. Children, Services for underprivileged. (1966) **5**:79-83
75. Ego and the Mechanisms of defence, The (1966 [1936]) **3**:1-191
76. "Ego and the Mechanisms of Defence," Foreword to the 1966 edition of "The". (1966) **2**:v-vi
77. Hartmann's ego psychology and the child analyst's thinking, Links between. (1966 [1964]) **5**:204-20
78. Humberto Nagera's "Early childhood disturbances, the infantile neurosis, and the adulthood disturbances," Foreword to. (1966 [1965]) **5**:486-87 (***This Foreword is available at the end of this section***)
79. Ideal psychoanalytic institute: a utopia, The. (1966) **7**:73-93
80. Nursery school and child guidance clinic, Interactions between. (1966 [1965]) **5**:369-78
81. Obsessional neurosis: a summary of psychoanalytic views. (1966 [1965]) **5**:242-64
82. Psychoanalysis and family law. (1966 [1964]) **5**:76-8

83. Psychoanalytic theory in the training of psychiatrists, The place of. (1966) 7:59-72
84. Doctoral award address. (1967 [1964]) 5:507-16
85. Losing and being lost, About. (1967 [1953]) 4:302-16
86. Psychic trauma, comments on. (1967 [1964]) 5:221-41
87. Residential vs. foster care. (1967 [1966]) 7:223-39
88. Humberto Nagera's "Vincent van Gogh, A psychological Study", "Foreword to". (Book published in 1967) (***This Foreword is available at the end of this section***)
89. Acting out (1968 [1967]) 7:94-109
90. Child analysis, Indications and contraindications for. (1968) 7:110-23
91. "Painter v. Bannister": Postscript by a psychoanalyst. (1968) 7:247-55
92. "Psychoanalytic contribution to pediatrics", by Bianca Gordon, Foreword to "The". 7:268-71
93. Yale Law School, Address at commencement services of the. (1968) 7:256-62
94. Adolescence as a developmental disturbance. (1969 [1966]) 7:39-47
95. Difficulties in the path of psychoanalysis: a confrontation of past with present views. (1969 [1968]) 7:124-56
96. Film review: "John, seventeen months: nine days in a residential nursery" by James and Joyce Robertson. (1969) 7:240-46
97. "Hampstead Clinic Psychoanalytic Library Series," Foreword to "The". (1969 [1968]) 7:263-67 (Four volumes) (***This Foreword is available at the end of this section***)
98. James Strachey. (1969) 7:277-80
99. Child analysis as a subspecialty of psychoanalysis. (1970) 7:204-22
100. Child analysis, Problems of termination in. (1970 [1957]) 7:3-21
101. Infantile neurosis: genetic and dynamic considerations, The. (1970) 7:189-203
102. Rene Spitz, A discussion with. (1970 [1966]) 7:22-38
103. Symptomatology of childhood: a preliminary attempt at classification, The. (1970) 7:157-88
104. Termination in child analysis, Problems of. (1970 [1957]) 7:3-21
105. "Wolf-Man" by the Wolf-Man, Foreword to "The" (1971) 7:272-76
106. Aggression, Comments on. (1972 [1971]) 8:151-75
107. Psychoanalytical child psychology, normal and abnormal, the widening scope of . (1972) 8:8-33
108. Childhood disturbances, Diagnosis and assessment of. (1974 [1954]) 8:34-56
109. Infantile neurosis, Beyond the. (1974) 8:75-81
110. Psychoanalytic view of developmental psychopathology, A. (1974 [1973]) 8:57-74
111. Humberto Nagera's "Female Sexuality and the Oedipus Complex", "Foreword to". (Book published in 1974) (***This Foreword is available at the end of this section***)
112. Children possessed. (1975) 8:300-6
113. Pediatrics and child psychology, On the interaction between. (1975) 8:285-96
114. Psychoanalytic practice and experience, Changes in. (1976 [1975]) 8:176-85
115. August Aichhorn. (1976 [1974]) 8:344-45
116. Dynamic psychology and education. (1976) 8:307-14

117. Psychoanalytic training, Remarks on problems of. (1976) **8**:186-92
118. Humberto Nagera's "Obsessional Neuroses, Developmental Psychopathology", "Foreword to". (Book published in 1976) (***This Foreword is available at the end of this section***)
119. Psychopathology seen against the background of normal development. (1976 [1975]) **8**:82-95
120. Children, Concerning the relationship with. (1977) **8**:297-99
121. Fears, anxieties, and phobic phenomena. (1977 [1976]) **8**:193-200
122. Child analysis, The principal task of. (1978 [1977]) **8**:96-109
123. Freud's writings, study guide to. (1978 [1977]) **8**:209-76
124. Sigmund Freud Chair at the Hebrew University, Jerusalem, Inaugural lecture for. (1978 [1977]) **8**:334-43
125. Unveiling of the Freud statue, Address on the occasion of. (1978 [1977]) **8**:331-33
126. Child analysis as the study of mental growth, normal and abnormal. (1979) **8**:119-36
127. Ernest Jones, Personal memories of. (1979) **8**:346-53
128. Insight in psychoanalysis and psychotherapy: introduction, The role of. (1979 [1978]) **8**:201-8
129. "Lest we forget" by Muriel Gardiner, Foreword to. (1979) **8**:354-57
130. Mental health and illness in terms of internal harmony and disharmony. (1979) **8**:110-18
131. Nursery school from the psychoanalytic point of view, The. (1979) **8**:315-30
132. "Analysis of a phobia in a five-year-old boy," Foreword to. (1980 [1979]) **8**:277-84
133. "Normal child development," Introduction. (1980) **8**:3-7
134. "Topsy" by Marie Bonaparte, Foreword to. (1980) **8**:358-62

Forewords

To Humberto Nagera's "Early childhood disturbances, the infantile neurosis, and the adulthood disturbances, problems of a developmental psychoanalytical psychology"

Dr. H. Nagera's monograph bears witness to the child analyst's dissatisfaction with the present mode of diagnostic thinking. As stated by him, we are not content any longer to subsume all childhood disorders under the all-embracing title of an "infantile neurosis," as analysts tended to do in former eras of psychoanalysis. Nor do we consider it an adequate solution to search for our answer to all diagnostic questions in any one period of childhood, whether late, in the oedipal phase, as the classical view sets out, or early in the first year of life, as more recent views assert. Nor are we ready to accept the exclusive indictment of either faulty object relationships or faulty ego development, which many modern authors treat as the only potential sources of trouble.

What the author of this monograph does to remedy the position is a careful apportioning of pathogenic impact to external and internal interferences at any time of the child's life; the location of the internal influences in any part of the psychic structure or in the interaction between any of the inner agencies; and the building up, step by step, of an orderly sequence of childhood disorders, of which the infantile neurosis is not the base, but the final, complex apex.

What satisfies the student of analysis in an exposition of this nature is the fact that on the one hand it is rooted in the notion of a hypothetical norm of childhood development, while on the other hand it establishes a hierarchy of disturbances which is valid for the period of immaturity and meaningful as a forerunner of adult psychopathology.

Anna Freud
London, September 1965

To Humberto Nagera's "Vincent van Gogh, A Psychological Study"

The letters by Vincent Van Gogh, on which this book is based, have moved the reading public by the sincerity of feeling, the force of expression, the depth of human suffering and the surprising occasional flashes of insight which are displayed in them. If, due to Van Gogh's inevitably one-sided view of events, they do not also forge the links between childhood and manhood, internal and external experience, passion and its moral counterpart, this is precisely what the present author sets out to do. His result is the striking image of a high-minded individual's struggle against the pressures within himself, an image which would command our attention even if the man whose fate is traced were not one of the admired creative geniuses of the last century.

In fact it is the essential conclusion implied by the author that even the highly prized and universally envied gift of creative activity may fail tragically to provide sufficient outlets or acceptable solutions for the relief of intolerable internal conflicts and overwhelming destructive powers active within the personality.

To “The Hampstead Clinic Psychoanalytic Library Series”

The series of publications of which the present volume forms a part, will be welcomed by all those readers who are concerned with the history of psychoanalytic concepts and interested to follow the vicissitudes of their fate through the theoretical, clinical and technical writings of psychoanalytic authors. On the one hand, these fates may strike us as being very different from each other. On the other hand, it proves not too difficult to single out some common trends and to explore the reasons for them.

There are some terms and concepts which served an important function for psychoanalysis in its earliest years because of their being simple and all-embracing such as for example the notion of a ‘complex’. Even the lay public understood more or less easily that what was meant thereby was any cluster of impulses, emotions, thoughts, etc. which have their roots in the unconscious and, exerting their influence from there, give rise to anxiety, defences and symptom formation in the conscious mind. Accordingly, the term was used widely as a form of psychological short-hand. ‘Father-Complex’, ‘Mother-Complex’, ‘Guilt-Complex’, ‘Inferiority-Complex’, etc. became familiar notions. Nevertheless, in due course, added psychoanalytical findings about the child’s relationship to his parents, about the early mother-infant tie and its consequences, about the complexities of lacking self-esteem and feelings of insufficiency and inferiority demanded more precise conceptualization. The very omnibus nature of the term could not but lead to its, at least partial, abandonment. All that remained from it were the terms ‘Oedipus-Complex’ to designate the experiences centred around the triangular relationships of the phallic phase, and ‘Castration-Complex’ for the anxieties, repressed wishes, etc. concerning the loss or lack of the male sexual organ.

If, in the former instance, a general concept was split up to make room for more specific meanings, in other instances concepts took turns in the opposite direction. After starting out as concrete, well-defined descriptions of circumscribed psychic events, they were applied by many authors to an ever-widening circle of phenomena until their connotation became increasingly vague and imprecise and until finally special efforts had to be made to re-define them, to restrict their sphere of application and to invest them once more with precision and significance. This is what happened, for example, to the concepts of ‘Transference’ and of ‘Trauma’.

The concept and term ‘transference’ was designed originally to establish the fact that the realistic relationship between analyst and patient is invariably distorted by phantasies and object-relations which stem from the patient’s past and that these very distortions can be turned into a technical tool to reveal the patient’s past pathogenic history. In present days, the meaning of the term has been widened to the extent that it comprises whatever happens between analyst and patient regardless of its derivation and of the reasons for its happening.

A ‘trauma’ or ‘traumatic happening’ meant originally an (external or internal) event of a magnitude with which the individual’s ego is unable to deal, i.e. a sudden influx of excitation, massive enough to break through the ego’s normal stimulus barrier. To this purely quantitative meaning of the term were added in time all sorts of qualifications (such as cumulative, retrospective, silent, beneficial), until the concept ended up as more or less synonymous with the notion of a pathogenic event in general.

Psychoanalytic concepts may be overtaken also by a further fate, which is perhaps of even greater significance. Most of them owe their origin to a particular era of psychoanalytic theory, or to a particular field of clinical application, or to a particular mode of technique. Since any of the backgrounds in which they are rooted, are open to change, this should lead either to a corresponding change in the concepts or to their abandonment. But, most frequently, this has failed to happen. Many concepts are carried forward through the changing scene of psychoanalytic theory and practice without sufficient thought being given to their necessary alteration or re-definition.

A case in kind is the concept of ‘acting out’. It was created at the very outset of technical thinking and teaching, tied to the treatment of neurotic patients, and it characterized originally a specific reaction of these patients to the psychoanalytic technique, namely that certain items of their past, when retrieved from the unconscious, did not return to conscious memory but revealed themselves instead

in behaviour, were 'acted on', or 'acted out' instead of being remembered. By now, this clear distinction between remembering the recovered past and re-living it has been obscured; the term 'acting out' is used out of this context, notably for patients such as adolescents, delinquents or psychotics whose impulse-ridden behaviour is part of their original pathology and not the direct consequence of analytic work done on the ego's defences against the repressed unconscious.

It was in this state of affairs that Dr H. Nagera initiated his enquiry into the history of psychoanalytic thinking. Assisted by a team of analytic workers, trained in the Hampstead Child-Therapy Course and Clinic, he set out to trace the course of basic psychoanalytic concepts from their first appearance through their changes in the twenty-three volumes of the Standard Edition of the Complete Psychological Works of Sigmund Freud, i.e. to a point from where they are meant to be taken further to include the writings of the most important authors of the post-Freudian era.

Dr Nagera's aim in this venture was a fourfold one:

- to facilitate for readers of psychoanalytic literature the understanding of psychoanalytic thought and of the terminology in which it is expressed;
- to understand and define concepts, not only according to their individual significance, but also according to their relevance for the particular historical phase of psychoanalytic theory within which they have arisen;
- to induce psychoanalytic authors to use their terms and concepts more precisely with regard for the theoretical framework to which they owe their origin, and to reduce thereby the many sources of misunderstanding and confusion which govern the psychoanalytic literature at present;
- finally, to create for students of psychoanalysis the opportunity to embark on a course of independent reading and study, linked to a scholarly aim and designed to promote their critical and constructive thinking on matters of theory-formation.

To Humberto Nagera's "Female Sexuality and the Oedipus Complex"

Dr. H. Nagera's book is a welcome reminder of the profitable years spent by him in and for the Hampstead Child-Therapy Clinic. As expressed by him in his own introductory chapter, it was especially his work with the Clinic's Diagnostic Profile and his Chairmanship of the organization's Clinical Concept Group which roused his interest in the limitations which still place the analyst's knowledge of female development far behind that gained of their male peers.

In his approach to the problems of female sexuality, Dr. Nagera is, thus, in a far more favorable position than many analytic authors who have tackled this difficult subject before him. While those who are only analysts of adults have to be content with reconstructing the childhood events which are responsible for the deviations from normality in later life, Nagera, in his additional capacities as child analyst and diagnostician of children, is privileged to see the developmental processes themselves in action. To assess their beneficial or adverse effect for adult sexual behavior, he has at his disposal not only the analyst's familiar notions of fixation and regression, but also the concept of progressive forward moves on prescribed developmental lines.

From firsthand experience and child-analytical cases, Nagera constructs four of such lines for drive development itself and demonstrates the possibility to examine each of them separately as to its intactness or disturbance: change of object, of erotogenic Zone, of sexual and of active-passive position. But, possibly more important and also more revolutionary than this, he proceeds to discuss the intimate interaction of these with three other influences which simultaneously shape the individual's sex life: the innate variations in the strength of the different component instincts; the rate of progress on the line of ego development; and the environmental circumstances and experiences which either favor or interfere with orderly developmental progress. With such a multitude of forces at work, he does not find it surprising that the deviations from a normal outcome are as numerous and as complex as they prove to be.

He reverts repeatedly to one particular factor in female sexual development to which he attributes outstanding significance, namely, the absence of a leading erotogenic zone during the little girl's

positive Oedipus complex. Even after all the other agents in the situation are disentangled from each other, he confesses himself still faced with the question how an organ appropriate for the discharge of masculine-active excitation can be adapted to the same function regarding passive-feminine strivings. He thus sees and describes the girl's sexual life until and beyond puberty as one deprived of an executive organ, a void which needs to be filled on the psychological side by means of mechanisms and processes such as identification, desexualization, sublimation, etc.

While being guided through these developmental vicissitudes, readers can have every confidence in an author who acknowledges the presence of obscurities where our present state of knowledge renders them inevitable and who refuses to simplify matters which are, by nature, complex.

ANNA FREUD
London, 1974

To Humberto Nagera's "Obsessional Neuroses, Developmental Psychopathology"

The motivation for this elaborate and painstaking piece of work is revealed clearly in the quotation from Freud which initiates it. Humberto Nagera shares Freud's belief that the obsessional neurosis is the most rewarding subject of analytic research, no other mental phenomenon displaying with equal clarity the human quandary of relentless and unceasing battles between innate impulses and acquired moral demands.

In the main part of his book, the author traces Freud's insights into the subject as they advanced and broadened out from their first tentative beginnings in 1895 to some final pronouncements in 1939. He orders these formulations under meaningful headings which range from merely terminological and chronological concerns to the dynamic contributions made to the symptomatology by processes in id, ego and superego.

From this invaluable guide for study, which no average reader could provide for himself, he proceeds with similar thoroughness to the statements made by Freud's coworkers and immediate followers, giving preference among them to two notable teachers and chroniclers of psychoanalysis: Hermann Nunberg and Otto Fenichel. Nevertheless, in regard to these as well as to many of the other clinical and theoretical contributors, he deplors the scarcity of original findings and characterizes the main bulk of publications after Freud as merely amplifying and corroborating.

In his last chapters, Nagera enumerates the directions in which he feels the study of obsessional phenomena may yield further profit. He notes among these clearer distinctions (1) between transient obsessional symptoms as they arise during the ongoing conflicts of the anal-sadistic stage and the obsessional neurosis proper, caused by later regression to that level; (2) between the consequences of obsessiveness for normal or abnormal character formation; (3) between obsessive characters on the one hand and obsessive pathology on the other hand; and (4) between the harm done to a functioning personality by hysterical interferences and that done by obsessional interferences. Finally, and most important, he advocates a developmental approach to the etiological problems of the obsessional neurosis—that is, one in which not only a fixation point on the anal-sadistic level is considered of major importance, but one in which the contributions from all, earlier or later, developmental phases are given their due.

It is in this respect especially that the author's dealings with the problems of the obsessional neurosis constitute a welcome continuation of his earlier explorations of developmental disturbances and developmental conflicts as the possible forerunners of true neurotic conflicts, i.e., a continuation of his efforts to create a developmental psychology which encompasses the normal and abnormal problems of all stages of human growth.

Not Published (but available on this web site)

Freud, A., Nagera, H., Bolland, J., “Anna Freud’s Developmental Profile (Modifications and Present Form)”

In Collaboration with others

- Bergmann, T. & Freud, A. (1965) *Children in the Hospital.*, New York: Int. Univ. Press.
- Bonaparte, M., Freud, A., Kris, E., eds. (1954) *Origins of Psychoanalysis: Letters to Wilhelm Fliess, Drafts and Notes, 1887-1902*, by Sigmund Freud., N.Y.: Basic Books
- Burlingham, D. and Freud, A. (1943) *Infants Without Families.*, London: George Allen & Unwin Ltd.
- Burlingham, D. & Freud, A. (1949) *Kriegs Kinder. (War Children.)* London: Imago Publishing Co.
- Eissler, R.; Freud, A; Kris, M; Solnit, A. (eds) (1974) *The Psychoanalytic Study of the Child.* Vol. 29., New Haven: Yale Univ. Press.
- Eissler, R.; Freud, A; Kris, M; Solnit, A. (eds) (1973) *The Psychoanalytic Study of the Child.* Vol. XXVII., New York: Quadrangle Books.
- Eissler, R.; Freud, A; Kris, M; & Solnit, A. (eds) (1973). *The Psychoanalytic Study of the Child.* Vol. 28., New Haven: Yale Univ. Press.
- Eissler, R.; Freud, A.; Hartmann, H.; Kris, E. (1953). *The Psychoanalytic Study of the Child.* Volume VIII, New York; International Univ. Press, Inc.
- Eissler, R.; Freud, A.; Glover, E. et Al (1954). *The Psychoanalytic Study of the Child.* Vol. IX., New York: Int. Univ. Press.
- Eissler, R.; Freud, A.; Glover, E; et al. (1955). *The Psychoanalytic Study of the Child.*, New York: Int. Univ. Press.
- Eissler, R.; Freud, A.; Hartmann, H.; Kris, E. (1956). *The Psychoanalytic Study of the Child.* Vol. XII., New York; Intl. Univ. Press.
- Eissler, R.; Freud, A.; Hartmann, H.; Kris, E. (1958). *The Psychoanalytic Study of the Child.* Vol. XIII., New York: Intl. Univ. Press.
- Eissler, R.; Freud, A.; Hartmann, H.; Kris, E. (1959). *The Psychoanalytic Study of the Child.* Vol. XIV., New York: Intl. Univ. Press.
- Eissler, R.; Freud, A.; Hartmann, H.; Kris, E. (1960). *The Psychoanalytic Study of the Child.* Vol. 15., New York: Int. Univ. Press.
- Eissler, R.; Freud, A., Hartmann, H., & Kris, M. (eds) (1961). *The Psychoanalytic Study of the Child.* Vol. 16., New York: Int. Univ. Press.
- Eissler, R.; Freud, A.; et Al (1962). *The Psychoanalytic Study of the Child.* Vol. 17., New York: Int. Univ. Press.
- Eissler, R., Freud, A., Hartmann, H., & Kris, M. (eds) (1963). *The Psychoanalytic Study of the Child.* Volume XVIII., New York: Int. Univ. Press.
- Eissler, R.; Freud, A.; et al. (1963) *The Psychoanalytic Study of the Child.* Vol. 18., New York: Int. Univ. Press.

- Eissler,R.;**Freud**,A.; et al. (1964). *The Psychoanalytic Study of the Child*, Volume XIX., New York: Int. Univ. Press.
- Eissler,R.;**Freud**,A.; et al. (1965). *The Psychoanalytic Study of the Child*, Volume XX., New York: Int. Univ. Press.
- Eissler,R.;**Freud**,A.;et al. (1966). *The Psychoanalytic Study of the Child*, Volume XXI., New York; Int. Univ. Press.
- Eissler,R.;**Freud**,A.et al. (1967). *The Psychoanalytic Study of the Child*, Vol.XXII., New York; Int. Univ. Press.
- Eissler,R.;**Freud**,A.;et al. (1968). *The Psychoanalytic Study of the Child*, Vol. XXIII., New York: Int. Univ. Press.
- Eissler, R.;**Freud**, A.; et al. (1969). *The Psychoanalytic Study of the Child*, Vol. XXIV., New York: Int. Univ. Press.
- Eissler,R.;**Freud**,A.;et al. (1970). *The Psychoanalytic Study of the Child*, Vol. XXV., New York: Int. Univ. Press.
- Eissler,R.;**Freud**,A.;Kris,M.;Lustman,S; & Solnit, A. (eds.) (1971). *The Psychoanalytic Study of the Child.*, New York/Chicago: Quadrangle.
- Eissler, R.;**Freud**,A.;Kris,M.;Lustman,S.;& Solnit,A. (1972). *The Psychoanalytic Study of the Child.*, New York: Quadrangle Books.
- Eissler, R.;**Freud**,A.;Kris,M.& Solnit, A. (eds) (1973). *The Psychoanalytic Study of the Child*. Vol. XXVIII., New Haven: Yale Univ. Press.
- Goldstein, J., **Freud**,A. & Solnit, A. (1973). *Beyond the Best Interests of the Child.*, New York; The Free Press.
- Goldstein, J., **Freud**, A., & Solnit, A (1979). *Before the Best Interests of the Child.*, New York: The Free Press.

Freud A. The role of bodily illness in the mental life of children. **Psychoanalytic Study of the child** 1952; 7:69-81