**Reviews.**


This book is of interest as being the latest expression of opinion on the part of an author who may be justifiably regarded as the foremost authority on the application of psycho-analysis to education. It represents the material contained in a series of lectures delivered before a convention of teachers of whom the majority were already familiar with psycho-analysis, at least in its fundamental principles. In view of the fact, however, that some among his audience were entirely ignorant of the subject, Dr. Pfister was compelled to attempt the double task of "providing for beginners, on one hand, an easily comprehensible introduction, and for advanced students, on the other hand, an explanation of his position towards the most important and debatable points of psycho-analytical investigation". The co-existence of these two aims makes his book slightly more difficult to the beginner than it would otherwise be, though on the whole the two points of view are so skillfully blended as to make the volume interesting to the advanced worker without being confusing or unintelligible to those who are approaching the subject for the first time.

The book is divided into three parts. The first (which is entitled "The Study of Psycho-analysis a Duty of Every Teacher") indicates briefly the nature and aims of psycho-analysis itself, the nature of the pedagogical problems to which psycho-analysis may be applied (a most interesting and suggestive review), and the comparative helplessness of other methods in the face of these problems. The second part (entitled "The Scientific Justification and Demand for Analytic Education") gives a fuller presentation of the theory, methods, and results of psycho-analytic therapeutics, and has subsections dealing with the theory of repression, subconscious repression activities, the reaction of the repressed on the conscious manifestations, corporal manifestations of the repressed impulses, and psycho-pathological manifestations of the repressed. This part constitutes on the whole a lucid and useful review of the subject, with the interests and requirements of the teacher kept more prominently and constantly in mind than in the writings of any other psycho-analyst.

The third part, "The Practice of Pedanalysis", is perhaps a little disappointing as it stands, and could very well have been expanded. Although the information it contains is useful and trustworthy so far as it goes, there
is a certain lack of concreteness and definiteness that will be a source of regret to those who are interested in the question as to the possibility and desirability of applying psycho-analysis to the actual cases that present themselves in the course of their educational work. It is true that Dr. Pfister deals fairly fully with the important problem as to what kind of cases should be analyzed by the educator and what should be referred to the physician. But beyond this there lie a number of further difficult questions that face the would-be educational analyst. For example: Is the child requiring analysis to be treated by his own teacher? If so, is the dual relationship that would be required in such a case one that is practically workable (its difficulties are obvious)? If workable, what are the advantages and disadvantages of this procedure? If unworkable, what alternatives present themselves (analysis by another teacher or by an outside [lay?] expert)? How is the teacher to find time for psycho-analysis in the midst of his other duties? How may he best qualify himself for his new task? Where should the analysis be carried out (in the school, the child’s home, the teacher’s home)? What modifications, if any, in the technique of psycho-analysis are desirable for work with children of school age? On these and on certain other equally difficult and urgent questions, suggestion and advice from Dr. Pfister would have been most valuable, and we can only hope that in a future volume he will communicate some of the results of his mature experience in so far as they bear upon these points, which are of the greatest practical importance for the teacher who is desirous of actually applying the psycho-analytic method to the solution of pedagogical problems.

Furthermore it seems, to the present reviewer at least, that Dr. Pfister has failed to draw adequate attention to what may well prove to be two of the most important applications of psycho-analysis to education—applications that are independent of the actual practice by the teacher of psycho-analysis as a technical therapeutic method. These are: (1) The increased understanding of (childish) human nature that should result from a proper assimilation of the principles and results of psycho-analysis—an understanding that should make it easier for the teacher to avoid a good many of the pitfalls into which he might otherwise stray in dealing with difficult situations or with difficult or unusual types of character; (2) The increased understanding of his own psychology and of the nature of the psychological relations between himself and his pupils—these being also matters which should materially assist him in the delicate problems which he necessarily encounters in the course of his work.

As is perhaps to be expected from the nature of his outlook, Dr. Pfister lays greater stress upon moral aspects than do most other psycho-analysts, who are concerned only with scientific or therapeutic problems. As regards other individual points of view, the advanced student will be interested to note Dr. Pfister’s advocacy (p. 47) of what he calls the ‘organic method’ in psycho-analysis (the nature of which, however, he fails to make sufficiently clear), his treatment of the subject of regression (pp. 68 ff.), and his somewhat unusually pessimistic outlook with regard to the more serious cases of obsession. It is also interesting to observe that Dr. Pfister takes
The translation (which, we are told in the Preface, represents the joint work of Dr. C. R. Payne, Dr. F. Gschwind, and Miss B. Low), though for the most part accurate and readable, does not always succeed in concealing the fact that the book was not originally written in English; as when we read of the philosophy of "a musician like Gounod", of the support given to psycho-analysis by Stanley Hall, "the celebrated psychologist of youth and religion", or of the teacher upbraiding a pupil "psychologically-phenomenologically rightly" for his inattention.

J. C. Flugel.


This book consists of two parts. The first is a translation of Gradiva, a brilliant and unique story as Professor Stanley Hall describes it, by Wilhelm Jensen. The novel is one of artistic merit and considerable charm, and concerns the adventures of a young archaeologist who passed through a psychosis from which he gradually emerged, the cure being effected through the agency of the clever heroine when he had formerly loved and then forgotten. The story ends with the reawakening of the confused young man's love, and everything turns out very happily.

The second part consists of a translation of Freud's work, Der Wahn und die Traume in W. Jensen's 'Gradiva', published in 1907 as the first number of the Schriften zur Angewandten Seelenkunde series. Freud here investigates by the psycho-analytic method the behaviour, character, history, dreams, and delusions of the fictitious young archaeologist created by the art of Jensen as if he had been dealing with an actual case. As a result of his investigation, Freud is able to show that the story of mental illness and its treatment is an absolutely correct study in psychiatry, and that the phantasy of the novelist, expressed in the characters he has created, is subject to the same laws of psychic life as dreams have been shown to be, and that it is susceptible to the same methods of interpretation. The question naturally arises, and is here considered, as to how the author could have gained his knowledge of the laws of mental life so that he was able to write a story which served to illustrate them with such accuracy. The question is one of definite interest, because its solution may, as Freud points out, afford us a little insight into the nature of creative literary production. It is suggested that the psychologist who has formulated the laws of mental life, and the artist who has expressed them in the creatures of his imagination, have each, though with a different method, gained their knowledge from the same source. The psychologist has consciously observed the abnormal psychic processes of others, and the artist has directed his attention to the unconscious of his own psyche, listened to its
Psycho-analysis in the Service of Education: being an Introduction to Psycho-analysis

J. C. Flugel

*J Neurol Psychopathol* 1922 s1-3: 199-201
doi: 10.1136/jnnp.s1-3.10.199

Updated information and services can be found at:
http://jnnp.bmj.com/content/s1-3/10/199.citation

**Email alerting service**

Receive free email alerts when new articles cite this article. Sign up in the box at the top right corner of the online article.

**Notes**

To request permissions go to:
http://group.bmj.com/group/rights-licensing/permissions

To order reprints go to:
http://journals.bmj.com/cgi/reprintform

To subscribe to BMJ go to:
http://group.bmj.com/subscribe/