REVIEWs and NOTICES OF BOOKS


Modern study of the psychoneuroses has demonstrated that maladaptations in the love life play a prominent part in their causation, and that the pathological seeds are sown in early years. Reconstruction of this side of our instinctive nature is no easy task, so that we see the greater necessity for education in scientific psychological factors in order that children may be guided aright in their emotions. Thus much future neurotic disease and unhappiness should be obviated. With this end in view Dr. Pfister has addressed this somewhat bulky volume to teachers and parents. The book "is intended to show the general relationships of the development of love, to explain how desirable ends can be obtained, and how necessary changes can be effected." The aim is "to induce parents to conceive their educational tasks in a very different way from that demanded of them by the exponents of the traditional science of education." His pages apply especially to abnormal pupils, for whom here new possibilities are opened up. The subject could hardly have been more adequately dealt with. In fact, we think that, in order to give his readers a very full survey of his subject, Dr. Pfister has gone too far, and might have left out his history of the problem of love from the year 1300 B.C. to modern times. Much condensation elsewhere also would not only materially reduce the size of the volume, but might render it more attractive and useful. Every theoretical point is dilated upon at length, and the wealth of human illustrative material is especially valuable. The training of love in children and the treatment of love's disorders conclude a delightful book. As is well known, the author is a Freudian, and his subject is dealt with from a psychoanalytic standpoint. The work is highly interesting and instructive, and it is certain "it will reflect the delight of giving help, and the hope of spreading truth without undue assertiveness."

C. S. R.


This work, which is mainly designed for educationists, was first published in French in 1917, and in its present form has been brought up to date in various respects. Its chapters constituted in the first instance the material of a course in moral psychology given by the author in the Jean-Jacques Rousseau Institute in Geneva. It is not regarded as a complete study of the fighting instinct, though the reader will find himself well orientated as to the most important factors. Childhood is first studied in relation to this instinct, and the subjects of quarrels, play, teasing, and cruelty are very interestingly dealt with. The evolution of the fighting instinct is then analyzed as to its various possible developments, alterations, and sublimation. How widely the writer has covered the ground is demonstrated by the fact that he also deals with this instinct in its relation to religion, vocations, human evolution, arrest and regression, and connected problems in education. It is interesting.
to note that Dr. Bovet in conclusion remarks: "One idea stands out from the book which I hardly foresaw on setting out to work, namely, the parallel that may be established between the fighting instinct and the sexual instinct, and the near kinship of these tendencies." It is clear that there is an excellent psychological grasp of the subject and that the writer's reading has been wide. We have a volume so lucidly and logically presented that it should appeal to all psychological students as well as to educationists. The numerous references add to its value.

C. S. R.


This book is described as an attempt to suggest a fresh standpoint from which to view human activities. There is a foreword by Dr. S. Ferenezi, of Budapest, and the author has made use of Ferenezi's work on the development of the sense of reality. In his preface he states that he wishes his views to be regarded as suggestive rather than dogmatic, as indicating a possible viewpoint rather than a chain of evidence, and asserts that this book is an attempt to link together the old and new psychologies.

The old school regarded human activities objectively, and therefore essentially more precisely than the new school, who have undertaken the consideration of unconscious activities, the nature of which can only be inferred from an analysis of their tangible results. It is pointed out that the final justification for the choice of inference depends on collateral support from widely differing fields of investigation, such as folk lore, mythology, fairy tales, wit, poetry, errors of speech and morbid pathology. Primarily, the position of psychology among the sciences is discussed. Freud's two principles, the pleasure-pain and the reality principle, are then dealt with. Stress is laid on Ferenezi's unconscious fantasy of supremacy, resulting from the infantile sense of omnipotence, with the processes of projection, introjection and symbolization. An endeavour is made to correlate Freud's conception of the unconscious with that of Boris Sidis and Jay Hudson. Other chapters are devoted to investigation of separate emotions. In conclusion the writer says: "Though the great leaders of the differing Vienna and Zurich schools of psycho-analysis, Freud and Jung, may differ... yet in the matter of the high importance to be attached to fantasy they are in close agreement." He quotes in illustration how Jung describes fantasy as a psychic function whose roots are in what is collective as well as in what is individual, while Freud regards it as a phylogenetic possession in which the individual reaches out beyond his own life into the experience of antiquity.

In this book the author has viewed the psychic processes from a somewhat one-sided standpoint. He has undertaken a big task in attempting an analysis of emotional psychology from the material furnished by the various schools of thought, yet any such attempts are to be welcomed by students of psychology. There is much that is suggestive in the contents.

A. C. Wilson.
The Fighting Instinct

C. S. R.

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