

BOOK REVIEWS

Einmal anders gesehen . . . (Once viewed differently). Reflections on problems of education in school. By Oskar Spiel. Verlag Jungbrunnen, Vienna 1954, 112 pp.

Reviewed by Lydia Sicher, M.D., Ph.D.

This little book is the work of a man who combines the theoretical knowledge of education and psychology with the art of using it in the classroom. And where he talks as a teacher-educator—and only where he talks as such—one could not find a better one to learn from.

The student of Alfred Adler's Individual Psychology will find in this booklet the fundamental principles of this psychology exposed and interpreted with greatest clarity. Comments on the style of life, patterns and life conduct, the misconceptions born from tendentious apperception, prepare the resulting quest after the meaning of life, after "values which not simply *are* valid, but *should* be so."

As the sole goal of education Spiel sees the person harmonized within himself. This only can be achieved by subjecting all the values to a "control value" which is the "social value." Harmonization for humans, i.e., social beings, is only possible if they become integrated within themselves and with the group.

In a classroom the integration of the individual child into the scheme for the whole class and vice versa, the integration of the class collective into the educational scheme for the individual child, are "tuning" operations requiring knowledge, understanding and artistic handling by the teacher-educator.

Spiel's characterizations of difficult children are masterpieces of understanding: the lazybone, the pigheaded, the cantankerous, and the bellicose child are passed in revue as are the liar, the dumbbell, the rebel.

All these trouble making responses of children, so often considered inborn character traits by despairing parents and teachers, appear as the completely logical though undesirable result of a faultive style of life, amenable to correction and, thus, to be handled with a more optimistic view.

The chapter on means of education should be studied carefully by anyone to whom children are entrusted, be they parents or teachers. Emphasis is laid entirely on the child's way to experience "training attempts." He might use them as steps "to do better," or to shake them off and frustrate any attempt at correction.

Corrective methods are doomed to failure unless at the same time the child is helped to understand the role adopted by him unconsciously and

is guided into a role in which experience of accomplishment becomes inducement to progress.

The task of the teacher-educator consists mainly of two parts (Spiel and Birnbaum):

1). Diagnosis of the child's trouble: the teacher is observer, explorer, interpreter of the behavior problem.

2). Therapy. Five phases have to be considered:

a) Establishing contact

b) unburdening

c) unmasking

d) training or burdening on "the useful side of life" (Adler)

e) releasing.

Cooperation of all the children in the classroom as co-therapists is an important factor in the re-education.

Other chapters on co-education, on the use of recess and extracurricular activities, on the fundamental conceptions for a democratic school ("Democracy is acknowledgment of equal rights, equal dignity of one's fellowmen and co-operation with them under a value-aspect") are of great interest.

All in all, this little book contains such an amount of theoretical and practical information that it is more than worth while to once view the problems differently.

Der Einfluss der oesterreichischen Tiefenpsychologie auf die Amerikanische Psychotherapie der Gegenwart (Influence of Austrian depth-psychology on present day American psychotherapy). By Alfred Farau, Ph.D. Verlag A. Sendl, Wien-Meisenheim, 1953.

Reviewed by Irvin Neufeld, M.D.

This scholarly book offers much more than its modest title would indicate. In a concise manner, it describes and discusses the ancient roots, the modern scientific beginnings (which happened to occur in Austria); the present state (which happens to have reached its culmination in the United States); and even a visionary glimpse at the future development of depth-psychology (which will probably reach global dimensions).

In his book Dr. Farau not only proves his familiarity with every important psychological school but also makes available to us a considerable amount of important—and usually not easily available—data. In this respect the extensive use of footnotes seems to the reviewer invaluable. According to his truly holistic orientation, the author discusses depth-psychology not as an isolated discipline but as a science of behavior in its interrelatedness with literature, art, sociology, psychiatry and medicine.

His highly interesting as well as instructive discussion of the "psychotherapeutic triumvirate" and of "present-day deep psychotherapy in the U.S.A." can profitably be read by the intelligent layman and by the expert

alike. Although one may differ with the author in some details (e.g., regarding the "internal causes" for the extraordinary use of psychoanalysis in the U.S.A., or regarding "psychosomatic" diseases), his original ideas and explanations may serve as basis for further clarification of the many problems under discussion.

Regardless of any affiliation with any psychological school, German-speaking students of any phase of human behavior will greatly benefit from reading Dr. Farau's book. It is to be hoped that an extended edition will also be published in English—under a title something like: "Past, Present and Future of Depth Psychology."

Human Behavior: Psychology as Bio-Social Science. By Lawrence E. Cole. World Book Co., Yonkers-on-Hudson, New York 1953.

Reviewed by Irvin Neufeld, M.D.

In accordance with his holistic orientation, the author believes that in order to understand human behavior adequately, "medicine, biology, sociology, and anthropology must be called upon." The experimental, biological, and social-cultural aspects are stressed in all the problems which the author presents in his book: "The Nature of the Psychological Problem"; "Growth and Development"; "Motivation and the Affective Processes"; "The Modification of Behavior"; "Attending and Perceiving"; and "Reasoning, Thinking and Problem-Solving" (under the title "The Reasoner").

It cannot be expected that a "one-man team" could adequately command and correlate all the pertinent experimental and theoretical data of all the above enumerated disciplines. This difficulty is mostly felt in the presentation of the "Psychosomatic Relationship" and "Neurophysiological Patterns." The author's conclusions, however, do justice to his holistic credo when he declares that the neuro-physiological processes do not determine human behavior "any more than the stepping reflex dictates the movements of the dance."

Although "The Theory of Alfred Adler" is presented only in six pages while Freud's theories are discussed (true enough, critically!) in almost 200 pages, Individual-Psychologists will often find familiar terms and concepts throughout the book, (e.g., "life-style," "type is little more than a convenient fiction," "compensatory adjustments," "role of intuition in diagnosis," "logic of the situation"; "a hoped for position and role within this expected but uncertain and not yet realized beyond pulls us forward, and as we survey the object in the brightly lighted field we interpret them in the light of this goal and this expectation"; "the live hypotheses are those that are *going our way*, the dead issues are simply irrelevant to us" (italicized by the author), etc. (The author also remarks that Adler would have appreciated Schulberg's story "What Makes Sammy Run?").

The condensed and simplified presentation of Adlerian psychology could easily mislead the student to assume that according to Adlerians human striving is mechanistically determined by organ inferiorities and by threats from the outer environment, and that the "Adlerian stereotype" must by necessity be the aggressive type because of the compensatory "drive for power."

Because only two of Adler's books are mentioned in the references, *The Neurotic Constitution* and *The Practice and Theory of Individual Psychology*, students of psychology as a "bio-social science" may miss a wealth of useful material presented in Adler's other writings and in the more recent Individual-Psychological literature. (Let us hope that the second edition will correct these shortcomings.)

Nevertheless, this textbook fulfills a laudable mission, namely, to direct students of general psychology more toward holistic dynamic psychology than toward an atomistic, "academic" psychology. The author does not confess to any specific psychological school and explicitly states that the purpose of his book is "to steer a middle course."

Complejo de Inferioridad (Inferiority Complex). By Juan J. Berruezo, M.D. Guillermo Kraft, Buenos Aires, 1950. Reviewed by Oscar Pelzman, M.D., New York City.

The author divides his work into two parts. The first deals with the relation of men to the world they live in. In the second part the author discusses the teachings of Individual Psychology, making many excursions into investigation of the works of other psychologists.

In the introduction the author says that his goal is "to widen the horizon"; to understand that man is not only body and mind, but that he is surrounded by his environment and that he has a past and a future. All these determining factors are moulded by the very individual to whose shaping they contribute themselves.

The first chapter of the first part of the book draws a schematic picture of the personality. It shows how neuroses are inappropriate attempts at solutions of the problems of living. They cannot be explained as a reaction to one cause only, but are the result of many factors playing an etiological role. (Social situation, education, somatic factors, family constellation, etc.)

The next chapter deals with the influence of the physical environment, such as the possible role of radiation on mutations in the germ plasma, the influence of the soil, the scenery and climate, the physical constitution, nutrition, the status of the neurovegetative and glandular system and of other physiological factors.

Chapter four is called, "Man psychically." In order to create a basis for comparing the different psychotherapeutic approaches and techniques, the

ideas of Klages and Hoffman are used to make the following classification: (1) Primitive Instinctivity (*Desires* of Plato), (2) Soul (*Emotions* of Plato), and (3) Mind (*Cognition* of Plato).

The instincts represent the first expression of the vital potentiality of matter. They are all energy. There is no creativity, so that all modifications are transmutations, either by violent pressure or by constant educational coercion.

The concept of "soul" embraces affectivity, magic thinking, emotions, and conscience.

"Mind" is the most recent formation in the psychic structure. In times of stress damage might easily become manifest here.

It is stressed that the domestication of the human race is leading to an infinity of mutations and differentiations.

The different psychotherapeutic schools are seen not as opposed to each other, but as complementary, and as steps of development.

Freud's psychotherapy is based on the instinct theory, Jung's is directed towards the "Soul," and Adler's therapy is strongly attacking social maladaptation, now the most frequent difficulty encountered. The influence of sociological factors on our psychological development is discussed in a separate chapter.

The discussion of "Man and the world" is concluded by an investigation of the influence of the culture in which an individual lives, on its development. The cultural milieu can contribute immeasurably to the individual's growth or stifle it completely, according to its quality.

The second part of the book describes the principles of Individual Psychology. It is not necessary to discuss it in detail, because it deals with material well known to the readers of this report. Suffice it to say that the subject is dealt with in an extremely well organized manner, and that no important point is neglected.

In a discussion of its philosophy it is shown that the Individual Psychological approach is the most harmoniously suited one from the dynamic-integral, holistic point of view in medicine.

Ample room is given throughout the book to the comparison of the Individual Psychological approach with that of other schools, always with the intention to integrate rather than separate the different approaches to the science of personality.

Many case reports are used to illustrate the theoretical discussion.

One chapter is called "The Individual Psychologist" and deals with the qualities and attitudes necessary to make an Adlerian.

The book can be highly recommended as an excellent survey of the matter, that will be enjoyed by both beginners and advanced students of the subject alike.