

**THE NEW
PSYCHOLOGY
AND THE TEACHER**

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The New Psychology and the Teacher by H. Crichton Miller

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To
MY CHILDREN

As a token of my earnest effort to understand and inspire
them;

In gratitude for all that they have taught me;

And in the hope that it may help them to be better parents
than their father—

I DEDICATE THIS BOOK

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PREFACE

THIS volume is based on a course of lectures delivered by the author to educationalists under the auspices of the Tavistock Clinic for Functional Nerve Cases. The interest aroused by the lectures, and the appreciation expressed, seemed to warrant their appearance in the present form; but a few words of explanation are necessary.

These chapters are addressed not only to those who are professional teachers, but to the wider public of those whose business in life calls them to share in the teaching of the young. They do not restrict themselves to modern analytical psychology, but, as the reader will see, they cover a certain amount of the older psychology that in the author's opinion merits emphasis. As far as the newer views are concerned, it will be seen that no attempt is made either to present the views of one school exclusively, nor yet to gloss over the differences between the two schools of Vienna and Zürich. The existence of these differences is of fundamental importance in two directions. In the first place, it is not

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recognized by many who follow the literature of psycho-analysis how completely contrasted are the philosophies implied by the teaching of the two schools. The "thorough-going determinism" of Freud is far removed from the free will implicit in all Jung's work.

In the second place, the existence of these differences is the very obvious justification of a detached and critical attitude. It is a matter for regret, though not for surprise, that this justification is not recognized by the founders of either school, and that they follow the example of most pioneers in resisting compromise and criticism alike.

Educationalists are, above all, people entitled to exert freedom of criticism; for their interest is focused at a point where many paths meet: art and philosophy, body and mind, memory and imagination, science and religion—these are only a few of the paths that converge in their sphere. To offer to educationalists a panacea or a master key is to write oneself down an arrogant fanatic! It is to be hoped that these pages, in spite of a note of dogmatism that the reader may recognize, will be read as the contribution of a physician who is profoundly convinced that his sphere of action is and must always be of secondary importance. To the writer the application

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of psychological methods to the cure of nervous disorders is to their application in education as the cure of consumption is to its prevention. But consumption can only be prevented through the efforts of those who understand at least something of the laws involved in its treatment. It is not necessary that they should have been patients in a sanatorium. At the same time, three facts emerge from the analogy which are worth consideration. First, the pathologists tell us that nearly every town dweller, however healthy he may appear to be, harbours the tubercle bacillus. Similarly every educationalist, be he never so well-adjusted, harbours repressions that are potentially harmful. Secondly, every one engaged in the prevention of phthisis would profit from, or does profit from, those hygienic measures that constitute his propaganda. In like manner, there is not a school-teacher, nor yet a parent, who would not profit in his or her mental life from those principles of mental hygiene which this volume is meant to outline. Finally, the work of preventing tuberculosis is too vast and too pressing to be relegated exclusively to those who have had the experience of tubercular disease and sanatorium treatment. In the same way the application of analytical psychology to the needs