

Robert W. White Ego and Reality in  
psa. theory Psych. Issues Mon. 11. New York  
 Int. Un. Press. 1964

W. proposes a concept of independent ego energies,  
 i.e. the ego is equipped with its own energy, as not  
 libidinal or aggressive energy that has been  
 neutralized. (

319. Freud hinted at this possibility, but "... he speaks  
 no pains to derive energy being possible from  
 instinctual energies." (1-2)

320. Concept of independent ego energies can be organized  
 "... around the idea of a attainment of competence  
 through action & through learning about the  
 consequences of action." (2) (?)

321. ↑ All the difficulties of the Ego psychology, only result  
 from their sticking to the Freudian scheme of  
 libido → aggressive energy. If one speaks of a  
 flow of energy one does not have to make White's  
 assumption:

322. Freud's definition of ego is better in p. 15  
 Norton.

" In his Introductory lectures: "The relationship  
 of the external world is decisive for the ego." (5)



323. At the time of Freud's death the orthodox content of ego psychology was defense. - Freud introduced the concept of displacement energy, which is neutral in itself, coming from the narcissistic store/energy.

324. | What produces repression?

325. Freud tends to favor neutralization of libido rather than aggressive energy.

326. "The processes whereby the ego achieved this relation to reality stand thus far been a central concern. The most remarkable feature of the ego psychology of 1939 is that it rarely aimed at this target as produced little information about it..." (12-13)

327. Freud's diffusion Problem:

"If our interest in reality is always transient one of gratifying an instinct it is hardly to explain the progress for knowledge of the world in its instinct-gratifying properties to knowledge of the world in its objective properties independent from needs." Another difficulty for Freud was emulation or repetition. "... adaptive behavior implies not repetition but change. Adaptive behavior does not literally repeat earlier problems; it includes an accommodation to the present circumstances... Repetition merely shows the ego at its weakest points moments." (14-16)



328. Knowledge of world for instinct satisfaction,  
different for satisfaction of need for  
survival, secondary needs etc. as for  
instinct satisfaction. All this is different  
for knowledge of the world in scientific  
sense, it is knowledge as an airy-lean  
expansion of the human mind. This is the  
field of science - parallel to the field of  
art. (Both without practical purpose.)  
Knowledge for purpose of getting things is  
common sense and border in it but by last  
level - science. But the attitude is different,  
although it is impossible to make clear frontier.

329. Description of Marcuse's adapted achievement &  
- The <sup>instinctual drives</sup> instinct alone could not guarantee  
achieve survival. One has to assume mediation  
by an imitative ego apparatus ... (16-17)  
↑ Freud never claimed that the instincts  
guarantee survival - to the contrary,  
that was the function of the ego.

330. "Elevated to a general principle rather than  
an occasional happening, the doctrine of neutrali-  
zation permits the ego to be independent  
energies without challenging Freud's theory of the  
instincts." (17) True



331. Hendrik proposed an "instinct to master" as a more revolutionary solution to the problem of ego energies. This would be the kind of goal and limit ... an inborn drive to do a & learn to do ... a mastering instinct that supplies the power for those feats of learning whereby the helpless infant turns into the skilled and adapted adult. (23)

Spitz (like others) expanded definition of aggressive or erotic drives greatly.

332. Important Data: Animals are given to exploration, manipulation and playful activities. If these animals wander in mazes, ~~subtasks~~ or problem boxes, they learn something about them or deal with them more effectively on a later occasion, than a human, "drive is active." Paralleled in children. "purposeless interest." 29-30.

333. White proposes to call ego energies - effectance. "The living organism does not typically sit and learn. It learns through action, or that it learns in a design or readiness for future action." (34/35). Accompanying experience = feeling of efficacy.

334. Competence. = a person's existing capacity to interact with his environment. ... The activity is satisfying in itself, not for specific consequences." (34/35)



335. [ If we assume for the beginning 1) object satisfaction + subject satisfaction 2) free activity through science . and. we don't need all the complicated business about ego energy. etc

336. Harlow. Thru. Lorenzen's proposal in accord with Freud's view "... that the mother will be the first and most important object in the infant's world. They deduce from this that the focus of the child's early reality testing as the main arena for his learning about self or not-self will be the mother..." (or her breast.) 68.

337. "Effectance, leading as it does to increased competence with the environment, can be conceived of as inherently an urge away from the necessity of being mothered." (83-84)

338. Often implicit in psy. theory "that the infant has no desire for power must be seduced into doing so." (by m: love, praise etc.)

339. [ This question is most important also for adult motivation. Is there primary interest in expressing oneself, work etc., or does "actual beginner's" need to be overcome by reward?

340. "The child who requires material reward for bringing on his own, is not independent at all." (83-84)  
Same for adult! (Must be included in definition of maturity: Interest in doing things without reward?)



341. Confused use of identification in Freud.

5 uses.

Anna Freud

criticism.

342. Imitation "Rechts can imitate then less, so to speak, already almost then, often many of the variations of his existing repertory will produce behavior similar to the model." (111)

343. "Freud got himself in to this trap by generalizing the melancholic mechanism. In 1917 he saw regression from object catexis to identification as a process that occurred only under quite special circumstances conditions [loss of object], but by 1923 it had become a general law of development that ought to apply to aerial events. What Freud saw in melancholia, however, was not identification at all with the meaningful love developed here; it corresponds to a primitive, introjective process that is most likely to occur under pathological stress. Once we clear up this point, it is no mystery that the little boy continues an identification with his father, rather than his mother, & the m., whom he is relying on as a love object. He is sticking to the choice dictated by his learned sex role." (120-1)

344. Pleasure in m. is not J's castration dread, but need for further development, freedom, independence.





345. Self-esteem. Fromm: s-e is "a function of narcissistic libido, and it is supported either by one's self-love or by the achievement of the goal of narcissistic libido with respect to others: namely, to be loved by them as one loves oneself"

Fromm "The individual's experience connected with omnipotence leads to the most significant need of the human mind. The longing for the oceanic feeling of primary narcissism can be called the "narcissistic need. Self-esteem is the awareness of how close the individual is to the original omnipotence." (128)

346. Dignity of self-esteem. Essential elements respect (of oneself or others)

"Children chuckle and laugh when their efforts have effect on the environment ..."

"Self-esteem has its tap-root in the experience of efficacy."

By seeing in others perceive him, and "is influenced & perceives him self in the same way." (134-135)

347. Ego-strength. Fromm MMPI ...

Fromm ...

underlying F's theory. ego weakness was related to the damming up of constructive energy as the consequent curtailment of energies available to the ego. (137-9)



348. On anxiety S.F. Goldstein: anxiety is subjective aspect of threat that actual, adequate behavior will break down or will turn into catastrophic behavior.

"Threat is not only a quality of the stimulus, it lies rather in the relation between the stimulus and our ability to deal with it."  
(White, (137-9))

349. Our predictions fail often. "We go wrong in our predictions because we are more skilful in detecting destructive psychodynamic situations than we are in discovering constructive responses to them." I believe the concepts of efficacy and competence can do much to restore that balance... (141)

350 On anxiety. "How ~~can~~<sup>did</sup> Freud avoid the conclusion that in making anxiety the force behind defense he was postulating a very powerful independent drive?... Anxiety, he decided, was not an affair of the id, but 'cannot love anxiety as the ego can'. It was an affect experienced by the ego, having its origin as part of a servicable reaction to the cues of threat, but serving thereafter as a signal of possible impending danger. This description of anxiety, first as a reaction to threat as a signal, denies it much significance as a source of energy or facts to explain its role in the defensive process. (154-6)





351. Difficulties with the concept of cathexis.  
Cathexis before 1917 was for love, after used  
also for destructive ones. → confusion.

"Tend: in introductions of destructive  
instincts should have had more effect than  
be allowed it to have in breaking down the  
legitimacy of the libido."

"I suggest that the libido theory and its  
associated concept of cathexis has been a  
substantial hindrance to psy. ego psychology,  
obstructing understanding of the relations between  
ego and reality. It needs to be examined in  
all its breadth." (157-9)

352. 6. play. The more or motor ego anal. tend to per-  
ceive playful behavior in terms of the outflow  
of erotic or aggressive energies: "(165)  
White: we should reserve the assumption of erotic  
or aggressive instincts for those occasions "where  
behavior exhibits unmistakable signs of  
qualifying erotic or aggressive elements or when  
it is more feasible to infer symbolic erotic  
or aggressive elements in the playful behavior."  
(165)

353. On neutralization of instinct. Difficult to  
define, especially when it occurs very early.  
" ... the further back in life we push neutral  
energy, the less reason we have for assuming  
that it is neutralized out of something else."  
effectance, eroticism, & aggression present from  
beginning. (125)

Concept of neutralization seems to perpetuate  
certain long discarded assumptions in  
neurology. (179/80)

354. White not happy on energy concept. Prefers  
structural concept. 'Effectance' may disappear  
|| "providing the image remained of that active,  
probing, learning, coping, adapting aspect  
of ourselves, that seems a necessary complement  
& instructional device." (180-1)

355 ↑ study play. (anxiety, drive,  
interest without reward in Montessori).  
see reference in scarcity of abundance in  
my writing.  
see Schachtel.



356. Freud did not challenge the supremacy of reason, on the contrary he wanted to confirm it. He challenged the idea that conscious, <sup>im</sup>reflected thought, common sense thinking, is supreme.

15  
357. Lev Semenovitch Vygotsky, Thought as Language, ed. & tr. by Eugenia Hanfmann & Irina Volkov, The MIT Press, Cambridge Mass. 1962

358. Function of the organ. (W. James - K. Maer.)  
(VII)

359. Intelligence = capacity to learn from instruction.  
(VIII)

360. Real communication requires meaning

361. Piaget's distinction between directed (conscious) and artistic (unc) thought. (12)  
[ seems same difference as betw. prim. & sec. process.

