for the largest fraction of the total variance, appeared to be related to developmental status, the second and third factors also having a physical rather than psychological connotation. An analysis directed towards discriminating schizophrenics from normals, and "organic" from "non-organic" schizophrenics, though not entirely unsuccessful, indicated that the schizophrenics did not belong to any single category. Dr. Lorge, who was responsible for this part of the work, concludes that "in a sense, the term 'childhood schizophrenia' is as indeterminate as 'mental retardation' was a few years ago". The Author's own conclusions at the end do not take us much further.

The book is earnestly written and contains much diligent observation. The mass of work described, however, is based on a small number of cases. As regards method, the sampling remains open to question as the nature of the criteria on which the psychiatrists originally diagnosed these cases is not made clear.

The interest of the book lies chiefly in the line of approach to the subject which is realistic and not unduly subjective. The author points out that the investigation represents only an early exploration with the objective of opening up new avenues for study. He recognizes the "organic" and "non-organic" sub clusters within the schizophrenic group as representing large classes of disorders which can emerge definitively only from the study of a considerably larger group of schizophrenic children.

As the book is basically the account of a pilot study, the title is somewhat misleading, suggesting as it does a comprehensive textbook on the subject.

Valerie Cowie.


This is a source book. In one volume there is an attempt to integrate direct observations on infant behaviour, theoretical considerations, and inferences from the results of animal experiments. Here can be found a description of the study by Harlow of infant Rhesus monkeys with two inanimate mother surrogates, now so well known from his film. There is the history of Monique, whose sad face haunts those who have seen her progress during psychotherapy in the film Maternal Deprivation in Young Children produced by Mlle. Appell. There are contributions by zoologists, psychologists, psychoanalysts and by an obstetrician who has made original observations on the behaviour of the infant at the breast. The ethological theme is given against the contrapuntal background of learning theory, and there is a surprising degree of harmony. Above all there is a record of discussions by members of the study group, which is all the more valuable because in each case the material discussed includes topics going well beyond the preceding article.

As might be expected, the technical language of each contributor, however necessary to develop a particular line of study, tends to limit the framework of his thought. Well aware of this dilemma, Harlow says wittily: "I gave up not using the term 'reinforcement'," which is rather reminiscent of the character in N. F. Simpson's play who announced that he used to be a non-smoker, but gave it up.

The most striking discussion follows the film Monique. The rocking movements of a two-year-old child were associated by different members of the seminar with the behaviour of younger infants, primitive people, women in labour, Rhesus monkeys, chaffinches, and they were then explained as reinforcement of stereotyped behaviour where the initial stages were prevented from reaching completion, auto-erotism, inward-directed aggression, withdrawal, and, finally, attention was drawn to the association of this behaviour with the absence of adult figures with whom the child could find it possible to make a relationship.

Papers deal with the relationship and interaction between mother and child, and with the essentials of the process of mothering. These are vitally important studies which need no justification, but this kind of work has sometimes been undertaken with the aim of proving that mothering is a necessary process in the development of young children. People exist who seek to deny the importance of anything that cannot be explained in material or mechanical terms. This viewpoint, too, has its usefulness
because if we could specify the actual process involved, we might learn to improve the mothering relationship with the fostered or institutionalized child. The group learned with surprise that emotional responses in children in institutions were no better with "individual nursing care" than with "routine care". It was concluded that the foreknowledge in the nurse that her individual care was doomed to arbitrary termination influenced her feelings, and that she might feel guilt if she could not express uncomplicated love for the child.

Bowlby discusses the ethological explanations of specific aspects of the child's tie to his mother. On deprivation he states clearly that we should not say "deprived", but "deprived of what, at what time, and in what conditions".

In the theoretical, and the largest section of the book, Gewirtz discusses reciprocal learning patterns of child and parent. The changing nature of the child's behaviour is itself a stimulus that reinforces the parents' responses. He adds that in this way a mother's love for her child develops and receives its reward.

A doubt remains as to whether, in a thorough-going search for the essentials of mothering, we may be trying to find absolutes. We have often learned, however, that a process which seems damaging in one context may be harmless or even beneficial in another. Deprivation is relative to the culture, and so is normality. Privation which is the mark of the initiated in an elect community may confer a benefit rather than an injury. Material and emotional supplies to the child, or their absence, are accompanied by a sense of values. Our valuation of a process influences its effect.

The value of this book is that it stimulates thought and provokes argument. It helps us to see how little any one of us can know of the development of human relationships and how much we can learn from each other. J. H. KAHN.


The material for this book was collected by the author from various sources. One was from the Leytonstone Homes for about three hundred children, whence the description of child development was obtained. Another source was the analysis of patients suffering from behaviour and psychoneurotic disorders, while information was also derived from the author's diaries of his three sons—kept in their early years of life. The publications of others which have been drawn on include the Handbook of Child Psychology, edited by Murchison, and the Manual of Child Psychology edited by Carmichael. In addition, the writing of Susan Isaacs have been called upon, while the author has been greatly influenced by Freud, especially in his mental mechanisms.

The book is written primarily for parents and teachers and the author believes in the fact that analysis has advantages over direct observation of the child. As a result of analysis it can be discovered what was the result of treating a child in a certain way and by this means it can be decided which methods of treatment produce good behaviour on the one hand or delinquency or a neurosis on the other hand. The author maintains that analysis gives definite information as to how these conditions develop, which direct observation cannot do. As a result, principles of bringing up children the correct way can be evolved so that the child is healthy and happy. Direct observation of the child's behaviour is, however, necessary and is made in clinics where play therapy is carried out, in schools and in laboratories under prescribed conditions.

The author maintains, rightly, that emotional difficulties in childhood and later life stem from the way in which a child is allowed to develop. The various phases of the development of the child are discussed in a commonsense manner, while the more scientific and Freudian concepts of behaviour should be readily understandable to the lay reader. The book should certainly be of value to teachers, parents and others interested in the welfare of children but it is rather over-elaborate in its detail.

LOUIS MINSKI.

J. H. Kahn

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