

the 'untrained' priest attempting psychotherapy and defines the healing role as comprising the functions of worship, the sacraments and counselling.

The chapter on counselling is mainly concerned with outlining the non-directive Rogerian approach with its matter-of-factness and avoidance of transference relationships. Here Autton on the one hand rightly discourages fostering a transference relationship while on the other hand plainly advises its active encouragement. This confusion seems to arise out of an unconscious attempt to conserve aspects of the traditional role within the counselling relationship.

Fundamentally I feel that Autton is not really happy that there is a viable alternative to the traditional role of the clergy. He constantly lists personality requirements of the priest and warns that unless 'he knows himself he will fail miserably in all his work with troubled and distressed souls' (p. 47). Yet, as a director of training, conspicuously omits saying, in terms of this world, how these qualities of personality can be developed as, for example, in the process of analysis.

Other chapters cover psychosomatic disorders, neurosis, psychoses, psychopathy, drug dependence, alcoholism and mental subnormality with their pastoral care responses. This is too much to get into a small book without making it rather introductory and superficial.

The style varies as it moves between predominantly religious, psychiatric or psychoanalytic presentation with occasional jarring as language and sense clash as in, 'Never be unduly alarmed at a negative transference'. The book provides information on mental illness but, except in its more traditional aspects, does not provide a clear picture of the therapeutic functions of the priest.

R. Kirkwood

Self and others

*by R. D. Laing,
Tavistock, 38s.*

THIS BOOK is presented as 'an exploration of some aspects of the

relation between persons'. It is divided into two main sections dealing in turn with interpersonal experience and interpersonal action and is offered as much for the general reader as for the specialist. The more intelligible parts deal, vividly at times, with exchanges between people. A number of passages show valuable insight and at times the author writes clearly, simply and with great power.

At other times the content evades understanding; or else it consists of poetic sequences of words. Consider the following: 'My self-being, my consciousness and feeling of myself, that taste of myself, of I and me above and in all things, includes my taste of you. I taste you and you taste me. I am your taste and you are mine, but I do not taste your taste of me in your ear. One cannot both be everything and have everything at once'. I thought this was quite enjoyable and could discern a point in it until I came to the phrase about the ear. I cannot dismiss the impression that this sort of work is intended as much to create impressions as to solve problems: a sort of mystic's equivalent of 'Games people play'.

H. Merskey

Thinking about love

by J. H. Wallis

*Routledge and Kegan Paul
25s.*

IN AN age when people are being continually assaulted by all the media with contradictions and exaggerations about romantic love, and sexual techniques, J. H. Wallis' book, 'Thinking about love', brings simplicity, sanity and a basic folk wisdom which is much needed. He has contrived to write of basic personal relationship without falling back on the technical clichés which normally befog books of this kind and make them incomprehensible to many of those they set out to help.

As he says in the book 'it is difficult to talk sense about being in love and it is even more difficult to write sense about it'. His approach is slightly ambivalent but the straight-forward simplicity of language and attitude overcome

this fault. Anyone, whether school teacher, personnel officer or friendly neighbour who finds themselves, from time to time, in the position of 'counsellor' would find the advice and analysis in this book invaluable next time they are called upon for help.

It is not a book for sophisticated moderns but should bring comfort and help to many who find the reality of living out a personal relationship puzzling, difficult and disappointing compared with the romantic dreams purveyed to them on all sides. 'What matters most is to understand that falling in love is not so important as loving . . .' Mr. Wallis helps that understanding.

Doreen Gorsky

Temperament and behaviour disorders in children

*by Thomas, Chess and Birch
University of London Press,
63s.*

THE DISCOVERIES of dynamic psychiatry led to the search for external causes in behaviour disorders of children. It was thought that the child's behaviour could best be seen as a reaction to conditions of upbringing and, in particular, the mother-child relationship. Attribution to physical causes, whether constitutional or acquired, seemed to be a distraction from the therapeutic efforts based on psychoanalytical principles. Recently, however, the impression has grown that there still might be something in the old idea of temperament. There was a new acceptance of the belief that physical type and behaviour were related, that the basis of this was constitutional, and that different temperaments could underlie patterns of behaviour which endure over the lifetime of the individual.

The authors have devoted considerable time to a longitudinal study of a number of children in New York and have applied a sophisticated statistical examination to the data they accumulated. The sample of 136 is from a fairly uniform middle-class population and the study is focused on 42 of

these who are described as having behavioural disturbances.

Items were scored under headings such as activity, rhythmicity, adaptability, persistence; and this is followed by chapter headings such as 'Difficult Children', 'Easy Children', 'Children who are slow to warm up' and 'Distractability'. These labels belong more to the language of parents than professional observers and even the case material is couched in a language which has local and class implications. Factors A, B and C emerge out of the statistical analysis and, therefore, there is confirmation for the idea that there is something in the concept of temperament!

It is worth recalling that Freud, in connection with the study of instincts, doubted whether any decisive pointer could be arrived at on the basis of working over the psychological material alone, and he thought that it would be desirable if some assumptions could be taken over from some other branch of knowledge and carried over to psychiatry. This certainly applies to studies of temperament, and the topic needs the kind of imagination which John Bowlby brought to the links between ethology and mental development.

J. H. Kahn

The psycho-analytic study of the child

*by Anna Freud and others
Hogarth, 100s.*

Indications for child analysis and other papers

*by Anna Freud
Hogarth, 100s.*

EACH OF these volumes is one of a series. 'The psycho-analytic study of the child' is an annual publication and covers various aspects of that discipline and approach. The authors are mainly working in London or the United States. Their work is stimulating and of high quality but, too often, their contributions appear to be retrospective insights into the child's mind from case material gleaned during the psycho-analysis of an adult.

In consequence, the recognition

of the deviations or neuroses at the time they occur in the child is not discussed. When the article is a discussion of a child under treatment, the interpretations of his drawings or behaviour is entirely in terms of psycho-analytic theory and the possibility that other interpretations of forms of treatment may be of value is not contemplated. Controls, whenever possible, and a more tolerant approach to other forms of psychotherapeutic intervention would help the eclectic or non-believer to evaluate the therapeutic claims.

Anna Freud contributes an excellent article on the indications for child analysis which makes good this deficiency to a large extent. Her style is readily understandable, her ideas clear and the insight and commonsense of the whole article could well have set the tone for the other contributors. This volume is a valuable contribution to psycho-analytic practice. Its main interest to the non-psycho-analytically orientated is in Miss Freud's article which helps to clarify the possibilities and indications for her form of treatment. It is, therefore, of importance to all concerned with children and their therapy.

The other volume is the fourth in a series embodying, eventually, all Anna Freud's writings. This one covers the period 1945/56 and, as the editor's note states, these are based on her clinical work and teaching activities both in London and on several visits to the United States. The title of this volume is taken from the first article written in 1945 of which the one previously discussed is a follow up and further elaboration after some 23 years mature experience.

This volume, while containing mainly long and valuable papers given during this period, is interspersed with short forewords or introductions written for another author's book or film. There are also contributions given during discussion of another worker's lecture, the text of which is, of course, not included. By themselves these short items appear to be slightly irrelevant but presumably have to be included in the interests of completeness.

Anna Freud is essential reading whatever the persuasion of the reader. She expresses her approach humbly, clearly and authoritatively.

Geoffrey Nicholl

Modern educational psychology

*by E. G. S. Evans
Routledge and Kegan Paul, 18s.*

UNDERSTANDING CHILDREN as children and not as underdeveloped adults is a relative innovation in the long history of education. It began slowly, about two centuries ago, but really gathered momentum only in the last few decades. In these days of sociological analysis of classroom behaviour, it is well worth re-reading Pestalozzi's basis of good teaching—that the teacher must have a heart.

'Modern educational psychology' is, in fact, a collection of potted histories of the major personalities and events in education, up to the present day. It will be most useful, both as an introduction and as a revision for those interested in the history of education.

Joan Freeman

THE MENTALLY SUBNORMAL IN ENGLAND & WALES

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