

One could ask why the authors have confined their discussion to visual imagery. Though the term is admittedly most frequently used in this context, the role of tactual, kinaesthetic and auditory imagery, as well as that of taste and smell, may also be worth investigating. One question might be whether the notion of a conceptual rather than a perceptual basis for imagery can be extended to other than the visual modality.

BEATE HERMELIN.

The Adopted Child. By JOSEPH G. ANSFIELD. Charles C. Thomas. Springfield, Illinois. 1971. Pp. 56. Price \$5.75.

This is a book of five chapters covering most aspects of adoption from the points of view of the would-be adoptive parents, the natural parents, and the adopted child both as young and as an adolescent. The author is a practising psychiatrist in Chicago, who writes that he was prompted to produce this book because of the laments made to him, in the course of his work, by parents of adopted children. 'If we had it to do all over again, we would never have told our child that he was adopted.'

This book is an expression of opinion. In his identification with the adoptive parents, Dr. Ansfield states his strong belief that adopted children should not be told of their adoption. He gives no bibliography, and indeed states that to his knowledge no meaningful study has been done on the subject. Nor does he give any hint that he is to study a control group; he does not even compare his cases of private adoption with those done through an agency. Further, Dr. Ansfield does not make any suggestion that there could be adverse psychological factors working in the adoptive parents, which made for the difficulties, attributed uncritically, to the fact that the child knew of his adoption.

It is difficult for a British psychiatrist to appreciate the attitude and the intensity of feeling which Dr. Ansfield displays.

STEPHANIE M. LEESE.

Basic Child Psychiatry. By PHILIP BARKER. Staples Press. London. 1971. Pp. 223. Price £1.50.

Until recently, books in English on child psychiatry have tended to come from across the Atlantic, but recently, valuable contributions in this area have been appearing from the pens of English writers. A notable addition to this list is Philip Barker's *Basic Child Psychiatry*, the title giving a succinct impression of the contents. It fills a gap

of which those involved in teaching undergraduates in medicine, social work and psychology and student nurses have been keenly aware. The overall approach is eclectic and the case histories included are relevant and commendably few. The first chapter presents a brief review of the child's psychological development; perhaps in a future edition this section could be extended with benefit as the medical undergraduate is more likely to search out references on a rare pathological syndrome than on normality. Likewise, of the references provided at the end of each chapter, those commended for further reading on psychological development are limited. Is it a sign of the times that emotional deprivation is relegated to two pages in a chapter entitled 'Other Syndromes' where it is considered together with mixed neurotic and conduct disorders, elective mutism, anorexia nervosa, problems of migrants, tics and clumsy children? It is likely that in the recent past this topic would have merited an entire chapter.

Rutter's (1) valuable contribution 'Classification and Categorization in Child Psychiatry' is used as a basis of the classification in this book, and is probably more appropriate for the needs of the readers envisaged than the triaxial classification which in any case would only just have been available when the book was going to press.

Essentially, a text of this kind has to be oversimplified, and more sophisticated readers may quibble over the finer points: for example the place of insulin in the modern treatment of anorexia nervosa; the failure to suggest that anaemia should be considered when investigating the child with pica; possibly more attention should be paid to assessment of the suicidal adolescent; but the overall presentation of the subject is sound and can be recommended to those seeking an elementary knowledge of child psychiatry.

A few printer's errors could be rectified in a further edition, for example the spelling of amitriptyline on page 101, of tuberosclerosis on page 67 and the inversion of Hale Shirley's name in the selected list of books and journals.

EDNA M. IRWIN.

REFERENCE

1. RUTTER, M. (1965). *Child Psychology and Psychiatry*, 6, 71-83.

Voyage Through Childhood into the Adult World. A Description of Child Development. By EVA A. FROMMER. Oxford: Pergamon Press. Pp. 108. Price £1.75 hard cover; £1.25 paperback.

Eva Frommer presents a compassionate account of the developmental stages from dependency to independence. It is not entirely clear to whom the author is addressing herself; presumably she is writing to the sophisticated lay reader rather than the professional worker. However, some features are of interest to the latter, namely the reference to the concepts on which the work of the Rudolph Steiner Communities is based; the attempt to examine behavioural types in the chapter on temperament and personality, the sanguine, phlegmatic, melancholic and choleric; the career patterns of young people, again divided into four types. In addition to the detailed reference to the fantasy life of children, the importance of preparation for the reality of life is also emphasized, and a particularly important suggestion is that the work of the health visitor and social worker should be intensified and that they could perform a valuable task for the young wife and mother by helping her improve her practical housewifery and child care in addition to 'proffering abstract advice'.

Despite these positive features this book is not easy to read, and fact and impression are difficult to disentangle, so that it cannot be recommended unreservedly.

EDNA M. IRWIN.

PSYCHOLOGY

Psychology Today. An Introduction. Edited by G. JOYCE, A. LAZERSON, C. STARR and B. H. WYKOFF. Del Mar, California. C.R.M. Books Inc., 1970. Pp. 707. No price stated.

This is a well produced and lavishly illustrated textbook designed for undergraduate students studying psychology at a fairly rudimentary level. Any book of this nature, if it is to appeal to the population for which it is intended, must be attractive in its presentation, comprehensive in its scope and relatively cheap. The editors have provided us with an extremely attractive book which, perhaps, covers more areas of psychology than any other introductory text.

Eight divisions have been made within the field of general psychology e.g. The Sensory World: Personality: Social Psychology; and these areas have been further subdivided into chapters of a more homogeneous nature. The British student will find a distinct American bias in many areas. One doubts, for example, whether many British institutions offer extensive teaching and discussion of 'The Intensive Group Experience' to their first year undergraduates. However, even given a difference in teaching bias, one gets the impression that the publishers have sometimes been over-concerned to include 'novel'

or 'interesting' topics at the expense of some of the fundamental but perhaps duller areas of psychology which must form the basis of any experimentally orientated course.

The chapters concerned with the sensory world, the nervous system, and motivation are particularly to be recommended, this recommendation being made partly because of the stimulating and appropriate use which has been made of colour plates in these chapters. However, this having been said, it is doubtful if the book as a whole will recommend itself to either undergraduates or psychiatrists in training owing to the expected high cost of the volume (no price is listed) and the fact that existing textbooks already provide an adequate, if less colourful, introduction to the subject.

G. ROBERTSON.

Homo Psychologicus. By JOHN COHEN. London: George Allen and Unwin, 1970. Pp. 192. Price £2.50.

The book is thoughtful, literate and concerned with men, so it is quite likely that the High Science Brigade will deem it not a psychology book at all.

It wanders gently away from those psychologists who 'are ready to explore anything so long as it has nothing to do with the history or geography of their own mind;' into issues like creativity, the experience of time, secrecy, the dichotomy of work and play, and the issues of culture, technology and war. The book seeks truth by speculation and draws aptly on history and literature for much of the material of its argument.

When the author draws directly on experimental psychology, relevance and conviction diminish, which is sad for the author and sad for experimental psychology. The experiment of his own, which he quotes in relation to the idea of 'search', has some of that shrunken quality which he condemns in much traditional research.

True, the book is more of a collection of essays than an integrated thesis. True, the author has spotted the hollow centre in reductionism and scientism, but he has not clearly seen the dangers of 'area' psychology and the disguised theoretical assumptions contained therein. But the perspective he offers for psychology is rich; the work will refresh the soul of many a student dehydrated by the standard texts.

Cohen writes in the tradition of James, Bartlett, Thouless and Raven and is the more welcome therefore.

D. BANNISTER.