

needs the team efforts of psychologists, educationists, paediatricians and others. As in this country, although the child guidance clinics were initially interested, they later turned their backs on the problem.

Life in the big institutions is described as "an unmitigated herd existence". "The standard fare is the big dayroom with benches (and in the luxury institutions, tables and chairs) . . ." Despite these low standards it is estimated that "the admission of every 30 patients to the institution for retardates means an eventual expenditure by the taxpayers of one million dollars at minimum". The author points out that the expenditure of a fraction of this sum on preventive research or on helping to keep retarded persons in the community would be sensible on financial grounds alone.

Teaching the Severely Subnormal. By E. B. McDOWALL. London: Edward Arnold (Publishers) Ltd. 1964. Pp. 101 (one appendix). Price 20s.

This is a handbook for the staff of junior training centres or those intending to undertake such work. The author is Principal Medical Officer to the Hampshire County Council and this book contains contributions by a Training Centre Supervisor, an audiologist and a speech therapist.

The first few chapters contain general observations about trainees, teaching staff and the families of the trainees. There are brief sections or chapters on the physically handicapped, speech and hearing problems and behaviour disturbances, and chapters on the principles and practice of training.

The book is not particularly modern in its approach to learning problems and methods and does not break new ground, but describes what actually happens in most training centres at present, how the day is organized, what activities are undertaken, what materials are employed. It is therefore a useful guide to the staff and intending staff of training centres. Of particular value are the chapters in which the author discusses the attitude the teacher should adopt to the pupils. He offers well balanced advice, humane but never sentimental and wisely warns against too much emotional involvement.

The book is written in non-technical language and is well produced.

B. W. RICHARDS.

Conditioning and Enuresis. By S. H. LOVIBOND. Oxford: Pergamon Press. 1964. Pp. 219. Price 50s.

This monograph reports a series of investigations by which the author attempts to elaborate and apply developments in the theory and methodology of conditioning to the treatment of enuresis.

In the light of careful and critical considerations of all the known factors involved in enuresis—theoretical and practical, neurological and social—the author advances substantial evidence to demonstrate that conditioning method is the most appropriate method of treatment. Some of the controversial aspects arising from the literature were investigated by the author. The author then proceeds to carry out an analysis of some mechanisms underlying conditioning procedure and its relation to instrument design and procedure.

One of the most interesting and challenging aspects of this monograph is the hypothesis that the mechanism of conditioning treatment of enuresis follows the passive avoidance paradigm rather than the classical conditioning one. A controlled trial comparing the author's apparatus with Mawrer's and Crosby's lends support for this.

The problem of relapse rates is then investigated in various ways, to find how these could be reduced. Such variables as free shocks (false alarms), aversive stimuli of varying intensities and patterns, and partial reinforcement were studied by a combination of animal and field experiments.

Finally the author includes a section on the clinical application of conditioning treatment of enuresis, and an appendix giving a full description of the various types of apparatus.

The author is scrupulous and reserved in his conclusions, and has the rare gift of very lucid exposition. The greatest value of this work is that it throws light on some theoretical problems involved, poses a number of provocative problems for further research, and—most of all—has invaluable implications for treatment.

The study gives an excellent model for the application of experimental method to clinical problems and to the analysis of processes involved in behaviour therapy.

It is a pity that there are numerous typographical errors, but this should not detract from the value of the book, which should be read not only by every clinician but also by every scientist involved in human biology.

V. MEYER.