

Adolescent Psychiatry. Proceedings of a Conference held at Douglas Hospital Montreal, Quebec, June 20 1967. Edited by S. J. SHAMSIE. Published as a service to the medical profession by Schering Corporation Limited. Pp. 84. No price stated.

During the last two decades psychiatric in-patient units for adolescents have slowly multiplied in Great Britain, the United States and Canada. Each unit started independently and followed no set pattern, yet all seem to have developed on fairly similar lines. As a result, there are now enough psychiatrists in each country whose practice is mostly with adolescent in-patients, to want to meet to discuss their common problems. The Conference, held at Douglas Hospital, of Canadian and United States psychiatrists, was for this purpose; had it been possible, it could with advantage have included psychiatrists with similar experience from Great Britain.

The editor of the proceedings at once expressed his reluctance in using the term 'adolescent psychiatry', indicating the fear of splitting the field of psychiatry into too many sub-specialties. On the other hand, he pointed out the need to build up appropriate training and experience for the increasing number of psychiatrists who will work with adolescents. There followed contributions by psychiatrists on differing aspects of adolescent psychiatry, some more relevant than others to the main theme of the conference. In due course there emerged some differences of opinion on the care of adolescents in a psychiatric hospital. Should there be a separate unit; a special programme for adolescents living as a group in a ward among adults; or are they best split up as individuals among adult patients? A final panel discussion was appropriately headed 'Do adolescents need separate treatment facilities?' This discussion is useful to read, but participants did not stress that patients of adolescent age have varying needs for their psychiatric care and treatment. Their maturity differs and they can suffer from disparate psychiatric disorders, while their behaviour varies from the conforming to the seriously anti-social. What may be suitable provision for treatment in hospital for some adolescent patients may not be so for others.

The Chairman in his concluding remarks pointed out that the United States had been studying the special needs of adolescents in hospital for fifteen years, somewhat longer than in Canada and Europe. This is a small point, but had he referred to British writings in this field he might have found that the first two special units for adolescents opened up in Great Britain in 1949, somewhat earlier than in the United States.

W. WARREN.

HUMAN DEVELOPMENT

Early Experience and Behaviour. Edited by GRANT NEWTON and SEYMOUR LEVINE. Springfield, Illinois: Charles C. Thomas. 1968. Pp. 785. Price not stated.

In recent years the attention devoted to biological and psychological studies of development has increased enormously, and the field is now in the state in which, for example, learning theory was in the early 50s, when the volume of work generated by different schools and disciplines made the task of digestion and reconciliation nearly impossible.

Much of this work has generated theory which is of relevance to psychiatry; regrettably, many psychiatrists have had no contact with the disciplines in which the work has been done since their pre-clinical or even pre-medical days.

An attempt, such as this volume, to bring together this research is very welcome; it is a pity that the attempt is not more successful.

'The advanced student and the specialist' to whom most of the contributions are directed, will find each in his own area a comprehensive account (though inevitably biased by the contributor's own views) which in this fast expanding field is inevitably already out of date. I can find only one published reference dated 1966 quoted in the bibliographies: the majority of 1965 references refer to authors' own work. This detracts from the somewhat breathless emphasis on recent research and controversy.

Within these limitations the articles are helpful and certainly provide useful starting points for the reader from other disciplines.

In contrast, three chapters at the end of the book, attempting to summarize and bring together certain aspects of early developmental studies for the 'clinically oriented reader', are much more useful. O'Connor's chapter on 'Children in Restricted Environments' and Caster's on 'Perceptual Deprivation in Institutional Settings' will be of particular interest to psychiatrists.

The book is well written and refreshingly free of unnecessary jargon. Careful editing and cross references to other contributors' chapters make for a much more coherent whole than is often the case in collections of papers from many authors, though some stimulating disagreements remain. One would have liked to see these enlarged; Bronfenbrenner, for example, in a review of early deprivation in mammals dismisses rather cavalierly T. Schaeffer's contention in Chapter 5 that anthropomorphic analogies may mislead not only in the interpretation of results but also in the design of animal experiments. Problems of this sort are fundamental to the comparative approach

and cannot be dated by the delays of publication.

Perhaps of most value to readers of the *Journal* is the realization that many of the controversies which have shaken the psychiatric world, and now seem to have degenerated to the formal posturing of Chinese theatre, are still alive elsewhere; the hybrid vigour of the work thus generated prompts the hope that crossing back will be achieved.

ANTHONY COSTELLO.

The Moral Judgement of the Child. by JEAN PIAGET. London: Routledge and Kegan Paul. 1968. Pp. 418. Price 18s.

This is vintage Piaget. First published in English in 1932, it illustrates the author's ingenuity of method, and his originality of thought in interpreting and systematizing results. The investigations are concerned with the appreciation of the rules of games, with attitudes to lying, and with the development of the idea of justice. The theory of the development of moral judgement which is put forward implicitly foreshadows much of Piaget's later work, and perhaps the most remarkable feature of the book is that it points to the close connection between moral and cognitive development. In Piaget's words, 'logic is the morality of thought, as morality is the logic of action'.

Referring to the views of anthropologists, sociologists and philosophers of the time. Piaget discusses the conflicting theories of those who explain moral consciousness by means of purely individual processes, and those who admit the necessity of inter-individual factors. According to the first, there is in humans an inherent moral sense, which entails a respect for rules and laws as such. According to the second view, the appearance of a sense of duty develops from the child being subjected to the commands of adults and other children. Though Piaget recognizes that egotism and sympathy have individual or biological roots, he points out that these are necessary, but not sufficient conditions for the development of moral consciousness. He states that 'apart from our relations to other people there can be no moral necessity'. From the psychological point of view an *a priori* norm has no existence except as a form of equilibrium, i.e. when mind and reality become co-existent. The emergence of this equilibrium parallels that of logical thought. Thus the first stage of moral development, in which children's moral codes are determined exclusively through the moral constraints of the adult, could be described as one where accommodation predominates. As in the corresponding stage of intellectual development, this means that the child is exclusively guided by

external, environmental factors. The majority of children aged 6 to 8 still condemned lying only because it was forbidden, and considered rule-breaking in terms of the seriousness of the ensuing consequences. Motives and particular circumstances are ignored.

Between nine and eleven years a ritualistic attitude and a scrupulous adherence to rules in games is found. This transitional stage is characterized by assimilation, i.e. the strict and unmodifiable application of internalized rules and concepts, irrespective of the situation to which they are applied.

This stage is superseded by one where moral judgement is based on reciprocity and co-operation. Motives as well as consequences are taken into account, and most of the twelve-year-olds accounted for the necessity for rules in terms of the need for equality and fairness. This stage represents an equilibrium, at which external and internal forces are balanced in determining moral judgement. Piaget thinks that co-operation and discussion gives rise to reflection and objective verification. This leads to a conscious realization of the logic of relations in both moral and the intellectual sphere.

So much for Piaget's impressive and elegant reasoning. However, even for those Anglo-Saxons for whom his theories are too esoteric, too elaborate, or simply too difficult to follow, there remain the many delightful accounts of the children talking about their games, their behaviour and their attitudes. This reviewer, who met Piaget only after he had become an eminent authority surrounded by countless assistants, cherished a less portentous image of him playing marbles and shouting 'tommike!' with the children of Neuchâtel.

BEATE HERMELIN.

ANXIETY AND PHOBIAS

The Psychology of Anxiety. By EUGENE E. LEVITT, London: Staples Press Ltd. 1968. Pp. 259. Price 36s.

A perennial problem in the behavioural sciences is the barrier of a common language. A psychiatrist would probably expect a book entitled 'The Psychology of Anxiety' to be of direct relevance to clinical problems. *Angst*, after all, is often said to be the fuel which fires neurosis. However, anxiety in the sense used by Dr. Levitt has little to do with the panic and tension so often found in psychiatric patients. Instead, his book chiefly concerns mild anxiety as measured by symptom inventories such as the Taylor Manifest Anxiety Scale and the State Trait Anxiety Inventory. Most of these inventories are lists of diverse neurotic