aim was to provide, to quote the book's subtitle, 'an alternative to institutional care' in the San Francisco Bay area. The maintenance of a community residence and the establishment of a cleaning service by a group of male long-stay patients from a large psychiatric hospital is set down in detail. The superiority and reduced cost of the 'lodge society' compared with traditional hospital treatment and community care is evident. The emphasis throughout was on increasing autonomy without dependence on social agencies. Interestingly 'the community social subsystem will have its most beneficial effect upon the most chronic patients'. The material is fully treated statistically, including processing by computer. The wealth of data presented does not make for easy reading. Eventually thirteen operating principles for the success of such an endeavour emerge.

Sadly one reads in the final chapter 'one of the most important findings of this study was the failure of an existing institution to change its methods of operation' and 'the hospital from which all the patients came was unwilling or unable to change its procedures'. 'Clearly research is not enough.' The last paragraph is given to consideration of the need to create an atmosphere favourable to innovation in this setting and the part society at large must play in bringing this about.

The experienced hospital psychiatrist will find little that is unexpected in this book. There is a surprising lack of reference to relevant British publications. It can, however, be recommended to those working for Local Health Authorities who are responsible for After-care Hostels. The authors' findings suggest that criteria for accepting long-stay patients from hospital should be less stringent than is customary. Moreover, where accommodation is available and an initial grant can be obtained it should not be difficult to test the conclusions in a different milieu.

J. E. GLANCY.

RE-ED'S OF THE FUTURE

Research Contributions from Psychology to Community Mental Health. Edited by JERRY W. CARTER, Jr: New York; Behavioural Publications Inc. 1968. Pp. 110. Price $6.45, cloth; $2.95 paper.

Here is a short book based on a group of papers given at a symposium. The authors look to clinical psychology in the U.S.A. of 1980, when the country could contain 2,000 community mental health centres. They see a new role for the psychologist, away from Rorschachs, away from analytic talk and interminable individual therapy, to playing a role in a team which will, for example, improve child-rearing practices among lower-class families living in poverty. An impressive first 'Re-ED' programme is described, with efforts concentrated not in the clinical but in on-the-spot, neighbourhood work and intended to 'help restore small social systems to a point of adequacy' even if only 'just above threshold'.

Emphasis is laid on staff without elaborate training, but who, with a natural gift for dealing with others, will do home visiting and provide nursery schooling for environmentally disadvantaged children. In experiments such children have been followed up and found to improve more than control children in performance on intelligence tests and in vocabulary. Especially encouraging is the evidence of 'vertical diffusion', whereby the younger siblings of those who had been to nursery schools also showed greater test improvement, and 'horizontal diffusion', whereby mothers who had learned new child-rearing practices communicated these to their neighbours—such simple skills as how to read a story to a two-year old.

The urgent spectre (or specter) of community violence lurked behind the writings in this book and, being unconvinced that clinical psychologists have found a statisfying and final place for themselves in mental health services, I found it a refreshing book.

IAN OSWALD.

A BOOK ABOUT THINKING

Experimental Psychology; its scope and method; VII Intelligence. By PIERRE OLÉRON, JEAN PIAGET, BÄRBEL INHELDER and PIERRE GRÉCO. London: Routledge & Kegan Paul. 1963 (English Translation 1969). Pp. 283. Price 35s.

The book is (God be praised) about thinking rather than about intelligence, and reviews a somewhat arbitrary collection of studies—mainly continental European.

Oléron's enthusiasm for cognitive research is damped by a nervousness about what the behaviourists might say about it. Hence he prefers 'intellectual activities' to thought, in the hope of matching that early magic whereby the behaviourists allowed people to talk provided it was really 'verbal behaviour'. His summary is clear, and some interesting relationships between observed reasoning and classical logic are explored. However, Oléron's empiricism makes his explanation of *schema* clearly less adequate than that offered by Bartlett in 1932.

The Piaget-Inhelder chapters are a re-hash of Piaget's earlier work on the thinking of children, particularly the notion of 'conservation'. The prose demonstrates again that Flavell explains Piaget better than Piaget explains Piaget. The most original focus in this section is an attempt to investigate 'mental images' as aspects of operations rather than as perceptual curios.

Gréco's contribution is the most coherent in that he attempts a historical comparison of European and American approaches to thinking and argues against stimulus-response models and similar forms of intellectual impoverishment. His analysis of the Tolman-Hull learning by 'ideas' *versus* learning by 'trial and error' argument is neat and sharp.

The two major shortcomings of the work are that it is a collection of assorted review notes rather than a book, and that it mistakes formality for theory. There is a constant recourse to sensible but fundamentally arbitrary categorizations—'intellectual operations are *operative* or *figurative* and the *operative* are sub-divided into *sensori-motor*, *internalized actions* and *operations attributable to intelligence*'. Fair enough, but this is the intellectual equivalent of Mr. Heinz's 57 varieties. Lacking an articulated theory, the going consumer demands of the day will endlessly add and subtract varieties to no particular end.

D. BANNISTER.

A HARD READ

Fear of Failure. By ROBERT C. BIRNEY. Harvey Burdick & Richard C. Teevan. D. van Nostrand and Company, Ltd., 1969. Pp. 280. Price 75*s*.

My first reaction to this book was a sharp indrawing of breath at the immensity of the subject. What could academic psychology usefully say about a topic so central to clinical psychiatry? 'Fear of Failure' is certainly a hard read, but for anyone who perseveres there are interesting leads for psychiatric research and therapy—I mean behavioural modification.

The authors have programmed a research on fear of failure (FF), which they regard as a basic personality attribute; their programme is an extension of existing programmes on need for achievement (n Ach) initiated by McClelland *et al.*, in the book 'The Achievement Motive' (1953). Study is directed to a number of areas in which fear of failure may be manifest. These include laboratory tasks such as level of aspiration (LA), real-life tasks such as public speaking, and projective tests, especially a modified TAT with a valid and reliable scoring system designed to elicit 'hostile press' (HP). This is a measure of environmental malevolence experienced on selected TAT cards, which relates to fear of failure.

Although the point is not explained in psychiatric terms, it seems likely that HP relates to the paranoid personality style, so that, in expanding the authors' work, an external criterion (the paranoid spectrum—from paranoid personality to paranoid schizophrenia) could be introduced. In an unusually interesting chapter, experiments are summarized which show that persons high on HP tend to have parents who punished them for inadequacies during their childhood and failed to reward achievement. Could this be one factor in the aetiology of the paranoid illnesses, classically 'reactive' rather than 'process' disorders? The possibility of individual therapy arises in terms of child psychiatric practice if disordered upbringing of this type is detected early. This is noted by the authors, but family therapy is another possibility. A further link-up may be found with L. C. Wynne's experiments on faulty communications within the family of schizophrenics.

There are irritating idiosyncrasies of style, not least of which is the use of an incredible number of abbreviations, such as N Ach, LA, FF, HP, and many more. As with so much psychological research, there are endless, deadly serious comparisons and discussions of theoretical concepts, none of which are more than bright ideas. There is also the limitation imposed by ignorance of theoretical and practical psychiatry. The sampling of persons—sorry, subjects—for the various researches, lays the authors wide open to the jibe that personality psychology in the U.S.A. is the psychology of Sophomores.

Despite these comments, this book merits study by research-minded psychiatrists and clinical psychologists, who may themselves derive bright ideas for further investigation.

SIDNEY CROWN.

JUNGIAN CHILD PSYCHIATRY

Children as Individuals. By MICHAEL FORDHAM. Hodder and Stoughton. 1969. Pp. 223. Price 42*s*.

Although this is nominally a revised edition of the author's *The Life of Childhood*, published in 1944, the revision is so radical that it is virtually a new book. Dr. Fordham is not only one of the most prominent but also one of the most readable analytical psychologists in this country. He differs from many other Jungians and certainly from Jung himself in his deep and long-standing interest in children and their problems. It is remarkable that whereas Freud's