primary importance to the welfare of society, yet astonishingly and dangerously little attention has been allotted to it. Any careful study in this direction, however, small, is therefore welcome.

The book is based on a Ph.D. thesis, and is concerned with the application of interviews and questionnaires on the one hand to a group of 20 persistent and violent lawbreakers all diagnosed as psychopathic and aged between 17 and 25 years, together with a group of non-psychopathic "normals", and on the other to 100 fifteen-year-old boys from grammar and secondary modern schools. This latter age group has the advantage that it is sufficiently young to make possible some assessment of parental attitudes and techniques of child rearing.

Factors descriptive of conscience are divided into the positive *conscience motive* with its characteristic concern for others; *introspective guilt* with its "self-inflicted remorse and unhappiness" following wrong-doing; and *other-directed* anxiety, with its susceptibility to shame and to the opinions of others. In short, these divisions correspond to the usual negative attributes of psychopaths—no remorse, no love, no shame; and the first part of the study confirms that in general these concepts are justified in relation to psychopaths, and that the three factors may to some extent vary independently, so that an individual may have psychopathic features or a psychopathic conscience without being fully psychopathic. By successive combination of the three attributes, the author distinguishes, in fact, six types of conscience. A further finding of the first part of the study is that despite the usual high incidence of early separation from parents and of illegitimacy symptoms of emotional disturbance (nightmares, enuresis, etc.) were not significantly higher amongst the psychopaths than amongst the controls.

The first attribute (conscience motive), unlike intropunitive guilt, is related to social class, independently of intelligence. From consideration of social class, ordinal position and size of family, considerable importance is given to the amount of attention provided by parents. The third attribute is increased by affection—the more affection received the more the child worries about being accepted. In accepted boys, strictness and punitiveness increase anxiety, as though such handling raised doubts as to their acceptance. At least at this age, positive accepting parental attitudes are of greater consequence in the mother than father, but the techniques of discipline are of more consequence in father than mother; at 15, a boy resents from his mother what he accepts from his father; in younger children, positive accepting attitudes in the mother are thought to be more essential than in the father, and in fact a significant negative correlation between maternal punishment and the conscience motive was found.

The author concludes with a plea for further developmental studies of conscience with children of all ages rather than the more frequent linking of environmental factors with "guilt" or with "resistance to temptation".

P. D. SCOTT.

The Rights of Infants. Early Psychological Needs and Their Satisfaction. By MARGARET A. RIBBLE. 2nd Ed. New York and London: Columbia University Press. 1965. Pp. 148. Price 37*s*.

Dr. Ribble's book was first published in 1943. At that time the shadow of Truby King's doctrines lay heavily over the nursery; for more than twenty years the West-European middle class baby had been systematically denied those rights with which the author is concerned. The fundamental work on maternal deprivation was only just beginning, and was to meet with widespread scepticism even amongst experts in the care of very young children—a scepticism still felt in many quarters today at the suggestion that babies need more than peace and quiet in the first months of life if they are to thrive. It is tremendously to Dr. Ribble's credit that nearly a quarter a of century ago she not only recognized the syndrome of maternal deprivation, but also understood the new-born's need for rich sensori-motor experience. She must surely have been among the first to recognize the continuous nature of the best mothering, which extends across the event of labour and ensures that the comfortable and stimulating intra-uterine environment is replaced, not by the cold hygiene of debased Pavlovian techniques, but by the resourceful and flexible skills of maternal care passed on from generation to generation. In this new edition of her book, Dr. Ribble is able to quote H. and M. Harlow's work with Rhesus monkeys, which demonstrates that the apparently instinctive skills of mothering in primates are in fact learned, and learned at a very early age; no better vindication of this author's pioneering vision could be imagined.

Some parts of the book have not worn well; the paediatric information is completely outdated, and the physiological approach verges on the preposterous. The bibliography is sparse, and scientific terms are employed without the precision that gives them meaning. Some anthropological data are uncritically advanced, and this weakens the force of the author's argument. On the other hand, reference is now made to mammalian baby-care, including the significance of grooming and licking; there is a new

chapter on fathering and some dreadful, very impressive socio-psychiatric case histories revealing the long-term harmful effects of inadequate baby care.

In its style of presentation, rather than in its actual content, the book seems to be designed for the well-educated layman, but ordinary fallible mothers and fathers are more likely to be terrified than encouraged by Dr. Ribble's uncompromising assertion that any error of baby care, whether by commission or by default, must necessarily damage a small child's psyche.

This is a book which will in fact appeal most to the professionally-trained mind, ready and able to go along with Dr. Ribble when she writes of primitive hedonism, "It is to be hoped that the baby is selfish and that his selfish needs will be met". There is much to be learned from her discussion of the avoidance of anxiety through provision of adequate stimulation, and from her outstanding chapters on sleep behaviour, and also on the erotic significance of handling and comforting small children. For all its minor blemishes, "The Rights of Infants" in its second edition wins one's respect and admiration. Any professional student of child-parent relationships or of child development will learn a good deal from Dr. Ribble. Perhaps her book will appeal most to those psychiatrists and child care workers who are themselves parents of babies and toddlers.

JOSEPH NEVILLE.

Identification and Child Rearing. By ROBERT R. SEARS, LUCY RAU and RICHARD ALPERT. London: Tavistock Publications. 1966. Pp. 383. Price 63*s*.

During the summer of 1958 Professor Sears and his colleagues carried out some interesting work with a group of four year olds attending Stanford village school. The aims were to define some salient features of personality in young children, to devise objective methods of assessing these features quantitatively in test situations, and where possible to relate measurements obtained by such testing to parental attitudes and behaviour, as revealed by questionnaires, in interviews with members of the investigating team, and in actual observations upon the interaction of child and parent. Among the aspects of personality earnestly and imaginatively studied in the course of the investigation were infantile dependency, aggression, the growth of conscience and manifestations of guilt; play situations were devised with the aim of isolating certain traits, and children were also asked to assume the parental role in doll play. As the title of the book suggests, Sears and his fellow-workers were able to show how often the nursery-age child reacts to his own needs and to the demands made upon him by external reality in ways derived from parental example and expectation; but they also noted interesting failures of identification, especially in little boys. Such children by the fifth year of life, even in the absence of an adult male model, tended to show aggressive and self-assertive behaviour of the kind usually considered "masculine", provided they were given freedom to express themselves verbally and in physical activity.

The human material on which the Stanford team based its findings was highly selected. The parents were in their thirties, all the children in their fifth year, and the socio-economic representation was by no means typical of the general population. This does not, of course, invalidate their findings, but it does suggest that caution is needed in interpretation. Other aspects of the team's work are open to criticism. The distortions and fallacies of questionnaires and interviews are widely known, and one cannot always expect that the play situations used were valid, or free from subjective value-judgments on the observers' part. For example, it may perhaps be regarded as ingenuous to the point of fatuity to attempt to measure a child's ability to resist temptation by providing him with sweets that may not be eaten, or games which can only be played if rules are broken. On the other hand it is never easy to devise ways of testing behaviour which come well within the range of a four-year-old's limited capacity to react, and even Piaget had to employ apparently naïve experimental methods for the exploration of the young child's powers of concept formation.

This book will be of value to those psychiatrists and psychologists who are interested in the way family background influences the young child, and who seek methods of assessing personality development in relation to standardized situations. Students of deviant behaviour may wish to study the discussions on sexual identification, identification with adult roles, and the relationship between disciplinary methods and aggression. It is a pity that the prolixity and dauntingly cumbrous style of the authors should be reflected in the high cost of the book.

JOSEPH NEVILLE.

Dibs: In Search of Self. By VIRGINIA AXLINE. Gollancz. 1966. Pp. 186. Price 25*s*.

"This is a story", says the Prologue to this book, "of a child in search of self through the process of Psychotherapy . . ."

This book reads indeed as a story: it consists of twenty-three chapters, seventeen of which describe

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