To write with such apparent disparagement of two such well-produced books might imply an arrogant disdain; but I presume to none. These observations arise rather from humility in the face of the task confronting both artist and scientist; namely the search for truth, and its rendering in an account concise as a craftsman's use of language, compact as a diamond and therefore potentially as flawless. That after all is surely the proper goal of all writing.

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DAVID STAFFORD-CLARK.

JOHN BOWLBY

Attachment and Loss. Vol. 1. Attachment. By JOHN BOWLBY. London: The Hogarth Press and Institute of Psycho-Analysis. 1969. Pp. 428. Price 63*s*.

This, the first of two volumes entitled *Attachment and Loss* is an extremely useful and important book. It is a study of present-day knowledge regarding the behavioural development of children and their interacting environment, by John Bowlby. His name probably brings to mind three things, The Tavistock Clinic, Maternal Deprivation and Ethology. One can almost imagine Bowlby taking his Resource Card Index, selecting the 50 cards referring to the material which has best stood up to further research during the last ten years, then weaving the concepts into a satisfying pattern representing our present-day views on child development. There are in fact 300 references, usually giving page as well as book title and author, and, as Bowlby himself says, he has drawn heavily on the works of Ainsworth, Hinde, Sommerhoff, Tinbergen, Young and others, as well as on Freud, Spitz, and other analysts.

The book covers a very wide range of research dealing with humans, sub-humans, animals, chemical and nuclear missiles. It describes not so much the developing child as the child-environment matrix, using modern concepts such as imprinting and feed-back rather than the older terms like instincts and mother-objects, to quote: 'In the place of psychical energy and its discharge the central concepts are those of behavioural systems and the control of information, negative feed-back and a behavioural form of homeostasis.'

The book is divided into three parts, Instinctive Behaviour, Attachment Behaviour and Ontogeny of Human Attachment, together with a preliminary section 'The Task', showing how this work grew out of Bowlby's original co-operation with James Robertson and their attempts to understand the theoretical implications of their observations on how young children responded to temporary loss of their mothers.

Man is egocentric, and is possibly the only conscious animal. It is natural, therefore, that most facts are studied, in fact at present can only be studied, from his point of view. He tends to see himself as *homo sapiens* and to overlook how much of his behaviour started in the sea, though the occasional gill slits in infants or the need *in extremis* for saline, may remind him of this phase in his development. During the last 100 years in art and science, and now in psychology, it has been realized how limiting this viewpoint may be. Some of Cecil Beaton's famous early photographs had titles such as 'Lady—as seen by her poodle'; Picasso showed how partial any one person's viewpoint is at one point in time. Early in life we become aware of a Me and a Not-me and tend to study each separately, ourselves and our environment, though often spending much time seeking experiences of fusion.

Bowlby wishes to be as objective and scientific as possible, and value judgements are kept to the minimum. This leads to many concepts being renamed. McDougall had a drive entitled 'curiosity', Bowlby prefers 'a class of behaviour exploring and investigating as distinct and important as feeding and mating'. The general trends are clear, but for profitable discussion of his theories frequent referral to the book will have to be made to ensure that the terms are being used exactly as he defines them: to give an example, the phrase 'Maintenance of proximity to a Discriminated Figure by means of Locomotion as well as Signals' is obviously more precise than saying 'to keep in touch with someone' when in fact distance prevents skin contact.

The central theme of the book is that, probably as a protection against predators, we have a built-in system which keeps us in touch with a something which for us is conveniently termed 'mother', but, as both we and it have many other functions, a highly complex feed-back system is required on both sides for the most part to maintain distance, though at times a conjunction may be required. The child 'needs' its mother, later its supportive group, but the mother also 'needs' her child. Usually one thinks of the patient, client, analysand, needing his professional caretaker, but equally, though in a different way, the doctor, social worker, analyst, needs his customer.

The book is interestingly topical, and when Bowlby describes how the over-stimulation of a feed-back system interferes with programming, one is reminded

of the computer which went haywire as it neared the surface of the moon because it was receiving more signals than it could process.

Two other points worth mentioning are Bowlby's view that 'any phrase that reifies feelings or emotions is held inadmissible': again he considers that 'undue emphasis has been paid to behavioural systems that have finite set goals, and too little to systems that have continuing set goals', for instance maintaining distance.

Bowlby is very well aware that the last word has not been said, and he frequently includes sentences such as 'The evidence for man is inconclusive': this however does not diminish the importance of this book, for which those of us who do not have sufficient time to read all the relevant journals must be particularly grateful to the author. We look forward to the publication of Vol. II in which we are promised 'revised versions of earlier papers'.

R. F. BARBOUR.

PERSONALITY THEORY

The Biological Basis of Personality. By H. J. EYSENCK. Springfield: Charles C. Thomas. 1967. Pp. 399. Price $18.50.

The declared aim of the book is to expound a theory of personality which integrates concepts from experimental psychology, physiology, neurology and genetics: all to be articulated in terms of the traits of neuroticism-normality and introversion-extraversion.

The author seems unaware that neurology, biology, psychology, and so forth are interpretative systems, not sets of events, and thus ignores the contradictions inherent in arbitrarily relating different conceptual frameworks. Concepts are transmuted into 'variables' and strung together so that they have all the integration of beans in a bean bag.

Ancient fallacies are reiterated with renewed vigour. For example, time and again 'conditionability' is related to introversion-extraversion or some such. There is ample experimental evidence that results in conditioning experiments are primarily a function of the type of conditioning (eye blink, GSR, EEG and so forth); no factor of conditionability has been established, and no workable operational definition for the global concept exists. Thus arguments about what 'conditionability' relates to are gaseous, and turning them into one of the great replicated themes of our time adds not one iota to their logic.

Although profuse in its references to the literature of each area, the book ignores the major changes in approach which are now affecting psychological experiment and theory. For example, psychologists like Bakan and Baloff have shown the futility of many aggregate learning curves as a means of investigating either individual differences or general process; yet this book is replete with aggregate curves which are presented and argued from, at face value.

All in all, a book held together by its covers.

D. BANNISTER.

SOCIAL EDUCATION

Social Competence and Mental Handicap: An Introduction to Social Education. By H. C. GUNZBURG. London: Baillière, Tindall and Cassell Limited. 1968. Pp. 225. Price 45*s*.

The author contends that since in the present climate of opinion society desires that the mentally handicapped should as far as possible live outside an institution, society must provide a form of education for these individuals which will enable them to be accepted by and integrated into the general community. To this end a special *social education* is required. It is the subnormal's social, rather than his intellectual inadequacy, which makes life difficult for him in the outside world, increasing his sense of insecurity and consequent anxiety. Education must therefore be directed to the attainment of certain basic social skills, rather than to the acquisition of conventional school knowledge, however useful a modicum of this may be to those showing the milder grades of subnormality. This social education is indispensable for all grades of the subnormal.

The author rejects the traditional division of subnormals into 'educable' (IQ over 55) and 'trainable' (IQ below 55) since this division 'assumes the infallibility of IQ, diagnostic testing and prognostic prediction, and fails to look at education as a preparation for life.' The word 'ineducable' should be expunged from the educationists' vocabulary and 'untestable' from the psychologists' reports. Social incompetence leads to low intelligence test series, rather than the converse, as is generally assumed, and whilst the IQ is important in the individual case, it is not as helpful in treatment and training as could be desired. In any case it is not as important to the subnormal as social competence, which depends on other factors, e.g. his personality, experience, adequate training and above all on his drive and motivation to learn. Drive is weak in the subnormal, and this feature is the basic problem for those