

This combination of diagnosis and therapy, using the one set of material, is both the weakness and the strength of the technique as set out. The test can barely be said to be standardized as a diagnostic tool. It has not been given to normal children. Of the 129 child guidance cases, 37 were enuretics or soilers, another 21 were stammerers; the author frankly says, "The number of children in each of various diagnostic categories was fairly small and it has not yet been worth while to tabulate the frequencies of responses according to these categories." The author hopes that the test will be widely used and that eventually by combining various people's results, adequate frequency tables will be worked out.

Miss Ruth Bowyer in her chapter suggests that the cards could be used by school teachers if they wanted to find out if it was an emotional problem extrinsic to the school which was lowering the child's performance in class.

As a basis for therapy it is again rather difficult to evaluate the pictures. The author describes five cases which he treated by means of the cards with satisfactory results. The material seems to be especially suitable for the pre-adolescent who sometimes finds play-room material too childish; the cards have the advantage of being light and not taking up too much room, though the reviewer doubts whether they will stand up to much use, as the present cards are thin. The reviewer found them especially useful in treating two in-patients on a paediatric ward where a very small office did not lend itself either to play material or free painting. A therapist visiting a school might find them similarly useful. Miss Bowyer contributes a chapter on the use of the cards in the "Carl Roger's client-centred type of treatment". She also suggests that remedial educational psychologists would find the cards useful for differential diagnoses, or they could be of use to anyone who is exploring a person's social relationships.

The material which a therapist uses in his sessions is an individual matter and probably is closely correlated to his own personality and preferred ways of self-expression. Some use their hands, some dreams, some puppets, some free drawing, some mosaics. It is of use for a therapist to be acquainted with two or three different types of material varying both in form and content. The Pickford Projective Pictures provide a field for research and for experimentation by any therapist to whom the showing of cards appeals as a basis for starting an interview. At present, owing to the relative absence of frequency tables and norms, a good deal has to be left to the therapist's own experience and awareness of his own unconscious fantasies.

R. F. BARBOUR.

Insight Books. New York: D. Van Nostrand Co. Inc.

No. 11. **Research in Psychopathology.** Edited by HERBERT C. QUAY. 1963. Pp. 216. Price 15s. 6d.

No. 12. **Psychology in the Wry.** Edited by ROBERT A. BAKER. 1963. Pp. 170. Price 14s.

No. 14. **Primate Social Behaviour.** Edited by CHARLES H. SOUTHWICK. 1963. Pp. 191. Price 15s. 6d.

In the last ten years there has been a sharp increase in the number of biologists studying the behaviour of sub-human primates, both in their natural habitat and in the laboratory. We are now fortunate to have reprinted in *Primate Social Behaviour* (a paperback) an excellent collection of original papers.

Many different primate genera are discussed. Two enduring features of their social life stand out—and therefore cannot be ignored as a source of understanding of our own behaviour. First, the tenacity and complexity of the social group (or "troop") bonds; secondly, the ubiquitousness of a dominance hierarchy.

The size of the group is constant within limits for each genus. Too great an increase leads to the budding off of sub-groups. A baboon troop may number as many as 185 animals in one cohesive, social unit. By way of contrast, the gibbons and also the gorillas (nearest on the evolutionary tree to Man) keep to small units based on the family. Where on the biological troop-size scale does Man lie?

The work of Harlow and his co-workers is well known, especially their demonstration that attachment to the mother and the development of affectional bonds do not depend on the satisfaction of primary drives such as hunger. Equally, the field studies indicate that the cohesion of the troop is dependent on a complex of factors—not, as used to be thought, on the availability of sexual satisfactions. Indeed, mutual grooming appears more important.

In every group the dominance hierarchy is firmly established. Each individual knows over whom he can take precedence in feeding, mating and locomotor behaviour ("After you, sir"). Dominance is based not merely on physical superiority, but on personality. Monkeys deprived of their mothers during infancy were not able to conform; socially they could not establish stable dominance positions. Among sophisticated animals, a dominant monkey rarely resorts to physical coercion to attain its goals, but . . . "staring, threat gestures and vocalizations". In sum, this is an important little book capable again and again of evoking the question, "And what of Man?"

Psychology in the Wry is a collection of essays, broadly humorous, in which psychologists show concern at the dullness and triviality which they fear sometimes pervades their subject. A mock letter from I. Pavlov seeks advice from an editor because the manuscripts reporting his conditioned reflex experiments have been rejected on grounds of lack of sophistication, too few subjects and failure to utilize analysis of variance. *Research in Psychopathology* is a collection of reprints from the clinical psychology literature. Readers will need a wide knowledge of statistical methods but not a broad view of psychopathology. This book is designed for American psychology students and will have less appeal for British psychiatrists.

IAN OSWALD.

5. SOCIAL PSYCHIATRY

The Psychodynamics of Family Life. Diagnosis and Treatment of Family Relationships. By NATHAN W. ACKERMAN, M.D. New York: Basic Books Inc. 1958. Pp. 379. Price 45s.

There are a great many reasons why psychiatrists should be interested in the family. One does not have to adhere to any particular psychodynamic school to recognize that any mental illness which affects behaviour and mood must influence those close to the patient, and one cannot deal professionally with neurotic children or adults without being forced to realize how the sickness of the individual is always both reflected in, and a reflection of, his past and present relationships. There is also no doubt that the family, as an area of study and as a focus of treatment, has been inadequately explored.

The difficulties in the way of family studies are in part derived from the medical frame of reference, which habitually imposes upon the doctor a response and a responsibility to the individual sick person. Stemming from this lie the considerable difficulties of developing concepts to deal with group processes, difficulties which are only beginning to be overcome by co-operation with other social scientists. As a result of these difficulties, family research and family therapy are often areas which seem to have too many free floating ideas attached to too few facts.

Professor Ackerman is one of the leading protagonists of a family-centred approach in psychiatry. One would have hoped to find in this volume, described as "ground-breaking" on its dust cover, both new facts and some development of new concepts. The author sets himself three goals: (page 11): "First I hope to develop a theoretical framework

Psychiatry for Students

DAVID
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This is a textbook which aims to interest, and therefore inform, the student, whether medical, dental, sociological, psychological, or philosophical; undergraduate or post graduate; or perhaps simply interested. It will prove helpful both in final qualifying examinations, and in examinations for the Diploma of Psychological Medicine; candidates for the M.R.C.P. will not have wasted the time they spend on it.

The author is one of our most widely-known psychiatrists. His command of a developing branch of medical science is informed by a philosophy: namely that clinical study of the subject must include a realization of how it feels to be the patient. Any textbook must be absolutely clear in exposition; Dr. Stafford-Clark has in addition the unusual ability to depict patients as human beings. 28s.

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