

(January 1942), was published in the same year as a book with the title *Young Children in Wartime*, and the essay in 1944 as *Infants without Families*. Both have been influential, especially the former, as a source of observations in discussions of the effects of the separation of young children from their families. John Bowlby, among others, has attached importance to the observations, which are among the first to record in telling detail the distress of children separated from their natural mothers and making do with temporary substitutes. Altogether the 56 reports are a gold-mine of anecdotes. My favourite is an account—serious, touching, yet hilarious, even farcical—of the ways in which children and staff dealt with the presence in a neighbouring garden of an unexploded bomb.

Although written in the London of air-raids, the reports are not dated. They are a pleasure to read as honest and straightforward descriptions of what children said and did. It is a puzzle that in the decade following their publication there should have been such scepticism about hypotheses attributing disorders in mental development to disorders in the relationships of parent and child to each other.

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Head Start: A Tragicomedy with epilogue by J. S. PAYNE, R. PAYNE, C. D. MERCER and R. G. DAVISON. New York: Behavioral Publications. 1973. Pp. 253+iv. \$9.95 (cloth), \$4.95 (paper).

Head Start programmes in the United States began during the summer of 1965 as part of the President's war on poverty with the aims of providing brief but lasting early education intervention for over half a million pre-school deprived children. Common features were community and parental involvement, extensive use of volunteers, one hot meal a day and medical and dental care.

This book presents a painful and heart-searching account of how the initial enthusiasm and idealistic aims were eventually dissipated. The major part is devoted to a largely anecdotal account of the practical problems encountered in running the programmes and in particular the administrative difficulties in staffing, the involvement of parents and volunteers and other more mundane matters, and this will be of limited interest to readers in this country.

Of more value is the single chapter reviewing studies which have aimed at a scientific evaluation of the programmes, most of them applying standardized psychological tests given to the children before entry into the programme and afterwards.

It is difficult to arrive at any general conclusions, as the individual programmes varied so widely; some,

for example, lasting a full year for the whole or part of a day, while others took place only during the summer months before school entry. Although Head Start children did show some initial gains in IQ and educational achievement, control groups of children caught up with them shortly after starting school. Large scale studies, such as the Westinghouse report in 1969 involving over one hundred centres, demonstrated only gains in learning readiness and none in language development or educational attainment which had been thought to be important initial aims in most programmes.

It was concluded from such reports that to be effective the programmes would have to last longer, extend downwards into infancy and be followed up into the school period, and that some centres should be purely experimental. In the few programmes which have met these criteria and focussed on parental involvement, language development and behavioural management, and which have been subjected to ongoing critical evaluation, the results have been more striking and justified the initial enthusiasms. One is however left to wonder whether so much effort might have been more usefully expended if such guidelines had been followed from the outset, and whether such conclusions would not have been reached from a more limited series of carefully planned research projects.

The format of the book will have limited appeal for English readers but will provide a valuable lesson for those enthusiasts for nursery education in this country who see it as a panacea for all educational and psychiatric ills among deprived children. It is to be hoped that our efforts will not be similarly wasted for want of a more careful evaluative approach.

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Annual Progress in Child Psychiatry and Child Development 1972. Edited by STELLA CHES and ALEXANDER THOMAS. Butterworths, for Brunner/Mazel. 1972. Pp. 742. Price £6.75.

This further volume in the annual series which Professors Ches and Thomas started in 1968 maintains the same high standard and brings together many of the most useful and interesting articles on child psychiatry and child development published in 1972. As in previous volumes, these remain mostly North American. It is regrettable (but unfortunately a true reflection of the field) that the quality of the child development articles is generally superior to that of the clinical reports. Nevertheless there are interesting accounts of a follow-up study of hyperkinetic children, of the interaction between schizophrenics and their parents, of the treatment of autistic children, and of the principles of drug