Book Reviews and Abstracts

Mental Deficiency. Stoke Park Studies, First Series. Edited by R. J. A. Berry, M.D., F.R.C.S., F.R.S.E. Pp. 249. Macmillan & Co. 10/6.

This volume is the first contributed by the medical and consultant staff of the Stoke Park Colony, near Bristol, under the editorship of the Medical Director, Professor Berry. It is dedicated to the memory of the late Reverend H. N. Burden, who founded the Colony and who, until his death in 1930, acted as Warden, a position now held by Mrs. Burden. It gives, in a memoir on the life of the founder, the history of the founding of the institution and particulars of the actions taken by the late Warden and the present Warden to foster research in mental deficiency.

The work is well presented in a very readable form, and is amply illustrated by photographs, charts and diagrams. There are seventeen articles on various scientific and clinical aspects of the subject. Not all the work has been done at Stoke Park, but there is included certain work done elsewhere at various times by the Staff. A comprehensive bibliography is given at the end of the volume.

Much of the work is on anatomical lines and there are several interesting articles dealing with the neurological aspect. One contribution by the Editor deals with a practical method of the detection of potential social inefficiency and high-grade mental deficiency, and is based on a former work published by him in association with Professor Portens.

The value of head measurements in diagnosis is greatly stressed. One would, however, prefer, along with most clinicians, to regard these as by no means generally accepted as conclusive, but to be considered in their place along with many other diagnostic points.

The accurate psychological examination of the lowest grades has always presented problems. A very suggestive and helpful article by Dr. R. G. Gordon on the application of the Merrill-Palmer tests promises much useful information. More details are to be given in a fuller work which will be published at a later date.

One article gives the family histories of some of the patients in the Institution. The attention of all who work with mental defectives is naturally, just now especially, directed to this aspect, owing to the researches in hand for the Departmental Committee at present considering the causation of mental, disease and inefficiency and the possible utility of sterilization. Professor Berry, by reason of his being Chairman of the B.M.A. Committee on Mental Deficiency, which recently reported its findings, speaks with considerable authority. His plea for a greater recognition of the hereditary factor might be carefully studied by advocates of sterilisation on a large scale amongst mental patients. He very rightly makes the point that the real crux of the problem is the un-certified person who produces the defective offspring, and, one might also add, the undetected "carrier.”

A most instructive contribution is an abstract from a paper by Dr. H. L. Gordon on the mental make-up of a young man who was recently hanged in Kenya Colony for the murder of two young women. The effects of both heredity and environment are clearly shown. The bearing of such a case on the safety and well-being of any community is important. The latter certainly needs much more education in matters dealing with mental abnormality, and the attitude of the law altering, before one can feel reasonably happy about the treatment of the mentally abnormal.

This is certainly a book which can be recommended for the careful attention of all who are interested in Mental Deficiency. It shows that the mental deficiency service intends to keep its subject as well forward in research as are other branches of medicine.

A.M.McC.

Human Values in Psychological Medicine. C. P. Blacker, M.C., M.D., M.R.C.P. Oxford University Press. Pp. 179. 8/6.

The first impression made by this book is good, the plan of approach is admirable, and the exposition most lucid. The positive contribution, however, is nevertheless most disappointing, nothing really new is offered for either the theory or the practice of psychological medicine.

Dr. Blacker professes a deep debt to Freud but shows no evidence of having assimilated or applied the essentials of psycho-analytical theory, namely, the conception of the unconscious. He criticises fairly and brilliantly the
theory of the death-instinct, yet himself employs the conception of instinct in a casual and obscure manner. Thus he talks of social reflexes, of a socialising instinct, and again, of an instinct of acquisitiveness, in a way that would be condemned by any serious thinker. He obviously finds no satisfaction in any of the classifications of instincts and instinct values that he discusses, but he replaces them by equally abstract social ethical values. The pivotal values that Dr. Blacker wishes us to accept are themselves highly derivative, and only pivotal in the theorising mind of the onlooker. That there is some flaw in their pivotal quality Dr. Blacker seems to be uneasily—if only intuitively—aware when at one moment he defines those values as the factors that “unify and justify life, give it coherence and make it on the whole worth living,” while later he tells us of people who have not got pivotal values and do not feel the need of them and who yet apparently do find life worth living.

Theory, in this book, has taken the bit between its teeth and has left practice and the writer behind. Much as one approves of the author’s intention—the discovery of the fundamental drives in human life by a study of the individual’s social activities—to the reviewer at least it seems to have failed in its purpose.

J.S.

SOCIAL DEVELOPMENT IN YOUNG CHILDREN: A STUDY OF BEGINNINGS. By Susan Isaacs, M.A., D.Sc. Geo. Routledge & Sons, Ltd. 480 pp. 15/-.

This book has been eagerly awaited by all those who enjoyed Dr. Isaacs’ “Intellectual Growth in Young Children,” and who have followed the research projects in recent years.

After a clear statement of plan, the enquiry proceeds to set forth the valuable descriptive material gathered at the Malting House School and elsewhere. This is fascinating reading. The second part of the book is concerned with the interpretation of these facts. An admirable concluding section applies principles to practical problems of the teacher and the parent.

It might be thought that psychology has passed beyond the stage when the straightforward observation and recording of children’s behaviour could contribute anything new. This is quite fallacious. A good deal of psychological literature proceeds to theories and applications as if all observation were finished: Dr. Isaacs does a valuable service by reminding us that the groundwork of accurate observation has still to be completed, particularly in regard to the sex life of young children in a free environment—a subject which finds even most psychologists regrettably ignorant.

One would wish that all these records had been more extensive—dealing with various ages and the whole of the waking day. New and interesting facts might well have emerged from statistical comparisons of different ages. It is unfortunate, too, that the first-hand observations were confined to a small and highly atypical group of children. No mental ages appear to have been worked out, but any psychologist familiar with the average (elementary school) infant will recognise at once that these Malting House children must have I.Q.’s in the neighbourhood of 140, a fact of great significance in interpreting their behaviour and drawing conclusions from it for average children.

If the times and subjects of observation are arbitrary, the classification of records is at least equally so. Admittedly, as the writer points out, it is very difficult to separate completely interpretation from observation. But why are Imitation and Suggestion totally ignored in this classification; why do the motives of curiosity, disgust and protectiveness find no place, and why is aggression linked with sexual play? McDougall’s classification of instincts would have made a better sorting box for the facts, with less prejudice to the eventual theoretical deductions.

Indeed, it is in the second, explicitly interpretative and deductive section, that the greatest misgivings come upon one. However well disposed one may be towards psychoanalytic explanations, the time has come when one expects that they shall be put to the touchstone of scientific method. It is humbug to refer the reader to the so-called “researches” and “discoveries” of the “classic literature.” These intuitions should by now have been supported by classic experiments. And it is utterly unconscionable that serious workers should imagine that they can continue indefinitely to evade the responsibility of presenting statistical and other confirmatory evidence. If one half of the ingenuity displayed in speculative
elaborations of the theory had been devoted to finding methods of establishing the main theories we should now be in possession of valuable and dependable principles.

There is an air of completeness about Dr. Isaacs’ theoretical explanations which doubtless makes them attractive to the busy practitioner, but which at once differentiates them from the tentative, trial and error structures of a growing science. When the writer speaks at the outset of “gathering confirmatory evidence from other sources” (italics mine), one perceives that the theories are the main interest, not the facts displayed, as a formality, beforehand.

Dr. Isaacs’ “Notes on the Incidence of Neurotic Difficulties in Young Children” gives one hopes that she was about to undertake the formidable task of establishing by statistical and analytical methods, a true basis for the understanding of problems of emotional and social development. The present books runs away from any such laborious or skilfully planned approach.

The discussion, however, is full of stimulating suggestions. It manifests a sane touch in detecting the main themes in emotional entanglements and a shrewd common sense born of wider experience in this field than is given to most psychologists. The behaviour records are admirably lucid; condensed where condensation is permissible and full wherever detail is likely to be significant.

PSYCHOLOGY AND SOCIAL PROGRESS, by Ray
don B. Cattell, M.A., B.Sc., Ph.D. The C. W. Daniel Co. 1933. Price 15/- net. Pp. 418.

It is difficult to do justice to a book of this scope and complexity in the course of a short review. The author has approached his vast field of enquiry from the threefold point of view of the scientist, the psychologist and the educationist, and the stress laid on the two latter aspects gives the work a particular and rather unique value. The whole work is very well documented and we would draw attention to the excellent bibliographies at the end of the chapters; these are particularly helpful when, of necessity, many of the subjects must be cursorily treated.

The various chapter headings are perhaps the best indication we can give the reader of the scope of this approach to Social Progress: Nation and race, their significance for human progress; Rich and poor, the biology of class interaction; Ultimate morality and natural science; Progress and the presence of God; Man and woman in civilised life; The Control of destiny; The Conquest of obstruction; Education; and finally, Summary of essential aims in a society for constructive racial control. Every chapter has a final paragraph summing up its main thesis and this is always a help to the general reader, who may not be conversant with the varied authorities cited in a very condensed form.

Dr. Cattell endeavours to show the historical background of the various phases of evolution in social progress, and to give some indication of the roads by which we have travelled to arrive at our present deplorable social chaos and disorganisation. He is not an optimist, as indeed few can be at the moment. Whatever aspect of social progress he looks at he sees the same disastrous conditions, no settled ideas or policy, no enlightened leaders (accepted as leaders) and with power to implement their ideas, nations of poorly endowed and badly educated men clinging to the older methods, oblivious of the fact that advances in biology and other sciences should enable men in an enlightened community to control and guide their destinies towards a harmonious social adaptation. We are at a turning of the ways and unless we realise this, and the nations of the world definitely equip themselves to meet the new conceptions with new ideals, the civilisation of these days will go the way of the older civilisations. The picture is a gloomy one, and this clinging to the past in all our social and national ideals can only spell ruin. And above all he sees a disgenic trend in society which if not checked will certainly reduce the population of the civilised peoples to so low a general level of vigour and capacity that they will succumb to the forces of disorganisation. “Side by side with the pomp of outward and visible progress in human conditions which has gone on during the last five centuries there has proceeded with special rapidity in recent years, an invisible decay of the average inborn vigour and capacity. There is going on now a close race between an almost galloping decline and the efforts of a few scientifically educated people to institute constructive measures.” (p. 407.)
This is the key-note of the book; it seems to us somewhat forced, one-sided and dogmatic, ignoring other trends such as better general health, which may more than compensate for the survival of some weaklings, greater feelings of social responsibility, a more vivid realisation of the value of the individual, a sense of duty towards the less fortunate members of the community.

The remedy for the author lies in an improvement of the race by definite constructive methods such as are advocated by eugenists, sterilisation, segregation, the encouragement of children from good stock; but he very wisely stresses the absolute necessity for an understanding education guided by biological and psychological principles if this better individual is to bear his full share in the regeneration, or rather in the re-orientation of our social relations. He lays stress on the debt we owe to Freud and the psycho-analysts for the light they have thrown on the problems of the individual and he emphasises anew the importance of the education of the infant and the adolescent on sound psychological and therefore scientific lines. He points out that only the individual unhampered by the many inhibitions due to our present outgrown educational systems will be able to make the experiments which the new conditions demand. With many of these arguments and contentions readers will be in accord. Where they are more likely to differ is as to the means to bring about such an educational system as to secure the desired results.

Dr. Cattell suggests placing the control of education in the hands of a few leaders, the best experts, but he does little to tell us where they are to be found (unless he has in mind the body of Inspectors of teaching whom he so highly praises on page 389), nor how their very progressive and even revolutionary views are to be accepted by the bulk of the nation under such different conditions.

The practical difficulties underlying such sweeping reforms loom large in the eyes of the reader who is seeking a solution to his own particular problems, whether educational, psychological or social. Many questions such as crime, are very sketchily touched on with too little consideration of the reliability of evidence (vide the Jukes statistics, pp. 164-5), but this is inevitable in so wide and generalised a survey. Dr. Cattell has, however, made a practical contribution to the study of many present-day problems, inasmuch as his book will be illuminating and helpful to many readers who are either not specialists or who are anxious to see something of the relation of their own particular interests to other social and education problems.

E.F.

CHILD UPRISING AND THE NEW PSYCHOLOGY. By Richard Amaral Howden. Oxford University Press. 5/.

This book, written by "a parent, an ex-schoolmaster, and one who has had months of treatment along the lines of modern psychotherapy," discusses the value for parents and educators of the findings of the new psychology. It has the defects and the excuse of dealing with wide and controversial issues in a hundred small pages.

Mr. Howden is on the side of sanity. He desires to indicate a course "which can help the ship of childhood to steer between the Scylla of unrestrained liberty and licence and the Charybdis of suppression and anxious fear." This moderation he achieves. For the general public the advice given in the earlier chapters seems somewhat obscured by the use of Adlerian terminology and by diffuse writing. There are clearer and more practical suggestions in the last chapter on sex education. The book is addressed to those whose children are exposed to the perils of nurses and public schools.

P.C.S.

THE NINETEENTH ANNUAL REPORT OF THE BOARD OF CONTROL FOR THE YEAR 1932. H.M. Stationery Office. Pt. I. 2/.

Mental Disorders.

The Board's Report begins with a consideration of the working of the Mental Treatment Act. Stress is laid on the need for close cooperation between the general practitioner and the psychiatrist in charge of a clinic. The number of clinics remains substantially the same as last year, but the general progress in this form of early treatment is on the whole satisfactory. The Board, however, find the number of temporary patients without certification admitted
to public mental hospitals still disappointingly small. It appears that the observation ward of the Public Assistance Institution is still too largely used even when the case is acute and transfer to a mental hospital is inevitable. The result too often is serious disturbance to a patient and consequently certification. The Board realises that to recommend a patient for treatment in a mental hospital involves responsibility and sometimes causes friction with relations, but they say "we feel sure that if doctors only realised how their poorer patients are prejudiced, the percentage of rate-aided temporary patients would soon approximate to that already obtaining in the case of private patients. It seems remarkable that in only two per cent of the total direct admissions during 1932 was this procedure used, though there is a notable exception in the numbers admitted to the Derby Borough Mental Hospital, where no less than 34 out of the 100 admitted were received as temporary patients. In forty mental hospitals no "temporary" patient was admitted. Special attention is called to the new mental hospital of the County Borough of Swansea, which has been able to establish its work from the beginning under the new conditions. The figures obtained there are such as to encourage the Board to think that not less than 60 per cent. of all rate-aided patients should receive treatment without certification.

No new proposals under Section 6 have been before the Board for the reception of mental patients in general hospitals. The Board make special reference to the opening of a ward at King's College Hospital as an annexe to the Maudsley for the reception of 30 female patients, and this development in a hospital with a medical school is of significant value.

Reference to the good results of occupation therapy is briefly made and a separate report on this subject is now available. (See separate review in this issue.)

The value of social service is emphasised, and it is being increasingly used in carrying out constructive work in the patient's home and in facilitating boarding-out, though as the Board remark, the movement is a recent one and has come at a time when expansion is difficult.

An investigation is being carried out into the number of patients in Mental Hospitals who are suitable for transfer to a Mental Deficiency Colony or Public Assistance Institution. In two mental hospitals the numbers were 11 per cent., and this enquiry may prove of great importance, when the heavy cost of Mental Hospital accommodation is considered. The new forms for costing returns issued recently by the Board will in future show very clearly the comparative costs of institutions, and the transfer of suitable cases will effect considerable economy.

**Mental Deficiency**

We are very glad to note that in the Introduction to the Report the Board refer to the allegations made that the consent of parents to the admission of children to institutions is obtained without their full appreciation of the conditions. The Board say that "in no case has any positive proof been obtained that consent has been improperly obtained. But the frequency with which such allegations have been made is in itself disquieting" (p. 10.) We have not infrequently heard parents say that they consented because they understood the child was to get training, but they had no idea they could not later have the patient home as and when they wished. The Board's view is "that anything approaching a want of candour in dealing with the parents of defectives is indefensible." In this we heartily agree.

**Ascertainment.**

Once again, the Board refer at length to the inequalities of ascertainment in different areas, seven areas exceeding the estimate of the Wood Committee (4.52 per 1,000) and fourteen areas showing less than 1.50 per 1,000. Many Local Education Authorities are still behind-hand in notification, and in 17.8 per cent. of cases notified, no action was taken. It is obvious that further use of notification is desirable and could be greatly extended, even though the law requires amendment so as to admit notification of feeble-minded children leaving any school at any age and not only the ineducable and those leaving Special Schools.

Of the 102,345 defectives reported to local authorities during the year, 917 were in receipt of poor relief and in accordance with the Local Government Act, 1929, were ascertainable by the Local Authority.
Accommodation.

The paramount importance of institutional training in colonies for the young is again shown, and the Board advocate comprehensive planning whereby Public Assistance Institutions may be used for the accommodation of low grade adults and certain idiot children and the most expensive colony accommodation for the trainable young. Though 2,146 beds have been provided during the year, there are still 3,480 cases reported as awaiting removal to an institution.

Community Care

On January 1st, 1933, there were 1,592 defectives on licence (an increase of 89 in the year). Licence as an integral part of the planning of an Institution’s work is discussed at length, and the need is emphasised for the further development of hostels attached to the Institution for the accommodation of patients before they are placed out in the general community. Success has attended the careful organisation of licence in close co-operation with the mother institution, and extension of this form of care, and if possible the appointment of a social worker is clearly desirable. Cases under Guardianship increased by 359 during the year, bringing the total up to 2,558.

There are now 153 occupation centres, 19 industrial centres and classes and 8 clubs. It is interesting to note that 5 of the clubs are managed by Toec. H., and we believe that their services might be enlisted in other areas, as they have often been found ready to give help to individual mental defectives.

Board of Control. Memorandum on Occupation Therapy for Mental Patients.

Pp. 27. H.M. Stationery Office, Kingsway. Price 6d. 1933.

By a review of what has already been done on the Continent and in the United States of America and in a few mental hospitals in this country, the Board seek to urge the Medical Superintendents of all Mental Hospitals to make Occupation Therapy a recognised part of the treatment of varying types of patients.

It is claimed that almost the whole of the inmates of a mental hospital can be suitably occupied, as were 98.7 per cent. on the day when the Mental Hospital at Gutersloh, under Dr. Simon, was visited. Similarly at Santpoort, the proportion was 91.3.

At Gutersloh, where Dr. Simon introduced the principles of occupational therapy as early as 1905, the work is organised by the usual staff and is mostly of a utilitarian character; at Santpoort, which adapted the methods of Gutersloh in 1926, and placed the responsibility on the nursing staff (who received special training) it has recently been found advisable to appoint technicians, who are not nurses, in the central workshops.

Occupation therapy in many of the principal Hospitals of the U.S.A., is firmly established, and there special occupation therapists are appointed, who have as a rule not less than two years’ training in handicrafts as well as training in mental hospitals.

The Board recommend that in England occupation therapists with similar training should be appointed (at a suggested salary of £200 to £300 p.a.), that certain certificated nurses who have special aptitude should be appointed as craft workers, and that all nurses should receive a certain amount of special training as part of their general course. In addition, it is considered by the Board that it will be necessary to appoint a small number of skilled artisans to instruct the patients in the more difficult occupations and crafts. There should be no limit to the quality of work taught where patients become capable of achieving a high standard of production.

A fear has sometimes been expressed that a general increase in staff per patients would be necessary if occupation therapy were introduced into a hospital. The Board have gone into this question, and find that divergencies of percentage of staff have been noticeable before reorganisation and are not attributable to it. It is indeed to be anticipated that if a patient is happily occupied he is likely to give less trouble, and thus the requirements of staff for occupation therapy are offset by the reduced need for other attention. The Board envisages that an occupation therapist (who might advisable be non-resident) would be required on each side of a hospital of 1,000 beds; that she should be assisted by two or three nurses to be appointed as craft workers, and by the general nursing staff; and that in addition to the present staffs in the existing shops and service departments, a few technicians should be appointed as instructors. For the additional occupation to be provided, five huts costing about £700 each would be required in a hospital of this size.
INDIVIDUAL PSYCHOLOGY AND THE CHILD. INDIVIDUAL PSYCHOLOGY PUBLICATIONS. Medical Pamphlets Numbers 7 and 8. The C. W. Daniel Company. 1933. 2/6 each.

These two pamphlets are concerned with the application of the principles of Individual Psychology to education. The first contains an address by Dr. Seif to teachers and others at Birmingham, in which he points out that our study of the individual is directed towards making him a happy and fruitful member of society, and makes clear some of the most important factors which determine the "style of life" of the individual at a very early age. A description of the work done in Child Guidance Clinics follows, by Miss Rayner, and a third paper by Frau Zilahi gives an enthusiastic account of the development of her infant daughter as guided by the principles of Individual Psychology.

The second pamphlet contains two papers read by Drs. Laura Hutton and Hilda Weber respectively, in which the influence of lack of parental love, and of discord between the parents is revealed later in the development of neurotic personalities. Both papers contain interesting case histories, and rather lead up to, than start out from, the principles of Individual Psychology. Dr. Beran Wolfe contributes a paper on the nervous child, in which he uses the analogy of the small Ford endeavouring to compete in the life race with the Rolls Royce. He discusses the function of the mother, and shows how the psychiatrist may be called in to help those who have the best of intentions, but do not know the rules of the very complicated educational game.

N.M.B.

Some Recent Books and Reports

*BOARD OF CONTROL. 19th Annual Report for 1932. Pt. 1. 2/- 1933.
*BOARD OF CONTROL. Memorandum on Occupation Therapy for Mental Patients. 6d. 1933.
*CHILD UPBRINGING AND THE NEW PSYCHOLOGY. R. A. Howden. Humphry Milford, Oxford University Press. 5/- 1933.
HANDBOOK OF SUGGESTIONS ON HEALTH EDUCATION. Board of Education. 6d. 1933.
HANDBOOK OF CHILD PSYCHOLOGY. 2nd Edition. Clark University Press. (British repres., Humphry Milford, Oxford University Press). $5. 1933.

HOW THE MIND WORKS. Edited by Cyril Burt. George Allen & Unwin. 7/6
*HUMAN VALUES IN PSYCHOLOGICAL MEDICINE. C. P. Blacker. Humphry Milford, Oxford University Press. 8/6. 1933.
MENTAL DEFECT. Lionel S. Penrose. Sidgwick & Jackson. 8/6. 1933.
*MENTAL DEFICIENCY. Stoke Park Studies. 1st series. Macmillan & Co. 10/6. 1933.
PSYCHOLOGY OF INFANCY. V. Hazlitt. Methuen & Co. 5/-.
*PSYCHOLOGY AND SOCIAL PROGRESS. R. B. Cattell. C. W. Daniel Company. 15/-. 1933.
*SOCIAL DEVELOPMENT IN YOUNG CHILDREN. Susan Isaacs. Geo. Routledge & Sons. 15/-. 1933.

List of Additions to the Library.
(For insertion on the interleaved pages of the Catalogue.)

BERRY, R. J. A. (Ed.) Mental Deficiency. Stoke Park Studies. 1st Series. 1933.
BLACKER, C. P. Human Values in Psychological Medicine. 1933.
BOARD OF CONTROL. 19th Annual Report for the Year 1932.
BOARD OF CONTROL. Memorandum on Occupation Therapy. 1933.
CATELL, R. B. Psychology and Social Progress. 1933.
ISAACS, SUSAN. Social Development in Young Children. 1933.
PENROSE, L. S. Mental Defect. 1933.

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