that child guidance clinics should work in close cooperation with child welfare centres in their areas, also, that courses on the emotional development of children should be arranged for school medical officers, doctors working in child welfare centres and general practitioners. They consider that the further development of the consultant paediatric services, provided there is close cooperation with the child guidance services, must react to the advantage of the maladjusted child.

The report is well written and stimulating, it will prove of great interest to all those working in the field of child health.


This is a depressing and dangerous book, written in journalese by two doctors who are directors at the Gesell Institute of Child Development at Yale University. In a book of 350 pages, which sets out to describe child behaviour and development, no mention is made of instinct or of anxiety or of love.

They postulate that 'the human organism seems to act as it does largely because of the way it is built' and derive the conclusion that individuality is largely inborn. Their assessment of the role played by the early family environment in an infant or child's development is clearly stated as follows:

A favorable environment (home or otherwise) can, it appears, permit each individual to develop his most positive assets for living. An unfavorable environment may inhibit and depress his natural potentials. But no environment, good or bad, can so far as we know change him from one kind of individual to another.

One can only assume their lack of experience with children or adults who have had the misfortune to have had an unhappy early relationship with their parents or come from a broken home or have suffered some other disaster in their early environment. When a child is brought up in a normal, happy home, he or she will naturally grow through the battles of life but the secure external environment which has built up a stable internal environment in the child will help him to come through the battles each in his own way. When all goes well we do not see the effect of the happy home life in the child as such; it is implicit in the personality and individuality of the child.

One receives the impression that the authors are reassuring the parents. A plan of how a child is expected to develop is put before them: the child will naturally grow into maturity when all problems will have been solved, but maturity does not occur just because there is growth.

In Parts II and III they set themselves the task of advising on problems met with in the developing child. They succeed in giving the parents an adequate picture of patterns of behaviour in normal growth but when it comes to helping the parents to get an insight into the motivations that underlie all behaviour problems, their understanding is naive and one is amazed that in the sixth decade of this century they are determined to deny and ignore all the psychic factors which motivate behaviour.

Nevertheless the authors have put a great deal of work into the book and amassed a wealth of detailed information about the type of behaviour which might be expected to occur at different ages; but the book contains so many half-truths that one cannot wholeheartedly recommend it as a help to parents or paediatricians.


This book is addressed primarily to students working or intending to work in child guidance clinics, to medical practitioners and to medical and psychiatric social workers. It may have some value for such workers in India, where other books on this subject are perhaps not easily available, but it is not very well written, and it gives nothing that has not already been set out before in a rather more satisfactory way.

It contains long quotations from other workers in this particular field, and in places there is what appears to be a rather unnecessary inclusion of unpleasant details of a sexual nature.

Certainly it is not a book that should be recommended to our students or psychiatric social workers.


This book completes the trilogy begun with Infant and Child in the Culture of Today (1943) and The Child from Five to Ten (1946). But whereas the first two instalments drew freely on Dr. Gesell's long experience and numerous publications relating to infants and young children, Youth deals with an age-group with which he is clearly less familiar. Techniques which helped to clarify patterns of infant behaviour under standard conditions are clearly inadequate for any but the most superficial assessment of adolescents. Informal interviews and a battery of psychometric and other tests have been added, but if their interpretation is as uncritically naive as the section on somatotyping would suggest, it is not surprising that they have added little to current knowledge. The authors disarmingly admit that the sample on which the study was based was heavily biased to begin with, over 80% of the 165 subjects being drawn from socio-economic groups I and II, intelligence being substantially above average, and selection being largely determined by willingness to co-operate. They refrain from giving more than the barest minimum of statistical analysis of data on the surprising grounds that further tables would give a misleading emphasis on statistical precision. The text, however, would soon correct any such impression, since it is largely devoted to descriptions of 'maturity profiles, maturity trends and growth gradients' in such general terms that no amount of sub-division can mask their fundamental banality. We learn that youths at a given