

LETTERS

Letters should be marked clearly 'Letter for publication in *The Psychologist*' and addressed to the editor at the Society office in Leicester. Please send by e-mail if possible: psychologist@bps.org.uk (include a postal address). Letters over 500 words are less likely to be published. The editor reserves the right to edit, shorten or publish extracts from letters. If major editing is necessary, this will be indicated. Space does not permit the publication of every letter received. Letters to the editor are not normally acknowledged.

Feedback on neurofeedback

I READ with interest the article about the use of thought-controlled computers as a means of communication for 'locked in' patients (March 2004). However, I was puzzled and disturbed by the section that discussed operant learning of brain-computer interface (BCI) control.

After describing the use of a smiling face to reinforce individual trials, Dr Kübler highlighted the difficulties in reinforcing successful training sessions. She described the limited number of reinforcers available and commented on the difficulty for the BCI trainers in gaining exclusive control over activities such as listening to music or being read to. She implied that it is necessary to discover new reinforcers that can then be controlled by the trainers in order to reinforce successful training sessions.

I am disturbed because of the lack of ethical awareness displayed in this discussion, and puzzled because the BCI group appears to have overlooked the most obvious reinforcer that is likely to be relevant in this context – namely, progress towards mastery of a skill that enables communication and potential control over aspects of the environment.

Consideration of why the smiling face is successful in reinforcing the self-regulation of a specific EEG signal suggests a way forward. Presumably it provides timely and accurate feedback contingent on successful performance of the target behaviour in a format that symbolises social approval. Surely what is required is more of the same, accurate feedback on performance and social approval in the form of praise

and encouragement for both effort and success.

It is as if the group has overlooked the possibility that people they are working with might have similar motivations to themselves. My own introspections suggest that feedback that answers the questions 'Did I do better than yesterday?', 'Am I improving on average?', 'Did I beat my best score?' and 'Am I getting close to being able to do something useful or enjoyable with this skill?' is likely to be intrinsically reinforcing.

I am sure the BCI group can think of other feedback relevant to development of the skill they are training without resorting to the profoundly troubling and unethical restriction of access to the few enjoyable activities to which such patients have access.

Marion Dixon
Clevedon Hospital
Somerset

ANDREA Kübler's article about enabling 'locked-in' patients to communicate via brain-computer interfaces was particularly quick to catch my eye as I had just returned from a conference all about applied psychophysiology, and my mind was alive with the possible applications of brain wave training.

The operant conditioning of slow cortical potentials is not new of course. Back in the 1960s a young scientist called Barry Sterman (now Professor Emeritus at UCLA) was researching sleep when he discovered that he could train cats to produce a particular brain wave pattern. This pattern had a spindle-like form, oscillating at a frequency of 12–15Hz across the sensorimotor strip. It correlated

KATE GREY

Cat with rhythm

with behavioural stillness and mental alertness. He named it the sensorimotor rhythm (SMR).

A little later Sterman was asked by NASA to research the toxic effects of rocket fuel after several air force personnel had suffered serious brain seizures. During the course of this research, many cats suffered brain seizures and many cats died. But some cats were more resistant than others – and significantly so. It turned out that these were the very cats who had been trained to produce more SMR. A link was made between SMR training and brain stability that eventually resulted in the clinical use of operant conditioning of brain activity to reduce seizures in epileptic patients (Sterman & Friar, 1972). The operant conditioning of brain wave activity came to be known as 'neurofeedback', 'EEG biofeedback' or 'neurotherapy'. Within a couple of years it had also been used successfully in the treatment of ADHD (Lubar & Shouse, 1976), and this is where my personal interest lies.

An alarming rise in mental health problems, particularly amongst the young, has led to a corresponding rise in the use of psychostimulant medications. These have their place, certainly, but are not without

side-effects – and they don't work for everyone, so we should be taking a serious look at alternative and adjunctive approaches.

Research evidence as to the efficacy of neurofeedback continues to build, with a study on ADHD currently under way at Imperial College's Department

of Cognitive Neuroscience and Behaviour – though it will be a little while yet before those results are forthcoming. Meanwhile, in Canada and the USA, neurofeedback is already being used in an educational context (Thompson & Thompson, 1998).

We know that school exclusion rates are highest amongst children with special educational needs, and are strongly correlated with criminality. If neurofeedback could be used as an educational intervention to improve attention, behaviour and readiness to learn, the potential social benefits are clear. Perhaps more psychologists should be paying more attention to neurofeedback.

Melissa Foks
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References

- Lubar, J.F. & Shouse, M.N. (1976). EEG and behavioural changes in a hyperactive child concurrent training of the sensorimotor rhythm (SMR): A preliminary report. *Biofeedback and Self-Regulation*, 1, 293–306.
- Sterman, M.B. & Friar, L. (1972). Suppression of seizures in an epileptic following sensorimotor EEG feedback training. *Electroencephalography and Clinical Neurophysiology*, 33, 89–95.
- Thompson, L. & Thompson, M. (1988). Neurofeedback combined with training in metacognitive strategies: Effectiveness in students with ADD. *Applied Psychophysiology and Biofeedback*, 23(4), 243–263.

Chelsea Flower Show project

UNDERSTAND that there is a Society working group planning to spend £30,000 sponsoring a BPS garden at the Chelsea Flower Show. I also understand that external body funding is to be sought, although project development costs, administrative support, and so on, will be borne by the Society.

As the Vice Chair of the Division of Clinical Psychology I am aware that the DCP puts forward very worthy proposals in support of BPS members and their professional activities, often to be met with the cry 'ultra vires!' from officers of the Society and the Leicester office. This garden project brings into sharp relief the gulf between the objectives of hard-pressed professional practitioners and those in some other quarters of the Society. It also aggravates existing

concerns about the manner in which the Society finds it difficult to provide financial support for membership services that are relevant to applied psychologists whilst maintaining credit balances running into millions of pounds.

The British Psychological Society is incorporated by Royal Charter. The Society is a registered charity. It is not a gardening club. The Royal Charter empowers the Society 'to promote the advancement and diffusion of the knowledge of psychology pure and applied and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge'. I didn't catch a mention of planting irises or building gazebos.

I would like to ask two

questions. First, what proportion of the members of the Society do you believe would consider this a worthwhile use of funds? Second, in what way does this proposed expenditure fit with our obligations under the Royal Charter?

I guess that some may answer that the Society has a duty to promote itself. This is true. A BPS garden at the Chelsea Flower Show would promote the Society. It would also promote the fact that we had lost any sense of professionalism, lost contact with our role as psychologists, lost track of our purpose and philosophy, lost any sense of our chartered and corporate responsibilities and, in short, lost the plot.

I would advise that the Board of Trustees urgently reconsider the decision to progress this project if only to avoid widespread and serious disaffection in the Society membership.

Michael Wang
Vice Chair
Division of Clinical Psychology

Response from Pam Maras, Chair, Publications and Communications Board, and Graham Powell, Chair, Chelsea Project Group and President

Elect: Far from losing the plot and being at variance with our Royal Charter the Chelsea Garden proposal explicitly fits our Charter objective to advance and diffuse knowledge of the discipline.

But first some facts. The Trustees have only agreed to allow work on this project to proceed up to the stage of submission of a design to the Royal Horticultural Society (RHS). The deadline is June this year. Should the submission be accepted, the Trustees have further agreed that substantial external funding be sought to contribute to the costs. The Society's financial commitment up to submission to the RHS will be within an existing budget and up to £3000.

Ever since the success of the Society's centenary activities in 2001, which were generally aimed at external audiences, the Society via Council and the Trustees have committed resources to public engagement activities specifically to advance and diffuse a knowledge of the discipline. This is led by the Public Engagement with Psychology Group, which reports to the Publications and Communications Board and each year puts out a call for bids for projects to engage the public (see p.297).

But now on to the garden proposal. The genesis for this project comes from a quantity of peer-reviewed and published scientific psychological research showing relationships between gardens and human well-being, as well as very specific research, carried out by UK psychologists (and Society members), showing the cognitive enhancing properties of specific plants and their extracts. When the garden project feasibility group carried out their literature search, literally hundreds of studies emerged. So, the basis

If you read an article in *The Psychologist* that you fundamentally disagree with, then the letters page is your first port of call: summarise your argument in under 500 words. But if you feel you have a substantial amount of conflicting evidence to cite and numerous points to make that simply cannot be contained within a letter, you can write a 'Counterpoint' article of up to 1500 words, within a month of the publication of the original article. However, it is best to contact the editor about your plans, on jonsut@bps.org.uk. We hope this format will build on the role of *The Psychologist* as a forum for discussion and debate.

of the proposal is to show to an external audience (a point we will return to) the psychological aspects of plants and gardens. For example, Professor Wang is probably aware of the therapeutic use of gardens for clients with learning difficulties.

The science we are referring to is robust, and Chelsea

provides an ideal, and novel, opportunity to diffuse that knowledge.

Audience reach is a key concern of the Trustees as they have to be assured that such a project is both *intra vires* and good value for money. The estimated total reach of having a display garden at Chelsea is over 13 million people – direct

visitors and via the mass and specialist media. The total project cost to the Society would be, if we are successful in our submission to the RHS and in attracting sponsorship, a lot less than £30,000. We defy anyone to reach 13 million people for less than £30,000 – in real terms the project is cheap and it engages precisely

with our Royal Charter objective.

One final point. Professor Wang says 'some may answer that the Society has a duty to promote itself'. No it doesn't, our duty, stated in the Royal Charter, is to advance and diffuse the discipline, and that is what a display garden at Chelsea is designed to do.

Training in applied behaviour analysis

MICKY Keenan is right to bemoan the scarcity of adequately trained therapists for autism programmes that adopt applied behaviour analysis ('Autism in Northern Ireland: The tragedy and the shame', February 2004). Time and time again, treatments based on applied behaviour analysis (ABA) have been shown to be the most effective and empirically validated means of remediating the behaviour problems of children with autism and other developmental disabilities. It is crucially important, then, that we professionals seek to maintain the momentum that ABA has already generated and continue to educate and inform parents, caregivers and health professionals about how to use its procedures effectively.

Educating the current generation of ABA tutors, as well as the next, in the principles and procedures

DUNCAN PHILLIPS/REPORTDIGITAL.CO.UK

Autistic child with mother

of ABA is a key priority. In this regard, it is worth highlighting that there are several postgraduate training courses in ABA in both Ireland and the UK. For instance, ABA components are taught within the National University of Ireland at Maynooth and at Cork, while Trinity College Dublin runs a successful course in ABA. In fact, the Trinity course is the first in Ireland to

be approved by the Behaviour Analyst Certification Board (BACB) as providing eligibility for its Board Certified Associate Behaviour Analyst (BCABA) examination (see www.bacb.com).

In 2001 I and several other behaviour analysts organised and taught the first course in Europe to meet the coursework and experience requirements for the BCABA exam (see Dymond *et al.*, 2004). This course, which is taught at Anglia Polytechnic University (APU), Cambridge, is now in its second running and has generated tremendous interest, spurred on by the approval of a two-year master's programme in ABA at the University of Wales, Bangor. A similar master's course is currently undergoing validation here at APU, and there are plans for several more courses throughout the UK and Ireland. ABA components are also taught in masters' programmes at the University of Kent and the University of Wales College of Medicine.

State-funded educational provision for children with autism is also available at several sites in Ireland and the UK. Many of these schools employ a behavioural model of schooling called comprehensive application of behaviour analysis to schooling (CABAS: see www.cabas.com). Other specialist centres such as the TreeHouse Trust

(www.treehouse.org.uk) employ teachers trained in ABA, many of whom are certified.

These examples of the growing interest in obtaining professionally approved education in ABA are testimony to the acute need for ABA services in the UK and Ireland. Although by no means comparable to the level of service provision in the USA, the situation is steadily improving and this is surely making a real difference to the lives of all consumers of behaviour-analytic interventions.

Simon Dymond
Anglia Polytechnic University
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Reference

Dymond, S., Chiesa, M. & Martin, N. (2004). An update on providing graduate level training in applied behaviour analysis in the UK and Europe. *The Association for Behaviour Analysis Newsletter*, 26(3), 10.

Letting the National Lottery off the hook?

MARK Griffiths (Letters, February 2004) usefully advises readers that addictive processes rely on continual behavioural rewards. This has been tested in scenarios where there are indeed minor erratic rewards, as in old fairground machines and modern electronic games – but has it been rejected in *all* other

TROUBLE WITH ADJECTIVES

WHAT a joy it was to read John Archer's attack on the counterfactual productions of social constructivists ('The trouble with "doing boy"', March 2004). While it is neither a neologism nor an odd phrase when used correctly, he might have added that the OED definition of the

much-used (by constructivists) term *discursive* is not 'pertaining to discourse', but 'rambling or digressive'. How appropriate, given the nature of the material they produce!

David Mingay
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Shame about the brain too

IN his letter regarding genes, beauty and their functional value ('Nice brain, shame about the face', April 2004) it would appear that Mr Chadwick has omitted his references. I would suggest that his source material was primarily taken from the *Viz* comic.

I have time and again come across 'ugly' people who are indeed as thick as mince. This, surely, negates Mr Chadwick's theories. Further investigation is warranted. Also a photograph of Mr Chadwick might show which camp he belongs to.

B. Bacon

Roger Mellie Avenue
Fulchester

scenarios where the rewards are 'merely' psychological? I have never bought a ticket myself but can think of three possible and quite real, if intangible, rewards of doing so, which may be quite widely experienced. One is the buzz of owning a ticket that, even for a short time, may turn out to be a winner; second is the empathy with the televised draws; third is the reinforcement that may be felt on seeing other advertising that consoles all purchasers that they have been enjoyably 'playing', even contributing to the welfare of patrons of opera houses and flagging museums. I regard the matter as open to empirical investigation and remain your concerned correspondent,

J.M. Wober

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QUESTION TIME

Why does time seem to pass more quickly as you age?

A NUMBER of explanations have been put forward to account for this subjective acceleration of time with age. Firstly, a period of time (such as a year) may be judged in proportion to either one's chronological age or subjective age. For example, at the age of 10 one year represents one tenth of your life, but by the age of 60 it is reduced to one sixtieth and therefore appears much shorter. Secondly, as we age we are constantly re-experiencing events. Repeated tasks seem to take less time since they require less attention.

Biological changes may also play a part. A piece of research conducted by Mangan (reviewed in *New Scientist*, 23 November 1996) found that while younger people were able to judge the passage of three minutes quite accurately, older people tended to overestimate even this short period. Mangan speculated that the body's internal clock may run more slowly with age owing to deterioration of pathways believed to be involved in this mechanism. In my own research, conducted with Linda Pring, the key finding was that older people tended to date public events too distantly, apparently believing more years had passed than was in fact the case.

For a more detailed discussion of this topic see Crawley, S.E. & Pring, L. (2000). When did Mrs Thatcher resign? The effects of ageing on the dating of public events. *Memory*, 8, 111–121.

Susan Finch (formerly Crawley)

Stratford-upon-Avon

I UNDERSTAND that metabolic rate tends to slow with advancing years (does that also explain expanding waistlines too?) and consequently as we slow down everything else is perceived as going faster even though the overall tempo has not changed – a bit like motorway traffic.

However this does not seem to work when I am doing tedious tasks or waiting for payday.

Jim Wood

University of Exeter

In dreams, I sometimes seem to find my way out of tricky situations with novel solutions I doubt would have occurred to me in waking life. Has anyone studied 'problem solving' in dreams and its correlates?

TWO fairly ancient (first published in the 1970s or 1980s) books by Ann Faraday, called *Dream Power* and *The Dream Game* are still extremely rich sources of ideas about problem solving in dreams. It's not academic research but I've found it personally and clinically very useful and thankfully free from the crazier ideas that flood this area. You can still buy the books online. The enquirer should also consult the enormous research literature on lucid dreaming, some of which is excellent, although this is obviously a prime area for extremely silly ideas so the literature (including numerous websites) needs to be carefully considered.

Brenda Roberts

Hove Polyclinic

While sitting, lift your right foot off the floor and make clockwise circles. Now while doing this draw the number six in the air with your right hand. Your foot will change direction and there is nothing you can do about it. Why does this happen?

I TRIED and found I could do it. The explanation probably lies in another side of my life as a classical organist. Developing independence between hand and foot is one of the greatest obstacles to initial study of the instrument. The native impediment to this facility will be a matter for our neuro colleagues. Ultimately, there are Bach chorale preludes containing four (or more) interweaving strands of counterpoint or 'tunes' that deploy all four limbs simultaneously in contrary directions; look for 'An Wasserflüssen Babylon' on a recital programme.

On a related theme, try asking a violinist to play whilst wearing delay/reverb headphones! Yet the cathedral organist (for example) performs in this ambience all the time.

The answer perhaps lies in whether the faculty described may be seen as worth developing!

L. Carrick-Smith

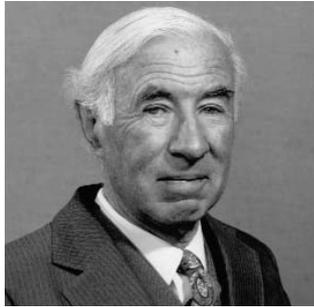
Chesterfield

This month's question: Are the barriers to improved performance by elite athletes more psychological than physical? For example, if someone had told Roger Bannister before the first four-minute mile that someone that morning had done 3.55, would he have matched it?

Send your answers, and any thought-provoking or offbeat psychological questions, to psychologist@bps.org.uk marked 'Question time'.

The legacy of Sir Cyril Burt

It was refreshing to read Ann and Alan Clark's memoir of the Burt affair (Letters, March 2004), in that they stuck to the facts and, of course, spoke with the authority of a contemporaneous account. One aspect, though, that the Clarks could only touch on is not without significance. This is the enormous depth of feeling in certain quarters of the psychology community when this story first broke (and, of course, still shown today in various recent attempts to reinvent Burt as anything other than the product of his own deep-seated prejudices). A quote from a letter that Eysenck wrote to Burt's sister at the time may be enough to highlight some of that depth of feeling: 'I think the whole affair is just a determined effort on the part of some very left wing environmentalists determined to play a political game with scientific facts. I am sure the future will uphold the honour and integrity of Sir Cyril without any question.' Of course, even Eysenck ultimately could not deny the fraudulence in the face of the



Professor L.S. Hearnshaw – Cyril Burt's biographer

overwhelming evidence, but he nevertheless still sought to minimise it as 'irregularities' in Burt's data, adding 'in extenuation we may perhaps recall that the divine Newton himself was not above indulging in such practices' (Eysenck & Kamin, 1981), as if somehow the standard of science that we would hold a 20th-century psychologist to is excused by the metaphysical speculations of a 17th-century physicist, however great.

What worries me now is that with the mist of time beginning to descend and Hearnshaw's biography being out of print, the revisionists will take hold. So let us be explicitly clear, Hearnshaw (1979) identified not one

instance of fraudulence but fraudulent data in at least three studies (identical twins reared apart; kinship correlations and IQ; and a study looking at declining levels of intelligence in Britain). Burt's misdemeanours, though, were not restricted to simply generating fraudulent data: he attempted to write his mentor Spearman's contribution to psychology out of history. Not satisfied with bad-mouthing Spearman at every opportunity, he wrote a letter to himself as an editor under the pseudonym of Jacque Lafitte, a fictitious French psychologist, drawing a line between Pearson and Burt on the introduction of factor analysis into the field of psychology without any reference to Spearman's 1904 seminal article, which Burt would have known full well. Current apologists for Sir Cyril would want you to see Burt's failing as simply the product of his later years; however, even as early as 1921 he wrote: 'I did not take my test results just as they stood. They were carefully discussed with the teacher and freely corrected whenever it seemed likely that the teacher's view of the relative merits of his own pupil gave a better estimate than the crude test marks' (Burt, 1921). Perhaps what is most

extraordinary in all of this from our modern eye was why these data were not questioned sooner. The answer is quite simple in that he spoke of and for his time. The same establishment that knighted him provided us with the 11+, which branded children as uneducable, and denied them access to further education. Perhaps this aspect of his legacy is behind us; however, one error of his is, unfortunately, still very much alive in some of the psychological and neuropsychological reports that I see today – namely, the reification of numbers. This is perhaps the enduring message for us as current practitioners. At the end of the day we deal with nothing more than paper and pencil; let's not be seduced by the elaborateness of our own thinking into forgetting that fact when we draw conclusions and make recommendations on behalf of the clients we serve.

Stéphane Duckett
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References

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Eysenck, H.J. & Kamin, L. (1981). *Intelligence: A battle for the mind*. London: Pan Books.
Hearnshaw, L.S. (1979). *Cyril Burt: Psychologist*. Ithaca, NY: Cornell University Press.

A poem by Jane Kelly, 5 Larden Road, London W3

HARRY F. HARLOW 1905–1981

He was a man 'intrigued by love', the way
Some are fascinated by folded specimens,
Pressing themselves along glass corridors
Of yellowing protein with beaks
In pickle jars, brought back by Darwin.
He examined sepia labels, at a loss until
He heard simian screams, saw neonate macaques
Sucking empty air, and declared:
'I Harry F. Harlow of Iowa, son of Mabel Rock, have discovered love.
I place my flag in it.'
Your empire became whole chicken wire towns of
Forced relinquishment where none were spared,
Its metal rodded roads stacked with surrogates
Offering babies like busted dolls nothing but hated nourishment.
Now one question remains, and for our files we need an answer, if
only partly true –
What, Harry Fucking Harlow, did Mabel do to you?

Section for Qualitative Methods

QUALITATIVE research methods are increasingly used in all areas of psychology. We have proposed a new Section – the Qualitative Methods in Psychology Section – for anyone with an interest in using these research methods.

The proposed Section would parallel the existing Mathematical, Statistical and Computing Section, by providing a forum for methodological discussion, training and development of research techniques. The aims of the proposed section are:

1. to promote the use of qualitative research methods in both the scientific and professional domains of psychology (making it easier to identify examiners and consultants with expertise in qualitative methods);
2. to provide a forum for the development of qualitative methods in psychology that will draw together those working in different specialisms, using different approaches and different epistemologies; and
3. to foster the exchange of ideas, research and

information on qualitative methods in psychology through the organisation of workshops, conferences, symposia and training sessions of special interest to psychologists using, or wanting to use, qualitative research methods.

British psychologists use a wide range of qualitative methods, and the proposed Section will reflect this diversity, including (but not limited to) semi-structured interviews, focus groups, grounded theory, discourse analysis, ethnography, and interpretive phenomenological analysis.

The proposed Section was approved by Council, and the next stage is for 1 per cent of members to say that they would want to join the Section, if formed. Please support the proposed Section by completing the form at www.psyc.leeds.ac.uk/research/qual/ and returning it to the address provided. A full version of the proposal can also be found at this URL.

Zazie Todd
Anna Madill
University of Leeds

Getting into the reviewing loop

JANET Carr (Letters, February 2004) bemoans the dearth of reviewers for journal articles. I don't recall ever seeing an advertisement seeking qualified applicants to form reviewer panels for BPS journals. Wouldn't that be an idea? Personally, I love reviewing articles, but as a non-academic I am not often in whatever loop it is that one has to be in.

Peter Marshall
*6 Foxlow Street
Captains Flat
New South Wales, Australia*

Michael West, Chair of the

Journals Committee,
comments: Editors of BPS journals welcome offers from suitably qualified psychologists to review articles for publication submitted to BPS journals. Please write to or e-mail Julie Neason, BPS Journals Manager, at the Leicester office (julnea@bps.org.uk) with details of your academic qualifications and areas of expertise. If all of those who could review articles for journals did so on six occasions each year we would consistently be able to provide speedy and high-quality reviews for submissions to BPS journals.

Conference costs

AS a fully paid-up member of the BPS with GBR I was amazed and appalled to realise the cost of attending one day of the BPS Annual Conference in London last month (£95).

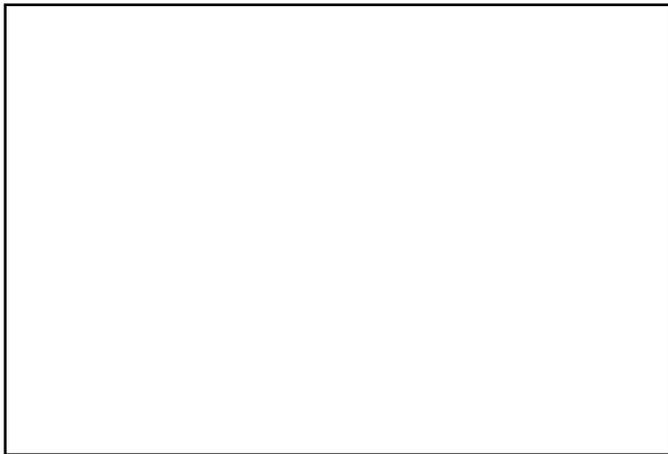
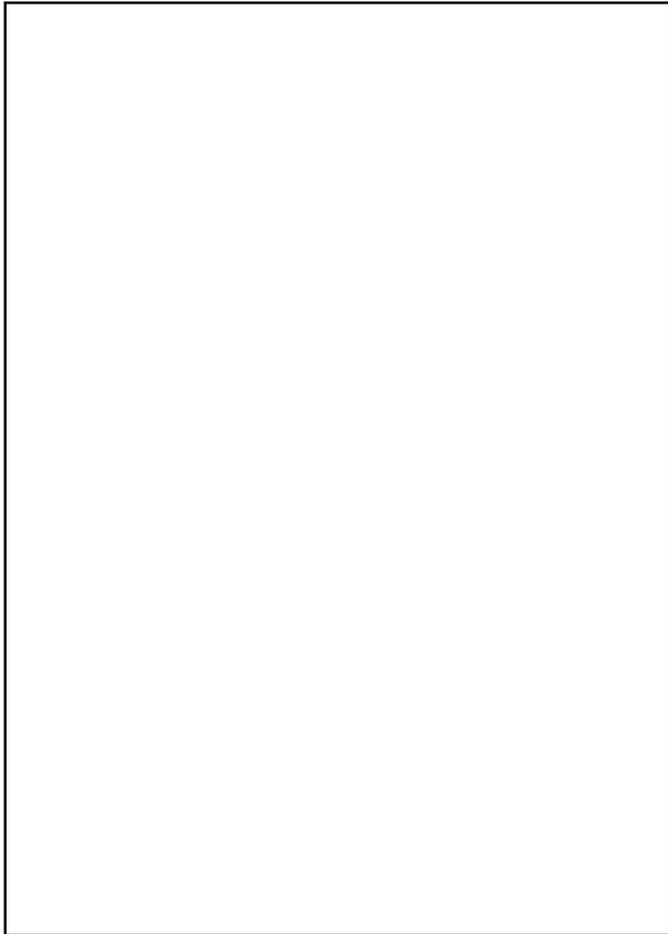
I am a part-time teacher and HE lecturer and do not therefore earn a large salary. I, as most, am concerned with my own CPD and see such conferences as an opportunity to get valuable information from a wealth of sources, and also to share this information, where relevant, with my students.

I am unable to fund this CPD from my small school budget and cannot get funding relevant to my HE work and therefore am left to fund this from my own hard-earned cash. I asked if there was any dispensation for people in my position and have been told 'there is no concessionary rate for GBR members' whatever their circumstances. Therefore, reluctantly, I could not go.

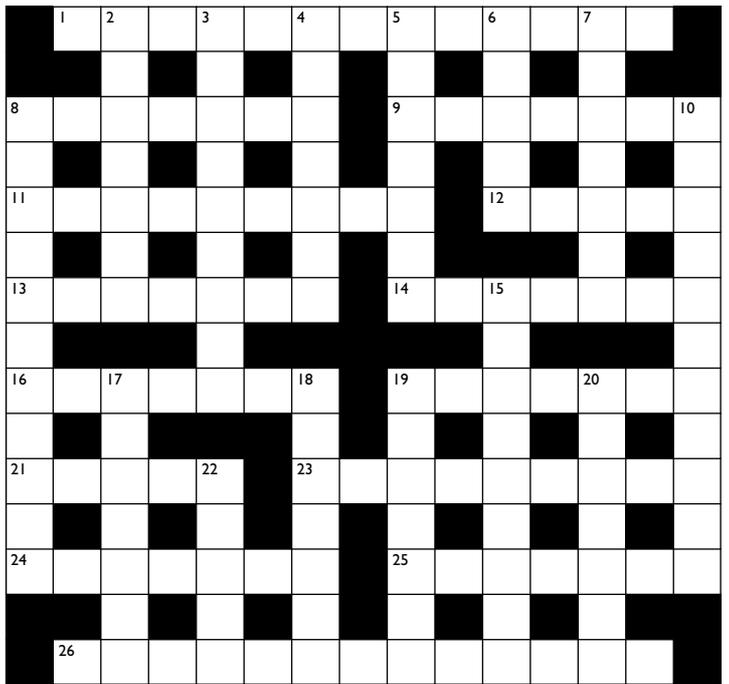
I would be interested to have clarification on this matter and to hear from others who find themselves in this unfortunate position.

I am also wondering why the BPS has asked me to fill in a large voting paper relating to the amendment of the Rules of the Society, and to read a 40-page booklet before doing so. Does the BPS perceive us to be people of leisure who have numerous hours to fill in such a mammoth form?

Sally East
*Orpington
Kent*



PRIZE CROSSWORD No.15



Across

- 1 Father theoretically displaying death wish? (4,9)
- 8 Stones run takes an hour (7)
- 9 Family touring port to see old instrument (7)
- 11 Sailors with canvas shelter keeping in the dry (9)
- 12 Rejoice when seeing former wife last month (5)
- 13 Most daring items of underwear (7)
- 14 High speed, say (7)
- 16 Mechanical and erratic orbit restricting oxygen consumption initially (7)
- 19 I turn green before experiencing giddiness (7)
- 21 Heard you five to go to universal film city for fleshy projection (5)
- 23 Overcharging for next portion without starters (9)
- 24 Colt, perhaps, kept in here when docked horse let out (7)
- 25 Monarchy to back the non-clerical during Tory revolt (7)
- 26 Freudian slips from a sly sycophant (13)

Down

- 2 Taking no drink for brief swim in continent (7)
- 3 Remiss when rejecting information that US soldier turned up in fast time (9)
- 4 Put in office again and turn to shock treatment (7)
- 5 Garment worn on cheek by Asian, say (7)
- 6 I am contracted for mature picture (5)
- 7 Lie around without a doubt in free time (7)
- 8 Mark nearly brought nothing in to Yorkshire town (11)
- 10 Ties reportedly matter for first Yankee soccer team (5,6)
- 15 Depiction of beam blocking door (9)
- 17 Said bees carry gold to the French trinkets (7)
- 18 Goodbye to good health! (7)
- 19 Swerve around junction with an old car (7)
- 20 I see pronounced twice lest no end for freezing drips (7)
- 22 Old, but old (5)

Solution to Prize Crossword No.14

Across: Elaborated code, 9 Opera, 10 Inebriate, 11 Resilient, 12 Attic, 13 Prow, 14 Barbershop, 17 Mushroomed, 19 Ides, 22 Remus, 24 Originate, 26 Solitaire, 27 Leg-up, 28 One of these days.

Down: 1 Ego trip, 2 Aversions, 3 Oracle, 4 Amine, 5 Electable, 6 Corsair, 7 Dealt, 8 Teacup, 15 Apologist, 16 Hydrangea, 17 Morass, 18 Risotto, 20 Steppes, 21 Gillie, 23 Milan, 25 Irene.

Winner: Eve Jackson, London

Send entries (photocopies accepted) to: Prize Crossword, The Psychologist, St Andrews House, 48 Princess Road East, Leicester LE1 7DR. Deadline for entries is 28 May 2004. A £25 book token goes to the winner, drawn at random from all correct entries.

Name.....
 Address.....

