

very short notice. The authors make some interesting suggestions for ways in which volunteers could relieve the resulting hardship. However, the speed of the general hospital 'conveyor belt' seems to require that discharge plans should be made before the patient is even admitted.

Finally, Roberta Nelson in *Creating Community Acceptance for Handicapped People* describes the barriers found in the United States to community acceptance and reintegration of disabled people. Many of these barriers, but not all, are found too in the United Kingdom. She goes on to outline ways of surmounting these obstacles in what is really a handbook of community organisation. It describes in detail, ways of fund raising, communicating with the public, dealing with the media, enlisting volunteers and so on. It is not medicine, it is not psychiatry, but it plays a significant part in the resettlement of the disabled.

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International Review of Research in Mental Retardation: Volume 9. Edited by N. R. ELLIS. London: Academic Press. 1978. Pp 301. £14.95.

In one of the better papers in this volume Heal and his colleagues report on research on community residential alternatives for mentally retarded people. Their review steers a careful course between documenting the shortcomings of available research and useable findings. Scheerenberger's report on institutions for the mentally retarded serves a similar though more superficial function. Gorman and Gottlieb discuss mainstreaming for educable mentally retarded children and indicate the possible contribution of research to this important educational process.

At a more fundamental level Guskin provides an excellent review of the effect of labelling on mentally retarded individuals, while Isaacson and Van Harteveltdt discuss "The biological basis of an ethic for mental retardation". This article is basically a reaction against the influential concept of normalization in the education of the retarded, but a reaction based on a misunderstanding of what is entailed in the process.

Reviews of experimental research balance the papers noted above. Discussions of information processing (Ross and Ward, and also Stanovitch) are included, and confirm the growing judgement that the experimental psychology of mental retardation has become peripheral to the main thrust of retardation research. Clausen reviews work on sleep and

evoked potentials notably in Down's syndrome and non-retarded groups. Martin considers the application of mediational processes to the teaching of reading in the retarded; while Hill produces a fascinating analysis of the nature of the savant.

This volume is hardly 'international'; it is a USA review and should be acknowledged as such. Nevertheless all those concerned with retarded people should acquaint themselves with its contents, variable though these are.

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Cognitive Defects in the Development of Mental Illness. Edited by G. SERBAN. New York: Brunner/Mazel. 1978. Pp 404. \$25.00.

It has been slowly dawning on thinking psychologists over the past two decades that they are not alone in thinking—people think. Even when you call them 'organisms' or 'subjects' they insist on thinking. This startling realization has led to a boom in 'cognitive' psychology. The tide seems now to have flowed into psychiatry so that cognitive defects are less seen as *one* aspect of *some* psychiatric conditions and are tentatively seen as a way of defining mental illness. One sign of this progression is the present volume which consists of papers from the 1977 Kittay Foundation Symposium.

The book ranges abroad over autism, brain damage, schizophrenia, neurosis and related topics. A great deal of it is self-congratulatory, neurophysiologizing of the simple correlational type. Thus a minimal correlation is found between the presence of sloppy talk and buggeridilithylene in the piddle system and though the finding is said to be extremely tentative much is hoped for it. Like many American texts, it is parochial with for example thirty-five American authors to three British, which is hardly in line with professional population ratios.

Much is blandly missing from the volume. Virtually no reference is made to psychotherapy which is, after all, our most massive attempt so far to ponder and deal with what are here being called cognitive defects in the development of mental illness. For example, the cognitive origin of neurotic thinking is discussed entirely without reference to the work of Ellis or Kelly or Rogers. All in all, a book in which revolutionary intentions have paved the way to professional platitudes.

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