

recurrent polemics there are some excellent chapters, such as Mahoney's factual and well-referenced account of the problems community care has with regard to finance and government policy. In the section 'Components of community care' there are excellent chapters on housing by Philippa Garety, day care and community support by Frank Holloway, 'Work and the continuing care client' by Stephen Pilling, and the best review of the role of relatives in the world literature, which was the contribution of Brigid MacCarthy. In the section on 'The evaluation of community care in action' there is an insightful account of the move of a ward from a large mental hospital to a house in an ordinary street some ten miles away. The author (Paul Clifford) is perceptive and compassionate in his description of this painful process.

In summary, there are some exceptional nuggets buried in this book which are well worth digging for – in particular, the chapters by MacCarthy, Holloway, and Clifford. My main complaint, however, remains; there is too much ideological drum-beating and too little about community care in practice.

R. E. LAWRENCE, *Senior Registrar in Psychiatry,  
The London Hospital, Whitechapel*

**Learning Disorders: An Integration of Neuropsychological and Psychoanalytic Considerations.** By ARDEN ROTHSTEIN, LAWRENCE BENJAMIN, MELVIN CROSBY and KATIE EISENSTADT. Madison: International Universities Press. 1988. 381 pp. \$45.00.

According to the jacket, the authors of this book are clinical psychologists in New York, and they tell us that they "have taught for years in psychoanalytically oriented departments of child psychiatry within medical schools". "This book", they also tell us, "is primarily addressed to the clinician who is conversant with psychoanalytic concepts and principles". They are concerned to address these psychoanalytically-oriented clinicians because many of them exhibit "a subtle preference for either a psychodynamic or neuropsychological explanation of (the) etiology" of learning disorders; and, the authors believe, the "time seems ripe to abandon such conflict for the sake of the . . . clinical realities" which the patient presents. It is necessary to do this, because the psychiatrists who dominate the scene, being psychoanalytically oriented, have, with rare exceptions, attributed learning disorders to psychodynamic factors, and have dismissed or ignored contributions from other perspectives, such as that of neuropsychology. The main object of the authors is quite straightforward: it is to persuade psychoanalytically-oriented psychiatrists, psychiatric trainees, and related workers in the United States to give due weight to the sorts of considerations which clinical psychologists draw to our attention, and, in general, to adopt "an integrative perspective" to learning disorders.

They set about their purpose in the following way. They classify learning disorders into four broad categories, while "focusing equally upon the in-between points" – disorders in which the aetiology is (a) primarily psychogenic; (b) primarily neuropsychological; (c) an admixture of the two; and (d) attributable to intellectual limitations. They describe and recommend the use of a number of psychological tests for diagnostic purposes – tests which are well-known to clinical psychologists (e.g. the Wechsler scale, Raven's Matrices, and the Rorschach test). They exhibit what they call their multiple perspectives and their testing programmes in a number of illustrative cases, thereby showing how they distinguish cases which are primarily psychogenic from those with neuropsychological components. They then go on to sketch their remedial principles and procedures – procedures which are practically-oriented for cases of the neuropsychological sort. They describe several such cases to illustrate what they have in mind.

This book is a competent and professional piece of work. However, it is distressing that the authors should have considered it necessary to write it. I am dismayed that they have found their colleagues in psychoanalytically-oriented departments of child psychiatry to be so ignorant, and so shut in behind the imprisoning walls of their psychoanalytic ideologies that they have found it necessary to try to knock holes in these prison walls, thereby letting in some fresh air from the fields of objective psychology and psychoneurology. I wish the authors well in their efforts to educate and free their colleagues.

B. A. FARRELL, *formerly Reader in Mental Philosophy,  
Emeritus Fellow, Corpus Christi College,  
University of Oxford*

**Student Psychiatry Today: A Comprehensive Textbook.**

By R. I. COHEN and J. J. HART. Oxford: Heinemann Medical Books. 1988. 478 pp. £17.50.

I would not agree with the authors that this is an *entirely* comprehensive textbook, but it certainly comes close. It has a considerable advantage over many of its competitors in this field in that it is attractive, readable, up to date, and well referenced. There are 24 chapters covering most aspects of the subject, and I was particularly pleased to see reference to community and general practice psychiatry, which are not covered in many older books. Relevant clinical examples are included wherever possible, with clear advice on management, and there is an extensive glossary which is useful if you are struggling to come to terms with an entirely new clinical language.

My major criticism is that the book is primarily a theoretical text and is not particularly orientated towards highlighting the *skills* that medical students will need to master during their psychiatry attachment.

Basic interviewing skills are not adequately covered, and there is no clear guidance on, for example, how to take a drinking history, how to plan what investigations you might wish to carry out, or even on how to draw up a psychiatric formulation. It is also rather weak in the areas of psychiatry appropriate to general medicine, and would have benefited from a chapter on dealing with psychiatric emergencies.

Nevertheless, despite these omissions, it is an excellent resource text and is likely to appeal to the student with a keen interest in psychiatry who wants to read and know more about the subject. As such, it will complement other student textbooks that reflect the relevance of psychiatry to other branches of medicine. It would serve the newcomer to the specialty well into the first few months of his or her Senior House Officer training.

LINDA GASK, *Lecturer in Psychiatry, University Hospital of South Manchester*

**HLA in Narcolepsy.** Edited by Y. HONDA and T. JUJI. Berlin: Springer-Verlag. 1988. 298 pp. DM156.

The title of this book at first sight appears daunting, combined with the fact that the authors are unfamiliar and the book is yet another conference compilation. However, delving deeper we find that just over 100 years ago Jean Gelineau published the first paper proposing the term narcolepsy, clearly differentiating it from epilepsy and linking the intractable daytime sleepiness with cataplexy. There is a valuable chapter on the Japanese experience of the disorder, picturesquely called the 'napping disease'. The vivid sleep hypnogogic hallucinations, sleep paralysis, and poor nocturnal sleep are emphasised, as well as the distinction between narcolepsy and other types of daytime somnolence – attempts to combat napping being crucial in the former. General management and the worldwide founding of a network of 'narcoleptic societies' organised by patients is mentioned.

The book provides an overview of the human leucocyte antigen (HLA) system. The narcoleptic HLA disturbance DR2 and DQw1 positive was discovered in Japan and has been confirmed worldwide. There is a near 100% association reported, which is not found in other forms of daytime sleepiness. Indeed, it is the strongest association for any HLA-related disease. This is therefore a disorder of special importance for the rapidly advancing molecular biology field which is currently adding immensely to the understanding of disease genetics. Its complexity is apparent from the fact that the HLA system is concentrated only on the short arm of chromosome 6, and the proteins encoded by use of these genes. The disappointment is the failure to demonstrate immunological disorder in narcoleptic patients. The most acceptable hypothesis is that the HLA gene itself, or one nearby, encodes an essential protein for normal sleep.

Clearly this admirable book is specialised, but of value to those with interests in sleep disorders. It shows clearly that a new laboratory technique must be accompanied by a careful re-examination of diagnostic criteria for the disorder under study.

D. F. SCOTT, *Section of Neurological Sciences, The London Hospital, Whitechapel*

**New Developments in Clinical Psychology Vol. 2.** Edited by FRASER N. WATTS. Chichester: Wiley and BPS Books. 284 pp. £29.50.

The second volume in this series lives up to standards set in the first. Watts is to be congratulated on bringing together another useful, varied, and well-presented collection of chapters.

The 16 chapters provide the reader with a well-completed selection of current topical issues in the field, mostly orientated towards therapy issues. Clarke & Greenberg open the volume with an interesting review of research on the two chairs method derived from Gestalt therapy. This is followed by the usual scholarly review from Brewin on attribution theory and therapy and a chapter by Marx on problem-solving therapy. Watts' own chapter covers some of the problems and developments in behaviour-based therapies for agoraphobia, and offers a short but useful review of the evidence for and against the role of the spouse. The emphasis on safety issues is also appreciated.

Parry gives an up-to-date account of social support. I especially liked her effort to highlight the fact that the current emphasis on autonomy and individuality as a therapeutic goal may be out of step with what we know about mammalian evolution. Hanley provides a discussion of treatments for emotional disorders in the elderly. With the growing shift in population demography this area is likely to become more urgent. The role of social factors as preventive variables requires further consideration. MacCarthy provides us with a view of the often neglected area of ethnic minorities. She highlights the point that some of the assumptions of our cognitive-based therapies may be culture-specific. As in Parry's chapter, there is a challenge to the assumption that self-determination and autonomy are always the pillars of good mental health. This may only be true in some cultures.

Dunn Smith explores the topical area of child sexual abuse, highlighting the fact that there is much we still do not know. Aldridge alerts us to the importance of applying psychological knowledge to prevent difficulties in children. Richer's chapter on the role of nutrition on mood and behaviour acknowledges the generally poor methodologies in this area, but offers a reasonable plea not to throw the baby out with the bathwater. Tyerman & Humphrey offer a very good review on the findings relating to the consequences of head injury and rehabilitation. They point out that there has been neglect of