

4. EDUCATION, PSYCHIATRIC AND OTHER

Undergraduate and Postgraduate Teaching in Psychiatry. By L. G. KILOH and J. G. ANDREWS. New South Wales, Australia. New South Wales University Press. Pp. 164. Price A\$3.

This book records the proceedings of a symposium conducted by the School of Psychiatry of the University of New South Wales in 1965. There are chapters on the teaching of the behavioural sciences, on the teaching of psychodynamics and psychotherapy, on the teaching of clinical psychiatry, the teaching of neurology, and the teaching of child psychiatry. Inevitably there is some repetition, but the book is enlivened by the free reporting of some differences of opinion between the participants. Moreover, the discussions in general are free-ranging and stimulating. It is refreshing to read a physician stating that he believes an understanding of psychiatric principles is as important in medical and surgical practice as a knowledge of morbid anatomy or metabolic pathways.

The figures given by Professor Trethowan in 1960 showed that Australian medical schools gave the least time to teaching psychiatry and allied subjects. On the other hand, British universities and the London medical schools fared little better and gave half the time available in Canadian and one third of that available in United States medical schools. It is clear from the book that the Australian medical schools have improved considerably since 1960 and one wonders if British medical schools are now bottom of the league in this respect.

In conclusion, Professor Kiloh says that at the symposium there was a united voice proclaiming the need for a more rational medical curriculum designed to accord with the emerging pattern of medicine, in which the behavioural sciences and psychiatry achieve balance with the more biological and mechanistic disciplines. It is unfortunate that this book is only likely to be read by psychiatrists, who in this field one must regard as the converted. One would like to think that the physicians and surgeons on committees, who decide the total curriculum for the under- and post-graduate, will read this, too.

A. A. BAKER.

Tutors and their Students. Advice from a Psychiatrist. By MYRE SIM. E. & S. Livingstone Ltd. 1966. Pp. 70. Price 5s.

This mini-book should be appropriately publicized so that it gets to the tutors for whom it has been written. It outlines, in an informed and sensible way, the psychological, social, sub-cultural and academic

problems of students, and suggests which of these a tutor should deal with himself and which should be referred to a psychiatrist. Dr. Sim recognizes that psychological problems may exist in the tutor and that he or she should acquire the insight to know when to ask the advice of a colleague or a psychiatrist.

It would be interesting to know whether the book will make any impact. As with books on study methods, it seems likely that it will be read largely by those tutors who by talent or temperament need it least.

SIDNEY CROWN.

A Study of Doctors. By M. BALINT, E. BALINT, R. GOSLING and P. HILDEBRAND. *Mind and Medicine Monographs.* Ed. M. Balint. London: Tavistock Publications. Price 28s.

The Tavistock Clinic's courses for general practitioners have been running for over fifteen years and have become widely known. In this book three of the seminar leaders and a psychologist review their teaching experience, with particular reference to their attempt to improve the selection of applicants. The method introduced was a Mutual Selection Interview in which teacher and student meet in a situation which provides a foretaste of the course, after which a joint decision about further training is reached. This selection procedure then had to be evaluated. To do so a method was needed for identifying the successful graduates, and here many thorny problems arose regarding the criteria of a successful therapeutic training. Eventually a reasonably reliable instrument was developed. A study was then undertaken from which it was concluded that the new admission procedure was, in fact, valuable.

The presentation is a little turgid, and the four authors sometimes get in each other's way. Nevertheless, attempts to assess general practitioner courses in any discipline are distinctly rare, and anyone concerned with post-graduate instruction will find this volume of interest.

N. KREITMAN.

Instructional Media and Creativity. The Proceedings of the Sixth Utah Creativity Research Conference held at Torrey Pines Inn, La Jolla, California. Edited by Calvin W. Taylor and Frank E. Williams, Department of Psychology, University of Utah. New York, London and Sydney: John Wiley & Sons, Inc. 1966. Pp. 397. Price not given.

There have been five previous Utah conferences on the subject of instructional media and creativity.