

client with the latter, clarifying what he wants and helping him use his own resources and imagination to achieve these. Whether one agrees with him or not, it is as clear a proposition for a professional relationship as a statement about a relationship can be.

This conclusion is not particularly extraordinary; what Nicholas Ragg suggests seems to fall, consistently enough, somewhere between consultation and advocacy. But he reaches this conclusion by an interesting route, bringing together ideas and concepts which are often insulated from each other, and I think that what he has to say does in fact contradict the way in which many social workers work. Unfortunately, however, the book is not easy to read. It reads like a thesis, being crowded with rather tersely summarised points of view and attributions, and I found it heavy going.

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LIAISON PSYCHIATRY

Psychiatry and the Paediatrician. By F. H. STONE. London: Butterworths. 1976. Pp 168. Index 7 pp. £6.00.

Psychiatric aspects of paediatrics have received academic interest in recent years, but often clinical practice is sadly deficient in this respect. General practitioners and paediatricians tend to be pre-occupied with organic disorder, and at least until late in the day fail to consider the impact of social and emotional factors. The fault to a large extent must lie with undergraduate and postgraduate teaching. A difficult balance has to be achieved between avoiding overburdening the student and giving sufficient basic training, but an understanding of the emotions and behaviour of children is essential to adequate medical treatment.

Psychiatry and the Paediatrician is intended to help paediatricians gain such understanding. The book is divided into three sections, an Introduction including development and interviewing, four chapters on psychopathology and ten chapters grouped together as clinical problems. The author is at his best when describing interviewing techniques and giving insight into the dynamics of relationships. Some of the other sections suffer because of the difficulties in covering the topics so briefly. There is little room for discussion of different views, though to be fair the author does indicate personal viewpoints, as in the section on psychopharmacology which might otherwise be considered biased.

It must be remembered that the purpose of this book is not to teach child psychiatry but rather to

encourage a particular attitude in paediatrics. It succeeds in this and can be well recommended, perhaps as much to undergraduates during paediatric attachments as to postgraduates. Low cost is essential for books for this market, and it is to be hoped that a soft cover edition is being produced.

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PERSONALITY

New Perspectives in Personal Construct Theory

Edited by D. BANNISTER. London: Academic Press. 1977. Pp 355. £10.80.

A Manual for Repertory Grid Technique.

Edited by FAY FRANSELLA and DON BANNISTER. London: Academic Press. 1977. Pp 193. £7.50, £3.80 (paperback).

New Perspectives in Personal Construct Theory is, on balance, an uneven, and ultimately disappointing book, containing too much that is not new and too little in the way of perspective. The exhumed piece by Kelly which opens the book sets the tone for much of what follows; it offers unexceptionable sentiments, a pleasant, homespun and unpretentious style and a decent optimism, but it does not represent a genuine contribution to knowledge. Issues which have received two or three millennia of philosophical attention and at least a hundred years of psychological inquiry require more serious attention. Instead, too many of the contributions are cloying, cosy, self-indulgent and self-congratulatory affirmations of loyalty to the theory; after 'as Marx himself said' and 'as Freud himself said', are we to suffer 'as Kelly himself said', too?

It is over twenty years since George Kelly's major work was launched, and the attempt to integrate his theory with the other main trends of psychology is long overdue. Too many of the articles collected here avoid this attempt, neither testing personal construct theory against new observations, nor considering how the theory ties in with the observations and concepts of other psychologists. Of the more theoretical papers, that by McCloy does extend the personal construct account of emotion quite thoughtfully. This account leaves one wondering what becomes of the body; for example, if one sees a car about to run over one's leg, is it 'imminent incidental change in one's core structures' that one experiences? Of the more personal papers, Mair describes in an entertaining way the use of the metaphor of 'community' for exploring the self but makes no reference to the large literature on the uses of imagery; in his passing acknowledgement to the existence of psychoanalysis