

and pioneering work in theory and practice of Jungian child psychotherapy, and to introduce the reader to Jungian child psychotherapy, a relatively recent development in analytical psychology. Originally it was thought that child neurosis was a consequence of parental psychopathology. Fordham expanded Jung's ideas about archetypes, the self, and individuation to apply to the child, particularly the archetypes of the collective unconscious. The authors practise in several different countries and, with the exception of the article on 'Sand play therapy with a psychotic child', they quote extensively from both Jung and Fordham. In addition to other shared references they list a wide selection of Jungian writers and writers from other disciplines, such as Bion, Meltzer, Klein, Winnicott, Bick, and D. H. Lawrence.

Fordham makes a substantial contribution at the beginning of the book in discussing the difference between the Jungian and Freudian approach to child psychotherapy. He emphasises the importance of acknowledging the real child in the real world as well as the symbolic internal child. The papers are arranged in a general developmental pattern. For example, an article early in the book uses infant observation as the basis to expand the concept of primal self and defences of the self, which are both purposeful for survival, but may be at great cost to emotional and psychological growth. Later in the book are articles about the treatment of a child approaching puberty and the treatment of an adolescent. Where similar concepts are used differently they enhance the sense of each therapist being an individual and using this uniqueness to relate empathically to each child. I felt that where the same concepts were stated in several articles the repetition helped to clarify the concepts.

Among the collection of themes discussed were playing and the growth of imagination, primal scene anxieties, individuation in the first half of life, acting out, acting in, and the resultant management problems.

Although the writers have a great deal of experience between them the book conveys a sense of an ongoing and dynamic learning process. This book is of a high standard, and is particularly valuable for those working with children in a wide range of settings.

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Etiology of Dementia of Alzheimer's Type. Edited by A. S. HENDERSON and J. H. HENDERSON. Chichester: John Wiley & Sons. 1988. 251 pp. £32.95.

Over recent years, dementia of Alzheimer's type (DAT) has unquestionably become 'sexy'. A combination of epidemiological constraints (the 'greying' of the Western World), chemical discoveries (cholinergic deficits), and other less easily definable factors have forced the scientific and lay community to sit up and beg.

Dahlem Conferences in general gather scientists of different disciplines together, and set them to review the state of research and to write group reports with a view to improving international co-operation and signposting future enquiries. This Dahlem Conference in particular was a response to the growing interest in DAT.

Each group report is preceded by reviews which form its heuristic data base. The reports themselves are concerned with risk factors, symptomatology, cellular pathobiology, and the relationship of DAT to normal ageing. It is difficult to avoid the conclusion that the cellular level is the important one. The key questions are such as, why is amyloid deposited in plaque cores? What are the genetic or environmental determinants of plaque and tangle formations? Readers interested in the progress of basic research will find this book an excellent and handy review. Individual papers are concise, and well presented and edited, and lists of sources are comprehensive. A real sense of excitement is generated by scientists of different disciplines trying to indicate an answer to the riddle within a particular area of research, but the need to co-operate never cedes to interdisciplinary rivalry. The group reports do seem to highlight the key questions, even if no satisfactory answers are yet available. The approach to future research is properly dialectic: e.g. amyloid deposition disrupts synaptic structure, versus neuritic degeneration causes reactive amyloid deposition. Readers must await the synthesis, but this book will help them to know how things are going. Some may even find it useful in deciding whether to dispose of all the aluminium saucepans!

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Community Care in Practice—Services for the Continuing Care Client. Edited by ANTHONY LAVENDER and FRANK HOLLOWAY. Chichester: John Wiley. 308 pp. £11.95.

Community care is a difficult and contentious issue, and its quality is highly variable up and down the country. There are differing views of both its theory and its practice. This book contains excellent chapters which address these issues. Unfortunately it is not, in the main, an honest account of present community care—it is more of an ideological tract. There is, throughout, the implicit assumption that community care is a Good Thing and mental hospitals a Bad Thing. This is finally explicitly stated in the last paragraph: "The contributors to this book . . . are united in the belief that better services can be provided. The inevitable decline of an outmoded system of care offers an opportunity that must not be lost".

The book comprises sections on planning community services, the components of community care, and the evaluation of community care in action. Despite the

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.

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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.

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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.