

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.