OTHER BOOKS OF INTEREST WITH BRIEF NOTES BY THE BOOK REVIEW EDITOR

Has functional localization gone too far? Each of the following three books answer with a resounding YES! Steriade, presenting mostly electrophysiological data at all levels of brain structure (see below) sums up their conclusions in his chapter 1—with italicized emphasis—that "*all data discussed in this chapter tend to demonstrate that the genesis of behavioral states cannot be localized within discrete brain areas, but depend on interactions between various structures*."

Fodor, J. (2001). *The mind doesn't work that way. The scope and limits of computational psychology*. Cambridge, MA: The MIT Press. 126 pp., $13.95 (PB).

Steriade, M. (2001). *The intact and sliced brain*. Cambridge, MA: The MIT Press. 366 pp., $55 (HB).

Uttal, W.R. (2001). *The new phrenology. The limits of localizing cognitive processes in the brain*. Cambridge, MA: The MIT Press. 255 pp., $39.95 (HB).

These two books deal with Asperger's syndrome, each designed for a different audience. Both are clearly written, have workable indexes and a good reference list. In addressing clinicians, Gillberg includes several assessment/screening measures. Ozonoff and her colleagues speak to parents with a truly "how-to" focus.

Gillberg, C. (2002). *A guide to Asperger syndrome*. New York: Cambridge University Press. 178 pp., $30 (PB).

Ozonoff, S., Dawson, G., & McPartland, J. (2002). *A parent's guide to Asperger syndrome and high-functioning autism. How to meet the challenges and help your child through*. New York: Guilford. 278 pp., $17.95 (PB)

Many clear illustrations contribute to making this a useful introductory textbook. Unfortunately it lacks adequate referencing; even cited studies are not referenced, and most of the material listed under "Further Reading" date to before the first (1992) edition.

Dowling, J.E. (2001). *Neurons and networks. An introduction to behavioral neuroscience* (2nd ed.). Cambridge, MA: Harvard University Press. 563 pp., $61.50 (HB)

Focusing on hippocampus and learning, Gluck and Myers, too, stress the interactive nature of brain activity: "Hippocampal function can best be understood in terms of how the hippocampus interacts and cooperates with the functioning of other brain systems."

Gluck, M.A. & Myers, C.E. (2001). *Gateway to memory. An introduction to neural network modeling of the hippocampus and learning*. New York: Cambridge University Press. 448 pp., $59.95 (PB).

This book should interest both pediatric clinicians and those whose practice includes adults who have/had these disorders. Each chapter provides a review of the course and outcome of a prominent childhood disorder with comprehensive referencing. The 12 conditions are: (1) attention deficit hyperactivity disorder; (2) developmental language disorders; (3) reading and other specific learning difficulties; (4) metabolic disorders; (5) hemiplegic cerebral palsy; (6) autistic disorders; (7) Down syndrome; (8) fragile X syndrome; (9) Prader-Willi and Angelman syndromes; (10) Rett disorder; (11) tuberous sclerosis; (12) Williams and Smith-Magenis syndromes.

Howlin, P. & Udwin, O. (Eds.). (2002). *Outcomes in neurodevelopment and genetic disorders*. New York: Cambridge University Press, 178 pp., $60 (PB).