

example, antisocial behaviour is covered in some detail, school refusal and sexual misbehaviour are treated rather superficially, obesity has a short paragraph, and anorexia nervosa is not mentioned.

One of the most useful features of the book is the extensive bibliography at the end of each chapter. Many of the references will be familiar to child psychiatrists. Apart from the editors, who are (or were) both clinical psychologists at the Institute of Psychiatry, the other contributors are not identified except by surname and initials at the beginning of each chapter. This is irritating for the reader, and seems a discourteous omission.

Although this is an attractively produced hardback book, I do not think the cost is justified by the contents, and would doubt that many trainees would wish to buy a copy.

PATRICIA AINSWORTH, *Lecturer in Child and Adolescent Psychiatry, University of Manchester*

**Problems of Pre-School Children.** Edited by NAOMI RICHMAN and RICHARD LANSDOWN. Chichester: John Wiley. 1988. 243 pp. £19.95 (hb), £7.95 (pb).

It takes a certain command of one's subject and confidence in one's ability to communicate it to be able to write and edit a book such as this that discusses the problems of pre-school children clearly, accessibly, and without recourse to jargon. The text is aimed at a wide audience of carers and professionals who work with young children. It makes no assumptions of prior knowledge of children's development or psychology.

The editors emphasise two main themes – firstly that early childhood is a time of adaptation and change, and secondly that all behaviour results from an interaction between the child and the effective social environment. The chapters are written by the editors and close colleagues from the Hospital for Sick Children in Great Ormond Street, and this, together with their careful editing, lends a coherence to the text.

In the first three chapters, Richman looks in turn at the stresses in families that may lead to problems in children, at the myriad of changes in society (such as lack of day care facilities in affluent Britain) that place stress on families, and at recent research on early social relationships. All this is done with great compassion and feeling for the needs of the child in his or her environment. Graham summarises genetic and physical influences on development whose action must be understood even when interventions are environmental.

Lansdown then follows with three chapters over-viewing language development, the clumsy child, and learning difficulties. In the latter, he discusses both mental handicap and specific learning difficulties, and it might have been better to separate the two topics. A sensible discussion on child abuse – both physical and sexual – is followed by a superb chapter by Richman in which she provides an overview of behavioural and

emotional problems. Douglas then covers behavioural management of common problems in a deceptively clear way, covering many topics and giving good advice that is clearly informed by clinical practice.

Jenkins & Milla provide a good example of how detailed understanding of mechanisms helps clinical practice. They summarise the development of feeding as a prelude to discussing failure to thrive, although the chapter covers all eating disorders. McGuire provides a less satisfactory discussion of gender differences, arguing, unsuccessfully from my point of view, that most are environmentally determined. Feminist perspectives are not necessarily scientific ones. Her chapter on child care away from the family poses interesting challenges to widely held beliefs about day care but, surprisingly, she does not discuss fostering or adoption.

The book finishes with a chapter on the functions and values of play (Richman & Dawe) and on the law as it appears to children (Bieber & Taylor). The latter will be helpful for my clinicians so it is unfortunate that it does not point out the duty placed on NHS professionals by the 1981 Education Act to inform LEAs whenever they suspect that a child may have special educational needs. Working with pre-school children, this must be a common occurrence.

This book admirably attains its objectives. It places the problems of pre-school children in a social context and draws on up-to-date research findings to clarify the mechanisms whereby problems develop. The simple, direct style of writing, with appropriate summary charts and no references in the text, will make it accessible to many carers, and thereby can only improve the wellbeing of pre-school children.

WILLIAM YULE, *Professor of Applied Child Psychology, University of London, Institute of Psychiatry*

**Interprofessional Consultation.** By DEREK STEINBERG. Oxford: Blackwell Scientific. 1989. 134 pp. £15.95.

Steinberg's short, clear and well-written book describes the principles of consultation between professionals, which he distinguishes from consultation with patients, referred to as "clinical consultation". The author is a specialist in adolescent psychiatry, and many of his illustrations are taken from his own experience. However, he is careful to discuss consultation in other settings, and his examples cover a wide range of general and psychiatric hospital community settings. Theory is succinctly summarised, and the book is principally concerned with the practical issues of how to carry out consultation and how to avoid and to deal with problems.

The most important chapters are those that describe the basic principles of consultation and a model for practical work. The former examines when consultation is useful, who should be involved, and what areas of work may be covered. This concludes that "the aim is to help the consultees stand back from the task and, less

hampered by over-involvement and tension, to think more clearly and to use to the full his or her imagination and capacity for inventiveness and good management". The chapter describing a model presents a scheme of consultation, beginning with the initial contact and the first consultation and then describing the processes of working together towards review and eventually ending the consultation. Steinberg makes it clear that this consistent and clear model can be adapted to a wide variety of situations, ranging from the briefest of contacts to a prolonged series of meetings.

I started this book with a scepticism induced by well-known authors on the subject who imply an omniscient consultant able to spread enlightenment in a manner that seems to bear little relationship to one's everyday clinical experience. Steinberg's consultation with his reader is more modest, more reassuring, and much more informative. He is sensible, cautious, realistic about problems of multidisciplinary work, and helpful about solutions. He suggests how the consultant can clarify his role and agree what he is attempting to achieve with those who are consulting.

I found this a very helpful book. I also found it easy to read, and I enjoyed Steinberg's cartoon illustrations. I recommend this book.

RICHARD MAYOU, *Clinical Reader in Psychiatry*,  
*Oxford University*

**The Therapeutic Community Movement: Charisma and Routinization.** By NICK MANNING. London: Routledge. 1989. 245 pp. £13.95 (pb), £25.00 (hb).

Interest in therapeutic community ideas has followed something of a sinusoidal path since 1946, when Main introduced the term to psychiatry. After a period of enthusiastic acceptance of the concepts and rapid development of their implementation, psychiatric preoccupations changed and there was a period of relative decline. The recent re-emergence of commitment to what this book correctly identifies as a 'core' of theory and practice which may vary substantially between one local manifestation and another has been accompanied by increasing professionalism and a growth in the research base for therapeutic community work.

This excellent book accomplishes several things. Firstly, it is a social history of the therapeutic community movement – chiefly in Britain, but drawing also on the author's experience in Australia. Manning, now a social scientist at the University of Kent, was research officer at the Henderson Hospital for some years, and is well placed to record this history and to set it within a sociological framework – the progression from a reliance on charismatic leadership to the adoption of the more sober and routine approach of current practice.

Secondly, the book refers to, and sets in context, a fair amount of the empirical research which even in its less popular days the therapeutic community movement

continued to generate. Few areas of 'milieu studies' or of the theory of therapeutic organisations have in fact attracted such persistent interest. Thirdly, there is a detailed report of a study by Janine Lees and the author of Richard Fellowship houses in Australia. Using path-analytic statistics, this claims to be a more sophisticated method than any hitherto applied to the evaluation of a residential regime. It demonstrates clearly that in this instance the observed outcomes cannot be accounted for by a combination of spontaneous remission and the careful preselection of 'suitable' patients, but must be contributed to by their experience in the community itself.

In all, this book is strongly recommended to general psychiatrists interested in the structure and management of therapeutic regimes.

D. W. MILLARD, *Fellow of Green College, Oxford*

**Sleep and Dreaming.** By JACOB EMPSON. London: Faber and Faber. 1989. 258 pp. £12.99.

Many negative book reviews conclude with a statement that the reviewer is uncertain as to which audience the author was aiming the book at. This excellent book on the subject of sleep and dreaming provides a range of information which would be of interest to and accessible to anyone with no specific knowledge about sleep and dreams, and yet manages to include sufficient literary and scientific information so that even seasoned sleep researchers will find interesting nuggets and unusual insights. Perhaps the author has been at an unfair advantage in achieving this unusual accomplishment by having carefully chosen a father who was a Professor of English Literature.

In the introductory chapter Empson elegantly and eruditely covers historical and literary facets related to dreaming, including a brief mention of psychoanalytic dream interpretation. Subsequent chapters deal with measurement of sleep, the experience of sleep and dreaming, sleep quality, and the function of dreaming and sleep separately. The chapters on the psychology of sleep and behaviour of sleep are, not surprisingly from a psychologist, particularly well done, other than the section on exercise and sleep (an area in which I have a 'vested interest' and different view). The section on sleep disorders will be too rudimentary for the professional who may treat sleep disorders, and is definitely more orientated towards the general rather than specialist reader. This section is uneven in its lack of comment, for example, about the dangers associated with night terrors, and gives limited simplistic advice which may lead lay readers to presume that no further help is available for more serious sleep disorders. Separately, Empson does emphasise the dearth of clinical sleep facilities within the UK.

Other positive features in this book were the sense of getting to know the author through the book, the