

therefore that ideas such as Kohut's should not be turned into entirely new schools. The final chapter, on 'The theory of psychoanalytic technique: a critique of some new points of view', by Arnold Richards, contrasts 'extenders' of traditional psychoanalytic theory of technique such as Gill and Kris with 'modifiers' such as Kohut who seem to be trying to set up new schools of their own, without trying to build bridges with other workers.

This third section, with summaries and then a critique of the views of Kernberg and Kohut, is the most coherent and satisfying part of the book, but I doubt many British readers will want to rush to buy it for themselves, although they might persuade a generous library to take it for reference.

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Users and abusers of psychiatry: a critical look at traditional psychiatric practice. By LUCY JOHNSTONE. London: Routledge. 1989. 311 pp. £25.00 (hb), £9.95 (pb).

This book is a forthright indictment of current psychiatric practice. The author is a clinical psychologist, and she writes an insider's critique of psychiatric practitioners and the system in which they practise. Doctors come out very badly. They are perceived as blinkered adherents to the disease model of psychiatry, who are at ease only when prescribing drugs or ECT. They hold the reins of power in psychiatry and use them to stifle new approaches and overrule dissent from other disciplines. As a result, patients receive repeated unnecessary hospital admissions, are relieved of personal responsibility for their problems, and too many remain in a limbo of handicapping dependence on a service that fails to see them as real people with understandable problems of living and relationships with others.

A series of case histories illustrate this folly. Elaine has had 22 admissions and 16 different drugs prescribed for problems that relate primarily to the sex role. Hypochondriacal Sam is convinced he has cancer, and treatment with antipsychotic and antidepressant drugs merely reinforce these convictions by their unwanted effects. Mother-oppressed Jenny can only escape from her child role by behaviour that the doctors diagnose as schizophrenia. These continue throughout the book, and in almost all of them we read of insensitive and ignorant staff who have no therapeutic resources left when their traditional mix of drugs and other physical treatments fail.

Johnstone explains psychiatrists' failings by their overly scientific training, the deficiencies of instruction in psychotherapy, and the infiltration of the pharmaceutical industry into all parts of psychiatric practice. She is

also sharply critical of the system in which psychiatry operates, and is convinced that this will have to be changed for patients to get the type of care that they deserve. She relies heavily on the experiments of Jan Foudraine in Holland and of R. D. Scott in Napsbury as role models for this reform, but concludes that these have failed because "psychiatry is required to be the agent of society while purporting to be the agent of the individual; and its main function is not treatment but social control".

All this is heady stuff, but hardly original. Where this book scores over its competitors is in the authenticity of its case material and by its informed criticism of some aspects of psychiatric practice that certainly need to be improved, particularly in some of our autocratic, hierarchical institutions. Despite this, I was left somewhat disappointed after finishing the final chapter. Psychiatry is like a boxer who has poor defensive tactics but is very difficult to knock out. It is not difficult to land some impressive punches and get him down on the canvas, but he will keep bouncing back. Johnstone has the ferocity and passion of a Mike Tyson, but her rubber opponent is used to punishment and I suspect will last 15 rounds without any difficulty. Nevertheless, I hope he will learn something from the contest and improve his communication skills.

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Psychiatric Rehabilitation Programs: Putting Theory into Practice. Edited by MARIANNE D. FARKAS and WILLIAM A. ANTHONY. Baltimore: Johns Hopkins University Press. 1989. 273 pp. £24.50.

In the word of rehabilitation, Anthony and Farkas are names to be conjured with. Their work has been influential in promoting psychiatric rehabilitation as a specialised subject with its own language, interventions, and evaluative measures. The main thrust of their teaching is based on the concept that skills training can enable people with psychiatric disabilities to function in environments of their choice. This book seeks to demonstrate that this model can be applied in the spheres of housing, work, education, and long-term support, within a variety of rehabilitation services. Papers by a huge number of contributors from North America are organised by adopting a strictly ordered format; each of the main chapters starts with a historical and current overview of the services, followed by 'case studies' of rehabilitation agencies and their programmes, and concludes with a statement of evaluation and a prospective view of their directions. The editors' introductory and closing chapters attempt to draw the threads together.

Reports from numerous agencies highlight their current preoccupations as well as factors which facilitate or hinder the implementations of their programmes.

Their tone is generally enthusiastic and optimistic, with a tendency to be repetitive and proselytising; their content, however, is often rewarding. The chapter on housing, for instance, strengthens the case for discarding the model of a time-limited continuum of residential settings and argues for separating the accommodation type from the rehabilitation process itself. There are a number of innovative ideas in the chapter on vocational rehabilitation, which also includes a discussion on the gulf which occasionally exists between treatment and rehabilitation. Both these chapters give a strong impression of rehabilitation services which have developed independently of clinical teams and which hardly acknowledge the role of medical input in rehabilitation. They also implicitly endorse the circumscribed, specialised role of some of the agencies in defined areas of rehabilitation rather than a more comprehensive, multifaceted approach.

The view is occasionally expressed that trends in the UK eventually follow those of the USA. However, while British rehabilitation systems, which have traditionally been health service led, have gradually moved towards greater involvement with social services and voluntary organisations, American agencies which have been predominantly non-medical are attempting greater integration with mental health services. This theme is discussed by Cohen from perspectives within the wider social context. In another chapter, devoted to social support systems, Goering *et al* describe a co-ordinated community case management programme.

Although the book's focus is inevitably on the American scene, much of the subject matter is of relevance to British rehabilitation professionals.

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The Wish for Power and the Fear of Having It. By ALTHEA HORNER. New Jersey: Jason Aronson. 1989. 199 pp.

Here is a book that, on the face of it, is very much for our time, relevant not only to the understanding of the extra dimension of power in the lives of our patients but also in our own, at least professionally. Object relations theory provides the main development model for the book, and adult power issues are related to the role of power in the developing relationship between child and parent. In particular, attention is paid to the effect of that relationship on the child's developing sense of identity, and of mastery and will, and above all of what is termed "intrinsic power".

Various deviations from the normal developmental process are examined and form the most interesting sections of the book: flight from power, or refusal of it; envy, and spoiling of others' power; and the gener-

ational transmission of powerlessness. The extra perspective added to the understanding of child development, and of its effect into adult relationships, seems of likely value; but although rich veins of new material seem tantalisingly close in these discussions, ultimately the author cedes little of it. A ready tendency to digress, and the absence of a clear thread of argument linking the book together, are the main reasons for this.

The first chapter builds up a testimony to the importance of power in our lives by way of quotations from literature and various aphorisms, but these lack any other interrelatedness than the issue of power. In similar fashion, sections later on in the book are ephemeral, vignettes that make transient sense but together lack the depth of a developing argument. The power dynamics behind clinical presentations such as anorexia nervosa or the addictions, or inherent in marital or workplace relationships, while discussed in a lively fashion, draw little upon the developmental material of the earlier chapters, reading instead more as homespun philosophy for survival in a variety of life situations.

There is insufficient theoretical groundwork laid in this book for it to be of value to newcomers to child development, while more knowledgeable readers may well be frustrated by the failure to develop such potentially valuable ideas with more depth and cogency. Those willing to make the effort may be rewarded by occasional nuggets of gold.

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Behaviour Problems in Young Children. By JO DOUGLAS. London: Routledge. 1989. 218 pp. £25.00 (hb), £9.95 (pb).

This book is a clear basic guide to common behavioural and emotional problems in pre-school children, written by a clinical psychologist. The opening chapters give a general overview of behaviour problems and how to assess them, and the book then moves into chapters about specific common problems, such as difficulties with sleeping and toilet training. The emphasis throughout is on gathering enough appropriate information to construct practical solutions, which are mostly behavioural, although keeping the family context and the child's developmental level in mind.

By staying with the pre-school age group, the author is able to keep the text uncomplicated and clear, with an emphasis on helping parents to deal with relatively discrete problems in the early years to try and prevent more complex difficulties later. However, she is realistic about the difficulties of applying her model to families under severe stress of the interpersonal or socioeconomic type.