

high suicide potential is unfortunate nonsense. There are so many errors that the book can only be commended as a source of references, though two I wanted to look up from the text were not listed at the back.

IAN OSWALD

NEUROLOGY FOR NURSES By Edwin R. Bickerstaff. 2nd edn. (Pp. 156; 42 figures; hard backed £1.50; soft backed 80p.) English Universities Press: London. 1971.

The first edition was well received and the second will increase its reputation as essential reading for nurses, physiotherapists, radiographers, electroencephalographers, and laboratory technicians working in the neurological field. The author has a gift for clear exposition of basic essentials. It is not a book about neurological nursing, but an elementary account of clinical neurology.

J. A. SIMPSON

COGNITIVE PSYCHOLOGY Edited by A. Summerfield. Vol. 27 No. 3 of *British Medical Bulletin*. (Pp. 290; illustrated; £2.00.) British Council: London. 1971.

Primarily addressed to experimental psychologists, this issue of *British Medical Bulletin* records a change of emphasis since Volume 20 No. 1 which is of interest to neurologists concerned with higher cerebral functions. At an immediately relevant level are valuable chapters on dysphasia, cognitive deficits in children, normal and pathological memory, and the neurological basis of complex learning, but all the material in this excellent number will influence future methods of studying minimal brain damage.

J. A. SIMPSON

COMPANION TO PSYCHIATRIC STUDIES Edited by Alistair Forest. (Pp. 484; illustrated; £10.) Churchill Livingstone: Edinburgh. 1973.

Under the editorial directions of Dr. Alistair Forest, a group of psychiatrists, chiefly from Edinburgh, has produced one of the first textbooks designed primarily for those intending to sit examinations for membership of the Royal College of Psychiatrists. The book consists of two volumes, the first being concerned with clinical science and administration, and the second with clinical practice. To write a book in anticipation of the requirements of an examination clearly presents difficulties in terms of both the selection of contents and the standard of information required. In the case of Dr. Forest's book the selection of topics is broad but the amount of detail offered in individual chapters is very variable and at times inadequate. However, most

contributors give extensive bibliographies which include key papers and books. Chapters concerning the biochemical basis and clinical aspects of affective disorders are particularly good value. Overall, the impression gained is that a bold attempt has been made to design a new examination text but competition from established works will be difficult to overcome.

M. R. BOND

PSYCHIATRIE DER GEGENWART: KLINISCHE PSYCHIATRIE II Edited by K. P. Kisker, N. E. Meyer, M. Müller, and E. Strömgen. (Pp. 1275; illustrated; \$78.70, DM 248.) Springer: Berlin. 1972.

Since the first edition of this handbook, the section on clinical psychiatry has grown from one to two volumes. This second volume is largely organic and will be of interest to both neurologists and psychiatrists as it deals with the debatable land between their specialties, traditionally less divided in German speaking countries, from which most of the contributors are drawn. Some English and French contributions appear in their own tongue.

The sections on the organic psychoses are models of diligence. They can be criticized for an excessive attention to the minutiae of classification but as a source of reference, particularly in regard to rarer diseases, they are invaluable. Most of the sections have been expanded or completely rewritten, often by new contributors. Some problems of balance, seemingly inevitable in such large texts, have not been solved. Epilepsy is dealt with in 238 pages (including 85 on drug therapy alone), while the clinical chapter on mental retardation has only 62 pages and is less detailed than one would expect in a text of such size. Reflecting trends in psychiatry, the other two major sections—on addiction, including alcoholism, and the psychiatry of old age—have been considerably expanded. The references throughout are extensive and catholicly chosen from past and present world literature.

I. M. INGRAM

LEARNING, SPEECH AND THOUGHT IN THE MENTALLY RETARDED—Symposia 4 and 5 Edited by A. D. B. Clarke and M. M. Lewis. (Pp. 83; illustrated; £1.80.) Butterworths: London. 1972.

The relevance of developmental linguistics to mental handicap is now widely realized. We are now in the third era of the study of speech and language. The first era was one of observation and collection; the second era, neurophysiological exploration and study of thought processes; and the third era, characterized by Chomsky, Mittler, Brown, and Lenneberg, is concerned with deep and surface structures and generative grammars. This era is also the