

Lessons Of Leucotomy

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should have particular value in bringing out focal features, e.g. ideational or constructional apraxia, in the senile and presenile dementias, and in permitting a useful qualitative assessment of general intellectual status. Unfortunately, they make no attempt to assess personality changes of the kind that so commonly occur in connexion with organic brain disease and which may be quite as important for diagnosis and management as disorders in the intellectual sphere.

GENETICS AND PSYCHOPHARMACOLOGY Edited by J. Mendlewicz. (Pp. 132; illustrated; DM 55.00.) Karger: Basle, 1975.

Since the discovery that the marked individual differences in response to drugs must be attributable in part to hereditary factors, the study of pharmacogenetics has proceeded apace. The inclusion of many psychotropic drugs in this field has brought it to the attention of psychiatrists, and the nine papers in this volume indicate the range of current investigation. The material includes on the one hand such biological topics as the genetics of monoamine oxidase, cytogenetic drug effects and acetylator status and, on the other hand, more clinically orientated studies of drug response. They point towards a potentially exciting area of collaborative research.

EXPLANATION IN THE BEHAVIOURAL SCIENCES Edited by R. Boyer and F. Cioffi. (Pp. 520; illustrated; £2.95.) Cambridge University Press: London, 1975.

The bases of psychiatry, so we are told, are located in the field of behavioural science rather than in neurobiology. For this reason it is important for psychiatrists to become familiar with the logic and modes of thinking adopted by the philosophers, sociologists, anthropologists, psychologists and linguists who concern themselves with some of their own preoccupations. This book will help them to do so. It contains twelve expositions of various explanatory systems, each followed by an invited critique to which the expositor in turn replies. The value of the dialogue is ensured by the choice of subject and the quality of the contributors. Psychiatrists will probably turn first to Cioffi and Farrell on 'Freud and the Idea of a Pseudo-science', but they will find equally relevant and more fundamental issues explored by Eysenck and Bannister ('Explanation and the Concept of Personality'), Sutherland and Grundy ('Is the Brain a Physical System?'), and Chomsky and Black ('Problems of Explanation in Linguistics'), to mention only the more obvious. A book to be read carefully and discussed often.

CLASS, CODES AND CONTROL, Volume 3: TOWARDS A THEORY OF EDUCATIONAL TRANSMISSIONS By Basil Bernstein. (Pp. 167; illustrated; £3.50.) Routledge & Kegan Paul: London, 1975.

Six of the seven papers contained in this book have been published elsewhere. None the less, taken as a group they should help the non-specialized reader to follow Basil Bernstein's more recent thinking on the sociology of education, especially as he has attempted to draw his ideas together in a long introduction. He does not always express himself felicitously and the concepts are not easy to grasp, but it is worth staying with his original and imaginative approach to an unusually important central thesis, namely that 'How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control.'

LESSONS OF LEUCOTOMY By A. Robin and D. Macdonald. (Pp. 100; illustrated, £2.25.) Kimpton: London, 1975.

Over the past 40 years leucotomy has undoubtedly brought benefits to psychiatrists, surgeons and neuroscientists. Whether these benefits have been extended to the large leucotomized patient-population remains a more dubious proposition. The familiar and saddening reasons are presented yet again in this little monograph, which is essentially an extended review article. From time to time, however, it is as well to be reminded of the facts and fictions relating to a topic which has recently shown signs of revival.

INTERMENT IN CONCENTRATION CAMPS AND ITS CONSEQUENCES By Paul Matussek. (Pp. 269; illustrated; DM29.20.) Springer-Verlag: Berlin, 1975.

In its original German this book was comprehensively reviewed in *Psychological Medicine* in 1972 (Vol. 2, p. 89). The appearance of an English translation should enable its sombre message to reach a larger readership. Based on interviews with concentration-camp survivors it presents the psychiatric sequelae of a phase of organized inhumanity which has been unusually well recorded. Neither the statistics nor the clinical neutrality conceal the horror in the text.

PIAGETIAN THEORY AND THE HELPING PROFESSIONS Edited by G. I. Lubin, J. F. Margary and M. K. Poulsen. (Pp. 348; illustrated; \$7.50.) University of South California: Los Angeles, 1975.

This volume provides further evidence, if that be needed, of the increasing acceptance of Jean Piaget on the American academic circuit. It contains the

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