

in neurology teaching. The aim of the series is, as series editor Orrin Devinsky puts it in the series' foreword, "to bridge the gap between the didactic presentation of information in a review article or text [and] the clinical wisdom and pearls presented on clinical rounds or a phone consultation with a colleague." In this latest volume of the series, Professor Roos has accomplished this admirably.

The book is arranged in twelve chapters beginning with a brief but engaging historical perspective and culminating in chapters on fungal, tuberculous, syphilitic and carcinomatous meningitis. The main body of the book (and the majority of the maxims) is, appropriately, focused on the various aspects of bacterial meningitis: pathophysiology, clinical presentation, CSF findings, etiologic organisms, treatment and prevention. The index is extensive and allows quick location of specific information.

Most of the maxims themselves, by their very nature, will be quite familiar to any practicing neurologist and therefore this book will be of interest primarily as a teaching tool rather than as a reference. The brief discussions that support the maxims are presented in a very readable and enjoyable fashion, and, for the most part, are informative and well-referenced, although it is somewhat disappointing that the sections on immunology and future treatment strategies contain relatively few post-1990 citations. Neurology trainees preparing for exams may find this book particularly useful, however with a cover price of more than \$50 for a book with such a narrow focus, it may have to rely on training programs and institutional libraries to reach this audience.

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CLINICAL CHILD NEUROPSYCHIATRY. 1995. By Christopher Gillberg. Published by Cambridge University Press. 366 pages. \$C104.00

Child psychiatry has numerous unhelpful traditions: The separation of organic and functional in psychiatry still informs child psychiatry to an extent where the physical examination of the child presenting with psychiatric symptoms is often totally neglected. The divide between what is perceived as clinical work and research affects child psychiatry powerfully. Reading of the erudite volumes by "experts", (usually researchers) appears unrewarding to the non academic clinician. Perhaps this is because the issues being researched do not readily lend themselves to practical application, or because the researchers seem out of touch with ordinary clinical child psychiatric problems. Professor Gillberg provides some remedies. This book is a powerful antidote to the inclination to conceptualize children's psychiatric problems in vague functional, social, or moral terms. It highlights the relevance of the medical perspective. The book gives convincing reasons for considering potential organic aetiology in child psychiatry. It succeeds in making the notion of discovering relevant aetiology challenging and exciting. Professor Gillberg writes with enthusiasm about his clinical practice and is very evidently mindful of practical clinical applications throughout his book. The book should appeal to those child psychiatrists already committed to a neuropsychiatric

approach by providing an excellent source of information and encouragement. It should also interest clinicians less orientated towards the neuropsychiatric approach by virtue of its "unstuffy" style and the fact that it does not presuppose a wealth of prior knowledge on the part of the reader.

Initially there is an overview of a range of conditions including Autism and Aspergers syndrome, Dyslexia, Tourette's Syndrome and DAMP (Deficits in Attention Motor control and Perception). A chapter on background factors includes interesting discussion of the concept of optimality in the pre and perinatal period and from a clinical viewpoint the chapter provides a most powerful argument for the importance of obtaining a full medical/family/developmental history in the clinical assessment of the child.

Numerous specific clinical disorders are dealt with in detail in part II including disorders of empathy (which Professor Gillberg suggests may be much more widespread than is currently accepted) and DAMP. Both receive very full consideration. There follow descriptions of a number of less common specific syndromes (Angleman, Cornelia de Lange, Duchenne's Muscular Dystrophy). Foetal Alcohol Syndrome and Fragile X are included, each with clear indications of appropriate diagnostic work up. The attention to diagnostic investigations throughout the book is very thorough. Though these may seem beyond the reach of ordinary clinical practice at times, clear indications are given of which investigations should receive priority. Chapters on psychotic disorders, sequelae of head injuries, epilepsy and other neurological disorders follow.

Part III, "Assessment" gives a comprehensive overview of assessment and laboratory investigations and includes a review of neuropsychological work up. Professor Gillberg offers sufficient detail and discussion in this section to enable the child psychiatrist to have a meaningful and creative discourse with the psychologist in the team (if there is one).

Part IV is about intervention in rather more summary form. A broad view is taken including psychoeducational approaches, support groups and psychopharmacology.

The strength of the book is in its clear and non-patronizing presentation of information including that which may appear rather basic but is not necessarily common knowledge; and in the enthusiastic encouragement of clinicians interested in understanding the medical and neuropsychiatric issues relevant to their patients problems. I found it a friendly book to read and thought it might even win over some trainee child psychiatrists presently disenchanted with medicine by its enthusiastic tone and reassuring practicality.

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MAGNETIC RESONANCE IMAGING OF THE BRAIN AND SPINE. 2nd EDITION. 1996. Edited by Scott W. Atlas. Published by Lippincott-Raven. 1675 pages. \$C319.00

This new version of an already highly regarded text in Magnetic Resonance Imaging reflects the rapid changes that have occurred in the last five years in the field. It has expanded, both in numbers of chapters (from 28 to 32), and pages (from 1121 text pages to 1653 text pages) from the first edition in