exclusion/integration, institutionalisation and normalisation issues.

Overall, given this book's wide-ranging European professional, service and theoretical prospectives, it should prove a useful contribution to the growing international literature on psychotherapy for people with learning disabilities. In the UK, analytical psychotherapy provision for people with learning disabilities is extremely patchy and mainly provided in specialised centres such as the Tavistock Clinic, London.

I recommend this book primarily to professionals undertaking and supervising analytically-informed psychotherapy work for people with learning disabilities. They should find that this interesting and easily readable book will broaden the theoretical perspectives underpinning their clinical psychotherapy work and lead to better psychodynamic under-

standing of people with learning disabilities, their families and carers. The book would also be a useful addition to psychiatry and psychology of learning disabilities and psychotherapy departmental libraries.

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Basic Family Therapy (4th edn)

By Philip Barker. Oxford: Blackwell Science. 1998. 320 pp. £19.99 (pb) ISBN 0-632-04259-1

In recent years, the family therapy movement seems to have sometimes deliberately enjoyed producing obscure texts using impenetrable jargon. This book does what its title claims and is a basic, clearly written overview of the subject. The format has remained the same since the previous edition in 1992, but the text has been updated where necessary, for example in the chapter on research and the section on informed consent.

There are issues that cannot be explored in depth, and content on particular complications such as family violence and child abuse is limited. However, there is a large bibliography to allow more detailed reading.

As a text for trainees, it is helpful by being clear and is interesting enough to tempt beginners into reading further works. The book is good value for money and worth any library updating to this edition.

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