

Correspondence

PROGRAMMED LEARNING FOR THE D.P.M.

DEAR SIR,

Helping registrars to prepare for Part I of the D.P.M. is often found to be difficult in mental hospitals a long way from centres where there are formal courses in neuro-anatomy, neuro-physiology, psychology and statistics. Learning theory has provided a novel method of writing text books on these subjects which some people find easier to use than the customary ones.

The following is a list of programmed books which have been tried at this hospital and found to be of value. I would like to hear from others who have used these or similar books.

1. Human Behaviour, L. F. Malpass (Editor), McGraw-Hill, 1965, 40s. soft cover, 60s. hard cover.

This book covers scientific method in the behavioural sciences, conditioning, development in childhood adolescence and adulthood and personality structure. The point of view is sometimes behavioural but particularly in the developmental and personality sections is psychoanalytical and American culture-bound. A final chapter deals with the philosophical questions involved in the mind-body relationship. The book's main drawback is attempting to cover too much ground too simply, and it tends to be boring.

2. The Analysis of Behaviour—A Program for Self Instruction. Holland and Skinner. Harvard University. 36s. soft cover, 48s. hard cover.

An excellent book but rather one sided in its point of view.

3. Neuro-anatomy, Sidman, R. L. and M. Churchill. 82s. 6d. Vol. I (only volume published so far).

An excellent book giving a comprehensive and simple account of what is usually found to be the most difficult subject to study. The programming approach gives a really new method of learning.

4. Introduction to Genetics. Kormondy. McGraw-Hill. 32s. soft cover, 48s. hard cover.

The aspects covered are cell reproduction, mendelian genetics, sex determination, linkage, chromosome mapping, complex inheritance patterns, morphology and physiology of genes, cytoplasmic inheritance and population genetics.

This excellent book presents the facts in a more

easily assimilated fashion than the conventional text book. In some sections it is probably too advanced for the Part I student, but the basic part is entirely suitable.

5. Statistical Concepts. McCullough and van Atta. 32s. soft cover, 48s. hard cover.

This book deals with the parametric and non-parametric tests used in the behavioural sciences, but it attempts in a more successful way than the conventional text books to give statistical understanding to the user. In doing this it presents the subject with outstanding clarity.

6. Teaching Machines and Programmed Learning. Fry. McGraw-Hill. 52s. hard cover.

This is a general account of the principles of programmed learning and the variety of techniques available. It also discusses how to construct a programme and how to evaluate the effectiveness of these methods.

Information about programmed texts can be obtained from the Association for Programmed Learning, 27 Tavistock Square, London, W.C.1.

There is also the 'Rochester Clearing House for Information on Self-Instruction in Medical Education', co-ordinator U. P. Lysaght, 260 Crittenden Boulevard, Rochester, N.Y. 14620, which will supply information on the subject.

B. M. BARRACLOUGH.

*M.R.C. Clinical Psychiatry Research Unit,
Graylingwell Hospital,
Chichester, Sussex.*

THE INDEPENDENCE OF NEUROTIC AND ENDOGENOUS DEPRESSION

DEAR SIR,

I should like to make the following comments on the paper under this title by McConaghy *et al.* (*Journal*, May, 1967, p. 479):

1. *The Selection of Patients*

The authors assume that the private patients constituting their material do not differ from the N.H.S. patients of the Kiloh and Garside (1963) study. This assumption is quite unwarranted for two good reasons: (a) the two studies were undertaken in