

framework or organisation and cultural setting in which it is discussed. Just health care, whatever it is, is likely to be different in different countries.

Just Health Care raises important issues, issues which merit more debate. Insofar as the book fosters such debate it is worth a read.

PROFESSOR GAVIN MOONEY
Director, Health Economic Research Unit,
University of Aberdeen, Department of
Community Medicine, Foresterhill,
Aberdeen

The Place of the Humanities in Medicine

Eric J Cassell, 56 pages, New York, \$7.00, Hastings Center, 1984

This essay reviews the place that the humanities have held in medicine in the past and examines what they have to offer to modern medical practice. It looks at the changes in attitude that are occurring in health care and considers ways that philosophy, history and literature can help our understanding and facilitate these changes.

The historic review is short and rather superficial. It concludes that the growth in emphasis on scientific training and method following the publication in 1910 of the Flexner Report on Medical Education led to the undervaluing of a liberal education as a foundation for a medical career. This attitude has persisted until the present.

However, there are some indications of a recent change in emphasis. The amount of teaching of various courses – including ethics, literature, philosophy, human values, religion and medical history – in some American medical courses is discussed, and it is concluded that there is a growing awareness of the need for doctors to be versed in the scope and value of the humanities, and for an increase in curricular time devoted to these subjects.

What the humanities have to offer, and how best they can be communicated to medical students takes up the bulk of this short monograph, and this section concludes that medicine cannot progress unless the humanities are given a full role in medical education and practice. The obstacles to achieving a balanced education, and possible solutions, are put forward in the conclusion to this book.

The range of the humanities covered in this short work means that arguments cannot be developed in depth. Neither are different benefits emphasised for different liberal studies. While some

useful arguments are put forward, it is unlikely that this book will persuade those now unconvinced, that medical schools should introduce liberal studies courses.

RICHARD J WEST
St George's Hospital Medical School,
London SW17

Nursing Models: Analysis and Evaluation

Janice A Thibodeau, 157 pages, Belmont, California, \$10.95, Wadsworth Inc, 1983

It is difficult to discuss this book without naming at least some of its chapter headings. They are: The development of nursing science; The relationship of theory to model development; Historical development of models of nursing practice; Types of conceptual model; Criteria for analysis and evaluation of a nursing model; each of the following four chapters is used for the analysis of one of the models; the penultimate chapter deals with the implications of models of practice for nurse managers and the book concludes with a chapter on the future directions of nursing.

Appropriately and courageously, the author attempts to define important concepts such as theory, model, paradigm, which are so liable to misuse and lack of understanding. Understandably, but regrettably, she does not achieve the clarity hoped for and her own use of the terms in the text tends to be somewhat blurred.

A nursing paradigm is described as one which contains four essential components, namely people, health, environment and nursing; however, in her analysis of the four models using her four-pronged structural framework, the 'nursing' component could just as easily be applicable to other disciplines such as physiotherapy. Thus, the fundamental problem of this book lies in the definitions of the components of a nursing paradigm on which the analysis and evaluation is based; they are circular, tautological and self-defeating.

The book has many assets. The author has responded to the urgent need for a critical review of nursing models and their possible application. She has provided a helpful perspective especially in the historical chapters. She has attempted to apply her framework to some of the best known nursing models. The bibliographical references are excellent and should prove valuable starting points for further reading. This is a useful book for libraries as a source

book for students of nursing theories and models. It is not easy reading for nurse practitioners and, in my view, it does little to bridge the gap between the doers and thinkers, the author's wish expressed in the first paragraph of chapter one. The most fundamental criticism so far as readers of this journal are concerned is the notable lack of analysis of the many ethical issues intrinsic to any 'nursing model'.

LISBETH HOCKEY
Freelance consultant, writer and Guest
Professor, University of Uppsala, Sweden

Ethics and Mental Retardation

Authors/Editors L Kopelman and J C Moskop, xvi + 258 pages, Dordrecht, \$29.50, Dfl 11.90, D Reidel Publishing Company, 1984

I approached the reading of this book with some trepidation for two reasons. There is so little written on ethical issues in relation to mental handicap that I very much wanted this book to fill a large gap in my knowledge and in the literature. Secondly, I feared that the book would be so full of legal and ethical jargon that it would be turgid, uninteresting and hard to understand for the average British reader. I am glad that I was proved wrong on both counts. This book covers a wealth of subjects within the topic from the issue of rights and responsibilities, respect and the effect of labelling, the interface between religion and disability, the law and public policy. Despite this being a book from the USA (and all the contributors come from that country) much of what is written is relevant to what happens, or should be happening in Great Britain.

The book is a collection of writings taken from the papers presented at a symposium held in 1981 in North Carolina, supported by both the School of Medicine and the Department of Philosophy at East Carolina University. The title of the symposium was Natural Abilities and Perceived Worth: Rights, Values and Retarded Persons. While multi-author books and in particular books that follow a symposium run the risk of repeating information already known and reproducing articles that vary unacceptably in complexity, this book manages to avoid both. However, section 1, on Examining the Rights Tradition, written entirely by philosophers, is probably the most difficult for doctors.

Perhaps the section that interested me most was section 3, which explored the link between theology and disabil-