

based not upon strategies of personal gain, but upon a sensitive awareness of others.

*Evaluative Research in Social Care* is a collection of papers previously presented at a 1980 workshop. The range of contributions is broad, drawing upon health and social service evaluation not only within the U.K. but the U.S. as well. While in their postscript the authors note that no useful objective could be served by an attempt to summarize the range of contribution I personally felt that the book would have benefited from increased editorial intervention, e.g. an introduction. Recurrent themes in many of the papers have to do with (a) the methods of evaluation, and (b) the relations between research workers, practitioners and policy makers. Unfortunately, neither of these can be much clarified by the format of short papers. Having said this, however, the book nevertheless stands as a useful account of some recent projects in what appears to be a growing area.

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**Violent Behavior: Social Learning Approaches to Prediction, Management and Treatment.** Edited by RICHARD B. STUART. New York: Brunner/Mazel. 1981. Pp 303. \$25.00.

This book is one of a series of publications sponsored by the Banff International Conferences of Behavior Modification. The preface tells us that "major presenters at the Banff Conferences are required to specifically write a chapter for the forthcoming book, separate from their informal presentation and discussion at the conference itself". It is indeed apparent from the outset that each of the eleven chapters represent a substantial contribution, both in terms of its intrinsic material and the extensive bibliography. Most of the twenty six contributors come from the United States, the remainder coming from the host country, Canada.

The range of the material discussed is perhaps best suggested by listing the chapter titles: (1) Violence in Perspective; (2) A Social Psychological Analysis of Violent Behavior; (3) Violence by Street Gangs: East Side Story?; (4) A Social Interactional Approach to the Treatment of Abusive Families; (5) A Feminist Perspective on Domestic Violence; (6) Identifying Dangerous Child Molesters; (7) Effects of Victim Resistance Strategies on the Sexual Arousal and Attitudes of Violent Rapists; (8) Training Police Officers to Intervene in Domestic Violence; (9) Preventing Violence in Residential Treatment Programs for Adolescents; (10) Drug and Environmental Interventions for Aggressive Psychiatric Patients; and

(11) Explosive Behavior: A Skill Development Approach to Treatment.

It is gratifying to discover that the reader will find in this book on prediction exactly what its title predicts. Thus he will find a comprehensive coverage of behaviourist social learning approaches to violent behaviour. The introduction by the editor on 'violence in perspective' is a masterful summary and includes ethological and sociobiological perspectives. This introduction should be "required reading" for those who are new to the field. Stuart reminds us of the unreliability of psychiatric diagnosis in predicting violence and of the way in which dangerousness is over-predicted.

Nevertheless, it must be pointed out that virtually no attention is given to a psychodynamic approach, using this term in its least parochial sense. The "Name Index" offers hundreds of potential references. Freud's name appears once and most of the authors on the dynamic aspects of violent behaviour are conspicuously absent. It is therefore clear that the term 'social learning' excludes social learning as it occurs through dynamic sequential inter-personal encounters. Unconscious forces which so often lead to violent behaviour are not discussed.

Knowing how difficult it is to predict, manage and treat violent behaviour it is surprising that the complementary contribution of other perspectives is ignored. Social learning approaches certainly do not have all the answers and it therefore jars to come across a phrase such as "contrary" to psychoanalytic lore . . .". It is of course equally disappointing when a psychoanalytic or any other approach claims a monopoly of explanatory truth.

Bearing these reservations in mind, I suggest that this book should be read by all who read this *Journal*.

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**An Introduction to Social Psychology: A Student Study Guide.** By HENRY CLAY LINDGREN. London: YB Medical Publishers. 1981. Pp 239. £12.50.

This book is a study aid designed to accompany Lindgren and Harvey's *An Introduction to Social Psychology*. It consists of a programmed chapter review followed by multiple-choice and matching review tests. Some sections also include material for class research projects.

The value of a text of this sort is in making study more rewarding as well as providing a better comprehension of social psychology and higher academic grades. It will certainly help the student take a more active role in studying and many will find it increases

the enjoyment of the subject. As regards a better comprehension, as far as I know no one has yet compared the grades of those who have used this text with those who have not. Whether the book—which seems somewhat overpriced for a paperback—is worth the money and will genuinely provide a better understanding of basic social psychology is something the potential purchaser will have to decide for himself.

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**Advances in Psychological Assessment.** Vol. V. Edited by PAUL McREYNOLDS. London and San Francisco: Jossey Bass. 1981. Pp 564. £23.50.

This book consists of ten specially written chapters each on topics of current interest in psychological measurement. Unlike so many books on psychometric issues, this one is refreshingly free from statistical technicalities and thus will be of greater appeal to readers of this journal. In addition the topics which it covers have considerable psychiatric relevance: behaviour settings (very useful for the study of the effectiveness of different hospital regimes), stress, suicide, the Lunen-Nebraska-Neuropsychological Battery, group psychotherapies, the outcome of mental health treatment, together with two chapters on the Rorschach and Jung's extraversion-introversion.

The chapters are extremely useful as sources of reference for their subjects so that the book is valuable for this alone. The chapter on Jungian theory (singled out for comment only because your reviewer is most familiar with this field) is a very valuable survey of research done with the Myers-Briggs indicator. However, it is clearly the work of an enthusiast, as indeed are most of the chapters in this book. This means that those perhaps unfamiliar with the area may well be carried away by this enthusiasm and launch into research that could prove disappointing. On the other hand this enthusiasm gives the chapters life and makes them a pleasure to read. This book can be warmly recommended as a guide to research in the areas it deals with.

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**Dealing with Drink.** By IAN DAVIES and DUNCAN RAISTRICK. Foreword by SIR GEORGE YOUNG. London: BBC. 1981. Pp 256. £4.25.

*Dealing with Drink* was written to accompany a radio series of the same name and is designed mainly for those in the 'caring' professions who are likely to deal with problem drinkers. It is, though, eminently

suitable for people who have a more personal interest in drink problems, namely the relatives and friends of heavy drinkers.

It is an unusually wide-ranging book, opening with an historical account of our changing concepts of alcoholism, and dealing in turn with its medical and social consequences, treatment of drink problems and, not least, their prevention. Although there are a number of points that one could argue about, my only real quibble concerns the authors' use of a 'safety limit' of 100 grams of alcohol for daily drinking—although they do qualify this later on. Physical dependence is unusual below an intake of this order but there is now a considerable body of evidence indicating that complications such as liver disease and brain damage can occur at lower intakes than this, particularly in women. The book reflects the wide experience of the authors in dealing with alcohol-related problems. It is well written and attractively presented; I wish it well.

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**Handbook of Biological Psychiatry. Part IV. Brain Mechanisms and Abnormal Behaviour.** Edited by H. M. VAN PRAAG, M. H. LADER, O. J. RAFAELSEN and EDWARD J. SACHAR. New York: Marcel Dekker. Pp 963. Sfr. 250.

This is the fourth part of a six-part series covering the psychophysiology, genetics, chemistry and drug treatment of psychiatric syndromes. This volume consists of almost 1,000 pages so the fashionable title of handbook is misleading; it is more of a *Lehrbuch* than a *Handbuch*.

It is largely concerned with the biochemical origins of psychiatric syndromes and the latest findings on the mode of action of psychotropic drugs. There are comprehensive reviews of the biochemistry of schizophrenia (Crow) and affective disorder (van Praag) with excellent concise summaries of each section for the hasty reader. Over 100 pages are devoted to neuropeptides and opiate receptors but although innumerable hypotheses are generated there is little concrete clinical data to impress the practising clinical psychiatrist. This is not surprising; this is a rapidly developing field and the contributions to this volume were completed over two years ago.

Chapters on memory (Squire and Schlapfer), alcohol dependence (Littleton) and kindling (Post and Ballenger) will be of more interest to the physiologist and biochemist than the psychiatrist. He will be more at home with the detailed chapter on anorexia nervosa (Crisp) and the more completed jigsaw of Huntington's chorea (Bird and Iversen). The volume