

body, not in the mind. The argument is rehearsed again here: diseases of the body occur in nature; diseases of the mind, because of their lack of biological correlates, only in metaphor. Szasz, as usual, never doubts that the difference between a physiological bodily process and a pathological bodily process might be other than written in tablets of stone. Because he fails to see that "pathological" as referring to the body is a social construction ("nature" has only variety, it is humans who evaluate), just as it is when referring to the mind, he is only half right. He is also half wrong, and this ultimately spoils a passionate analysis which has its moments of insight. In this case, as with the others, potential readers might first be directed to the yet-to-be beaten one-page summary.

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Adolescence and Development Breakdown: A Psychoanalytic View. By MOSES LAUFER and M. EGLE LAUFER. New Haven and London: Yale University Press. 1984. 225 pp. £6.95.

This book has now been published in paperback form. It is the result of the authors' experience of treating seriously disturbed adolescents in psychoanalysis. With the help of illustrative clinical material, the authors describe the adolescent's developmental task in integrating sexuality and aggression. They examine the complex pathological solutions adopted when development goes awry, and discuss suitability for analytic treatment and management of acting-out during therapy.

The authors have many important things to say in this book that contribute greatly towards illuminating an area relatively neglected in the psychoanalytic literature. The style of the prose does not make for particularly easy reading, but despite this I am sure that all those who adopt a psychotherapeutic stance in their work with adolescents will find the book extremely helpful and thought-provoking. For them it should be considered to be required reading, and it should be classified as recommended reading for adult psychotherapists.

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Helping Delinquents Change: A Treatment Manual of Social Learning Approaches. By JEROME S. STUMPHAUZER. New York: The Haworth Press. 1986. 213 pp. \$24.95.

Stumphauzer is Clinical Professor of Psychiatry and the Behavioural Sciences at the University of Southern California School of Medicine. His career has focused on the behavioural treatment of delinquency, and he has

published extensively on the subject. The book is not intended to be a highly academic textbook or research review; nevertheless, three key references are provided at the end of each chapter and there is, in addition, a considerable bibliography at the end of the book. It is the reports of follow-up studies that are in short supply, leaving one wondering whether the long-term effectiveness of the approaches used matches the self-evident enthusiasm of the author.

The intention of the author was to produce an easily-read, non-technical guide for practitioners such as counsellors, teachers, and probation officers working with delinquents and using a social learning approach. The book is very successful in meeting its aims, and is easy to read. There are four introductory chapters devoted to understanding delinquent behaviour and social learning theory; the remaining chapters describe particular techniques applicable in different settings, e.g. probation and community programmes, and occupational skills training.

Whether many psychiatrists, especially those working with psychologists who routinely use behavioural methods in their approach to assessment and treatment, would use this book I am uncertain. However, for those with a busy case-load, who work as consultants to "mediators in the natural environment", it could prove to be valuable.

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Caught in Crossfire: Children and the Northern Ireland Conflict. By ED CAIRNS. Belfast: The Appletree Press. 1987. 179 pp. £5.95 (pb), £11.95 (hb).

This is a book about the children of Northern Ireland and how they appear to have been affected by the social and political situation there and by the violence which has been a feature of life in that province in the last decade. A few studies of a clinical kind by psychiatrists and psychologists are mentioned, but the majority of the investigations referred to can best be described as falling into the categories of social psychology and 'scientific' sociology. It would be unfair to reveal what conclusions the author comes to concerning rates of psychiatric disorder, criminality, truancy, and educational handicaps of the children in Northern Ireland; suffice it to say that the book is a good source of this information. A graphic account of the cultural divide is provided, and some of the efforts being made to breach it are mentioned. This is a useful contribution to the study of young people exposed to circumstances of exceptional stress.

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