intercourse; elsewhere it is surmised that development of cancer in a psychotherapy patient may be an unconscious attempt to sabotage treatment and defeat the therapist: and there is a detailed chapter on Reich's theory of the 'carcinomatous shrinking biopathy'. Such a difficult area of medicine demands a more scientific approach than this.

The sections on treatment of cancer by individual, group or family psychotherapy are better. The chapter describing an experimental therapy group for cancer outpatients and the chapter about cancer in children are especially good, and some other chapters contain relevant descriptions of the emotional problems of cancer patients, their families and their therapists. Many contributors advocate that patients should participate actively in their treatment and 'fight' their disease using visual imagery techniques, but I found it difficult to imagine most British cancer patients or their therapists adopting such an aggressive approach towards their disease or their oncologists as recommended here.

In summary, although parts of this book would be useful for psychotherapists working with cancer patients, it is too ambitious in scope and contains many exaggerated claims which could mislead the reader.

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Social Therapy in Psychiatry. By DAVID H. CLARK. Edinburgh and London: Churchill Livingstone. 1981. Pp 126. £2.95.

The name of David Clark has been synonymous with social therapy for a long time; his first book on it appeared nearly twenty years ago, and this one was originally published in 1974. It has been substantially revised now and, although sophisticated in its concepts, is written clearly and with a mainly non-medical readership in mind.

It is pointed out that while social therapy was to some extent part of a general revolt against authority, managerial *tasks* remain in any organization, and have to be done by someone. The major function of a therapeutic milieu is described as providing opportunities for the egos of damaged people to face challenges, find better ways of resolving them, and thus grow stronger. There is no coherent body of theory behind social therapy, which developed pragmatically, though several viewpoints—including systems theory—are helpful in understanding it. Such techniques as token economy and reality orientation may be valuable in arousing enthusiasm amongst those responsible for chronic patients, who otherwise may readily be affected by 'staff burnout'. This particularly applies to nurses—the key figures in the social process of hospitalization.

The one aspect with which I would take issue here is the rather uncritical references to the work of Laing, especially since readers may not have the wider background to allow them to be critical enough themselves. Sedgwick's analysis in *Psycho Politics* shows that Laing's approach to schizophrenia has been neither as coherent nor as consistent as might appear from this text. Nevertheless, this is essential reading for every psychiatric trainee, as well as for others who need refreshing on what has tended to become part of the conventional wisdom of the subject.

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Social Learning Practice in Residential Child Care. By BARRY J. BROWN and MARILYN CHRISTIE. Oxford: Pergamon Press. 1981. Pp 187. £11.00, £5.50 (flexicover).

Evaluative Research in Social Care. Edited by E. MATILDA GOLDBERG and NAOMI CONNELLY. London: Heinemann Educational. Pp 320. £15.00, £7.50 (paperback).

Brown and Christie attempt an introduction to the theory and practice of social learning models in residential child care. Broadly this approach charchaterizes delinquent behaviour as a socially learned response. Therapy in this case consists in learning anew a socially sanctioned way of relating to self and others through participation in a token economy. Unfortunately, and as is so often the case with introductory texts, important issues tend to be glossed over.

Little attention is directed to specifying the range of behaviour or conditions which can be modified by such techniques; or to what the authors describe as "weaning the child away from the token economy" (i.e. rehabilitation). This is unfortunate for the suspicion remains that the approach fosters more problems than it solves, e.g. inflation in the token economy (p. 78). Aimed presumably at a practitioner audience the book is written in a simple though rather flat style with early chapters covering basic principles of the approach and subsequent chapters dealing with issues of practical utilization and staff, though not family, support mechanisms. As outlined here the approach seems primarily to be a method of social control systemizing what may anyway be fairly commonsense practice in many institutions. Again, this is unfortunate for control must surely come from within rather than outside of the individual and be

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 Bheavior; (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