of marital structure across the transition to parenthood. The more dysfunctional marriages showed a mixed response to parenthood with both improvements and deteriorations in the marriage. Variables such as the spouse's psychological health and the perceived stress and supports from social networks had relatively little influence when compared with the marital structure itself.

Pre-natal ratings of marital competence predicted measures of parenthood such as the mother's warmth towards the three-month old baby. Interestingly, there were indications that first-born girls, but not boys, of mothers in dysfunctional marriages may be particularly vulnerable to problems in development, as judged by less investment in parenting and less adequate attachments at one year in this group. There were similarly interesting results as regards families of origin: for example, the more positively wives recorded their fathers as being during their childhood, the less competent the qualities of their marriage.

It is obvious that a lot of care was taken to devise and assess the measures of marital relationships and parenting and it is helpful to have them outlined in the appendix. Similar care was taken in the analysis of the results. However, the discussion is disappointing in that it tends to reiterate the results, and the conclusions are, of course, based on quite a small sample.

Nonetheless, this book describes research which advances knowledge in the area. It provides a valid way of classifying marriages, it shows the changes in family structure with the onset of parenting, and it describes interesting associations between child and parent gender, and between the influence of family of origin and both parenting and marital relationships. This appears to be a helpful model for studying marriage and parenting, and the book can be recommended for those interested in this area.

ELENA GARRALDA, *Professor of Child & Adolescent Psychiatry, St Mary's Hospital Medical School, University of London*

Cognitive-Behavioural Marital Therapy. Edited by DONALD H. BAUCOM and NORMAN EPSTEIN. New York: Brunner/Mazel. 1990. 496 pp. $47.95.

Cognitive therapy is now well established as a psychological treatment for individuals with a wide variety of emotional disorders. Systematic studies of its use with couples or families is, however, relatively lacking. This book is therefore very timely. The authors are experienced and respected therapists who, having collaborated clinically to good effect, have together written a comprehensive textbook on cognitive-behavioural approaches to marital problems. This will obviously appeal to cognitive therapists who wish to develop skills in this area, but also to marital therapists who are looking for new methods of structuring their interventions.

The book is divided into three clear sections. The first deals with the theoretical aspects of this approach, the second with assessment procedures, and the final part looks specifically at therapeutic interventions. The apparent artificial division between behavioural, cognitive, and affective chapters seems to work well in practice, as each area is explored in some depth. As well as case material, the text is supplemented by clinical scales and questionnaires that will be of use in this type of therapy. I was particularly impressed by the section on how to integrate therapeutic interventions. The authors explore in some detail which intervention to use, when and why to use it and when not to. This type of process analysis is rarely presented with such clarity and will be appreciated by many.

Although this text draws on theoretical and research knowledge, it is primarily a handbook for clinicians. It makes assumptions about the therapists' general skills and level of competence. It is not written for novices. The hardback version of this text will not be cheap to purchase, but Baucom & Epstein have produced an excellent book which will be of interest to a multidisciplinary audience working with marital problems. They have set a high standard which future contributions in this area will find hard to better.

JAN SCOTT, *Consultant and Senior Lecturer, University Department of Psychiatry, Newcastle upon Tyne*

The Significance of Infant Observational Research for Clinical Work with Children, Adolescents and Adults. By SCOTT DOWLING and ARNOLD ROTHSTEIN. Madison: International Universities Press. 1989. 257 pp. $32.50.

This book reports contributions to a workshop sponsored by the American Psychoanalytic Association and contains differing views of psychoanalysts about the impact of systematic infant-observation research on psychoanalytic theory and practice. The first of the book's three sections is a chapter reviewing what is seen to be the two main approaches to infant research: the psychoanalytic and that originating from academic psychology. The second section includes a series of workshop papers in which individual psychoanalysts describe the way that infant-observation research has influenced them. In almost every case the authors use clinical examples to exemplify their points. In the third section, the workshop papers are discussed by five different writers, including one of the editors.

The book tends to be much stronger on opinions, theory and descriptive material from individual cases than data from academic developmental psychologists. The developmental psychologists most often referred to are Stern and Emde and there is surprisingly little reference to Bowlby and work deriving from attachment theory. There is also no acknowledgement of the increasing

body of empirical work tracing continuities and discontinuities in development, although the existence of these is emphasised by several authors. The psychoanalytic practitioners and theorists most commonly referred to are Anna Freud, Mahler, Kleim and Winnicott.

For those who are looking for change and flexibility in the orientation, theorising and practice of psychoanalysts there will be both encouragement and frustration in reading this book. Some of these writers see the need for major change in psychoanalytic theory, particularly in the area of drive theory and theories connected with the emergence of self–other differentiation. There are some who suggest that early infant-observation research points to the need to change psychoanalytic practice for at least some patients so that the analysis happens face-to-face and with the therapist in a more active role.

There are also a number of authors who consider the research has promoted conceptualisation of 'model scenes' of infancy, which develop in the pre-oedipal and, indeed, pre-verbal phase of development. These are probably conceptually similar to, or overlapping with, Bowlby's working models of relationships.

However, there are others who see no implications for either theory or practice, including those who maintain that any insights derived from the observation research have already been discovered by psychoanalysts themselves. In consequence, readers with a psychoanalytic viewpoint will find at least something to accord with their own view whatever it may be. Optimistically, this book gives evidence of increasing dialogue and rapprochement between those working within psychoanalytic and academic developmental psychological traditions.

A. D. Cox, *Professor of Child and Adolescent Psychiatry, Bloomfield Clinic, Guy's Hospital, London*

The Child in Our Times: Studies in the Development of Resiliency. Edited by Timothy Dugan and Robert Coles. New York: Brunner/Mazel. 1989. 240 pp. $25.00.

It has long been recognised that children differ markedly in their response to stress and adversity, and in recent times the concept of resilience has become fashionable. Coles defines the phenomenon as the ability to 'keep trucking' in spite of vicissitudes, and this volume comprises a series of essays on the topic. They vary in style and focus, with accounts of normal toddlers' responses to moral conflict, street children, children of alcoholics, diabetics, temperamental adversity, and escape from the 'underclass'. A few of the chapters make reference to empirical data, but the main emphasis is on clinical cases and general concepts. It is clear, of course, that resilience is not a unitary feature. It is biologically unsound to suppose that precisely the same characteristics will foster adaptability in all circumstances and, equally, it is evident that resilience will often reside in patterns of person–environment interaction over time rather than in some fixed personality trait.

This volume provides some useful ideas on a clinically, as well as theoretically, important issue, but the book would have been much stronger if the editors had provided some kind of integrating overview. As it is, most readers (or at least this reviewer!) will struggle to sort out what messages they should take away.

Michael Rutter, *Professor of Child Psychiatry, MRC Child Psychiatry Unit, London*

Childhood Illness: The Psychosomatic Approach. By B. Lask and A. Fosson. Chichester: John Wiley & Sons. 1989. 156 pp. £11.95.

The prologue begins with the quotation: "The psychosomatic approach is listening to the child talking with his body" (anon). This sets the scene and economically describes the theme portrayed by the authors. They are a well known British child psychiatrist and a Professor of Pediatrics, Behavioural Science and Psychiatry at the University of Kentucky. Each has an outstanding reputation and I picked up this book with high expectations which were not disappointed.

There are 10 chapters. Each one begins with a quotation and several sentences of guidance to readers and finishes with a summary. The text is laid out in a hierarchy of titled and numbered paragraphs in a standard format. There are seven pages of up-to-date references. The first chapter reviews the origins, meaning and use of the term 'psychosomatic', outlines the psychosomatic approach, and establishes the basis on which interacting influences are considered in the following chapters through describing predisposing, precipitating, perpetuating and protective factors. Psychophysiological mechanisms, a review of common syndromes and the illness network, which are covered in following chapters, further elaborate the authors' systemic theme and clinical approach.

Subsequent chapters summarise the implications of the authors' clinical style for assessment and treatment, as well as the basic principles of helping parents. The last three chapters review family therapy, individual therapies and pharmacotherapy.

The style of this volume is brief and concise. Complex interacting factors are illustrated by systems diagrams, and the practical orientation of the book to clinical practice is brought alive by frequent inclusion of case vignettes. The authors state their intention as that of integration – of body and mind and of paediatrics and psychological medicine. I believe that they achieve this objective.

While I am sure that I like this book because I find myself in tune with its philosophy, I am equally certain that this is but one reason. This book is deceptively basic