

these might interact with genes, to complement the sophistication of the genetic approach. The issues of assortative mating, gene-environment interaction and developmental changes in gene effects are recognised as central to future investigations of the questions raised by this work. The conclusions are limited for a work spanning 15 years, and many will question the use of the EPQ as a substrate for such detailed analyses. However, the presentation of the development of model-fitting methods and their application to large amounts of data speaks for itself as a worthwhile endeavour.

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In the Beginning: Development in the First Two Years By J. E. ROSENBLITH and J. E. SIMS-KNIGHT. London: Sage Publications. 1989. 558 pp. £35.00.

This is a reprint of a book first published in 1985. It is intended for a broad range of students "including undergraduates with little exposure to psychology", and has been used for those studying anything from biopsychology or nursing to art and literature. The aim is to present 'current' data in an historical context and in such a way that learning about the "process of studying infants" is promoted. This latter goal is attained by a focus on research methodology, the identification of major theoretical issues and practical implications. There are two major parts to the book, one concerned with the period of 'conception through to birth' and the other with that of 'birth to two years'. Some chapters focus on descriptions of development with associated theory and research, and others on major influences on development. Thus, there are chapters on cognitive and social development, genetic abnormalities and 'deprivation and enrichment'.

The authors' desire to be clear and comprehensible is largely achieved. Their encouragement of a critical approach to information is attractive. To this end, there is often quite extensive description of specific pieces of research and discussion of methodology. Conceptual and theoretical issues are constantly highlighted. Learning is facilitated by explicit structuring of chapters.

The greatest difficulty with the book is that it is a reprint with apparently no attempt to bring text or references up to date. Also, there is no intention to be fully comprehensive. The authors are more concerned to stimulate thinking about concepts and processes than to provide blanket coverage of all details. This means that for some students in some areas, more information is required. Examples of this would be the limited discussions of genetic abnormalities and teratogenic effects of drugs in the case of medical students.

Furthermore, some aspects of child development are covered much more fully than others. One example of

this is the extensive discussion of crying and rather brief attention to temperament. There is nothing on the development of attention. In general, reference to abnormalities of development and pathological conditions is selective. Rubella is described as an infection affecting the foetus, but there is no allusion to autism. Although there is a welcome emphasis on the description of research and on research methodology, this is much stronger for research design than on methods for assessment or data gathering. Thus, there is almost no critical discussion of interviewing and observation techniques. Moreover, there is relatively little reference to the work of researchers outside the USA. For example, there is no reference to Bryant in the chapter dealing with Piaget.

It is understandable that this book has been reprinted because the approach employed is one that is excellent for stimulating thought and discussion among students, but I wonder whether it is justifiable to reprint without updating, given the very rapid pace of research in early child development.

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Chronic Illness During Childhood and Adolescence. By WILLIAM T. GARRISON and SUSAN MCQUISTON. London: Sage Publications. 1989. 160 pp. £16.75 (hb)/£10.95 (pb).

The inadequacy of traditional models of developmental psychopathology for conceptualising how chronically ill children cope psychologically is the strongly-argued thesis of this book. In their comprehensive survey of the empirical literature concerning psychosocial correlates of chronic disease in children, Garrison & McQuiston point to the marked absence of both theoretical and basic descriptive research attuned to the special characteristics of this patient group. Their review makes it clear that most children with chronic illness do not manifest psychological disturbance. Hence, they argue that if paediatric psychologists are to devise more appropriate assessment and treatment plans, they should focus not on the identification of psychological dysfunction but on the more clinically pertinent concepts such as coping style, resilience, quality of life and functional impairment.

The severity of disease and the resulting functional status of the child do not fully account for the immense variability in psychological coping that is observed in affected children and their families. Garrison & McQuiston describe recent research exploring factors which may exacerbate or ameliorate the effects of chronic illness. These include child variables like pre-morbid personality, family variables like patterns of communication, as well as broader environmental variables like the availability of social and educational supports.

The chapter on clinical intervention provides an overview of current clinical techniques ranging from well-founded behavioural approaches to approaches like family therapy, play therapy and social modelling which are less easily evaluated or operationalised.

Throughout, lively case vignettes are used to illustrate problems of assessment, treatment, ethics and professional boundaries. Also included is a brief description of the more common childhood diseases.

The authors end the book with a plea for increased research in this area, establishing a more distinct and specialised approach to the clinical problems of these children, to combat the dangers inherent in making major health care decisions on the basis of biomedical and economic data alone.

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Women Analyze Women in France, England and the United States. By ELAINE HOFFMAN BARUCH and LUCIENNE J. SERANO. New York: Columbia University Press. 1989. 424 pp. \$27.50.

The authors state that their book grew out of their conviction that there is a "new form of psychoanalysis, a quiet revolution, an analysis that is centred on women, by women". They attempt to develop a theme of feminist psychoanalysis in a series of interviews with women analysts, some of international renown, in France, Britain and the USA.

The authors themselves come from a literary rather than a clinical background, although one of them is currently training as an analyst. This may account for what seems like an appreciation of psychoanalytic theory as a tool for intellectual debate rather than a way of trying to understand human beings and their development.

Almost half of the book is devoted to the French analysts and this presumably reflects the specific interests of the authors. In their introduction they comment on the fact that American literary criticism has been influenced by French writers. With the exception of the contributions of Joyce McDougall and Janine Chasseguet-Smirgel, this section of the book is very dense and difficult to follow unless one is familiar with the work of Lacan.

In contrast to the avant-garde French analysts, the authors then turn to well known establishment figures of British psychoanalysis. This section is much shorter, more accessible, but clearly of less interest to the authors. The subjects fail to confirm the authors' prejudices, often turning to their formidable clinical experience rather than entering into the intellectual debate prominent in the rest of the book.

The American contributions lie somewhere between the French and British ones with a mixture of establishment and more controversial figures.

I found the book disappointing. Some of the individual contributions made fascinating reading, but in their efforts to confirm their hypothesis, the authors often seem to ignore the continuing development of psychoanalytic thought and the contributions to this by both male and female analysts.

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Treating Incest: A Multi-modal Systems Perspective. Edited by TERRY S. TREPPER and MARY JO BARRETT. New York: The Haworth Press. 1986. 126 pp. \$22.95 (hb).

This compact book brings together different theoretical perspectives on incest, in a way which makes clear the pitfalls of unitary theoretical approaches, but at the same time highlights the difficulty or impossibility of integrating different perspectives.

Conceptual frameworks are dealt with in part one, and treatment of intra-familial sexual abuse in the second part of the book. Controversial issues about family systems versus individual perspectives, for instance, are discussed. However, with the exception of David Finkelhor's four pre-conditions model of sexual offending, there is little in the book which relates to the individual psychopathology and behavioural characteristics of the sexual offender himself. Four years post-publication, this deficit is rather striking, but should not totally detract from other interesting material of a clinical nature.

A functional typology of incest families is suggested by Larson & Maddock, characterised by affection-exchange, erotic-exchange, aggression-exchange, and rage-exchange processes, and schemata are outlined for the possible treatment of such families, depending on the extent of pathology identified. It is suggested that the less disturbed affection-exchange families might benefit from structural family therapy and supportive group therapy, whereas the deeply deviant rage-expression families may require separation (to ensure child protection) and therapeutic strategies to overcome fear and defensiveness which may be part of the family's social script.

An interesting chapter on the 'apology session' by Trepper describes a technique which has become very popular now that more professionals are willing to engage in direct treatment with sexual offenders. An incest family in treatment is videotaped and an edited transcript of the apology session is reprinted in the chapter. Several weeks of preparatory work have apparently been undertaken by the abusing father, the mother, and the various children including the victim, before confrontation in this meeting, the purpose of which is to allow the father to apologise for his incest