

fields. The third and longest section is labelled 'Individual roles', but actually ranges wider than this. It contains some of the better chapters, but they are not comprehensive (e.g. there is no mention of the role of the psychiatrist or psychologist), and there is little attempt to apply the theoretical perspectives of earlier sections, so that one is not left with any sense of a cohesive approach to treatment.

This is a book which has useful aspects and may appeal to some, but I will personally continue to recommend *Pathology of Eating: Psychology and Treatment* (Gilbert; Routledge & Kegan Paul, 1986) to people wanting an overview of eating problems, and selective reading of *Handbook of Psychotherapy for Anorexia Nervosa and Bulimia* (Garner & Garfinkel; Guilford, 1985) for those who want a really detailed look at how to set up effective treatment programmes.

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Adult Abnormal Psychology. Edited by EDGAR MILLER and PETER J. COOPER. Edinburgh: Churchill Livingstone. 1988. 380 pp.

Abnormal psychology is the study of abnormal thought and behaviour, and provides the theoretical underpinning for the practice of clinical psychology and psychiatry. It therefore provides a bridge between academic experimental psychology and clinical practice. Traffic over this bridge tends to be in one direction only, from experimental to clinical psychology. However, some experimental psychologists are beginning to realise that study of abnormal functioning can provide vital information about how normal processes must work. This is particularly the case for studies of memory (amnesia and dementia), language (aphasia and dyslexia), and movement control (Parkinson's disease).

The somewhat awkward title of this book is not meant to imply that abnormal psychology has come of age, but indicates that the scope of this book is limited to the types of patient commonly encountered in an adult psychiatric clinic. As a consequence, some interesting problems in abnormal psychology, in particular neurological and developmental disorders, are omitted. Complete coverage of abnormal psychology would require several volumes, but the topics chosen for the present volume will, I fear, reduce its interest for readers not working in adult psychiatric clinics. This is a pity, since the chapters all provide excellent summaries of current thinking on the topics chosen.

There are two useful chapters on classification and methodology, and a fascinating account of the history of abnormal psychology. Thereafter the material is organised by diagnosis. These chapters work best when there are strong links with experimental psychology, as is the case for the chapters on schizophrenia, depression,

and anxiety in which a number of models are presented which can be tested experimentally. This approach is particularly exciting when links can be generated right through from abnormal behaviour via psychological processes to associated brain disorders. This possibility is hinted at in the chapter on psychological models of schizophrenia, and considered in some detail in the chapter on anxiety. The remaining chapters tend to be much more clinically orientated, simply because there is so little relevant experimental psychology to draw upon. In the case of hysteria, for example, it is not possible to do more than discuss whether this entity really exists and if so how to define it.

This is an excellent book for all those working in adult psychiatric clinics who wish to think about the theoretical basis for the behaviour they see and their attempts to change it.

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Treating Problem Children: Issues, Methods and Practice. By MASUD HOGHUGHI *et al.* London: Sage Publications. 1988. 302 pp. £27.50 (hb), £12.95 (pb).

Anyone who works with disturbed children is aware that there is almost always a large cohort of assorted workers involved in trying to deal with the problems presented by any given child. There is a need for communication, liaison, and co-operation between these professionals and by-workers, in order to avoid fragmentation of approach and dilution of effort. The authors of this book, who have several decades of experience between them of working with disturbed children, hold firmly to the view that "all children should be treated as children first and problem children second". To this end, their book offers a way of looking at the child as integrated and whole, rather than as a collection of problems. Recognising the great overlap and similarities in the work of the different agencies and disciplines whose focus is on children and families, the authors' aim has also been to emphasise these and suggest a common structure which these diverse practitioners could use to identify problems, define goals of intervention, and evaluate methods and techniques they could employ.

The book is presented in three parts. The first looks at issues in treatment, and discusses concepts, ethics, approaches to treatment, organisation of resources, and the practice of treatment. This important section explores the moral, social, and professional aspects of treatment, which is defined as "an active, coherent response by a person, system or organisation to another person".

Part Two provides a comprehensive guide to the varied treatment methods. The authors use their own system of classifying these, based on the particular form of intervention. There is useful discussion within each section of