

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 Behavior; (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