much "paternalism" a benevolent government should exercise in protecting its constituency, I think the public is often closer to judging the right amount (in relation to its perception of the government's probity) than are many of our scholars. In any event, this book is replete with thoughtful arguments and merits a careful reading by all who are interested in regulatory issues. ■

Clinical News From Britain

Fraser N. Watts (Ed.)
New Developments in Clinical Psychology
Chichester, England: British Psychological Society/John Wiley, 1985. 277 pp. $34.95

Review by
Norman D. Sundberg

Fraser N. Watts is on the scientific staff of the Medical Research Council's Applied Psychology Unit at Cambridge University (England). He is coeditor, with D. H. Bennett, of Theory and Practice of Psychiatric Rehabilitation. ■ *Norman D. Sundberg is professor and director of the Clinical/Community Psychology Program at the University of Oregon and past president of the Oregon Psychological Association. He is coauthor, with J. R. Taplin and L. E. Tyler, of* Introduction to Clinical Psychology.

Anyone using the word *new* in a book title runs the risk of generating questions such as these: New to whom? In what places will it be new? How long will the book be new? The chapters in this book (copyrighted in 1985) will probably be at least 2 years old now. Most references are to the 1970s and early 1980s (seldom beyond 1983), and with publication lags, the referenced research will probably be about 10 years old when read. Thus, to many American psychologists (who tend to be overly keen on "the latest") this book will be "old hat."

If the volume cannot be justified as "the latest news," how then to regard it? There are several points of value: (a) Here are succinct statements about specialized areas by 17 authors. The chapters are shorter and more narrowly focused than those in the *Annual Review*, and the topics will be useful summaries for many clinicians. (b) Here is an opportunity for the non-British to gain some specific acquaintance with British thought about clinical problems. In that sense, the chapters may be new to Americans. (c) Here on the whole is a well-written book that may stimulate thinking about linking clinical practice with research; such an integration, states the editor in his brief preface, is a major purpose of the volume.

Watts does not, however, make apparent the importance of the context of the work. The national or cultural frame in which clinical issues are formed can lead to larger ideas and recognition of the limits of the current clinical condition. There is an absense of an overview, a lack of historical and societal context for these specialized articles. The word *developments* in the title calls for an exposition of how things are developing. It could mean the development of clinical psychology as a science and a profession. As I read this book, I yearn for a final chapter that places all of these separate ideas and activities within a picture of the development of British clinical psychology—what is succeeding and failing, what is needed for the future, and what are the implications for training clinicians. In the preface, Watts hints at the problem but does not do anything about it; he says, "The work undertaken by clinical psychologists is becoming so diverse that we are in danger of splintering into groups of specialists who take little interest in each others' work" (p. i).

Let's put what's missing aside and look at what's here. Many psychologists will find useful reports on specific topics: Cooper's cognitive behavioral therapy with bulemia nervosa (the British diagnostic term); Wardle's multidimensional overview of pain treatment; Herbert's ideas about how to involve care-takers in psychological work with children (his "triadic model"); Cullen's emphasis on group procedures in managing the mentally handicapped; Ager's use of nonverbal signs with retarded people; Miller's cognitive retraining of the neurologically impaired; Barker's use of stimulated recall in training and research; and the chapters by Griffiths and Kat on health services, which come the closest of any to describing some of the situations in which British psychologists operate. There are several other chapters that are useful reviews, for example, the use of computers in assessment and small *N* designs in clinical practice. The book is short; each chapter is only about 15 pages long. The authors are mainly oriented toward the behavioral and cognitive points of view. In general, the authors do a good job of juxtaposing, if not always linking, important research with clinical practice.

The newness and the developmental orientation of *New Developments in Clinical Psychology* are questionable, but the book does read like the first volume of a series presenting interesting clinical work going on in Britain. Perhaps this is what the British Psychological Society intended in sponsoring this book. ■

Psychotherapy Comes of Age

David H. Barlow (Ed.)
Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual
New York: Guilford Press, 1985. 601 pp. $39.50

Review by
Michael L. Raulin

David H. Barlow is professor of psychology at the State University of New York at Albany. He is editor of Behavioral Assessment of Adult Disorders. ■ *Michael L. Raulin is clinical associate professor of psychology and director of the Psychological Services Center at the State University of New York at Buffalo. He is coauthor, with A. M. Graziano, of the forthcoming book* Conducting Research in Psychology: A Process of Inquiry.

An image has haunted me since my early days of graduate school. The image is that of an old man standing on the back of a wagon in a frontier town, holding a brown bottle in his right hand, and talking to a small crowd about the "miracle powers of this wonderful elixir"—a popular image to be sure. But in my fantasy, the label on the bottle reads "psychotherapy." Any good psychologist would have little difficulty interpreting the professional self-doubt apparent in this image. But would the interpretation alone remove the self-doubt?

Barlow's contention is that psychotherapy no longer need be the magical cure-all applied to any and all psychological disturbances. He argues that effective psychotherapies have been developed for the treatment of specific psychological disorders. The psychotherapist no longer need rely on a single generic treatment

for every psychological distress. A clinical diagnosis suggests a specific treatment course. Some psychologists may feel a discomfort with this "medical model approach" to psychotherapy. But is it really a medical model or simply a model for problem solving that was adopted by physicians as they developed the knowledge base to use diagnostic information in the selection of treatments? As our knowledge base increases, isn't it natural that our treatments should become more focused and specialized?

Clinical Handbook of Psychological Disorders is an excellent volume in which recognized experts in the treatment of specific psychological problems describe in some detail their current treatment procedures. Many of the biggest names in the field are contributors to this book. Each chapter begins with a brief description of the rationale for the treatment and usually a brief review of the evidence for the effectiveness of the approach. But the focus is on treatment techniques, with extensive use of actual case histories and transcripts of sessions to illustrate procedures. Many chapters include instruments used in the diagnosis and the monitoring of treatment, which makes this volume a valuable reference source for clinicians.

Focus and content

This text does not try to cover the treatment for every conceivable psychological disorder. Instead, coverage is limited to the areas in which recognized treatment programs exist. Still, the types of problems considered in this text are extensive. They range from low-frequency but intense issues (such as agoraphobia or obsessive–compulsive disorders) to common psychological problems such as depression, stress, and marital difficulties. Even the traditionally difficult-to-treat disorders such as alcoholism, obesity, and personality disorders are examined in specific chapters.

An inherent weakness in a book of this type is that in some cases, the complexity of the treatment available for a given disorder is too great to present adequately in a single chapter. In such cases, the chapter provides an outline or overview of the treatment approach. This is a limitation that probably cannot be easily overcome. Good diagnosis and treatment is a complex task often requiring detailed training. In several chapters, I find myself hungering for more information, more detail, and more examples. For treatment approaches that are complex, references to more detailed coverage of the procedure are always given. In several cases, chapter authors had already published one or more books of their own in their area of expertise. This volume may well encourage sales of these books by stimulating the reader to learn more about the state of the art in a given area.

Orientation

The treatment approaches generally fall into a behavioral or cognitive-behavioral framework, although specific chapters offer some other orientations. In many cases, a specific treatment protocol is presented with a set number of sessions and carefully outlined agendas for each session. Many of these programs have been implemented in clinics that specialize in certain disorders and may not easily transfer to the kind of practice setting of most independent professionals. Still, sufficient information about the rationale behind the procedures is given to permit well-trained professionals to adapt the treatments to the limitations of their own particular setting.

A theme carried through almost every chapter is that general clinical skills are a necessary prerequisite for the application of any treatment. Almost without exception, each chapter specifically illustrates how clinical skills can be used to overcome client resistance or to identify potential pressures that could lead to relapse. This theme is so consistent from chapter to chapter that one has to suspect some central guidance from the editor. I think this feature sets this book apart from similar volumes. For students, this aspect makes the book a more useful textbook because it states explicitly much of what is taken for granted in other texts. For professionals, this organization emphasizes how these specific treatment approaches can be integrated into their current treatment philosophies and how these approaches can build on their general clinical skills.

Audience

Several groups would find this book valuable. *Clinical Handbook of Psychological Disorders* would make a fine text for a graduate-level course in psychotherapy in which the focus is on the practical aspects of treatment. It is not a theory-oriented text, but then Barlow does not claim it to be. The material is too complex to be useful as an undergraduate text except possibly in an advanced seminar. It requires specialized knowledge of psychological principles, especially behavior modification theory and techniques.

But this volume need not be limited to the textbook market. Its applied, hands-on approach makes it a valuable reference source for the professional in practice. A good index and copies of assessment instruments in many chapters strengthen this text as a reference source.

Summary

Clearly, no single volume can capture all of the complexity of the currently available technologies for the treatment of psychological disorders. If it could, graduate training would take months instead of years. But this volume captures much of the excitement of a new era of psychological treatment—an era in which powerful technologies are applied to the treatment of specific syndromes. ■

Culture of Childhood

Joseph H. Smith and
William Kerrigan (Eds.)
Opening Texts: Psychoanalysis and the Culture of the Child
Baltimore, MD: Johns Hopkins University Press, 1985.
163 pp. $20.00

Review by
Helen Block Lewis

Joseph H. Smith is supervising and training analyst at the Washington Psychoanalytic Institute and clinical professor of psychiatry at the Uniformed Services University of the Health Sciences. He is founding editor of the series, Psychiatry and the Humanities. ■ *William Kerrigan is professor of English at the University of Maryland. He is author of* The Sacred Complex: On the Psychogenesis of "Paradise Lost." ■ *Helen Block Lewis is professor emerita (adjunct) of psychology at Yale University. She is past president of the American Psychological Association's Division of Psychoanalysis and is author of* Freud and Modern Psychology, Vol 1: The Emotional Basis of Mental Illness *and* Vol 2: The Emotional Basis of Human Behavior.

This varied and informative collection of essays is the editors' contribution to the psychoanalytic study of the culture of childhood. In his introduction, Kerrigan says that the "child's culture is a fairly recent invention" (p. x). He traces the beginnings of a specially targeted chil-