

lying the frequent emergence of depression following alcohol or opiate (particularly methadone) withdrawal. The final chapter, on drug-induced psychiatric disorders, is long on lists and woefully short on mechanisms, or even on critical discussion of the many individual case reports invoked.

This book does not live up to its title's considerable promise, as is perhaps inevitable in a collection of conference papers not conceived for publication as a comprehensive text. It is, however, attractively produced and well referenced, and merits a library browse, although I would not recommend it for individual purchase.

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Help Starts Here. The Maladjusted Child in the Ordinary School. By I. KOLVIN, R. F. GARSIDE, A. R. NICOL, A. MACMILLAN, F. WOLSTENHOLME and I. M. LEITCH. Andover: Associated Book Publishers. 1981. Pp 436. £9.95.

This is a recently produced soft-back version of the seminal work of the Newcastle Child Psychiatry Department on the evaluation of psychotherapy in childhood using a community-based sample. The work is already well-known to many child mental health professionals, both academic and clinicians. The advantage of this new edition is its price, which will make it available to many individuals who previously would have felt unable to purchase a single volume for themselves.

The work represents an important landmark in the evaluation of child psychotherapy. The book is well laid out and describes clearly and concisely the method and background to the project, the treatment approaches used, results, and conclusions, and includes a useful and relatively clear technical appendix.

The design of the project was sophisticated, employing multi-method screening and outcome measures and including a control group at risk for psychiatric disorder. The study compared four types of treatment (behaviour modification, nurturing a teacher-aide programme, parent counselling and teacher consultation, and group therapy) applied to children of two age groups: 7–8 and 11–12. Three aspects of the results should persuade researchers and clinicians in child mental health (and perhaps adult mental health as well) to read the book in its entirety. Firstly, treatment is clearly and significantly effective compared with no treatment. Secondly, briefer treatments had the better outcome. Thirdly, the most cost-effective (and therefore the most likely to find realistic application in general child mental health services) were the most efficient in terms of outcome.

A further intriguing issue is the suggestion that the personal qualities of the therapist need to be different in different settings, as indicated by the finding that extra-

version and assertiveness were important and had positive correlations with good outcome from treatment, whereas empathy and warmth in therapists did not. The authors infer that in the hurly-burly of school life a greater degree of assertiveness in therapists is required than in the clinic setting, where empathy and warmth may be more necessary.

It could be argued that the study does not adequately reflect the two mainstay psychological treatments that are probably most widely used in child psychiatry clinics: family therapy and individual child psychotherapy. It may thus be difficult to make direct comparisons between this study and clinic-based studies; however, the principles by which this study was carried out and the general issues it raises lay the foundations for the evaluation and design of psychotherapy studies in clinic and community settings.

The book is well laid out and provides something for all types of readership. The research worker will be able to chew over the selection of the treatments, the children, design, methods, and the outcome measures employed to evaluate the change. The clinician will be able to see how the Newcastle team successfully employed well-established psychological treatments in the community and pioneered the way for mental health professionals to work in ordinary schools. The overriding impression is the book is essential reading for child psychiatrists and their colleagues and will become a source reference book for psychotherapy research. Given the continuous vociferous debates concerning the merits of psychotherapy in adults it might be useful if they turn back the covers of this book and consider its contents!

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Anxiety Disorders of Childhood. Edited by RACHEL GITTELMAN. Chichester: John Wiley & Sons. 1986. Pp 271. £20.00.

This book, edited by an eminent American child psychiatrist with a long-standing interest in affective disorders in childhood, focuses specifically on anxiety disorders in the young. It is laid out in twelve clear chapters, two contributed by Gittelman herself; other contributors include other leaders in the speciality such as Werry, Puig-Antich, and Shaffer. All chapters are well-researched, with extensive and up-to-date bibliographies.

The first is an interesting but fairly brief look at anxiety-like disorders in young non-human primates by Stephen Suomi. Next, three chapters are given over to developmental issues, epidemiology, and diagnosis and assessment. A common, almost universal pattern of different specific fears at different ages is traced, but it is emphasised that definitional and measurement problems abound and there are some conspicuously neglected