

areas, including longitudinal research into the natural history of fears, anxieties, and worries in non-clinical populations, and the impact of family factors on children's fears. No epidemiological data are available specifically regarding anxiety disorders in children, which limits this chapter to a review of the existing (confusing) data on symptom prevalence. Accurate assessment using structured interviews, behavioural, and subjective rating scales is bedevilled by the low reliability among different measures and measurers, and the inadequacy of both the ICD-9 and DSM-III in diagnostic classification is highlighted.

A chapter each is devoted to the association of anxiety disorders with obsessive-compulsive disorder and affective disorder: in the former case little overlap is found; in the latter it is high, but mainly in the sense that a majority of depressed or dysthymic children show anxiety symptoms. There is a lower incidence of affective symptoms in children with primary anxiety disorders. A brief chapter reviews learning theories of anxiety, and a longer one psychodynamic theory. The last three chapters consider treatment, but are restricted to three approaches only: pharmacotherapy, behaviour therapy, and individual psychoanalytic psychotherapy. It will come as no surprise to anyone to learn that drugs have little place. The advice on behaviour therapy is basic, clear, and helpful to a non-psychologist, and similarly that on psychoanalytic psychotherapy to a non-analyst, although couched in general terms rather than focused specifically on treatment anxiety symptoms. One of Gittelman's own contributions is a chapter on correlates and outcome, rather oddly situated in the middle of the book – it might have been more logically placed at the end.

Although clearly set out, easy to read, and a most useful reference source for any aspect of anxiety in childhood, I am not sure that this book succeeds in its aim of defining and clarifying this range of disorders. However, it certainly succeeds in pinpointing aspects in urgent need of further research, including the natural history of fears in non-clinic populations, prospective studies of outcome and, most importantly, the need to tease out separation anxiety from other presentations.

Overall, I would expect most child psychiatrists and many clinical psychologists to find this book helpful.

PATRICIA AINSWORTH, *Lecturer in Child and Adolescent Psychiatry, University of Manchester*

**Talking to a Stranger: A Consumer's Guide to Therapy.**  
By LINDSAY KNIGHT. London: Fontana. 1986. Pp 321. £2.95.

This paperback aims to inform the potential psychotherapy patient about the various psychotherapies, to enable them to choose a helpful therapist and the most appropriate therapy. The author is a journalist and

mental health film producer, and this book is written from her personal experience of psychotherapy and from numerous discussions with therapists and therapy researchers. The book is well laid out, easy to read, and informative. Each chapter succeeds in conveying the experience and process of the various therapies from the patient's point of view, and provides useful information about mechanisms of change and realistic ideas of the results that can be achieved. There are chapters outlining the nature of psychotherapy, its indications and contra-indications, psychoanalysis, the various schools of dynamic psychotherapy, group therapy, counselling, and sex therapy. The last two chapters indicate how to choose a therapist, and provide a guide on the resources available in the UK. Potential patients may find the chapter on theoretical underpinnings of the various therapies off-putting, however, as it is jargon-ridden and tries to explain too much in too little space.

The main limitation of this book is its scope. Behaviour therapy and cognitive therapy receive mentions only in a brief glossary. Other therapies such as transactional analysis, personal construct therapy and Gestalt therapy receive no mention at all. In addition, the description of therapies suggests that many patients require years of therapy for useful results to be achieved. This is an unnecessarily disheartening message for potential patients, and suggests a lack of awareness of the range of brief focal therapies.

This is a book to recommend to potential patients.

NORMAN D. MACASKILL, *Consultant Psychiatrist with a Special Interest in Psychotherapy, Whiteley Wood Clinic, Sheffield*

**Memory and Amnesia: An Introduction.** By ALAN J. PARKIN. Oxford: Basil Blackwell. 1987. Pp 227. £22.50 (hb), £7.95 (pb).

This welcome introductory textbook about amnesia is written by a British experimental psychologist who is involved in investigating amnesic conditions. The first four chapters consider current psychological theories about the nature of memory. The remaining seven chapters consider amnesia under the following headings: clinical assessment, the amnesic syndrome, explaining amnesia, ageing and dementia, transient memory disorders, psychogenic disorders of memory, and remediation. The book rounds off with suggestions for further reading, a list of references cited, an author index, and a subject index. The book succeeds in its aim of introducing the contemporary field of work on amnesia. For people unfamiliar with this field, here is a useful entry; for workers in the field, the book is a helpful overview of the field as a whole.

IAN M. L. HUNTER, *Emeritus Professor, University of Keele*