

The first section surveys the major theoretical perspectives within psychoanalysis and developmental psychology as related to education. Piaget is frequently quoted, but the major emphasis is on issues of the self of the student and the interaction between self-esteem and learning; Kohut is the main influence. There is a shift away from the earlier idea that psychoanalytic theory could be used directly by school teachers and towards the study of what fosters the student's capacity to use the teacher's help. Muslin & Val's paper on the supervision of psychiatric residents focuses on this issue, with implications for all teaching situations.

Part 2 explores concepts of learning throughout life. I enjoyed three papers: Stott's "Making meaning together", which describes a five-year-old's use of writing within the family setting; Garber's "The child's mourning", which suggests that in a bereaved family a child's mourning may be blocked if its phases are out of time with that of the parent; and Stiver's "Examination of work inhibitions in women: a special problem for the female teacher and student".

The third section considers clinical applications, and includes papers on learning difficulties in adolescents with borderline disorder, special education, and the psychotherapy of infants and toddlers who are developmentally delayed.

The best part of this book is the last, most coherent, section: "Learning and the teacher". All the contributors are Institute staff members involved in its teacher education programme. The chapters reflect a collaborative attempt "to incorporate psychoanalytic knowledge of personality development and relationship dynamics and of the process of change into psychologically enriched programmes of teacher education". The final chapter by Field is totally engrossing. It gives in full the process notes from a 22-session course for classroom teachers run on the lines of Balint groups by an analytically trained instructor, and the author's comments on the process as it unfolds. This chapter illustrates beautifully the overall themes of the volume.

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Managing Anxiety: A Training Manual. By HELEN KENNERLY. Oxford: Oxford University Press. 1990. 177 pp. £10.95.

This book offers a clearly articulated and constructed summary of many of the current practices of cognitive behaviour therapy for anxiety. It is written for health care workers in the primary care setting although some psychologists and psychiatrists will also find it useful. It is not to be read as a book but rather, as I believe the author intended, as a step-by-step approach to intervention. Kennerley takes us through the process of

graded tasks and exposure to feared situations, eliciting a hierarchy of fears, eliciting dysfunctional thoughts and challenging these thoughts, homework, dealing with avoidance, controlling symptoms (e.g. breathing control), enhancing self-control, and ending therapy. The text is mixed with short case presentations (although I am unsure what to make of the authors claim that: "Any similarity with real persons in the case histories is coincidental.") Kennerley also provides helpful work sheets that maintain the step-by-step approach. There is also advice on relaxation and how to make one's own relaxation tapes, on tranquilliser withdrawal and sleep problems.

The writing is very to the point and would need to be supplemented with wider reading on the nature of anxiety disorders, their relation to depression and other psychiatric conditions. There is also rather little recognition of the importance of personality disorder which is becoming identified as one of the main reasons that treatments do not always go as the manuals suggest. More discussion of the fact that relaxation is not always helpful is also needed, and also the limits of the approach. The role of the therapeutic relationship is mentioned almost in passing. At times the print goes into black on grey format which I found irritating to read and could see no useful reason for.

This kind of approach will not be everyone's cup of tea. Still, taken on its own terms it is as good as many and better than most. It is a highly structured, well presented and confident account of one approach to anxiety and one that its target audience may gain much from.

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Stress Management: An Integrated Approach to Therapy. Psychosocial Stress Series No. 17. By DOROTHY H. G. COTTON. New York: Brunner/Mazel. 1990. 288 pp. \$30.00.

This is a comprehensive account of stress and its management which is well written and readable. The initial chapter, an overview, introduces various concepts of stress and gives a general plan of the book which seems logical and clear. The following three chapters deal with the definition of stress, its association and relationship to illness, and methods of assessment. A good review of the recent knowledge, research and theories on the subject is provided.

Then follows a chapter dealing with the planning of treatment for each individual patient/client. This gives a particularly useful method of drawing together all the data collected and producing an individualised treatment plan; it uses a pictorial grid which clarifies the components of therapy and how they interact. It emphasises that the common belief that everyone with