

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

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.

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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.

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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.

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