

She stresses the importance of demystifying and equalising the relationship, and discusses the influences of practicalities on people's lives and the need for external as well as internal change. A description of her way into the relationship, through unconditional acceptance, valuing defences and trying to understand what they represent, is followed by useful strategies and techniques for following clues "through the labyrinth". Symbolism of death and rebirth, and the rhythms of nature and personal and emotional life illuminate the stages and processes of growth. There is a particularly clear account of how assertiveness training can be used as an aid to change.

Chaplin's claim that her model of counselling respects and celebrates difference, rather than seeing it as concerned with superiority and inferiority and "divided split opposites", is largely sustained. Her association of mothering with the first stage of counselling I found problematic, though: it leaves unanswered questions about the power of mothers over children between counsellor and client. The association can also legitimise present expectations of female/male roles, rather than transcending them as the book aims to do.

Some theoretical problems and major debates in feminist theory are glossed over – such a short account cannot adequately address the complex nature of links between person and society and the relevance of an individualised model of counselling to different groups: female/male, black/white, and people of different class or culture.

Nevertheless the book is stimulating, leaving many ideas to reflect on. It gives a constructive account of the distinctive features of feminist counselling, as process and relationship.

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The Pluralpsyche: Personality, Morality and the Father.
By ANDREW SAMUELS. London: Routledge. 1989.
253 pp. £12.95 (bp), £25.95 (hb).

It is difficult to summarise the message of this book, because it deals with a number of aspects of Jungian psychology which are rather separate; a result, perhaps, of the fact that some of the chapters have been published elsewhere. For those who know the papers the book is inevitable disappointing, especially since there is little adaptation – the phrase 'in this paper' even once appears.

Samuels deals, *inter alia* (as he would say, for there is considerable use of classical phrases, e.g. on p. 182: *hierogamos, soror mystica, nigredo, prima materia, fermentatio, mortificatio, and putrefactio*), with alchemy, countertransference, the *mundus imaginalis*, the primal scene, and the feminine principle.

I shall discuss here the chapter on countertransference which, although a potentially important topic, high-

lights the weaknesses of this book for the general reader. It presents a fantastical and Jungian-derived account of the phenomenon with no attempt to persuade non-believers of its value or truth. To the sceptic it is almost meaningless. Samuels employs the concept of embodied countertransference in which the analyst becomes "part of the patient's inner world". To attempt to explain this, the notion of the *mundus imaginalis* is invoked, an *imaginalis* world shared by analyst and patient. Armed with this mystical concept, Samuels abandons normal logic: "As Buber says, in dance the whole world becomes subservient to the ecstatic soul. Analysis too is a form of dance . . ." Is it? I am not persuaded. Again, we find that it is important that the analyst should function as a mystic for the wider group of society, and that "analytical mysticism . . . does not expend itself onanistically and nihilistically".

I think this gives the flavour of the book, which no doubt will appeal to Jungians. For those not totally committed, this book will not change their minds.

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Children Need Groups: A Practical Manual for Group Work with Young Children. By W. R. SILVEIRA, GILL TRAFFORD and ROSEMARIE MUSGROVE. Aberdeen: Aberdeen University Press. 1988. 134 pp. £8.50 (pb), £14.50 (hb).

In his foreword to this book, Professor F. Stone pays tribute to the clinical experience of the authors, and it is clear throughout what is essentially a straightforward, almost 'recipe book', approach to group work with young children that the authors have wealth of practical experience and sensitivity to children on which to draw. This makes this a uniquely useful text for those working with groups of children. Whatever their stage in training or experience, this book has useful guidelines and clear practical ideas, based on sound theory and a wide exposure to many children with different problems.

The book covers such basics as mother and toddler groups and how to set them up to the much more demanding specialised work with groups of sexually abused children. There are chapters on self-image, children at school, dealing with loss and handicap, children in hospitals, and residential schools. It considers the child as a member of the community in the widest sense, and examines different groups to which a child may belong. Each chapter begins with an introduction to the topic and is then subdivided into various sections. The chapter on handicap, for example, deals with trust, guilt, low self-esteem, and loss. Each section contains one or more exercises which can be used with a group of children to help to deal with this specific issue. The exercises are described and then followed by a number of conclusions which may be drawn from the results. In this way,