

thought-provoking. It is curious to note the title and the frequency of use of the word 'trance' – a term perhaps even less definable than 'hypnosis'. Nevertheless, there is no doubt, as stated in the introduction, that every specialist volume such as this should "represent an effort to make the acquisition of skills to apply hypnosis more easily accomplished by the reader." Has the author succeeded in this ambition? I think so. But in the acquisition of such skills, understanding and experience are essential.

Trancework makes good reading for the beginner as well as for the expert. I recommend it.

DAVID WAXMAN, *retired Associate Specialist in Psychiatry, Central Middlesex Hospital, London*

Storymaking in Education and Therapy. By ALIDA GERSIE and NANCY KING. London: Jessica Kingsley Publishers. 1990. 407 pp. £29.95.

The authors have drawn myths and tales from all over the world and grouped them around seven themes, all reflective of forms of human experience. They suggest ways in which these may be used to develop the imagination's original and unique voice through therapeutic encounter in group work. The book is written for teachers, therapists, pastoral counsellors and group workers.

This volume presents both the material and the method of extending the use of creative imagination to bring it to bear more fully on some of the major problems which we all face. The stories themselves are divorced from reality, many being played out by a variety of animals, and thus enable the participants to 'play with' ideas and emotions which might be too threatening to be faced more directly. It enables them to escape from the tight categories of rigid thought patterns into which their own cultural upbringing may have imprisoned them.

Life itself tends to be lived in short-hand. We communicate in short-hand and eventually tend to think and live in short-hand. This saves a great deal of time and may work well for the ordinary situation in which we find ourselves. However, it does fall down when we meet an entirely new situation. At that time we need to find some way of escaping from the categories, extending our inner emotional responses, and examining the situation in long-hand. We may be helped to do this by moving into an entirely new environment in which none of the normal categories function. The imagination is captured and we begin to extend our categories and become more able to cope with the new experience.

A textbook for group work.

LOUIS MARTEAU, *Consultant Psychotherapist and Director, The Dymyna Centre, London*

Reaching the Affect: Style in the Psychodynamic Therapies. By EMANUEL F. HAMMER. New Jersey: Jason Aronson. 1990. 232 pp. \$25.00.

This book focuses on an aspect of psychotherapy – the actual language used in communicating with the patient. It provides a guide to an area not often addressed: how do we speak to patients and how do we get the meaning across so that the patient feels the importance of it? Can we translate into an easily digestible but concentrated form our thoughts, feelings and those that have been communicated to us. Among all the activities that go on in psychotherapy, at some stage there will be a need to return to the patient his various communications powerfully enough to connect with and reach him or her on an affective level. Hammer's book is about how this can be achieved. He discusses the similarities that writers have with psychotherapists, both being interested in exploring human relationships internally and externally and finding words to express them. He suggests that the most concise form is that of poetry, full of imagery and metaphors, and that we can learn a lot in the way of style from literature; "from the creative writer, therapists can learn communicative style – a finely chiselled clarity . . . and the impact as in good poetry". The book explores the fundamentals of style and then the differing types: poetic, earthy, creative and playful. This for example involves discussion of the use of humour and jokes in therapy.

I started the book with the prejudice that it seemed limited to consider psychotherapy concentrating on what the therapist should say, as if to be successful in treating patients one has to rely on getting the words just right. What about the other means of communicating through the transference or projective identification? However, as I read on it was not the case that these were ignored but that Hammer was concentrating on 'how to say' when it is necessary. The book contains clinical material and in it Hammer exposes some of his own style. The book was enjoyable and easily read and to be recommended to all those involved in psychotherapy.

ANDREW SOUTTER, *Senior Registrar in Psychotherapy, Claybury Hospital, Essex*

Resolving Resistances in Psychotherapy. By HERBERT S. STREAN. New York: Brunner/Mazel. 1990. 312 pp. \$22.95.

Strean, Director of the New York Center for Psychoanalytic Training, has produced a clinically useful book on the resistances in psychotherapeutic work. The identification, analysis and resolution of resistance as well as the understanding of its purpose has occupied psychoanalysts and psychotherapists from the time of Freud's seminal works through subsequent psychoanalytical developments to the present day.

Whatever theoretical orientation in the technique used in any psychotherapy, the observation that patients, despite the suffering that brings them to treatment, resist efforts to ameliorate this suffering is universal. It is indeed only psychoanalysis that has addressed this problem. In certain forms of therapy, if the patient fails to improve or indeed deteriorates, the technique in use is questioned and an alternative therapy offered rather than exploring the significance and meaning of the tenacity of symptoms. While it is relevant to question whether one has applied an appropriate form of treatment when negative therapeutic reactions arise, it is equally relevant to explore what possible purpose the negative therapeutic reaction is serving for the maintenance of the patient's mental equilibrium. More importantly, one needs to address the problem of whether the resistance is essential to the patient's psychic survival.

Strean defines resistance and its defensive functions in terms of psychic danger with respect to the types of resistance via repression and defence mechanisms. He also describes transference resistance. He offers a review of the literature from the Freudian, neo-Freudian, and non-Freudian schools. He omits the Kleinian school and its body of work on the negative therapeutic reaction which would have added a further dimension to the review, in particular the work of Herbert Rosenfeld.

Strean explores resistance and its development from the beginning of treatment through to the resistances of termination. He uses a wealth of clinical material that elucidates many of the pitfalls arising in treatment when resistances are not recognised or analysed.

Written with a refreshing lack of jargon, this book will provide an extremely useful guide for students. Those already experienced in these disciplines may find it a little lacking in depth.

BERENICE KRIKLER, *Principal Clinical Psychologist, Portman Clinic, London*

Artaud on Theatre. Edited by CLAUDE SCHUMACHER. London: Methuen. 1990. 210 pp. £25.00.

The life and work of Antonin Artaud casts an interesting light on the relationship between madness and creativity. Artaud, founder of the 'Theatre of Cruelty', was one of the most important theorists in 20th-century drama. His ideas, which centre on the importance of treating theatre as a plastic medium in which the text should be no more important an element than any other, have had a crucial influence on the contemporary approach to staging and performance. This selection of his writings is somewhat misnamed; as well as theatre, his views on cinema, religion and sexuality, among other topics, are well covered.

In his commentary Schumacher, while admitting Artaud's lifelong addiction to laudanum and the personality problems which caused him to fall out with

practically all his patrons and collaborators, coyly tries to suggest that his mental illness may be in doubt. However, the evidence to the contrary from both the writings and the biographical notes seems quite clear. Between 1941 and 1943, for example, he called himself 'Nalpas' and believed 'Artaud' to have died of malnutrition and poisoning in 1939.

Even during his long hospital stay at Rodez, however, when he was unable to write about theatre, his letters retain the extraordinary power and lucidity that characterise his essays on dramatic theory. It is arguably the force of his writing, and the extremes to which he pushed his ideas, which have made his work so influential. The ideas themselves are reasonably straightforward; it is the outrageous way in which they are expressed that grabs the attention.

This book is thoroughly recommended on two counts: as an introduction to some of the most exciting writing ever published on theatre, and as a fascinating insight into the disordered mind of a man of great intelligence and creativity.

DAVE JAGO, *Publications Manager, British Journal of Psychiatry*

The Nature of Adolescence (2nd edn). By J. C. COLEMAN and L. B. HENDRY. London: Routledge. 1990. 255 pp. £9.99.

This is the updated second edition of an aptly titled and popular book written by authors well qualified in the field. John Coleman, a psychologist, is the Director of the Sussex Youth Trust, and Leo Hendry is the Professor of Education in Aberdeen.

Although brief, this text covers the biology, psychology and sociology of adolescence broadly and from a number of complementary perspectives. It is aimed at professionals who work with young people from a variety of disciplines. This book has a clear purpose and scheme running through it. In structure its contents could be likened to an intellectual sandwich – of theory at beginning and end separated by a generous filling of empirical research evidence.

The nine chapters begin with an introduction which summarises three theoretical approaches – psychoanalytic, sociological and lifespan developmental psychological. Empirical evidence is produced in abundance in the seven chapters that follow on the physical, cognitive, self-concept and sexual arenas of adolescent development. There are chapters on the family, friendship and peers, and a new one on work, unemployment and leisure, which considers the transition from school to adult society.

In the final chapter the evidence cited in preceding ones is used to evaluate the initial theories. Each is seen as having value but as open to criticism. While