evidence, and the tone of the book is appropriately cautious about the success or otherwise of current efforts.

This book will certainly be used in psychology undergraduate and postgraduate courses. I would like to think that it would be of interest to clinical psychologists and psychiatrists also, despite the concentration on normal cognitive functioning as opposed to disordered functioning and emotional and motivational models.

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A Fresh Look at Psychoanalysis: The View from Self Psychology. By ARNOLD GOLDBERG. Hemel Hempstead: International Book Distributors. 1988. 275 pp. £22.95.

Goldberg enters the debate between psychoanalytical self-psychology and the classical theory as a supporter of Kohut, but one determined to avoid polarisation or blurrings of the positions. His 18 chapters, half of them reprinted articles, provide a well-written commentary on the relation of Kohut's theory and practice to the traditional model.

Kohut, having originally tried to locate the self in the ego, id, and superego, gave up the attempt to place or define it. Goldberg goes a little further, suggesting that it is a structure, enduring through time, to be understood in terms of connections, a characteristic configuration, and personal meanings. In its development, a crucial role is accorded to appropriate 'mirroring'; empathic breaks with parents are seen as the prime cause of psychopathology, and their recognition and repair in the analyst's therapeutic mirroring is seen as the work of therapy. Associated with this is the concept of the 'selfobject', by which is meant another person seen as part of, or psychically necessary to, the individual.

As Goldberg points out, these propositions are opposed to or separate from those of classical psychoanalysis, hence the debate. In his view psychoanalytical science is concerned solely with the analytic encounter. This encounter is shaped, observed and reported by the participant analysts and, quite predictably, their descriptions and reports vary enormously between different groups of analysts. The attempt to claim that these disagreements amount to competing paradigms does not hold up. In any case, the field of a given science is defined by its phenomena, not by the observer's favourite instrument, and a scientific psychoanalysis would have to align itself with all the other studies of personal interaction, personality structure, emotion, and so on.

It is likely that the main readership addressed by this book will be relatively unconcerned by the issue of scientific or hermeneutic respectability, but they will be hoping for a full discussion of practices and beliefs. In this respect I found Goldberg's choice of opposition – a loosely identified classical stance – disappointing. How is it that Kernberg gets only two brief mentions and that the British object relations school only rates a brief inaccurate comment on the transitional object, described as "part of an overall, albeit somewhat poorly articulated, theory developed by Winnicott, who was joined later by others such as Guntrip and Fairbairn"? So object relations, splitting, and projective identification – which to my mind can incorporate the ideas encapsulated in the idea of the selfobject and go a long way further, as a key to understanding personality, than does self theory – are entirely ignored.

In the end, we are offered a look at a version of psychoanalysis from one corner of it. Had psychoanalysis been less closed the debate would not have been necessary at all, for the idea of the self has received plenty of attention in other branches of psychology, quite apart from being a dominant concept in literature and in everyday life. Given its curious neglect, we can at least welcome the introduction into psychoanalysis of the view that the central focus of interpretation should be the patient's self-integrity, however slippery the psychoanalytic self continues to be.

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The Art of Intervention in Dynamic Psychotherapy. By BERT L. KAPLAN. Northvale, NJ: Jason Aronson. 1988. 263 pp. $25.00.

Psychotherapy trainees and their teachers will find this a valuable book. Trainees are often confused by the variety and complexity of the schools of psychodynamic thought, and at a loss as to how to translate the metapsychological concepts of the differing theories into useful therapeutic interventions with their patients. The book shows how one experienced clinician translates these relatively experience-distant developmental and clinical theories into meaningful, experience-near interventions.

Extensive verbatim transcripts of therapy with seven patients, interwoven with the author's comments, self-analysis, and clinical formulations, are used to show how different perspectives can be applied and integrated to provide a more complete diagnostic picture. It becomes apparent that different theories emphasise different aspects of the patient's experience more than they offer differing explanations.

The major theoretical perspectives which form the book are Hartmann's ego psychology, Mahler's separation individuation developmental model, and Spitz's object relations theory. These provide welcome expositions of significant transatlantic theorists probably unfamiliar to most UK trainees.

The seven cases are described in a clear and lively manner. The author's thought processes and how he combines these with his countertransference responses and knowledge of theoretical concepts to develop