

I found it a useful reminder of the difference between common problems and the ones usually seen in more specialist services, as I think specialist workers sometimes forget to concentrate on the basics, if involved in the training of others, and concentrate more on the complex issues which should remain in the domain of specialist services.

The book also presents clearly and methodically up-to-date research findings in the relevant areas. The bibliography is excellent and has references to both developmental and behavioural problems, which are often difficult to find in the same sources.

I do have some misgivings, in that the methods used are made to seem deceptively simple and may tempt overpressed primary care workers to cut short the stages of assessment and making a relationship with the family and to just apply the techniques plucked from the relevant chapters, making them invalid in the way that the overuse of star charts has invalidated the latter.

Overall, however, the clarity of writing and the comprehensive references make it a useful basic book for primary care workers and those involved in training them.

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The Visible and Invisible Group – Two Perspectives on Group Psychotherapy and Group Process. By YVONNE AGAZARIAN and RICHARD PETERS. London: Routledge. 1989. 292 pp. £14.95.

This book was first published in hardback in 1981. The theory of Agazarian & Peters on 'Group-as-a-whole' is therefore already well known among those in the group analytic world. Hopefully, however, its appearance in paperback will make it more accessible to a much larger audience and will prove an invaluable aid to all those involved in working with groups.

The book may prove initially daunting to those not familiar with Lewin's Field theory and General Systems theory. The authors outline these theories and, by careful step-by-step discussion, build up their theory on 'Group-as-a-whole'. They also incorporate the work of Foulkes, Bion, Bennis, and Shepard. Each chapter is followed by a conclusion which summarises its main points, and each step in their argument is fully summarised in table format. As the theory increases in complexity, I found this an extremely useful format for consolidating my understanding of what had gone before. It also makes the book much easier to use as a reference text, and therefore invaluable as a companion while tackling the day-to-day issues which arise in the groups we work in.

The authors defend their theory by stating that there is a need for a theory on the 'Group-as-a-whole' to differentiate group dynamics from individual dynamics.

The group is seen from a hierarchical point of view (beginning with the Person system, and moving to the Member-role system, the Group-role system, the Group-as-a-whole system). The 'Group-as-a-whole' is seen as something different from the collection of individuals within it. These complex ideas in the first part of the book are developed with the aid of diagrams and clinical illustrations.

The theoretical first part of the book leads on to a more clinically-based section. The authors describe the constructs of group dynamics using clinical examples. These include: group norms; group goals; group roles (including the role of the leader); group cohesiveness; and group structure. The chapter on the phases of group development is excellent: it tackles the thorny issue of power and authority and places the negotiation of this phase as central to the work of a mature group. The classification of groups into three levels is also helpful, as it clarifies what can be expected from a particular 'level' of group and provides guidelines on the leadership style and requirements for each level.

The section on group practice gives guidelines on interviewing and preparing a patient for a group, and addresses specific problems such as decision making, acting out, socialising between members, members leaving, and new members joining. There are also chapters on transference and countertransference.

How far the authors succeed in their aim of creating a theory which "differentiates group dynamics from individual dynamics" I am not sure. They advocate a thorough training in individual and group dynamics for all therapists working in groups. This would seem to be an ideal to be aimed at. However, on a practical as well as a theoretical level there is much to be gained from this book for all those who work with groups within the NHS, and who perhaps do not have access to the kind of training available at the Institute of Psychoanalysis, or the Institute of Group Analysis.

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The Transference-Countertransference Matrix: The Emotional-Cognitive Dialogue in Psychotherapy, Psychoanalysis and Supervision. By ROBERT J. MARSHALL and SIMONE V. MARSHALL. New York: Columbia University Press. 1989. 348 pp. \$46.00.

Once upon a time, psychoanalysis and the therapy derived from it could be conceptualised as a situation where a patient would find himself confronted with a therapist acting as a 'blank screen' or 'mirror' which would reflect the patient's difficulties back to him in a more meaningful form. Although many people outside the field continue to insist on seeing psychoanalytic therapy in this way, analysts and therapists have increasingly (over the past 30 years) tended to recognise that the