

PSYCHOANALYSIS

Practical and Theoretical Aspects of Psychoanalysis. By LAWRENCE S. KUBIE, M.D. International Universities Press, Inc., New York. 1971. Pp. 252. No price stated.

This book is a revision and expansion of Dr. Kubie's earlier work published in 1936 and directed, at that time, 'to help those people recognize sound analytical procedure . . . and to introduce them to these Institutes for the training of psychoanalysts' as 'a protection against charlatans'. It was intended as a guide for those who were seeking help in personal difficulties and for their medical advisers.

It has been brought up to date in two respects: first in recognizing that the essential features of psychoanalysis, both theoretical and applied, have been accepted in the scientific and medical world; and second, in taking account of new approaches and discoveries. In these it has largely succeeded, but it remains of less value to those in this country than to those in the United States. Much space, for example, is devoted to private practice elements (including the rationale of fee-paying), to individual therapy, and to the practice of psychoanalysis by doctors and not laymen.

It is the pure Freudian 'milk of the word' on such issues as the unconscious, transference, the symbolic nature of neurotic symptoms, the dynamic nature of all nervous and mental disorders (arguing that terms such as 'normal' and 'abnormal' are meaningless), the intensity and duration of couch therapy, and its clear-cut differentiation from all other therapeutic approaches in psychiatry and medicine.

Much is made of the scientific status of psychoanalysis in that it contributes new and verifiable knowledge about the nature of man and of his behaviour. The claim is based upon the equivalent of 'case law', which to the natural sceptic is valueless but to the open-minded must be taken seriously. It follows that the author's conclusions are reached by reference to typical examples of individual cases. No experiments as such are cited, and no use is made of current epidemiological and clinical methods of objective assessment.

But it is made plain by the author that the very nature of the subject matter—that which has been repressed and repudiated, or which is bound up with deep anxieties in all individuals—renders the more traditional scientific methods irrelevant. The claim is that psychoanalysis makes for greater freedom of action in the individual, no longer fettered by unconscious, arbitrary anxieties and conflicts. This freedom results not only from insight but from the new experiences brought into consciousness by free

association. It is thus creative, having more in common with art than with science.

The chief, and in some ways outstanding, merit of this book is its clarity of style. There is hardly any 'jargon' and no hint of dogmatism. For those who know little of psychoanalysis or whose prejudices against it are strong, this is a most admirable and acceptable exposition. Another valuable feature is that, given certain premises, it is a logical and internally consistent presentation—the reverse of the far more obfuscating approach of the so-called 'eclectic', choosing, almost at random, what is deemed to be the best features of all theories. It is, therefore, of relevance to the innumerable psychiatrists and psychologists in this country whose negative attitude to psychoanalysis arises from ignorance or prejudice or both.

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RECRUITMENT OF NURSES

Factors Affecting Recruitment of Nurse Tutors.

By ANN DUTTON. King Edward's Hospital Fund for London. 1968. Pp. 79. Price 75p.

Ann Dutton, a staff lecturer in sociology in the University of London, was commissioned by the King's Fund and the Royal College of Nursing to find out why there was a shortage of nurse tutors. This she did by a number of questionnaires relating to the work of tutors, and attitudes positive and negative to going into tutoring. The questionnaires were completed by a representative group of Ward Sisters at teaching, general and psychiatric hospitals, and also by 40 tutors in training. Unfortunately she did not include any male charge nurses in the survey, which makes the results less useful, at least for those of us working in psychiatric hospitals where a disproportionate number of tutors are male.

Sisters see themselves as 'vividly conscious of their role as nurses conceived in the Florence Nightingale tradition', and are reluctant to leave the excitement of the ward situation for the isolation (as they see it) of the school of nursing where they 'wouldn't have the same feeling of really helping humanity', and would find it difficult to think of themselves as nurses. A great many sisters feel that teaching demands special powers, particularly ease of expression, and also fear that their academic qualifications are inadequate, an apprehension which is, unfortunately, a real one for the majority of psychiatric sisters.

Tutors in training tend to see themselves as helping students with psychological and human problems, while the sisters feel that tutors should be more