

psychiatry'. This includes a short description of current brain-imaging techniques such as magnetic resonance imaging, positron emission tomography, and regional cerebral blood flow.

The section on psychiatric disorders is generally of a high standard, although there are some deficiencies. There is an excellent contribution on schizophrenia, with a comprehensive review of the epidemiology and aetiological theories. The chapter on anxiety disorders is to be recommended, particularly the contributions on panic disorders and post-traumatic stress disorder. There are some interesting personality disorders, such as "avoidant personality disorder" and "self-defeating personality disorder". Whether these concepts will cross the Atlantic remains to be seen. I was disappointed in the contribution on alcohol dependence/alcohol abuse. There is no mention of the famous Rand reports; nor is there any discussion about the current thinking on 'controlled drinking'.

The section on treatment was fully comprehensive and reflected some of the medico-legal constraints in the USA. The psychotherapies are particularly well covered. In the 'Special topics' section I would recommend the contributions on suicide, ethics and community care. I was fascinated to read that Nevada has one of the highest suicide rates in the United States. Could this have anything to do with the casinos? There is a good review of community care in the United States, and the author makes the valid point that "the dollar does not follow the patient". In other words, when the patient moves out into the community few resources move with him. It was a pity that little reference was made to the international scene, such as the Italian experience.

Overall, this is an excellent textbook of psychiatry which certainly should meet the editor's goals and expectations. Psychiatrists on this side of the Atlantic will find it an invaluable up-to-date reference book. It is attractively bound and well laid-out, and is excellent value at £40.00.

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Essential Papers on Countertransference. Edited by BENJAMIN WOLSTEIN. New York: Columbia University Press. 1988. 359 pp. \$31.00 (pb), \$69.00 (hb).

The centenary of Breuer & Freud's early observations of transference and countertransference in *Studies on Hysteria* will take place in 1995. The essays in this book could be said to celebrate that crucial discovery. Each essay has been selected to represent a significant change in the concept and clinical study of countertransference, and therefore in the evolution of psychoanalysis, between 1910 and 1983.

As a historical summary of the changes that have taken place in the concept of countertransference, Wolstein's first chapter is particularly helpful. He traces the development of new insights derived from the early and direct Freudian interpretive work on the patient's oedipal material, which excluded direct consideration of the countertransference, to the present variety of perspectives arising from the development of ego psychology, object relations, interpersonal relations theories, and the exploration of the transference and countertransference in self-psychology. His final chapter on the pluralism of perspectives on countertransference, a subject of considerable evolutionary interest and complexity, I found at times to be somewhat labyrinthine. One of the issues he affirms, as I understand it, is that with the move from an id to an ego interpersonal model of psychoanalysis, the patient who has been helped by a psychoanalyst to work through his transference problems may benefit by explicitly facing the psychoanalyst with what he considers to be his psychoanalyst's own countertransference distortions. The therapist at this point will have to decide whether to end therapy or to continue the exploration into his own assumed distorted perceptions (perceptions that had previously been accepted by his peers as objective and reality-based) in the hope that a further level of maturative development, whatever it may be, can be achieved for his client and possibly for himself. Wolstein's development of this view will, I imagine, evoke an interesting debate.

Between these two chapters lie 17 essays which move in a developmental sequence showing different points of emphasis. They make impressive and sometimes fascinating reading. They have been selected to typify the changes in the perception of countertransference over time, and include insights from Freud, Ferenczi and Rank, Reik and Clara Thompson, Racker and Searles, Winnicott, and Gill.

I can warmly recommend this book to all psychodynamically interested psychotherapists, and particularly those in training. Some may already have read a number of these essays, but most are of a calibre that benefit from a second or third reading.

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Feminist Counselling in Action. By JOCELYN CHAPLIN. London: Sage. 1988. 131 pp. £7.95.

The core of Chaplin's book is a systematic account of what she is trying to achieve as a feminist counsellor, how she defines the role, and how she prepares for different stages of the counselling relationship. She relates her values, aims, principles, and techniques to the processes and outcomes of counselling, using effective case illustrations.

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 (pb), £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,