

It is thus difficult to believe that dual therapy is likely to be an economical or widely applicable technique in accomplishing the author's initial aims.

Could lessons learnt from this approach be applied in the prevention of mental ill health?

In contrast to the rather technical early chapters the final fifty pages are taken up by an exposition of twenty-three practical rules of child rearing by which the author feels parents should be able to modify their 'genetic scripts' and preserve the mental health of their offspring. While one can scarcely argue with these rules they come as somewhat of an anticlimax and appear at times unnecessarily naive. 'Children should not be considered as pals of their parents', etc.

The rules would perhaps be more appropriate in an appendix to Spock whose voice the author feels compelled to echo in a troubled world, but it is doubtful whether many parents would manage to survive the preamble in order to reach this ultimate truth.

This is a sincere and thoughtful attempt to relate the principles of psychoanalysis to treatment and practical child rearing but like many books of its type falls short of the initial aims.

JOHN CORBETT.

GROUPS

Beyond the Couch: Dialogues in Teaching and Learning Psychoanalysis in Groups. By ALEXANDER WOLF, EMANUEL K. SCHWARTZ, GERALD J. McCARTY and IRVING A. GOLDBERG. Science House, New York. 1970. Pp. 364. Price \$12.50.

The problem of providing adequate training for psychiatrists in group methods is a serious one in Britain, and there are undoubtedly many junior psychiatrists up and down the country who are deprived of important learning experiences in psychotherapy because of the lack of local facilities for supervision and training. The novel experiment in psychotherapy supervision described here is therefore of considerable interest, and it is more appropriate to explore its potentialities than to focus on its limitations. While psychotherapy on the telephone is not new, the concept of group supervision with teacher and students separated by many miles but in contact by a linked phone is an interesting one. The supervisory experience in group analysis described in this volume took place over four years during which each supervisory session was tape-recorded, transcribed and distributed to each of the participants.

A great deal of the book is devoted to verbatim extracts from these tape recordings, with some additional commentary. There is an interesting chapter on the alternate session when the group met in the absence of the group therapist. Though this is obviously open to criticism on many grounds, the authors clearly demonstrate its potential value and practicability. Other chapters focus on oedipal and pre-oedipal derivatives, the borderline patient, with some interesting material on transference theory in relation to groups. Reading the book reminded one of the experience of seeing a friend's travel slides of a foreign country. You do not quite get the feel of the place, some of the snaps bore you intensely, but others make you wish you had been there. If one had only had an ear to that linked telephone line it might have been a valuable experience, but somehow or other the book falls short of that.

The authors remind us that there are more analysts in the area bounded by 59th Street, 96th Street, Lexington Avenue and Fifth Avenue than there are in the rest of the world. Much the same thing applies in Britain, where the vast majority of psychoanalysts are centred in the area around Hampstead and St. John's Wood in the metropolis. Can the telephone be used to get their teaching skills to the provinces? Will a peripheral mental hospital be able to get accreditation for training in psychotherapy if it can provide a tame analyst on the end of a telephone in London? The authors certainly take us beyond the couch, but can they really convince us that the telephone, the tape recorder or the videotape can really replace the unique experience of actual participation in a group and face to face interaction with a supervisor? Perhaps the videophone will make the authors' experiment more personal and convincing.

The last chapter contains a strange dialogue about book reviewers who do not read the book, misrepresent the authors and generally show a lack of understanding. Your reviewer pondered on whether he should call the author on the transatlantic telephone and reverse the charges.

JOHN HARRINGTON.

The Group Process as a Helping Technique. By SHEILA THOMPSON and J. H. KAHN. Pergamon Press. Oxford. 1970. Pp. 156. Price £1.75 (hard cover); £1.25 (flexi-cover).

This book, written by a psychiatrist and a psychiatric social worker, is clearly written, practical in outlook and deserves a wide readership amongst