

BOOK REVIEWS

Ageing and Social Policy. Edited by Phillipson and Walker. Gower Press. 344p. £22.50 h/b £9.50 p/b

This is an important though highly academic book. The dominant theme is that social policy shapes the lives of the elderly and produces many of the characteristics associated with old age. It argues that ageism is as rife as sexism and racism. It does not ignore the demographic changes but argues plausibly that ideology dominates social policy. In short we have a case of structured dependency to examine. Reading this book made me angry. This book illustrates vividly the massive 'CON' that society has perpetrated in the elderly and that can mean anyone over 50 in employment terms.

This book is organised into three parts and comprises 14 chapters plus an introduction which I particularly liked. This gives a concise view of the contents and shows that the editors are aware of humanistic psychology by mentioning the *actual experience* (their italics) of the elderly.

The first part of the book establishes the theoretical foundation for the remainder of the book. The essential argument is that the dependent state of the elderly is the result of conscious thought and action. i.e. it is socially manufactured. The arguments are compelling to a degree that forced me to re-read this part three times. And it is not just argument: the variety of empirical studies quoted takes it well beyond argument. The rage of women and coloured people can be matched by the elderly.

Part two examines particular sectors of welfare provision, or lack of it, from a critical viewpoint. For example though the care of the elderly has improved over generations, the method of delivery and provision of

benefits often leads to dependency. The importance of family support is also highlighted as both desirable and outweighing the formal/public support.

Part three looks at the importance of social gerontology in France and the U.S.A. and argues that Britain is lagging well behind in this field.

The conclusion and final chapter titled 'Alternative Forms of Policy and Practice' seems eminently reasonable and practical; no idealistic dreaming. Their first major prescription is the development of greater awareness amongst professionals of the concept of Gerontology. This deals with the normal process of ageing as against geriatrics which deals with the problems associated with old age. Gerontology specifically pays attention to developmental growth in later life. They suggest that courses of modules be developed to elaborate the following schemes:

- 1 Examining stereotypes of old age.
- 2 Understanding normal ageing.
- 3 Avoiding client dependency.
- 4 Identifying components of a 'healthy old age'.
- 5 Reviewing social, biological and psychological theories of ageing.
- 6 Cross cultural variations in ageing.
- 7 Confronting low self esteem.
- 8 Understanding transitions in later life.
- 9 Reviewing concepts of 'growth' and 'deterioration' in old age.
- 10 Developing skills for assisting self-health care (i.e. individual activities) and self help care (group activity) amongst older people.
- 11 Transferring counselling skills to older people.
- 12 Developing skills to assist social and political organisation amongst older people.

Their second major suggestion seems less practical but is valid. They suggest that opportunities be created where the elderly meet professionals and other sections of the community on the basis of equality. One area for example would be to deal with self-help and self-care.

Their third and most exciting proposal is the formation of Elderly Persons Support Units (EPSUs) the first of which was already in operation in Sheffield when the book was written in 1986. The idea is really very obvious as all the best ideas are. An EPSU is a team-centred approach providing all the services the elderly need in their homes and working closely with the informal help. The aim of such units is to discourage dependency and destroy the present rigid divisions between domiciliary, day and residential care. One of the aims is to enable old people to stay in their homes and the community rather than being sent to residential homes.

Their fourth proposal concerns the formation of Community Gerontology Teams. The aim of such teams would be to co-ordinate formal and informal carers to plan strategies, advise care workers and develop projects.

One basic aim of this book is that elderly become more involved in planning the care they need. An essential step toward this is changing the stereotype which links growing old with being dependent. They close the book with the hope that their work may make a contribution to that task. I think they have succeeded and recommend this as essential reading to anyone concerned with the elderly or social policy.

Mark Matthews

NEARING RETIREMENT. By Phil Lyon. Gower. 224pp. £18.50

This book provides an in-depth study of late working life of male manual workers in two separate organisations, one private and one municipal.

The book draws extensively on interviews with older employees and retired workers. It also looks at the various factors including technological change and economic circumstances. While essentially researching deep socio-

logical material, the interviews give fascinating cameos of the older worker and recently retired.

Howard Read

PERSPECTIVES ON RAPE AND SEXUAL ASSAULT: Ed. June Hopkins, Harper & Row, 1984. £4.95 pp 135 (paperback)

SEXUAL VICTIMISATION: Ed. D.J. West, Gower, 1985. £15.00 180 pp (hardback)

These are two extraordinarily good books about an extraordinary tragic subject, and any AHP reader concerned with the facts that have so far been established about it, as distinct from the myths that abound, should study them carefully.

The paperback book is edited by a social psychology lecturer, whose general interest in loss and mourning is related to the existential crises of sexual victims whose involvement may make them lose trust in their fellow-men, lose the regard to when, how and with whom they can associate. The 'bereavement syndrome' of shock, denial, anger, guilt, anxiety and depression applies to sexual victims, especially those who have suffered from rape.

June Hopkins has also selected an excellent group of contributors, Harry J. O'Reilly, formerly Sex Crimes Analysis Supervisor of the New York City Police Department, being foremost amongst these. After four years there, personally concerned with 15,000 cases of sexual assault, he so dramatically changed his early views of such crimes, that he has since specialized in directing and teaching courses of crisis intervention to help rape victims. He brilliantly expounds the myths of rape: most of his victims were **not** seductively dressed; they do **not** enjoy being raped; only a very small minority make false accusations; permitting a relationship does not include an invitation to rape. This leads him on to the great myth which he nicely describes as that of the 'terminal erection' - "has anyone heard of a man dying of an erection?", he asks, maintaining that men are used to controlling their responses very efficiently, especially when their wives watch them reacting to girls at a party! O'Reilly then goes on very sensitively to describe the sexual crisis counselling procedures which he recommends to police and others, and with which AHP readers will be familiar.

Ken Plummer, a sociologist from the University of Essex, writes a stimulating chapter about the predominant role of power in sexual assaults, maintaining that it is the lust for this, rather than erotic impulse, which motivates so much aggression. "It is used for social purposes - to gain power and enhance masculinity - and the case of male-on-male rape makes this

doubly clear". Ken Plummer raises many interesting questions about power, authority, the roles and interests of men and women, and especially draws attention to the homophobia which victimizes men.

The victimization of homosexuals is one of Donald West's special concerns, and his chapter in the first book underlines the need for victims support and counselling services as well as making important recommendations for changes in judicial sentencing. As Professor West is Director of the Cambridge Institute of Criminology, and one of the foremost advisers to the Government, his writings, especially in the second book which he edited, are specially noteworthy.

Sexual Victimization is a model research document: it shows all the data sent to doctors and received confidentially from people co-operating in the two studies, one of which is concerned with the sexual molestation of young girls, the other with the socio-legal problems of homosexuals. It provides detailed and hard reading in small print, but will provide very valuable material to anyone with special interests in this area.

Donald West's general findings are that there are "striking variations in attitudes to sexual matters" in our society: some young girls enjoy sexual attentions but some are permanently damaged by them; some incest offenders may need long imprisonment, whilst others are better counselled within the family situation if the family itself is to survive and the girl remain outside legal supervision; some homosexuals are victims, whilst some are villains, robbing or preying on their partners; some homosexuals are now quietly enjoying their new gay culture whilst others are attracting increased social hostility.

Professor West would like to see our laws and legal system ameliorated to be more responsive to all these variations, but points out that it will be the prevailing social mores which will determine the pace at which reform is acceptable to the general population - in this respect, the judiciary may be more progressive than the people!

In a short review one cannot do justice to this excellent book - nor to the compassionate objectivity with which our leading criminologist has written it.

Yvonne Craig

MANAGING WITHOUT MANAGERS: Alternative work arrangements in public organizations, by Shan Martin. Sage Publications 1983. pp. 200. Hb. £18.75 Pb. £9.35

This is a very succinct account of work which the author has done with organizations, tied in with the theory of Chester Barnard and Mary Parker Follett. It is about time the work of these great pioneers was shown and re-

examined, because they have much to offer. Shan Martin puts forward and defends nine propositions:

1. The belief that managers are supremely important to organizations has dominated the literature.
2. Managers more frequently engage in routine maintenance functions than they do in conceptualizing problems and opportunities or in planning for the development of the organization.
3. The managing/doing dichotomy, or the separation of conception from execution, serves to keep the labour process dependent on management, thus ensuring the continued importance of a group of people called managers..
4. Average grade escalation and narrow spans of control intensify the need for experimenting with alternatives to the managing/doing dichotomy.
5. After an initial period of orientation and training, most individuals can perform their work without supervision.
6. Cooperation, coordination and obedience to the law of the situation can serve as alternatives to supervision and control.
7. Many managers at the upper and middle levels lack the discretion to make non-routine decisions and are therefore unable to fulfil a traditional role expectation.
8. The successes of work redesign encourage continuing experimentation with new approaches that utilize self-managing concepts.
9. A reduction in the numbers and functions of superordinates and the creation of self-managing work groups would respond to pressures to reduce costs and at the same time provide an opportunity to improve the working environment and performance of government employees.

All this, of course is tremendously challenging to our accepted notions of what is necessary in organizations. It will be very useful to anyone trying to remodel or rethink the structure of any organization.

There are a few curious gaps. To write about the quality of working life and work redesign without mentioning Lou Davis seems odd, and to write about semi-autonomous work groups without mentioning Phil Herbst seems equally strange.

But I liked this book a lot, and I would like to see it on the shelf of everyone involved with humanistic approaches to work.

John Rowan

ENCYCLOPAEDIA OF MANAGEMENT DEVELOPMENT METHODS by Andrzej Huczynski. Gower Publishing Company 1983. pp.339 hb.£19.50

This is exactly what it says, and very up to date and complete. It goes from **Accepting positions of responsibility in community organizations** through **Basic encounter**, **Career life planning**, **Data approach method** and so on, all the way through to **Unit box approach**, **Values clarification**, **Work cards** and **Youth tutoring youth**. (No mention of Zen).

There is a Foreword by Professor Cary Cooper, and an Afterword by Professor John Morris. It also has chapters on **Definition of the field**, **Criteria for method selection**, **Resources for teaching and learning** and **Analytical framework for method assessment**.

As well as brief descriptions of each method, most of the entries have a bibliography attached, giving further references to the literature. Some of these are very full, giving the full details of eight, nine or ten books.

There are many familiar names among those so quoted, including Blake & Mouton, Berne, Blatner, Boot, Boud, Boydell, Brammer, Burgoyne, Cunningham, Harrison, Heap, Heron, Hoare, Jackins, Kilty, Kirschenbaum, Lowen, Moreno, Parlett, Pedler, Perls, Pheysey, Ramsden, Reddin, Rickards, Rogers, Schutz, Smith, Stevens, Torbert and Yablonsky.

For anyone having to choose between courses, or for anyone just wanting to know about an unfamiliar offering, this is a unique source of information and extremely valuable.

I couldn't help noticing, though, that the definition of Basic Encounter (pp.45-46) bears an extraordinarily close resemblance to the description of basic encounter in **Ordinary ecstasy** (pp.40-41); in fact, the nineteen lines are almost word for word the same. Similarly, the definition of Open Encounter, though much more shortened, is again a rehash of the description in **Ordinary Ecstasy** (pp.41-42). This is complimentary in a way, I suppose, but an acknowledgement would perhaps have been in order.

John Rowan

JOB STRESS AND BURNOUT: Research, theory and Intervention Perspectives. Whiton Stewart Paine (ed). Sage Publications 1982 pp.296 pb. £8.95

This book is based on papers given at the 1981 First National Conference on Burnout held in Philadelphia, but the authors have read each other's chapters, and commented on them in various ways, so that the book is reasonably unified.

Four general topics provided a structure for the conference and for the book. Part 1 addresses some basic methodological and theoretical issues. Part 2 focusses on the need to treat burnout within a larger context. Part 3 deals with the many available interventions attempting to change burnout in various ways. And part 4 looks forward to the future.

The authors are all prominent writers in this field: Masiach, Cherniss, Edelwich & Brodsky, Pines, Golembiewski are all there. They all make clear that burnout is not just another name for job-related stress - it is a definite syndrome which includes, at least in one definition:

A state of physical, emotional and mental exhaustion marked by physical depletion and chronic fatigue, feelings of helplessness and hopelessness, and the development of a negative self-concept and negative attitudes toward work, life and other people.

In the chapter by Carroll & White, there is a chart giving a list of the indicators of burnout, in six categories. There are health, behaviour, feeling, relationship, attitude and value indicators. And they make it clear that burnout is a holistic concept, which cannot be reduced to mere depression or mere stress.

One of the strongest and most challenging chapters is that by Cherniss, who gives an historical analysis of the development of the caring professions, where burnout is most important. Until twenty years ago, the most common position on public policy was the Progressive Ideology, which assumed that the various interests in society ultimately coincided. But in the mid-60s civil rights activists began to emphasise conflict, power and separateness. "Empowerment, rather than integration, became the central objective". And this eventually led to the consumer movement in the human services.

Promises of reform from professionals and administrators no longer appeased consumer activists; who began to agitate for more control over programmes . . . The consumers of service became less pliant, more resistant and less appreciative. They increasingly saw providers as adversaries.

Similar changes took place within the service organizations. The staff became more likely to unionise themselves and seek better working conditions.

Administrators were unprepared to deal with the many conflicts and demands generated by this emphasis on empowerment. Caught in the middle, unable to please everyone who needed to be pleased, they coped by formulating vague, ambiguous,

even conflicting programme goals. Because their control over staff behaviour ultimately was limited, they often relied on classical bureaucratic mechanisms, resulting in more paperwork, more red tape and less personal control for direct-care staff. As staff became angrier and more resistant, pressure on administrators intensified. Many burned out, and when they did, the burdens on staff further increased.

Other changes went along with these – the more money that was spent on human services in the optimistic sixties and early seventies, the more it became obvious that the professionals could not provide the answers they had seemed to promise, and disillusion resulted. At the same time an economic recession provided another rationale for cuts to be made.

*It is clear that our expectations for these new programmes were unrealistic. Not only were the primary goals (to eradicate poverty, for instance) impractical, but the assumptions we had about the nature of the problems, the clients and the political system were naive. This became obvious within a few years. However, while the original goals were too idealistic, they did inspire a certain amount of commitment. The more "realistic" goals that have replaced them cannot generate much excitement or zeal. As the optimism of the 1960s waned, the **Zeitgeist** became ripe for burnout.*

And so the human services are no longer centre stage. Because of all these factors and others, too, interest in the whole area of psychology and sociology has diminished.

Fifteen years ago, the important social problems were in education, mental health, drug abuse and poverty. Today, the primary concerns focus on international conflict, energy and the economy. College undergraduates no longer flock to psychology or education majors; now they go into business, law and engineering. Many working in the human services must feel abandoned by the rest of society. The sense of specialness that they had in the 1960s has been lost; their efforts are no longer regarded as heroic. Burnout is the result.

This is a sad story, but it seems all too true. And Cherniss says that all the indications are that the current administration in the US – and here too, I would say – will make all this worse by downgrading the human services and cutting off more funds.

In such an historical position, the other chapters on personal solutions look less convincing. Nevertheless, faced with the prospect of doing something or nothing, the personal approaches do offer something

immediate which can at least make the situation bearable. The organizational solutions, too, have something to offer - obviously there will be less burnout in a well-run organization than in a less well-run place.

But the impression I am left with at the end of this book is that it has stirred up more questions than it can well deal with. Just because burnout is a holistic concept, it arouses very wide-ranging questions and raises huge issues. Perhaps only a revolutionary change in consciousness is going to be enough.

James Crippledini

Relaxation, Concentration and Meditation: Ancient Skills for Modern Minds. Joel Levey. Wisdom Publications 1987. pp 225, £6.95.

This book is divided into four sections. **Relaxation:** a short introduction explains that losing unnecessary tension and stress is a part of sharpening up our awareness which is the goal of meditation. A series of exercises are described which are intended to build up our sense of own weight, warmth, body, breath and other fundamental aspects of our being in a relaxed way. **Concentration:** this is described as the mental integration which enables us to grow through subtle and ever-deepening understanding of the nature of reality. Exercises follow which involve awareness of objects and movement as well as breath. **Meditation.** the aim is to transform our consciousness so that understanding, power and love are enhanced. Exercises are aimed at helping us to stabilize attention (single-pointedly) and to be both receptive and reflective in our awareness.

The fourth and longest part of the book gives instructions for meditation related to various themes such as the transposition of emotions, pain and disease. The last chapter discusses meditation in the light of research on biofeedback and control of the body. An appendix lists the research findings.

Overall the book gives a useful introduction to the practice of meditation. It is not cluttered with unnecessary theory, wild claims or over enthusiasms. If anything it is a bit on the bland side giving equal emphasis to everything it says, from how to sit, to the fact that you really need a teacher in addition to a book.

David Jones

IS ACUPUNCTURE FOR YOU? by J. H. Worsley 1985, Element Books, 114 pp. (unpriced)

Please read this book if you are interested in, or thinking about taking a course in acupuncture, either as a patient or as a student. You will find Professor Worsley of the College of Chinese Medicine in China, and President of the College of Traditional Chinese Acupuncture here, to be a guide with long experience and deep knowledge of the diagnostic, treatment and health philosophy teaching skills on which traditional Chinese medicine is based.

I began to read this clear and precisely written book with immediate appreciation for the way in which it begins by using a question and answer approach to all the basic uncertainties and anxieties which Westerners have for this Eastern science which is also an art. Gradually, as information and assurances, balanced by corrections of popular misconceptions, eased me in to a read-every-word concern to understand how our life-energy, the **Chi**, becomes unbalanced by our individual and social dysfunctional patterns of life, I began to feel the human warmth and loving-kindness of Professor Worsley who has devoted his long life to helping people find the wholeness for which nature created them. One of the ways in which this was expressed was in his gentle and humorous advice about extremism in health and treatment fads, often another way of punishing ourselves. Similarly, he has an affirmative and co-operative attitude with regard to orthodox physicians and surgeons whose more drastic skills may be necessary in handicap, accident or acute and chronic disease. For acupuncture, he tells us, is essentially a form of treatment allied to the preventative ideology of Chinese medicine.

Yet one of his most serious warnings is against **symptomatic** acupuncture - treatment generally given by inadequately trained practitioners, who have only had time in a week-end or three-week course to mug up the meridian points which are **sometimes** associated with the migraine/muscle ache of **some** patients, and then apply them to **all** patients! Professor Worsley says that a good acupuncturist may spend up to two hours diagnosing energy imbalances, and needs to be able to distinguish between **six** pulses in each wrist - **each** pulse of which has 28 different qualities. The minimum period needed for a Licentiate's training is three years, and subsequent qualifications as a B.Ac., M.Ac. or in a Doctorate, indicates a minimum of ten years' study and practice at the College of Traditional Chinese Acupuncture.

For it is only **traditional** acupuncture, which its emphasis on individual assessment of each unique person, based on thorough diagnosis, specially selected treatment and careful general teaching, which can reliably help people back to natural health. However, Professor Worsley is not a professionalized empire-builder! He is enthusiastic about Chinese bare-foot medicine which does offer well-tested 'first aid' acupuncture in

restricted situations, and he is interestingly keen about this being used in childbirth as a replacement for anaesthetics. In such specialised situations, obstetricians (or presumably midwives) who have their own skills, may be able to use a restricted form of acupuncture for these purposes, with the appropriate (presumably) short-course training. But short-course training is inadequate for people who wish to use acupuncture **generally** in their care of people. There are no short cuts either to acupuncture or to good health - or to a stable society - or to a peaceful world! Attention, commitment, wisdom and **love**, above all, Professor Worsley insists, are necessary for such a life-work to be approached with serenity of mind, a balanced body and a compassionate heart.

Joan Conway

YOUTH AND ADULT: The shared journey towards wholeness by Frank Cardelle. Publisher: Four Worlds Development Project, University of Lethbridge. Pages: 207. £5.95 1983

This is a book about a programme for adolescents which started in a Calgary high school in 1976. It is a programme that pays just as much attention to the teachers as it does to the students.

The book starts with an analysis of where we are in education today. It is a powerful and moving account: the author says at one point:

The schools don't listen, the teachers don't listen, the parents don't listen, the community doesn't listen, and the government doesn't listen.

Don't listen, that is, to the adolescent who is being driven crazy by the way things are today.

But the teachers are being driven crazy too. Cardelle has the full story of stress and burn out, and how these affect the teacher. He offers to teachers the insights of Carl Rogers and George Brown, saying that:

Teachers, in order to promote education for human growth and development, must be living models of change, flexibility and creativity - the multi-dimensional processes of growth.

And so we come to the very important Chapter 7, entitled *Teachers can grow: The beginnings of a holistic approach and working model*. Here the author goes into the whole question of a support system for teachers, where they can look after themselves while undertaking these kind of changes.

We are then introduced to the REAL programme, a way of actually handling exercises and workshops and ongoing work with adolescents. The

acronym stands for Reality (awareness of and contact with the world), Evaluation (linking each present experience with past and future), Application (actually investing this learning back into the real world again) and Living (the beginning and end of the process).

The programme comprises six different but related areas: Individual survival and growth; Interpersonal relationships; Family life awareness; Human sexuality; Health and Wellbeing; and Career orientation and selection. There is a steering committee for each programme, with students on it, as well as teachers, parents and others. Many ideas are provided in this book, but it is up to the steering committee to decide how to use them.

This is an excellently done and very up to date book, and it can be thoroughly recommended for all involved with young people. Its dual focus, on students and teachers, means that it is never taking sides or pushing issues in one way only. There is a foreword by Virginia Satir, in which she says - "What this book turns out to be is something important for anyone who wants to be that enlightened leader to adolescents".

I have met Frank Cardelle, and find him to be a good writer, a good workshop leader and a good person. I hope he will pay a visit to this country before too long.

John Rowan

EXPERIENTIAL THERAPY AND FOCUSING ; Neil Friedman. Half Court Press (New York) 124 pp.

I have just read the first chapter of Neil Friedman's book. It is magnificent. A quivering vital revival of his therapy with Leida Berg, of two opposite personalities locked in a relationship of seething energy. She sounds quite a woman: searing, perceptive, demanding, truthful. For me this account brought back flooding memories of my relationship with a well-known classical piano teacher, whose style was equally withering and epigrammatic; and whose image of the possible was similarly terrifying in its demands, whose vibrancy forced me at last to a rebellion into myself, my own nature. 'What was happening,' Friedman writes, 'was often excruciating. I thought I was being graded C- as a human being. And I started to get ANGRY.'

The next two chapters come down with a bump. This author's words are short when he feels, and long when he writes history, theory, or discussion. So his classification of 'The Four Families of Psychotherapies' seems thoughtful: and his history of the experiential in psychotherapy is convincingly presented: but the writing seems weary.

Perhaps it is just that life is always more invigorating than school is. The moment we turn to 'How I do Experiential Therapy' he is alive and kicking once more: clear, graphic, personal, with lots of telling illustrations. Great stuff. He illustrates ten kinds of intervention:

(1) I do focusing: (2) listening: (3) self-expressing: (4) empathic imagining: (5) keeping the client at a feeling place: (6) bringing the client back to a feeling place: (7) making interpretations: (8) combining gestalt and focusing: (9) combining bioenergetics and focusing . . . (10) doing things which are not experientially orientated per se.

The two essays at the end caught and held me. I can imagine Friedman round a table with Gendlin, Angyal, and Rogers, deep in discussion. He is trying to persuade Angyal that Gendlin's focussing technique is what he needs, to complete his theory of process. Angyal sees therapy as a drama in several acts: 'two systems - the healthy and the neurotic - vie for dominance in the personality. Prelude: 'the neurotic system is dominant.' Act One: 'demolition of the neurosis' and 'reconstruction of the (dormant) system of health.' Act Two: 'the struggle for decision' ('half slave, half free'). Act Three: 'getting well' and 'staying well'. Angyal: 'But the potentiality for his special way of malfunctioning always remains with him. Friedman writes that 'It is unclear in Angyal exactly how intellectual insights lead later to the emotional experience that produces change. This is a gap in his theory. Focusing fills this gap.'

In his book 'Focusing' Gendlin describes the technique with elegance, clarity, economy and simplicity. It is a truly remarkable exposition. Friedman describes this skill: 'Focusing is a quiet, gentle, quasi-meditative way to get a client in touch with the whole *felt* sense of a problem, issue, or situation; and through specific steps help the person achieve a *felt shift*, a piece of bodily resolution of the issue.'

As I imagine Friedman with these three others, he next tries to persuade Rogers and Gendlin that they need each other. 'Gendlin says it is a particular skill that makes for change. Rogers says it is a particular kind of relationship that makes for change. They are both partly right. Neither focusing nor the relationship functions as well without the other.'

Yes, these are good essays. But the accounts of therapy give a real sense of living engagement, of tingling chimerical life, of two persons growing separately together. It seemed appropriate to review an existentialist's book from moment to moment. When Friedman lives that way he is champagne. When he writes like a dutiful research student, he is stale beer. But perhaps it is just the two styles next to each other that upset me. So I still wish the whole book was of transcripts, skilfully annotated. The writing in the first chapter I could read, and read, and read. 'Anger was my albatross . . . They didn't pluck my harp . . . I am like a glove turned inside out . . . she is the freshness of the breeze. . . it was like being splashed with ice-cold water right in the face. . . And through it all I heard Leida: 'Live intensely!'