

National Conference (October 6, 1983) that the field of marital therapy has yet to come into its own, that many of the techniques and conceptual ideas used in treating couples are borrowed from individual, behavioral, and family therapy as well as from other models. This book is a good example of Haley's point. As noted on the book jacket, Broderick presents a "wealth of tried and true techniques" for couples with marital difficulties (not child problems, multigenerational or divorce problems, or individual symptoms), techniques that he has culled from communication skills training, psychoanalysis, structural family therapy, Gestalt therapy, dramatic imagery, and strategic family therapy. Broderick succeeds admirably in providing glimpses of these techniques, using a folksy but clear writing style and excellent organization. Yet, the book does not contribute to the development of a stronger and unique therapeutic framework for marital therapy, for several reasons.

First, the underpinning of the book is not a coherent theoretical stance on marriage, change, and therapy, but Parsons's (1955) four-stage paradigm of socialization adapted to the therapeutic process: (a) unconditional acceptance of behavior, perceptions, and feelings; (b) unconditional support of each client as a person; (c) intervention for change in behavior, perceptions, and feelings; and (d) reinforcement of new behavior, perceptions, and feelings. Broderick has divided his book into two parts. The first half deals with (a) and (b) and focuses on establishing rapport, providing support, making a diagnosis, and making a contract with the couple. The second half of the book covers (c) and (d) and focuses on achieving and anchoring in change and disengaging from the therapeutic triangle; it concludes with a discussion of how training and work in the marital field affects the personal life of the therapist. Beginning therapists, particularly those making the shift from working with individuals, will find that the sequential chapters on the therapy process, along with the overview of numerous techniques (e.g., rescripting, reflection, negotiating behavioral changes, partitioning the pain, establishing symmetrical rapport), provide a good overview of how to move into working within a triadic relationship rather than a dyadic one. I believe that the book would have been much stronger, however, if the author had explained why he chose particular ideas

from different therapy models at various points. For instance, in his fourth chapter, "Diagnosing Couples' Problems," he gives no rationale for taking many of the conceptual ideas from structural and strategic family therapy. Then, in following chapters there is no explanation of why he discusses so few of the basic interventions from these models, which are an ongoing part of marital assessment.

Second, lengthy clinical examples, which could have helped indirectly to elucidate underlying principles of Broderick's eclectic model of marital therapy, are not presented. The case excerpts that are the most extensive and seem the most real are all taken from Broderick's (1979) prior book, *Couples: How to Confront Problems and Maintain Loving Relationships*. Dialogues reconstructed throughout the book often seem unauthentic. For instance, this conversation is used to open the first chapter:

"Good morning. This is the Crossroads Therapy Center. May we help you?"

"I hope so. Do you help straighten out messed up marriages?"

"What seems to be the trouble?"

"Everything! My husband and I just don't communicate. He doesn't support me with the children. We argue about money all the time. Sex is rotten. Now he's talking about leaving, and I think there may be another woman. Do you think there is any use seeing a counselor? Can you help us out of this mess?" (p. 11)

Third, although the book acknowledges systems thinking indirectly, it does not tussle with any of the major issues currently being raised in the field—issues such as the "braid" of assessment and intervention versus the more static notion of diagnosis, the questioning of the therapist's role being so instrumental that he or she is always regarded as being at the top of the hierarchy, therapy discussed in terms of control and power, or the definition of the therapist-couple as a larger therapeutic suprasystem that needs to be self-reflexive. It is almost as if this book had been conceived and written several years ago, before the current foment in the field.

Two of the things I particularly like about this book are the sections, in most of the chapters, titled "All the Things That Can Go Wrong" and the concluding chapter on the intertwining of training and work in the field of marital therapy and in therapists' private lives. These parts provide a welcome relief from books that ignore all of the things that do not

necessarily work right off in therapy (although I might talk about these "mistakes" differently as new information for the therapeutic suprasystem) or books that do not acknowledge the effects of work in the therapy field on personal lives and vice versa.

The book succeeds in fulfilling Broderick's expressed purpose of presenting a distillation of his ideas and techniques on triangular therapy from his twenty-five years of clinical experience (although an index of the techniques and the authors referenced would have made the book more useful). These ideas are available in other writings, however, and the field of marital therapy would have benefited considerably had Broderick presented them within a conceptual framework that strengthened the position of eclectic models of therapy.

References

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Please Convert
"Eve's Mother
Revisited," which
starts @ the bottom
of 744 and ends
on 745.

Love's Mother Revisited

Ernst L. Moerk
The Mother of Eve—As a First
Language Teacher
Norwood, NJ: Ablex, 1983.
168 pp. \$24.50

Review by
Kenji Hakuta

Ernst L. Moerk is professor of psychology at California State University, Fresno. He is author of *Pragmatic and Semantic Aspects of Early Language Development*. ■ Kenji Hakuta is associate professor of psychology at Yale University. He is coauthor with H. Tager-Flusberg and J. G. de Villiers of the chapter "The Development of Sentence Coordination" in S. A. Kuczaj's *Language Development: Problems, Theories and Controversies, Volume 1: Syntax and Semantics*.

You can judge the contents of Moerk's book quite accurately from the title alone. Yes, it concerns Eve, of the legendary

sufficient empirical evidence (and certainly the authors offer none of their own) to support their claim that they know what constitutes successful counseling.

The book is well organized to fulfill its function as a basic text. With the beginner in mind, the authors have taken pains to use simple language and explicit instructions and to avoid professional jargon. I recommend it as a supplementary text that students will thoroughly enjoy. ■

Ennobling Visions: East and West

Roger Walsh and
Deane H. Shapiro (Eds.)
**Beyond Health and Normality:
Explorations of Exceptional
Psychological Well-Being**
New York: Van Nostrand Reinhold,
1983. 528 pp. \$28.50

Review by
Kenneth I. Pargament

Roger Walsh, associate professor in the Department of Psychiatry at the University of California (Irvine) Medical School, is coeditor of Beyond Ego: Transpersonal Dimensions in Psychology with F. Vaughan. ■ Deane H. Shapiro, president of the Institute for the Advancement of Human Behavior, is author of Precision Nirvana. ■ Kenneth I. Pargament is associate professor in the Department of Psychology at Bowling Green State University. He contributed the chapter "The Interface Among Religion, Religious Support Systems and Mental Health" to J. D. Biegel and A. Naperstak's Community Support Systems and Mental Health.

This is a book about "ennobling visions," the best that people can be. The editors want to provide "symbols of excellence and cooperation, new possibilities and paradigms for the positive evolution of human nature" (p. 31). Appropriate in this regard is their citation of Gordon Allport: "By their own theories of human nature, psychologists have the power of elevating or debasing that same human nature. Debasing assumptions debase human beings; generous assumptions exalt them" (p. 31).

Their search for the highest in human potential leads them beyond Western

psychology to other schools of thought—Zen, Sufism, and the shamanism of Castaneda. What these schools share is a challenge to the assumption that "ordinary" consciousness is the only way or the best way of knowing the world. This challenge is posed directly to the reader. Sprinkled throughout the chapters are paradoxical stories, baffling parables, and an occasional blank space, which push the reader into experiencing rather than simply analyzing these different perspectives. Such values as self-transcendence, giving up control, unity with the world, moving beyond attachments, and equanimity are proposed as alternative bases of exceptional well-being.

The editors identify and acknowledge their own biases and those of their contributors. The book is organized by the contributors' views of the interface between Eastern and Western notions of mental health. In chapters by Wilber, Walsh, Deikman, Kornfield, and Goleman and Epstein, Eastern conceptions of well-being are described as more advanced, more inclusive, more compelling, and more closely tied to the nature of reality than are their Western counterparts. Elsewhere, these schools of thought are presented as complementary. Shapiro, for example, points to the value of both holistic and analytic thought as well as the knowledge and flexibility to use each process appropriately. Particularly intriguing is the chapter by Erhard, Gioscia, and Anbender, who argue for a "paradigm of paradigms" allowing the individual to recognize and use the strengths and limitations of Eastern and Western paradigms in a more proactive fashion.

The editors and authors of the book are admittedly favorably disposed toward Eastern religions; this valuable contribution would have been strengthened by a more complete critique of Eastern thought. For example, a self-centered focus runs through much of these descriptions of the exceptional person. Where do values such as family, community, and belonging fit in? How does the social system support and/or gain from individual well-being? With the exception of a brief chapter by J. Shapiro, on relationships, these questions are not probed. Similarly, a repeated theme in several chapters is the value of transcending "lower level" individual needs, including physical desire, attachments, and self-esteem. Although my Western background and Jewish identification may be showing, I am left uneasy by the notion of tran-

scendence as a crucial element of exceptional human well-being, for it elevates consciousness at the expense of human desire. Steinberg (1975) presents an alternative ennobling vision:

But if Judaism will have no traffic with sensualism in one direction, it turns away from asceticism in the other. In its view, the body, no less the work of God than the soul, cannot be inherently evil. . . . The Tradition insists it is man's obligation to enjoy life. . . . Pleasure then must be not only legitimate but mandatory. (pp. 72-73)

Nevertheless, the editors are successful in their task. Their book challenges readers to examine their own views of the exceptional life. Moreover, it offers an introduction to Eastern religion for many readers. Finally, it suggests points of dialogue between schools of thought, psychological and religious, that have long been separate.

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Steinberg, M. (1975). *Basic Judaism*. New York: Harcourt Brace Jovanovich.

Techniques in Search of a Conceptual Framework

Carlfred B. Broderick
**The Therapeutic Triangle: A
Sourcebook on Marital Therapy**
Beverly Hills, CA: Sage,
1983. 184 pp. \$20.00

Review by
Janine Roberts

Carlfred B. Broderick is professor of sociology and director of marriage and family therapy training at the University of Southern California. He is author of Couples: How to Confront Problems and Maintain Loving Relationships. ■ Janine Roberts is assistant professor in the school, consulting, and counseling psychology program at the University of Massachusetts—Amherst. She contributed the chapter "Working With Families With Special Needs Infants and Young Children" to E. Coppersmith's Families With a Handicapped Member.

Jay Haley recently commented in his keynote address at the American Association of Marital and Family Therapists'

Adam, Eve, and Sarah studied by Roger Brown in the 1960s (where are they now?). The emphasis is on the adult end of the Eve-mother dyad. Moerk wishes to accord the mother with the role of teacher. He does not view the mother as a Chomskian releasing stimulus for the innate Language Acquisition Device with which Eve is endowed. Finally, Moerk manages to squeeze into his title the title of Brown's (1973) original, *A First Language*. That is what the book is about.

The title of the first table, "The Outlay of the Computer Card, Enabling a Quite Exhaustive Coding of Each Single Utterance," gives the reader an idea of what to expect. The table is exhaustive, if not exhausting. Coded are the sample number, hour, page number, utterance number, and date/time of the utterance; of more substantive interest, also coded are episode boundary (whether continuity of topic is preserved in the utterance), illocutionary force (twenty-two categories), the teaching technique used by the mother (thirty-nine categories), and some grammatical features targeted for analysis (including morphological and syntactic levels). One has to admire the researcher's fortitude in delaying gratification (plus what I consider to be a remarkable feat of memory, for he often refers to categories solely by their code number, which he apparently finds easy, but which makes parts of the book extremely difficult to follow).

Once the utterances have been coded, accurate counts can be made of such things as the occurrences of certain grammatical structures in the mother's speech or the co-occurrence of different teaching techniques. Moerk reports numerous analyses of differences in the conversational content of Eve and her mother and of how they change over time. He goes beyond the description of single utterances by describing and speculating about the functions of frequently occurring sequences of functions. He has taken advantage of access to something like an electronic spreadsheet of a huge corpus of utterances.

Moerk reports on the frequency with which Eve's mother provides feedback on the correctness of her child's utterances. Whether mothers provide such feedback is important in determining how to constrain the types of grammars that are learnable by children (Pinker, 1979). A look at the learnability literature suggests a common acceptance of an earlier study by Brown and Hanlon (1970),

which used data from Adam, Eve, and Sarah. The mothers were found to provide feedback not on the syntactic correctness of the children's utterances, but rather on correctness in meaning. It therefore comes as somewhat of a surprise that Moerk reports that "Eve's mother responds once every 2 minutes with a positive remark about her child's linguistic productions" (p. 52). This observation, together with estimates based on these samples that some linguistic structures are modeled for Eve by her mother as frequently as 33,120 times a month (Table 14), leads Moerk to conclude that the child receives from her mother sufficient information for learning language; he believes that it is not necessary to propose sophisticated built-in constraints in order to account for the child's language acquisition.

One can argue at length with Moerk's work. The theoretical soundness of the coding categories he used can be questioned. If one is interested in conversational sequences as units of analysis, one might question the usefulness of Moerk's approach, which ultimately uses single utterances as the building blocks from which the larger units are analytically constructed. It is refreshing, however, that Moerk draws his conclusions on the basis of data, so faithfully reported, so transparent and easy to argue with.

The book includes a short commentary by Donald Baer, who is quite sympathetic to the work, limiting himself to the caution against drawing inferences about causality from correlational data. I would have preferred to see the primary merit of Moerk's work, its explicitness, capitalized on by the inclusion of a second commentary by a critic of the mentalistic persuasion.

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A Meeting of Minds?

Robert W. Rieber (Ed.)
(in collaboration with Gilbert Voyat)
Dialogues on the Psychology of Language and Thought: Conversations With Noam Chomsky, Charles Osgood, Jean Piaget, Ulric Neisser and Marcel Kinsbourne
New York: Plenum Press, 1983. 173 pp. \$19.50

Review by
Martin Huntley

Robert W. Rieber is professor of psychology at the John Jay College of Criminal Justice of the City University of New York. His books include Body and Mind. ■ Martin Huntley is visiting assistant professor in the Department of Linguistics at Brown University. He is interested in the philosophy of linguistics.

This book professes to "provide the reader, in the form of a dialogue, answers to some of the most important contemporary issues in the field of psychology of language and thought . . . making the viewpoints of leading authorities available to both students and scholars" (p. 7). Actually, it contains a series of "dialogues," each consisting of an exchange between the editor and one of the following: Noam Chomsky, Charles Osgood, Jean Piaget, Ulric Neisser, and Marcel Kinsbourne.

A set of seven questions was submitted in advance to each of these individuals in an attempt to provide a common framework for the various dialogues. Included were general questions about the relationship between language acquisition and general cognitive development, the nature-nurture issue, and the present state and future direction of research in the area of language and cognition. There were also more specific questions about the relationship of verbal and nonverbal behavior, the research on apes and language, and the relevance of the study of pathological behavior.

The book provides a platform for the presentation of what are often deeply conflicting views, but in its choice of the format of a dialogue based on a common set of questions, it promises in addition a meeting, and perhaps confrontation, of competing paradigms. In this respect it does not deliver what it promises.

The various contributions are mostly dialogues in name only. One, that of Piaget, makes no pretense to being a dialogue. In fact, it cannot all be attributed to Piaget himself, since much of it is apparently the development by a "collaborator" (presumably Voyat) of Piaget's sketchy, written answers to the questions. Although the other chapters are in dialogue form, the editor's contributions to the dialogue are generally (with the partial exception of that with Chomsky) little more than prompts that guide the conversation along the lines set by the questions.

Accordingly, the book passes up the opportunity to advance the theoretical debate among the competing positions represented here. So, for example, the contributors' summary dismissals of each others' views (e.g., Chomsky on Piaget, p. 38; Osgood on Chomsky, pp. 78-79; Piaget on Chomsky, p. 109) are allowed to go by without challenge. And there are frequent specific claims made that could be at least usefully illuminated by directed challenges from other contributors. Why, for example, believe that the structural characteristics that Chomsky claims to be unique to the "language faculty" (pp. 37-38) are not shared by such other cognitive systems as those of arithmetical and musical competence? And what independent criteria are there for identifying "the underlying, prelinguistically determined, cognitive structures" (p. 71) that Osgood's "Naturalness Principle" presupposes can be correlated with sentence surface structures?

Thus, although the book is interesting as a display of a variety of personal, intellectual styles, it fails to rise to the challenge offered by its format. It is also very poorly produced. There is no bibliography, despite the fact that there are many citations by author and date scattered through the text. And there is an inexcusably high incidence of nonsensences, incorrect words, and misspellings, indicating inadequate proofing. (One particularly intriguing example from the rather sketchy and arbitrary index is the references to "epistemolinguistic," which turn out to refer to "epistemological" issues.) ■

How Systematic a Behavioral Approach?

John P. Quirk and John C. Worzbyt
The Assessment of Behavior Problem Children: A Systematic Behavioral Approach
Springfield, IL: Charles C Thomas, 1983. 214 pp. \$19.75

Review by
Thomas R. Kratochwill

The authors are affiliated with Indiana University of Pennsylvania. John P. Quirk is chairperson of the Department of Educational Psychology. ■ John C. Worzbyt, professor of counselor education and coordinator of the Elementary School Guidance Program, is author of Elementary School Guidance: Program Planning, Organization, and Implementation. ■ Thomas R. Kratochwill is professor and director of the School Psychology Program at the University of Wisconsin—Madison. A past recipient of APA's Lightner Witmer Award, he is author of Selective Mutism: Implications for Research and Treatment.

Psychological assessment of children experiencing behavior problems within educational settings is a high priority for research and practice. The need for quality assessment of children's behavior stems from recognition of the importance of psychological services for children, recent mandates through federal legislation for assessment and psychological/educational services, and research advances that cast doubt on some traditional assessment approaches. In *The Assessment of Behavior Problem Children* Quirk and Worzbyt promise to provide an alternative to some of the major forms of psychological assessment currently practiced in educational settings. The authors draw attention to problems of linking assessment and intervention as well as to the resistance of many professionals to behavioral assessment procedures in applied settings.

The authors propose a systematic behavioral approach based on an assessment strategy developed and field tested by them. The approach, called the Modular Assessment System (MAS), was developed from their work on assessing children who were not progressing as rapidly as they should have in remedial programs, and it

was premised on legal mandates for school-based assessment. The book, although suggestive of a behavioral approach (e.g., Mash & Terdal, 1981), actually incorporates a number of conceptual, methodological, and specific traditional assessment procedures within a somewhat broad model.

The first part of the book presents an overview of the MAS. The following four sections discuss the modules within the system: referral source assessment, situational and historical assessment, individual assessment of a child, and individual educational program development.

In the section on referral source assessment, the authors discuss the importance of teacher-parent conferences, as well as conferences with the child. The section on situational and historical assessment focuses on observational and peer assessment. In the section on individual assessment of the child, the authors review a five-phase format that purports to take into account multidimensional causation of children's behavior. Specifically, they note that the etiology of children's behavior can be grouped into five basic areas: (a) problems due to faulty operant conditioning in a child's environment, (b) problems related to the inappropriate influence of anxiety on behavior, (c) problems related to mediational factors such as unrealistic perceptions of oneself or others, (d) problems related to learning difficulties, and (e) problems that involve physiological or neurological factors.

Thereafter, the book focuses on the individual educational plan (IEP) and its development. Included within this section of the text are such topics as data organization and analysis, specific development of the IEP, and performance monitoring. The book concludes with some case study examples using the MAS and various assessment instruments that have been developed specifically for the MAS.

At first glance, the book might appear to have a behavioral orientation (as implied in the title); however, its orientation is not completely clear after a careful reading of the book. To begin with, the book does not review the empirical knowledge base or even a conceptual framework for the behavioral orientation purported to be used by the authors. Currently, the field of behavioral assessment and therapy is quite diverse, including components of applied behavior analysis, mediational stimulus-response approaches, and social learning theory,