

for himself with the ways in which this formulation might be useful in evaluating pedagogical methods or in understanding the child in the school situation. Nevertheless, in trying to connect education and human development, the book may be useful to the reader beginning in this area, for it takes on the worthwhile task of trying to relate theoretical knowledge to the practical life situation.

A Welter of Words

David Cooper

The Death of the Family. New York: Pantheon, 1970. Pp. 145. \$5.95.

Reviewed by LEONORE R. LOVE

The author, David Cooper, is Director, Institute of Phenomenological Studies, London, where he is also a full-time psychotherapist. A native of South Africa, he was educated at the University of Cape Town, where he earned degrees in medicine and chemistry. He is, with R. D. Laing, a founder of the Philadelphia Association. Cooper's other books include *Psychiatry and Anti-Psychiatry*; *Reason and Violence (with Laing)*; and *Dialectics of Liberation*.

Leonore R. Love, the reviewer, is Coordinator, Psychology Department Clinic, and Lecturer in Psychology at the University of California at Los Angeles. She is the coauthor, with H. V. Ingham, of *The Process of Psychotherapy*, and is currently (with Jaques Kaswan) writing the report of a six-year NIMH-supported demonstration project concerned with the role of family interaction and communication patterns on behavior of elementary school children.

THIS impassioned incantation indicts all social institutions but is directed especially at the identified prototype, the family. The author decries interdependence, security, maturity, normality, socialization, and all related concepts in-

volving "aprioristic systematization." These are seen as "obligation structures" which interfere with free assumption of identity, individual liberation, autonomy, and self-consistency. The family values, malevolently projected onto the child, are to be struggled against, in all social manifestations.

This is the core of the revolution Dr. Cooper seeks: the "destructuring of the family," in all its forms, because of its destructive restrictions on the individual. As a revolutionary, Dr. Cooper is more explicit about what he wishes to destroy than what he plans to build. It would, however, be obviously difficult to specify "... a totally dehierarchized, mobile structure that is in continuous revolution, and therefore can generate further revolution beyond the limits of its structure . . . [p. 73]" in other than the negative terms utilized, e.g., the anti-university.

He glorifies naturalism, infantilism, and a-logicality. The causes and concepts of Laing are reflected and amplified. As usual, there are many penetrating clinical observations and intriguing social commentaries within these existential expostulations. But there are also a number of difficulties. (a) Impactful arguments become overextended into meaningless conclusions: "Revolution, I believe, will only become a total enough reality when white men can assume all the colors of blackness and then have babies too [p. 138]." (b) Sweeping generalizations and Olympian pronouncements abound, with no evidential bases for the conclusions: "Every infant, needless to say, knows all about this. Each child loves itself enough to play with its pain, until we teach it our games [p. 89]." Finally, and basically, there is the remarkable combination of pretentiousness and primitivism in the author's style. Words are spun out to evoke mood, to shock, to suggest, and to becloud. Meaning doesn't matter. From the Preface the reader learns that this is done quite intentionally: "I have made no attempt to simplify some of the ambiguities and paradoxes in this book, since it is for those who have ears and can hear, but above all for those who can hear and then listen and then act." As a consequence, the reader found *The Death of the Family* an uneasy admix-

ture of philosophy, psychiatry, propaganda, poetry, and gibberish. (For an example of this: "What it is that one becomes is *that* that that is that it is [p. 113].") The book is so difficult to read that probably few will put forth the persistent effort required to unearth the author's ideas.

Acquiring Language

Aaron Bar-Adon and Werner F. Leopold (Eds.)

Child Language: A Book of Readings. Englewood Cliffs, N. J.: Prentice-Hall, 1971. Pp. xvi + 477. \$11.95.

Reviewed by MELISSA BOWERMAN

The first editor, Aaron Bar-Adon, is Professor of Linguistics at The University of Texas at Austin. He received his PhD from Hebrew University, Jerusalem and is author of *Children's Hebrew in Israel*. Werner F. Leopold is Professor Emeritus of Linguistics and German at Northwestern University. His four-volume *Speech Development of a Bilingual Child* is a classic in the literature on language acquisition. He also has written *Bibliography of Child Language*.

The reviewer, Melissa F. Bowerman, received her PhD from Harvard under Roger Brown. She is Assistant Professor of Linguistics at the University of Kansas.

THE publication of one of the first anthologies devoted to research in the rapidly growing field of child language is a welcomed event. The purpose of this volume, according to editors Bar-Adon and Leopold, is to introduce the student of language development, particularly the beginning student, to the various areas of research within the field, to different theories and research methods, and to successive stages in the history of child language research.

The 60 selections from American and international literature, often short ex-

cerpts from longer works, span almost 200 years of research. Many of the works from the 19th and early 20th centuries have until now been relatively inaccessible; several appear in translation here for the first time. The group of early readings provides an interesting view of how problems in child language have been conceptualized and explored in the past, although a few of the selections are too severely abridged to convey much of their original significance. Analyses are based largely on material from parental diaries and other informal observations of children. Topics receiving the closest attention include the onset and sequence of development of articulated sounds, sound substitutions, and growth of word meanings. Especially interesting are readings by Tiedeman, Taine, Sully, William Stern, and Karl Bühler—the latter two for their remarkably modern orientation.

Recent studies showing the influence of linguistic theory, especially generative transformational grammar, comprise over half the volume. Works by Jakobson, Lenneberg, Braine, Slobin, McNeill, Brown, the editors, and many others are included. These studies, in a reflection of changing research methods, are based largely upon data collected experimentally or by controlled sampling of children's spontaneous speech. Analyses center on the child's acquisition of the phonological, morphological, and syntactic systems of his language. Theoretical considerations of the nature of the child's capacity to learn language and of possible universals of language acquisition are also included. Bilingualism, sociolinguistics, and abnormal language development are touched on only briefly, although some references are given.

The selections are arranged chronologically. Although this organization gives a historical perspective, the student who is trying to get an idea of the scope and content of the field might have found a topical arrangement more useful. The editors provide some integration by introducing each reading with a short outline of the author's background, interests, other works, and place in the field. However, the student is largely on his own in discovering major areas of research interest, the

changing treatment of given issues over time, particular points of controversy, and the way in which generative transformational grammar has influenced theorizing and research on language acquisition.

THE volume should find an appreciative audience. It is especially suitable as a source book for courses on language

acquisition, since it presents a broad and interesting picture of the field and assembles many classic studies of language development, which until now have been scattered among other books and journals. Useful additions for the student are a list of reviews, summaries, and bibliographies of child language, and an appendix of topics for reports, term papers, and major research projects.

BRFLY NTD

JAMES EDWARD BELL. *A Guide to Library Research in Psychology*. Dubuque, Iowa: Wm. C. Brown Co., 1971. Pp. v + 211. \$2.95 paper.

It is appropriate that the author has listed "helping behavior" as one of his interest areas in the 1968 APA *Biographical Directory*, for his book should prove to be a highly useful guide to others in their library research. Although designed as an aid to students in psychology, the guide is sure to be drawn upon by postgraduates and persons in other disciplines. What the guide does not emphasize, presumably because students are not in a position to avail themselves of such knowledge, is the clever means by which resourceful scientists and technologists are able to bypass the agonies of search for needed information among general information storage and retrieval systems (libraries included). There are minor errata, which should be corrected in future editions of the guide, e.g., "deferential" for "differential" (p. 7) and "Segel" for "Segal" (p. 127). In all, however, James Bell has rendered us a signal service, for which he is to be commended. The book is well worth its modest price.

HAROLD B. PEPINSKY

LEOPOLD BELLAK. *The Thematic Apperception Test and the Children's Apperception Test in Clinical Use*. 2nd ed. New York: Grune & Stratton, 1971. Pp. xvi + 328. \$12.75.

This is an expanded and up-dated edition of a book first published 17 years ago. In its Preface the author discusses many of the significant developments that have taken place in the field of personality assessment and in approaches to therapeutic treatment during this interval. He then presents the theoretical foundations for projective testing, and describes the many and varied uses of the TAT and CAT in clinical and research settings. This book should be highly informative for all students enrolled in courses on personality assessment and also of value to experienced clinicians who engage in psychodiagnostic work with children and or adults.

ANTHONY DAVIDS

GRAHAM B. BLAINE, JR., and CHARLES C. MCARTHUR (Eds.) *Emotional Problems of the Student*, 2nd ed. New York: Appleton-Century-Crofts, 1971. Pp. v + 388. \$7.95.

A collection of mental health workers, several of them eminent, have contributed chapters to this second edition. The chapters are uneven in length and quality, and the book gives the appearance of having been hastily slapped together. For a concrete example, one begins McArthur's chapter 14, on "The Movement," proceeds to p. 288, and then finds himself back on p. 257 of the previous chapter, appropriately labeled