

Pervin's brief discussion inserted into the Rogers chapter for this third edition.

The two *major* differences in coverage, however, concern the neo-Freudian and the social learning theorists. One of the advantages of Hergenhahn's text is full coverage of each of four neo-Freudian theorists (Jung, Adler, Horney, and Erikson), whereas Pervin provides only a 12-page section (a new section in this third edition, in which brief attention is given to Jung, Adler, Horney, and Sullivan). In contrast, one of the major advantages of Pervin's text is an excellent new chapter on social learning theory that integrates the contributions of Bandura and Mischel, a topic that goes unmentioned by Hergenhahn. Neo-Freudian theory is important as an alternative for students because it combines humanistic and psychoanalytic insights. Social learning theory is an essential topic because in studying it students are exposed to personality theory as a current endeavor, progressing in step with other areas of psychology. ■

## Why Not Communicate About Communication?

Mark H. Bickhard  
**Cognition, Convention, and Communication**  
New York: Praeger, 1980. 282 pp.  
\$24.95

Review by  
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The increasingly pervasive treatment of cognition, communication, and language from social-interactionist perspectives

during the last decade (e.g., Ochs & Schieffelin, 1979; Olson, 1980) has generally not been accompanied by the necessary *conceptual* analyses of fundamental theoretical terms. In the absence of such analyses, we run the risks of uncritical eclecticism, in which unanalyzed concepts are adopted in rote fashion from theories that are fundamentally incompatible. This is perhaps nowhere more apparent than in accounts of communicative development. So the appearance of a book with the express purpose of tracing "the internal logic of the development of a model of language on an interactive knowing base" (p. vii) portends a clarification of the metatheoretical issues ingredient to any efforts at explaining the emergence of language from the nexus of social interactions.

The author's aims are to "present a metatheoretical perspective for the study of mental phenomena," and to demonstrate the viability of that approach by using it to explicate a model of communication and language. Thus, the strategy of approach:

First, psychological communication systems are to be analyzed and differentiated within the category of general psychological action systems. Second, action systems are considered from within a mentalistic perspective, that is, action system conceptualizations are developed in terms of the mental structures and processes that constitute those systems. Third, mental structures are taken to be explicable as control structures, and mental processes as executions of those structures. Fourth and last, control structures and processes are taken to be explicable in terms of abstract machine theory. (pp. 2-3)

These goals are pursued in the five main chapters of the book. In the first, as groundclearing, "picture models of knowledge" (e.g., early Wittgenstein) and "transmission models of communication" (e.g., most research in psycholinguistics) are rejected in favor of "interactive models of knowledge" (e.g., proceduralism in cognitive science) and "transformational models of communication" (e.g., phenomenological sociologists such as Cicourel). The second chapter explicates interaction, cognition, and situation, and the key concepts of "knowing," "apperception," "situation image," and "world image." At the core of the approach in the third chapter is the definition of *situation convention* as "a consensual understanding about a social situation among the participants in that situation" (p. 49). This extension of Goff-

man's *definition of the situation* has been markedly influenced by David Lewis's philosophical work on the notion of *convention*. Situation conventions, rather than minds, are considered to be the "interactive objects" that communicative acts "transform." The fourth chapter sets out the resultant approach to meaning and language, and the fifth (which constitutes half the book) develops an argument that "yields a sequence of increasingly language-like action systems, each differentiated within the preceding, culminating in an explication of language in terms of both its goal structure and its transformational structure" (p. 90).

These are weighty concerns indeed. Is the promise fulfilled? Not as far as I can tell. The lines of argument are strung out like so many tangled kitesstrings, bedraggled with myriad definitions, essay-length asides, and diffuse footnotes covering 40 pages. Defined terms become the jargonistic gist of subsequent arguments, a recursive procedure leading to such results as the following:

The potential regress of explicit intentions is eliminated by constraints on what constitutes a convention (symmetry and equivalence): since self-contradicting reflexivities are incompatible with the nature of situation conventions and since meanings have the ontology of situation conventions such self-contradicting reflexivities are therefore derivatively eliminated in the goal or apperceptive structures that constitute meanings, without having to invoke a regress of positive (non-contradicting) reflexivities to avoid them. (p. 82)

No small irony that a text on communication is so uncommunicative. The architecture of these common sentences, much less the arguments in which they play a role, is utterly impenetrable. Notwithstanding Heidegger's influence, it does not have to be this way. For a model to be to cogent, it first must be made communicable. The value of its claims cannot be assessed otherwise.

Students of language, communication, or cognitive development that desire to relate this theoretical framework to existing or future empirical observations would be hopelessly caught up in these linguistic brambles. This is truly unfortunate, for I among many others have great sympathy for aspects of the spirit of the model, such as the transformational conception of communication, currently in need of establishment as a viable approach.

Apart from its obtuseness, many objections to the approach, or ways of illuminating its relations to other perspectives, are glaring as omissions. Only several of the more important problems may be summarily noted. Neither Mead's nor Vygotsky's approach to these problems of cognition and communication are cited, yet they each *reverse* the primacy Bickhard assigns to the psychological over the social (e.g., p. 184). No reference is made in the exposition of communicative action systems to highly relevant work such as Daniel Dennett's on "intentional systems." It is also not apparent that the fundamentally *metaphorical* nature of language can be addressed at all in the terms of the model. The host of problems associated with reductionism are not discussed, yet the abstract machine theory that provides the tenuous foundation for the conceptual analyses entails a deterministic view of human communicative actions (pp. 45 f.). The advocacy of a "control structure" approach to human cognition would have been fruitfully compared to the "production rules" utilized in cognitive science models of cognition and language, familiar from the work of Alan Newell, Herbert Simon, and John Anderson. The concept of "differentiation" is central to the author's discussion of the development of communicative action systems, yet Heinz Werner, the 20th century theorist best known for his theory of differentiation in development (even the development of symbolization: Werner & Kaplan, 1963) is never mentioned. Finally, readers may be misled by what seem like empirical claims or by empirical predictions made in neglect of relevant falsifying data.

If the many promissory notes of this book are fulfilled in future work, we can only hope that ways will be found to communicate the framework to others, and to render more clearly the relationship between the conceptual analyses and empirical research. As it stands, the text is lost in its own hermeneutic circle.

#### References

- Ochs, E., & Schieffelin, B. (Eds.). *Developmental pragmatics*. New York: Academic Press, 1979.
- Olson, D. R. (Ed.). *The social foundations of language and thought: Essays in honor of Jerome S. Bruner*. New York: Norton, 1980.
- Werner, H., & Kaplan, B. *Symbol formation*. New York: Wiley, 1963.

## Apples and Oranges

Helen Bee

**The Developing Child**. 3rd ed.  
New York: Harper & Row, 1981.  
555 pp. \$19.50

Donald B. Helms and Jeffrey S. Turner  
**Exploring Child Behavior**. 2nd ed.  
New York: Holt, Rinehart & Winston,  
1981. 555 pp. \$17.95

Richard C. LaBarba  
**Foundations of Developmental Psychology**  
New York: Academic Press, 1981.  
559 pp. \$18.95

Diane E. Papalia and  
Sally Wendkos Olds  
**Human Development**. 2nd ed.  
New York: McGraw-Hill, 1981.  
683 pp. \$18.95

Frank Wesley and Edith Sullivan  
**Human Growth and Development:  
A Psychological Approach**  
New York: Human Sciences Press,  
1980. 263 pp. \$16.95 cloth; \$8.95 paper

#### Review by

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*terests are in the areas of social cognitive development and family and peer relations.*

A number of criteria can be used to evaluate a developmental psychology text. The first is a requirement: The book must represent accurately current knowledge in the field. This implies presentation of significant contradictory evidence as well as reasonable interpretation of research findings. With respect to several other criteria, legitimate arguments exist about the best positions to take. One has to do with the balance between theoretical, empirical, and applied content. Another has to do with the range of theoretical orientations described and the relative emphasis given to each. This is a matter of choice given that the first requirement is not violated. The range of topics covered is a third criterion. There is usually a trade-off between this and the depth of detail presented on topics unless the book takes the form of the student's nemesis—the encyclopedic text. None of the books considered here fits that description.

Two of the texts, the one by Papalia and Olds and the one by Helms and Turner, follow a chronological arrangement. The Papalia and Olds book is the only one that covers development across the life span. With 600 pages this is also the longest book. The additional 100 pages in *Human Development*, however, hardly allow for comparable coverage of an age range three times that covered in the other books. Discussion of most topics is terse.

The Papalia and Olds book is divided into the standard developmental periods (infancy and toddlerhood, early childhood, middle childhood, adolescence, young adulthood, midlife, and late adulthood). Nested in each section are chapters on physical and intellectual development, and on personality and social development. The book concludes with a chapter on death. Chapters begin with a list of topics "you will learn about" and an outline overview. They conclude with summaries and annotated lists of suggested readings.

Papalia and Olds balance the theoretical and empirical components. Although they include little explicitly applied material, many of the topics covered have obvious practical applications (e.g., toilet training, school phobia, planning for retirement). Furthermore, a number of the suggested readings provide detailed sug-