of a large number of attorneys who feel comfortable in shifting back and forth between different roles, depending on the circumstances of the case and the behavior of the opposing lawyer, a factor Kressel cites repeatedly as important due to the inherently adversarial nature of the legal process in divorce.

The author also provides an informative discussion of the many role conflicts and stresses faced by family law professionals. He concludes that better outcomes (i.e., living up to the terms of the settlement) are produced by facilitating the couple to do most of the negotiating themselves.

Mediators. The final major section of the book deals with the increasingly popular form of intervention known as divorce mediation, in which a professionally trained individual attempts in a structured treatment format to help the divorcing parties negotiate through compromise a settlement of the major issues. Kressel's review of the literature and knowledge about the use of mediation in resolving other forms of conflict leads him to conclude that "mediation is a vehicle of social influence which is not inherently superior to any other method of conflict resolution" (p. 178). He provides a useful critique of the existent research on divorce mediation and concludes that 40% to 60% of the couples studied who used this method did not achieve a mediated agreement. Unfortunately, and this is true at times throughout the book, data are presented as conclusive without adequate statistical testing and documentation.

Kressel also talks about the role stresses for the mediator, for example, being caught between two disputants in difficult circumstances. He makes comparisons gleaned from his knowledge of other forms of mediation. However, providing an extended case study of the author's style and tactics as a mediator and how he deals with such stresses would have been helpful to the reader.

Role and critique of divorce mediation
In the most clinically oriented part of the book, Kressel presents the results of his study of 14 couples, 9 of whom had mediation and a control group of 5 who had gone through the usual legal/adversarial (nonmediated) divorce. The mediated couples had been treated using the method of Structured Divorce Mediation developed by Coogler (1978). Kressel draws conclusions about the differences between the two groups while acknowledging the restrictions of small sample size. Also, he does not report testing for

the significance of the reported demographic differences between the two groups.

The author postulates four patterns of negotiation decision making, which he conceptualizes as representing a divorce "typology." He concludes that mediation works better with couples whose negotiating styles he labels as "direct conflict" or "disengaged." For the other two groups ("enmeshed" and "autistic"), a thorough diagnostic assessment seems likely to indicate that psychotherapy is needed to work through resistances before settlement via mediation is attempted.

Kressel goes on to comment and critique a case of Coogler's (reviewed through tape recordings) with a couple who illustrate the autistic style, characterized by strong ambivalence expressed in a pattern of conflict avoidance. He points out how psychotherapy related issues are not addressed, leading to problems in this couple's achieving a lasting settlement. Kressel feels greater psychological sophistication and more uniform training is needed for divorce mediators, who come from a variety of disciplinary backgrounds. He concludes, "MEDIA-

TION IS APPROPRIATE ONLY FOR COUPLES FOR WHOM A MODICUM OF COOPERATION ALREADY EXISTS OR WHERE THE PROSPECTS FOR DEVELOPING IT QUICKLY ARE RELATIVELY GOOD" (p. 297).

Conclusion
In summary, this book compares the efforts of therapists, lawyers, and divorce mediators in helping couples negotiate a divorce settlement. It is well written and makes some unique contributions, such as illuminating for mental health professionals the forces, strains, and conflicts of the divorce lawyer's role. The author's research represents a beginning attempt to compare the behavior of the different professionals. Greater use of transcriptional material, particularly from the author's own cases, would enhance the book for the clinician.

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View of the Bilingual Child

Alvino E. Fantini
Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Ten)
San Diego, CA: College-Hill Press, 1985. 276 pp. $25.00 paperback

Review by
Kenji Hakuta

Alvino E. Fantini, director of Bilingual-Multicultural Education at the School for International Training (Brattleboro, Vermont), contributed the chapter "Social Cues and Language Choice: Case Study of a Bilingual Child" to P. R. Turner (Ed.) Bilingualism in the Southwest. ■ *Kenji Hakuta, associate professor of psychology at Yale University, is author of* Mirror of Language: The Debate on Bilingualism.

S ociolinguists have suggested a distinction between *additive* and *subtractive* contexts in which bilingualism occurs. In an additive situation, the primary language is the language of prestige in the social milieu. The secondary language serves as a linguistic enrichment, neither compromising nor challenging the status of the primary language. By contrast, in subtractive bilingualism, the primary language is used by the less prestigious minority, and the secondary language is the majority language that enjoys

the benefit of social status. In such a situation, usually the second language eventually replaces the first, hence the term subtractive. In the United States, additive bilingualism refers to the development of second language capabilities among members of English-speaking households; subtractive bilingualism refers to the replacement of the minority language (formerly mostly German, Italian, and Serbo-Croatian and now primarily Spanish) by English. Because additive bilingualism is usually associated

with persons in positions of social prestige, whereas subtractive bilingualism is connected with immigrants, there has been an obvious dichotomy in the attitudes that have been shown by the public—ever so conscious about social prestige—toward bilingualism and its consequences on child development.

The majority of individuals who would be considered bilingual in the United States grew up in subtractive situations. Because the public schools do not offer much support for languages other than English, and in the absence of strong home environments that develop and maintain other native languages, English monolingualism is a virtual certainty. In his book, Fantini offers a fascinating and candid glimpse of how a family (his own family, in fact) *could* develop and maintain its language (Spanish) in the home even as the child learns the language of the societal milieu (English). Admittedly, this family is hardly a representative case, for the father is the director of Bilingual-Multicultural Education at the School for International Training in Vermont, a well-respected organization for the promotion of international exchange. One would hardly expect the family to harbor xenophobic and assimilationist tendencies. Nevertheless, the book represents a successful case study of an attempt by parents to aggressively develop bilingualism in their child despite residence in so monolingual a community as Brattleboro, Vermont. Fantini follows the child, Mario, from birth until age 10 using a diary method. The linguistic environment can be characterized as "one language-one environment": Mario was exposed almost exclusively to Spanish at home and acquired English outside the home, primarily in childcare and school settings.

Detailed case studies of bilingualism are treasures for future researchers. Such studies not only demonstrate that humans have the capacity to develop bilingualism early but also offer insights into the process by which bilingualism occurs. The particular approaches taken by different investigators have varied over time, however, reflecting changes in the conceptions of language. Unlike its predecessors, such as the classic work by Leopold (1939, 1947, 1949), which emphasized the phonological and grammatical properties of bilingual development, this book emphasizes the social aspects of the process. For example, Fantini sees the separation of the two languages as principally motivated by the norms of participants in conversations in the distinct linguistic environments. Fantini also emphasizes

the social and immediate conversational environments that motivate language choice and switching between the two languages. He views bilingual development as learning how to negotiate one's way through linguistic choices as a social being. This approach complements the more common psycholinguistic view, which holds that development of bilingualism is a cognitive process in which the grammatical structures of the two languages must be differentiated. As Fantini aptly puts it, "many researchers now

view the child as 'linguist'; we must also view him as 'ethnographer' " (p. 199).

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International Perspectives on Dangerousness

David P. Farrington and
John Gunn (Eds.)
Aggression and Dangerousness
Chichester, England: John Wiley, 1985.
271 pp. $46.95

Review by
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David P. Farrington, lecturer in criminology at Cambridge University (England), is chairperson of the Division of Criminology and Legal Psychology of the British Psychological Society and member of the National Academy of Sciences Panel on Criminal Career Research. He is recipient of the American Society of Criminology's Sellin-Glueck Award and coeditor, with J. Gunn, of Abnormal Offenders, Delinquency and the Criminal Justice System. ■ *John Gunn, professor of forensic psychiatry at London University (England), is coeditor, with D. P. Farrington, of* Reactions to Crime: The Public, Police, Courts, and Prisons. ■ *Edwin I. Megargee, professor of psychology and director of clinical training at Florida State University, contributed the chapter "Aggression and Violence" to H. E. Adams and P. B. Sutker (Eds.)* Comprehensive Handbook of Psychopathology.

In recent years, several publishing houses have introduced series of edited books bringing together original chapters by various authorities that focus on a common theme or topic. As Farrington and Gunn state in the preface to their current volume,

Our intention is not to compete with existing journals, but to complement them by publishing relatively long articles reporting the results of substantial programmes of empirical research rather than short papers. We also include substantial reviews of the literature and theoretical contributions, both of which are difficult to publish in journals. (p. 1)

This book, the third and last in John Wiley's series titled *Current Research in Forensic Psychiatry and Psychology*, is divided into two parts. Part 1 consists of five chapters that deal with the characteristics of aggressive offenders. This

potpourri includes the following: (a) a review of the literature on the neuroendocrinological and chemical factors that may be associated with sexually aggressive behavior (Prentky); (b) two empirical studies, one on the characteristics of noninstitutionalized "psychopathic" subjects recruited through newspaper ads (Widom & Newman) and the other comparing British inpatients diagnosed as suffering from personality disorders with "normal" samples (Gudjonsson and Roberts); and (c) two chapters that are primarily theoretical in content, an increasingly rare occurrence in the American literature. In one of the theoretical chapters, the authors distinguish normal and pathological jealousy from envy and rivalry and discuss how these emotions relate to violence and choice of victim (Mullen and Maack). In the second, the author deals with the dynamics of the "borderline personality" from a Kleinian