

organized around the children's schedules; Mrs. Berman's own free time was placed second to their interests. What she noted about this type of lifestyle was that it was very close to the pattern that she had established as a mother within a two parent family.

The account of the child-oriented household is followed by some hard data pertaining to sex role stereotyping. It is here that the book provides greater depth than at first is evident. Without losing the personal experience orientation, a more scientific approach is used in the initial chapters to support the recommendations which follow. For this reason, this book provides useful information for clients who, although they may have single parent status in common, are from different educational levels. This publication integrates the practical guidelines necessary for goalsetting with data pertaining to working women in a palatable fashion. References to other publications relating to this changing aspect of society are footnoted throughout the text.

Mrs. Berman provides an excellent description of how she started the cooperating family with some examples of conversations that may take place with those who will be most intimately involved — the children. An eleven point summary at the completion of Chapter 4 provides a quick and easy review.

This publication provides more than the friendly reminder to the working mother that if she is sufficiently well organized with household management and child care tasks, she can cope with the three jobs that now form the basis for her new set of responsibilities. Mrs. Berman describes some of the reasons which account for the "martyr" or "supermom" syndrome which appears to form the basis for the popular premise towards motherhood.

To the working mother, a home emergency can be one of the most devastating occurrences since not all employers are understanding during a home crisis. Again, Mrs. Berman's solution in Chapter 9 is education for all members of the family.

If there is one theme that runs throughout this book, it is education. Mrs. Berman clearly outlines guidelines for educating the family so that they are well prepared for their cooperative responsibilities. *The Cooperating Family* is an excellent resource for the single parent and could well provide material for discussion groups and counsellor education.

Change: Principles of Problem Formation and Problem Resolution, Paul Watzlawick, John H. Weakland, and Richard Fisch. New York: W.W. Norton, 1974.

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Change has become a contemporary classic for theory and techniques of brief therapy useful to both family and individual counsellors. The book is envisioned by its authors as a broad study of persistence and change — how human problems arise, are perpetuated, and are solved. Its most salient theme highlights the frequent inadequacy of common sense solution to interpersonal problems (first order change), and the amazing success of seemingly illogical, unexpected solutions (second order change). The examples dotted throughout the book are taken from the authors' experiences at the Brief Therapy Center of the Mental Research Institute in Palo Alto, as well as from novels, movies, politics, science, and history. *Change's* organizational layout proceeds from the abstract and theoretical in Part One to the concrete and practical in Part Three. For the majority of readers, the varied examples of paradoxical intervention and therapeutic reframing in Part Three will be the kernel of the book.

In Part One of *Change*, Watzlawick, Weakland, and Fisch present the two mathematical theories which they have adopted as models for persistence and change in human affairs. They briefly explain principles from mathematical group theory which may be construed as analogous to human behaviour in its persistence and repetitiveness. These theorems, presented in layman's terms, demonstrate the principles of first order change. In behavioural terms, if one's perspective is confined to a finite set of possible actions, any combinations of these potential actions will result in another member of the group, or another element from the familiar frame of reference. Change can occur within the defined group or perspective, but the outcome of this first order change never lifts the person beyond a limited set of alternatives circumscribed by his constricted point of view. Whitehead and Russell's Theory of Logical Types, the second major mathematical model presented in *Change*, offers, by contrast, an analogy to the more effective and therapeutic second order change. Second order change involves a major shift in perspective that allows a person to transcend his previously restricted frame of reference and to see a widened and/or re-grouped set of alternative actions. Although the authors are ingenious in drawing parallels between these abstract mathematical models and

concrete problems of human persistence and change, the analogies are sometimes abstruse and strained. The reader would probably have an easier time understanding the vital distinction between first and second order change if the concepts were presented simply in behavioural terms.

Part Two of *Change* focuses on how human problems are formed and formulated. It illustrates the difference between difficulties (essentially uncomfortable situations) and problems (circular patterns of fruitless actions created by the mishandling of difficulties). For example, a feeling of discomfort, shortness of breath, and dizziness in a crowd would be seen as a difficulty; an avoidance of all crowds thereafter would be considered a problem. Part Two of *Change* is devoted to an exposition of the various types of problems people create by mishandling difficulties. These include the refusal to recognize and act on soluble difficulties, the compulsion to create solutions for small difficulties which would be less harmful if left alone, and the application of action to the wrong level of a problem (first order instead of second order change). The fresh perspective on client symptoms and human problems in general is all the more valuable because of the wealth of examples included.

Part Three, "Problem Resolution," offers a sampling of the therapeutic solutions to human problems discovered by the authors in brief therapy (with acknowledgement of Milton Erickson and Viktor Frankl for their pioneering contributions in the field). The main principle of Watzlawick, Weakland, and Fisch's approach to problem resolution is that change action must be applied to a person's attempted solution to his difficulty rather than to the difficulty itself. By making the problematic attempted solution

inviolate, the person will be lifted out of his circular behavioural trap and will be offered a new frame of reference (second order change). For instance, if an insomniac is instructed to concentrate on staying awake and keeping his eyes open as long as possible when he retires, his usual strategy of worrying about not sleeping will be foiled, and paradoxically, he will fall asleep. The outline of brief therapeutic procedures in Chapter Nine and the practical, entertaining exemplifications in Chapter Ten are the most valuable sections of the book for clinicians.

In sum, *Change* has justly earned its position as a "must" for brief therapists, counsellors-in-training, and veteran therapists who seek a fresh perspective. The book is written in a clear, direct style, is rich with examples, and is carefully organized. It presents a theory and a set of techniques that carry impressive anecdotal evidence of effectiveness. It stimulates vital questions of ethics and counsellor authenticity which are only briefly addressed and which deserve fuller treatment in the future. *Change's* greatest weakness, ironically, is that it tries too hard to construct a theoretical bridge between mathematics and psychology in explaining the effectiveness of second order change techniques. Although the authors claim that lengthy, theoretical justifications are unnecessary in using paradoxical interventions with clients, they have not followed their own rules in presenting their discoveries to readers. The result is confusion for the less mathematically and philosophically-oriented as they plow through Part One. It would indeed be unfortunate if this initial difficulty should prevent counsellors from reaching the treasures which Parts Two and Three of *Change* proffer.