

TWO RECENT VOLUMES IN THE SERIES
NEUROLINGUISTICS AND PSYCHOLINGUISTICS

Language Development and Neurological Theory

Edited by SIDNEY J. SEGALOWITZ and
FREDERICK A. GRUBER

1977, 400 pp., £13.85/\$19.50, 0-12-635650-5

This interdisciplinary treatise is geared to a professional audience whose interests focus on the neurological mechanisms and structures of language acquisition. It presents over twenty previously unpublished theoretical papers and reports of research organized into four sections. The first presents evidence for cerebral asymmetry in infants and young children through laboratory experiments. Section two presents experimental studies and position papers on lateralization in a variety of patient populations. Section three contains three position papers and a review paper treating the controversial question, "Does Cerebral Dominance Develop?" The final section is concerned with mechanisms in the development of speech perception and the reconciliation of linguistic and neurological information.

Language Learning and Thought

Edited by JOHN MACNAMARA

1977, 320 pp., £13.85/\$19.50, 0-12-464750-2

In an attempt to expand on what is already known regarding the relationship between language and thought, this book explores the role of cognition in the language learning of children. Since learning one's native language results in the expression of one's thought, it follows that an examination of the early stages of language learning should include the interrelations of thought and language.

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NOTES FOR CONTRIBUTORS

Papers, notes and reviews should be sent to Prof. D. Crystal, Department of Linguistic Science, University of Reading, Whiteknights, Reading, Berkshire, England. They should normally be written in English. Major articles should not exceed twenty printed pages.

Three copies of the typescript should be submitted, one of which should be the top copy. Contributions should be clearly typed with double spacing, on one side of the paper only, using a conventional size of paper, preferably A4 (or 21.6 by 28 cm). Authors should hold one copy for correction of proofs. Footnotes, which should be as few as possible, should be listed, double spaced, on a separate sheet at the end of the article. Line diagrams, which should also be kept to a minimum, may be left in the text, but should be numbered independently of examples or utterances, etc. The title-page should include the title, author's name and affiliation, together with the address to which proofs are to be sent. Titles should be so worded that the first part may be used as a running headline (with a maximum length of 50 characters, including spaces). An abstract of the article (max. 120 words) should be typed on a separate sheet. Chronological age should be stated in years, months and (where needed) days as follows: 4;5.17.

Cited forms should be underlined to represent italicization in print. Translational 'meanings' should be placed within single quotation marks. Emphasis should be marked by the use of small capitals. Phonetic transcriptions should, wherever possible, employ the symbols and conventions of the IPA; they must never be used in footnotes, and should in no case be narrower than absolutely necessary for the purpose.

References are to be made in the text thus: (Neisser 1967: 222). If the author's name is part of the text, the following form should be used: 'Piaget (1967: 131) in-

vestigates...'. When a work written by three or more authors is referred to, all names should be given in the first citation, with an ampersand linking the last two; e.g. (Fraser, Bellugi & Brown 1963); in subsequent citations the first name only should be given, with 'et al.' added.

All works referred to should be listed at the end of the article, double-spaced and in alphabetical order. The titles of articles should as far as possible be abbreviated according to the conventions of the Linguistic Bibliography of the Permanent International Committee of Linguists (CIPL). Examples of references (note the use of punctuation marks within references): Carroll, J. B. (1961). Language development in children. In S. Saporta (ed.), *Psycholinguistics: a book of readings*. New York: Holt, Rinehart & Winston. Lenneberg, E. H. (1967). *Biological foundations of language*. New York: Wiley. Oldfield, R. C. & Marshall, J. C. (eds) (1968). *Language*. Harmondsworth: Penguin. Velten, H. V. (1943). The growth of phonemic and lexical patterns in infant language. *Lg* 19. 281-92.

Drawings, graphs, tables and figures should be done to professional standards in Indian ink on heavy unruled paper, or on graph paper ruled in light blue. Lettering on graphs, etc., is to be indicated in blue pencil or (preferably) on an overlying sheet of tracing paper.

With the exception of the title-page, book reviews should be submitted in the same form as articles. The title-page should be of the following form:

F. Smith & G. A. Miller (eds), *The genesis of language*. Cambridge, Mass.: MIT Press, 1966. Pp. xii + 400.

Reviewed by ROGER J. WALES,
Psychology Department,
University of Edinburgh.

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