

# **Action, Gesture and Symbol: the emergence of language**

edited by Andrew Lock

November 1978, xiv + 588 pp., £22.00

0.12.454050.3

This collection of essays puts the challenge: is there a developmental continuity between preverbal and verbal levels of communication; is the latter predicated on the former? The book suggests that the infant's early interaction with the social milieu lays the foundation for language, and pursues this view in five sections, each exploring a particular facet of the topic. Theoretical problems regarding the continuity of the communicative systems are posed, and the evolutionary question, early mother-infant interaction, and the transition from gesture into language symbols are explored. Finally, the role of social processes in the creation of linguistic abilities is considered.

# **Seeing and Hearing and Space and Time**

N. O'Connor and B. Hermelin

November 1978, viii + 158 pp., £6.80

0.12.524150.X

This book discusses the interrelationship between perceptual and cognitive processes, describing recent experimental work carried out by the authors with sensorily and cognitively impaired children. It reports and compares the coding strategies of blind, deaf, autistic, subnormal and normal children presented with different tasks, with the underlying hypothesis that sensory deficits will affect cognition, and cognitive impairment will in turn influence perceptual organization. The study groups were chosen to contain children of different intellectual attainment as well as different diagnoses, so that the question-begging explanation of cognitive deficit in terms of intelligence might be avoided and the components of the deficit properly analysed.

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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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