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a significant challenge to the supremacy of Esperanto. The so-called Ido schism resulted from a set of anonymous proposals to clarify and improve Esperanto grammar. Over the years, virtually all such efforts to effect change have met with fierce resistance from the somewhat reactionary Universal Esperanto Association. The charismatic leadership of Zamenhof, the popular membership of the organization, and the conservative nature of the membership have contributed to its relative strength and success among its numerous competitors.

F's book is thoroughly researched and well written. However, readers will find Part I ('The world Esperanto movement'), 15–260 more appealing than Part II ('Esperanto in Britain', 263–346), which tends to get mired in parochial statistics about the constituency of the British Esperanto Association. [FRANK NUESSEL, *University of Louisville.*]

### **Handbook of applied psycholinguistics.**

Ed. by SHELDON ROSENBERG. Hillsdale, NJ: Erlbaum, 1982. Pp. xiii, 615. \$49.95.

Because I cannot see how to write a single coherent review of a collection of reviews, I will let the reader peruse the following table of contents. If he finds that at least several chapters overlap his own areas of interest, then he may wish to consider adding this book to his library. Readers should note that Chap. 5 addresses only one particular issue in the area of discourse processing, and that there is no other coverage of this topic. Also, the length of the 166-page article by Vellutino would well qualify it as a 'book within a book'.

1. 'Applied psycholinguistics: Introduction, foundation, and overview', by Sheldon Rosenberg.

2. 'Theoretical issues in the study of word recognition: The unit of perception controversy re-examined', by Frank R. Vellutino.

3. 'Psycholinguistic processes in writing', by John B. Black.

4. 'Second language learning and bilingualism in children and adults', by Barry McLaughlin.

5. 'Prose comprehension in natural and experimental settings: The theory and its practical implications', by Roy Freedle and Jonathan Fine.

6. 'The nature of specific language impairment in children', by Lawrence B. Leonard.

7. 'The language of the mentally retarded: Development, processes, and intervention', by Sheldon Rosenberg.

8. 'Language in infantile autism', by David Fay and Rebecca Mermelstein.

9. 'The language development of deaf children and youth', by Stephen Quigley and Cynthia M. King.

10. 'A psycholinguistic assessment of adult aphasia', by Alfonso Caramazza and Rita Sloan Berndt.

11. 'Adult schizophrenic language', by Sheldon Rosenberg and Leonard Abbeduto.

The book delivers exactly what its title promises. It provides a set of well-written, up-to-date reviews of each of the major sub-areas in which research in psycholinguistic theory has begun to make contact with applied problems. Anyone who practices psycholinguistics or who needs to keep up with general progress in the applications of psycholinguistics should have this book on his shelf. [BRIAN MACWHINNEY, *Carnegie-Mellon University.*]

### **Language development, 2: Language, thought, and culture.** Ed. by STAN A. KUCZAJ II. Hillsdale, NJ: Erlbaum, 1982. Pp. xvi, 501. \$49.95.

Volume 2 of Kuczaj's anthology on language development stands with its companion volume as an important contribution to the field. In contrast to the first volume (cf. my note in *Lg.* 59.457–8, 1983), which was devoted to theoretical and empirical accounts of syntactic and semantic development—once the central and sole concerns of developmental psycholinguistics—the present volume deals with what K describes as the 'once peripheral questions which have become the central questions' (p. xv). The sixteen chapters in this collection are almost evenly divided among the following four major topic areas: (1) the relationship of the child's social environment to the developing of language competence, (2) the role of metalinguistic awareness in the language acquisition process, (3) the relationship of language to thought, and (4) a re-examination of ape language studies and their relationship to human language development, in light of the change of emphasis away from syntax in language development studies and toward these 'once peripheral, now central' areas.

As in vol. 1, K gives no rationale for this par-