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D. I. SLOBIN, ed., *Leopold's bibliography of child language*. Bloomington and London: Indiana University Press, 1972. Pp. xviii + 202.

The unexpectedly complex task facing the bibliographer of scholarship becomes apparent when the bibliography ceases to be an appendage, and has to stand on its own feet. The criteria of excellence are stringent. For instance, the bibliography ought to be specific to the chosen field, and avoid general-purpose work; it must not be too idiosyncratic or biased; it should have no major omissions of scholarly work, and include items from the popular press only with special justification; if the area is worth covering at all by a separately produced bibliography, then it should not contain totally familiar data; the data should be intelligibly presented; some annotation is desirable, especially if any teaching or student use is envisaged. It goes without saying that the items included should be dealt with completely, accurately and consistently. Taking all these things into account, I would say that this book is moderately successful, but could have been much better.

Comments seem to fall readily into points about scope and points about treatment. Concerning scope. This second edition is less broad than the first, and the editorial committee of Olmsted, Ferguson and Slobin (who devised the content codes described below) decided to restrict it to 'publications dealing primarily with questions of the acquisition of the linguistic system itself' (vii), thus excluding such topics as 'formal instruction in first or second language, language development after puberty, physiological and anatomical treatises not directly concerned with child language, speech therapy, mental testing and the influence of language on other forms of behavior and other aspects of child development (vii-viii). Altogether, just over 1500 items are listed in the main bibliography: 746 are Leopold's original entries; the remainder come from the private bibliographies of the editorial committee, and the contributions of a number of colleagues from the United States and Europe. Twenty-three journals are said to have been systematically scanned in the search for material, and the editors stopped collecting when 'the rate of new entries...reached a trickle' (viii). The end-date of the bibliography is June 1967. However, two more recent Appendices

have been added: Appendix A contains well over 100 items of recent and on-going research into the acquisition of 42 languages other than English, and provides a useful directory of current researchers, including their addresses. Appendix B is a collection of 100 items on Hungarian child language development made in 1971 by Brian MacWhinney. There is also a preface, which outlines the background to the project, and refers the reader to 17 recent collections or significant monographs; an introductory account of the system of analysis and treatment used (including the system of transliteration from Russian); and three indexes (according to language spoken by the child, according to content of reference, and content of reference according to language spoken by the child).

The first thing that struck me about the scope of this volume is that the editor seems to think it bigger than it is! In a tribute to Leopold in the Preface, Slobin refers to the stimulus of the original bibliography, and says that Leopold's influence can be felt 'in the several thousand post-1952 entries in this revision' (vii). But there are only 799 1952-or-after entries in the bibliography as such, excluding a few undated entries which might be included; and even if one includes the references in the two Appendices (just under 200 post-1952), we still do not reach a single thousand. I cannot see what the 'thousands of bibliography cards' (viii) could possibly have been! But be this as it may, it must straightaway be said that there are some very good features about the coverage of this book. It has an excellent international balance – just under half of the items are in languages other than English. Also, many of the treatments of individual authors are comprehensive and illuminating: it will surprise many, for example, to find the author with most items in the book to be O. C. Irwin – he takes up almost all the letter I, with 53 items (inexplicable, therefore, that he was omitted from the Bar Adon and Leopold collection). Furthermore, largely as a result of the foreign coverage, there is a great deal of unfamiliar data in the bibliography, especially on languages other than English, which should act as a corrective to the parochiality of some child language studies in the recent past. There is also good coverage of early work in the field: over 600 of the items listed are pre-1935 (though so many of these are pre-scientific, I am not sure whether this is a point in favour of the book, or against it). In short, it is obvious, from even a casual glance, that this book will come to be used as a routine source of information by researchers.

But they will have to search hard for what they want. Moreover, if they do not find it, they ought not to conclude that it does not exist. For, on the negative side, this bibliography contains some strange inclusions and omissions. To begin with, there are some extremely general books and papers included – items which do not seem sufficiently specific to the field of child language studies to justify their selection from the general area they represent. For example, while not wishing to minimize Chomsky's stimulus to child language studies for one moment, why are all his major publications listed here? They are hardly on child

language. Likewise, why is Jakobson & Halle (1956) here? or Katz (*The Philosophy of Language*)? or Quine (*Word and Object*)? A large number of general psychological or psycholinguistic items have been included, e.g. by Braine, Carroll, Bruner *et al.*, Miller (his *Encounter* paper on 'the psycholinguists' is here, for instance), Osgood, much of Slama-Cazacu, Staats, Watson), as have many items on general child development (e.g. Bossard, Chamberlain, Dearborn, Fenton, Gesell, Kirkpatrick), language (e.g. Barnes, Gumperz, Müller, Ombredane, Ripman, Ryan, Weinreich), sociology (most of Bernstein is here, Markey, Riessman, Schramm and Parker), zoosemiotics (Foss, Mowrer, Hayes), and philosophy (Cassirer). I am not of course denying the relevance of these works to language acquisition studies, but I *would* like to know why these are included out of so many other possible contenders – or, putting this another way, why they were not excluded as being too general?

There are a number of other categories of items I would have excluded. First, dissertations, term papers, and the like really have no place in a scholarly bibliography unless they are particularly significant for the history of ideas in the field *and* obtainable. For instance, I will accept the inclusion of Bellugi's and Cazden's theses, but why is (say) Moyer's 1911 University of Pennsylvania Dissertation on 'Speech development' here? There are over 30 dissertations given in tedious detail in this collection. Secondly, reviews should not be included unless, again, they are particularly significant. Chomsky's review of Skinner is a must, and I tolerate Fodor on Weiner and Kaplan. But why on earth is a two-page review by H. Goehl on Ruth Weir included? or a one-page review by M. J. Langeveld of a German book (the entry for which takes nearly three lines!)? There are only a dozen or so reviews listed, but their existence is irritating. Thirdly, despite the disclaimer in the Preface, there is a fair amount of material included on pathology which seems to have little general content, or which raises the question, 'Why this and not others?' For instance, out of the vast literature on cleft palate, why was Byrne *et al.* (1961) selected for inclusion? Likewise, three tests are listed (Blanton, Bloodstein, Brimer and Dunn). We have Ewing and McGinnis on aphasia, W. Johnson on stuttering, Keeler on the blind; and a very specific paper by Witkop and Henry on an extremely restricted pathological syndrome. At best, this kind of selectivity is irritating; at worst, it could be positively misleading.

There are a number of strange omissions. First, the journals listed in the Introduction do not seem to have been as systematically scanned as they might have been. Omissions from *Child Development* which struck me were Barnard *et al.* (1961), Bayley (1932), and Fairbanks (1949, 1950): from *Word*, Kelkar (on Marathi baby talk); from *Language and Speech*, Levin *et al.* (1965) and Michel *et al.* (1966). Secondly, there is sometimes only partial coverage of related sets of work. For example, there was a series of three papers on early vocalization written by Aldrich and others in 1945: Nos. 2 and 3 are here, but not No. 1. Fairbanks

(1942) in *Child Development* is here, but not his other papers. Irwin & Weiss's (1934) paper in the University of Iowa Studies on Child Welfare on the effect of clothing on infant vocalization is in, but not their parallel paper in the same journal two pages earlier on the effect of light. The first part of Nakazima's study of Japanese vs. English development (1962) is here, but not the second part (1966). Piaget (1923) is the only item under that name. Two major items omitted are Luchsinger & Arnold (1965) (*Voice-speech-language*) and the Riegel collection of papers (Ann Arbor, 1965), *The development of language functions*, which should have been bibliographically dismembered for this volume. Eisenberg and Eisenson are also absent. On early vocalization, the field I know best, I found the representation of work by Bosma, Karelitz, Lind, Ostwald, Truby and Wasz-Höckert and his colleagues very poor or absent – but as I got six totally new items out of this book relevant to my own work, I can hardly complain! Perhaps the most surprising omission is the 1966 Smith and Miller volume: McNeill's and Slobin's papers from this are given separate mention, but not the volume as such, nor any of the other papers in it.

In short, the strength of this book's scope is marred by a fair amount of idiosyncrasy and unevenness. Let us turn now to the treatment. Each entry is in two parts: conventional bibliographical data, and codes indicating content. Taking the conventional data first, it is not difficult to find weaknesses on the grounds of completeness, accuracy, consistency and intelligibility (cf. the beginning of this review). There are, to begin with, nearly 200 omissions of parts of an item's data (e.g. author's initials, dates, page references or journal numbers simply being left blank); the place or the publisher of a book is missing in just under 100 items; and 16 items have *neither* place nor publisher given. The early and foreign references are particularly inadequate, which is unfortunate, as these are precisely the ones which students will need most help in tracing. Some of the items are so incomplete as to make them extremely difficult to find, e.g. no editor is given for the volumes in which Slama-Cazacu (1967) or Tabouret-Keller (1963) appear; a paper by Bourneville and Boyer is given with no initials, and no location other than the journal name; editors' initials are missing under Nadoleczny; Levenonevskiy and Ley are shoddily done (and indeed, page 60 gives a very poor impression, with half the items on it missing something or other); Sherman has only half a title; and I think it is a pity that the papers all called 'Formal discussion' (from the Bellugi and Brown volume) were not expanded to tell us what the content was a formal discussion of. Random checks for accuracy produced a few inaccuracies, e.g. Cada '1960' should be '1906'; Karelitz's name is omitted from the list of authors in Fisichelli (1961). There are also some problems comparing the Appendices and the Main List: there are seven papers which appear in both, and so there must be a misprint in the title of Kenyeres on either page 52 or page 136; likewise Mikeš (1964) has two different titles, and Mikeš (1967) has different page references (67, 137). Organiza-

tion is generally good, but I noted different initials given for Hymes and Fodor, and there was a sequence of entries beginning Ervin, Ervin-Tripp, Ervin, Ervin-Tripp, which might have been improved. Concerning intelligibility, I find it a pity that the foreign titles could not have been translated. Some are: Semenov-Boltunova has this distinction, and some of the Japanese titles are. But for the most part, one is at a loss. Matumoto, for instance, is useless to me, both as regards title and source.

The remaining problems all arise out of the coding issue. An item is coded for language (if orientated towards some particular one – altogether 53 languages are recognized), for the methodological status of a study (whether it was experimental or biographical), and for 61 content categories. The following codes are recognized (I abbreviate a little): aphasia, acoustic analysis of child speech, anatomy and physiology, babbling, biographical study, bibliography, blind, baby talk, crying, deaf, deaf-blind, dialect, deaf parents, frequency counts, first words, grammatical categories (especially aspect, case, gender, mood, number, person, tense), homonymy, invented language, imitation, intonation, language pathology, morphology, methodology, metalinguistic interest of the child, multilingual child, mentally retarded, mute, negative, parental speech, pronunciation defects, phonology, psychopathology, parts of speech (especially adjectives, adverbs, articles, nouns, pronouns, prepositions, verbs), questions, review of literature, repetition, response to sound, speech comprehension, speech delay, sociolinguistic factors, speech perception, semantic system, stammering, sex difference, syntax, theoretical discussion, twins, vocabulary, experimental study. Eight coders were involved. An asterisk against an item indicates that the coder did not read the reference himself, but coded it on the basis of its title or other information. 'Codes followed by an asterisk, therefore, should be taken cautiously, as they probably do not represent the full content of the reference' (xiii). Just over 1000 items (i.e. nearly two-thirds) are asterisked.

One does not have to be a librarian to see that content coding is one of the most difficult tasks for any bibliographer to engage in. He has to select codes that are not too broad or too narrow in their range of reference, if a practicable subclassification is to be arrived at; and he has to watch the problem of overlapping definitions, if his categories are not to become theoretically vague or vacuous. Many of the codes in this book are useful, because they are nicely specific. The cross-index of languages and topics is usable, because the size of its lists is small. Likewise, for example, the deaf-blind coding is useful, in that it is immediately apparent from the index what kind of work has been done in this area (there is nothing in since 1938, for instance). And the listing of some 120 items under 'sociolinguistic factors' makes a practicable starting-point for anyone interested in this area. On the other hand, the code 'English' is much too broad to be of use: the index includes 664 items under this heading – nearly half of the entire bibliography! Likewise, the index sections on biography, experimental,

theoretical discussion, and vocabulary (and, to a lesser extent, syntax and phonology) are of little practical value. One might as well read straight through the book, rather than initiate a process of tedious flipping the pages between index and main text. It would not be so tedious, of course, if it were illuminating – by which I mean that the content information is not predictable from the title of an item (e.g. Raum's *Chaga childhood* is coded for babbling, which is helpful); but as there are a thousand cases of asterisking, this does not happen very often, and most of the codes are an obvious and pale reflection of the title (and sometimes one wonders whether the deduction is reasonable, e.g. is it right to code Conant's *The number concept* under 'Number', defined in a purely grammatical sense?). Also, the large categories are on the whole opaque: 'theoretical discussion' is particularly poor, this being permitted to contain a rag-bag of items that covers everything from animal communication to Salimbene's 1250 *Chronica*.

The second point about coding is that the definition of the categories must be clear, so that misapplication, overlapping and blurring between them be minimized. But a number of the categories are puzzling, in that their normal definitions seem to have been stretched, as the coders struggled with the mismatch between categories and data. For instance, the acoustic analysis of child speech contains items that go beyond any strict sense of acoustics; and I was very unsure about 'Semantics', especially because of its overlap with cognition (e.g. should the (asterisked) paper on time-relations by Farrell be here?). It seems hardly fair to call Delacroix's main works nothing but 'Review of the Literature'; and the Bever-Braine debate on contextual generalization needs a more specific entry than simply 'Theoretical discussion'. Again, is Orton on 'word-blindness' in 1915, 'Aphasia'? Space does not permit more extended illustration of this point, nor of the third main difficulty about coding, namely, that the items in the bibliography should not end up having either too few codes against them or too many. But underclassification is common in this book (nearly 300 items are given only one category code – mainly 'Theoretical discussion', or the name of the language alone – and a dozen have no code against them at all), and there are some striking cases of overclassification (e.g. Elkonin (1958) is classified against no less than 16 categories; Gvozdev (1949) has 18). Conversely, it is unhelpful to be told, for example, that Francescato's 'Dante e il linguaggio infantile' is 'Italian'. There is much of this order. There are also some needed codes missing, for instance there is no separate file on 'reading and writing', and I would have liked to see general textbooks distinguished from monographs.

I shall go on using this book, of course, as will everyone else; but the cautious scholars will be the ones who will benefit most from it.

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