BOOK NOTICES

CONTEMPORARY MORPHOLOGY. Wolfgang U. Dressler, Hans C. Luschützky, Oskar E. Pfeiffer, and John R. Rennison (Eds.). Berlin: Mouton de Gruyter, 1990. Pp. ix + 317. DM 138 cloth.

Contemporary Morphology is a collection of selected papers from the Third International Morphology Meeting held in Krems, Austria, in 1988. The volume is divided into six sections: (a) interface, (b) word formation, (c) inflectional morphology and clitics, (d) computer morphology, (e) the psycholinguistic study of morphology, and (f) typology and non-Indo-European morphologies. This volume exhibits numerous approaches to morphology, including syntactic, semiotic, and pragmatic. The first section of articles focuses on integration of the phonological, morphophonemic, and morpholexical levels, incorporating the principles of generative grammar, isomorphism, and markedness. Of particular interest are the works by Michael Shapiro and Andrew Spencer, each demonstrating very different approaches to defining structure. The second section deals primarily with questions concerning the nature and types of derivational rules found in word formation. Issues relating to the hierarchy between inflection and compounding, empty morphemes, and different types of lexical morphemes, including roots and affixes, are addressed in detail. Section 3 continues the discussion of empty morphemes while raising questions concerning the relationship of affix to clitics, the disunity of passive constructions, and the utility of modular grammar. Section 4 consists of one article, dealing with the morphological input and output structures of the Longman Dictionary of Contemporary English in the Automatic Scanning System for Corpus Oriented Tasks project. Section 5 deals specifically with issues of the mental lexicon as determined via storage versus retrieval processes as well as with the role of analogy and rules in morphological creativity. The final section reviews the role of typology in morphological analysis and questions the traditional classificatory types in a wide range of non-Indo-European languages.

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LINGUISTIC EXPLOITATION OF SYNTACTIC DATABASES: THE USE OF THE NIJMEGEN LINGUISTIC DATABASE PROGRAM. Hans van Halteren and Theo van den Heuvel. Amsterdam: Rodopi, 1990. Pp. ix + 207. $33.50.

This book, which comes with a computer diskette, presents a tool for linguistic analysis of a text. It provides a linguistic “DataBase” (LDB), which is a computer program designed for this
purpose. The program was developed by Hans van Halteren and Theo van den Heuvel at the University of Nijmegen in Holland. It is made available to academic researchers free of charge.

According to the authors, the utility and timeliness of this project is attested to by the fact that, in recent years, "the competence–performance dichotomy is fading more and more" (p. 3). There is more interest now in using computational tools to analyze large corpora of continuous texts to study languages and develop linguistic theories.

Syntactic analyses of individual sentences may result in many ambiguities. The LDB avoids this problem by providing a facility to hold the final decision on ambiguous analyses within a discourse until more contextual information becomes available.

The book is a manual for the LDB system and contains a well-written and easy-to-follow tutorial for its use. The diskette contains a demo as well as the programs for creating a database and performing syntactic analyses on its contents. The result can be demonstrated in a phrase-structure tree construction and in narrative describing the syntactic structure of a sentence.

I did not experiment with a novel large corpus and analyses performed on that, but judging from the demonstration material on the diskette and the examples given in the book, the LDB provides reasonable analyses and is a good tool for natural language syntactic analysis, particularly for the linguistic study of discourse.

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WITH LITERACY AND JUSTICE FOR ALL: RETHINKING THE SOCIAL IN LANGUAGE AND EDUCATION. Carole Edelsky. London: Falmer, 1991. Pp. xvii + 189.

In this entertaining yet compelling work, the author elucidates the sociopolitical context of bilingual education, concentrating on the Whole Language approach. Edelsky questions whether a progressive book advocating social change is appropriate in postmodern times, but she concludes that it is indeed possible to maintain a transformative agenda despite the atmosphere of "cynicism and disillusionment" (p. 10) characterizing the postmodern social climate. The author then summarizes two qualitative studies of bilingual education that highlight the politics involved, particularly the decided nonneutrality of languages of instruction. She makes recommendations for bilingual written language policies, followed by a principled critique of Cummins' theories, in which she argues that ill-founded, skills-based assumptions about learning underlie—and hence undermine—his position. She provides an updated model of the relationships among literacy, reading, and writing, and proceeds to discuss Whole Language, presenting an example of a successful Whole Language classroom. Edelsky then reveals the paradoxes and contradictions of Whole Language literacy, critiques testing (elaborating on a theme echoed throughout the volume), discusses growing efforts to depersonalize teachers and teachers' ensuing resistance, and concludes by suggesting how Whole Language can be used as a truly liberating pedagogy. The author's steadfast beliefs are articulated forcefully and with feeling, which seems to make what she has to say all the more important. The volume should be of