

Werner F. Leopold, *Speech Development of a Bilingual Child*, Vol. II: *Sound-learning in the First Two Years*. Northwestern University "Studies in the Humanities," No. 11, 1947. Pp. xii, 296.

Leopold is one of a comparatively small number of trained linguists who have applied scientific method to the study of child speech, a province largely dominated heretofore by well-meaning amateurs or, what is more regrettable, contemned by scholars. He is well acquainted with his predecessors in the field and is in close touch with contemporary authorities (see e.g., his article "Study of Child Language and Infant Bilingualism" in *Word*, IV [1948], 1-17).

In the present work, the second of four contemplated volumes, sound-learning in the first two years is the object of analysis. In the first section (pp. 1-85) Leopold gives the representation of standard sounds in the child's speech. By "standard sounds" he means the sounds of the "colloquial speech of educated speakers using an informal, unaffected pronunciation," which is, perhaps, a slightly subjective definition. The languages involved are English (Midwestern American) and German. The child is the author's daughter, Hildegard. Her speech is compared from time to time with that of her younger sister, Karla. There is no clear demarcation between English and German in this phase of the study, the two being discussed frequently in the same paragraph. This practice has both defects and merits. It results in some confusion by conveying the impression that the child speaks one language equal to the sum of two. But it has the advantage of demonstrating the constant action of each language upon the other almost every step of the way. The present reviewer, who has studied sporadically the speech of bilingual and polylingual children (but with nothing approaching the thoroughness of Leopold), is somewhat surprised at the amount of phonetic interaction which Leopold found between the two languages. In the reviewer's experience the substitution of the sounds of one language by those of another is relatively rare in the speech of polylingual children.

# The Aesthetic Process Northwestern Univ Studies In The Humanities No 8

**G Thomas**



## **The Aesthetic Process Northwestern Univ Studies In The Humanities No 8 :**

A List of Monographs in the Northwestern University Studies, 1936-1947 Northwestern University (Evanston, Ill.),1948  
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The Journal of Aesthetics and Art Criticism ,1943      **Studies in the Biological Sciences and Medicine** Northwestern University (Evanston, Ill.),Northwestern university,1942      **Dictionary Catalog of the Research Libraries of the New York Public Library, 1911-1971** New York Public Library. Research Libraries,1979      Art Books, 1876-1949 R.R. Bowker Company,1981      **Northwestern University Studies in the Social Sciences** ,1950      **John Dewey's Personal and Professional Library** ,1982 Among the letters memorabilia manu scripts films and tapes in the eighty four warehouse boxes of the John Dewey Papers that came to Southern Illinois University at Carbondale in 1972 were a number of boxes that contained the books and journals from Dewey s personal and professional library The circumstances surrounding the growth of that library were these after John Dewey died in 1952 the second Mrs Dewey Roberta Grant Dewey continued to live in the same apartment with the couple s two adopted children Upon her death in 1970 the household was dismantled and all the books there were packed away The library therefore comprises the many volumes col lected through the years by the two families of John Dewey the first John and Alice Chipman Dewey and their children Lucy Evelyn Jane Fred Gordon and Sabino the second John and Roberta Dewey and their adopted children Adrienne and John Jr In addition to the books signed or anno tated by Dewey well over a hundred have marginalia or inscribed to him a number of books with the names of other family members have been included in this checklist because evidence exists that Dewey also used them others have been included because they were available for possible use Only school textbooks have been excluded The checklist is divided into two basic sections works in English and works in other languages entries in both sections are anno tated to indicate Dewey s notes marginalia inscriptions and similar information Beyond its use as a research tool both in editing the Collected Works and in verifying Dewey s references this checklist of Dewey s library provides interesting often important insights into his life and work      *Dictionary Catalog of the University Library, 1919-1962* University of California, Los Angeles. Library,1963  
**Books in Print** ,1994      **Subject Guide to Books in Print** ,1997      **Books in Series, 1876-1949: Authors** ,1982  
*Catalogue of the Harvard University Fine Arts Library, the Fogg Art Museum* Harvard University. Fine Arts Library,1971  
**Monographic Series** Library of Congress,      *Library Catalog* Metropolitan Museum of Art (New York, N.Y.). Library,1960      *Subject Index of Modern Books Acquired 1881/1900-.* British Museum. Department of Printed Books,1953  
*A Catalog of Books Represented by Library of Congress Printed Cards Issued to July 31, 1942* ,1942

## **The Aesthetic Process Northwestern Univ Studies In The Humanities No 8** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **The Aesthetic Process Northwestern Univ Studies In The Humanities No 8**, a literary masterpiece that delves deep to the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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