

modality, aspect' (207–75). GEORGE HUTTAR & EVERT KOANTING provide an analysis of the categorial status of Ndjuká *moo* 'more' and *pasa* 'pass' for the first time. PHILIPPE MAURER presents strong evidence that Papiamentu contains a subjunctive mood.

The remaining four sections present a variety of topics related to language contact and language as a social construct. These papers are organized among the following ambiguous headings: four papers under 'Social concerns' (279–317); four papers about 'Pidgins & pidginization' (321–67); six papers on 'Creoles & creolization' (371–428); and three papers under 'Other contact-induced phenomena' (431–65). KATE HOWE and JEFF SIEGEL discuss the relationship between creoles and education in, respectively, Haiti and Australia. JOSEPH CLANCY CLEMENTS analyzes the foreigner-talk register of an Indo-Portuguese creole as a means of uncovering the origins of pidgin Portuguese. ALEXANDER HULL further develops his theory of how French-derived creoles were transmitted from one part of France's colonial empire to the other.

The general quality of the papers in *Atlantic meets Pacific* is excellent. The papers are well selected by the editors, though a better proof-reader might have caught several typographical errors (mainly omissions). The papers in the final four sections are well handled, but together they seem a bit unfocused as gathered under their rather vague headings. Perhaps a collection of sociohistorical/sociolinguistic papers might be attempted in the future by the *Creole language library*. As J. L. DILLARD remarks (338), these topics may reveal 'nothing special about the brain cells of children,' but perhaps they may 'tell something about the language history of millions of people.' [MICHAEL ACETO, *The University of Texas at Austin*.]

Researching language: Issues of power and method. By DEBORAH CAMERON, ELIZABETH FRAZER, PENELOPE HARVEY, M. B. H. RAMPTON, and KAY RICHARDSON. London & New York: Routledge, 1992. Pp. 148. Paper \$15.95.

This volume is a political manifesto in favor of research that has as its main objective the 'empowerment' of peoples who are being studied. Underlying the call for empowerment (which emanates from the ideas of Michel Fou-

cault) are the views that (a) research is generally carried out by and for the benefit of dominant groups on socially and politically powerless groups, and (b) being 'researched on' tends to be exploitative and damaging.

The book contains 6 chapters: the introduction (Ch. 1, 1–28) and the conclusion (Ch. 6, 131–38), prepared jointly by the five authors, and four individually written 'case studies' (really just musings).

In Ch. 2, 'Scope for empowerment in sociolinguistics?' (29–64), M. B. H. RAMPTON describes his variationist sociolinguistic study of racially and ethnically mixed British teenagers. His discussion focuses on the sharing of preliminary research results with his study group. Such feedback is seen to serve two purposes related to empowerment: securing a kind of informed consent to proceed with publication, and determining the study's impact on the local community. R discusses the observer paradox (the social science equivalent of Heisenberg's uncertainty principle) and the problem of reconciling one's scientific commitment to objectivity with one's personal commitment to helping a suppressed group.

In Ch. 3, 'Bilingualism in the Peruvian Andes' (65–89), by far the best of the individual chapters, PENELOPE HARVEY describes fieldwork in a Spanish/Quechua community. Particularly interesting (and not as self-justifying as it may first appear) is her defense of covert tape recording. Her argument is that since one's research agenda is covert anyway (i.e., all data collection is really clandestine even when conducted in a nominally overt fashion), there is no reason to single out covert taping as particularly objectionable and professionally taboo. Like the other authors, H sermonizes in favor of empowering research while confessing that it was impossible to carry out in practice.

The project described in ELIZABETH FRAZER'S 'Talking about gender, race and class' (Ch. 4, 90–112) was a sociological study on how British teen-age girls of varied socio-economic and ethnic backgrounds dealt with problems of femininity and feminine identity. In addition to more talk about empowerment, Frazer subjects the reader to a heavy dose of radical feminism, including scorn for the 'manipulative stance of traditional social science with its emphasis on disinterestedness, objectivity, and value freedom' (94).

DEBORAH CAMERON'S "'Respect please!': Investigating race, power and language' (Ch. 5,

113–30) describes the production of a short video with young Afro-Caribbeans in London on attitudes towards the speech of black Britons, and the use by whites of racist language in referring to blacks. The youths had a large say in the planning and making of the video, so that the reader is presented here with what might be called empowering research; however, as C recognizes but tries to explain away, making a video hardly qualifies as research!

Throughout the book the authors distinguish three levels of research in order of increasing 'goodness'. Level 1 is Ethical Research, i.e., research ON subjects (with a proper concern to minimize harm and inconvenience); Level 2 is Advocacy Research, i.e., research ON AND FOR subjects; and Level 3 is Empowering Research, i.e., research ON, FOR, AND BY subjects.

To my way of thinking, the authors have skipped over an all-too-common level, namely research on subjects WITHOUT adequate attention to ethical issues and responsibilities. The main value of this book—which can be gained by a quick perusal of the introduction, the conclusion, and the chapter by Harvey—lies not in its endorsement of Empowering Research (which is quixotic and unattainable) nor in Advocacy Research (which is methodologically suspect), but rather in its scattered discussion of problems concerning ethics in the field (cf. Paul Newman, 'Fieldwork and field methods in linguistics', *California linguistic notes* 23(2): 1–8, 1992). Given our professional neglect of such important matters, even a repetitive and irritatingly doctrinaire book such as this one warrants a reading. [PAUL NEWMAN, *Indiana University*.]

Introduction to the phonological history of the Slavic languages. By TERENCE R. CARLTON. Columbus, OH: Slavica, 1991. Pp. 462. \$22.95.

As the title suggests, this work is intended primarily as an introductory textbook to the field of Slavic historical phonology. As such, it is well organized and accessible not only to students of the Slavic languages, but to students of general historical linguistics as well. The first five shorter chapters (13–93) are designed as 'preparatory information' (9). Carlton leads the reader from an introductory overview of the Slavic language family (Ch. 1) into an analysis of the writing systems employed by the individual languages (Ch. 2) and a discussion of the

beginnings of literacy in the Slavic world (Ch. 3). From there he continues with a summary of the Indo-European language family and the place of Slavic within that family (Ch. 4), concluding this background portion of his book with a sketch of the phonological structure of Proto-Indo-European (Ch. 5).

Chs. 6–9 (94–333) 'form the backbone of this work' (9). It is here that C addresses the major issues of Slavic historical phonology. In Ch. 6, 'From Proto-Indo-European to Proto-Slavic', and Ch. 7, 'Phonological developments in the period of disintegration', he follows a relative chronology in tracing the development of the phonological system of Proto-Slavic. He then devotes special attention to the 'intricate problem' (10) of the development of the suprasegmental features in Slavic in Ch. 8. 'The prosodic features of late Proto-Slavic'. Finally, in Ch. 9, 'Summary of the major differences in the individual languages', he presents a more schematic look at the effects of the historical changes on the phonological shape of each of the contemporary Slavic languages.

Following Ch. 9 is a large and rich appendix (333–462) containing (1) a tabular 'Comparison of basic vocabulary' with forms cited in Proto-Slavic, Old Church Slavic, and the contemporary Slavic languages (including now-extinct Polabian) for each of the 212 semantically grouped entries; (2) a collection of 'Some parallel texts in Slavic languages' with texts in each language from the New Testament Gospel of Luke, Nikolai Ostrovsky's *Kak zakaljalas' stal'* (*How the steel was tempered*), and Maksim Gorky's *Mat'* (*Mother*); (3) a set of dialect maps of each of the contemporary Slavic languages; (4) 'Glossaries of the Slavic words used throughout the text'; (5) a substantial bibliography; (6) a very complete index of terms and concepts from Chs. 1–9; and (7) a list of the maps used throughout the work.

The last book-length treatment of Slavic historical phonology to be published in English was George Shevelov's *A prehistory of Slavic: The historical phonology of Common Slavic*, which appeared in 1965 (New York: Columbia University Press). Although Shevelov's book remains a classic in Slavic linguistics, certain portions of it have become outdated in the intervening 25–30 years, leaving the field without an up-to-date English-language reference work. This situation has now been remedied, to an extent, with the publication of this book. In areas that need little or no revision, C has borrowed