

of existing research provide the reader with a realistic view of the topic. In addition, the suggestions for future investigation are stimulating. A liberal use of graphics (charts and diagrams) expedites the rapid elucidation of sometimes difficult concepts. Moreover, S's uncomplicated prose style facilitates comprehension. An extensive bibliography (216-31), an author index (233-6), and a subject index (237-40) add to the usefulness of this work. This text will be a valuable addition to an elementary psycholinguistics course because of its logical and well-conceived organization. [FRANK NUESSEL, *University of Louisville*.]

The sixth sense: The basis of human cognition. By D. N. S. BHAT. Trivandrum, Kerala, India: Bharati Bhat, 1982. Pp. 105. Rs. 30.00.

Bhat's essay postulates the existence of a sixth sense which accounts for humans' ability to perceive their own memories and thoughts, and which forms the basis for their mental and linguistic abilities. B's basic contention is that 'man has developed during his evolution a unique ... sense of cognition [sic].' This development is seen as a Darwinian mutation allowing man to perceive and consciously manipulate thoughts, memories, and imagination. B is not suggesting this as a metaphor, 'but in a very real physiological sense.' He suggests little in terms of the physiological nature or location of this organ, only that it is 'apparently hidden somewhere in the cortex which is actually a jungle of about ten thousand million nerve cells ... discovering this cognitive sense organ among this mass of cells and fibres, clearly, is not an easy job.' B's position is to 'explain' observed and suggested differences between humans and non-humans on the basis of this undiscovered cortical structure.

The book has five chapters. Chap. 1 discusses various topics—such as mind vs. consciousness, sleep vs. unconsciousness etc.—but is designed primarily to separate humans and non-humans in terms of the internal representation of knowledge about external reality. Chap. 2 describes human uniqueness in terms of the use of such knowledge; e.g., only humans can explicitly, consciously, examine memories and values. Chap. 3 describes the nature of this hypothesized 'sixth sense'. Chap. 4 discusses the characteristics of thoughts and memories which serve as stimuli for the cognitive sense organ:

and Chap. 5 reflects upon how development of such a sense helped humans to extend their abilities to manipulate tools and to develop the use of language.

The postulation of a species-specific biological mechanism which is at least partially responsible for human linguistic abilities is a possible, and perhaps even reasonable, explanation for certain cognitive phenomena. This approach has been taken by a number of different researchers; cf. discussions of such a concept in *Biological studies of mental processes*, ed. by David Caplan (MIT Press, 1982). However, B has not presented enough evidence to make this hypothesis anything more than a vague possibility. The bibliography is extremely brief (51 references), and severely limited in terms of the areas of scholarship represented; one of the more grievous lacunae is the utter lack of reference to studies concerned with communication in higher primates. B's book seems to be an exercise in argumentation with a minimum of information, flagrantly disregarding pertinent linguistic, psychological, neurological, and physiological data readily available in the literature. [ROBERT ALLEN FOX, *Ohio State University*.]

Studies in the acquisition of deictic terms. By CHRISTINE TANZ. (Cambridge studies in linguistics, 26). Cambridge: University Press. Pp. ix, 184.

In a linguistics oriented toward the study of syntax as an autonomous system, and using English syntax as a primary data base, the study of deixis is of marginal interest. But if linguistics is to explain morphosyntax in terms of the communicative function of language, and of the cognitive structure of the messages which it is used to communicate, then deixis becomes an important, and arguably even central, phenomenon (see Rommetveit, *On message structure*, for arguments to this effect); and a great deal of evidence from non-European languages testifies to its theoretical importance (cf. DeLancey, *Lg.* 57, 626-57).

To cognitively oriented students of language, acquisitional data are of considerable importance, since the hypothesis that cognitive structure informs linguistic structure predicts that we should be able to see the two developing in tandem. It is to this paradigm that T's work, a revision of her dissertation, is intended as a con-