Contents

Introduction

Historical Trends of Research in Concept Development and the Development of Word Meaning. By W. Wannenmacher and Th. B. Seiler	
Part 1 General Aspects	
Word Meaning and Word Recognition. By J. Engelkamp	
The Acquisition of Word Knowledge: Gradual Learning or Sudden Reorganization? By R.F. Cromer	
Cognitive Development: Schemata, Systems and the Structural Puzzle By H. Aebli	
Part 2 Linguistic and Metalinguistic Perspectives	
Convention and Contrast in Acquiring the Lexicon. By E.V. Clark 67	
Meaningful or Meaningless: Children's Judgments By I. Berthoud-Papandropoulou and A. Sinclair90	
Part 3 Conceptual Constraints	
Semantic Inferences and the Acquisition of Word Meaning. By F.C. Keil .103	
Constraints on Word Meaning - Natural Kinds. By S. Carey126	
Part 4 An Epistemological Point of View in the Discussion	
Young Children and Social Knowledge. By H.G. Furth	
From "Outer" to "Inner" Reality: On the Meaning of Some Moral Words By G. Szagun	
The Conceptual Basis for Language. By K. Nelson	

Part 5 Theory and Research on Action Words
The Early Acquisition and Development of the Meanings of Action-Related Words. By M.D. Barrett
What Do Word Meanings Reveal About Conceptual Development? By J. Huttenlocher, P. Smiley, and H. Ratner
Some Aspects of Verb Meaning. By H. Hagendorf
Part 6 Theory and Research on Over-and Underextension
Extensional Aspects of the Preschool Child's Word Concepts. By J.M. Anglin
Part 7 Methodological and Theoretical Considerations of Current Research
Background Knowledge, Presupposition and Canonicality. By Ch. Sinha 26
Looking to the Future: Theory and Research in Language and Cognitive Development. By D.S. Palermo
How Can We Assess Meaning and Investigate Meaning Development: Theoretical and Methodological Considerations from an Epistemological Point of View By Th. B. Seiler and W. Wannenmacher
Author Index
Subject Index