

innovative and useful. It enables the student to achieve a more integrated understanding of Georgian verbal morphology, in opposition to the fragmented picture given in other grammars.

This textbook is an exemplary product of the reading-knowledge approach to language learning, combining as it does pedagogical thoroughness with linguistic insight. The practice sentences contain a great deal of cultural and historical information so that the student acquires general knowledge along with linguistic knowledge. The text also includes numerous photographs of Georgia. This work is more than a practical textbook, however, incorporating as it does pedagogical adaptations of recent theoretical advances in the understanding of the structure of Georgian. It will thus also be of interest to those already familiar with the language.

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NOTE: Although he is mentioned in the acknowledgements to this volume, I do not believe that Prof. Friedman's work as reader of an earlier version of Aronson's *Georgian: A Reading Grammar* prevents him from objectively evaluating it. (Book Review Editor.)

work thus emerges as more than a mere dictionary of synonyms; it is in fact a practical compendium of the contemporary Ukrainian language. As such, it will prove valuable to a variety of users: scholars, translators, and readers of *belles lettres*.

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Howard I. Aronson. *Georgian: A Reading Grammar*. Columbus, OH: Slavica, 1982. 526 pp., \$22.95 (cloth).

The publication of Aronson's textbook represents a major advance in the study and accessibility of Georgian, one of the most important languages of the Soviet Union, with a literary tradition pre-dating the Slavic by four centuries and a scholarly literature of major importance, especially in relationship to all aspects of the study of the Caucasus. Until now, would-be students of Georgian have had at their disposal only a few reference grammars of varying quality and a tiny number of textbooks, most of which are unsuited to any type of mastery of Georgian and none of which are directed toward the acquisition of a reading knowledge. With the exception of a single work published in Tbilisi in 1972 which is virtually unobtainable and is, in any case, intended for Georgians living outside of Georgia, none of these works is in English. Aronson's textbook is thus unique in that it aims solely at the acquisition of the single most useful skill for the scholar interested in Georgian, viz. reading knowledge, and it is available in English.

The book is organized into fifteen lessons, with seven appendices, a Georgian-English vocabulary, and three indices. The first lesson comprises an introduction to the phonological system; the remaining fourteen lessons each contain an annotated grammar section, a large number of Georgian exercise sentences followed by a vocabulary, and English translations of the exercises. The book can thus be used effectively by those studying without a teacher. After the fifth lesson, each lesson also contains a reading passage reproduced directly from a Georgian work, followed by a separate vocabulary.

From a pedagogical point of view, the textbook is distinguished by three excellent features. First of all, each of the grammar chapters contains a section on word formation, which greatly enhances the students' ability to expand their passive vocabulary. Secondly, the order of presentation of grammatical information places the greatest emphasis on the information most important to reading knowledge and conscientiously builds on what has gone before. The third and most significant distinguishing feature of this textbook is the fact that it makes use of new advances in the understanding of the structure of Georgian by basing explanations, particularly of the verbal system, on recent linguistic analyses rather than on the traditional, received wisdom, whose convoluted analyses involving cumbersome multiple homonymies often left the bewildered student with the feeling that this language has no intelligible structure. Thus, for example, Aronson treats the complicated Georgian system of so-called passive, middle, indirect, and relative verbs as a series of four numbered conjugations, after the frequently met with Indo-European model, which stresses the fact that these are *morphological*, inflectional classes rather than purely semantic-syntactic ones, as they are so often presented. This enables the student to grasp the fact that while the verbs in the various conjugations are generally united by certain semantic and syntactic features, these features are not the determining factors of classification. Aronson's treatment of the category of *version* (Georgian *kceva*) as the object-marking function of what he calls *pre-radical vowels*, a complete synthesis of whose uses is given in lesson 13.6 (not 13.5 as listed in the index and Appendix B), is both