

Style Sheet

The Manuscript

- 1 The editors request that article manuscripts be limited to 50 manuscript pages, Remarks and Replies manuscripts to 25 manuscript pages, and Squibs and Discussion manuscripts to 12 pages. These page guidelines include notes but not references and are based on double-spaced pages typed in a 12-point font and with $1\frac{1}{4}$ -inch margins. Manuscript pages should be numbered.
- 2 Authors submitting an article manuscript or a Remarks and Replies manuscript are requested to include a 100-word abstract that concentrates its main ideas and to suggest 4–6 keywords that would lead on-line searchers to the article.
- 3 Type or print out the manuscript on one side of letter-bond paper. A photocopy will be acceptable if it is perfectly clear. (For example *e*'s, *o*'s, and *c*'s must be distinct from one another; the tails of *p*'s, *q*'s, and so on, must show up clearly.) All manuscripts should be typed or printed out in a 12-point font, with serifs. (In sans serif fonts, lowercase *l* and uppercase *I* look alike; this resemblance can create difficulties for the typesetter, particularly when the author is discussing a notion like Infl.) Margins should be at least $1\frac{1}{4}$ inches on all sides. Double- or triple-space *all* material: text, examples, footnotes, tables, and references. Type footnotes together, following the reference section. Type tables on sheets separate from the text and place them at the end of the manuscript. Each new paragraph (except the first paragraph under a heading) should be indented.
- 4 For articles and submissions to Remarks and Replies, include the title of the work and your name on the first page of the manuscript. For submissions to Squibs and Discussion, include the title, your name, and your institutional affiliation. (If you choose the blind review option for your submission to Squibs and Discussion, include your name and institutional affiliation on one of the three submitted copies of the manuscript and omit them from the other two.) For articles and submissions to Remarks and Replies, include at the end of the reference section the address where you wish to receive correspondence from readers. If you wish to publish your e-mail address, it should follow your letter mail address.
- 5 For works written by more than one person, list the authors' names alphabetically.
- 6 Please keep in mind that the typesetter's job is to follow what is on the manuscript page, without need for interpretation. This means that all elements (especially trees, other diagrams, lists, linguistic examples, derivations, and so forth) must be prepared accurately and consistently, and that anything out of the ordinary (say, a typewritten character substituted for an unavailable phonetic symbol) should be noted on the manuscript.

Headings

- 7 Use section numbers for headings: 1, 1.1, 1.1.1. Section numbers should start with 1 (not 0). If the article has a short introduction (say, one to three paragraphs), do not give it a number or a title. A longer introduction may have a number and title.

- 8 Include titles for sections and subsections, following the capitalization conventions for English listed in *The Chicago Manual of Style* (14th ed., 1993, University of Chicago Press, Chicago, Illinois). Type the numbers and titles in roman type (not italic, not boldface).
- 9 The first paragraph under a heading should begin flush with the left margin.

Typefaces

- 10 Underline all words and expressions that are to be set in *italics*. Mark anything to be set in SMALL CAPITALS with double underlining, and anything to be set in **boldface** type with a wavy underline.

the reference of the men who John saw
 . . . daß meinem Bruder deine Musik nicht gefällt.
 that my brother-DAT your music-NOM not pleases
 ‘. . . that my brother doesn’t like your music.’
 . . . observe here that try to ends up as a relation between John and the property
 of seeing John.

When typeset, these manuscript fragments will look as follows:

the reference of *the men who John saw*
 . . . daß meinem Bruder deine Musik nicht gefällt.
 that my brother-DAT your music-NOM not pleases
 ‘. . . that my brother doesn’t like your music.’
 . . . observe here that **try to** ends up as a relation between John and the property of seeing John.

If your word processor has italic and boldface fonts, you may use those, instead of the traditional straight and wavy underlining, to indicate italic and boldface type.

- 11 Clearly describe in the margin the first occurrence of any unusual phonetic characters and possibly ambiguous handwritten symbols, as well as typewritten letters substituted for phonetic characters: for example, 9 = », ι = Greek iota. Make sure that primes are differentiated from apostrophes. (For example, if your manuscript includes the expression N’s, mark whether the ’ represents a prime or an apostrophe.) Mark the first occurrence of unusual typefaces such as script or German.
- 12 Make sure that handwritten symbols are easily legible and that diacritics over and under letters are positioned exactly as they should appear in print.

Special Treatment of Words

- 13 Use *italics* (indicated in the manuscript by italic type or by roman type with underlining) for
- A letter, word, phrase, or sentence cited as a linguistic example or subject of discussion.
 the suffix -s
 the word like
 the construction mich friert
 - Emphasis. (However, emphasized words should be kept to a minimum. In most cases the sentence structure itself should convey the needed emphasis.)
 - Introduction of terms.
Government is defined as . . .

- d. Titles or abbreviated titles of books and journals in the text.

an anonymous LI referee
 the LGB binding theory
 the Barriers theory

- e. Titles of books and journals in the reference list.

- 14 Use SMALL CAPITALS (indicated in the manuscript by double underlining) to gloss a grammatical category or grammatical category morpheme in a linguistic example.

(51) Paolo li ha già letti.
 Paolo them (MASC.PL) has already read (MASC.PL)
 'Paolo has already read them.'

(4) Kodomo ga 3-nin waratta.
 kids NOM 3-CL laughed
 'Three kids laughed.'

- 15 Use **boldface** type (indicated in the manuscript by boldface type or by regular type with wavy underlining) for logical notations in which it is required.

John tries to see him ⇒ j* (x₃ try to' (x₃, ^see' (P{x₃})))
 . . . observe that here try to ends up as a relation between John and the property of seeing John.

- 16 To highlight a letter in an otherwise roman (resp. italic) word, it may be desirable to underline the letter rather than set it in italics (resp. roman); underlining the highlighted letter rather than mixing typefaces will avoid a situation where italic and roman letters collide with each other. To accomplish this, underline the letter in the manuscript and indicate what the underlining stands for in this particular instance (since normally it stands for italic type).

(1)	<u>m</u> uchacho	<u>m</u> uchacha	[Ed./Comp.: In this example,
	<u>a</u> buelo	<u>a</u> buela	underlining should be set as
	<u>n</u> ieto	<u>n</u> ieta	underlining]

There are numerous occurrences of medial unsyllabified segments in monomorphemic forms, such as tanksta 'ear', cawmin 'name of village', and suk^wptus 'mountain lion'.

[Ed./Comp.: Here, double underlining should be set as italics plus underlining]

- 17 The following guidelines govern the use of capital letters:

- a. Avoid typing terms in full capitals, where possible.

Comp, Infl, Agr, Det (*not* COMP, INFL, AGR, DET)

Full caps may be retained if they are contrastive.

PRO/pro, SUBJECT/subject

- b. The names of linguistic rules, principles, conditions, constraints, and filters should be capitalized.

Move α, Empty Category Principle, Condition A, Head Movement Constraint, Case Filter, Vowel Shift, Obligatory Contour Principle

If a term applies to a general linguistic phenomenon or process, rather than to a formulated rule, it should be set in lower case.

wh-movement, head movement, assimilation, passivization

18 *LI* uses double quotation marks for

- a. Short quotations in the text. (Quotations longer than, say, four lines should be set off as block quotations and should not be enclosed in quotation marks.)
- b. Scare quotes (although their use is not encouraged and should be kept to a minimum).
Plann argues that what traditional grammarians have analyzed as “prepositions” are really three distinct syntactic categories.
If either or both of these theories can deal adequately with the Bella Coola facts, then the “disappearance” of copied melodic elements is a nonissue.
- c. Notions and concepts, when they are mentioned in an appositive construction.
the notion “government” (*but* the notion of government)
- d. Setting off the name of a journal article, unpublished paper, chapter, or dissertation, in running text.
The binding theory developed in Chomsky’s (1980) article “On Binding” (hereafter OB) . . .
- e. A comma or period occurs inside double quotation marks; a colon or semicolon outside.
Iteration of Move α will derive a series of “links,” each of which . . .
I will show that it follows from the “minimal analysis.”
Notice, however, that it is only moras that do not meet the well-formedness requirements of syllables that are “exempt”; all others must be syllabified.
To push the parallel a bit further, notice that we frequently experience “linguistic imagery”: hearing sentences in our heads.

19 *LI* uses single quotation marks to enclose

- a. Any type of meaning, but especially the meaning of a cited non-English form.
Malayalam has forms like kammi ‘shortage’, mannŪ ‘earth’, kannŪ ‘eye’, and pallawam ‘blossom’.
Flying planes can be dangerous can mean either ‘It can be dangerous to fly planes’ or ‘Planes that are flying can be dangerous’.
- b. An English word when it is used to substitute for a non-English word.
the Chinese ‘self’ and the Japanese ‘self’
- c. The colloquial English translation below a non-English example.
Mir gefällt es.
to-me pleases it
‘I like it.’
- d. All punctuation marks occur outside single quotation marks. *Exception:* In a colloquial English translation below a non-English example (as in point c), the punctuation mark occurs inside the single quotation mark.

Example Sentences

- 20 When the text above an example refers to the example by number, the text ends with a period. When the text does not refer to the example by number, it ends with a colon.

But if so, the contrast between (80) and its French counterpart (81) seems mysterious.
(81) *Marie ne sait pas si aller au cinéma.

Unlike *si* and *if*, Italian *se* is compatible with control:
(80) Gianni non sa se andare al cinema.

In English, double negation of the following sort is possible:
(20) He says that he has not not done it.

- 21 In numbering examples in the text, use arabic numerals enclosed in parentheses. If several example sentences are numbered together, use a numeral enclosed in parentheses for the entire group, and a lowercase letter of the alphabet followed by a period for each sentence. Do not subdivide further into examples that begin with lowercase roman numerals, for example, (5ai), (5aai), (5bi), (5bii). Unless absolutely necessary, do not separate parts of examples with intervening text; for instance, an example numbered (23a) should not be separated by text from an example numbered (23b). Numbering systems involving primes—(5), (5′), (5″), and so on—are strongly discouraged. In most cases a crossreference should be given to an earlier example that is being discussed again, rather than repeating the example; but if it is necessary to repeat an example, it can either be given with its original number or be assigned the next number in the numbering sequence of the article, with a notation like (23), *repeated here as* (54). Please choose one of these two systems and use it consistently throughout an article, rather than mixing them.
- 22 Place any diacritics such as *, **, ?, ?? before the example itself, and align the first words of diacritically marked examples with one another.
- (1) a. Paulette appeared nervous to Max.
b. *To whom did Paulette seem (to be) nervous?
c. **Who did it seem to that Paulette was nervous?
d. ?John can't seem to run very fast to me.
- 23 In numbering examples in footnotes, use lowercase roman numerals.
- (i) a. Nobody believed that he liked Mary.
b. *A man who likes nobody believed him.
(ii) a. Nobody believed that anybody likes Mary.
b. *A man who likes nobody believed anyone.
- 24 In text references, place letters referring to subexample numbers inside parentheses.
(2a), (5a–b), (6a,c), (6a–f), (8a,c,d), (ia)
- 25 If an example from a language that uses the Latin alphabet is to be cited as a sentence of the language in orthographic form, it should be given with full capitalization and punctuation.
- (10) a. Every man thinks he is lucky.
b. Who dislikes his boss?
(21) a. *Likes he Mary?
b. Aime-t-il Marie?

However, if an example is cited from a language that is written natively in the Latin alphabet and that has a tradition of *not* capitalizing the first word of a sentence and/or proper nouns, or of using end-of-sentence punctuation conventions that differ from those used in writing English, the capitalization and punctuation conventions of that language may be retained.

If an example sentence has been transliterated or romanized into the Latin alphabet from another writing system, capitalize and punctuate the sentence (and any proper nouns in the sentence) according to the conventions used for English.

- (40) Jia-li lai-le yixie ren.
 home-LOC come-ASP some people
 'There came some people to (somebody's) home.'
- (52) Hanako ga hon o 2-satu katta.
 Hanako NOM books ACC 2-CL bought
 'Hanako bought two books.'

26 If an example from any language is meant to be a representation of abstract structure at any level of representation, it should be neither capitalized nor punctuated.

Consider the following degree-clause construction and its S-Structure representation:

- (16) Many people are too stubborn to talk to.
 (17) [_S'[_S many people_i are too stubborn [_S' O_i [_S PRO_j to talk to e_j]]]]
 (22) is a well-formed LF representation.
 (22) [_S'[_S many people_i [_S e_i are easy [_S' O_i [_S PRO_j to talk to e'_i]]]]]]

The nonspecific reading in (56) relies on the LF representation in (57).

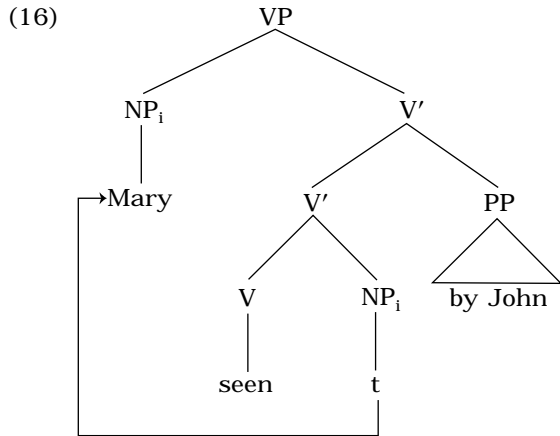
- (57) [_S[_{NP} mułti copii_i] [_S am pãcãlit e_i]]

Likewise, if an example from any language consists of a sentence fragment, it should be neither capitalized nor punctuated.

- (19) the man who his mother loves
- (56) het willen- leren-zingen (van mijn moeder)
 the wanting-to learn sing of my mother
 '(my mother's) wanting to learn to sing'

Linguistic Representations

- 27 Number trees, functional structures, metrical grids, and so forth, in sequence with other examples. Tableaux should be numbered Tableau 1, Tableau 2, and so on, like tables.
- 28 The most important point about preparing trees, functional structures, tableaux, and the like, is this: *The typesetter's job is to follow what is on the manuscript page.* The typesetter is not expected (and will not know how) to translate sketchy lines into neat, linguistically significant trees. An arrow in the manuscript that is drawn in the general direction of a trace, instead of obviously and carefully pointing at it, will appear exactly the same way in proofs. An asymmetrical tree produced by a computer tree-drawing program will appear as an asymmetrical typeset tree. So that you will not have to pay for costly alterations in proofs to correct these problems, then, you will be asked to redraw or retype illustrations that are not properly prepared, before the article is submitted to the typesetter.
- 29 Draw or type trees as symmetrically and neatly as possible. Lines should begin under one node label (coming together in a point if the node branches) and end at the top center of the next. (The use of slash marks, / and \, to indicate branches is not acceptable.) Center terminal symbols or words under vertical lines.



- 30 For the format of functional structures, metrical trees, metrical grids, tableaux, and so forth, see past articles in the journal. Note alignment, punctuation, and typefaces. Exact alignment in metrical trees and grids is especially important.
- 31 For a work involving representations in square brackets, choose one of these labeling conventions and follow it consistently:

$$\begin{array}{cc} [IP &] \\ IP[&] \\ [& IP] \end{array} \quad \begin{array}{cc} [&]IP \\ [IP & IP] \\ IP[&]IP \end{array}$$

The first alternative is the most common and is preferred. In this style, the spacing in bracketed examples is as follows:

$$[IP[CP \text{ that } [IP[NP \text{ a man } e_i] [VP[VP \text{ is coming to dinner}] [CP \text{ who I want to meet}]]] [VP \text{ is unusual}]]]$$

That is, there should be a space between a bracket label and a following word, between a word and a following left bracket, and between adjacent right and left brackets. There should be no space between a bracket label and a following left bracket.

- 32 For syntactic levels, use prime notation rather than bar notation. (For expressions such as \bar{A} -chain, \bar{A} -position, you may use primes in the manuscript: A'-chain, A'-position. The copyeditor will change these primes to overbars.)

Footnotes

- 33 Number footnotes sequentially throughout the manuscript. Footnote numbers such as 10a are unacceptable.
- 34 Reference each footnote in the text with a raised numeral following the relevant passage. Do not punctuate the reference numeral itself (for example, do not enclose it in parentheses).

Adjunction of the infinitive to I' is compatible with Chomsky's (1986a:73) discussion of restrictions on head movement.⁶

- 35 Type all footnotes, double- or triple-spaced, on sheets following the main text.

- 36 Indent the first line of each footnote and begin with a raised reference number (no punctuation).
⁶My earlier (1990) proposal that V adjoins to IP fit in less straightforwardly.
- 37 If a note listing acknowledgments, citations of grants, and similar material is appropriate, type it as the first footnote, leaving it unnumbered.
- 38 Avoid footnotes that give only crossreferences (“See sections 4 and 7”) or short bibliographic references (“See Chomsky 1965”). Incorporate such material into the text.

Usage, Punctuation, and Spelling

- 39 It is *LI*'s policy to use gender-inclusive language and to avoid the use of *he* as a generic pronoun whenever possible. Impersonal constructions and plural constructions are preferred to singular generic pronouns. However, because of the nature of linguistic discussions, reference to a generic speaker, listener, or child may be unavoidable. In these cases *he or she* (*his or her*) may be used sparingly. (*He/she*, (*s*)*he*, *s/he* are not accepted.) If the passage requires enough generic pronouns that the repetition of *he or she* becomes awkward, and no impersonal or plural construction conveys the same meaning, the singular generic pronoun (either *he* or *she*, as you prefer) will be accepted.
- 40 For a single author: Use *I* to refer to yourself; reserve *we* to refer to yourself and the reader jointly working through an argument.
 For coauthors: Use *we* to refer to yourselves, not to yourselves and the reader (thus, *We have shown that . . .* rather than *We have seen that . . .*).
- 41 When the head noun is nonhuman, use *that* to introduce restrictive relative clauses and *which* to introduce nonrestrictive relative clauses.

The most obvious difference between (46) and (47) is the null versus overt status of the operator that locally binds the pronoun and trace.

There are certain types of parasitic gap constructions with null operators that do trigger weak crossover effects.

If our theory is right, it undermines the primary motivation for the level of LF', which would no longer be needed to account for the distribution of weak crossover effects.

This arguably corresponds to the situation in Sardinian, which has the order clitic-infinitive.

- 42 Use Latin abbreviations such as *i.e.*, *e.g.*, and *etc.* as seldom as possible, and only in parenthesized expressions. In nonparenthesized text, use English equivalents such as *that is*, *for example*, and *so on*. Use *cf.* to mean ‘compare’, not ‘see’.
- 43 In a list of three or more items, place a comma before the *and* or *or* joining the last two items.
 . . . anaphors, pronouns, PRO, and pro.
- 44 Prefixes such as *non*, *pre*, and *co* should be closed up, not hyphenated.
 nonlexical
 preverbal
 cooccurrence
- See *The Chicago Manual of Style*, pages 219–231, for information on prefixes.
- 45 Use American spelling variants.
 behavior

judgment
 defense
 esthetic
 categorize

- 46 If your word processor has a Greek font, use Greek characters instead of spelling out the names of Greek letters.

Affect α
 θ -Criterion
 γ -marking

Appendices

- 47 A single appendix should be headed *Appendix*, followed by its title.

Appendix: Clefts, Pseudoclefts, and Focus

Two or more appendices should be headed *Appendix A*, *Appendix B*, and so on, followed by their titles.

Appendix A: Clefts, Pseudoclefts, and Focus

Appendix B: The Overt Pronoun Constraint and A'-Bound Pro

- 48 Example numbering and footnote numbering continue from the text straight through the appendix (in other words, if the last example number in the text is (39) and the last footnote number is 12, the first example number in the appendix is (40) and the first footnote number is 13).

Text References

- 49 Please note that the instructions in this section differ considerably from the instructions given in previous *LI* style sheets.

- 50 If the text reference refers to the author, the date of the work (or a term such as *to appear*, *forthcoming*, *in press*) is enclosed in parentheses. (Constructions such as *following . . .* and *in the sense of . . .* will be considered to refer to the author.)

Rizzi (1982) points out that . . .

The need to revise the analysis of these forms was demonstrated by Hall (1965), who showed that . . .

. . . (as observed by Contreras (1976) and Jaeggli (1980)).

. . . if we assume, following Rizzi (1979) and Torrego (1984), that the derivation can be represented as (iii).

. . . that is, “external” and “internal” arguments, in the sense of Williams (1980) and Marantz (1981).

- 51 If the author-plus-date construction refers to the work itself, rather than the author, the date is not enclosed in parentheses. (A term such as *to appear*, *forthcoming*, or *in press* is preceded by a comma.)

. . . when the doubling particle no does not appear (see Solà 1973).

For arguments that they may not be, see Torrego 1980.

. . . as several recent analyses have proposed (Safir 1982, Burzio 1982, Stowell 1981).

This was the proposal made in Van Riemsdijk and Williams 1982.

. . . (see Lasnik and Stowell, forthcoming).

. . . (see Chomsky 1981, 1986a,b).

- 52 A page or section reference should be separated from the date by a colon (no space).

. . . (see Maling 1978:75).

This definition is found in Chomsky 1986a:sec. 11.

As proposed by Jackendoff (1972:45), . . .

- 53 When citing personal communications, spell out the person's first name and the term *personal communication*.

Noam Chomsky (personal communication) points out that . . .

. . . (Noam Chomsky, personal communication).

Reference List

- 54 Arrange the entries in the reference list alphabetically by authors' last names. List multiple works by one author chronologically. Suffix the date with a, b, c, and so on, to distinguish several items published in a single year by the same author; within this group, works should be arranged alphabetically by title. (For example, *Chomsky, Noam. 1986a. Barriers* precedes *Chomsky, Noam. 1986b. Knowledge of language*.) Repeat the author's name for each work by that author; do not use a dash to indicate repetitions of the author's name.

- 55 Cite authors' and editors' names the way they are given in print (if the author or editor spells out his or her first name in print, follow this usage in the reference list; if the author commonly goes by his or her initials in print, use those). If you are citing works in which the author or editor has used several versions of his or her name (say, Jane K. Smith, J. K. Smith, Jane Smith), choose the most informative and cite it consistently in the reference list. (Authors are urged to use one version of their name consistently in their publications; this greatly facilitates bibliographical reference and indexing.)

- 56 Include the following information in the references:

Book: Author's (or editor's) name; year; title of book; city of publication; publisher. For cities in the United States other than New York, Boston, Chicago, San Francisco, Los Angeles, and Philadelphia, include the state name, using the traditional abbreviations (*Mass.*, *N.J.*, *Conn.*, etc.) rather than the two-letter postal service abbreviations.

Journal article: Author's name; year; title of article; name of journal; volume number; inclusive page numbers.

Chapter in published book: Author's name; year; title of chapter; *In* followed by title of book; editor's name; inclusive page numbers; city of publication (see under *Book*); publisher.

Chapter in volume of proceedings issued by a university or college department or organization: Author's name; year; title of chapter; *In* followed by title of book; inclusive page numbers; organization or department; university or college. (See point 57 for treatment of university and college names.)

Chapter in volume of working papers: Author's name; year; title of chapter; *In* followed by title of book (include working paper number); inclusive page numbers; department and university or college that issued the volume.

Thesis: Author's name; year; title of thesis; identification of work as thesis (e.g., *Doctoral dissertation*); name of university or college. (See point 57 for treatment of university and college names.)

Conference paper: Author's name; year; title of paper; name, location, and date of conference.

Unpublished manuscript: Author's name; year; title of manuscript; *Ms.*; name of university or college where manuscript was prepared. (See point 57 for treatment of university and college names.)

- 57 If the name of a U.S. or Canadian college or university includes the name of the state or province in which it is located, list only the city in which it is located. Otherwise, list the state or province as well. If the name of a college or university outside the United States or Canada includes the city in which it is located, the city need not be repeated. If the name does not include the city, list the city.

University of Washington, Seattle
 University of Massachusetts, Amherst
 Université du Québec à Montréal
 University of British Columbia, Vancouver

MIT, Cambridge, Mass.
 Princeton University, Princeton, N.J.
 University of Ottawa, Ottawa, Ont.
 University of Toronto, Toronto, Ont.

Université de Genève
 Universidade de Lisboa
 Università di Venezia
 UFSAL University, Brussels
 Obafemi Awolowo University, Ile Ife

- 58 Use the following style for capitalization, punctuation, and order of elements in references. (See *The Chicago Manual of Style*, chapter 16.)

Bresnan, Joan. 1979. Bounded context parsability and learnability. Paper presented at the Workshop on Mathematics and Linguistics, Hampshire College, December 1979.

Chomsky, Noam. 1986a. Barriers. Cambridge, Mass.: MIT Press.

Chomsky, Noam. 1986b. Knowledge of language. New York: Praeger.

Emonds, Joseph. 1970. Root and structure-preserving transformations. Doctoral dissertation, MIT, Cambridge, Mass.

Fraser, Bruce. 1973. On accounting for illocutionary forces. In A festschrift for Morris Halle, ed. Stephen R. Anderson and Paul Kiparsky, 287–307. New York: Holt, Rinehart and Winston.

Freidin, Robert, ed. 1991. Principles and parameters in comparative grammar. Cambridge, Mass.: MIT Press.

Hornstein, Norbert, and Amy Weinberg. 1990. The necessity of LF. The Linguistic Review 7:129–167.

Hualde, José Ignacio. 1987. On Basque affricates. In Proceedings of the West Coast Conference on Formal Linguistics 6, 77–89. Stanford Linguistics Association, Stanford University, Stanford, Calif.

Huang, C.-T. James, and C.-C. Jane Tang. 1989. The local nature of the long-distance reflexive in Chinese. In Proceedings of NELS 19, 191–206. GLSA, University of Massachusetts, Amherst.

Lieberman, Mark, and Alan Prince. 1977. Stress and linguistic rhythm. *Linguistic Inquiry* 8:249–336.
 Pullum, Geoffrey K. 1982. Syncategorematicity and English infinitival *to*. *Glossa* 8:109–120.
 Schein, Barry. 1981. Spirantization in Tigrinya. In *MIT working papers in linguistics* 3, 32–42. Department of Linguistics and Philosophy, MIT, Cambridge, Mass.
 Steriade, Donca. 1980. On the derivation of genitive relatives in Romance. Ms., MIT, Cambridge, Mass.
 Zaenen, Annie. 1979. Infinitival complements in Dutch. In *Papers from the Fifteenth Regional Meeting, Chicago Linguistic Society*, 378–389. Chicago Linguistic Society, University of Chicago, Chicago, Ill.

Tables and Figures

59 Tables should begin with a table number and heading. There should be horizontal lines above and below the column headings, and a third horizontal line at the bottom of the table. (There should be no vertical lines in tables.) Column headings and column entries should align on the left.

Table 3

Present tense endings in German

Person	Singular	Plural
1	-e	-en
2	-st	-t (ihr) / -en (Sie)
3	-t	-en

60 It is the author’s responsibility to provide camera-ready copy for all figures. (Here, *figures* means illustrations such as graphs, charts, photographs, and line drawings. It does not include standard tree structures, functional structures, arc pair structures, tableaux, and so on, which are normally handled by the typesetter.) Figures should be accompanied by a separately typed list of figure numbers and captions.

For Further Reference

61 If questions arise that are not covered here, consult *The Chicago Manual of Style* or contact the copyeditor through the *Linguistic Inquiry* office (20D-213, MIT, Cambridge, MA 02139).

Manuscripts should be sent to:
 Articles (except for contributions from Europe); all *Remarks and Replies*
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STYLE SHEET

Articles (European contributions)

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