

# REVIEWS

*Transformational Grammar and the Teacher of English.* By Owen Thomas. Pp. x, 240. New York: Holt, Rinehart and Winston, 1965.

Reviewed by Ruta Nagucka, The Jagellonian University of Cracow

Dr. Owen Thomas, assistant professor of English at the Indiana University, Bloomington, wrote this book with the following aim in view: "it seeks to describe those aspects of transformational grammar that, in my opinion, have the greatest relevance for teachers and prospective teachers of English" (vii). Although this book is meant chiefly for teachers of English it has also been used and appreciated by students of linguistics interested in the application of the early versions of the transformational model for pedagogical purposes. Besides, being written in a systematical, clear and nontechnical form it serves as an introduction to transformational theory, to both native and nonnative speakers of English.

The book consists of eight chapters each of which is followed by a number of questions for discussion; most chapters are also provided with exercises. The exposition ends with a highly selective, annotated bibliography and an index.

In Chapter I a strong emphasis is put on the distinction between a scientific and pedagogical grammar. The former "is concerned with logical generalizations about the way language operates" (5), the latter is "such as a teacher wants to use in a classroom with students" (5). Since the author's interests concentrate on the pedagogical problems, the theoretical explanations are offered in a simplified way when absolutely necessary. Therefore, the introductory exposition gives only a brief outline of basic terminology (linguistics, competence and performance, transformational and generative, syntax and semantics etc.) in order to show the function and the nature of grammar in general and to show in what respects a transformational approach differs from a traditional one.

Chapter 2 deals with the English sentence and its basic elements. After having presented a clear distinction between surface and deep structures of language, Thomas devotes much attention to the problem of defining a sentence. The discussion is based on an article by Lees. The concluding statement that "the lack of notional definition of sentence will not in any way hinder the presentation of a transformational grammar of English" (28) and that "certainties" ... are beyond our grasp" (29) may not satisfy every reader but obviously will cut short any discussion of the subject. The rest of the chapter is a step by step procedure to introduce a student into notational conventions (rules and symbols) used in a transformational grammar. The description, purposely oversimplified, is modelled in parts on Lees' *The Grammar of English Nominalizations* (1960). It starts with S, rewritten into NP ÷ VP, VP into Aux + MV, MV into be + Pred or V. Further, the verb is subcategorized into Intransitive (Vi), transitive (Vt) and copulative (Vc) being provided with contexts in which particular types of the verb

can appear. The notion of a kernel sentence is used in the sense described in *Syntactic Structures* (1957). A first approximation to the formulation of a model grammar is offered on p. 38.

The second model grammar suggested by Thomas in Chapter 3 is preceded by a discussion of words and morphemes which are used in the further expansion of the grammar, that is for the morphographemic rules. Such rules "combine the various morphemes of the derivation into a graphic representation, that is, into the form of written words. If we were interested in how the final sentence was pronounced, rather than in how it is written, we would have a set of morphophonetic rules (i.e., rules of pronunciation) rather than morphographemic rules (i.e., rules of writing)" (59). It is more than surprising that the author dedicating his book to teachers and prospective teachers of English is interested only in morphographemic rules. It is true that Thomas had in mind a student whose native language is English and who knows how to pronounce it; still, the rules of writing are, from the linguistic point of view, of much less importance than the rules of pronunciation. If morphographemic rules had to be introduced at all they should have been given together with morphophonemic ones.

In the next chapter, 4, on nouns and nominals, Thomas speaks about determiners, adjectives, subordinate clauses, appositives and locatives which he utilizes in the third model grammar. Here also formulations of pre-Aspects are applied: nouns are subclassified into groups according to gender, commonness etc. The author admits in footnote 2 (78) that "Chomsky has recently proposed a matrix system of indicating the various features of nouns... but it is not sufficiently well developed yet to be included in this text". However convincing this excuse sounds the reviewer would have wished to find at least an illustrative example of this important innovation. The chapter ends with a section, called Nominals Revisited (105—115) which deals with factive, agentive, gerundive, infinitival and action nominals and nominal compounds. It is a very short, summary-like description of nominalizations which operate thanks to the presence of an optional recursive element, S, appearing after every nominal. Derivational histories of examples are given; here again a formal sample rule, even in a footnote, taken from Lees (1960) would have been much appreciated.

Chapter 5 is a restatement of the verb and a more detailed discussion of a further subclassification of the types of verb. Separate sections deal with auxiliaries, yes/no questions and preverbs. The chapter ends with the fourth model grammar.

Chapter 6 is concerned with adjectives and adverbs and different operations connected with these categories. Embedding transformations introduce comparative constructions.

The next chapter, 7, discusses how the basic sentence can be rearranged to yield interrogative, negative and emphatic sentences, passive voice and imperatives. A few remarks are suggested about conjunctions, genitives, subjunctive mood and prepositions. With this chapter the exposition of the grammar proper finishes.

The next and the last chapter, 8, deals with "grammar and the school" and the understanding and appreciation of literature" (205).

There is no question of the value of Thomas' book. It is perhaps the first fully successful attempt to present the most important problems of the transformational grammar of English for actual pedagogical purposes. Not all the problems, however, mentioned in the book, have been given equal share. The essential introductory remarks and notions are carefully and accurately presented

up to a certain point; those which are either more complicated or not satisfactorily worked out yet have been treated only marginally and superficially (e.g. subordinate clauses). It seems to the reviewer that the author, although he denies the fact, is quite competent to give a much more detailed account of certain grammatical problems. He does not do so because of some preconceived conception about the ignorance of linguistic problems on the part of average American teachers. (Whether his opinion of their poor linguistic background is exaggerated or not, is of no issue here.)

It is true that none of the books published before Thomas' is specially designed for a teacher of English, nevertheless there are a couple of textbooks written from the transformational standpoint in a simple style. I am thinking of *English Syntax* (1964) by Roberts and *A Beginner's Manual for Writing Transformational Grammars* (1964) by Koutsoudas. Neither of them is complete, or exhaustive, but both clear and easy. Since the author is rather sceptical about suggesting to his readers highly technical books, why does he not recommend these two, one of which at least must have been fully recognized and acknowledged at that stage of the development of the theory and for the purpose it was designed, since Chomsky himself bothered to write an introduction to it.

The spelling system of English has been traditionally described as chaotic and Thomas expresses this view with the only proviso that it is so "at least on the surface" (24). Since Thomas himself pays much attention to morphophonemics it is really puzzling how he finds any morphographemic rules in the chaos he ascribes to English spelling. It may be worth while mentioning here that recent phonological research shows that the English spelling system is optimal when regarded from the viewpoint of transformational phonological rules.

Before I conclude I should like to make a few more specific critical remarks about statements which in my opinion ask for reconsideration. The explanation that Polish (ć) in *pić* "is pronounced like the -ts ending on the English word cats" (11) is downright wrong. If any comparison is necessary for an English speaking person he would find more similarity between the English sound represented in spelling by (ch) e.g. in *peach* and the Polish (ć) *pić* than any other. The paragraph about the rule of intuition in linguistic research seems to be self-contradictory: if "the transformationalists... insist that such reliance (i.e. on intuition) is a necessary prelude to the formulation of grammatical rules" how can they "seek to describe, and more importantly, to explain a native speaker's intuition" (16)? A "descriptive" term *flip-flop* for the rule  $Af \div v \rightarrow v + Af$  (60), perhaps very useful for class purposes sounds a funny and unnecessary invention in a linguistic description of this sort. On p. 188 the sentence: *The man has some money* can be analysed as an example of either

Nom + Tn : have + X which leads to: *Has the man some money?*

or

Nom : Tn + V<sub>1</sub> | Nom which leads to: *Does the man have some money?* To classify *have* as V<sub>1</sub> (transitive verb) because it is followed by Nom is all right, but the reader should have been reminded by a cross-reference that it belongs to a subgroup called *middle verbs* which cannot undergo passive transformation, nor be followed by a manner adverbial (see p. 122).

The book is very useful and for quite some time will obviously be treated as a reliable introduction for the teacher to transformational grammar — but it should be kept in mind all the time that already at the moment it was leaving the printing house it was outdated in quite a number of points. It appeared in the

some year as *Aspects of the Theory of Syntax* in which Chomsky, revised, refined and modified practically every syntactic problem on the basis of his own and other linguists' research. Therefore a reader must be warned that although the basic assumptions about the grammar presented by Thomas have not undergone any changes, there are many important and interesting points in which his exposition differs from the recent formulations.

## REFERENCES

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*On Stress in Present-day English (received pronunciation)*. By Arne Vanvik. Borgen Oslo: Norwegian University Press, 1960 (108 p., 12 Spectrograms).  
 Reviewed by Maria Sulowska, University of Warsaw

Stress in present-day English is undoubtedly a complicated phenomenon which has been approached from various angles. The need of a broader concept of stress rather than force of utterance has been felt by many phoneticians and linguists.

To this day there are still differences of opinion as to whether or not it should be regarded as a phoneme (suprasegmental) or which attribute of stress — pitch, length, sound quality and others — should be considered the most essential.

The author of the book under review holds that stress consists of several factors resulting in the "phonetic complex". Vanvik's book is in fact a compendium of phonetic and linguistic views on stress. The author underlines the role of gesture which, in his opinion, is the most important attribute of stress.

All the material is contained in 18 concise chapters followed by an extensive bibliography of recommended books and references (pp. 105—108) and 12 spectrograms.

Chapter I, *Phonemic Systems of English*, deals with the difference of opinion among phonemicists as to the number of vocalic phonemes and diphthongs in the English language.

Vanvik is of the opinion that stress as a distinct concept could be eliminated if the number of vowel phonemes were increased from 20 to 39. However, this is only a proposal which he does not elucidate any further and continues to use 20 phonemes.

Generally speaking, chapter II, *The Concepts of Stress in English*, is a summary of views prevalent mainly among British phoneticians on the subject of stress. The term is used here in the very broad sense, encompassing potential gesture, length, intonation, quality of sound, and other factors.

The author asserts that the conditions under which accent occurs in various languages are not identical and should be examined closely. The fact that the accent is free in one language and bound in another is proof that there is no single accent which holds for all languages. E. g., A. W. de Groot's definition of stress as the concentration of attention is not acceptable for English. Vanvik

also rejects D. Jones' definitions which state that stress may be described as the degree of force with which a sound or a syllable is uttered (p. 14) but in his opinion there is something in one of Jones' definitions which is worthy of particular mention. It is gesture which, according to Vanvik, is an essential clue of stress hitherto completely disregarded.

While listing other views concerning various factors which affect the essence of stress, he is inclined to share the opinion of American linguists that a sum of certain factors has an influence on this essence, the most important being: 1) A potential isolated (or large) gesture, 2) Length of sound, 3) Intonation, 4) Sound quality, 5) Loudness.

In chapter III, *The Syllable*, Vanvik takes up the relation between the syllable and stress. The syllable, according to him, is "the unit in a stretch of speech to which I attribute a certain degree of stress" (p. 35). Furthermore, he maintains that the element of gesture, which is a criterion of stress, also accompanies the syllable.

Chapter IV, *Remarks on the Phonemic Composition of Stressed and Unstressed Syllables*, is a short review of the phonemes of English with regard to their position in the aforementioned two types of syllables.

In chapter V, „*Stress Differentiating Words that Have Identical Spelling but Belong to Different Parts of Speech*, chapter VI, *Stress Differentiating Words of the Same Part of Speech*, and chapter VII, *Stress Contrast between Compound and Non-compound Words*, Vanvik shows that stress has, above all, a phonemic function since it can distinguish between the classes and the meaning of words and, moreover, can differentiate non-compound words from compound ones.

In chapter VIII, *Double Stress* and chapter IX, *Rhythm*, Vanvik states that the question of rhythm in the English language is unimportant and barren. In his opinion this problem comes down to isochronism, secondary stress and alternation in both strong and weak forms.

In chapter X, *Secondary Stress*, he comes out firmly against any distinctive function of "secondary stress" but, on the other hand, he does admit that his view depends mainly on what system of vowel phonemes is taken into consideration, 20 phonemes or 6.

The phonemic function of stress is taken up again in chapters XI, *Stress for Contrast*, and XII, *Emphasis*.

Chapter XIII is devoted to *Strong and Weak Forms* where the author states that the term "reduced vowel" is not appropriate for in his opinion the vowels of weak forms are distinguished from the equivalent vowels of strong forms chiefly by "shorter duration", "less inherent sonority" and "the reduction of the extent of simultaneous gesture" (p. 84).

In *Stress and Endings Beginnings*, chapter XIV, Vanvik proposes several rules concerning the accentuation of individual groups of words depending on their "beginnings" or "endings". He admits, however, that while these rules might be useful from the point of view of a practical study of English, they would not be very helpful from the theoretical point of view.

In chapter XV, *Stress in Sentences of More than One Word*, the author feels that only the important parts of sentences should be accentuated, and he goes on to give several methods of accentuating individual expressions in writing.

*Experiments with Gestures*, chapter XVI, deals with experiments which Vanvik carried out in order to demonstrate a link between gesture and accentuated syllables.

In chapter XVII, *Spectrograms and Stress*, Vanvik makes a thorough analysis of some of the 13 examples, on two levels, that is perceptive and physical. He believes it necessary to differentiate between these two levels and accordingly on the perceptive level mention is made only of "length" and "loudness" and "intonation" whereas on the physical level, there is a discussion of "duration", "amplitude", and "fundamental frequency".

In his brief *Concluding Remarks*, chapter XVIII, Vanvik sums up his views on stress, ending with the statement that "stress could be defined as the suprasegmental phoneme in English" (p. 104).

All in all, Vanvik's book can be considered merely as a compilation of views concerning the stress and does not contribute anything new to the theory.

Its only new feature is the emphasis placed on the element of gesture which, in the author's opinion "did not seem to have been studied in detail" (p. 15). Indeed, with the exception of D. Jones, few linguists have devoted their attention to this aspect. This, however, could only mean that gesture is of relatively small importance for the theory of stress. Although there is unquestionably some association between gesture and accented syllables, yet gestures, to a great extent, depend upon the temperament of the speaker and cannot be considered as universal features of stress.

Furthermore, one might object that Vanvik has based his work mainly on views voiced by phoneticians of the older generation without taking into consideration results of recent investigations. This does not mean that Vanvik is not acquainted with the latest papers on stress; the contrary is evident from the bibliography he presents.

None the less some aspects of stress are handled without taking into consideration the latest views; e.g., in the case of rhythm the author writes "whether rhythm is a result of stress or vice versa appears to me fairly futile" (p. 71). This is rather a strange conclusion since, as is well known, rhythm in the case of stress in English does play a highly important role<sup>1</sup>.

The final point of criticism may be the division of the presented material into too many parts (18 chapters) which is not justified on any grounds.

<sup>1</sup> W. Jassem, *Stress in Modern English*, BPTJ, XI 1956, especially p. 26.

*The English language: An Introduction. Background for Writing.* By W. Nelson Francis. New York: W. W. Norton and Company, Inc., 1965. Pp. x, 273.  
Reviewed by Andrzej Kaznowski, University of Warsaw

The book under review contains a set of introductory information data on the English language. The author's attempt has been to provide a textbook that might serve as a "primer" of knowledge about English — its grammar, phonology, history, vocabulary and usage. The announced purpose of the book is to "furnish the composition student with the kind of information and theory about his language, which can help him increase his skill in writing" (p. ix), as well as to inspire curiosity in him, thus possibly leading to further and more profound study of his language. In the opinion of the present reviewer, both aims have been achieved in Francis' interesting book. The chapters are neither too long nor over-

loaded with facts, which seems to be of importance to the student at the level of composition training.

Dealing with the whole phenomenon of the English language within the limited scope of the volume, the reviewed book covers a large number of problems. Consequently, the treatment of the particular points must by necessity be brief and sketchy, and so it is, especially if the book is to provide background knowledge of the subject in question. As regards the linguistic theory the author has assumed in presenting the material, one finds it not uniform. This, however, does not seem to be a weak point in a textbook like this since, for the sake of clarity, certain linguistic facts can be better explained in terms of one particular theory rather than another. Besides, the book is not intended for use in an introductory course in English linguistics and therefore linguistic theories are not of crucial importance. And so parts of speech have been delimited by means of substitution procedure, noun phrases treated in terms of immediate constituents, whereas sentences have been discussed with the help of extremely simplified transformation rules.

The reading matter has been arranged in six chapters, each containing several sections. All of the chapters are followed by collateral reading lists. Besides, as it is the common practice with textbooks, the author has furnished some of the sections with exercises for students. The exercises and also relevant items chosen from the reading lists may serve, in accordance with the author's intention, as topics for compositions, discussions and suchlike. At the end of the book there is a general index in which the most important terms are given specially marked references to the pages on which they are defined.

In Chapter I, *Language and the Study of Language*, the author introduces the student to the phenomenon of language — its nature or character as well as, taking English to set an example, to its regional, social and functional varieties. Moreover, the chapter contains a preview of five aspects of English, that is, its grammar, history, speech and writing, vocabulary and usage, all of which have been given sufficient explanation.

Chapter II, *English Grammar*, has been divided into eleven sections, most of which end with exercises. The titles of the sections are as follows: Constructions, Parts of Speech, Morphology: Inflection, Morphology: Derivation, Noun Phrases, Other Nominal Phrases, Verb Phrases, Negatives and Interrogatives, Verbal Phrases, Simple Sentences, Compound and Complex Sentences. In the first section the author has presented five main types of syntactic constructions. Apart from the generally admitted structures of modification, predication, complementation, and coordination (p. 19) Francis posits here another — the structure of subordination as in *the wheels of my car*, where of is a subordinator and *my car* its object. The next three sections constitute, as it were, one major, topical group for they are concerned with classification of words into parts of speech according to the criteria of substitution, inflectional and derivational marking. The analysis of nominal and verbal phrases has been carried out by means of the above-mentioned basic syntactic structures. In the description of the verb phrase the author has made use of some recent works in this field done by W. F. Twaddell, M. Joos and N. Chomsky. Negatives, interrogatives and also sentences are considered in terms of simplified transformation rules.

Chapter III, *The History of English*, contains a short survey of some selected problems in the development of the English language traced from Indo-European onward through Old and Middle English to its present-day form. The "outer"

aspect of the history of the language is kept apart and discussed independently from the "inner" one.

Chapter IV, *The Vocabulary of English*, is the most extensive chapter in the book where the author introduces the reader to the problems of meaning, word-formation, loanwords, and the like. The chapter ends with ten interesting exercises.

Chapter V, *English Speech and Writing*, deals with the phonological and graphological systems of English. Some of the section-titles may characterize the contents: The Two Channels of Communication, Phonemes, The Consonants of English, The Vowels and Diphthongs, Syllables and Phonological Words, Phonological Phrases, The Relation of Writing and Speech, The History of English Writing (the Old English, Middle English and Modern English writing systems), The Writing Systems Today (British, American and Scottish).

In Chapter VI, *Usage and Variety in English*, the author presents major regional, social and functional types of English and touches briefly on some usage problems.

There are, however, two things that may be objected to in the textbook. While discussing inflection and derivation (chap. II, sections III, IV) the author has used the terms "allomorph" and "morpheme" throughout the sections and even further (pp. 27, 28, 29, 33, 35, 36, 40, 60) but the full definition of the latter did not appear until p. 114. Moreover, the definition in question should have been put either in one of the sections discussed or a note should have been given as to where it could be found, as it has been done in the case of verb categories mentioned on p. 32.

In the second place objections may be raised to the way the author delimits morphemes. The delimitation is, as might be expected, both paradigmatic and syntagmatic. Whenever it was only paradigmatic it led the author to unconvincing claims that e.g. {nat-} in *nature, native, nation*, {-turb} in *perturb, disturb*, {stat-} in *stature*, {pos-} in *posture* have the status of morphemes. Francis is inconsistent in this respect since his definition of the morpheme as "the smallest meaningful unit of language" may make a careful reader look for the meanings in these units, which will inevitably result in failure. The units in question have been given the status of "word-differentiating morphemes" and not morphemes proper<sup>1</sup> and consequently cannot be viewed as meaningful units.

All things considered, the book, though not all-embracing in its character, provides the most important information about English and thus meets the requirements of a good textbook. Following A. H. Marckwardt's note placed on the file cover, it is "a scholarly and selective approach to the English language, realistically adapted to the needs of college freshmen".

*Milton's Grammar*. By Ronald David Emma (Studies in English Literature, vol. 2) Pp. 164. The Hague: Mouton and Co., 1964.

Reviewed by Anna K a z n o w s k a, University of Warsaw

Historical studies dealing with the Early Modern English period have not been numerous and those which have appeared have rarely taken into account

<sup>1</sup> The term has been introduced by L. Zabrocki in his "Sprawa fonemu" and quoted by J. Fisiak in his *Morphemic Structure of Chaucer's English*, University of Alabama Press, 1965, p. 23.

the enormous progress made in linguistics during the last thirty years. In spite of the occasional use of modern terminology, Emma's book which aims at a description of Milton's "grammatical practice", is very traditional in its presentation of linguistic data.

The material on which the investigation is based, includes eight samples of Milton's writings, each containing about one thousand words. The particular samples are drawn from the following works: *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, *Comus*, *Areopagitica*, *The Reason of Church Government Urg'd against Prelaty*, *The Tenure of Kings Magistrates*, and *Animadversions upon the Remonstrants, against Smectymnuus*. The great variety of language in the samples, intentionally chosen as exemplificatory material, seems to be inappropriate. In the first place certain distinctive features in prose are generally acknowledged to be redundant in poetry and vice versa; thus generalizations should not be made about the languages of prose and poetry together, and consequently should not be treated in one grammar.

Emma's textual analysis is not only limited to the samples mentioned above. He also examines some samples of the works of Shakespeare and T. S. Eliot and consults the following studies on the "grammatical practices" of Milton's contemporaries: J. V. Hagopian's *The Morphology of John Donne*, W. Sugden's *The Grammar of Spencer's Faerie Queene*, E. A. Abbott's *Shakespearean Grammar*, W. Franz's *Die Sprache Shakespeares in Vers und Prosa*, A. C. Patridge's *The Accidence of Ben Jonson's Plays and Studies in the Syntax of Ben Jonson's Plays*. In this way Milton's grammar is presented against a background of Elizabethan and seventeenth-century English on the one hand, and Modern English on the other.

The purpose of the book is twofold. It is meant both for a student of style and for a student of linguistic history. Consequently, the final comments on the material analysed may be roughly divided into those related to language development and those related to Milton's style. The statistical method the author uses throughout the book may be considered as not always suitable for the purpose of his work since it often leads to too many generalizations on Milton's grammar. Emma's examination of the frequency of occurrence of the parts of speech, which is made from the statistical point of view, has a purely descriptive function. Zipf's important statement that the development of grammatical categories depends on the frequency of their use was not treated at all<sup>1</sup>.

In Emma's words, seven chapters of the book are devoted to the "morphemics of nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions"; the eighth deals with "clause and sentence pattern". His classification of the parts of speech vaguely described as "based on the function of individual words rather than that of the phrases in which they appear" (p. 21) may be viewed from the text as being made on morphological and syntactical grounds.

The material arranged in eight chapters is followed by two appendices containing the list of all samples analysed and the summary of proportions of the parts of speech in the samples of Milton, Shakespeare and Eliot. In the bibliography the author has included many general and detailed works in historical English linguistics as well as some studies orientated toward literature, omitting, however, the most important works concerning morphology and syntax.

<sup>1</sup> Cf. P. Guiraud, *Zagadnienia i metody statystyki językoznawczej*, tr. by M. Kniaginowa, Warszawa 1966.

Chapter I, *Nouns*, opens the book with numbers and proportions of nouns occurring in the samples of Milton, Shakespeare and Eliot and general remarks on Milton's use of nouns. Then, the inflectional categories of number, case (actually the genitive only), and gender are discussed respectively. The subtitles are misleading to some extent. The section devoted to number covers Milton's use of particular nouns of measure, collective nouns, mass words, and abstract nouns; the section entitled "the genitive" includes the prepositional phrases with *of*; and that on gender deals with the use of gender in personifications<sup>2</sup>. The chapter ends with a comment on the functional change of nouns. Surprisingly enough, the term morpheme appears neither in this chapter nor anywhere else in the book.

Chapter II, *Pronouns*, begins as all the others with numbers, proportions and general characteristics pointing to the modernity of Milton's usage. It is divided into the following sections: Personal Pronouns, Reflexive Pronouns, Relative Pronouns, Interrogative Pronouns, and Demonstrative Pronouns. The treatment of the problems is fragmentary and brief. The relative pronouns are viewed against the background of corresponding Modern English forms.

Chapter III, *Adjectives*, has been divided into two sections entitled Adjectives other than articles, and Articles. In the former the author outlines the order of adjectives, adjective groups, comparison of adjectives and their functional change. In the latter there is a discussion of Milton's use and "non-use" of articles in comparison with contemporary English usage.

Chapter IV, *Verbs*, consists of seven parts with following titles: The Present System; The Preterit System; Simple, Progressive and "Do" Forms; Perfect and Future Forms; Voice and Mood; Infinitives, Participles, and Gerunds; and Aphetic Forms, "Be-" Prefixes, Functional Change. The first two titles are again misleading as only some forms out of the whole present and preterit system are dealt with. His description of the English verb, which is quite a complicated system, seems to be too general, superficial and merely statistical. His superficiality is sometimes due to the insufficiency of the illustrative material as in the case of strong verbs. The future forms *shall* and *will*, in the light of modern approaches, should be discussed together with other modals.

In Chapter V, *Adverbs*, the author analyses various patterns of the formation of adverbs by means of compounding, prefixation and suffixation. Since there is no clear-cut distinction between these different word-forming processes, both prefixation and compounding are discussed under one heading (p. 116).

In Chapters VI and VII *Prepositions and Conjunctions* are presented in terms of the frequency of their occurrence. Certain differences between Milton's usage and that of Modern English are also pointed out.

In the last Chapter, *Clause and Sentence Pattern*, Emma turns to a discussion of larger grammatical units, that is, Milton's clauses and sentences, including some aspects of his style. The author is mainly concerned with the discussion of the SVO order and its most common inversions. Further in the chapter he touches upon Milton's use of periodic sentences and the length, complexity and ambiguity of his clauses and sentences in general.

The presentation of Milton's "grammatical practice" raises many doubts. Certain awkwardness and superficiality in handling the material may be due to the wide range of problems discussed. The author, evidently more concerned with stylistic problems, commits several errors of traditional grammars in the treat-

<sup>2</sup> Gender as a grammatical category already disappeared in Middle English.

ment of Milton's morphology. First of all when discussing the inflectional suffixes he does not present the systems they constituted at that time. What one finds instead is a diachronic description of separate forms at different steps of development of English, neglecting the relationship among the forms in each of these periods. What is more, the constant references to Modern English often obscure the picture of the occurring changes. More suitable for the purpose of this book would be the presentation of how the Middle English inflectional systems were transformed into those of Early Modern English.

Another feature of traditional grammars, characteristic of Emma's book, is the use of meaning as a basic criterion in some of the classifications. In the discussion of the grammatical category of number Emma divides the nouns into nouns of measure, collective nouns, mass words and abstract nouns, which obviously leads to a mere listing of separate words. Another example of the use of meaning criterion is the classification of genitives on the basis of the relationship they express. In this way, prepositional phrases with *of* are assigned to the inflected genitives although structurally they have nothing in common and should be treated in the section on syntax.

In conclusion it may be said that the purpose of the book does not seem to be fully achieved. The student of language history is provided with a very general and traditional description of Milton's language but is still in need of more thorough and clear-cut study. The book seems to be more helpful to a stylist since the discussion on Milton's style is no longer grounded on "the basis of the isolated or eccentric" but on truly linguistic data.

*Problems and Principles in Language Study*. By David Abercrombie. Pp. 83. London: Longmans, Green, 1965.

Reviewed by Mieczysław Kobylański. Adam Mickiewicz University, Poznań

More than ten years have passed since the articles written by D. Abercrombie were first published in book form by Longmans. The second edition, brought up to date by the author, appeared in 1963.

The book consists of six chapters, the first two dealing more generally with linguistics and the teacher, the remaining four being more particularly concerned with the teaching of pronunciation, with English accents, with making conversation and with gesture.

Although these studies were originally written almost twenty years ago, they have lost little of their topicality. Indeed, some of the statements made therein are more actual today than they were in those days.

Particularly valuable appear the passages in which Abercrombie discusses the various social functions performed by language. Books dealing with language teaching problems not infrequently tend to oversimplify the enormously complex pattern of linguistic communication in society. Hence a teacher can find it very refreshing to be presented with Abercrombie's mature and sophisticated approach to those matters.

While reading his book, the reader is constantly reminded of these studies being based on their author's long and extensive experience. Many foreign speakers of English have benefited from his expert teaching, both in Edinburgh and elsewhere. His approach is always fresh and often rather different from that of most other authors. Keen observation and mature reflection make his explanations, ideas and suggestions most valuable.

How often, e.g., do language teachers fight a losing battle trying to improve their pupils' pronunciation? Abercrombie explains their difficulty in a very interesting and highly probable way: "The inability of an intelligent pupil to acquire a reasonable pronunciation may not be due to a bad ear; the pupil may be resisting the attack on his personality which he (unconsciously) feels is involved in any attempt to change his pronunciation habits."

One of the great weaknesses of teaching the pronunciation of foreign languages consists in setting the objective too high, or else not defining it at all. As a rule, it is either expressly said or taciturnly assumed that the aim of the learner is to achieve a native's command of the language. Abercrombie justly explodes the myth by stating: "It is not even remotely possible for the average learner to go through the whole course of development of the native acquiring his mother tongue and to finish equally proficient. The language class is not for producing bilinguals, but for gaining access to a new channel of thought and action." (p. 24).

Chapter V on making conversation is a very useful and interesting presentation of the part played in conversation by what the author terms "comment", i.e. by the "reply made to a statement or an exclamation, as distinct from one made to a question" (p. 57). In that chapter Abercrombie systematically presents the use of comment and makes the reader feel that a great deal more rigorous analysis of this kind is required before the teaching of conversation in class can be effectively controlled.

Chapter VI, which is devoted to gesture, makes fascinating reading and can be enjoyed by various intelligent readers, not by linguists and language teachers only. It contains a host of facts and observations on that long-neglected part of human communication.

It should be mentioned here that "Problems and Principles" are written in an easy and elegant style which adds to the pleasure of reading the book.

One can imagine that it will be read and appreciated by a fairly wide circle of readers. For the teacher of experience, the one who is already familiar with the standard works on language teaching, it is almost a must.

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