REVIEWS

An Introductory Transformational Grammar. By Bruce L. Liles. Pp. 167. Englewood Cliffs, N. Y., Prentice-Hall, Inc., 1971.
Reviewed by Jadwiga N a w r o c k a - F i s i a k, Adam Mickiewicz University, Poznań.

This book, as has been pointed out in the preface, is intended for those who want to begin to study linguistics but are overwhelmed by the amount and the technicality of material available. The author's attempt has been entirely successful and despite a few controversial issues the book proves to be a good introduction to the principles of transformational syntax and phonology.

The book is restricted to the English language and all the examples are drawn from English. It is relatively up-to-date with much of the post-1965 scholarship included and it has the rare advantage of explaining complicated matters in the simplest possible way.

The material is organized into four parts: I. Phrase Structure, II. Transformations I, III. Transformations II, IV. Phonology, each of which is in turn subdivided into chapters. Each chapter ends with a series of exercises based on the material and techniques discussed in it. The volume ends with a bibliography and an index.

Part One begins with a brief but good chapter on traditional, structural and transformational approaches to the English language. The next two chapters develop the phrase structure rules for a simple English sentence, providing at the same time a short explanation of all the notions and terms which have been introduced there. Chapter four is devoted to the discussion of the lexical features and it covers such topics as transitive versus intransitive verbs, restrictions holding between nouns and determiners, and between nouns functioning as subjects and objects and verbs. It ends with a short discussion of the kind of information the lexicon should include and a sample of a lexical entry for the word *mouse*.

It seems to me that a few more examples drawn from different lexical categories would give the reader a better idea of the function of the lexicon. The only example, the word *mouse*, is hardly sufficient to illustrate a typical lexical entry.

As to the phrase structure rules one might object to the quite artificial distinction between the terms Main Verb and Verb, and to the treatment of Pl as a separate constituent on a par with N or Det. Besides, an introduction of the term Aspect in P4 on the same level with tense and modality and an additional rule rewriting it as (have+en) (be+ing) might have helped to explain what phenomenon was concealed behind these two magic formulas.

Part Two contains chapters on negative, question and passive transformations as well as a chapter on transformational processes of addition, deletion, rearrangement and substitution, in which such transformations as Adverbial Movement, Imperatives and Indirect Objects are referred to in addition.

The analysis of negatives, questions and imperatives comes entirely from Katz and Postal (1964), and the analysis of passives derives them from their corresponding active forms. It is a great pity that Liles loses an excellent opportunity to mention a possibility

of a presuppositional analysis of negatives and imperatives, though he refers to it while discussing questions.

The remainder of the section, that is the presentation of Indirect Objects and the Adverbial Movement transformation, is highly controversial and difficult to agree with. We can hardly understand Liles's motives for treating Indirect Objects as Adverbials of Place (pp. 32, 66), especially since no explicit justification has been offered for this analysis. Already on page 32 he says that "here are also transitive verbs that must have adverbials of place following the noun phrase" and gives the following examples:

1) She handed the paper to me.
2) She set the book there.
3) The doctor laid it there.

Then, (p. 62) he gives the following deep structure tree-diagram for the sentence *They sent a note to me.*
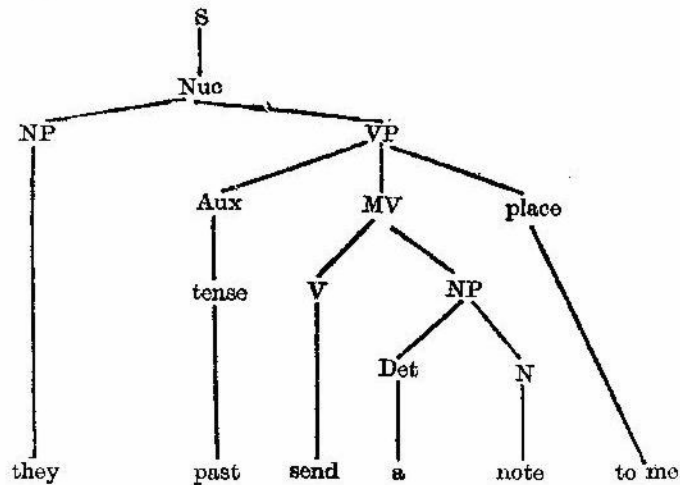
It is impossible to agree with this presentation. Even a very superficial analysis shows the difference between his example (1) on the one hand and examples (2) and (3) on the other:

I. Sentence (1) can be a subject of the indirect object inversion transformation, whereas sentences (2) and (3) cannot.
  1) She handed a paper to me.
    (b) She handed me a paper.
  2) (a) She set the book there.
    (b)*She set there the book.
  3) (a) The doctor laid it there.
    (b)*The doctor laid there it.
II. The $\begin{Bmatrix} +place \\ +Wh \end{Bmatrix}$ transformation which can be applied to sentences (2) and (3) yields an ungrammatical construction for sentence (1).
  1) (c)*Where did she hand the paper?
  2) (c) Where did she set the book?
  3) (c) Where did the doctor lay it?
III. The adverbial Movement transformation can be optionally applied to sentences (2) and (3) to shift the adverbials of place to the front, but it cannot be applied with the same effect to sentence (1).

1) (d) To me she handed a paper (acceptable only when expressing empasis).
2) (d) The she set the book.
3) (d) The the doctor laid it.

Some further examples:

In the closet he found some luggage.	(p. 61)
Because of the rain we didn't stay long.	(p. 61)
*To her friend Mary has mailed a letter.	(p. 62)
*For me she cooked a meal.	(p. 62)

Besides, the comparison of the deep structure tree diagram and the surface structure tree diagram for the sentence *They sent a note to me* shows that this presentation is inconsistent (cf. p. 15). Without a word of explanation, though he gives a lengthy explanation for the deletion of *to*, the author drops out the node *place* and replaces it by another NP node dominated by MV.

The presentation of the Adverbial Movement transformation is rather confusing. At first Liles introduces all adverbials after the MV and says rightly that they all, except adverbials of manner, can undergo an optional rearrangement of elements, but will still de derived from the same deep structure. The diagrams he uses for the illustration of this problem contradict his statements (cf. p. 61). The tree for the sentence *I saw her at the bank yesterday* contains the time-node for *yesterday* dominated by the VP node, but in the tree for the sentence *Yesterday I saw her at the bank* the time-node is dominated by SM node. The whole presentation gives an impression that these two sentences are derived from two distinct deep structures.

The handling of these two problems, that is, of Indirect Objects and Adverbial Movement is hardly satisfactory in an introductory book on transformational grammar.

Part Three begins with a chapter on the principles of transformational grammar which partly sums up what has been said before and partly expands some of the notions, i.e. competence, performance, grammaticality, acceptability, etc. Next three chapters are devoted to complex sentence formation in English and render a discussion of the processes of compounding, relativization, NP and VP embedding. These chapters, form, in our opinion, the best part of the book and are highly recommended as an introduction to these complicated problems.

In the chapter on NP and VP embedding Liles discusses two copulative verbs, proposing for the sentences *She seems happy. We consider her lucky* the derivation going back to *She seems she is happy* and *We consider her she is lucky* respectively. This derivation does not seem plausible for other verbs of the same class like *taste, become, grow, remain,* etc., as in the following sentences: *It tastes bad, He became angry, She grew tall, She remained silent.*

Part Four dealing with phonology comprises a short chapter on phonetic transcription, two chapters on phonological features, two chapters on stress and a chapter on phonological rules. This part of the book is based on *The sound pattern of English* by Noam Chomsky and Morris Halle (1968).

It is very difficult to present a relatively concise model of grammar at the time when transformational theory is being pulled in many directions. It seems that Liles has succeeded in accomplishing this goal and if some of the discrepancies in the presentation were corrected the book could be considered a valuable introduction to the matters of transformational grammar and a useful preliminary to the further study of transformational theory.

REFERENCES

Chomsky, N, and M. Halle. 1968. *The sound pattern of English.* New York: Harper and Row.

Katz, J. J., and P. M. Postal. 1964. *An integrated theory of linguistic description.* Cambridge, Mass.: MIT Press.

Introductory Transformational Grammar of English. By Mark Lester. Pp. 335. New York: Holt, Rinehart and Winston, Inc.1971.
Reviewed by Jadwiga Nawrocka-Fisiak, Adam Mickiewicz University, Poznań.

The book under review is another recent attempt to make problems of transformational theory more digestable to the beginner in linguistics.

It is written with remarkable clarity and considerable internal consistency. The text is organized into four basic parts: I. Simple Phrase Structure Rules, II. Simple Transformational Rules, III. Sentences Combined by Embedding Rules, IV. Sentences Combined by Conjoining Rules, preceded by a preface and an introduction, and followed by two appendixes: one containing a summary of rules, the other containing a sample analysis of a paragraph, and by an index. Each part is, in turn, subdivided into chapters, and all parts as well as chapters are accompanied by short overviews of the material presented. Numerous exercises and answers to them are provided throughout the book.

Another feature which makes this text stand out from many others is its wide coverage of English syntax and an abundance of examples drawn from everyday language.

Unfortunately, the model selected by Lester is very conservative, concentrating basically on surface structure phenomena. The result is that very little of the post- *Aspects* development of the theory is reflected here, and since no reference to alternative presentations is made, it leaves the student with a rather outdated, superficial model of transformational analysis.

A further limitation is an overriding concern with the mechanics of application of different rules rather than with general theoretical problems. Too often a chapter will simply introduce a type of a construction, give its very shallow underyling structure, and concentrate on a detailed description of the way the rules have applied to produce the construction. Examples of this deficiency include the transformational rules operating on simple sentences. Even the exercises serve basically the purpose of mastering the technique and do not inspire students to do any work on their own.

Certain topics of a general character receive very little or no attention in the text, e.g. the competence-performance distinction, the deep and surface structure distinction, language specific facts versus language universals, grammaticality versus acceptability, etc. I am not implying that these topics should be covered by every introductory transformational text, but suggesting that by including them the book could have broadened its scope by trying to relate the details of English syntax to more general linguistic problems.

Another disadvantage of the book is the lack of proper bibliography. The only bibliographical references to linguistic works are Jespersen's *Essentials of English grammar,* Fries's *The structure of English* and Chomsky's *Syntactic structures.*

So much for the general remarks. As regards details, I would like to point out the following problems:

1. By concentrating on an exhaustive summary of Fries's *The structure of English* the part of the introduction which concerns the structural revolution fails entirely to point out the most important changes brought about in linguistics by structuralism.

Since any previous knowledge of linguistics is not presupposed, this summary is of little value, and a discussion of the principles of structural theory, instead, would have been more fruitful.

To be fair I have to say that the discussion of generative theory is much better and succeeds in conveying to the reader its basic ideas.

2. Phrase structure rules for a simple English sentence are too elaborated, and many generalizations are lost in them. For example, possessive nouns and possessive pronouns are treated as subclasses of Specified Article; MV Complement rules specify NP, Adjective and NP Adjective nodes separately to cover such possibilities as
John has eaten the chicken, It tastes great, John has eaten the chicken cold, instead of combining them into one rule: (NP) (Adj).

Besides, function names like *Adverb of Place, Adverb of Motion* are mixed up with category names like NP. This is obviously wrong since noun phrases when accompanied by prepostions may function as *Adverbs of Place* or *Motion.* Lester's own examples:
We cooked the steak *in the oven.*
I drove my car *into the garage.*
The train pulled *into the station.*
I agree with Lester when he says 'A fuller treatment would probably establish several quite distinct subtypes of complements. It might even be necessary to treat some as complex complements, that is, as complements containing independent sentences' (p. 98), and I regret he has not chosen the latter possibility.

3. The presentation of pronouns is rather scanty, limited to their functions in subject and object positions in a simple sentence. The process of pronominalization is not mentioned at all, and the process of reflexivization is discussed marginally with reference to sentence embedding to distinguish between *I wanted you to finish it* and *Alice told herself to stop crying* types of sentences.

4. Lester's decision to present lexical features of nouns as hierarchically ordered is hard to understand. This procedure was given up by transformational grammarians long ago for reasons discussed by Chomsky (1965 : 73).

5. The treatment of Interrogative, Negative and Imperative constructions does not take into consideration any recent transformational work on these problems. Several rather different ways of accounting for these constructions have been proposed since 1965; what is common to all proposals is that these constructions must have distinctive origins in deep structure. Unfortunately, Lester has not adopted this principle and derives them all from underlying statements by different transformational rules.

6. Proposals concerning sentences embedded in the Verb Phrase Complement show clearly how superficial Lester's model is. Taking into consideration surface structure phenomena, he distinguishes three main sentence types embedded in the VP complement: 1) noun clause sentences, 2) question-word sentences, 3) tenseless sentences. This distinction will not make it possible to derive the following pairs of sentences from the same underlying structure:
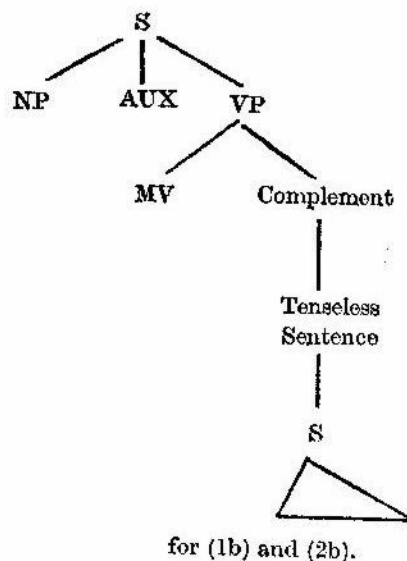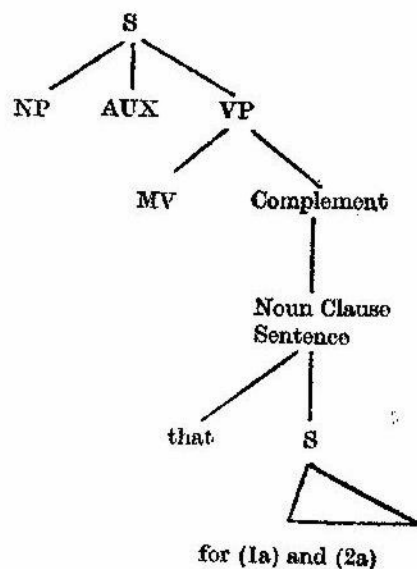
1) (a) I believe that he reads a lot.
   (b) I belive him to read a lot.
2) (a) John decided that he would go after all
   (b) John decided to go after all.

but will posit two different structures for them:

for (1a) and (2a).   for (1b) and (2b).

It is always easy to complain of an introductory book that its scope is limited or that its exposition is oversimplified. In the case of Lester's book the former does not hold true since it gives a fair survey of English syntactic material. As to the exposition it is not so much simplified as superficial, failing to develop a more general framework of language description, concentrating, instead, on details of particular constructions. This serious shortcoming, added to the outdated model of analysis and to the lack of adequate bibliography makes the value of the book as an introductory text questionable.

REFERENCES

Chomsky, Noam, 1965. *Aspects of the theory of syntax.* Cambridge, Mass.: The MIT Press.

The acquisition of syntax in children from 5 to 10. By Carol Chomsky. Pp. 126. Cambridge, Mass.: The MIT Press, 1967.
Reviewed by Janusz Arabski, Adam Mickiewicz University, Poznań.

The book under review deals with children's acquisition of the following four grammatical structures:

1. John is easy to see.
2. John promised Bill to go.
3. John asked Bill what to do.
4. He knew that John was going to win the race.

The subjects who were tested were 40 children, eight each from kindergarten through fourth grade. Each group of eight children was selected by their teacher and consisted of four average, two above average and two below average children between the ages of 5 and 10. There were 22 boys and 18 girls. The author's hypothesis is that children acquire more complex structures later and that by the age of 10 their grammatical structures are on the level of adults. The task which Carol Chomsky undertakes is to show that the above four structures have not been completely mastered by the group of children she tested because they are more complex than others. Their complexity is judged from the transformational-generative point of view and according to the author there are four conditions responsible for this complexity:

(A) The true grammatical relations which hold among the words in a S are not expressed directly in its surface structure.
(B) The syntactic structure associated with a particular word is at variance with a general pattern in the language.
(C) A conflict exists between two of the potential syntactic structures associated with a particular verb.
(D) Restrictions on a grammatical operation apply under certain limited conditions only.

The author hypothesized that sentence No. 1 will be difficult because the agent of *to see* is not expressed in the surface structure as in e.g.,

John is eager *to see.*

The difficulty of the next item is caused by the violation of the Minimal Distance Principle, according to which the agent of the infinitive is the first NP to the left as in

Bill wanted *to leave.*
John asked *me to go.*
Bill told *John to come.*

The third sentence also violates the Minimal Distance Principle which is preserved e.g. in

John told *Bill* what *to do.*
John asked *Bill to leave.*

The complexity of the fourth item lies in the relationships between *he* and *John.* In some sentences of this type these items may refer to the same person:

John knew that *he* was going to win the race.

or they may refer to different persons:

He knew that *John* was going to win the race.

The children in the experiment were tested in individual 30-minute interviews over a period of three months.
The interviews consisted of four parts to which varying amounts of time was allotted:

1. ask/tell (15 minutes)
2. promise/tell (5 minutes)
3. easy to see (1 minute)
4. pronominalization (10 minutes)

The first test the author describes involves the *easy to see* construction. A blindfolded doll was placed on the table and the children were asked the following questions

1. Is this doll easy to see or hard to see?
2. Would you make her easy/hard to see?

The children reacted in two ways. Below are examples of wrong and correct answers (pp. 28, 31).

Is this doll easy to see or hard to see?
   Hard to see.
Will you make her easy to see?
   Ok. (He removes the blindfold)
Will you explain what you did?
   Took off this. (Pointing to the blindfold)
And why did that make her easier to see?
   So she can see.
This is Chatty Cathy. Is she easy to see or hard to see?
   Easy.
Would you make her hard to see.
   So you can't see her at all?
Ok.
   (Places doll under the table).
Tell what you did.
   I put her under the table.

Twenty-six children interpreted this construction correctly, and fourteen gave incorrect interpretations, with correct responses tending to come from the older children. The oldest among the children answering incorrectly were two boys of 8.2 and 8.5 years of age. The youngest children with the correct answers were boys of 5.2 and 5.10 years of age. The *promise* construction was constrasted with the *tell* construction. On the table in front of the child being tested the figures of Donald Duck and Bozo, two well-known comic book figures, were placed. The interviews started with determining if the child knew the meaning of *promise* and if he identify the dolls. This was followed by practice sentences such as: (p. 33)

Bozo wants to do a somersault. Make him do it. The test sentences were as follows:
Bozo tells Donald to hop up and down. Make him hop.
Bozo promises Donald to do a somersault. Make him do it.
Donald promises Bozo to hop up and down. Make him hop.

As we can see, the context does not imply a wrong or right answer. 19 children gave wrong answers and 21 succeeded in giving the right answers, or perhaps we should say reacted in a wrong or right way. The most important thing to observe here is the interpretation of wrong reactions, which Carol Chomsky divides into three groups. A fourth group includes the responses of those children who reacted in the proper way proving that they could distinguish between infinitival agents in the case of *tell* and *promise* constructions. The division is presented in Table 4.2 (p. 37) and reads as follows:

Stage 1   10 children (age 5.0 - 8.10)
   tell — all correct
   promise — all wrong

Stage 2   4 children (age 5.1 - 6.9)
   tell — mixed
   promise — mixed

Stage 3   5 children (age 6.5 - 9.7)
   tell — all correct
   promise — mixed

Stage 4   21 children (age 5.2 - 10.0)
   tell — all correct
   promise — all correct

The major portion of Mrs. Chomsky's book (pp. 41 - 102) is devoted to the description and interpretation of tests with *ask/tell* constructions which were performed with the above mentioned dolls; in addition children were provided with companions with whom they could carry on the conversations necessary for the test. The following constructions were tested:

a) ask$_r$ in the request sense
   Bozo asks/tells Mickey to go first in line.
b) ask$_q$ in the question sense

Case 1. wh-clause subject supplied
   Ask/Tell Laura what color this is.

Case 2. noun phrase
   Ask/Tell Laura her/your last name.
Case 3. wh-clause subject omitted
   Ask/Tell Laura what to feed the doll.

The results obtained allow the author to identify five stage of development which children mastering ask$_q$ constructions undergo:

Stage A.
   Failure: All cases
   8 children   (age 5.0 - 7.6)

Example:
   Ask Eric what time it is.
      I don't know how to tell time.
   Tell Eric what class is in the library.
      Kindergarten.   (p.55)

Stage B.
   Sucess: Case 1; Failure: Cases 2, 3.
   2 children   (age 6.6 and 6.9)
Example:
   Ask Joanna the color of Mickey Mouse's trousers.
      Blue.
   Tell Joanna who this is.
      Bozo.
   Ask Joanna who this is.
      Who's this?   (Pluto)
   Tell Jaonna what color this book is.
      Blue.

Peter, ask Joanna what to feed the doll.
  Feed her a piece of bread.
Tell Joanna what to feed the doll.
  Feed her a hamburger.
Ask Joanna what to put back.
  The doll.   (p. 76)

Stage C.
  Success: Cases 1, 2; Failure: Case 3
  9 children   (age 5.2 - 10.0)

Example:
  Will you tell Ellen how many pencils there are here?
    Three.
  Would you tell Ellen what color this crayon is?
    Yellow.
  I want you to ask Ellen some things, too, like ask Ellen her last name.
    What's your last name, Ellen?   (Frank)
  Would you ask Ellen what time it is?
    What time is it, Ellen? (I don't know.)
  Would you tell Ellen what color that book is?
    Blue, with white and black on it.
  Would you ask Ellen what's in the box?
    What's in the box, Ellen?
  All right, now...
    That's fruits.
  Some of it. Will you ask Ellen what to feed the doll?
    Feed her hamburgers. Hotdog, I mean.
  All right, now, tell Ellen what to feed her.
    Again?   (p. 79)

Stage D.
  Success: Cases 1, 2, (3); Wrong subject: Case 3
  6 children   (age 6.9 - 8.8)

Example:
  Now will you tell Barbara what to feed the doll?
    Eggs.
  And again, ask Barbara what to feed the doll?
    What do you feed the doll? (Hot dog)
  And will you tell Barbara what to feed the doll?
    Hamburgers.
  Now will you ask Barbara what food to put back in the box?
    What food do you put in the box? (Eggs)
  And Ann, would you ask Barbara what food you should put back in the box.
    What should I put back in the box?
  And tell Barbara what she should put back in the box.
    Hot dog.
  And ask her what you should put back in the box.
    What should I put back in the box?   (A pear) (p. 88)

Stage E.
  Success: All cases; Correct subject: Case 3
  14 children   (age 5.10 - 9.9)
Example:
  Now would you tell Caroline what to feed the doll?
    Um, bread.
  Ok. And again, would you ask Caroline what to feed the doll.
    What should I feed the doll, Carrie?
  Ok. Now we'll put the food away, and would you ask Caroline what to put back in the box?
    Carrie, what should I put in the box? (The tomato)
  (To Caroline): And Caroline, would you ask Robin what to put in the box? (What should I put in the box?)
    The pear.
  Robin, tell Caroline what to put back next.
    The hamburger.
  And ask her what to put back next.
    What should I put back in the box? (The bread.)

  Will you ask Caroline what color to make the triangle?
    Carrie, what color should I make the triangle?
  Will you tell Caroline what color to make the square?
    Red.   (p. 93)

  In the test on pronominalization the author presented three types of structures (p. 104)

  1. Pronoun is in main clause, precedes NP
     Nonidentity requirement

         He found out that Mickey won the race.

  2. Pronoun is in subordinate clause, precedes NP
     Unrestricted reference

         After he got the candy, Mickey left.

  3. Pronoun is in subordinate clause, follows NP Unrestricted reference
         Pluto thinks he knows everything.

The interview on pronominalization consisted of the following types of questions (p. 105).

  Mickey told his mother he was hungry.

  Who was hungry?

  And who told his mother?

  The author divides the children into two groups according to their interpretation of pronominalization in sentence type 1 (see above). The nine children who incorrectly identified the pronoun with NP were put into one group and the 31 whose interpretation was correct were put into another. The reaction to sentence type No. 1 here was highly correlated with the age of the informants. The age cutoff between children who gave correct and incorrect responses was approximately 5.6.

  Construction types 2 and 3, however, allow unrestricted reference and it was hard to establish the informant's real knowledge of these constructions.

  Carol Chomsky's most important achievement in this book is the interpretation of her data. The child's language with its errors is presented as a process and not as a

static inventory of facts, and this approach allows the reader to understand new aspects of child language. The author shows the direction in which the child's language develops, and more important, she describes the stages in the development of structures and the mutual interference between them. In the case of *tell/promise* constructions children know constructions with *tell* in stage 1 but cannot handle constructions with *promise*. In stage 2 both *tell* and *promise* are mixed up. Interestingly enough, this is exactly what was found during experiments with foreign language learners in the Institute of Applied Linguistics of the Adam Mickiewicz University, Poznań (Poland). The learners who mastered a given tense construction in German and freely used it started to make errors in it only after the introduction of a new tense construction. These are very well known facts in the process of foreign language acquisition, and they very often lead to misinterpretations, frustrations and disillusionment with teaching methods among foreign language teachers. Pointing out that such a retrogressive stage also occurs in child language acquisition is one of the most important achievement of the author. For example, Mrs. Chomsky distinguishes two stages in the acquisition of *ask/tell* constructions, in the first of which *ask* is interpreted as *tell* and in the second of which these two verbs are confused. She presents the answers of 5-year-old Scotty G. (pp. 67 - 68) who during the first interview reacted to each *ask* as *tell* and during the second interview, after finding out his error, reacted to each *tell* as *ask*. It would be worth mentioning here that the more convincing argument for the stages of development suggested by the author is the fact that in the case of *ask/tell* constructions there was not a single child who failed at stage A but succeeded at stages B, C, D or E.

In criticism of Mrs. Chomsky's book, one might argue that the choice of test subjects was based on teachers' intuition and that it was therefore the teachers who decided if a given child represented the average, below average or above average level. A reader might also object that 40 informants is not a suficient number to justify the generalizations the author makes in her work. There are also too many repetitions in the book and too many explanations of basic and obvious linguistic problems concerning the tested constructions.

There is, however, no doubt that the tests were arranged in a simple manner and the results achieved can, therefore, be considered reliable. The testing of syntactic problems is usually difficult because the context or situation may either help or interfere in understanding a given structure. In Mrs. Chomsky's tests neither the situation nor context were ever helpful and thus the results obtained represent real knowledge of the constructions tested on the part of the informants.

The new approach to child language and the interesting methodology employed in the investigation thus make *The acquisition of syntax in children from 5-10 a* very valuable book not only for the students of child language, but also for those who work on the acquisition of foreign languages. After all, the processes of native language and foreign language acquisition are in many respects similar.

A History of English. By Barbara M. H. Strang. Pp. XXIV, 453. London: Methuen and Co Ltd, 1970.
Reviewed by Jerzy Wełna, University of Warsaw.

The book by B. Strang has a special place among contributions to the history of English. It combines purely linguistic data with the historical, cultural and literary

facts, and in this way it can be used by all interested in the development and sources of English culture in general. The aim of the book is explicitly presented in the preface: "This is a book for beginners in linguistic history, but it does assume analytic knowledge of the structure of present-day English and some familiarity with the tools of linguistic study. Without such assumptions it would have had to be either much longer and more repetitive or uselessly vague". And further: "As a whole, I believe this book has something new to say. In many of its parts it draws heavily on the work of numerous scholars. I have not tried to disguise its derivativeness, and I am humbled by the splendour of the scholarly tradition on which, in pathetically small measure, I have been able to draw" (XV - XVI).

The book consists of two parts of unequal length. The first part is a description and characterization of the present state of English with numerous references to the past (e.g. to Great Vowel Shift, etc.) Numerous linguistic aspects of English such as phonology, grammar, semantics, British and American varieties are discussed there. Strang divides English speakers into three groups: A-speakers (those in United Kingdom, the USA, Canada, Australia, New Zealand and South Africa); B-speakers from the former colonial territories in Africa and Asia; and finally C-speakers those using English as their first foreign language. The main contributors to the first part seem to be Gimson, Marchand, Abercrombie, Barber, Quirk, and Mencken, to mention only a few on whose books Professor Strang has based big portions of her work.

Then there follows the second and essential part of the book called *The Chronological Sequence* which is the presentation of the history of English. However, this is not the history of a language similar to the ones published on this allegedly exploited subject. The "new" of this history is in Strang's "reverse" description of the historical periods starting from our times and continuing down to the Indo-European community. This aim would not have been achieved without adopting some reasonable intervals dividing particular epochs. The author has chosen two hundred years as the basic period in which the linguistic change is most evident. Therefore she starts her division from 1970, choosing 1770, 1570, 1370, 1170, 970, 770, 570, 370 as the turning points in the language development. Consequently the second part of the book consists of nine chapters with the last one going down to the Indo-European period.

The reviewer has read the book in two directions and that it can also be of use when we start its reading from the final chapters. Of course, the back-to-front reading of the book would require some elementary knowledge of Proto-Germanic and Proto-Indo-European, but as the book is not for a layman in linguistics it would also serve its purpose. Moreover this is further facilitated by the author's arrangement of the material in particular chapters in which the description usually starts from the beginning of the "time-cut", so that the reverse reading would show us the normal (i.e. chronological) development of the language.

Particular chapters are further subdivided into paragraphs (232 in total). The paragraphs are arranged systematically within chapters and those interested in particular „narrow" problems of the language history (e.g. vocabulary, phonology, speech community, etc.) can read appropriate chapters paying special attention to the paragraphs containing the required data. Each epoch covering two hundred years is then characterized historically and linguistically on all language levels.

From what has already been said one may draw the conclusion that Strang wanted to simplify the study of the history of English and therefore she chose this type of presentation starting from the well known modern phase leaving the exploration of the more distant periods till subsequent chapters. This involves, however, some serious questions:

1) Is it methodologically correct to cut the history of a language into "pieces"

of equal length of time? Such an arbitrary division can result in disproportionate presentation, and it actually happens in the case of Old English when the description of its phonological and grammatical system is presented only in the 970 - 770, i.e. the West Saxon period, and only a little is said about the earlier time-cuts.

2) Is it really easier for the reader to go down through historical epochs? Miss Strang is also aware of this question when she says. "Those who find the account of post-medieval English too difficult may prefer to go from the opening chapters to the medieval ones and fill in the gaps later" (XV), thus confirming us in the conviction that it is hardly possible to read the book without some foreknowledge of the material which follows.

3) The description of linguistic changes at chronologically later periods must be solidly founded on the evidence from the past. In this way it is an absolute necessity for the author to give the linguistic facts from the earlier historical epochs. Since these facts or data have to appear once more in their proper time sections, this would result (and it does) in needless redundancy and repetitiveness.

4) If the linguist decides to follow his aim constantly, the supplementary data must be coherently placed within respective periods. To satisfy this requirement he is compelled to use an extensive system of footnotes and cross references. As Strang does not use any footnotes at all, she gives an enormous number of cross references especially those referring to the past, although very frequently she comes back to the future as well. Because they are "crammed" into the text (Strang uses Roman figures to denote them) it gives the impression of a certain chaos in the paragraphs which are lengthy and difficult to read.

It may be also noted that the editorial arrangement of the book is not convenient for the student. The chapters would have been much more readable had they been divided into shorter paragraphs. It also lacks at least a few tables with the illustrative material showing, say, the development of phonemic and graphemic systems. Much place in the book is devoted to the English dialects, but there is only one map showing the *sho/she* distribution in Middle English. Although the spread of English in the world is one of the most important points in the *History*, the reader looks in vain for any map illustrating this expansion. Finally a serious neglect is the absence of the word-index at the end of the book in spite of a remarkable number of words discussed by Strang.

It was a good idea of the author to give a number of transcribed samples of English prose illustrating Old, Middle, and Early New English periods. Thus we can find in the book a few lines from Sterne (18c.), Spenser (16c.), Barbour, Richard Rolle, Robert Mannying, *Sir Gawayn*, Langland (14c.), Orm and Peterborough Chronicle (12c.), and Beowulf (10c.). It is to be noted that such "standard" writers as Chaucer and Shakespeare have been left out.

However, these transcriptions suffer from the author's lack of consistency. They are included between slashes / / suggesting to us that they denote phonemes (as in reality they do). On checking the transcription of Beowulf 327 - 328 we find that it is not so, because ⟨sōðe⟩ is /so:ðə/ with the conditioned [ð] value. We find further inconsistencies (or mistakes) in the transcription of Beowulf: ⟨grendel⟩ is wrongly given a long root ⟨ē⟩ transcribed as short; ⟨hȳnðo⟩ is transcribed /hy:nθo/ although this is not a compound; ⟨þínum⟩ is spelt with a short ⟨i⟩, transcribed as a long one; ⟨ātōl⟩ is /atəl/, but ⟨sēarō-⟩ is /searo/; if ⟨ea⟩ in the latter form denotes /eə/ (cf. ⟨ealdre⟩ transcribed æ:ldrə/ what would then be the value of ⟨eo⟩? So many gaps in only five transcribed lines!

On page 287 Prof. Strang suggests the diphthongal interpretation of ⟨ēo⟩ (a dash over ⟨e⟩ should be added in the text) and ⟨ēa⟩, and consequently she considers ⟨ea⟩ and ⟨eo⟩ to be short diphthongs. This obsolete interpretation is now rejected by the majority of scholars.

There are also doubts in reference to the Middle English transcriptions. Thus in *Peterborough Chronicle* (243) /h/ is used for ⟨hire, -þurh, rihte⟩, although /x/ can be found in the transcriptions of other texts; ⟨-dd-⟩ in ⟨spedde⟩ is rendered as /d/ though the phonemic simplification of geminates occurred much later in this dialect; we have /klŋgəs/ but /ɛngləland/, i.e. two mutually exclusive forms; if /laidə/is postulated for ⟨lœide⟩ in *Peterborough Chronicle*, why is ⟨peʒʒre⟩ transcribed /θeirə/in Orrmulum written as we know half a century later; why is ⟨goddspell⟩ in Orrmulum rendered by /gospel/ and then /godspɛl/ only one line lower? In Langland (224) ⟨heom⟩ and ⟨heore⟩ are /əm/ and /ör/ respectively, though both are used in similar contexts. In Barbour ⟨toward⟩ is /tovward/; there is also /ha : ving/, but /lvfɪt, persavɪt/ (221). In Sterne (102) ⟨a little⟩ with /a/ instead of /ə/ and the transcribed form of ⟨heart⟩ are simply printing mistakes.

Strang uses phonemic and phonetic transcriptions in a chaotic way throughout the book. Apart from the quasi-phonetic interpretations discussed above she is very inconsistent when explaining phonetic processes. Abounding in the proofs of her inconsistency is paragraph 161 where she explains the values of the Old English graphemes. She says that ⟨ʒ⟩ is /γ/ in a back environment and does not use brackets for the conditioned value, whereas a few lines lower the square brackets appear enclosing the [x] allophone of the /h/ phoneme.

Although Strang lays claims to the modern interpretation of the language development, these superfluous misuses of slashes both for phonemes and allophones make her description of the phonemic systems vague. In the same paragraph there are some astonishing points. When she discusses the phonetic values of ⟨s⟩ and ⟨f⟩ she suggests that they are to be read "/s/, /f/ initially and finally, but /z/, /v/ medially" (288). Only those knowing the rules of pronunciation in Old English would not be led into error, as she did not add "in voiced surroundings" after "medially". On the same page we can find that "/ŋ/ only occurs before palatal stops"(?). Also the assumption that /h/ written ⟨h⟩ is a single phoneme with two values [h] and [x] cannot be accepted. The additional remark that [x] (note the square brackets!) is front or back in quality should be supplemented by the well-known symbol [ç] denoting this front quality, otherwise the brackets would suggest some further sub-allophonic differentiation of [x] which according to her is an allophone of the /h/ phoneme (cf. also the phonemic interpretation of the ⟨h⟩ grapheme in Stockwell 1958). We may note as well that the question of the phonemic length of long consonants in Old and Middle English is not supported by any data from the splendid article by Kurath 1956.

The author also postulates allophonic distinction for ⟨a⟩ and ⟨æ⟩ and considers them to be variants of the /æ/ phoneme explaining the Late Old English appearance of /æ/ in /a/ positions as being due to analogy (286). Since she considers ⟨a⟩ and ⟨o⟩ before nasal consonants to be also sub-phonemic variants this would lead us to assume a very risky hypothesis that [ɔ] before the nasals is an allophone of the /æ/ phoneme.

As regards the Old English vocabulary Strang is also in error when she says that ⟨-ing, -ling, -(o)l, -els⟩ suffixes were all masculine (336). There is evidence that ⟨-els⟩ and ⟨-(o)l⟩ could be neuter (OE *recels* — Strong Neuter; *dēofol* — Masculine and Neuter). Among the Old English loanwords from Scandinavian (339) nearly all are much later borrowings from the Early Middle English period and should have been discussed in the earlier chapters.

Also the incompleteness of facts weighs heavily upon the chapters discussing the prehistoric periods of the history of English. It is not true that "specifically Anglo-Frisian" is the change where "before fricatives a nasal consonant was lost and the preceding vowel lengthened ... OE *ūs, fīf*, as against German *uns, fümf*.". Apart from the fact that

the last form is incorrect (it should be either OHG *fimf*, or German *fünf*) this phenomenon can also be found in Old Saxon (e.g. *flf*, *āðar*, *ōðar*, *üs*; and cf. Krahe 1966 : 117).

When treating of West Germanic phonological features she mentions only "a free development of diphthongs and some consonant changes"; here she mentions /z/ > /r/, /ð/ > /d/ shifts without even saying a word about the development of the corresponding velar and labial spirants, and gemination. Maybe the latter is hidden under "a tendency to lengthen consonants in certain environments" (399).

Strang's reconstruction of Indo-European and Germanic archetypes (415 - 416) also needs some comments:

1) Indo-European Genitive possessed *-e-sjo* ending not *-eso* as suggested by Strang which is confirmed by the appearance of ⟨-s⟩ forms in pronominal Genitive singulars. Without this *j the *s between vowels would result in *r forms (cf. Must 1953).

2) In spite of the statement (406) that Indo-European /o/ becomes /a/ in Germanic, Strang shows *dhoghomos* > *ðazomoz* development for Dative plural. It is generally accepted that /o/ was absent from the Proto-Germanic vocalic system.

3) In the same Indo-European Dative plural, *omis* should have further *-umiz* development before the nasal (Krahe : 11).

It is worth noting that Prof. Strang breaks the long-lasting tradition and proposes the Slavonic-into-Germanic shift of Gothic *hlaifs* (OE *hlāf*), although all the etymological dictionaries give the traditional interpretation, or leave the problem unexplained.

At the end a few words about the author's treatment of the sources used by her while writing the book. It seems that Strang was not fair in her exploiting of the books and articles by other linguists. Since here and there she mentions the names of the contributors to particular chapters and paragraphs (e.g. Gimson and Marchand in the chapters on New English) the reader may wrongly assume that the portions of the book not referring to any sources are her own. This is not the case because when she presents Reszkiewicz's 1966 syntactic theory starting it with impersonal "we": "we may formulate the norm as follows" (313) and the author of the theory is mentioned only in the bibliography, some readers may erroneously regard it as the result of Strang's own consideration.

It is to be regretted that this pioneer work popularizing one of the most difficult branches of the English linguistics has so many methodological drawbacks and factual mistakes, to say nothing of numerous misprints, because Professor Strang's ambitious effort to present to us the history of English in digestible form for the general reader is not successful (at least to a certain extent). In many respects we have the impression that it is not a linguistic book but an enormous essay on English. There are too many ponderings like "no one supposes that a language has a mother and a father, ... family relationships are unidirectional and divergent, ... a son cannot reverse relationships with parent or cousin, and once more he is for ever himself and no one else", etc. Such thoughts occupy too much space which could have been used with more economy. A corrected version of the book would be welcome.

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Topic and comment: a study in Russian and general transformational grammar. By Östen Dahl (Acta Universitatis Gothoburgensis, Slavica Gothoburgensia, 4) Pp. III, 53 Stockholm: Almqvist and Wiksell, 1969.

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Topic — comment structure is a concept which resulted from a new way of looking at the sentence. The sentence is approached as a unit in an act of communication. The analysis of it seeks to identify the division of the sentence into part which names something that we want to make a statement about, i.e. datum, and the part where we make this statement, i.e. novum. The realization of topic — comment structure is signalled by such linguistic facts as certain constructions, e.g., cleft sentences, the use of the expletive "there", passive constructions, word order, emphasis, rhythm, intonation, and certain lexical devices. The investigation of these phenomena, once considered a matter of stylistics only, seems to be occupying an ever-increasing number of linguistic researchers. They have been dealt with under such names as: theme and rheme, foundation and nucleus, datum and novum, topic and comment, psychological subject and psychological object. The interest in topic — comment approach arose primarily among the representatives of the Prague School and Soviet linguists who developed the theory known as Functional Sentence Perspective (FSP) or Actual Sentence Bipartition (ASB), whereas in the framework of generative grammar, topic — comment structure received a very inadequate and marginal treatment. This is why the appearance of O. Dahl's monograph *Topic and comment* marks a real event in the field of linguistics.

TOPIC and COMMENT is an attempt to unite two linguistic theories, the FSP theory and the theory of TG. Dahl seeks to formalize many of the notions worked out and used by the Prague school tradition in a system of logic operations. So far, an adequate and explicit description of topic-comment structure has been beyond the limits of grammar, and has not been attempted.

The Short Introduction puts forward the purpose of the book. The Introduction formulates the assumptions on which Dahl's theory is based. It introduces the reader to the key concepts of the work: topic and comment. The aim of the publication, by the author's own admission, is that of "integrating the description of topic- comment structure into a transformational grammar" (l.1.). The two basic assumptions underlying the theory presented are:

(1) The base component of TG is identical in all languages;
(2) The underlying syntactic and semantic representations are the same linguistic entity.

The second chapter, offering critical notes on certain current conceptions of topic-comment structure, provides a kind of background to the subsequent exposure of Dahl's proposal. In this chapter the author points to the major inadequacies and weaknesses inherent in the handling of this problem by Soviet and Czechoslovakian linguists. FSP analysis, though subtle and perceptive in many respects, is charged with having "unsatisfying theoretical basis, namely general theory of linguistic structure" and "unsat-

isfying methods of description". (2.1.) It seems that at this point Dahl fails to do justice to the achievements of the Prague school being unaware of the recent re-evaluation in FSP, i.e., the application of degrees of Communicative Dynamism (CD) as the criterion in the investigations. This objection was raised by Firbas and Pala in their review of Dahl's work (1971 : 93). The remarks on Chomsky's lack of recognition of complexity of the problem appear to be well-grounded and Dahl, though himself on the position of TG, admits that ASB theory in spite of its weaknesses is superior in many respects to the current conception of topic and comment in TG. Having rejected the "givenness" as the criterion of Sentence Bipartition, Dahl places the principle of division into topic and comment somewhere close to the concept of presupposition much discussed recently in TG.

The third chapter provides the basic outline of the system proposed. The ultimate constituents and the relations holding between them are in principle those of predicate logic. The starting point for analysis of meaning of the sentence is for Dahl McCawley's suggestion that every sentence may be presented as a number of NP-descriptions and a proposition. Eventually every sentence appears to be a number of "atomic sentences" in certain relation to each other. Thus the sentence: "The man kissed the woman" will be analysable to a proposition: "X_1 kissed X_2" and two NP-descriptions: "X_1 is a man"; "X_2 is a woman" (3.1.). Dahl argues that topic — comment relations in the surface structure are the reflection of logical interrelations between the atomic formulas (AF) in deep structure. The terms and concepts from logic are applied as tools for sentence analysis. The atomic formulae are connected with each other on one hand by the logical constants, i.e., existential operator, conjunction, disjunction, negation and implication; on the other hand, by a system of indices that determine which formulae have the same referents. Here Dahl makes use of and developes the hypothesis put forward by Bach, i.e., that nouns are derived from the embedded sentences with variables as the subject in the underlying structure. It is the existential operator which serves to bind the variable with its index. The function signs are "lexical" elements of the base structure and by means of lexical rules they can be realized as nouns, adjectives or verbs in the surface structure. The core of every sentence is an implication which Dahl considers to express the nature of predication. E.g., the sentence: "The lions growl" (3.3.), is presented in accordance with the theory as follows:

or: $X_3 \{lion\} \stackrel{\backprime}{\supset} X_3 \{growl\}$
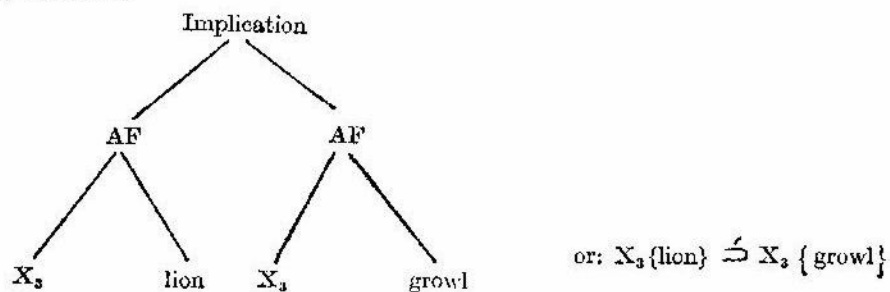
where the accent over the implication sign denotes the definite article. The distribution of functionals on both sides of the implication sign will determine the topic-comment structure. The topic always appears to the left of the implication sign.

Further on, Dahl illustrates that such grammatical facts as definiteness, pronominalizations, reflexives and reciprocals will find a plausible and simple description in his theory. The different order of various transformations is made reponsible for various realizations of the base structure in the surface of exemplified languages, primarily English and Russian, but also Norwegian, Latin, French (and Tagalog, Swedish and

Chinese in other sections of the work). Supporting arguments for Dahl's theory of topic-comment structure are provided also by examples taken from studies on the language of children.

The fourth chapter focuses on the application of the model to data. Existential sentences and the occurrence of definite and indefinite article are discussed here. Dahl claims that there are two kinds of indefinite article — Generic and Existential Indefinite — and that they have different representations in the underlying structure; the Generic Indefinite bears a stronger affinity to the Definite article than to the Existential Indefinite. The Definite article is analysed as having the meaning of "districted universe of discourse" and genericness. The exploration into the articles in English, though perhaps incomplete, makes really fascinating reading and shows clearly the relationship between the usage of articles and topic-comment structure.

In the next chapter Dahl displays a mechanism of dependencies between the topic-comment structure and passive constructions. The choice of the appropriate case is shown to be determined also by topic-comment structure. The interpretation of the verb "give" as the development of hypothesis concerning "have" — interpretation (proposed by Bach: 1957 and Bendix: 1966) deserves special attention on the reader's part. The adverbials of time and place have received very original treatment and the reviewer considers this one of the most interesting solutions proposed by Dahl.

The penultimate chapter is given over to a brief discussion of emphasis. The discussion, though not devoid of inconclusiveness and of considerable interest because it points to several problems that remain open at the current stage of research. The challenging aspect of this monograph should also be considered as one of its merits.

The paper concludes with a brief chapter which plays the role of a summary of the main points of the theory presented.

The topic-comment structure as implemented by Dahl is open to certain weaknesses. The reviewer agrees with Firbas and Pala (1971 · 95) that Dahl's treatment of the topic-comment structure does not allow for the appreciation of the factor which causes a considerably bigger difference in emphaticness of the initial topical elements in the following two pairs of sentences (6.1.):
"Tomorrow I'll go fishing — I'll go fishing tomorrow",
and
"This book I have not read — I have not read this book".
The shortcoming arises from different presumptions underlying Dahl's proposal compared with FSP theory.

The representatives of the Prague School distinguish three levels in syntax: semantic level; grammatical level; and functional level (cf. Daneš : 1966). The semantic level of a sentence consists of generalizations of concrete lexical meanings. Grammatical level is an autonomous and determining component, specific for every language. The autonomy of grammatical form reveals itself in the diversity of languages. Functional level is responsible for the organization of the utterance. It makes it possible to understand how the semantic and the grammatical structures function in the very act of communication. The sentence, in the act of communication turns out to be a product of tension between FSP and the grammatical word order principle, e.g., the leading word order principle in English arranges constituents in a grammatical sequence: subject-verb-object (S.V.O.). In this light the sentence sequence of:
"This book I have not read"
is a deviation and constitues a marked order with the emphasized topic. According to Dahl this aspect of the interplay of means cooperating or counteracting to result in the given sentence, is lost since this theory is based on the assumption that "the underlying

syntactic and semantic representations of an expression are the same linguistic entity" (1.1.).

Firbas and Pala in their review maintain that "in the light of FSP, the notion of "restricted universe of discourse" as applied by Dahl "is too wide to determine with sufficient delicacy what function a noun accompanied by a non-generic definite article performs in the act of communication" (1971 : 96). The reviewer admits that Firbas's analysis in "Non-Thematic Subjects in English" (1966 : 235—57) is more subtle and examines the problem in greater depth. However, taking into account the scope of Dahl's monograph and the author's intention which, by his own admission, is to introduce to the reader a schematic outline of the theory, it is not surprising that the collected data is of rather exemplary nature and its aim is to invite and stimulate readers to a deeper study of the indicated problems.

Within the formalization worked out in the framework of Dahl's theory, there are some particularly original and brilliant notions. Implication is one of these. Implication is a device which enables the reader to see the surface structure of the sentence as a reflection of the topic-comment structure and the index-variable system underlying the surface grammatical relations. Firbas and Pala question the value of this solution by posing a question, "What is gained by putting all types of predication under one heading" (1971 : 99). What strikes the reviewer is the gain which could be won by slightly modifying or broadening the notion. In Conclusion, Dahl makes the following statement: „The normal form of a sentence is an implication" (7). Implication might be interpreted in the broadest sense of the meaning of predication, i.e. as the exponent of the relationship between topic and comment on the whole. This interpretation seems to be in agreement with Dahl's analysis of sentences containing adverbials of time and place. The structure of the sentence:

"I'll go home tomorrow" (100. i),

with indicated stress pattern, is represented in a following way:

$$X_1 \; \{S\} \overset{\angle}{=} X_2 \qquad \{tomorrow\}$$

where S denotes "I will go home" and functions as the topic of the sentence. Consider the sentence:

"What John did was run away",

the following presentation of which is possible:

$$\in X_2 \; (X_1 \{John\} \; \& \; X_1X_2 \{did\}) \overset{\angle}{=} X_2 \{run \; away\}$$

Here implication again reflects the direct relation that holds between topic and comment.

Dahl interjects another interesting notion deserving consideration on the part of the linguist involved in this kind of problem. In Dahl's presentation, the notion of existential operator (Ex) acquires the character of a linguistic universal. The fact that all investigated languages have a class of so-called existential sentences manifested by Existential Indefinite, "there" — construction, indefinite pronouns in English and by some other distinguishable traits in other languages, calls for conclusion that the existential operator is an element of an underlying structure.

The monograph as a whole reveals a certain "sensitivity" to the universal aspect of the linguistic phenomena under investigation. It is rendered in a clear and expository style of writing and has "lecture-like" immediacy and suggestiveness. The exposition is organized in chapters which in turn are composed of smaller portions of the argument arranged in compact paragraphs. The illustrative material is taken principally from English and Russian, but there are also examples derived from other languages: Swedish, Norwegian, French, Latin, Tagalog and Chinese.

TOPIC and *COMMENT* will occupy a valuable position on the reading list both for the student and for the scholar. On one hand, it will help the student to develop an eye for detecting the complexity of sentence elements functioning in the act of communication. On the other hand, in spite of its tentative and schematic character and in regard to the wealth of original solutions, this book is an interesting example of how the topic-comment structure might receive formalized description and contribute to the revaluation of the base component of TG.

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From deep to surface structure. An introduction to transformational syntax. By Marina K. Burt. Pp. xi, 256. New York : Harper and Row, 1971. Reviewed by Jan R u s i e c k i, University of Warsaw.

1. The content and scope of Marina K. Burt's book is characterized in the first sentence of the Preface: "The main text of this book is concerned with establishing the relative ordering of about thirty transformational rules of grammar which have been regularly included in the introductory course of transformational grammar presented at MIT Department of Linguistics (by Professors Morris Halle and John R. Ross) for the last three years (1967 - 1970). "The working of the rules is illustrated step by step on selected sentences, by means of sequences of phrase markers (trees). The ordering of the rules is discussed in detail, with special attention to the principle of the cycle. The Appendices contain: a list of phrase structure rules, a list of transformations, a summary of the ordering of the rules, "Sentences illustrating the necessity for ordering the rules", and a short alphabetical index. There are no bibliographical references.

We are thus offered a workbook in English transformational syntax, the first publication of this kind. The author herself writes in the Preface: "this book is intended to be a workbook which should be used as a supplement to, not a substitute for, a course in introductory transformational grammar". *Quā* workbook, *From deep to surface structure* can, no doubt, be useful, particularly to students of linguistics (its usefulness to English majors will be discussed below, in section 6). As the authors of the Foreword put it, the students can be helped "to gain some facility in following a syntactic argument". They can be taught how to construct a phrase marker, how to perform transformations, in what order to perform them, why a certain order has to be followed and what happens if the constraints on the order of transformations are violated. Yet one feels that a workbook should also contain problems for the learner to puzzle over by himself, and perhaps also a key to their solution. There are, however, no exercises of this kind, and this is a shortcoming of the book.

Is this a workbook, then? The author does not provide practical exercises for the learner-reader; on the other hand she does enter into theoretical discussions of points of linguistic theory. She covers such problems as: deep structure strings and the rationale for having transformations (in the chapter entitled "Preliminaries", pp. 1 - 10); the relation between active and passive sentences (pp. 32 - 37); relative clauses, viewed in the

context of other types of complex sentences in English (pp. 67 - 71); the principle of the transformational cycle (pp. 109 - 111 and *passim*). All this belongs more in a course of English grammar than in a workbook. The reviewer feels therefore that it is legitimate to ask what linguistic theory the course is based on, and how it is presented.

Here we come to the principal drawback of the book. It presents a version of the "Standard Theory", and does so in such a way as to create an impression that it is *the* theory of transformational-generative grammar. This impression is created by casting the discussion in the catechetic form of questions and answers, the questions being those of the students, and the answers coming—all pat—from the teacher. The impression is confirmed by the authors of the "Foreword". They write about the tasks that face a beginning student in syntax, and say: "The next task is to gain insight into what makes a good argument in syntax so that one may then construct such arguments himself. A good means for achieving this is to examine carefully good arguments which have worked in the past. A selection of such arguments is given in the book...". Having gone through the text, the reader is apt to ask himself, first, whether the arguments presented are all good; and, second, whether all of them really work.

The answer is, no; and it is to be regretted that the author chose to present transformational-generative syntactic theory as a monolithic body of unquestionable truths, instead of using the workbook format to the best advantage and teaching the principles and techniques of constructing a syntactic argument while at the same time presenting transformational grammar as a set of problems and a method for attacking them. There is hardly a major syntactic problem among those tackled in the book that is not a potential candidate for a discussion of different approaches and different proposals for solution. It would not be fair to the author to criticize her work from a different theoretical standpoint—that of case grammar, or of logical syntax, for example. We shall therefore stay within the theoretical framework of *From deep to surface structure* and see how it works.

2. The author begins by showing that language is rule governed, and then proceeds to discuss phrase structure. She says: "Traditional grammar is concerned with the parts of speech of the words in a string and with how sequences of parts of speech constitute larger phrases." What follows, however, looks more like classical structuralism than what we are used to calling "traditional grammar": Sweet, Jespersen, Poutsma, Kruisinga, and other scholarly masters. Terminological confusion apart, it is easy to understand why the author chose formulas such as Det-N-Aux-V-Det-N as a starting point for her explanation of English phrase structure. Transformational-generative theory arose as a reaction against structuralist taxonomy, and its earlier stages still show their ancestry. The version of English phrase structure which the author presents is not far removed from its structuralist origins.

The phrase structure rules are summarized on p. 243, but the summary is disappointing. On the one hand, we find rules which are never used in the derivations discussed in the text; for example, the rule for compounding sentences, or the rule for (optional) embedding S in an *AdjP*. On the other hand, the only rewrite rule for the noun phrase is $NP \rightarrow Det + N$. There are no parentheses around *Det* in this formula and nothing is said about sentences embedded in *NPs*, even though both nouns without determiners, and several kinds of *NP* structures with embedded *Ss* are amply documented in the text. The rules for rewriting *VP* with *be* as the verbal element will not, as they stand, generate the sentence *John is here*, but they will generate **John is in the afternoon*, as well as **John is*.

3. It is, however, when we proceed to transformations that real problems begin.

On p. 4 the author presents a set of twenty-two sentences and phrases beginning with *I will give a girl a book* and ending with *there being a girl given a book by me*. It is easy to agree with her when she says, "These twenty-two sentences and phrases are all perceived to be somewhat similar to each other." It is less easy to agree with the statement, "Our intuitions about English tell us that these sentences and phrases all mean approximately the same thing." The two utterances quoted at the beginning of this paragraph do not mean the same thing. Apart from everything else, "sentence perspective"—the location of topic and comment—is quite different in each of them. What the author tells us here, indirectly, is that transformations preserve meaning; which is a well-known part of transformational-generativist folklore and an interesting hypothesis, but no more than that. Since, however, the author does not discuss the semantic component of English grammar, we shall refrain from arguing about this point (Partee 1971).

We read further that "certain sentences are *basic* (they are called *deep structure* strings) ..." and "*Derived sentences* are called surface structure strings." We are left to wonder why we should use a new term *string* if strings and sentences are the same things (or so it seems from the text). However, two pages earlier the author wrote, "We will view a sentence as a string of words with an associated structure." The structure, of course, is the phrase marker. Here we come to one of the most disturbing features of the syntactic theory presented in the book: the problem of the analyzability of relations between constituents in derived phrase markers and, consequently, the treatment of discontinuous constituents.

One of the strong points of transformational-generative theory is explicitness. Transformational rules make explicit the relations between sentences, and phrase markers make explicit the structure of sentences at each stage of their transformational history (or should do so, at any rate). This structure can be expressed syntagmatically, in terms of strings, as well as paradigmatically, in terms of the "is a" relation of substrings of symbols to the symbol immediately dominating them. On pages 15 - 17 we find the derivation of the sentence *Don't go!*. In the first phrase marker, the node *Neg* is dominated by *PreS*, but after a transformation it seems to be a constituent of *Aux*. If the reader were to try and generate the sentence *The girls have not gone*, the node *Neg* would have to be hung off *Perf*, separating *have* and *en*. This, however, is a minor point in comparison with what one finds on p. 58, in the generation of the sentence *Tonight, there will be a man leaving*. At one stage in the derivation, the node *Prog* dominates the string *be-NP-ing*, with the *NP* thus deriving indirectly from *Aux*! These are very real snags of the model of transformational grammar presented in the book—and, incidentally, not only of this one. A workbook could be a good place for a frank discussion of these (and similar) problems, even if no final solutions were offered where none are available.

Some of the transformational rules discussed make the reader wonder whether transformational-generative grammar is really always capable of doing the job better than its traditional or structuralist predecessors. In milder cases the S. D. s of the rules are to blame: they are not adequate. In more drastic cases the rules themselves are either not explicit enough, or simply invalid. Thus, for example, the S.D. for *There-Insertion* (p. 22) perpetuates the myth that the first *NP* has to be indefinite, thus excluding sentences such as *There were the people that we met last Sunday in the room* (Pankhurst 1971). On the other hand, no constraints are stated on the element which follows *be* (or the *Aux* complex), so that the rule will generate such non-sentences as **There is an elephant an animal* and **There are mosquito bites potentially dangerous*. The possibility of applying *There-Insertion* to sentences with verbs other than *be* is not mentioned, thus excluding such sentences as *There came a terribly long train with forty-three covered*

wagons, five liquid carriers, and a number of oddly-shaped trucks (Pankhunrst 1971). What is more, sentences like this one make one wonder whether *There-Insertion* is really always optional.

The chapter on relative clauses gives rise to other queries. The rule for relative clause formation contains the condition that the *NP* marked 2 in the S.D. must equal the *NP* marked 5. What does the equal sign mean here: identity of lexical items, identity of reference, or something else? Many linguists consider identity of reference to be essential in such cases, and use referential indices to mark it. It seems that the author's formula "2=5" does mean identity of reference. In the deep structure of the sentence *The nut whom I was kissing laughed* (discussed on pp. 71 - 72) the *NP* labeled "2" is *the nut* and the one labelled "5" is *a nut*. If these two *NP*s are supposed to have the same reference, can we disregard the fact that one of them contains a definite determiner and the other an indefinite one? The problem of reference arises again in connection with *Equi NP Deletion*, and has been much discussed in literature lately (cf., for example, Karttunen 1968 and Lakoff 1968). So far, the solutions proposed have only been tentative.

The trouble with determiners and the referential indices of *NP*s is symptomatic of a more fundamental deficiency of the model of grammar expounded in the book. Determiners are treated by the author simply as terminal symbols, on a par with other lexical items. This implies two things: that determiners belong to the phrase structure, and therefore, that they are selected before the transformations. And yet it is obvious that determiners are connected in intricate and not always fully understood ways with certain transformations. Solution of this problem may finally be found in the theory of quantifiers, borrowed from formal logic. In the meantime one might try and avoid the difficulty by leaving the term *Det* unspecified until after all the transformations have been performed. That would, of course, mean a departure from the adopted theory and would also necessitate the introduction of certain *ad hoc* rules for the final selection of the determiners. We might make a virtue out of necessity: tell the learner-reader frankly that this is just a makeshift arrangement allowing us to proceed with the business in hand, and outline briefly the problem, urging him to do some more thinking on his own.

A somewhat similar difficulty is presented by the term *Aux*, or rather by its rewrite *Tns*. Again the theory requires that all the lexical items be inserted in the phrase structure. *Tns*, therefore, always has to be specified, although in many cases no cogent reason can be given for selecting *Pres* rather than *Pst*, or vice versa. The string underlying the embedded sentence in the deep structure of *To learn this was hell for me* (p. 125) is *I-Pres-learn-this*; why not *I-Pst-learn-this*? In the deep structure of the sentence *Tom resented being forced to dress by his mother* (p. 144) there are two embedded sentences. The tense in the string underlying S_2 is *Pst*: *His mother-Pst-be-en-force-Tom-S_1*. In S_1, however, the tense is *Pres*: *Tom-Pres-dress*; why not *Pst*? Not that it matters much, since in both these sentences the node *Tns* gets deleted, anyway.

To get back to relative clauses. On page 79 we find a description of *Modifier Shift*. This is a major transformation, accounting as it does for the structure of adjective-modified noun phrases. Unfortunately, its proper place now would be in a course of the history of TG theory: since Bolinger's (1967) paper on adjectives in English, *Modifier Shift* can no longer be seriously considered as the sole source of attributive adjectives.

Inadequate, or rather inexplicit, formulation of rules can be exemplified by the discussion of the Principle of Minimal Distance (pp. 129 ff.). This principle requires that we count branches upwards from the *NP* to be deleted until we find the closest *NP*; if the two *NP*s are identical, *Equi NP Deletion* applies. The phrase marker on p. 130 has

the relevant branches numbered. The *NP* to be deleted is *the Hollanders*, in sentence S_1. The node S_1 is part of the string *it-S_1*, which is dominated by an *NP*; this *NP*, although the closest one to *the Hollanders*, is bypassed by the author in her count of branches. The reader may wonder why. The same procedure is applied in other derivations, for example on page 206. The Principle of Minimal Distance could probably be reformulated to exclude from the count the *NP*s which dominate the embedded *S*s. Whether this suggestion is correct or not, the text, as it stands, is obscure.

Incidentally, the string [*it-S*] is interesting for another reason, as well. Where does the *it* come from? If it is a pronoun, it must be the result of pronominalization of an *NP*. This, however, is not the case. The *it* in question must therefore be a special kind of element, different from the pronoun *it*; and yet it is an *NP*, since in phrase markers which have undergone *Extraposition* it is uniquely dominated by an *NP*. Again the question arises, how this can be explained.

4. Our criticism so far has been directed both at some inadequacies of the syntactic theory presented in the workbook and at the uncritical or misleading presentation by the author of certain topics in this theory. The blame, however, lay more with the theory itself than with the author. The critical remarks that follow will be leveled more at the author than at the subject matter of her book.

In one or two places the arguments adduced in support of ordering the transformations in a certain way miss the point. On page 42 we learn that *There-Insertion* must follow *Passive*, which is apparently shown by the grammaticality of the sentence *There was a stone thrown by Jupiter*. As the argument is presented, it seems to hinge on the fact that in the deep structure the subject is a proper name—Jupiter—and therefore the S.D. of *There-Insertoin* is not met. This, however, is irrelevant: in the deep structure of a sentence such as *There was a stone thrown by a boy*, the S.D. for *There-Insertion* would be met, and yet *Passive* would have to be ordered first all the same, for reasons quite independent of the category of the *NP* functioning as subject in the deep structure.

A slightly different instance of pointless argumentation is afforded by the long drawn-out explanation of the principle of the cycle (pp. 157 - 165). On a number of examples the author tries to establish the ordering of the rules *Complementizer Placement*, *Equi NP Deletion*, and *Passive*. The corollary is stated as follows: "We see in every case where all three rules apply within a simplex S... that their order is always: *Complementizer Placement, END, Passive*. Therefore, this is the order of these rules within the cycle...". This looks like inductive reasoning; but in actual fact the whole argument rests on the following statement formulated on p. 140, which the reader has to take on faith: "Now we have shown an instance where within one S (S_2) we obtained an acceptable sentence when *Passive* preceded *Equi NP Deletion*. However, because of other kinds of sentences (too complicated to consider here) which cannot be generated if *Passive* precedes *Equi NP Deletion* in a simplex sentence, we must order the rules as follows: *Equi NP Deletion, Passive*".

In several instances the author fails to produce the sentences she sets out to generate. Thus, on p. 25 we are promised to be shown the generation of the sentence *Whom should we speak to about this?*; instead, we end up with *To whom should we speak about this?* (p. 26). The reason for this failure is that in order to separate the preposition from the *wh-* noun phrase, the author needs another rule, or at least a modification of the given rule of question formation.

It is, however, in her descriptions of passive sentences with the agentive *by*-phrase that the author is definitely short of a rule. On p. 193 she claims to have generated the sentence *There was believed by Henry to have been a bean in his bed*, while in actual fact the final tree represents the structure underyling the sentence *There was believed to have*

been a bean in his bed by Henry. Now first of all, the grammaticality of this sentence is doubtful; secondly, there does not seem to be a rule in the book which makes it possible to change the fixed final position of the *by-NP* agent phrase. A similar problem arises on pp. 196 and 205; the sentences are, respectively, *Some ants were believed by Mary to have been eaten by John* and *Some ants were known to be believed by Mary to have been eaten by John*. In both these cases the *PP*s *by John* and *by Mary* figure last in the tree. Again the sentences which the trees represent are ungrammatical, and again we do not know how to obtain the grammatical sentences given by the author.

The problem is, however, even more complex: the rule for agent deletion, as formulated on p. 54, allows to delete the *PP* immediately following the substring *Passive-V*. On the strength of this rule we could obtain the sentence *Some ants were believed to have been eaten by Mary*; its meaning is very different from the combined meaning of the sentences which underlie the sentence given by the author, and the deep structure which it suggests to the hearer is different, too—has *someone* as subject of the topmost sentence. It is interesting to note that the author herself has used *Agent Deletion* in almost exactly the same kind of structure. On p. 143 there is a phrase marker which underlies the sentence *John was compelled to be bribed by someone by Harry*. If we had a rule for Agent movement, we could transform this awkward sentence into the more acceptable *John was compelled by Harry to be bribed by someone*. Deleting the final *PP* we would obtain *John was compelled by Harry to be bribed*. The author, however, deletes the phrase *by someone* without moving the other agent-phrase, *by Harry*, closer to its verb. The result is the sentence *John was compelled to be bribed by Harry*, which is obviously ambiguous, with the most probable reading being "Someone compelled John to be bribed by Harry". However, the ambiguity is not commented upon; nor is the obvious need discussed for both an Agent movement rule and constraints on *Agent Deletion*.

5. In one respect is *From Deep to Surface Structure* unique: never before has there been a volume published with so many syntactic diagrams in it. Producing a book like this requires painstaking attention to detail, both at the stage of writing and of proof-reading, and mistakes are difficult to avoid. It has to be said that the tree diagrams are very clear and readable, and almost free from error. The same cannot be said about the text. Apart from typical proof-reading errors, there are some disconcerting omissions (e.g. page references missing on pp. 57 and 101) and misdirected footnotes (pp. 6, 34, 35 and 169). Diagrams of the ordering of the rules are not always complete. Thus, for example, the book begins with a discussion of the ordering of *Reflexive* and *Imperative*, but in the diagram on p. 11 the two rules are not connected by a line indicating their ordering.

The learner-reader's task would be rendered easier if the text was divided into chapters, with the chapter titles made prominent by means of appropriate typographical devices. This refers, in particular, to discussions of points of linguistic theory, such as those mentioned above, in section 1 of this review.

6. One might perhaps say that if the workbook provokes the reader to ask questions and raise problems such as those discussed on the preceding pages, then it has served its purpose: it has taught the learner-reader not to treat transformational-generative grammar as a rigid body of doctrine, but as a set of statements which are always subject to revision and eventual rejection or modification to comply with new evidence. It is, after all, possible to reconcile the belief that the generative approach to language description is more powerful than any other linguistic theory so far propounded with the realization that we have only just begun to scratch the surface of the problems presented by the structure of natural languages, and that nothing that has been done is final, or sacred.

The present reviewer thinks that there is a moral in all this. Transformational-

generative theory is fashionable, and this has had undesirable side-effects on courses in English grammar for undergraduate students, particularly for those whose native language is not English. Some professors and lecturers adopt an easy solution to the problems of course content and methodology: they take a currently available textbook of English transformational grammar and build their course around it. At one time it could have been Paul Roberts's *English Syntax*, or Owen Thomas's *Transformational grammar and the teacher of English*; later it was Paul Roberts's *Modern Grammar*, and even later, R. Jacobs and P. Rosenbaum's *English transformational grammar*. As one lecturer in a Polish university once put it, "It is simple: in the first semester I cover the general principles and the phrase structure, and in the second I do the transformations."

This is wrong. A student of English, who is not and will never be a professional linguist, is less interested in learning the techniques of "linguistic engineering" than in acquiring an understanding how the language works as a medium for transmitting and receiving messages. The semantic component, if indeed separable from the syntax, is at least as important to him as the syntactic component, and so is the intricate interrelationship of phonology with both syntax and semantics. All this is essential to any student, whether a native speaker of English or not. The non-native speaker, who is usually a future teacher of the language, is interested besides in a comparison of English with his native tongue; both treated as communication systems. A general-principles-plus-PS-rules-plus-transformations course of English grammar may make the lecturer feel that he is "with it"; it may even make some students feel that *they* are "with it", too. A course of this kind is, however, a disservice to the majority of the students, as it forces them to study facts and rules which are largely irrelevant to their future professional needs, and which in many instances have already been shown to be incorrect.

There is a danger that now *From deep to surface structure* may become the coursebook for undergraduate English majors. The present reviewer hopes that this will not happen. The volume is well worth recommending to members of the faculty, as interesting and stimulating material for discussion at staff seminars; it may be a good book to use with linguistically oriented M. A. students; and that is all. Belief in the strength and essential correctness of the transformational-generative approach to language, however well-grounded, does not exonerate us from the task of doing our own thinking. A good modern course in English grammar for future teachers of the language has to be TG-oriented; but there is far more to it than just "doing" the PS rules and the transformations.

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Lingwistyczne podstawy programowania języka (*Linguistic foundations of language programming*). By Aleksander Szulc. Pp. 130. Warszawa: Państwowe Zakłady Wydawnictw Szkolnych, 1971. Reviewed by Jerzy Strzetelski, The Jagellonian University of Cracow.

The subject-matter of the new book by Aleksander Szulc is both much wider and much more concentrated than the title suggests. It is wider, because the book deals with many topics: with the history of language teaching in general, with the subject mentioned in the title and, finally, with the practical methods of language teaching programming. In this way the author realises his aim, the presentation of his ideas against a wide background of contemporary linguistics.

The copious material covered by the book might, if analytically treated, have filled a dozen volumes, and actually the arguments of the author are based on about 170 bibliographical items. It should, however, be said that the bibliography lacks some modern books dealing with the problems. Professor Szulc's serious yet popular exposition can move at a fairly quick pace because each step rests firmly on brief documented running summaries or on succinct and pertinent quotations. In this way a wide range of topics is covered in a brief popular treatise without losing too much scholarly value.

At the same time, however, the theme of the book is highly concentrated. While presenting and discussing many issues, Szulc views them under a single aspect and arranges them on and around one lucid and firmly delineated line of argument. This theme, its premise, conclusion and practical result, is the necessity of rejecting everything secondary or alien to the fundamental and only duty of the teacher of a foreign language, that of making the learner's use of the language code automatic.

The author modestly lets linguistic specialists discover which parts of his arguments are "the fruit of his own thinking" (6). The most important of these seem to be in chapter II, *Language as a means of communication*. The author passes the problem of "the transformation of reality perceived into the system of sound signs" on to the psychologists (he should rather have said 'to the philosophers'), keeping for the linguist the problem of the actual sound system, i.e., the linguistic code proper, and 'clearly marking out this field of linguistic research from all additional material. Code-teaching is seen against the historical background of teaching practice in the past and present, and against general linguistic theory. Szulc unwraps layer after layer of superstitious and misleading ideas which have grown over and around language teaching. This historical part of the book is extremely useful, as it warns against unwarranted theories. Even today methodological 'discoveries' are made, which may, thanks to the book, be recognized as *cul-de-sacs* explored and abandoned long ago. Similarly the book points out some grains of truths found intuitively in the pre-scientific period, which may still afford guidance for a teacher today. However, errors have prevailed, and it is highly instructive to survey the formidable array of aims a foreign teacher was supposed to fulfil in one or another period of history. Szulc rejects most of these aims, and he is certainly right when he points out that this overloading of aims consequently makes them difficult to achieve or downright unachievable.

Further, Szulc proves and presses the point that the task of language teaching is not feasible under average classroom conditions without a language programme. This part of the argument throws light on the failure of so many genuine efforts of conscientious and well-qualified teachers: the lack of adequate concentration is usually the cause of such failures.

The essential task of the teacher, although severely limited and circumscribed by the author, is found to be extremely difficult. The only solution, Szulc insists, is the

consistent use of a language programme and of the new electronic devices which considerably increase the teacher's efficiency.

The two chapters in the book which contain most of the author's original ideas (II *Language as a means of communication* and V *Language as an object of programming*) form a continuous, detailed exposition of the mechanism of the language code. The code is subdivided into eight systems, four of which exist on the level of signals and four on the level of semantics. The four systems of signals are the phonological, stress, rhythm, and intonational signals. The first is rigidly closed, the next is more open, the third more open still and the system of intonation is the most open of all. The systems of semantics, similarly arranged in the order of their increasing openness, are the morphological, word-formation, syntactical, and lexical systems. The division into the eight systems and its ingenious diagrammatic presentation is original and instructive. The diagram enables the author to present the regularities of the interference of the native and foreign languages in the process of learning and of reproduction. It appears that the more open a system is, i.e., the more freedom the speaker has to substitute e.g. one tune for another, the greater the possibility of interference.

The diagram is also the basis for further discussion on which systems of the code are suitable for programmed teaching, for a language laboratory, for drills, in short, for an intensive teaching of the code.

In chapter III, *Conclusions on methods*, Szulc, who is the author of a successful modern German text-book, stresses some practical problems, especially the necessity of teaching both a) the grammatical structures which can generate a great number of useful and correct clauses by substituting sentence elements, and b) the important conversational phrases which cannot be guessed at or generated by the learner, because they belong to a large family of idioms. Contrastive studies of the native and second language are of fundamental importance in this respect. While grammatical structures are rather extensively treated in the book, the vocabulary is not. How new words and phrases should be taught is really the beginning of another discussion, which is not undertaken by the author and which would require a separate volume. It is a pity Szulc has not written more on this topic. This criticism should, of course, be treated as a compliment: the reader would welcome another book, equally important and informative.

The lack of a second volume is not the only point which leaves the reader unsatisfied. One really important element that is missing consists in the fact that much too little stress has been put on the individual abilities of the learners. The author does not suggest short-cuts or by-passes in the programmes for those people who can master some parts of the material quicker than the other students, nor does he propose ways of supplying more programmes and more varied programmes for slow-developing learners. Up till now the only practical way out has been to divide the programme into small units of material. Each unit is a complete and separate entity to be done once by a very quick learner and more often by those who need the repetition. More sophisticated solutions would be welcome, but even this solution is mentioned in the book merely once (99) when the author discusses Skinner's ideas of programming and suggests that the programme should be used individually by different learners. In my opinion a book dealing largely with theories of language teaching is bound to face the fact, which is after all scientifically documented, that each person is a unique being, who consequently will be learning the language in a different way from all other people. Though in view of the enormous costs of programme making it is still hardly possible to devise a series of individualized programmes, a theoretical book should have stressed the necessity of individualization.

This being, besides the incomplete bibliography, the only serious fault I have been able to find in the otherwise outstanding book, I should like to praise it highly both

as an individual achievement and also as one more achievement of the Publishing House of School Text-books, which has added another valuable item to its steadily growing "Triangle" series on the methods of language teaching. This series consists partly of translations and partly of original Polish books, and is already of great help to the language teacher.

Manual of lexicography. By Ladislav Zgusta. Pp. 360. The Hague: Mouton, 1971. Reviewed by Barbara Z. Kielar, University of Warsaw.

Lexicography is an activity of great practical significance. Attempts have been made to use in this field the generalizations attained by linguistics, both general and applied. On the other hand efforts are noticeable to present specific problems involved in the dictionary making on a more general basis.

The author of the book under review–in co-operation with other scholars whose long list can be found on the title page–has set about an ambitious task of integrating information on the making of dictionaries, scattered over a number of books and periodicals, and of collecting the experience of lexicographers, particularly those who work with languages of Asia and Africa. The book has been published with support granted by UNESCO, on the recommendation of the International Council for Philosophy.

The book has the widest coverage of the subject from among publications available at the present moment, which involves both great advantages and certain shortcomings to be discussed after a brief description of the content.

Chapter I is devoted to the fundamental issue of lexical meaning, its components: designation, connotation, and the range of application; the actual signification of the context; polysemy, homonymy, and synonymy. It has been emphasized that the lexicographer deals chiefly with designative words, but in his dictionary he should present all lexical units, including those with emotional, pragmatic, operative and grammatical functions.

The dictionary contains certain morphological data. Chapter II discusses formal variation of words. With regular paradigms, the canonical (or entry) form represents the whole paradigm. The regular paradigms are either supposed to be known from the grammar of the language, or they may be printed in the appendix to the dictionary. Irregular forms should be indicated in the respective entry. Word derivation and composition are also to be reflected in a dictionary.

The lexicographer will give special consideration to meaningful combinations of words. Chapter III begins with rection and proceeds to study various forms of word combinations, free and set. Another aspect not to be disregarded is the variation in language (Chapter IV) on a synchronic plane (the standard national language, regional dialects, social dialects), and with a temporal dimension applied (in the case of historical dictionaries).

Chapter V presents most important types of linguistic dictionaries, such as diachronic dictionaries subdivided into historical and etymological, and synchronic dictionaries; general dictionaries and restricted (special) ones, subject to any a priori assumptions made by the compiler, e.g., to cover regional dialects or the terminology in a given field of science; monolingual, bilingual or multilingual dictionaries. The real status of reverse dictionaries and word frequency lists is open to question. Naturally no dictionary can be

fully comprehensive, and as regards its size we can distinguish a thesaurus, i.e. a big dictionary that tries to be exhaustive, medium size, small, and sub-minimal dictionaries.

In Chapter VI the author focuses attention on the compilation of a monolingual general dictionary, the material for which is collected, first of all, by the excerption of as broad and diverse texts as possible, quoting a lexicographic context with highly illustrative power, and from other important sources like informants and available dictionaries. It is worth noting that a dictionary should strike a balance between a word conceived as part of the language system-which implies a high level of abstraction-and a concrete application of this very word in a context as a source during compilation and as a final goal for the dictionary user.

The dictionary entry consists of two parts: the lemma, i.e. the entry word, its canonical form, pronunciation, eventual etymological data, and the part which indicates the meaning of the lexical unit by lexicological definition, location in the systems of synonyms etc., exemplification, gloss. The arrangement of entries can be by alphabetical sequence-which proves to be most frequent and practical-or by semantic connections, derivation of words etc. The alphabetic order is also applicable within a nest, i.e. a group of entries conflated into one as a repertory of pertinent words. The lexicographer will have to decide whether to put set expressions and multi-word lexical units in sub-entries, or to form separate entries.

Though a dictionary is primarily a descriptive instrument, the temporal, stylistic and regional labels play a kind of normative role.

The bilingual dictionary (subject matter of Chapter VII) co-ordinates lexical units of a source language with those of a target language, supposedly equivalent in their lexical meaning. The main difficulty of such co-ordination lies in the anisomorphism of language. Absolute equivalents being rare, the usual situation is that of partial equivalence, and in certain instances explanatory devices such as glosses or explanations are resorted to. The author gives practical advice how to collect and arrange material, once the purpose of a given project and prospective users have been established. A chapter on planning and organization of lexicographic work closes the book.

The book is primarily addressed and can be strongly recommended to any person involved in the dictionary making as a practical guide. It sums up, in a useful way, traditional experience of lexicography. Naturally theoretical approaches preferred and presented by Zgusta are not the only possible ones, or may be conservative. Heterogenous material discussed in the book resists any highly systematic treatment. The two main topics: the monolingual and the bilingual dictionary raise different kinds of problems-both practical and theoretical and consequently might be more successfully presented in separate volumes of a series on lexicography, which would provide space for more ample discussion of such subjects as specialized dictionaries dispensed with but a cursory note in the book under review.

Apart from its practical task as a set of fully exemplified instruction for persons involved in dictionary making, the book certainly is a pioneer work with more ambitious assumptions of advancing general theses on lexicography. The picture which emerges from the laboriously collected materials is that of lexicography being still to a large degree an art, but an art deeply rooted in linguistics, general and applied, and slowly turning into an autonomous branch of applied linguistics, tending to self-determination and to defining its scope and methods along more rigorous lines. The uncertain status of this new discipline and the traditional gravitation toward serving practical purposes have resulted in certain unnecessary yet easily amendable shortcomings. For instance, quotations of particular works in the text are supported by relevant data in footnotes, but only 'publications of broader theoretical interest' (10) have been incorporated in a

very short list in the preface and the addenda. The value of the book would be greatly enhanced by the addition of a selected bibliography comprising works on lexicography proper and related subjects. The reader would find it much easier to consult the book if a subject index were supplied.

The author has–with good reason–expressed his hope that the views and suggestions presented may inspire further more detailed study and research which will produce generalizations on lexicography of an ever growing degree of sophistication and applicability. In this respect the most valuable parts of the book seem to be those which contribute to a fairly comprehensive report on the present state of lexicography, and those which point to future developments.

Shakespeare and the ambiguity of love's triumph. By Charles R. R. Lyons. Pp. 213. The Hague: Mouton, 1971.
Reviewed by Krystyna Napiórkowska, Adam Mickiewicz University, Poznań

The study under review presents an analysis of the development of Shakespeare's attitude towards love through comparative studies of seven love plays pointing out parallels and differences between the handling of the same subject at different dates.

The aims of the essay set out to discover the archetypal pattern in each of the plays and to "examine closely the typical actions of a group of related plays in terms of the moving body of imagery" (15). The selection of plays concurs with the author's notion of the structure of illusion and reality which is employed in the dramas under discussion. Finally, Lyons' study is concerned with Shakespeare's ambiguous response to human love.

The first play in which Lyons discusses man and woman relationship is *A midsummer night's dream.* The author holds that the comic structure which is imposed upon the play determines its resolution which is the triumph of love over death manifested in multiple marriage. Yet even Shakespeare's comic vision is not free from a concern with death and mortality. In his discussion of Shakespeare's early comedy the author gives evidence of the presence of the death motif throughout the whole play. Hermia's rejection of her father's will faces her momentarily with a choice between death or celibate life which, in turn, are identified by Theseus.

The theme of love which is subject to death is exploited in the Pyramus and Thysby episode. Shakespeare's employment of the play-within-a play device provides him with the possibility of introducing a tragic perspective into the rigid convention of the romantic comedy thus adding to the complexity of the play.

In the chapter devoted to the analysis of *Twelfth night* the author considers the action of the play as an archetypal pattern which illustrates disintegrated reality, and then, an emergence from chaos, restoration of order and a recognition of the identity of the protagonists. The resolution of the complication brings about, of course, the celebration of marriage. However, the tragic implications are inherent in the play. It has been pointed out that the character of Feste has far more reaching significance and that Shakespeare uses him "as an agent for the wider vision which sees the whole cycle of life" (67). Ironically, the fool is the only one in the play to realize the mutability of human experience. Again, in spite of the limitations of the conventional form the playwright succeeds in embedding tragic significance into the pattern of romantic comedy in this way contributing to the ambiguity of the concept of love.

Unlike the above-mentioned comedies in which lovers seem to succeed in imposing constancy upon their love, *Troilus and Cressida* explores the theme of love which is subject to the action of time. The author departs from the traditional analysis of the play in terms of the opposition between the Greeks and Trojans and considers the search for identity to be the crucial problem for both camps. Cressida and Achilles, the latter being her counterpart on the plane of the war theme, have an identity which is dependent upon immediate experience or deed. Both, the war deeds of Achilles and the sexual relation between Troilus and Cressida are transitory and cannot extend beyond the experience itself. The conflict of the play consists in the tension between Troilus' attempt to sustain values which, by nature, are fleeting and momentary, and Cressida's awareness of the fact that "joy's soul lies in the doing". The author emphasizes that *Troilus and Cressida* is Shakespeare's "strongest presentation of sexual love as a destructive energy" (73) and argues that, of all the plays discussed, it is the only one in which "there is no fiction of love's infinity" (161).

The sense of finiteness which dominates *Troilus and Cressida* is not entirely absent from *All's well that ends well.* The illusion of love which is not subject to the disintegration of time is achieved by regeneration. Lyons' analysis of both poetry and dramatic structure in *All's well that ends well* reveals the affirmation of human love which is sanctified in marriage. The author points out that, contrary to *Troilus and Cressida* in which sexual force is self-devouring, the creative and regenerative function of love is maintained in this comedy. The continuity and cyclical character of nature are emphasized by the structure of they play which employs the myth of healing the king. By means of regeneration immortality seems to be sustained. Yet, the ambiguity of love's triumph in *All's well that ends well* consists in the equivocal character of the act of consummation which has been achieved by deception.

The theme of sexuality as a creative energy of *All's well that ends well* and the concept of love as a disintegrating force of *Troilus and Cressida* are combined in *Measure for measure.* The play is a projection of the idea that "the creative function of sexual love is threatened by the self-consuming energy of appetite" (130). The young lovers are no longer the chaste lovers of romantic comedies but they combine sensuality with the creative aspect of love.

Another opposition, which has been already hinted at *A midsummer night's dream,* is that of sexual desire and restraint. This contrast is to be found in Angelo who, being an epitome of human nature, imposes restraint upon himself and at the same time is subject to sexual energy.

Lyons' thorough examination of the poetry of the play points to the pattern of images presenting love in terms of appetite, feeding and surfeit. It is interesting to note that the same group of images prevails in the poetry of *Troilus and Cressida.*

The author draws our attention to the artificiality of the conclusion of the play which, according to him, is the consequence of the inconsistency of the conventional comic form with the nature of the problem.

Unlike his problem comedy where Shakespeare is limited by the comic pattern, *Antony and Cleopatra* offers a profound synthesis of human experience in which both aspects of love are present. Love for the protagonists means destruction and the only way to attain identity, and although in his earthly union with Cleopatra Antony's identity is disintegrated it is regained in their "celestial marriage". Human experience, very much like in *Troilus and Cressida,* is subject to the overflow of time but at the same time death may arrest it, thus making it eternal.

The analysis of imagery revealed the significance of the pattern of images referring to the annual flooding of the Nile which is both the process of fertilization and decay.

"Th e action of the sun upon the slime is regenerative, but the action of the sun breeding the serpents is negative, demonic" (165).

Lyons pursuit of the archetypal pattern in the play in question discovered "the archetypal action of the male submitting to a powerful female" (172).

The framework of the last play under discussion comprises the seasonal structure as well as the sin-redemption-restoration pattern. Within this formula the play deals with the "dissolution and restoration of the marriage relationship". (193) Leontes' initial sin, his confusion about values, creates the illusion of death but he is restored to Hermione through his redemption. In marriage he finds his identity and is reconciled with the outer world. It is within the marriage relationship that the destructive forces of sexuality can be overcome and progeny seems to be the only triumph over time. *The Winter's tale*, as the author remarks, offers "a synthesis of Shakespeare's ambigous concept of sexuality" (16). Love's triumph which has been eithe rillusory or unattainable in the previous plays in this romance becomes reality.

Lyons' study of Shakespeare's plays selected from the point of view of the poet's response to the concept of love is a valuable contribution to Shakespearian scholarship. His book offers another diachronical approach to Shakespeare's plays tracing the development of the dramatist's vision of the world. It should be noted that the study achieves precisely what it sets out to do.

The frequent analysis of Shakespeare's imagery involved in the examination seems to be the most interesting part of the book. Lyons study of poetry resulted in the discovering of the whole patterns of related images whose recurrence is not limited to a single play alone. Thus, for instance, as has been pointed out, the imagery of appetite, feeding and surfeit can be traced in *Troilus and Cressida* and *Measure for measure*; the image of the sun breeding decay is presented both in *Antony and Cleopatra* and in *Measure for measure*.

It seems arguable that the archetypal approach to Shakespeare's plays is very productive. However, the author himself makes a reservation as regards the exclusive applicability of this method. Actually, as has been presented in the study, one can hardly go beyond the mere discovery of the archetypal pattern.

It should be noted that the author brings to his interpretations enormous erudition which is informative but not obscuring.

It is only a pity that the constant reiterations, probably aimed at lucidity, ultimately resulted in tediousness.

Finally, it would be better if the book were provided with an index of Shakespeare's works because the scope of the study and frequent quotations from various plays and sonnets seem to necessitate such a supplement.