news, views NETWORK no. 10

and reviews in systemic linguistics and related areas

EDITORIAL

June 1986

I ended the editorial to NETWORK no. 9 by asking: What more should we be doing to meet the needs of those many people who are finding systemic linguistics useful - but who can only occasionally or perhaps never, get to the regular International Systemic Workshops (like the one at Canterbury this July, most of the speakers for which are listed on pages 2 and 3)?

What is now certain is that the workshops will continue to move around the world, and that all of us, including those in Britain, will have to get used to the idea that we cannot attend a workshop each year - that we cannot have that annual 'fix' of interaction with those who think as we do (roughly!) - WITHOUT going abroad. There is, of course, a simple answer to that: work a little at the sources of money and/or save a little and/or combine it with a holiday - and GO abroad! There is often a strong North American contingent at the British workshops, and last year there was a very impressive attendance at Ann Arbor of Australians (old and new). If some of us can do it, so can the the others! The world is getting smaller; not every workshop is quite like those on the conference circuit depicted in David Lodge's SMALL WORLD, but they nonetheless have their delights.

Meanwhile, this issue of NETWORK illustrates well our other means of keeping in touch with each other. There are other conferences where we can meet, and some of those that are upcoming (it's time that word came into Br. Eng.) are announced here. But most encouraging of all is the continuing flow of new systemically oriented books - and many of these are mentioned here too. We give a particularly warm welcome to the LANGUAGE IN EDUCATION SERIES, edited by Fran Christie of Deakin University, Auatralia. This is a genuinely readable, attractively produced series, ideal for use not only with the teachers for whom they are intended, but also, I would say, with undergraduate students. We have even included an order form (which you could photocopy if you do not want to disfigure your NETWORK). THere are also notices of four new books from Frances Pinter. And, as you will see, the SYSTEMIC ARCHIVE at Stirling is growing impressively. Have YOU anything to contribute? Please send Martin Davies a copy of anything systemic that you write; it doesn't have to be earth-shattering! And, finally, please keep writing to me, so that I can keep the 'News of readers' activities' section up to date.

Finally - may I remind you that this mailing includes a subscription renewal notice? We have done well so far, and your last £5 has brought you five NETWORKS. I'm afraid that there needs to be an increase this time, but we hope you will think it worth while.

Editor

FORTHCOMING EVENTS

THIRTEENTH INTERNATIONAL SYSTEMIC WORKSHOP

Dates: 16-18 July 1986

Place: The University of Kent, Canterbury, U.K.

Organizer: Robert Veltman, Institute of Languages and Linguistics,
Cornwallis Building, University of Kent, Canterbury, CT2 7NF, U.K.

Everyone (and more) who receives NETWORK should have received the first
circular about this exciting-looking workshop, and those who have replied
should have had the second by now, with application forms, etc.

This year there have been more offers of papers/workshop sessions over a
wide range of fascinating topics than ever before by this stage, and we
look forward confidently to a workshop of high quality, with an interest-
ing mixture of types of activity. Offers that have been accepted include:

Femi Akindele & A.E. O'Neal (Nottingman)	Discourse structure of family conversation in Yoruba-English
Elissa Asp (Beijing/York, T'onto)	Knowledge and laughter: an approach to social-cog- nitive linguistics
Frances Austin (Liverpool)	Systemic analysis, the general reader and Wordsworth and/or the Romantics
Jim Benson & Bill Greaves (York, Toronto)	A computer assisted study of process types in Poe and Melville
Fred Bowers (Vancouver)	Thematisation in legislative language: Bentham's Rules and their development
Chris Butler (Nottingham)	Systemic linguistics and pragmatics: a case of hyponymy, incompatibility or irrelevance?
Michael Cummings (York, Toronto)	A computational method for drawing system networks and deriving selection expressions
Eirian Davies (London)	Building in context: grammatical categories and dis- course significance
Robin Fawcett (Poly of Wales)	A systemic approach to complementation
Gordon Fulton (Vancouver)	Discussion of Keats' 'Ode to Autumn' from a systemic perspective
Eugene Green (Boston)	The durative phase of Chaucer's promises and orders
Michael Gregory (Beijing/York, To'nto)	Generic expectancies and discoursal surprises: John Donne's 'The good morrow'
Daniel Kies (Governor's State, Ill.)	Thematic fronting with and without pronominal rein- forcement

Halliday	Sponteneous speech as the 'leading edge' of the linguistic system
Hasan (Macquarie, Sydney)	Register, genre and other such matters
Lemke (CUNY)	Teaching the registers of power: text semantics and text structures
Peter Muhlhäusler (Oxford)	Developmental linguistics and systemic grammar: a marriage
Ruth Riley (Trent Poly, Not'h'm)	The role of question-response sequences in institutional discourse
Erich Steiner (Saarbrucken)	The application of systemic semantics to machine translation
Gordon Tucker (Pisa)	Systemic grammar and a service encounter corpus
M. Williams Bradford	FSP and Hallidayan approaches to theme contrasted

REMINDER: If you want to be at Canterbury and if you've forgotton to write back to Bob Veltman to say so (or if by some chance you haven't received a notice of the workshop) WRITE NOW! (Address above.)

THE LINGUISTICS OF WRITING: A CONFERENCE ON THE RELATIONSHIP BETWEEN LINGUISTICS AND LITERARY THEORY

Dates: 4 - 6 July 1986

Place: University of Strathclyde, Glasgow, U.K.

Organizer: Nigel Fabb (address below)

The speakers will include: Derek Attridge, Ann Banfield, Jonathan Culler, Jaques Derrida, Alan Durant, Terry Eagleton, Nigel Fabb, Stanley Fish, Morris Halle, M.A.K. Halliday, Ruqalya Hasan, John Hollander, Fredric Jameson, Paul Kiparsky, David Lodge, Colin McCabe, Mary Pratt, H.G.Widdowson, Raymond Williams.

Programme in Literary Linguistics

DEPARTMENT OF ENGLISH STUDIES
University of Strathclyde
Livingstone Tower, 26 Richmond Street,
Glasgow G1 1XH, Scotland.
Tel: 041-552 4400 Telex 77472

WORKING CONFERENCE ON LANGUAGE IN EDUCATION

Language and Socialisation: Home and School

MACQUARIE UNIVERSITY
17-21 November 1986

The Working Conference on Language in Education seeks to bring together administrators from Departments of Education, academics from teacher training Institutions and universities, researchers and classroom teachers. It aims to create an environment where practitioners can come into contact with the latest research in and with challenging ideas on the role of language in learning, and where researchers and academics can become aware of the needs of practitioners.

This year the Conference will be held in the new Conference Centre of the Robert Menzies College at Macquarie University in Sydney, from 17-21 November. Its theme will be

Language and Socialisation: Home and School

Well known linguists and sociologists will deliver the keynote speeches:

- Basil Bernstein
- Frances Christie
- Bob Connell
- Michael Halliday
- Ruqaiya Hasan
- Bob Hodge
- Jim Martin
- Michael Williams

Working parties will explore specific issues and selected texts in the following areas:

- teaching about language
- writing in the secondary school
- language and learning in Aboriginal settings
- English as a second language
- early child language
- children's literature
- visual and verbal language in children's texts
- children and television
- storytelling
- language and gender
- language and drama

FOR FURTHER INFORMATION CONTACT:

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School of English and Linguistics
Macquarie University
North Ryde NSW 2113
(02) 88 9245
(02) 88 9269

☐ **Conference fee**
(includes lunches, morning and afternoon tea, Conference proceedings)

.... person(s) at $100 each ....
($75 for full-time unsponsored students)

☐ **Accommodation at Dunmore Lang College**
(includes single study room, breakfast and dinner)

No ☐

Yes ☐ for .... person(s)
arrival date: .... /11/86

departure date: .... /11/86

.... nights at $35 p.p. p.night ....

☐ **Conference dinner**
(Thursday 16 November at Dunmore Lang College)

No ☐

Yes ☐ for .... Dunmore Lang resident(s) at $17 each

for .... non-resident(s)
at $25 each $ ....

TOTAL $ ....

Name ....

Address ....

Your cheque would be appreciated by 17 October

- Please make cheques payable to Language in Education Conference
- Cancellation with full refund of fee possible until 3 November 1986
- There will be a reception on Sunday November 16, from 7.30pm onwards at the Dunmore Lang College, 130 Herring Road, North Ryde.

INTERNATIONAL ORACY CONVENTION 1987

SCHOOL OF EDUCATION
UNIVERSITY OF EAST ANGLIA
AT NORWICH, ENGLAND

CONVENTION DIRECTORS:

Maggie MacLure
Terry Phillips
Andrew Wilkinson

ASPECTS OF TALKING AND LISTENING IN EDUCATION

Following the success of the International Writing Convention at the School of Education, University of East Anglia in 1985, the second international biennial convention will take place in 1987, this time focusing on Spoken Language. As last time, the Convention will bring together from around the world leading scholars and teachers in the field.

Amongst those of international distinction who hope to present are:

Jerome Bruner (USA)
Michael Halliday (Australia)
Douglas Barnes (UK)
Harold Rosen (UK)
Dell Hymes (USA)
Gordon Wells (Canada)
Joan Tough (UK)
Andrew Wilkinson (UK)

In all a wide range of papers and workshops will be offered, the majority by invitation, although spaces are reserved at this stage for other work arising from particular research perspectives. It is hoped to set up international networks in the same way as for the Writing Convention.

30 MARCH – 3 APRIL 1987

The Convention will take place from 30th March to 3rd April, 1987. It is expected to attract speakers and other participants from Australia, New Zealand, United States of America, Canada, and Europe. To get a feel of the quality of the presentations to be expected, you might like to read The Writing of Writing (1986 Open University Press), a selection of papers from the 1985 Convention, edited by Professor Andrew Wilkinson. Professor Wilkinson, who coined the word 'oracy', thus giving spoken language a prominence at a time when it was not yet fashionable to do so, is one of the organisers of the 1987 Convention, together with Dr. Margaret MacLure who has published work on adult-child conversation, and Terry Phillips, whose published work is on child-child discourse.

FEES:

Residential
(4 nights accommodation, Convention dinner and all meals 30th March – 3rd April) ...   £120.00 sterling.

Non-residential
(Convention dinner and lunches, 30th March – 3rd April) .. £75.00 sterling.

The Convention runs from the evening of the 30th March to mid-day on the 3rd April.

Convention Secretary,
Mrs. Eileen Chapman,
School of Education,
University of East Anglia,
Norwich,
Norfolk, NR4 7TJ,
England.

(or telephone 0603-56161 extension 2623).

We print below the programme of a conference held in Australia last year, not only as news of what looks as if it was a richly varied conference in its own right, but also as an example to those of us in other parts of the world. It shows what a group of systemically minded applied linguists can do, when they put their minds and their wills to it. Those of us who find the systemic functional approach to language the most useful yet for understanding it are no longer a cranky minority - if we ever were, either 'cranky' (never!) or 'a minority' (perhaps never, at least in the applied linguistics field). Martin Davies (address as for Reviews Editor) has already initiated a discussion in Britain about a residential course of, say, two weeks in systemic linguistics, and would like to be in touch with anyone who would like to develop the idea further with him.x It would be good to see an extension of the Australian experience in the opening up of systemic linguists to practitioners in other areas such as education, literary stylistics and ideological stylistics, in a series of 'workshop/courses' around the world.

WORKING CONFERENCE ON LANGUAGE IN EDUCATION

The 1985 Working Conference on the theme of 'The Interaction of Spoken and Written Language in Educational Settings' will be sponsored by the Armidale College of Advanced Education, November 11-15. The Conference is being organised by a committee drawn from the Armidale College of Advanced Education and the University of New England. It will take place at the Duval Conference Centre, where residence for participants will also be arranged if required.

Closing date for registration is October 11.

THE PROGRAM

The number of participants is expected to be 80-110. The Conference is organised into alternating plenary and workshop sessions. Each participant will spend about fourteen hours over the five day period in a workshop of 5-8 people.

Systemic-functional linguistics, the theory articulated by Michael Halliday, provides a resource for exploring the patterns of choice and expectation within and across different cultures and different subject areas; it also will provide a framework for addressing the great variety of issues represented in the plenary sessions and the workshops offered.

Plenary sessions will include the following addresses by:

Michael Halliday
- Learning Through Talking and Learning Through Writing

Frances Christie
- Curriculum Genres

Carolyn Baker & Peter Freebody
- From Oral to Written Language: Features of Children's First School books

Ruqaiya Hasan
- Context, Meaning, and Text

Gunther Kress
- Language in the Media! The Domain of Public and Private Life

Stephen Harris
- Cultural Constraints on Effective Use of Language for Learning in Aboriginal Schools

Graham Little
- Language Development or Rites of Passage?

The following workshops are offered:

1. **Language and Gender**
   - Cate Poynton

This workshop will focus on ways in which language used in schools (including teacher-pupil talk and written language produced by and for children) perpetuates gender role stereotyping and restricts educational opportunity for girls.

2. **Language and learning in Aboriginal settings**
   - Michael Williams

Cultural differences in ways of relating are sometimes misinterpreted. Aboriginal indirectness, for example, has been misconstrued as ignorance, shyness and an unwillingness to co-operate. This workshop will explore the different use of language across cultures with a view to gaining a better understanding of classroom situations.

3. **The language of educational bureaucracy**
   - Chris Reynolds and Alan Kerr

This workshop will examine the language of committee processes and the language of public documents about education, including curriculum guidelines and policy statements. The emphasis will be on the ways in which language is used to regulate access to power and resources.

4. **Writing development**
   - Joan Rothery and Bev Croker

This workshop will consider the development of writing abilities from the point of view of purposes for writing and how texts are structured to achieve such purposes. In the light of this perspective of writing development, we will explore strategies for teaching writing, including the role of children's literature.

5. **Language and drama**
   - John O'Toole and David Rummery

This workshop investigates dramatic role play as a means of exploring language in action: informal analysis of personal signals, pace, and verbal styles as keys to meaning, motivation and status.

6. **Making stories mean**
   - Stephen Muecke

Can narratives be relatively productive in terms of their meaning effects? This workshop will examine techniques of spoken and written narrative in Aboriginal and in Western culture, in order to draw out the pedagogical implications of some recent developments in narrative theory.

Planning a program for

7. a. **Community language learners**
   - John Kidman

...rners
- Irene Bouzo and Barbara Pedler

...one need to know about language to ...each a course for second language ...in this workshop, participants will be ...ing how recent work in systemic-...nal linguistics may offer a basis in ...uage for making approaches more communi-...ive.

...guage and literature
David Butt and Tim Nelson

...xt can be viewed as a product of choices - choices ...ween different possibilities of meaning available to ...members of the community. A literary text is not ...ceptional in this regard: its meanings are created ...of the systems of meaning which speakers share. It follows therefore, that the teacher of literature ought to be explicit about the meaning potential from which the writer and the readers draw. In this workshop, we will try and clarify the principles of textual organisation which are associated with a given text, author, oeuvre or era. These principles provide a substantial and valid basis upon which each student can arrive at a personal, vital response to literature.

10. The language of formal and informal tests
- Linda Gerot

Tests are usually evaluated in terms of validity and reliability, and test scores used to categorise students. In this workshop, participants will explore linguistic means of evaluating tests and interpreting test scores. More particularly, exploration will focus on the issue of what it is that test takers have to do linguistically in order to reconstruct answers to test questions.

11. Early language
- Clare Painter and Ken Nixon

In this workshop participants will be exploring the oral language experience of children in the pre-school years as a basis for considering the written discourses produced by and for children in the first years at school.

12. Classroom language and the control of knowledge
- Christine Perrott and John Collerson

Classroom transcripts will be analysed for those features by which knowledge control is maintained by teachers; reasons for the persistence of these features will be examined; and exercises undertaken on changes in classroom discourse to eliminate those features seen as anti-educative.

13. Language and the media
- Theo van Leeuwen

Some of the mass media, television in particular, share features of both the spoken and the written language. The workshop will consider how the medium itself constrains the production and re-production of meanings. It will examine critically how and why media institutions constitute their mass audiences, including children, and construct positions for interpreting daily events.

14. The language of mathematics and science
- Lloyd Dawe

Understanding mathematics and scientific ideas is closely bound up with the language used to express them. This workshop will explore the oral language of teachers and learners and the written language of their textbooks in the late primary and early secondary school.

Two sessions on the final day will be devoted to a joint Report from all workshops and one session to Keynote Speakers' responses.

SOCIAL ACTIVITIES

In addition to the formal program, the Conference will offer a range of formal and informal opportunities for people to meet. These will include a reception, an evening of art and music, a presentation of short films, a 'jazzecue' and a Conference dinner.

RELC REGIONAL SEMINAR

Patterns of Classroom Interaction in Southeast Asia
Singapore, 21-25 April 1986

The SouthEast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC) held its 21st Regional Seminar in Singapore, 21-25 April 1986, on the above theme.

TWELFTH LACUS FORUM

UNIVERSITY OF SASKATCHEWAN, SASKATOON, 5th - 8th August 1985.

We gladly print on this and the next page the programme of our sister organisation's meeting last year in the US; the first meeting of LACUS (the Linguistic Association of Canada and the United States) was held in the same year as the first International Systemic Workshop (1974), and for the same reason: the dominance of transformational- generative grammar at the usual venues for discussion had become so overwhelming that it had become impossible for those who held other views about the essential characteristics of language and the goals and methods of linguistics to get a fair hearing. Things have improved over the years - but not enough, and while the notion of the transformation seems pretty well discredited, much of the old intolerance lives on in many a department of linguistics. It sometimes seems as if those of us who were sceptical about transformational generative grammar at the time - and said so - are not to be forgiven fo 'being right'! What is crucila, however, is that organisations such LACUS and the systemic workshops and NETWORK should continue, to ensure that there is always an 'alternative' outlet for new ideas. And we must be on our guard that we do not ourselves become rigidly exclusive - while at the same time continuing to affirm the important insights that systemic, stratificational, tagmemic and other theories have at their hearts.

PROGRAM
TWELFTH LACUS FORUM
University of Saskatchewan, Saskatoon, Saskatchewan
August 6-9, 1985

All conference sessions will be held in The Arts Building Theatre (room 143). Housing and meals (except as noted) will be in the Voyageur Place Residences, located at the south end of the campus.

Monday, August 5

3:00 - 6:00 Registration and room assignments at Voyageur Place Residences. At this time room keys and registration packets, including meeting handbooks, parking permits, etc., will be distributed. For participants who cannot register at this time, late registration will be held, starting Tuesday morning, outside the conference room.

3:00 - 5:00 Wine and cheese reception in Marquis Hall Private Dining Room.

8:00 p.m. Twelfth LACUS Forum Inaugural Lecture
Chair: Robert A. Hall, Jr., President of LACUS
Welcoming remarks
WALTER H. HIRTLE (Laval University): 'Grammar and Meaning: The Case of Number in English'

Tuesday, August 6
Morning Session — Chair: Luis A. Pérez B.

8:30 - 8:50 WILLIAM M. CHRISTIE (University of Arizona): 'Observation of a Sound Change in Progress'

9:00 - 9:20 HERBERT IZZO (University of Calgary): 'On the History of Romanian'

9:30 - 9:50 JANET DUTHIE COLLINS (Southern Illinois University at Edwardsville): 'The Rise of the Periphrastic Verb Form in Old English'

10:00-10:30 Coffee Break

Chair: Richard Harris

10:30-10:45 JOAN GLEASON FICKETT: 'Language Origin: A Just-So Story'

10:50-11:05 VICTOR BOUCHER (Laval University): 'Syllabation and Stress in English'

11:10-11:25 AMEI KOLL-STOBBE (University of Dortmund): '"You Never Know What's on their Minds": Constructive Problem Solving and Verbalisation'

11:30-11:50 HELGA H. DELISLE (New Mexico State University): 'Progressive Constructions in English and German: A Contrastive Analysis'

LUNCH

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Afternoon Session — Chair: Sydney M. Lamb

1:30 - 1:50 STEPHEN M. ECHERD (Summer Institute of Linguistics): 'Text-based Linguistics: Data Gathering, Analysis, Archiving, and Sharing in an Electronic Age'

2:00 - 2:20 ALLEN WALKER READ (Columbia University): 'The Increasing of Linguistic Rigor by Avoidance of "Idea" and "Concept"'

2:30 - 2:50 EARL M. HERRICK (Texas A&I University): 'Alternations Defined in Terms of the Communication Channels of Language'

3:00 - 3:30 Coffee Break

Chair: James E. Copeland

3:30 - 3:50 SEBASTIAN K. SHAUMYAN (Yale University): 'The Paradox of Passivization and Applicative Grammar'

4:00 - 4:20 ALAN K. MELBY (SPA Computer Service and Brigham Young University): 'An Introduction to Zembian Linguistics'

4:30 - 4:50 SYDNEY M. LAMB (Rice University): 'Chomskyism among the Anti-Chomskians'

DINNER

8:00 p.m. Invited Lecture
Chair: Adam Makkai, Executive Director of LACUS
IGOR A. MEL'ČUK (University of Montreal): 'Semantic Bases of Linguistic Description and a New Type of Dictionary as an Important Component of It'

Wednesday, August 7
Morning Session — Chair: Janet Duthie Collins

8:30 - 8:50 ULF BÄCKLUND (Umea University): 'Almost and Nearly: Dynamic and Static Meaning'

9:00 - 9:20 MINOJI AKIMOTO (Aoyama Gakuin University): 'Idioms and Rules'

9:30 - 9:50 CHARLES RUHL (Old Dominion University): 'Particles'

10:00-10:30 Coffee Break

Chair: Jean-Luc Garneau

10:30-10:50 PETER A. REICH (University of Toronto): 'The Language of the Smurfs and Why it is that Even Children Can Understand it'

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DOROTHY NAKOS (Laval University): 'La Polysémie et le vocabulaire spécialisé anglais et français'

NATHAN MÉNARD (University of Montreal): 'Linguistique et sciences juridiques: L'expertise linguistique des déclarations. Problématique et étude de cas'

LUNCH

Afternoon Session — Chair: Allen Walker Read
1:30 - 1:45 APARNA SEN-YELDANDI (University of Illinois at Chicago): 'Kinship Words as Vocatives in Russian'
1:50 - 2:05 CARLETON T. HODGE (Indiana University): 'A Relative Matter'
2:10 - 2:25 CONNIE C. EBLE (University of North Carolina at Chapel Hill): 'Slang and Cultural Knowledge'
2:30 - 2:50 ADAM MAKKAI (University of Illinois at Chicago): 'Multi-Stratal Compounding in the Language of *Finnegan's Wake* by James Joyce'

3:00 - 3:30 Coffee Break

Chair: Curt Wittlin
3:30 - 3:50 ILAH FLEMING (Summer Institute of Linguistics & University of Texas at Arlington): 'Coherence Among Referents: A Requirement for a Well-Formed Text'
4:00 - 4:20 JAMES E. COPELAND (Rice University): 'Epistemological Considerations: Discourse Semantics and Kant's *Critique*'
4 30 - 4:50 BARBARA L. GINSBURG (University of Delaware): 'The Nature of Relational Networks in a Literary Text'

DINNER at the Faculty Club

8:00 - 9:30 Informal workshops on topics of interest to the participants. Anyone wishing to organize such a workshop should notify the Local Arrangements Chairman as soon as possible so that it can be announced and a room can be assigned.

Thursday, August 8
Morning Session — Chair: Connie C. Eble
8:30 - 8:50 MICHAEL CUMMINGS & ANTHONY HOPKINS (Glendon College, York University): 'The Stylistics of Heightened Emotion in Joyce's *Portrait of the Artist*'
9:00 - 9:20 RUTH M. BREND (Michigan State University): 'On Defining Poetry'
9:30 - 9:50 SHEILA M. EMBLETON (York University): 'A New Technique for Dialectometry'

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10:00-10:30 Coffee Break

Chair: M. C. Marino
10:30-10:50 T. D. GRIFFEN (Southern Illinois University at Edwardsville): 'Segmenting the Unsegmentable: Dynamic Analysis and Swabian Orthography'
11:00-11:20 DAVID G. LOCKWOOD (Michigan State University): 'Foundations for a Typology of Grammatical Gender'
11:30-11:50 SAUL LEVIN (State University of New York at Binghamton): 'The Fiction of the Zero Morpheme and the Validity of the Zero Allomorph'

LUNCH

Afternoon Session — Chair: Peter A. Reich
1:30 - 1:50 VICTOR H. YNGVE (University of Chicago): 'The Pragmatic Aspects of Human Linguistics'
2:00 - 2:20 JOHN HEWSON (Memorial University, St. John's, Newfoundland): 'Saussure and the Variationists'
2:30 - 2:50 KATHARINA BARBE (Rice University): 'Nineteenth Century Forerunners of Morpheme Theory'

3:00 - 3:30 Coffee Break

Chair: Saul Levin
3:30 - 3:50 DOUGLAS MITCHELL (Rice University): 'The Stoics on Language: Implications for the History of Linguistics'
4:00 - 4:20 LUIS A. PÉREZ B. (University of Saskatchewan): 'The New Concepts Introduced by the Grammarian Philosophers'
4:30 - 4:50 KURT R. JANKOWSKY (Georgetown University): 'Classical Philology, Comparative Studies, and the Emergence of Linguistic Science: The Case of Georg Curtius (1820-1885)'

PRESIDENTIAL BANQUET in the Exeter Room in Marquis Hall
6:00 - 7:00 Social Hour with cash bar
7:00 - 8:15 Dinner, followed by:

PRESIDENTIAL ADDRESS:
Chair: Victor H. Yngve, Vice President and President-Elect of LACUS
ROBERT A. HALL, Jr. (Cornell University): 'Idiolinguistics'

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Friday, August 9
Morning Session — Chair: Ilah Fleming
8:30 - 8:50 MICHAEL ERIC BENNETT (Michigan State University): 'Issues in Choctaw Syntax: RG-1 vs. RG-2'
9:00 - 9:20 D. WELLS COLEMAN (University of Texas at El Paso): 'Allatives and Elliptical Goal Locatives'
9:30 - 9:50 ROY G. JONES (Rice University): 'The Semantics of -O- in Coushatta'

10:00-10:30 Coffee Break

Chair: Sheila Embleton
10:30-10:50 STEPHEN A. MARLETT & VELMA B. PICKETT (Summer Institute of Linguistics): 'Pluralization in Zapotec Languages'
11:00-11:20 WILLIAM SULLIVAN (University of Florida): 'Notes on Russian Locus Expressions: The Accusative Case'
11:30-11:50 KATHLEEN CONNORS, JOHN REIGHARD and MARCO-ANTONIO VIEIRA (University of Montreal): 'The Acquisition of French Morphosyntax by Montreal Lusophones'
12:00-12:15 LINDA LAUBE BARNES (Southern Illinois University at Edwardsville): '*Would* as a Habitual Past Marker in American English'

LUNCH

Dormitory check-out no later than 3:00 p.m.

TWELFTH LACUS FORUM
University of Saskatchewan
Saskatoon, Saskatchewan
August 5-9, 1985

A NEW AND IMPORTANT SERIES OF PUBLICATIONS IN

Language Education

DEAKIN UNIVERSITY PRESS

Geelong, Victoria, Australia

The Deakin University Press Language Education Series

The Deakin University Press publications in Language Education provide new and original perspectives upon the nature of language both as a social phenomenon, and as an essential resource in children's learning. The perspectives offered depart in significant ways from those of earlier studies in Language Education, principally because they are drawn from systemic linguistic theory.

Systemic linguistic theory is distinctive as a tradition in linguistic thinking for a number of reasons. It proposes that we view language in a functional sense, such that its nature should be explained in terms of the human needs language has evolved to satisfy. Language is a social phenomenon, intimately part of the ways human beings negotiate and create meanings, building their perceptions of experience, and hence actually constructing social reality. Thus, as young children take their first steps into mastery of their mother tongue, so they are enabled to enter into relationships, to explore the nature of experiences to articulate needs, to build and clarify their understanding of their world.

Central to a systemic functional view of language is the notion of options: language is organised so that choices are exercised in the linguistic system for the creation of different kinds of meanings. Such choices are not conscious of course, but they are learned nevertheless. Proficiency in language is a matter of capacity to make choices relevant to the needs of context and purpose.

Language is very much a part of 'context of situation', to use Malinowski's term: that is to say, the meanings of language at any time are intimately part of the ongoing social activity, and strictly speaking not separable from it. But any context of situation is in turn comprehensible because of the 'context of culture' within which it comes into being. A language encodes meanings particular to the culture of which it is also an expression.

Such understandings are of particular importance to education: differing perceptions of experience, differing codes of behaviour, differing ways of dealing with knowledge, are all marks of sociocultural differences of many kinds. Where children function in schools with differing expectations and behavioural patterns from their teachers, including linguistic patterns, there is frequently a failure on the part of teachers to recognise and respect the differences. Success in schools is a matter of understanding and mastering ways of operating, including ways of using language, that are relevant to school knowledge.

LANGUAGE EDUCATION
by Frances Christie (Deakin University)

Christie provides a basic theoretical orientation to the series in ways which will establish contact with the reader's prior experiences in thinking about language and language education. The book is thus intended to build bridges to past understandings, and to point the reader towards the new orientations upon language offered throughout the two courses. She argues that language has a significant role in the ordering of experience, and that it is of great importance in the structuring of school knowledge and of learning. However, because the significance of language is regularly overlooked, she says, language is the 'hidden curriculum' of schooling.

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LEARNING THE MOTHER TONGUE
by Claire Painter (University of Sydney)

Painter briefly reviews a number of recent research trends in exploring pre-school language development, and goes on to draw upon her own study of a young child. The study adopted a perspective similar to that of Halliday's Learning How to Mean (1975). Early language learning is a process of gradual mastering of a linguistic system with which one can mean.

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LANGUAGE, CONTEXT AND TEXT: A SOCIAL SEMIOTIC PERSPECTIVE
by M. A. K. Halliday (University of Sydney) and Ruqaiya Hasan (Macquarie University)

Notions of language as a social semiotic, of register, of context of situation, and of context of culture, are introduced and discussed in some detail. The notions of text and context are inseparable, and ways of demonstrating the close relationship of the two are explored.

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USING LANGUAGE IN THE CLASSROOM
by J. L. Lemke (City University of New York)

Lemke explores the language of the classroom, drawing upon systemic linguistic perspectives among others, to identify ways in which teachers and students construct meanings together. The research work upon which Lemke reports was a major study on *Classroom Communication of Science* funded by the US National Science Foundation.

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...N AND WRITTEN LANGUAGE

...K. Halliday (Sydney University)

...ploring differences between speech and writing, Halliday ...s to examine at least two myths. One is that speech is a ...mewhat inferior form of language, compared with writing. The ...ther myth is that the differences between speech and writing are of a minor signficance. The two are very different, for each has evolved to satisfy different human needs.

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LINGUISTICS, LANGUAGE AND VERBAL ART

by Ruqaiya Hasan (Macquarie University)

From their earliest years, children who delight in nursery rhymes or jingles actually celebrate verbal art. Having established this basic point, Hasan goes on to examine some of the linguistic features responsible for the creation of verbal art, and she then discusses in some detail one poem and one short story, selected to exemplify ways of exploring literary texts.

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by Cate Poynton (SA College of Advanced Education)

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by J.R. Martin (University of Sydney)

Martin reviews the kinds of genres young children write and argues the limitations of writing programs which do not deal adequately with expository writing. He goes on to examine several examples of expository writing. He argues that all children need to learn about language in order to be effective language users.

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ABORIGINAL PERSPECTIVES ON EXPERIENCE AND LEARNING: THE ROLE OF LANGUAGE IN ABORIGINAL EDUCATION

by Michael J. Christie

Christie explores differences between the 'world views' of Aborigines and whites, and argues that if educational programs for Aboriginal children are to be effective, they must acknowledge the important cultural differences in dealing with experience and ideas. Such differences are significantly established in patterns of language.

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TALKING AND THINKING:
THE PATTERNS OF BEHAVIOUR

by David Butt (University of Singapore)

Butt develops his arguments in a dialogue between himself – a systemic linguist – and an educational psychologist. The dialogue seeks to explore the implications for our views of human psychology and behaviour, if we see persons as operating in complex social processes, as a consequence of which the inner processes of thinking and of feeling are significantly shaped.

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Children Writing is concerned both with the nature of writing and with the processes by which children learn to write. It draws up psycholinguistic studies and examines selected features of the nature of the written text of the English language including its pattern of organisation; varieties of written forms and the relationship of form to purposes in using language; processes by which children learn to write; theories of writing development; and finally, the implications of all these matters for classroom teaching practice. The course focusses on writing development during the years of primary and junior secondary schooling.

Study Guide:　RRP: $16.50　　　　ISBN 0 7300 0080 X
Reader:　　　　RRP: $14.50　　　　ISBN 0 7300 0081 8
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READING CURRICULUM

The Study Guide and Reader deal with the teaching of reading in primary and junior secondary schools. They offer practical activities which teachers can apply, and place these within the broader framework of theories about the process of reading and about what constitutes effective teaching. Sections cover reading the varieties of written discourse, young children learning to read, developing independence in reading, reading for learning and understanding, and a focus on reading curriculum. The associated articles are by leading exponents of language education and linguistics in Australia, Britain and North America.

Study Guide:　RRP: $30.00　　　　ISBN 0 7300 0319 1
Reader:　　　　RRP: $15.00　　　　ISBN 0 7300 0320 5
(Contact Deakin University Press for postage & handling costs)

...son, Joyce, and McConvel, Patrick, 1984 KEEPING LANGUAGE STRONG. Report of the
...ot Study for the Kimberley Language Resource Centre, which is in the North of
...estern Australia.

This fascinating report describes the Aboriginal languages of the Kimberley area of
Australia, which was sent to me by BILL McGREGOR, now working at the KLRC. The
document provides a moving account of the struggle to help their speakers to keep
them alive. It is full of practical experience and advice, which could be highly
relevant to others facing similar problems elsewhere in the world.

Address: Kimberley Language Resource Centre, PO Box 992, Broome, WA 6725, Australia.

From Dick Hudson:

Word Grammar
RICHARD HUDSON

This book presents for the first time an important contribution to linguistic theory, the theory of word grammar. At the centre of the theory is the view that there is no need for a grammar to refer to any items larger than single words or coordinated strings of words. Richard Hudson holds that the syntax of a sentence can best be described in terms of dependency rather than constituent structures. The internal structure of a word, he argues can be generalized to act as the basis for generating syntactic structures, so that there is no fundamental distinction between 'rules' and 'lexical entries'.

The theory is generative, in the sense of being fully formalized and explicit, allowing a single structure for each sentence which includes all the linguistic levels of phonology, syntax and semantics. It is an unusual and important feature of word grammar that it allows information about the context of a sentence or utterance to be taken into account and specified. A major basis of the theory is the idea that knowledge can be described in terms of a network of entities and propositions, which is an insight widely accepted in cognitive psychology.

Richard Hudson is Reader in Linguistics at the University College, London.

(1984) R8, 272 pages   BLACKWELL
13186 8   £22.50

New in Paperback

Arguments for a Non-transformational Grammar
Richard A. Hudson

Hudson was one of the first serious challengers to Noam Chomsky's transformational theories of syntax. In *Arguments for a Non-transformational Grammar*, he outlines the 'daughter-dependency theory', which derives from systemic grammar and generates a *single* syntactic structure for each sentence. Because the syntax is more concrete, with no underlying elements, it is possible that all the syntactic structures generated by such a grammar will have psychological reality and could eventually be tested.

Paper   ISBN 0 226 35800 3   £5.95 $7.95
Chicago   1976   224pp

From Chris Butler:

Computers in Linguistics
CHRISTOPHER S. BUTLER

The aim of this book is to provide students and researchers in language studies with an overview of the uses of computers in the analysis of natural language texts, and with some practical tools for carrying out such analyses.

The book begins with a brief description of the components of a digital computer, and the 'peripherals' allowing input to, and output from, the central machine. There follows a discussion of the automated analysis of language at various levels (graphological, phonological, lexical, syntactic, semantic), and a survey of the uses of such analyses in areas such as stylistics, lexicography, textual editing, language teaching and learning, and machine translation. There is also a brief discussion of the use of computers in the statistical analysis of linguistic data. The first section of the book concludes with an illustrated account of 'package' programs for text analysis and statistical work.

Many computer users will therefore wish to learn to program the computer themselves, and for this reason the second part of this book is devoted to a detailed account of one programming language, SNOBOL4, which was developed specifically for the analysis of non-numerical data. Each chapter is provided with a set of exercises, to which full answers are given.

(October 1985) R8, c.250 pages
14266 5   hardback £27.50
14267 3   paperback £9.95   BLACKWELL

Note also:

STATISTICS IN LINGUISTICS   £8.95 (paper)
Christopher S. Butler
1985   BLACKWELL
And, of course:
SYSTEMIC LINGUISTICS: THEORY AND APPLICATION
1985

Batsford

(announced in NETWOK no. 8)

Open Linguistics Series

The Series is edited by *Robin P. Fawcett*, Department of Behavioural and Communication Studies, The Polytechnic of Wales.

Functional Approaches to Writing
Research Perspectives
Edited by Barbara Couture, Wayne State University

This collection of specially commissioned essays explores the use of language as a way of 'doing' rather than of 'knowing' things. All of the essays focus on the functions of language in a variety of writing contexts ranging from the college classroom to the work place. The descriptive frameworks reflect perspectives from: systemic linguistics; composition and technical writing theory; communication theory; literary criticism and discourse analysis.

The overall study serves two pressing needs. First it defines a specific and coherent school of thought in writing research. Secondly it discusses the empirical and theoretical areas of research into the functions of expository prose.

Contents: Introduction · An ethnographic study of corporate writing · Close cohesion with 'do so' · Thematic distribution as a heuristic for written discourse function · Effective ideation in text · Text and context · Achieving impact through the interpersonal component · Clause relations and the writer's communicative task · Static and dynamic cohesion · Global marking of rhetoric frame · Getting the theme across · Applying functional models of language · Literacy and intonation · Writing in schools · What a functional approach can show teachers about 'good writing'.

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...ve below descriptions of four recently announced books, all from CAMBRIDGE UNIVERSITY ...SS, which may be of interest to systemic and other Firthian linguists.

Variation in Australian English
The Sociolects of Sydney
BARBARA M. HORVATH
Department of Linguistics, University of Sydney

Barbara Horvath's study of the English spoken in Sydney is an important and timely contribution to our knowledge about varieties of English in the world and about variation in urban dialects in particular. It is the first large-scale work to apply recent advances in sociolinguistic theory and methodology to Australian English, and to take account of the complex social changes resulting from immigration that are taking place in Australia's urban population.

The study is based on a survey of Sydneysiders of Anglo-Celtic, Greek and Italian background, and is significant not only for the variety of techniques employed in the sociolinguistic analysis, but also for the linguistic variables considered. Dr Horvath's quantitative analysis of intonation and text is a particularly welcome innovation. The volume concludes with an attempt to return to an integrated view of dialect based on co-occurring linguistic features.

Cambridge Studies in Linguistics 45

228 x 152 mm   200 pp.   39 tables
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text

The Social Construction of Literacy
Edited by **JENNY COOK-GUMPERZ**
University of California, Berkeley

This book presents a social perspective on literacy and on its acquisition. The term 'literacy' is notoriously vague, and in the opening chapter of this collection, Jenny Cook-Gumperz examines the historical background which came to equate 'universal literacy' with the resolution of society's ills, and questions why, when this objective has been so nearly realised in Western society, some people are clearly considered more 'literate' than others.

The central thesis of the book is that literacy is now equated with school performance, but that educational assessments of literacy are often woefully inadequate. The empirical studies of classroom life that form the core of the book examine classroom interactions in a variety of settings and tellingly illustrate the need for students to acquire discourse strategies that are socially 'approved'. The volume as a whole presents a new perspective on literacy acquisition – as not simply a cognitive process but a socially and communicatively based skill. The original methodological approach provides for a fine tuned analysis that increases our understanding of communicative interaction in general and has wide ranging implications for educational theory and practice.

Studies in Interactional Sociolinguistics 3

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Forthcoming (February 1986)

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text

Intonation
ALAN CRUTTENDEN
Senior Lecturer in Phonetics, University of Manchester

This is the first textbook on intonation for linguists, and the first textbook which attempts to widen the discussion of intonation to languages other than English. All languages use intonation to convey attitudes and to link speech together, and the central chapters of the book explore the sort of theoretical framework that has to be set up in order to analyse intonation, describe in detail the meanings associated with intonational differences, and examine intonation from a comparative perspective. Introductory chapters describe the physiology and acoustics of pitch and the complex relationship between intonation, stress, accent and rhythm, while the final chapter provides an overview of the state of the art in intonational studies.

A cassette, reproducing many of the illustrative examples in the book, is also available.

Cambridge Textbooks in Linguistics

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text

Language Acquisition
Studies in First Language Development
Second Edition

Edited by **PAUL FLETCHER**
Department of Linguistic Science, University of Reading

and **MICHAEL GARMAN**
Department of Linguistic Science, University of Reading

The aim of the first edition of *Language Acquisition* was to provide as comprehensive a description and explanation as possible of the changes in the child's language as he or she grows older. In this second edition Paul Fletcher and Michael Garman have the same fundamental aim. Six years later the field has not changed dramatically, but there have been fruitful theoretical and empirical advances. Equally significant are shifts in emphasis: the growing interest in cross-linguistic studies, for example, or accounts of language development from a social-interactive perspective, or the development of reading and writing.

All these changes are reflected in the second edition. About half the chapters are entirely new, having been specially commissioned for this edition. The remainder of the book consists of substantially revised versions of chapters from the first edition.

Contributors: MARTIN ATKINSON, WILLIAM J. BAKER, RUTH A. BERMAN, ROBIN N. CAMPBELL, SHULAMUTH CHIAT, DAVID CRYSTAL, BRUCE L. DERWING, HELEN GOODLUCK, PATRICK GRIFFITHS, MAYA HICKMANN, DAVID INGRAM, ANNETTE KARMILOFF-SMITH, JOHN L. LOCKE, MARLYS A. MACKEN, LISE MENN, PAULA MENYUK, KATHARINE PERERA, ANN M. PETERS, RONNIE SILBER, PHILIP T. SMITH, CATHERINE E. SNOW, RACHEL E. STARK, URSULA STEPHANY, ROGER WALES, RICHARD M. WEIST, GORDON WELLS.

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Open Linguistics Series

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The Series is edited by *Robin P. Fawcett*, Department of Behavioural and Communication Studies, The Polytechnic of Wales.

The Structure of Social Interaction
A Systemic Approach to the Semiotics of Service Encounters
Elja Ventola, University of Jyvaskyla, Finland

The Structure of Social Interaction is an exploratory study of the semiotic organization of 'service encounters', based on recorded conversations in travel agents' offices, post offices and a variety of small shops. The author provides a theory for describing social behaviour, illustrated through an analysis of these recorded 'service' interactions.

A particular feature of the book is the introduction of the use of flow charts as a means of modelling interactive behaviour in discourse analysis, enabling the author to provide a dynamic model of such behaviour.

Contents: Introduction · Towards a semiotic view of the study of text · Description of the data and the data collection · Towards representing service encounter as a process · Conversational structure-exchanges · Lexical cohesion in the service encounter texts · Reference in the service encounters · Conjunction and boundary marking · A comprehensive view of discourse systems · Conclusion · Bibliography · Index.

October 1986	200 pages	hardback only	0 86187 626 1	£18.50

New Developments in Systemic Linguistics
Volume 1: Theory and Description
Edited by: *M. A. K. Halliday*, University of Sydney, and *Robin P. Fawcett*, Polytechnic of Wales
Volume 2: Theory and Application
Edited by: *Robin P. Fawcett*, Polytechnic of Wales, and *David J. Young*, UWIST, Cardiff

These two volumes bring together accounts of most of the major developments in systemic linguistics in recent years.

Volume 1 illustrates recent and current work in the theory and description of languages, including chapters that discuss theoretical issues such as the criteria for including features in system networks, the number of levels needed in an adequate model of language, and the status of 'meta-functions'. Other chapters explore the relationship between discourse structure and social roles, and between discourse and socio-semantic networks. Three chapters deal with major studies of areas of grammar in the experiential meta-function, including a critique of current work in the area of interpersonal meta-function. Finally there are two papers on daughter-dependency grammar, and a paper in systemic phonology—a hitherto neglected area of systemic linguistics.

Volume 2 illustrates the concept that theories develop most creatively in the context of their application. This volume covers the areas of applied systemic linguistics including: language teaching; language and pathology; literary stylistics; socio-linguistic variation; modelling the production and understanding of language in computers; child language development; and the study of ideologically significant texts such as court proceedings.

Volume 1: M. M. Berry · C. S. Butler · J. O. Ellis · R. P. Fawcett · M. Gregory · R. Hasan · R. A. Hudson · J. R. Martin · V. Prakasam · J. Taglicht · G. J. Turner · D. J. Young.

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December 1986	200 pages	hardback only	0 86187 637 7	£19.50

Communication in Court
The Language of Power and Control
Sandra Harris, Trent Polytechnic, Nottingham

The language of power and control is nowhere seen more clearly than in the courtroom. Sandra Harris has made recordings of actual court sessions—providing a unique database for both macro and micro discourse analysis of the linguistic negotiation of power in this crucial setting. Detailed examination is made of particular legal 'speech acts' such as directives, threats and questions, in the context of modes of control in court discourse and the resistance of the defendant to court officials.

Communication in Court will be of interest to those studying socio-linguistics and communication studies, as well as those professionally involved in the courtroom itself.

Contents: Language, power and control · The nature of the evidence · The courtroom as a case study · Modes of control: directives · Modes of control: threats · Modes of control: questions · Modes of resistance to control · Index.

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┌─────────────────────────────┐
│ RECENTLY  COMPLETED  THESIS │
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W.B. McGregor, 1984. A GRAMMAR OF KUNIYANTI: an AUSTRALIAN ABORIGINAL LANGUAGE OF THE SOUTHERN KIMBERLEY, WESTERN AUSTRALIA. Ph.D. Thesis, University of Sydney.

The primary aim of this thesis is to provide as detailed and comprehensive an account as possible of the Kuniyanti language, which not only describes its formal characteristics, but also attempts to account for the meanings encoded by the contrasting forms.

The first half of the thesis (roughly) is devoted almost exclusively to matters of form. The phonology is described in fairly standard post-Bloomfieldian terms. The major departure is the use of system networks to give hierarchy in the systems of phonological features. A rank scale is introduced to provide a general account of the shape of constituency trees, and lexical words and morphemes are classified into parts-of-speech. In addition, the complexities of the verb phrase (distributionally a single word) are unravelled by proposing invariant morphophonemic shapes to the constituent morphemes, together with a complex system of realisation rules.

The description of the nominal phrase and the clause is inspired largely by Halliday's most recent work on functional grammar. His division of language into three metafunctions proves to be a powerful descriptive tool. Perhaps the most interesting aspect of the account (for the Australianist) is that although Kuniyanti is typical of Australian languages in permitting all permutations of the words of a phrase or clause, the variant word orders can be shown to contrast semantically in terms of the textual meaning encoded. Another myth exploded is that all Australian languages distinguish rigidly between two classes of verbs, transitive and intransitive; in Kuniyanti, the clause is the locus of transitivity and there are four transitivity types (I do not believe Kuniyanti, to be unique here).

One of the major inadequacies of existing grammars of Australian languages is their failure to account for the meaning of grammatical items in a systematic and revealing way. My approach invokes Ellis' distinction between formal and contextual meaning. An attempt was made to define the formal meanings of a number of grammatical morphemes in such a way as to account for their contextual senses. This enterprise met with varying degrees of success for different morphemes; I was unable to develop an approach suited to all cases. I see this enterprise as an attempt to go beyond informal descriptions of the meanings of the features in system networks, and an effort towards making them explicit.

Address: Kimberley Language Resource Centre, P.O. Box 992, Broome, W.A. 6725, Australia.

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SYSTEMIC ARCHIVE
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MARTIN DAVIES reports:

1   For this second list, I repeat the descriptor categories, together with a reminder that - since I do not undertake to categorize papers - contributors should classify their own, thereby making them more readily useful.   If desired, the principal category may be underlined, as for example John Bateman's are.

1	Semantics		9	Realizations	
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3	Lexicogrammar:	morphology	11	General theory	
4	Lexicogrammar:	lexis	12	Comparison with other general theories	
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2.2.	Frances Austen (Liverpool)	Milton's Clause Structure in "At A Solean Musick" and "L'Allegro"; (7); (paper prepared for 1984 Workshop); (Autumn, 1984);
2.3	John A. Bateman (Kyoto)	The role of language in the maintenance of intersubjectivity; a computational investigation; (21); (Proceedings of the Symposium on Artificial Intelligence and Sociology, Surrey University, 1984, republished in Social Action and Artificial Intelligence (eds.: G.N. Gilbert & C. Heath); Aldershot; Gower Press, 1985); (13.6.85). [1,11,15]
2.4		The organisation of conversation; (22); (presented orally at Kyoto University, multy-disciplinary seminar series, April 1985); (13.6.85) [1,10,11,12,15]
2.5	Margaret Berry (Nottingham)	They're All Out Of Step Except Our Johnny[2] A Discussion Of Motivation (Or Lack Of It) In Systemic Linguistics; (16); (Revised version of Paper delivered to 1980 Workshop, Sheffield, 1980); (September, 1985); [10,11,15]
2.6	Alan S. Duthie (U> of Ghana)	Phoric Reference in Ewe, Hebrew and Greek Texts (Genesis 6 - 9); [6]; (1984 Workshop, Stirling); (1984);
2.7	Robin P. Fawcett (Polytechnic of Wales)	Language As a Semiological System; A Re-Interpretation of Saussure; [19] (Invited Lecture to LACUS Forum, 1982); published in Morr The Winth LACUS FORUM 1982, Columbia[2] Hornbeam Press); [9,11,12]; (Autumn 1985).
2.8		Why we Communicate; [18]; (Autumn, 1985); [15]
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NEWS OF READERS' ACTIVITIES

OLUWOLE ADEJARE spent the summer of 1985 at the University of Nottingham, working on a book on a systemic approach to text linguistics. He writes that in his view none of the current publications offer 'a theoretically coherent and practical perspective on the subject. This is the fault of linguistics as a discipline rather than of individual linguists. Unlike other sciences, we first learnt to split the atom, before asking what it is made of. I think it is time we corrected this approach, and that is one of my goals in writing this book.

I brought the draft of the introductory chapter of the book from Ife. Meanwhile, I am on chapter 2, a chapter devoted to situation, the central component of the book. It will be ready before the end of June, I hope. The third chapter presents an integrated account of text as a semiotic unit (the generation of text meanings through the inter-influence of form and situation). This chapter remains basically as it was when presented at Toronto in 1982, with the distinction of argueing for three levels of meaning in Text - primitive, prime and second order levels. The fourth chapter is not yet in a sure shape. There I intend to tackle the issue of the application of the theory to the study of various types of texts: written vs. spoken, non-literary vs. literary: individual texts and textlets: idiolects: dialects: second language, chapter 5 is a short conclusion where I intend to raise issues arising from the theory: linguistic vs grammar (and of course linguists and grammarians): language acquisition, what does the child acquire? - Grammar or text?; Translation - what do we translate - sign meaning or text meaning ? This has an implication for computer translation. That in a nutshell is the plan of the book.

Address: Department of English Language, University of Ife, Ile-Ife, Nigeria.

DAVID BUTT has moved from Sydney, where he was working as a Research Assistant to Ruqaiya Hasan on her child language project, to take up a post with the Department of English at the National University of Singapore.

DAVID BIRCH writes (Christmas 1985):
'I'm in China lecturing in stylistics for a few weeks at Guangshom (Canton) Institute of Foreign Languages - where I expect to give a couple of lecturs in Beijing and Shanghai too. Stylistics seems to be a developing subject here (i.e. in China) particularly after MICHAEL SHORT came to Beijing for a year and lectured. Canton is hoping to get a course going - so I've given them 10 lectures as a preliminary introduction. MICHAEL HALLIDAY was here for a symposium a couple of months ago - so it's good to be able to introduce systemic thinking to a group of people who have actually met Michael too! If you were to contact Huang Guolver in the English Department, Guanszhon Institute of Foreign Languages, Guanszhon Peoples Republic of China - I'm sure you would find yourself a Chinese correspondent for NETWORK. Meanwhile, I suggest you write to him and I'm sure he will send reports in now and again.

Work at Murdoch continues to go very well - I must be settling down as I've just bought a house!!

Address: Department of Juman Communication, Murdoch University, Perth, W.A. Australia.

ROBIN FAWCETT, in conjunction with ERIC ATWELL at the University of Leeds, DAVID YOUNG at UWIST, Cardiff and others, and with the support of International Computers Ltd., as the major industrial partner, is working to set up a project in computational Linguistics in which there would be three research teams at UWIST, ICL and Leeds. At the time of writing, the problem of Financing looks fairly promising for a minimal level of support, but there is still some way to go to get the full financing that is necessary to carry out the project at its optimal level. For some additional information about the project see the article reproduced from COMPUTING, in the ARTICLE section (the next one).

Address: as for Editor of NETWORK.

MICHAEL HALLIDAY and RUQAIYA HASAN will be visiting Britain this summer. Their visit wil attending - and speaking at - (1) the LINGUISTICS of WRITING conference at Strathclyde Univ Glasgow, 4 - 6th July, and (2) the 13th INTERNATIONAL SYSTEMIC WORKSHOP, University of Kent, 16 - 18th July.

JIM MARTIN, who has taken over as the Chair of the Linguistics Department the University of Sydney, writes (22.4.86): 'I am sort of coping with the administration - very hard to learn what to do next or when. I guess time makes the difference..... We've started organising systemics 87 - Ruqaiya will report in Canterbury. We're trying out some new structures.... We'll explore money from this end - let us know of any leads.' (Editor's comment: Quite.)

Address: Department of Linguistics, University of Sydney, NSW 2006, Australia.

ROBIN MELROSE, who has been working for the last year or two at Sousse, in Tunisia, is joining his wife SUSAN MELROSE in Perth, Australia. Susan, who is a theatre semiotician and makes use of systemic concepts in her work, has taken up a post with the School of Human Communication at Murdoch University, Perth, where MICHAEL O'TOOLE (see below) is Professor of Human Communication. Robin writes (25.4.86): 'I write to you in some haste, as in two hours I'm off to Perth. Literally an hour and a half before I left Perth after my 10-day holiday there, I was offered a full-time job teaching EFL at the Western Australia Institute of Technology. I start on Monday!' The Melroses are living in the O'Toole's house during their absence abroad. (Systemic linguists are friendly, helpful people!)

Address: School of Human Communication, Murdoch University, WA 6150, Australia.

MICHAEL O'TOOLE and his wife LEELA, who are on a study leave tour of Europe (which includes the UK!) spent a night with ROBIN FAWCETT and discussed - among other things! - the book THE FUNCTIONS OF STYLE, which he is editing with DAVID BIRCH (now also of Murdoch University) for the Frances Pinter OPEN LINGUISTICS SERIES edited by Robin.

Address (when they get back): as for Melrose.

ANDREW PHILP writes (22.10.85):
We have just had MARTIN DAVIES through to give a talk to our secondary-oriented tutors, as part of our drive to create language awareness across the college curriculum - an incredibly difficult task. We also had ERIC ASHWORTH at the same time talking to primary staff. The talks were excellent but it remains to be seen what long-term effect they will have on staff attitudes and practices. By the way, I am very pleased that Martin, under your general aegis, is bringing out a book on educational ling- uistics - there aren't enough of those - or at least of the genuine article. (What exactly I mean by that last remark, I ought to try and get down on paper myself, in a different kind of article.)

Address: St. Andrew's College of Education, Bearsden, Glasgow, G61 4QA.

PAUL THIBAULT, who has been for the last few years at the University of Bologna, has now moved to Sydney, where he has taken up a temporary lectureship in the Department of English. He writes: 'However, we've got a year of shuttling between Sydney and Bologna until we are clearer about my position. Enza (his Italian wife) will keep her job in Bologna for the time being.'

Address: Department of English, University of Sydney, NSW 2006, Auatrialia.

...attractive feature of systemic ...grammar (SFG) is that it ...ently does not suffer from the law of ...ishing returns. Adherents of this ...ular linguistic theory therefore be-' ...ve that they could one day produce ...anageable-sized computer systems which know enough to communicate fluently in English (or another language) with human beings. Large vocabularies seem to be unavoidable, but at least the grammar – the model of sentence structures and their meanings – might not have to be all that big.

One of the attractions of SFG, according to Dr Robin Fawcett of the Polvtechnic of Wales, is that 'the bigger you make the grammar using this approach, the less you need add, to add a whole lot more.' Pursue that to its logical conclusion, and it should be possible to wrap up almost the whole of English grammar in a theoretical model which will fit easily on computers and which, more importantly, is comparable to human beings. Of course, similar claims are made for other models of language.

The commercial world of natural language processing, and the academic world of computational linguistics, are dominated by theoretical approaches which derive from the work of the MIT linguist, Professor Noam Chomsky. SFG is one of the few non-Chomskyan theories currently in the running.

In an area like linguistics it is easy to make a good start, and then grind to a halt when the difficult stuff is reached. These programs will print back convincing answers if the words you type in are carefully chosen. But if you depart from a few standard formulae, the program reveals its awful stupidity. Attempts to improve the performance of these do-it-yourself programs rapidly deteriorate into a mass of worthless *ad hoc* tricks.

Even a much more sophisticated model may run into similar diminishing returns, at a proportionately more advanced level. That would ruin any hope of capturing the whole potential of, say, the English language in a theoretical model that is simple enough to be understood by a human being. It is worth stressing that a useful model of language must be comprehensible. Similarly, computer programmers must understand the model before they can use it in designing programs which will understand or generate English text.

No one has ever given a full theoretical description of English or any other language. A living, developing language is in any case a moving target. Many different versions of 'English' have been spoken and written, in different times, places and circumstances. But most academics, and most marketing people, would probably be well contented with a system which could understand the language of *The Daily Star* or *The Mirror*.

Fawcett: in SFG, the larger the grammar, the less you need put in to add a lot more

Meaningful relationships

Some linguists believe that what we mean to say explains the way we talk. Researchers at UWIST are seeking funding to turn this theory into a better natural language interface for computers, writes Tony Durham

With colleagues at the University of Wales Institute of Science and Technology (UWIST), at Leeds University and at ICL, Fawcett hopes to launch a five-year, £1 million research project called COMMUNAL. Based on SFG and a technique called probabilistic parsing, COMMUNAL aims at the goal of 'convivial man-machine understanding through natural language'. Esprit turned the project down, but Fawcett believes he is close to obtaining funding from UK industrial and governmental sources. ICL has expressed serious interest in funding the work at UWIST.

Fawcett contrasts SFG with the better-known Chomskyan approach. 'Very crudely, neo-Chomskyan models are syntax-oriented, whereas a systematic grammar is meaning-oriented,' he says.

In the 1950s Chomsky developed a theory of 'formal languages' which has been influential in mathematics and computer science. The 'grammar' of such a language is a set of rules which can be used to generate any legal sentence. It can also be used for parsing, or finding the syntactic structure of a given sentence.

Applied to natural language, this approach had some deficiencies. For example, it acknowledged no connection between an active sentence like 'John loves Mary' and the passive sentence 'Mary is loved by John'. Chomsky therefore introduced additional rules for rearranging sentence components in various ways. He called a set of such rules a transformational grammar.

Chomsky's work has been enormously influential. He has continued to develop his theories, the current version being known as 'government and binding'.

In computational linguistics two of the front-runners at the moment are lexical functional grammar (developed at Xerox and MIT) and generalised phrase-structure grammar (developed at the University of Sussex.) Both of these, Fawcett observes, are derived from Chomsky's earlier work.

The systemic approach grew out of ideas developed around 1961 by Michael Halliday and his London University colleagues. It is based on the idea that a person talking or writing makes a series of choices between meanings. Indirectly these, the words and, if spoken, the information choices will influence the syntax of the resulting sentences.

Systemic linguists stress that languages should be seen as communication and social interaction. As Fawcett observes,

'the things that are important in language can only be understood in terms of two or more people communicating with each other.' Systemic linguists believe that Chomsky concentrates too much on what goes on in a single person's head.

The choices available to a speaker are represented on a diagram called a 'system network', which is read from left to right. Early choices would establish whether the purpose is to give information, to seek information, or to give orders. Another early choice would be between a transitive process (such as 'kill') and an intransitive one (such as 'die'.) These choices between meanings affect the choice of words and clauses. Along with spoken intention these are generated through a set of 'realisation rules'. The rules may be adapted and used in reverse for parsing.

A choice is represented in the system network by a square bracket (which may be read as OR.) Only one of the bracketed alternatives will be pursued. There are also curly brackets (read as AND). When one of these is reached, *all* the branches leading away from it must be followed. 'The curly bracket shows simultaneity of choice or parallelism of choice,' says Fawcett. 'What we have here is a model of language which is waiting for parallel processing.'

SFG was not developed for use with computers, but it has moved comfortably into the computer world. Around 1970 Terry Winograd, wrote the now-famous SHRDLU program. The program simulated a robot, situated in a world full of blocks of various shapes and sizes. The robot could carry out orders and ask and answer questions, all in surprisingly natural English. Winograd chose SFG because 'the key question is, how is language organized to convey meaning?'.

Fawcett says that programmers can implement a system network and its realisation rules in an ordinary programming language such as Lisp or Fortran.

The perhaps unattainable ideal of systemic linguistics is to build a network diagram which represents the full semantic potential of a language. That is to say that any meaning which can be expressed in the language – metaphors excepted – could be notated as a set of branching paths through the network. You would think such a network must be enormous. Systemic linguists believe it need not be.

But it is truly a network. Paths which have diverged join up again. Each possible meaning is a route, not a destination. Think of a road map and the number of different ways one might drive from London to Birmingham.

The number of possible meanings is further multiplied by the presence of AND nodes. You shoul thinking of all the different wa fleet of cars could drive from points along the Welsh coast.

Certain choices – for examp choice to embed one clause within a are represented without any addit sprawl. You can have clauses wit clauses, by re-entering the same part the network as many times as necessary.

It is significant that most of the time, systemic linguists do not work with one large network but with many small ones. The big network decomposes naturally into many loosely-coupled subnetworks.

One oddity of the theory is that there may be many different networks which represent the same overall range of possible choices. For example, a classification task may be represented by many different decision trees. People generally choose a comprehensible and efficient one.

So, as systemic linguists draw their diagrams, they are not necessarily implying that every English speaker makes exactly those choices. They generally look not only for a diagram which gives the right answers linguistically, but for one which is compact, elegant and economical. Such a network is easy to understand. It should also run fast on a computer.

Tony Durham is a freelance journalist. ■

REVIEWS

Review of Bolinger, D., Meaning and Form (English Language Series No 11)

London and New York: Longman 1977 pp. x + 212. £5.95 in paperback.

According to Popper, you should be grateful to anybody who falsifies your theories, because that spurs you on to think up better ones. Transformational generative grammarians ought to be very grateful to Dwight Bolinger, then, for he has been pointing out the weaknesses in their theories for the past twenty years or more. Whether or not they actually are grateful, they have certainly kept on thinking up 'better' theories, and the impulse doubtless came at least in part from level-headed critics like Bolinger, though he modestly refrains from claiming as much for himself:

> It would be hard to say how much influence the earlier published version
> of this article may have had in rescuing surface structure from its semantic low estate,
> but we do know that in the past few years transformationalists have conceded that
> some semantic interpretation has to be done 'at the surface' (p. 124).

This quotation points to two characteristic features of the book: it is aimed at the transformational-generative (TG) camp, and it is partly a reworking of material from articles originally published during the 1960's and 1970's, as part of the debate which caused TG theory to pass so rapidly through so many mutations.

The material is organized into nine chapters, Ch. 1 being an Introduction and the other eight detailed discussions of particular topics in English Grammar, namely: (2) Any and some; (3) Not any and no; (4) It; (5) There ; (6) Apparent constituents in surface structure; (7) Ergative of and infinitives of specification; (8) Is the imperative an infinitive? (9) Imperatives are imperatives and do is do.

(133) would sound rude, as if to imply that the hostess ought to know better.'
(p. 50).

By saying it 'would sound rude', Bolinger is invoking the common sociolinguistic knowledge of
readers; but he could have made the example more telling by invoking their theoretical
knowledge as well. By adding simply that (133) is appropriate to a different tenor from (132)
he could place his example in a coherent theoretical framework, and thereby offer a comment that
was more of an explanation instead of just an anecdote.

Another case in point: in Ch. 6 he labours to show a difference in meaning between pairs of this
pattern:

    (1)   I believe John to be a man of integrity.
    (2)   I believe that John is a man of integrity.   (p. 125)

Yet to my instinct at any rate the difference is of register; specifically, (1) is appropriate
to a more formal, less colloquial tenor than (2); and also (1) is more typical of written discourse

Actually Bolinger does show some awareness of the tenor-correlates in this case (p. 127), but he
habitually ignores the mode-correlates of his examples. He quite often uses intonation-patterns
to make his points, and generally seems to be assuming spoken conversation, as in:

    (362) We're all booked up. There's yesterday's accident still to be investigated
    and the holdup that just got reported. No time for anything. (p. 119): similarly (360-1).

Yet side-by-side with these he places, without comment, examples which are clearly appropriate
to quite another mode:

    (357) if there is ever to be written the true history of that science, it will have to be
    through the co-operation of every one of its sub-disciplines. (p. 118: similarly [353 - 6]).

Where there is a difference in register there is a difference in meaning. Considering that
Bolinger's approach is inherently Firthian in orientation he should have had no difficulty in
taking account of register, and his book would have been the better for it. All the more so for
the fact that he is necessarily concerned throughout with subtle distinctions in meaning - necessaril
since he has to show that different constructions which may appear to mean the same thing don't
really. His distinctions are generally perceptive and lucid, but they could at least sometimes
have been sharpened up by the delicate distinctions of meaning made possible by the categories
of field, tenor and mode.

It is a natural consequence of the concern with subtleties that not all of the readers will be con-
vinced all of the time. Not every one of the finer details of East Coast American usage can be
universal for English everywhere else (though it is surprising how many do seem to be). That
limitation is noticeable, for instance, in the discussion of it, where Bolinger finds the following
quite acceptable:

    (4)   I can understand it that the election hurt them (p.66)

Many non-American speakers will agree, I think, that for this sentence to be acceptable there has
to be a perceptible pause between it and that, with a corresponding slight difference in meaning
from Bolinger's.

These reservations apart, both the examples and the discussion are very interesting. Bolinger has
remarkable gift for teasing out and illuminating the subtleties of English grammar, and most
readers will come away with new insights.

Since the examples and the insights are there less for their own sake than to support the book's thesis, the question to ask is whether they succeed. Because of the 'problem of induction' it is of course logically impossible to prove conclusively that two different constructions can never have the same meaning; but in any case it all depends on what you mean by meaning. If you take Bolinger's view of meaning, as presumably many readers of NETWORK will, then his numerous examples will serve to confirm the belief that you cannot say the same thing in different ways. In Bolinger's words, 'the natural condition of a language is to preserve one form for one meaning, and one meaning for one form' (p. x); This can be related to the view that the meaning potential of a particular situation determines the choice of one particular form.

That last statement may be too categorical for some; and it is clearly at odds with the TG faith. Bolinger's points may have persuaded some transformationalists to be more cautious in their claims, but hardly to accept his view of meaning (see e.g. Geis 1979). It is noteworthy however, that the version of TG grammar which he was assailing has passed into that peculiarly Chomskyan limbo 'now only of historical interest', while Bolinger's book should certainly not be sent out there yet, for it is still well worth reading. This is chiefly because whether or not you find its thesis about meaning acceptable, it has so much of lasting interest to say about English grammar; and also because it says it all so graciously. Bolinger's tone is never unpleasantly combative or polemical: he writes as a reasonable seeker after truth, ready to contemplate the possibility of error on his own part. Moreover, he writes well: lucidly, elegantly and wittily. In my judgement his book can be warmly recommended.

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London: Oxford University Press

Geis, M.L. 1979 'Review of Bolinger's Meaning and Form'in Lg. 55, 684 - 7.

Chris Jeffery, University of Port Elizabeth, South Africa.

Review of Tomori, S.H. OLU, The Morphology and Syntax of Present-day English: An introduction

Heinemann (Ibadan), 1977, reprint 1979: 5 + 137 pages: £3.50 in paperback.

There are two Indexes, one of 'Grammatical matters' (mainly technical terms), and one of authors. Brief bibliographies appear at the end of Tomori's six chapters of each of the Appendixes, respectively by Milne, by Banjo and by Afolayan; although 1977 is the year of first publication, the latest dates in the four bibliographies are 1972, 1971, 1968 and 1973 respectively (the last is Halliday's Explorations in the functions of Language).

According to the back cover, the book 'will prove of great use to university students whether they are learning English as a second or foreign language.' The last expression obscures a possible distinctioi between 'second' and 'foreign', (and presumably 'first', which is not mentioned); but I doubt if actual learners of English would benefit much from the book, since it follows a quite academic approach. 'University students in honours schools of English' (preface) more appropriately characterixes the potential beneficiaries, assuming they are English Language specialists.

The chapters are divided into sections, without numbers, but with headings; regrettably both major and minor headings are printed identically, concealing the distinctions between major and minor altogether. Major headings should be distinguished on pages 2, 9, 12, 21, 23, 30, 34, 36, 46, 50, 57, 63. 'Collocation' has its usual (Firthian) lexical meaning (p. 24); but is also given a syntactic meaning, equivalent to Firth's 'colligation'. (pp.3, 7).

Tomori's first chapter well characterizes both 'Classical Grammar' and 'Modern Linguistic
CG definitions are quoted from 17th to 19th century authors, with helpful critical discussi
their actual practice is much better than their formulation of theory (p. 5). The scientif
nature of modern linguistics is shown in terms of observation, hypothesis, experimentation, a
formulation of law. Its subject-matter is outlined from a largely Neo-Firthian point of view
covering essential technical terms.

The actual description of English begins with 'Morphology' (chap. 2). Under 'Paradigmatic relati
paradigms are unfortunately presented horizontally (p 21, 25) on occasion (like syntagms), rather
than vertically. Morphemes are identified by means of Nida's six principles; then derivational
and inflectional morphemes are described for English. Appendix A (p 88 - 95) complements this
chapter by listing irregular verbs and their principal parts; although some are 'literary forms
which no longer occur in present-day English' (p. 88), no attempt is made to indicate which these
are; e.g. 'shrive; shrove, shrives; shriven, shrived' (p. 93).

'Constituent Structure Grammars' (chap. 3) digresses from the description of English-only ling-
uistic theory, incidentally giving the impression that morphology is outside linguistic theory!
Two pages each are given to Wells' IC analysis, not a 'formalized theory of grammar' (p. 41), and to
Pike's Tagmemics, which 'emphasizes string analysis as opposed to binary divisions', stresses the
correlation between the grammatical slot and its filler', and uses 'linguistic formulas in the
analysis of language data' (p. 43). Then we have 13 pages on 'Neo-Firthian Grammar', mainly an
elaboration of 'Categories of the theory of grammar', followed by a return to the description of
English with Halliday's symbolization of the divisions into syntactic units. This is applied to
a short written paragraph, though the analysis is very tediously presented, each sentence being
written out in turn, each followed by its clauses also written out, and its 'groups' also written out,
and without any clear indication of the end of each sentence's analysis. E.g.

> (;;represents end of line, p 53): "/// In language competence, there is another feature of
> arrangement of linguistic units which cuts across the formation of correct sentences;
> this other feature is called 'style. ///(sentence);; // In language competence, there is
> another feature of arrangement of linguistic units// (free clause);;...../ another feature
> of arrangement of linguistic units/(group);; [of arrangement of linguistic units] (rank-
> shifted group);; [of linguistic units](rank-shifted group;;/Linguistic units/(group)".

Very briefly, to explain how 'groups' operate in clauses, the SPCA notation is given (p. 55),
immediately followed by Quirk el al.'s SVOCA notation. The last two pages of the following
chapter, 'Constituents of Structure', are headed 'Different structures within elements of sentence
structure' (p. 63); these actually deal only with clause structure, analysed as SVOCA again.
Under S, there are listed 15 different 'types of structures that can function at S' (p. 63), though
confusingly no attempt is made to call them 'nominal group'. Instead we have: 'Pronominal;
nominal (+nominal(s); Modifier(s) + nominal; Nominal + qualifier; Modifier(s) + nominal +
qualifier' ['nominal' is here replacing "Head"]; 'to + verb; verb-ing; Clause' [though no hint
of rankshifting with these]; 'Temporal adverb;... Preparatory subject [e.g. 'there (is)'];
Preposition-headed group' [though at the top of the same page (63) we are told that 'prepositional
phrases ... do not have a headword ...'!];'structure word e.g. enough ..; structure word +
qualifier e.g. some of the men; determiner + adjective e;g; the rich; colour adjective e.g.
red ..' [both 'structure words' and 'adjective' could well have been called 'Pronominal' or
'Nominal' as ablve]. 'A combination of various structures is also possible ', we are told. The
same procedure is followed for O and C together, and for A. This brief section strongly reminds
me of the cataloguing of linguistic facts, unguided theory, as was characteristic of traditional
grammar.

The first parts of chap. 4 deal with 'Constituents of group structure', and offer a Hallidayan
analysis of nominal groups in terms of MHQ and more delicately (two pages), and/of verbal groups
in terms of MH with modifiers all listed (two pages); then a catalogue of different structures is
offered for adjectival and adverbial groups (one page in all). Where all these groups fit into
clause structure is not revealed. On page 18 Tomori had defined his use of 'group', 'because it
suggests syntactic coherence'; incredibly, he recommends that 'phrase' can be used 'for a linguistic
form of more than one word that lacks coherence ... for example, ... in the'; it is not clear to
me why anyone would want to refer to such a thing. I have always used the traditional technical
terms 'sentence, clause; as well as 'phrase'; and Tomori himself follows TG usage in his chap 5

and chap 6 with 'Phrase structure', 'noun phrase' and verb phrase'!

After a clear and model-neutral morphology (chap 2) and a scale-and-category outline of ng and vg structures and a SVOCA-cum-traditional sketch of clause structure (chap 4), in chapter 5 we are suddenly introduced to 'early transformational grammar' [1957] with tree diagrams, (still unenlighteningly called 'phrase markers'), phrase structure rules which are said to give the structure of 'sentences' (though they are really clauses!). The chapter ends with 'the five early transformational grammar' [1975] with three diagrams, (still unenlighteningly called 'phrase markers'), phrase structure rules which are said to give the structure of 'sentences' (though they are really clauses!); The chapter ends with 'The five early transformational rules': 'and'; 'affix'; 'passive'; 'not'; 'question'. By now the beginning student of English grammar must be thoroughly bewildered by the unreconciled linguistic formulas of chapters 3 to 5: SPCA, SVOCA, NP VP.

As if that were not enough, in chap. 6 'Later Transformational Grammar' [1965] we are plunged into subcategorization rules for grammatical patterns (pages 76 - 7), complex symbols (p 77), selectional rules for lexical co-occurrence (p 78 - 81), deep and surface structures (p 82—6) with singulary and generalized transformations and more tree diagrams. No attempt is made, for the student's benefit, to reconcile the terminologies of chapters 3 - 6, nor the descriptions of English grammar.

After Tomori's introduction to the technicalities of twenty and ten years earlier, readers are brought a little more up-to-date by means of three Appendixes, each indicating the importance of semantics in a complete linguistic theory. J. Milne in 'Recent Trends in Linguistics: General Survey' (Ap. B: p 96 - 103) shows how meaning used to be out of favour among linguists; he then uses Fries' (1952) outline of 'total meaning' composed of 'social' and 'linguistic meaning'. The latter section is mainly taken up with two challengers to Chomsky (1965), viz. McCawley and especially Fillmore with his case grammar. In 'Recent Trends in Transformational Grammar' (Ap.c: p 105 - 110), A Banjo elaborates CcCawley's challenge to Chomsky's deep structure, as well as Fillmore's case grammar, in each case doing a better job than Milne, but all in five pages! Again, a student could hardly be expected to work out how exactly these 'recent' (1968) ideas fit in with the earlier chapters.

A Afolayan's 'The Surface and Deep Planes of Grammar in the Systemic Model' (Ap. D: p 111-131) overlaps a little with chap 3 in its surface structure description of the verb and the verbal group (p. 38, 59 - 62, 112 - 115). Then suddenly, without section heading (mid p. 115), we are launched into the systems of the verbal group, in some cases also of the clause apparently; finiteness, mood, modality, (one page each), tense including aspect (eight pages), person (quarter page), 'aspect' in imperative or non-finite clauses, voice with reference to transitivity (one page each), polarity, contrast, and presupposition [anaphoric] (half page each). Under 'transitivity', no reference is made to the case grammar of Aps B and C. Systems are diagrammed under most of these headings and examples are offered. How all these systems relate to each other is not always clear, and how they relate to scale-and-category and to earlier and later transformational grammar must be very far from clear to the average student reader of the book.

Within its covers there are good things, certainly, but not enough of either of the two linguistic theories' description of English to make it worthwhile for students and future teachers even to refer to. Muir 1972 is at about the same level but is far more coherent and usually gives enough of each structure or system to be adequately grasped by the average student; further, both Scott et al. 1968 and Sinclair 1972 gove coherent and detailed English descriptions on the same model, and both have exercise material for students to work on and develop their understanding. Tomori's book is relatively inadequate.

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