

TO SENIOR HIGH SCHOOL ENGLISH TEACHERS

Seldom does a textbook break new ground and provide a completely new approach to a standard subject. PATTERNS OF ENGLISH does exactly that.

Here is a trail-blazing textbook that will give students in the upper years of high school fresh insights into their language and how it works.

The new methods used apply the more recent findings of linguistics studies to the practical problems of teaching students to understand their language better and to use it more effectively.

In PATTERNS OF ENGLISH, Paul Roberts

- Develops the major concept that structure determines meaning . . .
- Demonstrates that the English language is made up of a few basic sentence patterns that can be combined and modified in a great variety of ways . . .
- Shows relation of punctuation and intonation to written and oral patterns . . .
- Provides simple step-by-step explanations, with illustrations, to develop an understanding of each new pattern.

Familiar grammatical terms are used for the most part—new terms are introduced or old terms re-defined only to clear up confusion.

PATTERNS OF ENGLISH will be of interest to all high school English teachers who have found that conventional textbooks do not give a full picture of how the English language really works --- and of special interest to those who feel that merely the re-teaching "traditional grammar" has reached the point of no return.

List Price \$3.25

W. J. GAGE AND COMPANY LIMITED
82 Spadina Avenue Toronto 2-B, Ontario



Huppé and Kaminsky LOGIC AND LANGUAGE

by Bernard F. Huppé, Professor of English, and
Jack Kaminsky, Assistant Professor of Philosophy,
both at Harpur College, State University of New York.
1956. 216 pp. \$1.75.

Combining a treatment of logic as it is related to effective expression, and of language as it is related to thinking, this book is aimed directly at writing and at Freshman English. Its treatment of language is descriptive rather than prescriptive, and it considers language both as an aid and as an obstacle to thought. The discussion of logic, both inductive and deductive, is sufficiently detailed to be thoroughly clear, but avoids technical terminology except where necessary. Varied and interesting exercise material provides a basis for classroom work and specific illustration of the principles discussed. Its low price and brevity make this an ideal supplementary text for teachers who wish to deal with these problems more fully than is customary in general texts.

Lloyd and Warfel AMERICAN ENGLISH IN ITS CULTURAL SETTING

by Donald J. Lloyd, Associate Professor of English,
Wayne University, and Harry R. Warfel, Professor of
English, University of Florida. 1956. 640 pp. \$4.50

This book combines a complete display of the patterns of modern American English with a rhetoric which practices what it preaches. The author treats the language the way a chemistry text treats chemistry, simply laying it out as it exists without stopping by the way to refute alchemy. This display is based on the findings of modern descriptive linguistics, and is detailed enough for any student's needs. Traditional terminology is utilized wherever possible, and new terms are clearly explained. Pedagogically, the book is rooted in the experience of two able and experienced teachers, and it has been carefully tried out in the classroom. The whole emphasis is humanistic, on language as a human and social activity. This is a book which makes our language come alive to the student, which helps him move from the point where he is to a command of the arts of reading and writing, to the development of a personal style.

Bowen PRACTICAL PROSE STUDIES: A Critical Anthology
of Contemporary American Prose Readings for the
College Freshman

by Robert O. Bowen, The Writers Workshop, Uni-
versity of Iowa, 1956. 355 pp. \$3.75

These essays, ordered in an arrangement of increasing complexity, are grouped in categories which reflect various points of view the writer takes toward his material. The language problems the book raises are those that appear constantly to all writers, tyros or professionals, hacks or artists; and the suggestions about those problems which the text offers are the practical product of the editor's years as a teacher of writing on all levels and as a professional writer in a wide variety of fields. Focused entirely on writing, it avoids a major dilemma in the teaching of composition - trying to teach workday prose to average students with the literature of another age as a model - and it makes a much-needed contribution by offering examples of badness which can be demonstrated clearly to freshmen.

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