

may not be put to effective use.

After a general 'overview' of the research discussed, the writer suggests that:

...a fairly large-scale study of social and regional dialect phenomena in South African English... may yield insights that smaller-scale investigations have not yet been able to obtain.

(p. 49)

In this connection she remarks upon the debt to Lanham who has provided a 'conceptualisation and a point of departure' (p. 50).

Miss Fanaroff includes a bibliography which should prove most useful to the prospective student of South African English Dialect.

*M. Hurter*

*New Movements in the Study and Teaching of English*, ed. Nicholas Bagnall. Temple Smith, 1973, 255 pp., Boards £2.75

Beginning with a bird's eye view of the ideas of English educationists in different parts of the world, this collection of essays is directed at teachers in specific social contexts in Britain. The essays range from a critique of the techniques that the educationist might use to the experience of the 'consumer' of the educational system ('The Consumer Report' by a sixth form student). The collection therefore aims at covering the field fairly comprehensively from different points of view.

For all their diversity, common to all the essays are certain assumptions about the teaching of English as a mother-tongue. (Assumptions which, in the South African context, are still somewhat revolutionary challenges to the status quo). In brief, these beliefs include: the need to organize education around the pupil's own needs and attitudes; the belief that English has no specific, delimited content to teach, but is concerned with the total experience of the person; the conviction that the mechanics of language should 'have their place but be in their place'. The aim of English teaching can therefore be summed up by the epigram: 'not learning to talk and write, but writing and talking to learn' (according to Nancy Martin, whom Anthony Burgess quotes in his essay 'The case for diversity').

*New Movements* is entertainingly written, the personal experience of the writer being used to substantiate opinions. The essay by Edward Blishen, for example, begins:

I think that if a prize had to be given for a fairly meaningless activity, widely undertaken in the best of faith, it might be conferred on the teaching of English as it is carried on in a great many of our schools. If the prize were to be awarded to a single practitioner, I myself, round about the year 1951, would have been a strong contender.

His honest, humorous and highly personal account of his misguided notions on English teaching follows. By ruthlessly looking at his own behaviour and attitudes, the writer questions whether teachers are really sincere about what they feel their pupils ought to be doing. 'Do we convince our children that we do much writing ourselves outside the most stringent line of duty? Do we write when they write?' His plea is for teachers to share sincerely in the activities they plan for their pupils. The essay is fresh and brimming with the flavour of the atmosphere he managed to create with his pupils once he had scrapped his rigid attempt to correct and judge them. The English teacher as custodian of the one and only acceptable form of English gives way to becoming an active participant in the projects of his pupils.

In a similar vein, the essay by Ken Worpole ('Beyond self-expression: English and the Community') suggests further ideas for meaningful projects, projects which go beyond 'practice' in self-expression. He says: 'We perform a disservice to the children we teach if we confirm them in their roles as consumers only, or, by practice, never suggest that their writing is anything more than "self-expression"'. He shows how pupils can be given a real – and economically viable – function in the community. Let children's books be written by children as well as professionals. Let studies of the pollution of the local environment, maps of the area, or local histories be produced by pupils and used in the schools, or sold locally. He urges teachers to make use of the many opportunities offered by the new technology to relate 'self-expression' meaningfully to the environment and experience of the pupil.

Other essays take a new look at the more perennial problems of education. In his essay 'What are we trying to test?' W.A. Murray

suggests that research might prove profitable in the area of 'profile-marking'. Examination results tend to smooth over different abilities and deficiencies in the pupil, thus suppressing the individual profile. Murray's suggestion is that pupils should be given a breakdown rather than an averaged mark. And following from this, perhaps one could eventually use the computer to develop idealized profiles for various purposes and requirements. The computer could then compare the individual example with the idealized pattern and thereby guide the pupil more precisely. The unprofitable judgments of examinations in terms of 'pass' or 'fail' could then be replaced by a more fruitful monitoring and guidance of the individual.

In all the areas tackled, I feel the essays have something new and valuable to suggest, particularly in South Africa where the impetus to change is slow. The essays are indicative of the questioning, the re-definition and the revaluation that are so important to the dynamic, ever-changing field of education.

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Ona Low, *A new Certificate of Proficiency English Course for Foreign Students with Use of English*. Edward Arnold, 1973. vi, 280 pp., Paperback R3,05.

Perhaps one could be forgiven for thinking that this book offers a course in a new kind of pidgin English! I certainly thought so at first, but what the title tries, but lamentably fails to convey is that the course is primarily intended for students who are learning English as a foreign language; that it aims at preparing them for the examination leading to the Cambridge Certificate of Proficiency in English; and that it also includes specimen test papers on some subject called 'Use of English'. But all that is far too much for any title!

This is a revised edition, differing from the first edition (1966) in the arrangement of the text and in the incorporation of new material. The first part of the book contains eight sections on reading, vocabulary, and comprehension, each of these sections being divided into practice and composition. The second part is devoted to 'Reference Material' – instruction on grammar, punctuation, word