

dictionary roughly corresponds to *Slovník spisovné češtiny pro školu a veřejnost* from 1979 [A dictionary of Standard Czech for school, office and home] and the *Longman dictionary of contemporary English* and hence it cannot satisfy the needs of research workers who seek for semantic shades as found in *Slovník spisovného jazyka českého* [A dictionary of Standard Czech] or in *Velký anglicko-český slovník* [A comprehensive English-Czech dictionary] by Karel Hais and Břetislav Hodek. But a closer look at the English equivalents of the Czech head words and the Czech equivalents of the English co-head words reveals that the choice of equivalents is very happily oriented towards the accentuation of differences that are subtle, yet essential to an adequate appreciation of the actual meanings of the Czech words and their false friends in English. This precision and refinement is one of the main benefits of the dictionary, which in many cases brings useful supplementary information to the abovementioned *Velký anglicko-český slovník* and *Česko-anglický slovník* [A Czech-English dictionary] by Ivan Poldauf.

There is more that can be said in praise of the dictionary: it is based on up-to-date language and in addition to indicating pronunciation it also provides a number of usage notes. The entries include many useful and frequent collocations and phrases (again, a large number of them cannot be found in the two dictionaries just mentioned). In more complicated or less transparent cases it also gives information about the grammatical properties of the words concerned.

*Zrádná slova v angličtině* is a well-devised reference book, well suited to the needs not only of learners of English, but also of teachers, translators and interpreters.

Naděžda Kudrnáčová

Ulrich Bertram and Dieter Petzold (eds.), *Erlanger Anglistik und Amerikanistik in Vergangenheit und Gegenwart, Festschrift zum hundertjährigen Bestehen eines Instituts 1890—1990, Erlanger Forschungen, Reihe A (Geisteswissenschaften), Band 52, Universitätsbund Erlangen-Nürnberg, 530 pp.*

In commemoration of the one hundredth anniversary of the foundation of the Anglistics Institute of the University of Erlangen and Nürnberg, Ulrich Bertram and Dieter Petzold have edited a festschrift the title and subtitle of which run in English: "Erlangen English and American studies, past and present, An homage volume recalling a century long duration of an institute (1890—1990)".

The first part of the volume (pp. 1—100) is formed by Ulrich Bertram's account of the history of English and American Studies in the University of Erlangen. Although the Erlangen University Institute of English and American Studies was founded in 1890, the beginnings of English studies in the University can be traced as far back as 1750. With his readable and detailed account Bertram has rendered his Institute a valuable service. Few English institutes or departments can boast of having had their histories so fully covered and so well illustrated with archival documents and photographs. Like all contributions to the volume, Bertram's extensive paper is written in German.

The second part of the volume (pp. 101—524) is formed by twenty-four scholarly papers written by members of the Institute. It offers a survey of the research the Institute is engaged in at present. It covers linguistics, literature and English teaching. The linguistics papers deal with the question of "scientificity" in linguistic research (Wilfried Malz), with English family names as fossilized English words

(Herbert Voittl), local forms of English place names (Klaus Forster), "false friends" in English and German (Klaus-Dieter Barnickel), and misjudgment and confusion arising through comparing American and British English (Friedrich W. Horlacher).

The literary papers deal with humouristic tendencies in Chaucer's *Miller's Tale* (Hubert Gburek), literary history as functional history of literature (Erwin Wolff), the satiric view of the world and scientific method in Robert Burton's *Anatomy of Melancholy* (Karl Josef Höltgen), literature as cause of estrangement from reality in the writings of Jonathan Swift and Charlotte Lennox (Arno Löffler), history and morals in Kipling's Puck stories (Dieter Petzold), Joyce and the music hall (Ulrich Schneider), politics and morals in Tom Stoppard's plays critical of totalitarian regimes (Ria Omasreiter), an example of intermedium relationship — between photography and poetry — in literature (Eberhard Späth), Douglas Dunn's *Elegies* and the English elegy tradition (Silvia Mergenthal), the question of whether Fenimore Cooper's trilogy known as the *Littlepage Manuscripts* should be regarded a work of verbal art or a problem of "American studies" (Hans-Joachim Lang), the relationship of psychology and metaphysics in Edgar Allan Poe's stories and poems (Dieter Meindl), the treatment of American nineteenth-century women writers (Susanne Opfermann), North American present-day Latin American novels (Helm-brecht Breining), and Caribbean self-awareness in the lyric poetry of Derek Walcott (Wolfgang Binder).

The papers dealing with English teaching concern English didactics offered to prospective grammar school teachers in the course of their university training (Gertrud Walter), the training of prospective teachers of English at the higher and lower grades of primary schools (Horst Kaspar), university courses in British and American life and institutions (Heinrich Händel) and the functions of the grading test (David Heath).

The volume closes with brief biographies of the contributors (pp. 525—30), with short lists of their most important writings. It is a convincing testimony to the good work done by the members of the Erlangen Institute of English and American studies. The members of the Brno Department of English and American Studies congratulate their Erlangen colleagues on their scholarly achievements with which they have so appropriately honoured the one hundredth anniversary of their important Institute.

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