Yaoundé Conference on Teaching Second European Language in Africa

by Sirarpi Ohannessian

[Miss Ohannessian is Assistant Director for English Language and Information Services, Center for Applied Linguistics]

A conference on the teaching of a second European language in Africa South of the Sahara was held by the Commission de Cooperation Technique pour l'Afrique/Conseil Scientifique Africain (CCTA/CSA) November 15-21, 1961 at Yaoundé, capital of the Cameroun Republic.

The meeting was called in answer to a considerable interest shown by various African states where the need for a second European language, either English or French, seems to be a pressing necessity, especially at the adult administrative and technical level, for purposes of communication with other African states where the first European language differs from their own. In the host country of the Cameroun the need for a second European language is a more vital necessity than in others, as Eteki Mboumous, Minister of National Education, pointed out in his opening address at the conference. The recent unification of the country has brought together into a single state two federated territories, one using English and the other French, so that the country is now faced with the problem of communication within its own borders. Given the multiplicity of local languages and dialects, the answer seems to be a bilingualism in these two languages, and it is for this reason that the Cameroun has made a second European language obligatory in its secondary schools. This need is coupled with a desire for a broader view of the civilizations of the French and English speaking communities of the world, which would be afforded by the introduction of a second European language into Africa's rapidly expanding educational systems.

Participants

The meeting was held under the general chairmanship of J. Engon Zibi of the Cameroun. The CCTA/CSA staff included C. Cheysson, Secretary General of CCTA; M. de N. Ensor, Secretary of the Foundation for Mutual Assistance in Africa South of the Sahara; and F. Barker, Linguistic Advisor.

Four specialists had been called in to direct the discussions: S. W. Jones, Federal Ministry of Education, Southern Rhodesia; G. E. Perren, British Council; P. Rivenc, École Normale Supérieure, St. Cloud, France; and P. Strevens, University of Leeds, England.

The representatives from African countries were: J. Bédé, M. Menier, H. Ngouko-Ngangué, J. A. Ngwa, J. Schibi, G. Lobe, all of the Cameroun; D. A. Dodd, Azu Irondi and G. O. N. Iwu-chukwu, all of Nigeria.

Other representatives were G. Capelle (Director, Bureau d'Etude et de Liaison pour l'enseignement du français dans le monde) from France, and A. H. Penrose from the United Kingdom.

Observers at the conference were A. Legrand and F. Bebey, both of UNESCO; and R. Jacobs, E. T. Cornelius, Jr., and S. Ohannessian from the United States.

Topics of Discussion

The conference had before it four main topics of discussion: a general analysis of the problem as viewed by the meeting; the teaching of adults, in particular practical problems arising in connection with rapid teaching centers; language teaching in schools, in particular methods of teaching and teacher training; and cooperation within Africa, in particular the possibility of teacher exchange. The following account is based largely on the reports and recommendations is-
excellence and effectiveness of these methods, but it was felt that where such materials were not available, or their use was not feasible because of lack of trained teachers or physical facilities, centers with a limited amount of such equipment or with no such equipment could also be useful. It was recommended that these centers be established in the capital cities or larger towns, their utilization and operation be studied, and that special attention be paid to the preparation, grading, and presentation of materials, taking into account the total linguistic background of the students and the use to which the second European language was to be put. It was recommended that a complete list be prepared of all requests by African states for such centers in order to achieve better distribution of offers of equipment and funds made by various states and national and international organizations. A recommended list of minimum requirements for such a center was drawn up by the specialists.

Teaching Materials and Methods

In the educational systems the meeting was of the opinion that the second European language should start at the secondary level. There was some doubt expressed whether even this was feasible in countries where the teacher shortage is acute.

Since for the present, and for some time to come, teachers would need a great deal of guidance from textbooks, it was strongly urged that good materials, with accompanying teachers' handbooks, be prepared, paying due attention to the needs of African students. An oral approach at first was recommended, and though some of the requirements of public examinations were deplored, it was felt that they did not necessarily prevent teachers from concentrating on the essential communication skills of speaking, reading and writing. More use of audio-visual materials as integral parts of courses was recommended. The use of radio, already broadcasting both English and French programs for schools, should be developed. The conference recommended that whenever possible teaching materials should be prepared by groups composed of members both of the African and the European countries concerned, and that, especially in the preparation of reading materials, extracts from the works of Africans writing in English or French should be included.

Teacher Training

Both the training of teachers and systems of recruitment and appointment differ in the French-speaking and English-speaking countries; therefore the adjustment of qualifications and existing grades and salaries would present grave difficulties if an exchange of teachers should occur. The meeting recommended that efforts be made to encourage such an exchange where the demand was apparent, and that a clearing house be set up to deal with such matters.

The preparation and re-training of teachers were considered of great importance by a number of participants, and a set of minimum qualifications was drawn up for possible training for future needs. These included a good general education at least through the secondary level, a high standard of oral proficiency, and training in methods suitable to the needs of local schools. For the last two requirements, provided the first was fulfilled, short courses using, where possible, full audio-visual aids, preferably at some established training institution in the country where the teaching was to take place were recommended.

The meeting recommended that departments of English and French be created in African universities which did not already possess them. The incorporation of practical tests in English and French in the entrance examinations of universities, it was felt, would promote the teaching of a second European language in the schools.

The conference ended with a vote of thanks to the government of the Republic of the Cameroon for its warm hospitality to all the participants. The pleasant town of Yaoundé, its mild climate and the friendliness of its inhabitants, all contributed to making the conference a great pleasure to attend.

[Ed. note: CCTA/CSA headquarters are located at PMB 2359, Lagos, Nigeria.]

Strasbourg Linguistics Congress

The Tenth International Congress of Romance Linguistics and Philology will be held at the University of Strasbourg April 23-28. Correspondence may be addressed to M. Georges Straka, Secrétare du 10e Congrès International de Linguistique et Philologie romanes, Palais de l'Université, Strasbourg, France.
The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence to the Editor, The Linguistic Reporter, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C. Any article published in the Reporter may be freely quoted or reproduced, in whole or in part, without special permission.

University of Washington Linguistics Program
by Edward I. Burkart

[Mr. Burkart, Lecturer in Linguistics at The American University, Washington, D.C., is currently on military leave of absence at Fort Lewis, Washington]

STEADILLY expanding its graduate studies in Linguistics, the University of Washington's program is under the direction of an Interdepartmental Committee on Linguistics. Formed in 1950, the Committee is organized under the highly enthusiastic and energetic chairmanship of Dr. Sol Saporta, Associate Professor of Romance Languages. It includes members from the Departments of Anthropology, Classics, English, Far Eastern and Slavic Languages and Literature, Germanic Languages and Literature, Philosophy, Psychology and Speech. This year, Dr. Bernard Bloch, Professor of Linguistics at Yale University, is participating as Visiting Professor. The increasing number of graduate students may be eligible for NDEA fellowships, as well as for graduate teaching assistantships for the teaching of English to foreign students.

Present course offerings include Comparative Linguistics and Dialectology. The Committee expects to introduce courses in Indo-European Comparative Phonology and in Indo-European Comparative Grammar during the current year, and an Introduction to American Indian Linguistics and Introduction to Southeast Asian Linguistics during 1962-1963. The Summer Institute of the Linguistic Society of America to be held at the University of Washington in 1962 further increases the facilities for linguistic study. Additional features of the program are the Linguistic Colloquium, a bi-weekly seminar attended both by faculty members and students, and an active Student Linguistic Club.

Language Teacher Training

Now in its third year of operation, the graduate program in Language Teacher Training is under the sponsorship of the Romance Language Department. M.A. and Ph.D. degrees are offered in Language Teacher Training.

English as a Foreign Language

Headed by Professor William H. Jacobsen, Jr., this division of the linguistics program has approximately eighty-two foreign students currently enrolled. Elementary, Intermediate and Advanced level courses are offered, with Japanese students comprising about one-third of the total enrollment, and Chinese, Scandinavians, Latin Americans and Southeast Asians present in significant numbers. Asian students form the majority of the Elementary and Intermediate classes, while the two Advanced sections are divided approximately equally on the basis of Indo-European and non-Indo-European origin.

Textbooks include Lado and Fries English Sentence Patterns, Sawyer and Silver Conversations for Foreign Students of English, and Crowell Modern English Workbook on the Elementary and Intermediate levels. Advanced level course materials are being revamped, and will probably be taught next year utilizing many locally-composed materials.

Language Laboratory

The University of Washington is fortunate to have a very modern language laboratory at its disposal. Directed by Mr. Art Karkins, the laboratory has a library of approximately 2,000 tapes in twenty-five languages, including English as a Foreign Language.

The lab is divided into two major rooms. The main lab has seventy-two booths equipped with headsets and activated microphones, and nine small closed rooms equipped with headsets only. A separate room contains seventeen central playback units, a control console and recording unit. A recording booth is also provided, as are facilities for tape duplication.

The auxiliary lab is equipped with one master playback unit and twenty recording-playback units.

Linguistics Fellowships

The American Council of Learned Societies is pleased to announce the availability of a limited number of advanced graduate fellowships in linguistics for the academic year 1962-1963, made possible by a grant from the Ford Foundation. The primary purpose of the fellowships is to offer assistance to students who have demonstrated high competence in graduate linguistic studies but who, without such assistance, might have to prolong the completion of their doctoral work for several years. The fellowships will include subsistence tuition and fees at the student's university, and, where applicable, allowances for dependents and for travel required for field work.

Direct applications from students will not be received. Instead, the candidate must be nominated by his principal faculty adviser, with supporting statements from others closely familiar with the student's work in linguistics. Students who are candidates for the doctorate but who are at present employed away from their graduate schools may be nominated.

The deadline for receipt of applications will be March 15, 1962.

For further information prospective sponsors (not students) should address inquiries to Fellowships for Advanced Graduate Studies in Linguistics, American Council of Learned Societies, 345 East 46th Street, New York 17.
Fourth International Congress of Phonetic Sciences

by Eric P. Hamp

(Dr. Hamp is Associate Professor of Linguistics, University of Chicago)

This Congress, held at Helsinki, September 8-14, 1961, marks the continuation of a distinguished tradition. The first congress, which took place in Amsterdam in 1933 (the second was in London in 1935), proclaimed its intention to deal with "phonetic sciences treated in the widest sense," to extend its consideration to aspects of anthropology, biology, musicology and psychology, and to include within "linguistics" phonetics, linguistic history, "and above all phonology as taught by the Prague school." The first congress was therefore very forward-looking, with such innovating names as Trubetzkoy and Jones (phonemics), Jakobson (prosody), and Hintermeister (phonological geography). The programs of the succeeding congresses contributed significantly to advanced structural theory, and included expectable treatment of experimental (physiological and acoustic) and field phonetics of the day.

The present Congress was divided into plenary and more specialized meetings. The plenary sessions were devoted to such general surveys as Sound spectrography (Fant), Speech synthesizers (Cooper), X-ray cinematography (Subtelny and Subtelny), Subglottal activity (Ladeffoged), Automatic speech recognition (Fry), Aural stimuli (Mol), Distinctive features (Jakobson), Theory of phonemic analysis (Peterson and Fillmore), Statistics of phonemic systems (Herdan), and a few more specialized papers. The content of these sessions was well representative of current activity in the field: six papers on acoustic research, six on physiological (including X-ray and Moore's beautiful movies of the vocal folds), and seven on phonemic (phonological) matters (with a welcome prominent place given to questions of accent and the syllable).

The three score papers of the section meetings were of great variety: the lion's share in the domain of phonemic theory and its problems and applications in the solution of the systems of particular languages, several on laryngeal function, radiography, acoustic (spectrographic) characteristics, two on foreign language teaching (one on its relation to phonemics and the other on the problems of choosing transcriptions), and one each on computers, speech synthesis, pitch perception, child language, spelling, and information theory. It is clear that the structural phonological tradition of these congresses remains strong. Happily such topics are by no means so avant-garde as they were thirty years ago.


Carnegie Sponsors Arabic Overseas Program

Carnegie Corporation has announced its support of the National Undergraduate Program for the Overseas Study of Arabic. The Carnegie grant of $136,500 for NUPOSA was made to Princeton University, but admission to the program will be open to students from other American universities which offer Arabic at the undergraduate level. Funds will be available for transportation and for scholarships on the basis of need.

An average of twelve junior year students annually, each of whom must have studied Arabic in this country for at least one year, will spend eight weeks in intensive study of the Arabic language at an American university, and then will go to the Middle East Centre for Arab Studies, a British Government Institution, at Shillman, in Lebanon. They will study there from September until about March, and during the last six weeks of the academic year will live in a home where only Arabic is spoken.

Dr. R. Bayly Winder, Associate Professor of Oriental Studies at Princeton, is Director of the Program.

English Linguistics at London

University College, London, announces a postgraduate diploma in English linguistic studies. Candidates are required to hold an Honours Degree in English or in a comparable linguistic discipline, or (in the case of candidates from overseas) have qualifications of equivalent standard.

The period of study for the Diploma will normally be two sessions, and will consist of lectures, seminars and tutorials.

The examination will consist of three papers of three hours each, normally taken at the end of the first year, and of a dissertation on a subject to be approved during the first session, to be submitted not less than five terms from the commencement of the course, and for which an oral examination may also be required.

The subjects of the papers are: (1) Linguistic Theory, (2) Modern English Phonetics and Phonology (for which an oral examination is also required), and (3) Modern English Usage and Grammatical Structure.

Further information may be obtained from Professor Randolph Quirk, Department of English, University College, London.

English at St. Michael's

St. Michael's College, Winooski Park, near Burlington, Vermont, is offering a three-part English program: English for Teachers of English as a Second Language, English for Foreign Teachers of English, and English for Foreign Students.

English as a Second Language

This intensive eight-week Institute offered in June each year is open to teachers in service or to properly qualified teacher candidates. An M.A. degree is offered in the Teaching of English as a Second Language.

Foreign Teachers of English

Offered in June and January each year, the eight-week program provides foreign teachers of English with an opportunity to augment their professional training in an English speaking environment in the United States.
Consultants Panel Evaluates Research Proposals

On December 9 and 10 a panel of eleven consultants met in Washington, D.C. to evaluate a number of proposals submitted for support under the NDEA. The meeting was held by the Center for Applied Linguistics, at the request of the Language Development Section, U.S. Office of Education, under an NDEA contract. Frank A. Rice, of the Center, was chairman. Kenneth W. Muldenberger, Chief, Language Development, gave a brief address at the opening session.

Most of the sessions were devoted to discussing and evaluating twenty-one research, study, and survey proposals submitted by individuals and institutions for support under Title VI of the NDEA. The recommendations of the panel have been passed on to the Commissioner of Education. In the final session the consultants discussed the general problem of evaluation and made various concrete suggestions about the kinds of research that should receive NDEA support. The following persons were present at the meeting: Members of the consultants panel: Miss Emma Birkmaier (Minnesota), Nelson Brooks (Yale), John B. Carroll (Harvard), Miss Susan Ervin (California, Berkeley), David A. Griffin (Ohio State), Alfred S. Hayes' (Consultant, Washington, D.C.), Wallace E. Lambert (McGill), Kenneth Pike (Michigan), Paul Pimsleur (Ohio State), Sol Saporta (Washington), W. Freeman Twaddell (Brown). From the Language Development Section, Office of Education: A. Bruce Gaarder, James E. Alatis, and Mrs. Julia Petrov.

Brown M.A. in English Linguistics

Brown University is instituting a new two-year curriculum leading to the degree "Master of Applied Linguistics: English" designed expressly for administrators and teachers of English coming from non-English-speaking countries. The recommendations of the panel have been passed on to the Commissioner of Education. In the final session the consultants discussed the general problem of evaluation and made various concrete suggestions about the kinds of research that should receive NDEA support. The following persons were present at the meeting: Members of the consultants panel: Miss Emma Birkmaier (Minnesota), Nelson Brooks (Yale), John B. Carroll (Harvard), Miss Susan Ervin (California, Berkeley), David A. Griffin (Ohio State), Alfred S. Hayes' (Consultant, Washington, D.C.), Wallace E. Lambert (McGill), Kenneth Pike (Michigan), Paul Pimsleur (Ohio State), Sol Saporta (Washington), W. Freeman Twaddell (Brown). From the Language Development Section, Office of Education: A. Bruce Gaarder, James E. Alatis, and Mrs. Julia Petrov.

Prerequisites

The two prerequisites of the Brown program are a practical aural-comprehension control of English, and the full backing of the government, ministry, or equivalent educational administration of the participant's native country.

Staff and Curriculum

Under the direction of W. F. Twaddell, Chairman of Brown's Department of Linguistics, and with the assistance of Patricia O'Connor of the Department and W. Nelson Frances, who joined the faculty in January, the curriculum includes two courses in basic general linguistics, a variety of courses in practical applied linguistics, and a four-semester sequence of "Topics" providing tutorial help and allowing for the discussion of any difficulties the participant may encounter in his other courses.

English language courses are offered in Phonology and Grammar, and there is a pioneer course, "The Development of English Grammar from Elizabethan Times to the Present." An additional course in the "Evaluation and Construction of Specialized Language-Teaching Materials" is limited to students in the Master of Arts in Teaching Program. English Literature courses include an introductory survey of American literature. Required Education courses are "Fundamentals of Measurement" and a "History of Education" focusing upon the contemporary American educational system.

Assisting the faculty of the Department of Linguistics will be Henry Kucera, Associate Professor of Slavic and Linguistics, and Durand Echeverria, Associate Professor of French and Coordinator of pre-proficiency modern language instruction.

The program has received a grant from the Rockefeller Foundation.

New Classroom-Laboratory System

The Institute of Modern Languages, Inc., of Washington, D.C., announces the installation of a sixty unit audio-active classroom-laboratory system designed by the Educational Electronics Division of Thompson Ramo-Woolridge, Inc. The Institute and its Director of Methodology, B. Kirk Rankin, III, call attention to certain unique features of the system including a centrally located console broadcasting as many as five taped programs to the classrooms simultaneously, thus replacing the booth-type laboratory; classroom equipment providing individual student wall units and an instructor's monitoring station for use in correcting students during a taped drill; and a boom microphone which enables the student to communicate with his classroom instructor, with the linguist at the console, and to hear his own voice in his headset as an aid in developing correct pronunciation and intonation. The facility for recording student oral production without the student's knowledge is being investigated as an aid in diagnostic language testing. The Institute reports encouraging results from the classroom-laboratory phase of its curriculum.
SCHEDULE OF MEETINGS

April 2-4. Association for Asian Studies. Boston, Massachusetts
April 6-7. Georgetown University Annual Round Table Meeting. Washington, D.C.
April 6-8. Conference on College Composition and Communication (NCTE). Washington, D.C.
April 9-10. National Association of Foreign Student Advisors (English Language Section). Columbus, Ohio
April 23-25. Tenth International Congress of Romance Linguistics and Philology. University of Strasbourg

Further information and fellowship application forms may be obtained from Professor Edward C. Dimock, Director, Program in Near Eastern Languages and Philology. Application forms may be obtained from Professor George Makdisi, Director, Program in Near Eastern Languages, Harvard Summer School, 2 Weld Hall, Cambridge 38, Mass. In requesting application forms, please state whether you will be an undergraduate or graduate student as of the summer of 1962.

Chicaco Southern Asian Studies

Courses in Tamil, Hindi, Urdu, and Bengali will be available in the Southern Asian Studies program at the University of Chicaco, June 18—August 31.

Professor T. P. Meenakshisundaran (AnnaMala) will offer a course in the "History of Tamil Language and Literature". An introductory course in Tamil will be given by Dr. Ronald E. Asher (London) and by R. Radhakrishnan. Advanced courses in Hindi will be given by D. P. S. Dwarkesh or S. M. Pandey; M. H. K. Qureshi will offer advanced courses in Urdu; Sanskrit and Indo-Aryan will be given by J. A. B. van Buitenenv, and Introductory Bengali by the Bengali staff.

Full information on fellowships and application blanks may be obtained from Professor Edward C. Dimock, Director, Summer Program in Southern Asian Studies, Foster Hall 212, The University of Chicago, Chicago 37.

ALS-UC Exchange Agreement

A PROPOSAL by the University of California that will permit students from that institution to take courses at the Army Language School as part of their college studies has been announced by Colonel James L. Collins, Jr., ALS Commandant.

Under the exchange agreement, the University may also use ALS-developed materials and methods in teaching some of its own language courses on various University of California campuses throughout the state. The agreement will run for a term of three years.

Inter-University Program

The Inter-University Summer Program in Near Eastern Languages will be held at the Harvard Summer School, July 2—August 24. Intensive courses will be offered in Elementary, Intermediate and Advanced Arabic; Elementary and Intermediate Turkish; and Elementary and Intermediate Persian. All will carry university credit. The following additional courses on the Near East will be offered: Political Organization of the Arab World, The Modern Middle East, Islamic Civilization, and Seminar on the Rise of Near and Middle Eastern Civilizations.

Fellowships for the language courses are available to graduate and undergraduate students, teachers and others. Applications and supporting material must be received by April 1, 1962.


This work appears to be essentially an expansion of the material in Patrick's small manual, Roots of the Russian Language, which is now twenty-five years old. The new Handbook represents a considerable increase in content, both in the number of root entries and in the wealth of illustrative materials. The principal part of the book is a list of over five hundred roots, each classed together with variants, and long lists of examples of their use in words. English translations are given for all entries. The root dictionary is preceded by a short introduction on word formation which lists most of the graphic alternations attested to in the work. The approach throughout the Handbook is traditional and purely graphic, rather than descriptive and morphophonemic, and certain questions of importance to the linguistically trained student are likely to remain unanswered.

In any event, the root approach to Russian lexicon is a highly useful one and can serve as an excellent mnemonic device for rapid vocabulary assimilation.


This is the first volume published of a useful little exercise book for the student of standard literary Russian. The book is arranged into chapters dealing variously with problems of agreement, government, and verbal modes and aspects. Each chapter consists of a grammatical introduction (in both Russian and English), followed by examples and exercises (in Russian only). The level of Russian presented is fairly advanced, and the book will be of most use to those who have gone beyond the first year. The second volume, dealing with the complex sentence, should appear sometime this year.
University Summer Programs in Linguistics

The University of Alberta, Canada, in cooperation with The Canadian Linguistic Association, will offer its fifth consecutive Summer School of Linguistics from July 3 to August 15. The following courses will be offered, all carrying University credit: General Linguistics, Phonemics, Morphemes, and Syntax, Field Methods in Linguistics, Cree Phonology and Structure, Contrastive Linguistics (French-English), Curriculum and Instruction in the Secondary School (Latin), Teaching English as a Second Language, Culture and Language, History of the English Language, and Modern English Grammar.

The Canada Council (Ottawa) and the American Council of Learned Societies (New York) have made financial assistance available, and a limited number of small grants, some especially earmarked for particular courses, are given by the Canadian Linguistic Association.

A bulletin is available upon request to the Registrar's Office of the University. For additional information please write to Dr. E. Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

The University of Montreal's eleventh Cours d'été en linguistique will be offered from July 2 to August 18. Spon­sored jointly with the Canadian Linguistic Association, the following courses are tentatively scheduled. Introduction à la linguistique structurale, Phonétique expérimentale du français, Problèmes de linguistique canadienne (Canada français), Methods in Applied Linguistics, Méthodologie de la linguistique appliquée, Applied Phonetics and Phonemics, La Linguistique statistique, and Linguistique amérindienne: groupe iroquois. All courses carry University credit.

Canadian applicants for financial aid should address the Conseil des Arts, Ottawa. American applicants should address the American Council of Learned Societies, New York. Application forms for financial aid are available from Dr. M. H. Scargill, University of Alberta, Calgary, Alberta, Canada. It is recommended that applications be filed not later than March 1.

Further information concerning the Cours d'été may be obtained from the Directeur des cours de vacances, Université de Montréal, Montréal, P.Q.

Georgetown University's summer school program includes both intensive and semi-intensive courses in Chinese, French, German, Italian, Japanese, Russian, Spanish and Portuguese at the elementary and intermediate levels, and an intensive program in the Teaching of Latin. Linguistic offerings include courses in General Linguistics and in Phonetics and Phonemics. The program is divided into two sessions: the first June 13-July 21; the second July 24-August 31.

Intensive instruction in English as a Foreign Language is offered in an undivided twelve-week course aimed to provide a functional mastery of the English language, necessary to preparing for study in an American university or to pursuing professional interests.

New programs are Linguistics for Teachers of Spanish, and Linguistics for Missionaries designed to assist the missionary through the application of linguistic theory and techniques in the language problems he encounters in the field.

Additional information is available from the Director of Summer School, Georgetown University, 36th and N Streets, N.W., Washington 7, D.C.

The University of Michigan linguistic program will be offered June 25 to August 17 with intensive language work in Chinese, Greek, Japanese, and Russian. Courses taught by visiting professors include Phonetics and a Seminar in Descriptive Linguistics (J. C. Catford, University of Edinburgh); Structure of the Chinese Language (Kuo-Ping Chou, University of Wisconsin); Introduction to Linguistic Science, and Morphemics (George P. Faust, University of Kentucky); Romance Dialects (Hans E. Keller, University of Basle); Studies in the Japanese Language (Hideo Komatsu, Nishō Jakusha University, Tokyo); Old English (Lous C. Rus, Calvin College); and American Indian Languages, and Field Methods of Linguistics (Karl V. Teeter, Harvard University). Three Latin courses will be given: History of the Latin Language, Introduction to Linguistics for Latin Teachers, and Program Learning of Latin. Among several English courses is one in the Special Problems in the Teaching of English as a Foreign Language. For information about summer study aids and application forms write: D. H. Daugherty, American Council of Learned Societies, 345 East 46th Street, New York 17. Additional information may be obtained from Albert H. Marekwardt, English Language Institute, University of Michigan.

The University of Washington, in cooperation with the Linguistic Society of America, will sponsor the 1962 Linguistic Institute during the summer quarter. Local and visiting scholars will offer approximately forty courses in general linguistics, both descriptive and historical, introductory and advanced, and in the study of specific languages and language families. Advanced courses include the theory of phonemic and morphemic analysis, language typology, sociolinguistics, and field methods. A series on Linguistic Structures includes Portuguese, Chinese, Japanese, Vietnamese, Navaho, and Khaibz Mongolian. Accelerated Chinese and Russian and First Year Conversational Japanese are given, as well as Teaching English as a Foreign Language, and two general English courses.


The linguistics program is administered by an interdepartmental Linguistics Committee.

Summer study aids are available from the American Council of Learned Societies, 345 East 46th Street, New York 17, New York. The deadline for submitting applications is March 1.

Seniors or first-year graduate students will be eligible for NDEA Title IV Fellowships in Linguistics leading to the Ph.D. Those interested should apply to the University of Washington, Chairman of the Linguistics Committee, Seattle 5, Washington.
NDEA Postdoctoral Fellowships in African Languages

The Language Development program authorized under Title VI of the National Defense Education Act has arranged for a pilot program of postdoctoral Fellowships in African Languages, including the study of linguistics and area studies, which will be given at the NDEA African Language and Area Center, Michigan State University, June 20 - August 15. NDEA stipends for advanced training in designated modern foreign languages and related studies have heretofore been awarded principally at the graduate level.

Under the pilot program, special study may be supported in the case of persons who have the doctorate or comparable degree and are seeking intensive language training in African languages for such purposes as (1) developing competency in a foreign language directly related to their area of specialization; (2) developing competency in a foreign language which will augment their general preparation in languages and/or linguistics. The languages to be offered are Swahili, Yoruba, Ibo, Hausa, or other African languages if the demand can be met.

A candidate must, in addition to meeting other eligibility requirements, demonstrate in writing to the Director of the Michigan Center the nature of his professional interests and commitment to the field of African Studies and/or linguistics and must agree to devote himself to full-time summer study.

Inquiries and applications should be addressed to Professor Eugene Jacobson, Director, African Language and Area Center, Michigan State University, East Lansing, not to the Office of Education. The deadline for the receipt of applications is April 1.

Chinese Language and Culture at Thayer Academy

The Institute of Asian Studies for college preparatory students, a cooperative venture of four private and three public schools in the Greater Boston area, will sponsor a summer session in Mandarin Chinese language and the History and Culture of China at the Thayer Academy, Braintree, Massachusetts, from June 18 to August 24. The program has been developed with the cooperation and counsel of professors in the Far Eastern Language Departments of Harvard and Yale Universities. The Institute is made possible by a project grant from the Carnegie Corporation of New York.

Applicants must be academically able and have completed their junior year in high school by June 1962. Scholarships are available for both day and boarding students.

A descriptive brochure and application forms will be provided by the Director, Institute of Asian Studies, Thayer Academy. The deadline for filing applications and credentials is March 16.

Cambridge Conference

Multithread copies of the twenty-one page Report of the Anglo-American Conference on English Teaching Abroad, held at Jesus College, Cambridge University, England, in June 1961, are now available upon request. Distribution of the Report is being handled by USIA within the government and by the Center for Applied Linguistics to private persons and institutions.

Further information concerning the Colloquium may be obtained from Dr. Lamb, Computer Center, Berkeley 4.
ELEC Improves English Teaching in Japan
by Robert M. Cullers

[Mr. Cullers, formerly a member of ELEC's Institute in Tokyo, is now a member of the editorial staff of The Asia Magazine, Hong Kong]

With its primary emphasis on the teaching of spoken English to Japanese, the English Language Exploratory Committee, after five years' preparatory work with Japanese government and educational officials, opened an experimental Institute in Tokyo in April, 1961. Now 270 young businessmen and 78 secondary school teachers are devoting three evenings a week to attend three-hour English classes held at a Japanese women's junior college. Sponsored by the renamed English Language Education Council, Inc., ELEC's school is staffed by seven Americans, a Canadian, and six Japanese linguists who have studied in America.

Dr. Genji Takahashi, Director of the Institute as well as President of the National Federation of English Teachers' Organizations, reports that teaching methods include mimicry-memorization, pattern practice, minimal pair contrasts, transformation, and the use of tape recorders. The native speakers act as models and conduct the conversation drills, while the Japanese instructors explain teaching points and answer questions.

Origins of ELEC
The idea for ELEC originated in 1954 when two American organizations—the Japan Society, Inc., a nonpolitical organization founded to foster better understanding between the Japanese and American peoples, and the Council on Economic and Cultural Affairs, a foundation concerned with Asian affairs—decided to undertake a survey of English language teaching in Japan. William Cullen Bryant, II, Chairman of the American Language Center of Columbia University, was sent to Japan to make a study of the current status. John D. Rockefeller, III, following conversations with Eikichi Araki, then Japanese Ambassador to the United States, came to Japan on behalf of the Council on Economic and Cultural Affairs and discussed the problem with various Japanese leaders including Takeshi Saito, then President of Tokyo Woman's Christian College, and Yasaka Takeagi, a leading authority on international law at Tokyo University. Further discussions were held with Edwin O. Reischauer [now United States Ambassador to Japan], who was studying in Japan, and Dr. Gordon T. Bowles, the first managing director of International House.

These discussions led to the conclusion that, although Japanese schoolchildren start studying English in the seventh grade and a Japanese college graduate presumably has studied English for at least ten years, new methods were required to improve their command of spoken English.

A joint committee was formed in New York by the Japan Society and the Council on Economic and Cultural Affairs to raise money, chiefly for the purpose of sending linguistic experts to Japan to develop new teaching methods.

This joint committee has since sponsored a continuous flow to Japan of top authorities, including Charles C. Fries of the University of Michigan; W. Freeman Twaddell and Patricia O'Connor of Brown University, A. S. Hornby, a well-known British teacher of English; Ernest F. Haden of the University of Texas; Einar Haugen of the University of Wisconsin, and most recently Archibald A. Hill of the University of Texas, who de-
ELEC—From page 1

vised the course for the new Institute. These linguistic scientists and others who have been in Japan under Fulbright and other auspices have analyzed the structural differences between English and Japanese, and developed special teaching materials to overcome the specific problems Japanese students encounter in mastering English.

ELEC in Japan

At the same time the joint committee was being formed in New York, ELEC was formed in Japan in July 1956, and held a "specialists' conference" in September of that year. This conference assured the permanent establishment of ELEC with Mr. Araki as its first chairman. It also formed two subcommittees: one for preparing new teaching methods for use in the first year of lower secondary school, and the other for planning a summer seminar for Japanese teachers of English to test the new teaching methods and to provide additional teacher training. The summer seminars have now become a permanent part of ELEC. The first one in 1957 had 22 trainees. Subsequent seminars have grown in size and scope each year, with 94 trainees in 1958, 100 in 1959, and 200 in 1960. Last year 200 trainees took part in sessions held in Tokyo and Kyoto under Dr. Takahashi's direction. In addition, 300 other secondary school teachers have received training through ELEC-supported ten-day local seminars held during the past three years in Sendai. [See The Linguistic Reporter, June 1960, for a report on the seminar in Nagamachi, Sendai] Four thirteen-day seminars were held last summer in Kyoto, Tokyo, Shimoda, and Tsurugi in Ishikawa Prefecture. And, in addition to the regular seminars to be held in Tokyo and Kyoto, six local ten-day seminars are planned for this summer in Sendai and five other cities.

Problems of ELEC

According to Shigebaru Matsumoto, managing director of the International House of Japan and member of the executive committee of ELEC, ELEC has faced three main problems during its first five years.

"The initial problem was how to stimulate interest in university professors in linguistics over the previous literary emphasis. Although there was only a handful of trained linguists in Japan, there was conflict between these linguists and the literary teachers.

"The second main problem was how to stimulate more contact between university professors and teachers of secondary school. Although the latter group had a fervor for teaching, they were not well grounded in linguistic theory. And, at the behest of the professors, the main emphasis was on teaching secondary school students the classics with a view to passing university entrance exams.

"The third difficult problem encountered was in securing the support and cooperation of government officials. This proved most difficult for the first three years of ELEC's existence. However, after Takechiyo Matsuda was appointed Education Minister in 1959, things went much more smoothly. Minister Matsuda had been educated in the U.S. and appreciated the oral approach emphasized by ELEC. Under his direction, the government appointed twenty-three members to review English instruction in Japan as the 'English Language Reform Council'."

The Council's report of December 1960 coincided with the objectives profounded by ELEC and, with cooperation from the Japanese Ministry of Education, ELEC is planning to put its experimental Institute on a permanent basis, including the construction of a new school within the near future.

Five new textbooks have been published by ELEC for use in the seventh, eighth and ninth grades and are becoming popular with English teachers. Teachers' Guides are now being prepared under the direction of Dr. Everett Kleinjans, Professor of Linguistics at International Christian University in Tokyo. And the latest issue of ELEC's quarterly magazine features the third in a series of articles by Archibald A. Hill of the University of Texas.

[Ed. Notes: "Intensive Training for an Oral Approach in Language Teaching" by Patricia O'Connor and W. F. Twaddell, published in cooperation with the Center for Applied Linguistics and available for distribution through the offices of the Modern Language Journal at 7144 Washington Avenue, St. Louis 30, Mo., is an outgrowth of the ELEC project

[Supplementary Exercises in Pronunciation, English for Japanese Students, by The Research Staff of the English Language Institute, University of Michigan, Charles C. Fries, Director, were adapted in 1958 from materials prepared in 1930 for Latin American use]
English Language Institute should be established. It opened in February 1961 and has now begun its second session.

An Australian, George Pittman, was appointed as Director. Mr. Pittman had been largely responsible for the successful English language programme established for European immigrants by the Australian Government Office of Education and more recently had mounted a successful English language programme in Nauru Island in the Central Pacific.

As other members of staff were recruited, we found that as a team we had experience of the language schools of London and Michigan and teaching and research experience gained among Australian aboriginals, New Zealand Maoris, and multi-racial Hawaii. A firm and important link was preserved with the University Department of English by having the head of the English Department on the staff of the Institute. The Institute is housed alongside the Department. One useful result of this close integration is that already two of our young M.A graduates have elected to join the Institute staff. With the setting up during last session of a language laboratory (initially twelve positions with Monitor tape equipment) and a growing library, the Institute is now firmly established.

Our first full session (with freshmen from Vietnam and English teachers from Indonesia) in 1961 was experimental both in technique and in organisation. This session we have settled down into what will probably be our normal pattern for a year or two. The Institute has at least three separate but related functions: the linguistic reorientation of young South-East Asian students who come in increasing numbers to begin a university degree course in New Zealand, the training of Asian teachers of English in linguistics and in the methods of teaching English as a second language, and the training of New Zealand graduate teachers who propose spending a few years teaching in Asia, the Pacific, or other areas where their services are in demand.

Before the opening of the Institute, Colombo Plan Asian students (from Malaya, North Borneo, Sarawak, Singapore, Vietnam and Indonesia plus a few from India and Pakistan) having gained a university entrance qualification in their own countries, entered direct one of the four universities or one of the two agricultural colleges in New Zealand. The former summer school in English at Wellington filled in some of the gaps in their spoken and written English. From now on, all first year Colombo Plan students are channelted through the Institute and must gain a certificate of competence in English before they begin their degree courses. For many of them it is hoped that a three or four month pre-university session will be adequate. Intensive listening and speaking sessions in the laboratory, plus tutorial work on structures and an enlargement of lexical equipment appropriate to their projected university course have already effected sometimes quite dramatic improvements.

**Teacher Training**

The second group, of Asian teachers, has to date been confined to Indonesians. In the Institute's early years, it is felt that only one linguistic group should take this course at any one time and New Zealand has for some years been providing educational assistance to Indonesia. A Diploma in the Teaching of English as a Second Language is granted at the end of a year's course. The first term is spent on such remedial work as proves necessary, especially on stress and intonation patterns. This is supplemented by work on advanced structures and advanced abstract vocabulary. Two sessions a week are held on English literature.

In the second term students, while continuing their work at the Institute, join literature courses appropriate to their level along with New Zealand undergraduates. The third term is spent (in conjunction with Wellington Teachers College) on teaching practice and observation. The course concludes with a comprehensive examination extending over several days. Thirty-five Indonesian teachers completed the Diploma course last session.

The training of New Zealand teachers has hardly begun. In recent years graduate teachers have gone from New Zealand to Indonesia and the Pacific. They learned "on the job". A start has now been made in the Institute by having a small group of New Zealand teachers seconded for a short period before they go overseas. We have to do more thinking here. My own view is that we must establish a course in Linguistics in our B.A., particularly for those graduates who contemplate teaching in non-English speaking countries.

**Evaluation**

It would be premature (and for me, presumptuous) to assess what has been achieved. But it is evident that the Institute meets a long-felt want in this part of the world. North Borneo has made overtures for assistance in establishing something similar. Western Samoa has arranged for senior students to take one of our courses. Hopeful entrants are writing from Libya and Africa. Conferences I have attended in recent years in Bangkok, Karachi, and Makerere University convince me we are developing on sound lines—feet on the ground, a continual eye (and ear) on the classroom situation, plenty of theory in the heads of the staff but not too much rawly presented to the younger student. We are fortunate in Wellington, crowded as we are, in having a new well-appointed Students' Union within three minutes' walk of the Institute. There, we hope, the linguistic training will be painlessly and pleasantly completed.
Nijmegen Conference on Second Language Teaching

by Charles A. Ferguson

[Dr. Ferguson is the Director of the Center for Applied Linguistics]

For the four days February 21-24, a group of language specialists and administrators met in Nijmegen, Holland, to discuss certain aspects of international cooperation in the field of second language teaching. Individuals were present from the Center for Applied Linguistics, which sponsored the meeting, the English Language Information Center (ETIC, London), and the Bureau d'Etude et de Liaison pour l'Enseignement du Francais dans le Monde (BEL, Paris). In addition there were specialists from universities and other centers of work in applied linguistics and from UNESCO. Professor Christine Mohrmann, Secretary of the Comité International Permanent des Linguistes (CIPL), attended and had responsibility for the local arrangements.

In the course of the deliberations of the group a general statement of the seriousness of the second language problem in developing countries was adopted (see below), and various current programs and future proposals were discussed and evaluated. The meeting concluded with an agreement on the importance of this kind of personal communication among the specialists of different nations and a decision to meet again in 1963.

Definite plans were made for the periodic exchange of information among CAL, ETIC, BEL, and, on some points, CIPL and UNESCO. Information to be exchanged included data on second language problems and operations in various countries, technical information on language teaching and linguistic research, and advance notice of professional meetings. Also, plans were made for an exchange of visits by the directors of CAL, ETIC, and BEL during the first six months of 1962.

The meeting at Nijmegen in effect continued the work of the World Language Survey described in the April 1961 issue of the Reporter, and substantially the same group of people met who had served on the international advisory group for that Survey. It was very encouraging to note the important progress made since the first meeting of the group in January 1960 in the establishment of centers of information and academic centers in linguistics and the training of second language teachers. It was clear to all present, however, that the steps so far taken are totally inadequate to meet the second language problem, the full scope of which is becoming more and more apparent.

The sessions took place at the hotel Groot Berg en Dal outside Nijmegen, which provided an excellent setting for the work of the meeting. Although regular and special sessions kept the group busy for at least six hours every day, the participants were able to attend receptions in their honor given by the Rector of the University of Nijmegen and by the burgomaster of the town. They also spent time viewing sample English teaching TV films and paid a visit to the Kröller-Müller museum with its outstanding collection of Van Gogh paintings.

The full list of participants follows: G. Capelle (BEL), John B. Carroll (Harvard), J. Milton Cowan (Cornell), Antoine Culioli (Sorbonne), Charles A. Ferguson (CAL), Ian A. Gordon (Wellesley), Robert Jacobs (AID), Arthur H. King (British Council), A. Legrand (UNESCO), P. Meile (Ecole Nationale des Langues Orientales Vivantes), Miss Christine Mohrmann (CIPL), Miss Sirarpie Ohannessian (CAL), Bruce Patti-

See Nijmegen, 5, col. 1

General Statement

1. Unless in the developing countries measures are taken immediately for the sharp improvement in the teaching of second languages there will, within about fifteen years, be administrative chaos and economic stagnation in many of those countries.

2. There is an urgent need to improve the institutional base for second language teaching in the developing countries. Existing institutions must be strengthened, or new ones created, in which advanced training and research can be carried out with all the help that modern applied linguistics and educational research can give. These new institutions should be of university level and should be developed until they are fully capable of providing the personnel to train, within the total educational context, the people who will in turn train the teachers needed. The goal of the advanced training is the improvement of the teacher in the classroom.

3. Paragraph 2 above clearly implies the need for building up the resource base in the Commonwealth, Europe, and the U.S. Every possible effort should be made by governmental and private means to develop university departments which will provide the highly qualified "trainers of trainers" required. By the same token, every effort should be made to improve methods of second language teaching in the resource countries themselves, utilizing all the help that modern linguistic science and educational research can provide.
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Study Conference on French at Sèvres

by Janine Pelissié

[Mlle. Pelissié is professeur chargé d'études at the Bureau d'Etude et de Liaison in Paris]

A study conference held at the International Center of Sèvres, at the initiative of the Bureau d'Etude et de Liaison pour l'Enseignement du Francais dans le Monde and the Centre de Recherche et d'Etude pour la Diffusion du Français, brought together teachers and representatives of ministries and university people concerned with the problems of applied linguistics and the teaching of French as a foreign language. For three days, December 20-22, 1961, in general discussions and in working sessions of specialists, the participants dealt with various aspects of the scientific, pedagogical and administrative problems which could be posed.

They sketched the main lines of what should be the basis of fundamental research in contemporary French and in consequence the basis of the teaching of French abroad: the search for a "model," the definition of a "neutralised" French generally spoken and generally accepted, a description of spoken French (phonology, morphology, syntax and lexicon), structural comparisons between French and other languages.

They were concerned especially with the problem of training, and recommended that the teaching of applied linguistics should be made general in France, sanctioned by a licence de technologie appliquée. A certificat de technologie would prepare certain technicians in audio-visual methods. Research workers should be trained by a licence de recherches, the outline of which has been suggested by the ad hoc committees of the Centre National de la Recherche Scientifique. The educational program of future professors and researchers would include courses in general linguistics, phonetics, the psychology and sociology of language, mathematics applied to sciences humaines, and contemporary French. Proposals will be presented to appropriate departments of the Ministry of National Education.

It was decided to create a permanent file of research located in Paris. Setting this up will be the first tangible result of the liaison which the participants of the Sèvres conference hope to see established between the various specialists on the one hand and the research workers and centers of French instruction on the other. The first information collected will permit the publication of a "State of University Research" [Etat de la Recherche Universitaire] in France, which will appear some time in 1962 at the same time as the report on the Sèvres conference. Finally, this first colloquium will serve as a point of departure for new gatherings: meetings of psychologists and educational psychologists and of grammarians are planned for 1962, and an international conference for 1963. [Translated from the French by C. A. Ferguson.]

Ph.D. Program in Linguistics at M.I.T.

by Morris Halle

[Dr. Halle is Professor of Modern Languages, M.I.T.]

Research in linguistics has been going on at M.I.T. for over a decade. The projects, which have been administered by the Research Laboratory of Electronics, have brought to the Institute a number of linguists who have been working on a fairly wide range of topics from the phonology and morphophonemics of modern English to the historical syntax of Siouxan, and from mathematical models in linguistics to the acoustics and psychoacoustics of speech. The presence of this group of linguists, most of whom were faculty members of the Department of Modern Languages, led naturally to a proposal for a graduate program in linguistics. In the winter of 1960 the Department of Modern Languages (Head: Professor W. N. Locke) was authorized by the Corporation of M.I.T. to grant Ph.D. degrees in linguistics, and in the fall of 1961 the first group of graduate students was admitted.

In 1961-62 the following courses were offered in the department: Introduction to Linguistics (Halle); Survey of General Linguistics (Chomsky); Linguistic Structure (Chomsky); Problems of Phonology (Halle), Structure of English (Klima); Poetics (Jakobson); Language, Symbolic Processes and Computer (Yngve); and Mechanical Translation and Language Processing (Yngve).

In 1962-63 the following will be added: Mathematical Backgrounds for Communication Sciences (Hall); Mathematical Models in Linguistics (Chomsky); Structure of Russian (Halle, Klima), Typology of Grammars (Matthews); Linguistic Change (Halle, Klima);

and Sound and Meaning (Jakobson).

A number of courses in areas of interest to linguists are being taught in other departments of the Institute. Moreover, graduate students at M.I.T. have the privilege of registering for courses at Harvard University. The latter is particularly important for students wishing to take instruction in languages not taught at M.I.T.

Candidates for admission must have or be prepared to acquire competence in at least two languages other than English and some background in the physical sciences or mathematics. To receive a Ph.D. degree students must complete the equivalent of two years of graduate study including a number of required courses in linguistics and a minor program in an area approved by the department. In addition they must pass a general examination both oral and written, and prepare and successfully defend a Doctor's thesis, demonstrating ability for independent research.

A number of fellowships and employment opportunities are available for qualified students.

Further information about the program can be obtained by writing to Professor Morris Halle, 14N-311, M.I.T., Cambridge, Massachusetts.
Colloquium on Multilingualism in Africa

An International Colloquium on Multilingualism in Africa, under the auspices of the Commission for Technical Cooperation in Africa South of the Sahara, will be held in Brazzaville July 17-21.

The following subjects will be considered: linguistic change in Africa, creole and pidgin languages, factors involved in the adoption of "official" languages, and the role of world languages in Africa.

Interested persons are invited to write to the Organizing Secretary, Dr. D. W. Arnott, School of Oriental and African Studies, University of London, W. C. 1.

Altaic Conference at Indiana

The Permanent International Altaistic Conference will hold its fifth meeting at Indiana University June 3-8. Meeting in the U.S. for the first time since its organization in 1958, the PIAC will in its 1962 session survey the present status of Altaic studies and try to set forth a detailed program of the most urgent tasks of Altaic research to be conducted over the next five years.

Inquiries may be addressed to Denis Snor, Secretary-General, PIAC, 1825 East Third St., Bloomington, Indiana.
Language Experiment in Israel

Upon the invitation of the Ministry of Education and Culture of the State of Israel, representatives of Language Research, Inc., Cambridge, Mass., conducted a teacher training course in Israel from July 11 to August 4, 1961. The purpose of the course was to train Israeli English teachers and to set up a three-year experiment in Israel, comparing the Harvard Graded Direct Method with methods presently in use in that country. The program was under the supervision of David Weinstein, Teaching Fellow in Education, Harvard University.

A field report, prepared for Language Research, Inc. by some of the participants, follows detailed tabulated information on the participating teachers and students with a section on methodology including descriptions of the techniques of oral demonstration and application, the use of the movie, filmstrips and text materials used. Sections on aural comprehension and speech testing discuss and evaluate the tests used, and describe the techniques of administration adopted and tabulated data on results. One section deals with learning problems such as that of large classes, disparity in the ability of students, etc., and goes on to special Israeli problems. This is followed by an evaluation of the course by both teachers and students.

The last section, a discussion of the assumptions underlying the Harvard Graded Direct Method as it was employed in Israel, discusses the learning theory involved in the use of the direct method, and the problem-solving nature of the techniques employed in designing and sequencing the materials. A discussion of first and second language learning follows. The reports ends with a reiteration of the importance of the use of the direct method in second language teaching, a statement that the techniques employed in Israel were judged to be applicable both to adults and children.

Army to Provide All Defense Language Training

A reorganization of Department of Defense Foreign Language Training centralizes in the Army responsibility for all of the Department's foreign language training of its civilian and military personnel, whether provided by schools maintained by the military departments, by instruction through commercial contracts, or provided by other Executive Departments, and for instruction in English to foreign military students.

Effective upon approval of a plan by the Secretary of Defense for the Army's assumption of this responsibility, existing Department of Defense foreign language training resources will be transferred to the Department of the Army and "where feasible" the Army will also undertake the English language training of foreign military students.

Summer Programs

Linguistics at Texas. The University of Texas will present its Summer Program in Linguistics, June 12-August 15. Offering courses on the undergraduate and graduate level, the Program concentrates particularly on advanced courses in syntax and stylistics. The Texas faculty will be augmented by the following European scholars offering courses in their fields of specialization: R. A. Crossland (Sheffield); Gustav Herdan (Bristol); Hansjakob Seiler (Cologne); Eva Svertsen (Trondheim); and Bjarne Ulvestad (Bergen).

Further information concerning application and University fellowships is available from Professor Werner Winter, University of Texas, Austin 12.

Inter-University South Asian Studies. The Universities of California, Michigan, Minnesota and Wisconsin will sponsor the first session of an inter-university rotating summer school on South Asia and its languages to be held at the University of Wisconsin June 18-September 7.

Five intensive language courses (introductory and second year Hindi-Urdu, introductory and second year Telugu, and introductory Kannada) will be taught during the twelve week period. Civilization of India, Special Problems in Indian Philosophy, Indian History, and Seminar in History of South Asia will be taught concurrently, June 18-August 11.

Visiting professors include Professor Chavarria-Aguilar from the University of California, Berkeley; Professor Seary, Chairman, Dept. of Language and Linguistics, Memorial Univ. of Newfoundland, St. John's, Newfoundland, Canada, as soon as possible.

linguists wanted

ASSOCIATE PROFESSOR, ASSISTANT PROFESSOR and LECTURER for Dept. English Language and Literature, Memorial Univ. of Newfoundland, commencing Sept 1, 1962. Salaries commensurate with training, experience and other qualifications. One appointment will be made in Linguistics. Full curriculum vitae, recent photograph, statement of interests and letters of recommendation from three referees should be addressed to E. R. Seary, Dept. of English and Literature, Memorial Univ. of Newfoundland, St. John's, Newfoundland, Canada, as soon as possible.

ENGLISH AS A SECOND LANGUAGE. Address inquiries and resumes regarding following positions to: Miss S. Elizabeth Ralston, Teacher Placement Secretary, Near East College Association, 548 Fifth Ave., N.Y. 36.

TURKEY: American College for Girls. Chairman, English Language Training Division, teachers for eighth and tenth grade English and for beginning English; three teachers of American and English literature; single women or couple (both teachers) for literature-composition courses.

ROBERT ACADEMY: Man for tenth grade English and man for English language and grammar.

ROBERT COLLEGE OF ISTANBUL: Assistant professor for intensive English language training and history of the English language; six instructors for intensive English language training from elementary to advanced.

GREECE: Anatolia College. Two single men and one single woman to teach English Language and Composition.

All appointments are for a three-year term starting fall 1962. Contracts include cash salary, round-trip transportation, baggage and basic furniture allowances.

Senior linguistics professor and assistant linguistics professors for Univ. of Rochester, Dept. of Language and Linguistics. Senior salary $10,000-$15,000, depending upon qualifications. Interested primarily in candidates trained in descriptive linguistics or traditional philology. Further information may be obtained from D. Lincoln Canfield, Chairman, Dept. Foreign Languages, Univ. of Rochester, River Campus Station, Rochester 20, N.Y.

A schedule of summer English courses for foreign students is now being prepared by the Center for Applied Linguistics and will be available on request from the Center after April 15.
of Michigan, Professor Karl Potter from Minnesota, and Professor A. L. Basham from the University of London School of Oriental and African Studies. Professor Gerald B. Kelley, Chairman of the Department of Indian Studies and Director of the Indian Language and Area Center at the University of Wisconsin, will be summer program director.

For further information write Director, Summer Program, Indian Language and Area Center, 905 University Avenue, Madison 5, Wisconsin.

Indian Studies at Pennsylvania. The University of Pennsylvania Center for South Asia Language and Area Studies will offer graduate and undergraduate courses on India and Pakistan including advanced Hindi/Urdu conversation May 21-August 10; elementary and second year Hindi/Urdu and elementary Sanskrit July 2-August 10.

The deadline for the receipt of scholarship applications is May 15. For information concerning admission and scholarships address: Professor W. Norman Brown, Chairman, South Asia Regional Studies, Box 17, Bennett Hall, University of Pennsylvania, Philadelphia 4.

Yale Language Institute. Yale University will offer, June 25-August 17, a series of intensive courses at beginning, intermediate, and advanced levels in contemporary languages of Europe and Asia, including Chinese (Cantonese and Mandarin), Japanese, Korean, Russian and Danish. Additional courses include English as a Foreign Language and the Teaching of Modern Languages.

A catalogue may be requested from Nelson Brooks, Director, Summer Language Institute, 126 Hall of Graduate Studies, Yale University, New Haven, Conn.

Chinesc at Seton Hall. Seton Hall University, South Orange, New Jersey, will offer a Summer Institute for elementary and secondary school teachers of Chinese from July 2 to August 17. Conducted in cooperation with the U.S. Office of Education Language Development Program, under the NDEA, the Institute will provide intensive Chinese language training, training in new teaching methods and courses in Chinese civilization.

January Conference on Testing English Proficiency

A Conference for the Organization of a Program for Testing the English Proficiency of Foreign Students, sponsored by the Center for Applied Linguistics in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers, was held January 12-13 in Washington, D.C. This meeting represented the first step in the implementation of the decisions reached at last May's Testing Conference reported in the August 1961 Linguistic Reporter.

The main purposes of the January Conference were to discuss in detail the May Conference Report with representatives of organizations, agencies, and foundations concerned with the problem of foreign student English proficiency, and to organize a National Advisory Council to carry out the program.

Plans for the Conference had been made by an Interim Committee: David P. Harris (NAFSA), chairman; Fred I. Godshalk (Educational Testing Service); J. Morgan Swope (IIE); Joel B. Slocum (Columbia), and Miss Sirarpi Ohannesian (CAL). There were thirty-four participants.

After extended review of the May report, the participants turned to the problem of funding the proposed program, and plans were made for a meeting of the National Advisory Council immediately after the NAFSA Conference in April.

Copies of a brief mimeographed report on the January Conference are available from Dr. David P. Harris, American Language Institute, 3605 O Street, N.W., Washington 7, D.C.

British Council publications available in limited quantities from the Center upon request: English-Teaching Abstracts, Vol. I, Nos. 1 and 2; The English Language Abroad, (extracted from the Council's 1960-61 Annual Report); English-Teaching Bibliography (40 pp.).
Ninth International Congress of Linguists

The Ninth International Congress of Linguists, sponsored by the Comité International Permanent des Linguistes (CIPL) will be held in Cambridge, Massachusetts, August 27-31. Biographical sketches and photographs of President Haugen and the five rapporteurs of the Congress follow.

Einar Haugen, Vilas Professor of Scandinavian and Linguistics at the University of Wisconsin, holds a Ph.D. in English and Scandinavian, University of Illinois, 1931; a Litt. D. University of Michigan, and an Honorary Ph.D. from the University of Oslo (September 1961). Dr. Haugen has been Cultural Relations Officer, American Embassy, Oslo (1945-46); Fulbright research professor, University of Oslo (1951-52); Consultant, English Language Exploratory Committee, Tokyo (1958-1960), and Special State Department lecturer, University of Iceland and other Scandinavian Universities (1955-56).

Dr. Haugen is a member of the Scientific Academies of Norway and Iceland, the Modern Language Association and the Linguistic Society of America. Publications include: Norwegian Word Studies (1941); Norwegian Language in America: A Study in Bilingual Behavior (1953); Bilingualism in the Americas: A Guide to Research (1957); Beyer's History of Norwegian Literature (translating and editing, 1957); and several textbooks of the Norwegian language.

Nikolay Dmitriyevich Andreyev writes of himself: "Graduated from Leningrad University in 1952; his post-graduate studies made him a specialist in Indo-European comparative linguistics. Later he began his studies in languages of Southeast Asia; in 1955 the Indonesian and Vietnamese department, in 1957 the Burmese department were organized by him at the Oriental Faculty of the Leningrad University. Since 1956 problems of machine translation, information retrieval and mathematical linguistics have been his chief occupation. Both the Experimental Laboratory of Machine Translation (Leningrad University) organized in 1958, and the Group of Mathematical Linguists (Institute of Linguistics, Leningrad Department) organized in 1961, work under his guidance.

"Major publications: Periodizacija istorii indoeuropejskogo prajazyka (1957); Malinnyj pervod i problema jazykaposrednika (1957); K voprosu o proizvoditelledy vietnamskogo jazyka (1958); Germanskij glagol'nyj ablaut v svete laringal'noj teori (1959); Modelirovanije jazyka-nabasego statisticeskoj i teoretiko-mnozhestvennoj struktury (1959); Sistema tonov birmskogo jazyka po eksperimental'nym dannym (1961); Vlijanie tipa grammatiki jazyka-posrednika na szemu algoritmov malinogo pervoda (1961); Vozmozhnyj put' modelirovanija semantiki jazyka (1961)."

Emile Benveniste, leading Indo-Europeanist in France today. Holding the degrees of Agrégé de l'Université and Docteur-ès-lettres from the Faculté des Lettres de Paris, Dr. Benveniste has been since 1927 Directeur d'études de linguistique comparées à l'École des Hautes Études (Sorbonne) and, since 1937, Professeur de linguistique comparée au College de France. He is Secretary-General, Société de Linguistique de Paris; Editor of the Bulletin de la Société de Linguistique; a member of the Académie des Beaux-Arts; and an honorary member of the Linguistic Society of America.

Of his many publications on general and comparative linguistics, Indo-European and Iranian languages, Dr. Benveniste mentions particularly Noms d'agent en indoeuropéen, Vol. I (1939), Vol. II (1948). He has done some work on synchronic description including some languages spoken in Alaska. Dr. Benveniste's most recent publication is Études sur la langue orosé (1959).
UNESCO Conference on FLES

by Theodore Andersson

[Dr. Andersson is Chairman, Department of Romance Languages, The University of Texas, and attended the FLES Conference as an American representative.]

UNESCO held its first conference on foreign languages in elementary education at the UNESCO Institute for Education in Hamburg, April 9-14. The meeting had been arranged jointly by the UNESCO Institute and the UNESCO Department of Education in Paris. Some twenty experts, including nationals from Belgium, the Federal Republic of Germany, France, India, Ireland, Israel, Italy, Morocco, UK, USA, and USSR were present. They represented such diverse disciplines as language teaching, linguistics, primary education, educational psychology, neuro-physiology, and comparative education. Their task was to examine critically the present interest and recent experiences in the teaching of foreign languages to younger children, to make recommendations for action, and suggest research. The U.S. was represented by Professor John B. Carroll of Harvard and the present reporter.

To judge from current neuro-physiological views on the teaching of a second language it would seem that the earlier the start the better the acquisition of the basic neuro-muscular skills involved. Psychologically too there was much to be said for an early introduction of a second language. A child's enormous potential with respect to the

THE LINGUISTIC REPORTER
sounds of a language and his great capacity for assimilating other linguistic structures were regarded as assets which it would be foolish to waste. Recent studies of bilingualism on the whole seemed to strengthen the argument for an early start. The common fears that a second language is detrimental to the development of the first language, to intellectual growth or general school attainments were regarded as unfounded.

Bearing in mind the very powerful social, political, and economic reasons for foreign language learning in the modern world, a thorough examination was made of the aims, content, and methods of language teaching in the early grades. Participants with experience in language work with children under 10 offered a number of recommendations for this work. They were convinced that teaching young children a second language was practicable and educationally valuable for all children and not only for the specially gifted, provided full use was made of recent advances in the methodology of modern language teaching.

Here are some of their conclusions:

1. A child can begin to acquire a second language as soon as he attends school, starting even in kindergarten.

2. When possible, the "one-language-one-teacher principle" should be applied in the early stages, when it is particularly important that the teacher should offer a good model of speech.

3. The language skills should appear in the order (a) understanding and speaking, (b) reading and writing. In the early stages teaching should be purely oral.

4. With younger children, puppets, toy telephones, toy kitchens, stores, costumes, and masks may be used to create and present language-learning situations. It is most important to enable the children to enter a new linguistic atmosphere in which the second language is used as a natural medium of living.

5. Formal grammar should not be introduced in the early stages.

6. There should be adequate time allocated every day to the second language. The necessary contact hours should be provided by teaching another subject and/or conducting some extracurricular activities through the medium of the second language.

7. Teaching these young children is a skilled job which requires appropriate training. Such training should contain as essential components: (a) training in the teaching of the age group which the student will be expected to teach, (b) training in the methodology of teaching a language as a foreign language, (c) appreciation of the culture associated with the second language. All teachers of a second language should have some knowledge of the pupil's first language.

While these conclusions summed up the evidence in favor of early language learning, the experts strongly felt that much further research was needed. A detailed list of research questions and topics was drawn up, of which the following offer a small selection:

1. Do children learn various aspects of language in the same sequence and by the same psychological processes in the second language as in the first?

2. Compilation and analysis of case histories of children and adults who have learned one or more languages under various conditions.

3. Systematic surveys of the emotional attitudes of children, parents, and teachers toward the learning of a particular language and the native speakers of this language.

4. To what extent do children differ in aptitude for learning a second language?

5. Does learning a second language in childhood make learning a third language easier at a later age?

6. What is the best time to introduce reading and writing? Is it desirable to delay them until oral mastery has been firmly established?

Further relevant neurological research was advocated and emphasis was also laid on the need for sociological studies of language in determining a second language policy.

USIA Teaches English on TV
by Belle Martin

[Miss Martin is an editorial assistant on The Linguistic Reporter]

"Let's Learn English", a series of 130 television programs produced by the United States Information Agency for the teaching of English as a foreign language, is currently or shortly will be shown in approximately thirty countries throughout Latin America, Europe, the Near East, Africa, and the Far East, with more countries to be added this summer and fall. Produced by the Information Agency's Television Service with a consultant provided by the English Teaching Division to supervise the teaching content of the program. "Let's Learn English", designed for both children and adults studying at home as well as classroom groups, may ultimately reach more than forty-seven million viewers over more than eleven million television sets.

Based on the textbook, Let's Learn English by Audrey Wright and James McGillivray, the programs teach English through instruction and dramatization. Each sequence features a serialized dramatization of an American college girl, her family and three foreign students studying at an American university. Viewers will not only be taught beginning English but get an impression of life in America. Five films are devoted to each of the twenty-four lessons in the
The basic format of the first fifteen minutes of the programs is an introduction by the teacher, a drama portion introducing new words and reviewing words previously taught, and a drill period. The remainder of the program is a twelve-minute review lesson in the local language. This part of the program, written in the United States in English and translated at the foreign post, may either be shot live or prefilmed, used verbatim or adapted locally.

Paper-bound English-local language dictionaries, the only printed materials distributed to viewers of the programs, are available locally free of charge or as a supplement to the textbook. Since the USIA has not encouraged the extensive use of written materials for beginning students of English, but has rather emphasized oral-aural learning, the Agency does not plan to make the television script or the lesson text available to the viewing public.

Linguistic contribution to the series is evident in a progression of structures based on linguistic analysis of the English language and the 1,000 word vocabulary determined on the basis of use frequency. While it has not been possible to produce separate scripts with a view to the predictable difficulties of the speakers of specific languages in learning English, consideration has been given to the general problems of non-native speakers.

Pattern practice, in the form of repetition, substitution and dialogue drills, provides for active audience participation.

Initial viewer reaction to the series appears to be favorable. Typical is the Cairo situation where the showings have been increased from three to six per week, with each of the three programs shown twice. In Guadalajara, Mexico, several schools have scheduled classroom periods for “Let’s Learn English” and a university preparatory school plans to give academic credit to students regularly following the program.

USIA regards the series as an experimental introduction to English, a valuable supplement to traditional classroom instruction. There is a possibility that a second, intermediate, series will be following the present one and there is expectation that new countries will be added, any non-English-speaking country where there is TV.

New Periodicals

The PCLS Monograph Series has been inaugurated by the Philippine Center for Language Study. The first monograph, “Background: Readings in Language Teaching,” is based on the findings of modern descriptive linguistics as they apply to the teaching of languages, and includes “Comparing Two Languages—Tagalog and English” by Roderick J. Hemphill, Editor of the Series, and “The Value of Contrastive Analysis” by Dr. J. Donald Bowen, Co-director, Philippine Center for Language Study. The second monograph, “Language Policy in Certain Newly Independent States,” represents research by Maximo Ramos into the language policies followed by a number of newly independent African and Asian countries, many of whose problems are similar to those in the Philippines. The Series is published at Pasay City, Philippines.

The Philippine Journal for Language Teaching was launched by the Philippine Association for Language Teaching in October 1961. The Association has as its stated aim the promotion of “better language instruction in the Philippines on all instructional levels, irrespective of the language taught.” The Journal is the Association’s major initial undertaking to service language teachers, whether of Tagalog, English, Spanish, or any other language. Correspondence should be addressed to the Philippine Journal for Language Teaching, University of the Philippines, Diliman, Quezon City.

NDEA Language Institutes. Eighty-five special NDEA language institutes to be conducted during the summer and the 1962-63 academic year will provide for 4,487 language teachers in public elementary and secondary schools training in the newest instructional methods and intensive training in speaking and understanding the language they teach, the U.S. Office of Education has announced. Languages include Chinese, French, German, Italian, Spanish and Russian.

A list of institutions, the opening and closing dates of each institute, and the names of the institute directors, may be obtained from the Commissioner of Education, U.S. Office of Education, Washington 25.

Linguistics in North Wales. Professor F. R. Palmer of University College of North Wales, Bangor, writes: “A Department of Linguistics was established at the University College of North Wales in October 1961 and now consists of a Professor (F. R. Palmer) and two Lecturers (P. H. Matthews and A. R. Thomas). Two further appointments are likely for next year. Apart from teaching linguistics at the undergraduate level the Department is concerned with Welsh dialectology and English as a second language.

“Two postgraduate diploma courses are offered—one in linguistics and the other (in cooperation with the Department of Education) in English as a second language. The course in Linguistics is in two parts; the first is a general course in Linguistics, the second allows a wide choice of subjects for special study. The course in English as a second language includes phonetics, linguistics, the structure of English, bilingualism and techniques of second language teaching and provides teaching practice of English in a Welsh-speaking school.”

CEEB Summer English Program. Providing a “novel approach and orientation to a neglected subject”, the language syllabus of the 1962 Summer Institute Program of the Commission on English of the College Entrance Examination Board includes an introduction to the assumptions and methods of linguistics and particular course work in phonology, grammar, the varieties of English language and usage, and in “Historical Change in the English Language”.

The Program is intended primarily to demonstrate a method of reinvigorating the teaching of English across the nation. Dividing their curriculum into literature, language and composition sections, the Institutes will offer graduate-level academic and professional training in twenty universities in sixteen states for 900 secondary-school teachers of English.

For additional information write to the Commission on English, 687 Boylston Street, Boston 16, Massachusetts.
NDEA Supports Language and Area Centers

The U.S. Office of Education will allocate $2,110,000 to thirty-three colleges and universities for the support of fifty-three Language and Area Centers during the 1962-63 academic year. The Centers will offer instruction in sixty-six languages, fifty-one of which will be supported with federal funds. The largest proportion of funds will support instruction in seven major languages and related studies: Arabic, Chinese, Hindi-Urdu, Japanese, Portuguese, Russian, and Spanish.

Seven Latin American Centers are being supported, five of which were first established in the spring semester of 1962 in response to President Kennedy's Alliance for Progress. The other two centers were formerly established to strengthen instruction in Portuguese.

Of the total allocation of $2.1 million, about $126,000 is being used for the support of specially designed intensive language programs to be conducted at twenty of the centers. Although course work will be given in area studies, emphasis will be on language instruction, chiefly at the introductory level. About 400 undergraduate, graduate, and postgraduate students are expected to enroll.

A list of the centers and languages supported in 1962-1963 follows:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>SUPPORTED LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona</td>
<td>Chinese, Japanese, Hindi</td>
</tr>
<tr>
<td>Tucson, Ariz.</td>
<td></td>
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<tr>
<td>University of California</td>
<td>Hindi-Urdu, Persian, Tamil, Telugu; Russian, Polish, Serbo-Croatian, Hungarian</td>
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<tr>
<td>Berkeley, Calif.</td>
<td></td>
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<tr>
<td>University of California</td>
<td>Afrikaans, Hausa, Luganda, Swahili, Bambara, Ewe, Twi, Xhosa, Zulu; Spanish, Portuguese; Arabic, Armenian, Hebrew, Kabyle, Persian, Uigur, Uzbek</td>
</tr>
<tr>
<td>Los Angeles, Calif.</td>
<td></td>
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<tr>
<td>University of Chicago</td>
<td>Chinese, Japanese; Hindi-Urdu, Bengali, Tamil, Dravidian Languages</td>
</tr>
<tr>
<td>Chicago, Ill.</td>
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<tr>
<td>University of Colorado</td>
<td>Russian, Czech, Polish, Hungarian</td>
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<tr>
<td>Boulder, Col.</td>
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<tr>
<td>Columbia University</td>
<td>Spanish, Portuguese; Russian, Bulgarian, Serbo-Croatian; Chinese, Japanese, Korean, Hungarian, Finnish, Minor Uralic Languages of the Soviet Union</td>
</tr>
<tr>
<td>New York, N. Y.</td>
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<tr>
<td>Cornell University</td>
<td>Hindi-Urdu, Sinhalese; Burmese, Indonesian, Thai, Vietnamese; Japanese, Chinese (Fukienese, Mandarin)</td>
</tr>
<tr>
<td>Ithaca, N. Y.</td>
<td></td>
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<tr>
<td>Duquesne University</td>
<td>Swahili</td>
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<tr>
<td>Pittsburgh, Pa.</td>
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<tr>
<td>University of Florida</td>
<td>Portuguese, Spanish</td>
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<tr>
<td>Gainesville, Fla.</td>
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<tr>
<td>Fordham University</td>
<td>Russian</td>
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<tr>
<td>New York, N. Y.</td>
<td></td>
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<tr>
<td>Harvard University</td>
<td>Chinese, Japanese, Korean, Tibetan; Arabic, Persian, Turkish; Russian, Bulgarian, Czech, Polish, Serbo-Croatian</td>
</tr>
<tr>
<td>Cambridge, Mass.</td>
<td></td>
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<tr>
<td>University of Hawaii</td>
<td>Chinese, Japanese; Indonesian, Javanese, Thai</td>
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<tr>
<td>Honolulu, Hawaii</td>
<td></td>
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<tr>
<td>Howard University</td>
<td>Swahili, Setswana, Yoruba</td>
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<tr>
<td>Washington, D.C.</td>
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<tr>
<td>University of Illinois</td>
<td>Russian</td>
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<tr>
<td>Urbana, Ill.</td>
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<tr>
<td>Indiana University</td>
<td>Russian, Polish, Serbo-Croatian; Finnish, Hungarian, Korean, Turkish</td>
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<tr>
<td>Bloomington, Ind.</td>
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<tr>
<td>State University of Iowa</td>
<td>Chinese</td>
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<tr>
<td>Iowa City, Iowa</td>
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<tr>
<td>Johns Hopkins University</td>
<td>Arabic</td>
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<tr>
<td>School of Advanced International Studies</td>
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<tr>
<td>Washington, D.C.</td>
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<tr>
<td>University of Kansas</td>
<td>Chinese, Japanese</td>
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<tr>
<td>Lawrence, Kansas</td>
<td></td>
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<tr>
<td>University of Michigan</td>
<td>Chinese, Japanese; Arabic, Kurdish, Persian, Turkish, Russian, Polish</td>
</tr>
<tr>
<td>Ann Arbor, Mich.</td>
<td></td>
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<tr>
<td>Michigan State University</td>
<td>Ibo, Swahili, Hausa, Yoruba</td>
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<tr>
<td>East Lansing, Mich.</td>
<td>Bini, Twi</td>
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<tr>
<td>New York University</td>
<td>Portuguese</td>
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<tr>
<td>New York, N. Y.</td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Hindi-Urdu, Bengali, Marathi, Nepali, Tamil, Telugu; Russian, Polish</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Chinese</td>
</tr>
<tr>
<td>Pittsburgh, Pa.</td>
<td></td>
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<tr>
<td>Portland State College</td>
<td>Arabic, Hebrew, Persian, Turkish</td>
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<tr>
<td>Portland, Oreg.</td>
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<tr>
<td>Princeton University</td>
<td>Arabic, Persian, Turkish</td>
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<tr>
<td>Princeton, N. J.</td>
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<tr>
<td>University of So. Calif.</td>
<td>Chinese, Russian</td>
</tr>
<tr>
<td>Los Angeles, Calif.</td>
<td></td>
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<tr>
<td>Stanford University</td>
<td>Chinese, Japanese</td>
</tr>
<tr>
<td>Stanford, Calif.</td>
<td></td>
</tr>
<tr>
<td>University of Texas</td>
<td>Hindi, Telugu, Arabic, Hebrew, Persian, Spanish, Portuguese</td>
</tr>
<tr>
<td>Austin, Tex.</td>
<td></td>
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<tr>
<td>Tulane University</td>
<td>Spanish, Portuguese</td>
</tr>
<tr>
<td>New Orleans, La.</td>
<td></td>
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<tr>
<td>University of Utah</td>
<td>Arabic, Persian, Turkish</td>
</tr>
<tr>
<td>Salt Lake City, Ut.</td>
<td></td>
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<tr>
<td>Vanderbilt University</td>
<td>Russian</td>
</tr>
<tr>
<td>Nashville, Tenn.</td>
<td></td>
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<tr>
<td>University of Washington</td>
<td>Japanese, Russian, Tibetan</td>
</tr>
<tr>
<td>Seattle, Wash.</td>
<td></td>
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<tr>
<td>University of Wisconsin</td>
<td>Hindi, Telugu, Kannada, Portuguese, Spanish</td>
</tr>
<tr>
<td>Madison, Wis.</td>
<td></td>
</tr>
<tr>
<td>State University of Iowa</td>
<td>Burnese, Vietnamese, Thai</td>
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<tr>
<td>Iowa City, Iowa</td>
<td></td>
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</tbody>
</table>

JUNE 1962
This is a carefully organized presentation of most of the salient features of the grammar of English. The author has couched his description primarily in a framework familiar to users of traditional school grammars, but has not hesitated to inject his own reformulations when he has felt this was required to do justice to the facts.

The book deals mainly with written English, but also pays attention to the spoken language and to the relation between the written and spoken forms. Levels of acceptable usage are treated in terms of three categories of style: formal, careful, informal. The discussion begins with the normal construction of sentences and the functions performed within them by the various constituent elements. In general, the treatment moves from these larger-scale constructions toward smaller ones, dealing with various syntactic patterns whose existence can be demonstrated and the usual contribution which each of these makes to the meaning of a sentence. The sound system and the relations between pronunciation and writing are described last.

There is a "Glossary of Grammatical Terminology" giving detailed explanations of terms, including many that the author has chosen not to use in the text.

This is a clearly presented study of the differences and likenesses between British English and Bengali sound structures, written with a view to improving the spoken English of East Pakistani students. Intended not for the linguistic expert, but for the student and teacher, it gives only a limited amount of theory and much illustration in the form of charts, diagrams and notes. The contents include basic information on phonetics, the phonemes, and a comparison of the sound structures of the two languages. The section on intonation patterns includes twenty-six pages of charts giving examples of intonation patterns of questions, commands, exclamations and statements, in the two languages, giving the "mood or context" of the pattern and providing a description which often includes a direct comparison. A one-page bibliography concludes the book.


This work is an English translation of a Russian grammatical handbook which, because of its handy format, has enjoyed some popularity in the Soviet Union. Throughout the book the material has been arranged in tabular form wherever possible, and much attention has been paid to the matter of stress. The facility with which needed information can be found, together with its low price, recommend this book to students at any level of Russian learning.


Soviet Machine Translation. Copies of a paper, Soviet Research in Machine Translation by K. E. Harper, given at the National Symposium on Machine Translation at the University of California, Los Angeles, in February 1960, are available from The Rand Corporation, Santa Monica. Dr. Harper reports that Soviet specialists in linguistics, mathematics, and computer science have achieved considerable success in the analysis of input text, the development of specialized glossaries, and the creation of analytic and synthetic translation programs, and have devoted particular attention to the theoretical question of the intermediary language. Soviet application of machine techniques in this research appears to be limited, according to Dr. Harper’s paper, though significant advances in automatic language translation can be expected if and when computer facilities are made available.

ACADEMIC ADVISOR, U. S. Army Language School, Presidio of Monterey, California. Candidate must have Ph.D. in linguistics, must speak one or more foreign languages, and have 10 years in teaching second languages; some military experience desirable. Beginning salary $12,210 Apply to Commandant at above address.

ENGLISH LANGUAGE SERVICES, Inc. requires several teachers of English as a foreign language to assist for Africa, North Africa and Turkey. For further information address Director, Personnel, English Language Services, Inc., 919 Eighteenth St., N.W., Washington 6, D.C.

Fulbright Awards. The 1963-64 program announcements of U. S. Government grants under the Fulbright-Hays Act for university lecturing and advanced research include awards for the teaching of English as a second language and for linguistics. Further information may be obtained from the Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington 25, D.C.

ACLS Grants. The American Council of Learned Societies lists among its aids to individual scholars in 1962-63 fellowships for advanced graduate studies and for summer study in linguistics, research fellowships for foreign scholars, and travel grants to international congresses abroad. Inquiries may be addressed to Miss Marie J. Medina, ACLS, 345 East 46th Street, New York 17.

South Asian Books at LC

Walter H. Maurer, Reference Librarian, South Asia Section, Library of Congress, reports that according to 1960-61 statistics, Library of Congress holdings in South Asian vernacular-language materials are as follows:

<table>
<thead>
<tr>
<th>Language</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assamese</td>
<td>10</td>
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<tr>
<td>Bengali</td>
<td>2,473</td>
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<tr>
<td>Gujarati</td>
<td>1,092</td>
</tr>
<tr>
<td>Hindi</td>
<td>3,602</td>
</tr>
<tr>
<td>Kannada</td>
<td>170</td>
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<tr>
<td>Marathi</td>
<td>1,667</td>
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<tr>
<td>Nepali</td>
<td>676</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>2,204</td>
</tr>
</tbody>
</table>

Mr. Maurer considers the Marathi collection the best, the Hindi collection "next in order of coverage of literary output," and the Sanskrit collection "excellent."

LINGUISTS WANTED
Consultants Panel Evaluates Research Proposals

On April 8-9, a panel of nine consultants met in Washington, D.C. to evaluate a number of research proposals submitted for support under Title VI of the NDEA. The meeting was held by the Center for Applied Linguistics, at the request of the Language Development Section, U.S. Office of Education. Frank A. Rice of the Center was chairman.

Twenty-four proposals were evaluated and the recommendations of the panel have been passed on to the Commissioner of Education. The following persons were present at the meeting: members of the consultants panel: Miss Emma Birkmaier (Minnesota), Nelson Brooks (Yale), Miss Susan Ervin (California, Berkeley), David A. Griffin (Ohio State), Alfred S. Hayes (Consultant, Washington, D.C.), Wallace E. Lambert (McGill), Paul Pimsleur (Ohio State), Sol Saporta (Washington), W. Freeman Twaddell (Brown); from the Language Development Section, Office of Education: A. Bruce Gaarder, James E. Alatis, and Mrs. Julia Petrov.

CAL Advisory Committee Holds Spring Meeting

The Advisory Committee of the Center held its regular spring meeting in Washington on Friday, April 13, at the Brookings Institution. The morning was largely devoted to reports by members of the Center staff on the work of the past six months. In the afternoon there was discussion of future plans.

Donald D. Walsh, Director of the Center, Foreign Language Research Program of the MLA, was chairman. Also present were J. Manuel Espinosa, Melvin J. Fox, Miss Marjorie Johnston, Kenneth W. Mildenberger, Norman A. McQuown, Trusten W. Russell, Howard E. Sollenberger, and W. Freeman Twaddell. A reception in honor of the Committee was given at the Dupont Plaza Hotel.

Georgetown Round Table. The Thirteenth Annual Round Table Meeting on Linguistics and Language Studies of Georgetown University, Washington, D.C., was held April 6-7. Eric P. Hamp of the University of Chicago was moderator of the panel on The Transformation Theory: Advantages and Disadvantages; Norman A. McQuown, The University of Chicago, chairman of the panel on Bilingualism; and Charles A. Ferguson, Director, Center for Applied Linguistics, chairman of the panel on National Languages and Diglossia.

C CCC. The 1962 Conference on College Composition and Communication, held April 5-7 in Chicago, brought together teachers of American English, linguists, and psychologists to discuss under the general theme "New Approaches to English" four subjects: Language, Grammar, Verbal Learning, and Composing. These subjects were treated in workshops, round table sessions and colloquia. General meetings were devoted to the topics "Language and Culture," "What is English?" and "The Future of the Arts in America."
English Teaching in Indonesia Pioneers Textbook Project

by R. Ross Macdonald

[Dr. Macdonald, as the Institute of International Education's representative in Indonesia and Resident-Consultant on English Teaching to the Indonesian Ministry of Education from 1956 to 1960, directed the various projects described in this article. He is now employed by the Georgetown University Translation Research Project.]

Shortly after Indonesia became completely independent in 1949, the Indonesians decided that English would be their first foreign language and that it would be taught in all junior and senior high schools.

The number and quality of English teachers then active in Indonesia was below the desired standard, however, and it was necessary to achieve that standard before the plan to teach English in all the high schools could be carried out.

Representatives of the Indonesian Ministry of Education had at various times approached the Ford Foundation, the International Cooperation Administration, and the Institute of International Education with a request for assistance in improving the English teaching facilities in Indonesia. The Ford Foundation and IIE agreed that IIE should administer a Ford Foundation grant for this purpose. The result was a series of in-training courses to improve the competence of established English teachers of Indonesia. After a period of two years, the Indonesian Ministry of Education requested aid for a program to train new teachers of English in the best contemporary methods of language teaching. This program began in 1954, and, by 1958, had developed to the point where the Indonesians required no further aid to maintain it. At that time, however, it was apparent that two other programs were desirable. The first was a program for setting up English language teacher training institutions in various parts of the country. The second was a program for developing teaching materials so that the teachers who were being trained in the other programs would have suitable texts in hand when they applied the new methods in the classroom.

Materials Development Project

At this point, the Materials Development Project was organized, and as a result a unique series of textbooks for teaching English is now reaching its final form. No other country can boast a modern text so accurately tailored to its specific needs, or one submitted to such thorough testing before publication. The Indonesian text is also interesting as a possible pattern for the preparation of similar texts in other countries.

The reasons for developing new teaching materials were many. No book had been carefully planned and completed specifically for teaching English to Indonesians. Brute translations of texts for teaching English to Dutch speakers were available; a few original conversation handbooks existed, but these did not present the rudiments of English in any organized fashion; there was the excellent English Teaching Syllabus of the Ministry of Education, which, unfortunately, had never been developed to the point where the less sophisticated teacher could use it with sureness. One good text which appeared in 1957 was not acceptable for use in Indonesian schools because it had been written by foreigners; it was felt that a textbook for general use in Indonesia should be the product of Indonesian effort. No book, however unsuitable, was available in all parts of Indonesia. All books, except the Ministry's Syllabus, were privately printed and sold at a price which made any of them a serious expense for the majority of Indonesian families.

The problem, then, was that of producing texts written in Indonesia by Indonesians, and suited to the particular conditions of the Indonesian school system. The teaching methods had to be the most advanced that could be used effectively in the Indonesian classroom. The textbooks must eventually be distributed by the Ministry of Education as government-owned textbooks, or sold at a price so low that he might feel that they could easily afford them, and yet not at a price so low that he might feel that they were of no consequence at all.

Materials Development Board and Testing Center

In order to create such texts, two bodies were organized. One was the
Materials Development Board, and the other was the Testing Center. These two bodies still function.

The Materials Development Board was established in Djakarta in February, 1959. It consisted of the head of the English Teaching Section of the Ministry of Education, who was chairman ex officio, and two Indonesian linguists who had received Master's degrees from American universities under the Teacher Training Program, and of two English-speaking linguists, holders of doctorates, one of whom had had two years' previous experience with the problems of teaching English in Indonesia. Another native speaker of English, with three years' previous experience in Indonesia, acted as administrative coordinator, and helped with the work of the Board, but did not participate in decisions.

The Testing Center was established in the town of Salatiga in central Java. Here the staff consisted of six Indonesian teachers who had been trained under the Teacher Training Program, and of an advisor, a native speaker of English, who had had over four years of previous experience in training English teachers in Indonesia. The Testing Center was given complete charge of English classes in the first year of a junior high school. The only restraint imposed was that these classes were to be examined at the end of the year not only by the special examination devised by the staff of the Testing Center, but also by the standard examination of the Ministry of Education.

The Board in Djakarta prepared teaching materials, and sent them to Salatiga. The six teachers used the materials for teaching and then met with their advisor in regular seminars where they discussed the effectiveness of the materials. The Testing Center suggested possible revisions to the Board in Djakarta.

Both the members of the Board and the staff of the Testing Center had previously decided, on the basis of their accumulated experience in teaching English in Indonesia, what the general form of the materials was to be, and no major revisions were ever necessary. The principles laid down were these.

Working Principles

The Board accepts the principle of spiral reviews. Indonesian schools allow five periods of forty minutes each week for English. Four of these are used for introducing new materials, and the fifth is used for review. In addition, the lessons in which new material is presented also allow time for review. Each point is to be reviewed two weeks after it has first been presented, and then two weeks later, and two weeks later again, until it has been overlearned. Reading is first introduced after approximately six weeks of English has been taught, and serves not only its own purpose, but also the purpose of review. Writing is taught only after the reading is well advanced, and it also serves two purposes. In addition, a number of weeks of the school year are set aside only for review. Every sixth week is a review week and an extensive period before the final examination is given over to review. This last review period also absorbs the teaching time which might otherwise be lost to shifting vacations and unexpected free days.

The Board also accepts the principle of immediacy of usefulness in the materials chosen. Everything that is taught is of practical use to an Indonesian high school student, and no attempt is made at first to introduce extra-linguistic information the student does not already know, or extra-linguistic situations with which the student is not already familiar. Special conversations present material of immediate usefulness, regardless of whether the points of structure have already been covered in the lessons or not. These conversations are short, consisting of approximately three questions and three answers, and a new conversation is introduced once every two weeks. In the third year of junior high school, especially in the supplementary readers, material about the various English-speaking countries is introduced; by then the language habits are already well founded, and the absorbing of new information does not unduly complicate the language learning process.

After deciding on these principles, the Board began its work by taking the Syllabus of the Indonesian Ministry of Education and developing it into a series of lessons accompanied by readers, teaching aids, and a teacher's manual.

The Lesson Series

The general form of the lessons has already been outlined above. Each point in the new syllabus has been very carefully considered and revised as necessary. For example, the Board readily agreed that the first lesson should involve the question "What's this?" for recognition, and the answers, 'It's a pen,' 'It's a pen-
The Indonesians have an indeterminate cause they present no great vocabulary of Indonesian easily pronounce as a however, an unforeseen difficulty arose. occurs automatically, interrupting a se­

### Readers and Teaching Aids

Two kinds of readers were prepared for each grade. One reader is basic and is required for all classes studying English. The other reader varies depending on the type of high school the student attends, and it is within the discretion of the teacher as to the extent to which this reader is used; students who learn more quickly may occupy themselves with the supplementary readers while the slower learners are consolidating their grasp of the basic materials.

In all readers, no point of structure is introduced which has not already been taught in the syllabus. New items of vocabulary are introduced very sparingly, and only when absolutely essential to the subject matter. Each new word is thoroughly glossed so that the student will understand it readily, and drills are provided in the teacher's manual so that the teacher may ensure that the students learn the word well.

The only teaching aids which are practical in all Indonesian classrooms are blackboard drawings, wall charts, and flash cards. For this reason, a great deal of emphasis has been put on the use of pictures. The teachers in the Testing Center developed a series of pictures which showed only what the picture was supposed to evoke, without shading, perspective, etc. When a set of sufficiently simple pictures was finally evolved—and this was one of the most difficult parts of the work—they were copied by Indonesian artists and were prepared for printing as an integral part of the book. Most of the pictures are included in the book itself for the students, and the teacher's manual is accompanied by a complete set of wall charts and flash cards.

The wall charts have been carefully designed so that they can be used in a maximum number of situations. Thus, the first wall chart (Countable Nouns) shows a series of objects which require both forms of the indefinite article, provides examples of the three regular varieties of the English plural, provide a representative sample of the various spelling problems involved in writing English plurals, and which can be used in numerous frames for teaching verb structures such as 'I have a . . .,' 'I want a . . .,' 'I'm going to buy a . . .,' and so on.

An interesting feature of the flash cards, which repeat the pictures in the wall charts, is the use of the plus sign to indicate an affirmative sentence, the minus sign to indicate a negative sentence, and the question mark to indicate an affirmative question. When such a flash card appears, the students are expected to change whatever statement they were making into the appropriate form. When mixed with other flash cards, these three allow for greater variety in the drills, and so prevent the longer drills from becoming too monotonous.

### The Teacher's Manual

Indonesian teachers exhibit all degrees of proficiency in speaking English and in teaching it. There are those who have lived for several years in an English-speaking country and have English speakers as friends in Indonesia; there are those who have learned their English from other Indonesians in Teacher Training Colleges and who now maintain classes in a village where no native speaker of English ever comes. The Teacher's Manual must provide a complete lesson plan for each lesson with painfully detailed instructions as to how to use that plan. The uncertain teacher can teach by the book, and teach a good lesson. The well-grounded teacher can teach according to his inclination and abilities, once he has familiarized himself with what is stipulated in the manual. Whether all teachers are expected to teach the same material during the same week of the school year, each teacher is given abundant scope for the expression of his individual personality and for the utilization of his particular skills.

After the first year's materials had been written and tested at the Testing Center in Salatiga, it was pointed out that the testing had achieved certain results, but not others. It was established, for example, that the materials were teachable in an Indonesian situation in terms of the Indonesian school year and with the materials available to even a village teacher. However, since all of the teaching had been done by specially
Interdisciplinary Work-Conference on Paralanguage and Kinesics

by Mary Catherine Bateson

[Miss Bateson is now at work on a doctorate in Linguistics and Middle Eastern Studies at Harvard.]

At Bloomington, Indiana, May 17-19, linguists were invited to participate with workers from four other disciplines—psychiatry, psychology, education and anthropology—in a discussion of the developing study of non-verbal communication, especially body motion and those aspects of speech which belong to paralanguage rather than to language itself. The "Inter-disciplinary Work-Conference on Paralanguage and Kinesics" was sponsored by the Indiana University Research Center in Anthropology, Folklore, and Linguistics, and was directed by Thomas A. Sebeok, under a contract from the U. S. Office of Education.

Conference Papers

The conference was organized in five sessions, at each of which a paper was presented, designed to cover from the point of view both of bibliography and of theory, the contributions which each discipline might be expected to make to a study of the different modalities of communication. Peter F. Ostwald, M.D., showed how the clinician must be able to collect all available information about a patient's mental and physical state, including signals which may be sometimes culturally patterned and sometimes purely physiological symptoms. George F. Mahl, presenting a paper prepared by himself and Gene Schulze, gave a very extensive survey of relevant psychological literature, much of it methodological, followed by an outline of the potential formulations of extra-linguistic research in terms of theories of development, motivation, adaptation and characterology. Alfred S. Hayes combined a discussion of the pedagogical perspectives of paralanguage and kinesics with an evaluation of the specific development of these two fields, especially through the work of George L. Trager and Ray L. Birdwhistell. Weston LaBarre covered some of the very numerous contexts in which anthropologists had handled material related to kinesics and paralanguage, and some of the kinds of questions which further research might be expected to answer. The linguistics paper was the last of the series. In it, Edward Stankiewicz discussed the problems of emotive language, and the ways in which the noncognitive aspects of communication which surround speech impinge upon and overlap with verbal communication.

Analysis of Modes of Communication

Because of the stage of development reached by linguistics, a great part of the discussion centered on the wider usefulness of the linguistic model in handling paralinguistic and kinesic data, and the difficulty of isolating units for analysis outside of language proper, and identifying the level on which they function. However, a developed theory of communications, or semiotics, would have to include the exchange of communications through touch, smell, and taste, as well as through sight and hearing; in the visual mode, at least, there would be two codes needed to account for the data, standing in the same relation to one another as language and paralanguage. The need for a unified, interdisciplinary approach was indicated by the fact that different cultures vary in the extent to which they exploit or rely on any particular communications mode, and that the same observed material may be shown by analysis to belong to different codes or levels of the total system in different societies. Since interaction is a continuous process, and the communicative content of such factors as posture may be applicable over a very long time span, the tendency of linguistics to study only one party to the communications system, in isolation from his social environment, is partly responsible for the fact that paralinguistic and kinesic theory have developed so late. Similar limitations on observation have characterized psychiatry and psychology, so that much of the increased interest which has led to this conference can be traced to anthropology. However, the need for an expanded framework in which to study communication is apparent in all disciplines; on the one hand, a great part of verbal behavior can only be analyzed by integrating its study into the total interactive, communications system, so that it need no longer be ignored or consigned to footnotes; on the other hand, much data, especially for diagnostic purposes, may be more readily available in non-verbal behavior, if it can be systematically received and recorded. For pedagogy, however, it was felt that encouraging students to general imitation of foreign speech and gestures, through movies or informants, would be more practical than an analytical approach, provided the language teacher were aware of the importance of paralinguistic and kinesic material. Further interdisciplinary work conferences were strongly recommended, as was the need for training programs.

A Horizons of Knowledge Lecture, given this year by Margaret Mead, was correlated with the conference. In the monograph, which will be published next year and will include revised versions of the five papers as well as the discussion, Dr. Mead will provide a general overview. The publication will be edited by Dr. Sebeok and Mr. Hayes, with the collaboration of this reporter.

CAL was represented by Charles A. Ferguson. Also among the almost seventy scholars present were Emma M. Birkmaurer, representing the National Education Association; A. Bruce Gardner for the Office of Education; John Lotz for the ACLS; Klaus A. Mueller for the Associated Colleges of the Midwest; Donald Walsh for the MLA, and Harold Wooster for the Air Force Office of Scientific Research.

NDEA Language Fellowships

The U.S. Office of Education has awarded 815 NDEA graduate language fellowships for the 1962-63 academic year. More than 70 per cent of the Fellows will study languages designated by the U.S. Commissioner of Education as being of first priority importance in carrying out the objectives of the National Defense Education Act. The languages and number of fellowships assigned to each are Russian, 170; Chinese, 129, Arabic, 110; Japanese, 105; and Hindi-Urdu, 67. The remaining 234 fellowships will include a score of other languages spoken in Africa, Asia, and Europe.

In addition, NDEA graduate fellowships for Latin American studies for 1962-63 include 100 awards in Spanish, 80 in Portuguese and several in the Amerindian languages—Quechua, Chinantec, Mixtec, and Nahuafl. The Amerindian languages represented are spoken by eight to ten million people in Mexico, Central and South America.
Westport English Project Emphasizes Linguistics

by Ruby M. Kelley

[Miss Kelley is Reading Consultant, Long Lots Junior High School, Westport, Connecticut, and Principal Investigator, the Westport English Project.]

With its linguistically oriented English curriculum adopted in 1959 serving as the first phase in an improved English program, and emphasis on composition instruction as the second, the Westport, Connecticut, Public School System has begun "A Study to Identify the Content of Linguistically Based Grammar Instruction of a Junior High School" as phase three. Supported jointly by funds from the Westport Board of Education and the U. S. Department of Health, Education and Welfare, and sponsored by the Connecticut State Department of Education, the study will commence during the 1962-63 school year, according to Dr. A. Gordon Peterkin, Superintendent of Schools.

The study to be conducted by the English faculty of the Long Lots Junior High School will (1) investigate the grammatical structures of both spoken and written English used by junior high school students, (2) decide what grammatical constructions are in need of study to insure continued language growth, and (3) extract from modern language scholarship the material needed for knowledge; therefore, in 1961 Dr. William Welmers, then of the U. S. Office of Education, the study will seek to determine a valid starting point in teaching language principles and to decide what principles should be taught.

Linguistics in the Curriculum

Language: Art and Science, the title of the language curriculum guide prepared in the summer of 1959 by four Westport teachers, became the instrument that committed Westport to a linguistically based grammar. The enthusiastic reception of the new and wholesome attitude toward language exemplified by this curriculum guide added impetus to the change-over. Specifically, the guide outlined a course of study in composition, which recognized the artistic and scientific treatment of language as complements. The course of study, therefore, was structured around the trivium: rhetoric, logic and grammar. Accepting the description of American English as given by linguists in recent years, the committee planned a sequential study of language, clearly distinguishing between grammar and usage so often confused by many persons. In addition, the committee made plans to implement the syllabus.

Dr. William Welmers, then of the Hartford Seminary Foundation, spoke to Westport teachers in the fall of 1959 on the nature of linguistics. This represented the first step to acquaint the entire staff with linguistic scholarship. Semiticist Dr. S. I. Hayakawa was sponsored by the P.T.A. at a public meeting and succeeded in stimulating the interest of local citizens, and in the spring an in-service workshop in linguistics was attended by about sixty teachers and principals. Encouraged by such activity, several teachers sought college courses in this field. Although rapid progress was made in informing the staff, the problem of reaching the classroom teacher remained a continuing one, especially acute when a teaching staff is so eager for knowledge; therefore, in 1961 Dr. Gleason was invited to give an introductory course in linguistics in Westport and very generously agreed to do so. Following this pattern, another in-service course will soon be given designed particularly to aid elementary school teachers.

The Composition Program

The adoption of a linguistically oriented English curriculum heightened the need for consideration of the composition program. An expanded writing program aimed at a "theme a week" was initiated in 1959 with provision for the use of lay readers as assistants. Now well established at Staples High School, the program is being extended to the junior high schools. Although much more needs to be done to establish a clear correlation between the study of grammar and its application to writing, including rhetoric and logic, valuable information is being gained from the work already done. It is possible that such a correlation study will be made as an extension of the present Project, or perhaps other interested school systems will contribute research in this area so that a much clearer picture can be developed.

Westport Situation

Although a comparatively small school system, about 6,000 students, Westport is in a particularly advantageous position to proceed with such pioneer efforts. Foremost is the attitude of the community and the school administration which permits and encourages the professional growth of teacher-scholars and respects the academic competence of the staff.

The entire school system is engaged in the development of the language-centered curriculum; however, the teachers of Long Lots Junior High will be directly concerned with the investigation outlined by the Project. Dr. Leonard Joll, State Consultant in English and Reading, will serve as an advisor, as will Mr. George Ingham of Westport, while Dr. Gleason will be the consulting linguist.

A U G U S T 1962
Airlie House Conference on English

On May 3-5 the National Advisory Council on the Teaching of English as a Foreign Language held its first meeting. Members of the Council, together with several special consultants, met at Airlie House, Warrenton, Virginia, for two and a half days. Representatives from six U.S. Government agencies concerned with the teaching of English also attended some of the sessions. Philip H. Coombs, Assistant Secretary of State for Educational and Cultural Affairs, spoke to the group on Wednesday morning May 3rd.

The Council was established in direct response to one of the recommendations of the national conference of English language education specialists held in Washington on March 16, 1961 (see the Reporter, August 1961). That conference was attended by nearly fifty people, of whom about thirty represented groups or institutions outside the Government and the remainder U.S. Government agencies. At that earlier conference it was unanimously recommended that steps be taken toward the establishment of a non-governmental Council to represent the American academic community in relating university and other private resources to the national effort in this field and to serve the Government in an advisory capacity for policy and plans.

At the first meeting of the Council there was frank and serious discussion over a fairly wide range of problems, and the members of the Council took fifteen definite decisions, some of them looking toward future activities of the Council, some intended as recommendations to Government agencies, and the rest aimed at special professional problems in the field. Copies of the decisions with accompanying letters of explanation were sent to the respective Government agencies, and in several instances constructive steps are already being taken in response to these decisions.

Members of the Council present at the first meeting included Professors Harold B. Allen (Minnesota), John Ashmead (Haverford), Robert Lado (Georgetown), Albert Marckwardt (Michigan/Princeton), Clifford H. Prator (UCLA), and George Winchester Stone, Jr. (NYU). Dr. Charles A. Ferguson (CAL) acted as the preliminary chairman of the Council for the first meeting, and Dr. Trusten W. Russell and Mr. Alfred S. Hayes attended as special consultants. Dean Latimer of George Washington University was present part of the time and Dr. David P. Harris came to one of the sessions as a consultant.

The next meeting of the Council is planned for February 1963. The Center for Applied Linguistics will serve as the continuing secretariat for the Council in the periods between meetings.

The Southeast Asian Regional English Project of the University of Michigan, begun in 1958 under a U.S. Government contract to provide "regional technical assistance resources for improvement of English instruction" in Laos, Thailand, and Viet Nam, has been extended until June 1963 with consultation services available to Burma, Cambodia, Indonesia, and the Philippines.

A new Center publication, Linguistics and the Teaching of English as a Second Language — University Resources in the United States, is available upon request.
Carnegie Chinese Project

The Carnegie Corporation of New York has made a three-year grant of $125,000 to San Francisco State College to coordinate several related projects for the purpose of encouraging Chinese language instruction in secondary schools.

The Project will inaugurate Chinese classes in secondary schools in the San Francisco area, arrange for teacher training, develop and supply teaching materials, and provide expert supervision and consultation service.

Professor Kai-yu Hsu, Head of the Department of Comprehensive Departments, San Francisco State College, will direct the Project. Professor Maurice Tseng of the Institute of Far Eastern Languages, Yale University, will be Associate Director and supervisory "roving professor". Professor Shau Wing Chan, Head of the Department of Asian Languages, Stanford University, and Professor Joseph Axelrod of San Francisco State College, currently in charge of an NDEA academic-year language institute, will be consultants.

linguists wanted

PROFESSOR OR ASSOCIATE PROFESSOR OF LINGUISTICS, Portland State College, 1963-64. To teach linguistics and possibly a Middle Eastern language. Starting prof salary about $10,200, starting associate prof salary about $8,600. Address Dr. Frederick J. Cox, Middle East Language and Area Studies Center, Portland State College, Portland 1.

MACHINE TRANSLATION RESEARCHER qualified in structural linguistics, either native German or with equivalent command of the language and fluent English, M.A. or equivalent experience. Submit resume to Wayne Tosh, Linguistics Research Center, Box 7980, Univ. Station, Univ. of Texas, Austin 12.

TEACHERS OF ENGLISH as a foreign language needed in Africa and other points overseas. Address Director of Overseas Operations, Institute of Modern Languages, 1322 18th St. N.W., Washington 6, D.C.

Personalia

The following is a list of a number of linguists who are changing their institutional affiliation as of September 1962. The list does not distinguish between permanent and temporary changes.

Bernard Bloch, FSI, Yale, as a Linguistics Researcher.
Nicholas C. Bodman, UCLA, as a Linguistics Researcher.
William Howard Buell, Michigan, as a Linguistics Researcher.
Oscar Luis Chavarria-Aguilar, Georgetown University, as a Linguistics Researcher.
B. E. Clarity, Georgetown University, as a Linguistics Researcher.
Desmond T. Cole, Columbia University, as a Linguistics Researcher.
Harold C. Conklin, Pennsylvania University, as a Linguistics Researcher.
Paul W. Friedrich, Columbia University, as a Linguistics Researcher.
Joseph H. Greenberg, Columbia University, as a Linguistics Researcher.
D. Lee Hamilton, George Washington University, as a Linguistics Researcher.
Robert T. Harms, Cornell, as a Linguistics Researcher.
Alfred S. Hayes, Texas, as a Linguistics Researcher.
Henry R. Kahan, Indiana, as a Linguistics Researcher.
Peter N. Ladehoff, Columbia University, as a Linguistics Researcher.
John Lott, Columbia, as a Linguistics Researcher.
Samuel E. Martin, Stanford, as a Linguistics Researcher.
Norman A. McQuown, Illinois Inst. of Tech., as a Linguistics Researcher.
Roy Andrew Miller, University of Illinois, as a Linguistics Researcher.
Lawrence Poston, Jr., FSI, as a Linguistics Researcher.
Stanley M. Sapon, University of California, as a Linguistics Researcher.
Yao Shun, Shanghai, as a Linguistics Researcher.
Edward Stankevics, Chicago, as a Linguistics Researcher.
John C. Street, Columbia, as a Linguistics Researcher.
Valdas J. Zepa, Columbia, as a Linguistics Researcher.

AUGUST 1962
Linguistic Symbols for Typing

How to type a variety of specialized linguistic characters, symbols, and diacritics into manuscripts and papers has been a chronic problem for linguists, language teachers and students, as well as many others. Recently, an American manufacturing company has come up with a practical and flexible solution to the problem in the form of new device called a Typit. A Typit is a small plastic handle which contains a single type face of some special symbol. Once a modified type guide has been installed on the typewriter (this change does not affect the normal operation of the machine), it is possible to use any number of Typits without altering or giving up any of the standard keys. A Typit is inserted in its holder and any key is struck. The rising type bar forces a small metal slide forward and the special symbol is printed. The Typit is then removed, and normal typing is continued. The price of individual Typits is $3.00.

At present, over 500 special characters, including phonetic symbols, arrows, special brackets and bars, Greek letters, diacritics, etc. are available. Catalogues and additional information can be obtained from the manufacturer: Mechanical Enterprises, Inc., 3127 Colvin Street, Alexandria, Virginia.

Examples of linguistic symbols now available in Typits are:

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<tr>
<th>Symbol</th>
<th>Description</th>
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<tr>
<td>&amp;</td>
<td>Greek Omega</td>
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<td>Æ</td>
<td>Greek Eta</td>
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<tr>
<td>Ξ</td>
<td>Greek Xi</td>
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<tr>
<td>ω</td>
<td>Greek Omicron</td>
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</tbody>
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New Periodicals

Studies in Descriptive and Applied Linguistics, the Bulletin of the July 1961 Summer Institute in Linguistics of International Christian University in Tokyo, provides a new forum of communication for Japanese linguists. In the language of the Prefatory Notes, "the Institute is concerned with foreign-language teaching, especially the problems of foreign-language teaching in Japan, but does not feel that these problems can be discussed fruitfully apart from the basic discipline . . . of linguistics. It is interested very much in problems of English teaching in Japan, and feels that the most fruitful discussion of these problems must grow out of the background of the discipline concerned, again linguistics." Papers include "Prosodeme, Syllable Structure and Laryngeal Phonemes" by Shigō Hattori, "Morphological Problems in Linguistic Borrowing" by Hiroshi Nishiwaki, "From Mim-mem to Communication" by Everett Kleijnans and "A Modern Approach to the Teaching of Chinese" by Ryōichi Hasegawa.

PEN, Project English Newsletter, began publication with a May issue. The Office of Education periodical, in addition to a brief history of Project English, carries reports of research studies of linguistic interest and an account of the May conference on "Improving English Skills of Culturally Different Youth in Large Cities". (September 1 is the next deadline for research applications.)

The DFL Bulletin, the publication of the new Department of Foreign Languages of the NEA, was inaugurated with an April issue. Carrying signed articles, news items in the field of foreign languages, and book reviews, the Bulletin is edited by Jermaine Arendt, Minnesota State Supervisor of Foreign Languages, and Emma Marie Birkmaier, University of Minnesota High School. Its first numbers are published and distributed to over 110,000 persons by major foreign language textbook publishers.

The Bulletin of the Central Institute of English, Andhra Pradesh, India, an annual publication with its first issue dated September 1961, reflects the concern of the Institute with linguistic techniques as a means of reforming the teaching of English in India. Articles include "Report on a Verb-Form Frequency Count carried out in the C. I. E. Hyderabad" by H. V. George, "English Vowels for Indian Learners" by A. W. J. Barron, and "Verbs with Particular Behaviour in the Present Simple and the Present Progressive Areas" by M. Tarinayya. Edited by V. K. Gokak, the Bulletin's mailing address is Hyderabad-7, Andhra Pradesh.
JPRS: Largescale Government Translation Service

by Belle Martin

JPRS accepts work orders only from government offices—and the Service's orders are steadily increasing—and contracts only with individual translators to perform services. During fiscal year 1962 JPRS produced about 300,000 pages of material.

Translators and Translations

Approximately half of JPRS translations are scientific and technical; the remainder are in the social sciences. Russian is the first foreign language translated both in volume and importance; Chinese second in importance though not in volume because of the relative paucity or unavailability of Chinese materials; East European, West European (including German) and the Near East and remaining Far East next in priority. All subjects and languages are handled, subject only to translator capabilities. The Service reports it has not been stumped on a language yet. Its translations have ranged from a half-page letter in Bantu addressed to a space official to a 1502-page statistical year-book on Poland (the largest JPRS report to date). The 2500 translators currently listed with the JPRS are required to have a good command of the language translated from, the subject matter translated, and, above all, English, since Mr. Miller reports that JPRS experience has demonstrated that the greater command must be over the language of the finished product. As Mr. Miller points out, there are very few "subject specialists" in the less familiar languages and in cases of highly technical materials in these languages, a translator-editor team has often proved most satisfactory. The greatest need of the JPRS currently is for Chinese, Russian and East European scientific translators, although applications from skilled translators in any language are welcome.

Linguistics

Although linguistics apparently does not loom large on the JPRS front, either in the translators' training or as subject matter of the publications, translations have, for example, been made of materials concerning machine translation and of Russian linguistic reports on the analysis of the German complex sentence and the role of the comma. In addition, the Service has post-edited several machine-produced translations and considers that it has not as yet scratched the surface of the field of machine translation, which it regards as "still experimental, not operational."

Linguistic changes have brought their complications to the work of JPRS. Mr. Miller reports. The abbreviated Chinese character system now in general use in China has required the Service to furnish its translators with special charts of the new characters. The Chinese and Indonesian languages, to mention only two, are changing so fast—in the case of Indonesian the upsurge of national con-
Symposium on Multilingualism
by Earl W. Stevick

[Dr. Stevick is a linguist on the staff of the School of Language and Area Studies, Foreign Service Institute, Department of State]

The second meeting of the Inter-African Committee on Linguistics, a part of the Scientific Council for Africa, South of the Sahara, was held in Brazzaville, July 16-21, under the auspices of the Commission for Technical Cooperation in Africa (CCTA). Most of the conference time was devoted to a Symposium on Multilingualism, for which about forty specialists in the field of language teaching, educational administration, psychology and African linguistics were brought together. A special effort was made to include a number of linguists with experience in the study of pidgins and creole languages.

The purpose of the symposium was to place at the disposal of the twenty-six African member states of CCTA certain general conclusions and specific recommendations, which might be of use to them in dealing with matters of language policy. Working groups were set up to concentrate on four topics: Linguistic Change in Africa; Creole and Pidgin Languages; Factors Involved in the Adoption of an Official Language; and the Role of World Languages in Africa and in African Education.

This observer felt that the participants in the conference had been well selected and that they represented an extraordinarily high average level of competence. Most had had long experience with the problems at hand. Nevertheless, some observers felt that the final recommendations did not reach the degree of specificity which had been the stated aim of the Symposium. Most consisted of statements in favor of pilot projects, detailed surveys, and further analyses and intensive studies. Among the most positive results were general agreement that for purposes of government or education, a well-established creole is just as usable as any of the other non-European languages of the continent, and the suggestion that if the needed surveys, analyses, and pilot projects are ever to be carried out, it will be necessary to train African linguists in African universities.

It appeared to this observer that the difficulty experienced by the conference in framing specific recommendations was, to a large extent, due to the sparse representation of the member states of the CCTA, and to the fact that the questions which the specialists were to answer were not clearly formulated. It is possible that a conference made up of responsible delegates from most or all of the member states should be held for the purpose of drafting specific questions, either before or concurrent with any future meeting of technical specialists.

The complete conclusions and recommendations of the conference are due to be published under the auspices of the sponsoring organization.

[ED. NOTE: CCTA headquarters are located at PMB 2159, Lagos, Nigeria]
Project English

Colleges, universities, or State departments of education may submit proposals for Curriculum Study Centers in English designed to develop sequential patterns for teaching reading, composition, and related language skills, to test promising practices and materials, and to develop curriculum recommendations and materials. Twenty-three proposals were considered by the Research Advisory Committee in February. Three were approved. Contracts have been signed with: Carnegie Institute of Technology (English for the able college-bound in grades 10-12. Duration, 4 years plus. Federal costs, $220,000. Director, Dean Erwin R. Steinberg); Northwestern University (English, with special emphasis on composition, in grades 7-14. Duration, 5 years. Federal costs, $250,000. Co-directors, Dean Eldridge T. McSwain and Professor Jean H. Hagstrum); University of Nebraska (An articulated program in composition, in grades K-13. Duration, 5 years. Federal costs, $250,000. Director, Professor Paul A. Olson). In each center, cooperation of departments of English and education and of several local schools or school systems is a built-in feature; findings will be made available in future years to interested school systems.

NDEA Title VI Projects

Thirty-eight projects to strengthen modern foreign language instruction at all educational levels have been completed in fiscal year 1962 under Title VI of the NDEA. Office of Education publication, Higher Education, reports in its July issue. Of the 38 projects, 11 were surveys and studies of the status of language instruction in the schools and colleges; 22 were for the development of specialized instructional materials, including readers, basic courses, and grammars for the neglected languages, and 5 were for research in the application of phonetics and linguistic theory to foreign language instruction. The new projects bring the total number financed by the language research and studies program in its first four years to 199.

Materials completed as of August 1961 are described in the Office of Education publication Completed Research, Studies, and Instructional Materials in Modern Foreign Languages. List No. 1. A second list is in preparation.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence to the Editor, The Linguistic Reporter, Center for Applied Linguistics, 1946 Connecticut Avenue, N.W., Washington 6, D.C. Any article published in the Reporter may be freely quoted or reproduced, in whole or in part, without special permission.

Linguistics in South Africa

by L. W. Lanham

[Dr. Lanham is Professor, Department of Phonetics and General Linguistics, University of the Witwatersrand, Johannesburg]

Courses in linguistics in each of the three undergraduate years were offered for the first time in 1962 in the Department of Phonetics and Linguistics in the University of the Witwatersrand, which thus became the first university in South Africa to offer linguistics as part of an undergraduate curriculum. Apart from basic phonetics, phonemics, morphemes, and syntactics, special topics for undergraduate study include: the structure of English; history and development of the English language; a study of the phonemic system of one foreign language and the mastery of it as a pronunciation system; language and culture; modern methods in teaching and learning foreign languages; teaching English as a foreign language; introduction to the science of translation; language and society. Undergraduate courses have a strong bias towards the practical and the applied, showing a close adherence to American linguistic tradition in the undergraduate years. The Honours (postgraduate) course includes an examination of British and Continental linguistics.

Current research in the department is mainly connected with English in Africa. A dialect survey of regional and social differences in South African English is in progress and an attempt has been made at a description of standard English in South Africa. Aberrant patterns of pronunciation in African English are being investigated, particularly with a view to preparing remedial exercises and to testing the theory of predictability of deviant pronunciations in terms of a biligual description. Minor research projects are concerned with Bushman and Bantu languages.

English Literature Overseas

The British Council Conference on Teaching English Literature Overseas, at King's College, Cambridge, England, July 16-18, was the first such conference ever held and was attended by over seventy-five participants from twenty-five different countries. Professor John Ashmead of Haverford College, American literature consultant to the Center for Applied Linguistics, attended as representative from the Center and gave one of the talks, on the use of the Carnegie Collection of Color Slides, The Arts of the United States, in the teaching of American Literature. He found interest expressed at the conference in American methods of teaching prosody by using the new linguistics, and also much interest in further exploration of interconnections between the study of literature and the study of linguistics, perhaps through an international conference.

A crucial issue of the Conference was the present dissatisfaction with current methods of teaching English literature overseas, especially in countries with English as a second language. Among the proposals for modernization of English literature teaching were greater use of visual aids, greater reliance on the most recent linguistic research, a broader definition of English literature to include history and philosophy, and also to include all literature written in English, especially American literature of the modern period. Badly needed was a more functional relation of English literature to the life and career of the overseas student, if English literature was to avoid following Latin into oblivion as a significant civilizing force. The proceedings of the Conference were taped and will be published in book form by Methuen.

OCTOBER 1962
**THE ELECTRONIC EAR**

Aurelle, an electronic device now being produced in France, may in time prove to be an important aid in the study and teaching of modern languages in addition to its uses in psychology, medicine, music, and industry: the device can, it is claimed, modify the way a person speaks by modifying the way he hears.

Aurelle is an electronic ear (oreille électronique) consisting of a system of filters placed between a microphone and a set of earphones. The subject speaks into the microphone and hears his own voice as modified by the filters, which may be adjusted to amplify certain frequencies in the acoustic spectrum and lower others. Under these conditions, it is said, the subject tends to modify his own speech, taking the acoustic spectrum perceived by the ear as a model.

The inventor of the device, Dr. A. Tomatis, a French physician, bases his machine on certain general principles that emerged from his clinical work: (1) the voice can reproduce only what the ear can perceive; (2) if a damaged ear regains the ability to discriminate correctly frequencies it earlier discriminated poorly, these frequencies are immediately and without the subject's knowledge re-established in utterance phonation; (3) the ear imposes upon the vocal apparatus auditory modifications imposed artificially upon the ear itself.

With regard to Aurelle's application to foreign language study, The London Times Educational Supplement (24 November 1961) noted: "Turning his attention to languages, Dr. Tomatis investigated the characteristic sound frequencies of several European languages. He revealed by means of audiographs that each language has its own rhythm and sound ranges.... When a speaker becomes imprisoned, as it were, within his own mother tongue, his ear becomes deaf to unaccustomed sounds and he tends to interpret what he hears in terms of frequencies that are familiar to him.... In the future, the electronic ear may enable learners to overcome this handicap. By filtering through selected sound frequencies the machine can resensitize the middle ear so as to permit the subject to hear new sounds in all their purity. The ear is tuned in to the new frequencies, after which they can be faithfully reproduced orally.... What are the immediate lessons for the modern language teacher? Workers at the linguistic centres of Saint-Cloud and Besançon are still experimenting with the machine as an aid to modern language learning...."

Aurelle headquarters are at 3, Rue du Fauborg St-Honoré, Paris 8.

**The Linguistic Society of New Zealand**

The Linguistic Society of New Zealand, now in its fifth year, was formed in Auckland to "promote and pursue the scientific description and study of the evolution and structure of languages." While the main membership is in Auckland, where meetings are held five or six times a year at the University, there is a growing body of members in Wellington, Christchurch, Dunedin, and overseas.

The Society publishes its proceedings annually in a journal, *Te Reo*, which appears in the May following the year concerned; it is available to members only.

Speakers are drawn from New Zealand members and overseas visitors. Languages dealt with in papers read to the Society have included Breton, Chinese, English, French, German, Melanesian and Polynesian languages, Minoan, Pidgin, and Rumanian. There have also been more general papers or discussions on topics such as the history of linguistics, linguistic geography, and the reconstruction of Proto-Austronesian. A students' evening at which Auckland University students present papers based on research done within their Departments has become a regular annual feature, and is providing valuable material on Polynesian dialects and overseas regional forms of French.

The Society naturally has a particular interest in the languages of the Pacific, both European and Oceanic, and this interest has been reflected not only in the papers presented but also in the series of *Te Reo Monographs* published and planned. Already out are *A Checklist of Oceanic Languages* (K. J. Hollyman) and *The Polynesian Language of Ma'ae (Emwae)*, New Hebrides (A. Capell), which may be purchased by the public. In preparation are a dictionary of cognates for Eastern Polynesia (B. G. Bigga) and a survey of plant-names for Wallu, New Caledonia (J. Kasarherou).

The Center for the Information Sciences, recently established at Lehigh University, has plans for the next four years including research in linguistics, semantics, the logical syntax of natural and artificial languages, and the computability of syntactic analysis; instruction at the graduate level in linguistic and information analysis; and the design and operation of substantive information centers. The Center, a division of the Lehigh Library, is under the direction of Robert S. Taylor, Associate Librarian.

The University of Texas has announced the establishment of a graduate program in information processing for students in psychology, mathematics, and linguistics. Closely allied with the University's modern Computation Center, the program during 1962-63 will provide instruction in information processing, cognitive processes, learning theory, descriptive linguistics, high-speed computer programming, computer applications in psychology and education, and mechanical language translation. Additional information may be obtained from R. K. Lindsay, Department of Psychology, University of Texas, Austin 12, Texas. (From *Scientific Information Notes*, April-May 1962.)

The UCLA Center for Research in Languages and Linguistics, directed by Professor Jaan Puhvel, was recently established to coordinate the University's rapidly expanding linguistic activity. Some of the tasks of the Center will be to oversee and expand the library holdings in linguistics, stimulate contributions to the University Press publications in linguistics and philology, provide liaison with governmental agencies and private foundations, administer grants and fellowships, provide administrative assistance and space to visiting scholars and research assistants, issue a newsletter, organize seminars and lectures by visitors, provide administrative and secretarial assistance for group research projects, take a lead in planning further improvement and expansion of linguistic offerings at UCLA, and encourage interdisciplinary research on language.

New Editor for the MLJ. Professor Robert F. Roeming of the College of Letters and Science, University of Wisconsin, Milwaukee, was elected in December 1961 for a four-year term as Editor of the *Modern Language Journal*, 1963-66. Professor Roeming will succeed Professor J. Alan Pfeffer of the University of Buffalo, whose term expires on December 31, 1962.

**THE LINGUISTIC REPORTER**
MLA To Survey Manpower in the "Neglected" Languages

The Modern Language Association of America, under contract with the U.S. Office of Education, is undertaking a survey of the study of "neglected" modern foreign languages (i.e. all major languages of the world except French, German, Italian, Russian, and Spanish) in the United States. Questionnaires have been sent to the registrars of all accredited colleges and universities to ascertain which neglected languages are offered in regular and summer sessions and who is in charge of the instruction in each language. A second-stage questionnaire will elicit information about the courses offered, enrollments in each course and at each academic level, from freshman to advanced graduate study, use of language laboratories, area programs, and the names of all instructors and native informants. A third-stage questionnaire, addressed to instructors and native informants, will ascertain age, academic background, language competence, special knowledge of areas and the nature of each course they teach. (This questionnaire will go also to teachers of "neglected" languages in all secondary schools, identified through a separate survey being made of enrollments in all foreign languages at this level). A fourth-stage questionnaire will be addressed through their teachers to all college and university students of "neglected" languages, asking for biographical information (age, academic and permanent addresses, year of study, citizenship, place of birth, etc.) and linguistic information (courses in all languages studied, knowledge of structural linguistics, indication of language skills and bilingualism, and what use the student plans to make of his knowledge of the language). The third- and fourth-stage questionnaires will be completed in triplicate so that the Language Development Branch of the U.S. Office of Education may have rosters of students and teachers by language and by name and also a roster of programs by institution. Results of the survey will be available in the fall of 1963 through the U.S. Office of Education.

Teacher Training Film 5 Now Available

"Modern Techniques in Language Teaching," Film 5 in the five-part film series Principles and Methods of Teaching a Second Language sponsored and produced by the Modern Language Association of America, the Center for Applied Linguistics, and Teaching Film Custodians, Inc. is now available for distribution.

Film 5 reinforces and expands the techniques of language teaching explained and illustrated in Films 1, 2, 3, and 4, in this case using English as the second language to be learned.

Classes shown include a third grade class of Spanish speaking children, a ninth grade class of Spanish speaking adolescents and an adult class of speakers of languages from the Middle East, Far East, Africa, Europe, and South America.

The film also considers the role of the non-native teacher who must bear the responsibility of teaching a second language throughout the world. References are made to the use of language recordings and to the problem of the oversize language class.

In addition to Pauline Rojas and Howard E. Sollenberger, consultants for the series as a whole, Albert H. Marckwardt was consultant for Film 5. Technical advisors include: Bernarda S. Erwin, Nancy L. Fargo, Sirarpri Ohannessian, Robert J. di Pietro, and Betty Wallace Robinett.

Purpose of the Series

The film series is designed to instruct teachers in the application of modern principles of linguistics to the teaching of a second language in schools, colleges, and other systems and organizations throughout the United States and abroad. For maximum effectiveness the series is best used as whole rather than in separate units.

Each film is a 16 mm. black-and-white sound film, with a running time of approximately thirty minutes (three reels). Theodore B. Karp is writer-supervisor for the series, and Reid H. Ray Film Industries, Inc. is film producer. The total series may be purchased for $850 and individual films at $170. Films are also available on a rental basis. Distribution is through Teaching Film Custodians, Inc., 25 West 43rd Street, New York 36, New York, to whom inquiries should be addressed.

New Language Development Head

Dr. D. Lee Hamilton has been appointed Director of the U.S. Office of Education's Language Development Program to succeed Dr. Kenneth W. Mildenberger, now Acting Director of the Division of College and University Assistance, Office of Education. The new Director of a program which for the current fiscal year totals $15.25 million has most recently been Associate Dean, School of Languages, Foreign Service Institute, Department of State, and, prior to 1957, Academic Dean, U.S. Army Language School, Monterey, California. Dr. Hamilton has been a Professor of Romance Languages at the University of Texas and Indiana University, and during World War II introduced and taught Portuguese at the U.S. Naval Academy.

The Committee on Southern Asian Studies of the University of Chicago is sponsoring a program on the culture of South and Southeast Asia to be presented by several visiting scholars to the campus during 1962-63. Supported by the Ford Foundation, the Carnegie Corporation, and the Asia Society, the Visiting Program will include a course of lectures on language, myth, and history of Indonesia by C. C. Berg, Visiting Professor of Indonesian Linguistics at the University of Leiden, and a linguistics seminar in Historical and Anthropological Approaches to Javanese Culture.

Philippine Language School. The Interchurch Language School, a cooperative effort organized in 1961 to train missionaries in the dialect of the area in which they serve, is offering intensive programs in Tagalog, Cebuano and Ilocano, with Ilongo and other major dialects to be added should the need arise. For further information address: Donald N. Larson, Director, Interchurch Language School, 47 General Lim, Heroes Hill, Quezon City.

The Business Service Center of the U.S. Department of Commerce draws upon the language talents of Commerce employees to assist foreign businessmen. Less familiar languages presently being handled include Arabic, Mandarin Chinese and Cantonese Chinese, Russian, Greek, Latvian, Ukrainian, and Czech. A tape recording in several languages was recently made for Voice of America broadcasts concerning the Business Service Center.
New Center Study Treats the Role of Second Languages

The latest publication of the Center for Applied Linguistics (Study of the Role of Second Languages in Asia, Africa, and Latin America, edited by Frank A. Rice. 123 pp. $1.75) is a small volume of essays in the field of sociolinguistics. This volume is one of a series of publications resulting from the Survey of Second Language Teaching in Asia, Africa, and Latin America conducted during the period December 1959-March 1961 by the Center in cooperation with linguists and experts from other countries (see the Reporter, April 1961, p. 3).

In carrying out the survey, the Center repeatedly found that one of the most serious gaps in available information was the "language situation" in a given country or area. This includes not only basic crude data, such as what languages are spoken where and by how many people in a given area, but also information on the use of different languages and dialects, on the extent and functions of multilingualism, on the attitudes of speakers toward their own language and toward other languages, on the linguistic channels of communication throughout the society and on the correlation of linguistic factors with other aspects of the society.

Perhaps even more serious was the discovery that no theoretical frame of reference was available in terms of which different language situations could be characterized, classified, or compared. Since the purpose of the survey was to determine effective approaches and policies for assisting the developing countries in coping with language factors in their economic, social and educational development, these two lacks proved serious.

The ten essays of the new Center publication represent the reaction of half a dozen specialists to various aspects of this problem of the survey. Several of them give information on particular countries or regions, others attempt to provide parts of the needed frame of reference. The final essay consists principally of charts illustrating the communication problem for specific countries.

This document constitutes another step in the development of the field of sociolinguistics. Other signs of growing interest in this field have been the special sessions at annual meetings of the American Anthropological Association, in particular, Language and Culture Dynamics in South Asia (1957), Urbanization and Standard Language (1958), and Multilingualism and Socio-cultural Organization (1961).

Other Center publications resulting from this Survey are Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America, 1961, 18 pp., 50 cents, and English Overseas, 1961, 31 pp., 50 cents.
Uzbek Newspaper Reader (with Glossary), by Nicholas Poppe, Jr. (Indiana University Publications, Uralic and Altaic Series, Vol. 10) Bloomington, Indiana University, 1962. $2.00

Uzbek is an Altaic language spoken by some six million Muslims in Soviet Central Asia and Afghanistan. This reader contains photographically reproduced excerpts from Uzbek newspapers currently published in the USSR. The materials are in the Cyrillic alphabet now in use, and in the selections there is emphasis on regional topics, education, and economics. There is a grammatical sketch (pp. 3-59) which summarizes the forms of the written language, notes on grammatical points in the text, and a full vocabulary (pp. 178-246).


This is the first volume of a proposed three-volume course for teaching Modern Standard Arabic to foreigners. The course uses modern techniques of language teaching such as the planned repetition of vocabulary items in accordance with word counts, the gradual introduction of grammatical points, and the provision of tape recordings and flash cards to accompany the books.


This book began as a series of radio talks. It ranges over a wide variety of linguistic topics: the extensive use and many varieties of the English language, the functions of language, the structure of English, what is standard English, and problems of English usage and style. Many of Professor Quirk's observations are based on preliminary results of the Survey of English Usage being conducted at University College, London, under his supervision. One chapter is on dictionaries, and there are two supplements: "The Transmission of Language" by A. C. Gimson covering pronunciation and writing, and "Notions of Correctness" by J. Warburg.

English Phonetics (Especially for Teachers of English as a Foreign Language), by Yao Shen. Ann Arbor, University of Michigan, 1962. vii + 239 pp $5.35

This manual provides coverage of some basic notions of general phonetics and a description of English sounds with articulatory diagrams. Both the Pike and the Trager-and-Smith systems of transcribing American English vowels are presented. Further chapters define "phonetic difference, "allophone," and "phoneme," and stress the necessity in second language teaching for paying attention to allophonic equations as well as to phoneme-pattern comparisons found to hold between the two languages involved. Permitted combinations of sounds and suprasegmental features also receive considerable attention.


It is the purpose of this book to facilitate interdisciplinary communication between two major approaches to the study of language—that represented by structural linguistics and that represented by behavioral psychology—by providing students of language with materials dealing with problems where collaboration between psychologists and linguists promises to be fruitful. The materials consist of reprints of articles of a scholarly and technical nature.


Designed to help researchers locate published and unpublished reports, this bibliography also identifies aspects of language teaching most in need of research. The book is divided into four parts: a listing of bibliographies; periodicals and serials; research completed and in progress; and an appendix on questions in need of research, followed by an author and subject index.


This report is based on a questionnaire circulated at the end of 1961 to a sample of members of the Federation, representative of different industrial interests and different sizes of firm. The report, which begins with a series of Recommendations, is divided into six parts: the effect of the changing pattern of international trade; industrial linguistic requirements; the supply of linguistic services and linguists to industry and commerce; overseas developments; methods of language tuition; and six appendices, containing among other things, examples of industrial training schemes and special language services offered by industry and commerce.

Linguistics at Iowa

Beginning in September, the State University of Iowa will offer a Ph.D. in English with a special concentration in linguistics, including phonetics, phonemics, morphemics, the teaching of English as a foreign language, and modern English grammar. Provision will be made for advanced linguistics courses or work in mechanolinguistics or in instrumental phonetics.

The Ph.D. dissertation may be essentially linguistic in character, or it may be planned to demonstrate the impact of linguistics on an aspect of literature.

Further information may be obtained from Professor John C Gerber, Chairman, Department of English, State University of Iowa, Iowa City.

miscellaneous linguistics

"In other words, Indo-European voiceless plosives became the corresponding fricatives in both High and Low Teutonic if they were labials or gutturals and were immediately preceded by the accent (Grimm's Law); but if they were dentals, the Low Teutonic fricatives became the corresponding voiced plosives. If the accent did not immediately preceede, the voiceless plosives developed, through the voiceless fricative stage, into the corresponding voiced fricatives in Low Teutonic (Verner's Law); and these (except in the case of dentals, which were devoiced) evolved in High Teutonic into the corresponding voiced plosives. The aspirated plosives became voiced fricatives in Proto-Teutonic, and then developed in Low Teutonic into voiced plosives, which were devoiced in High Teutonic. Finally, the Indo-European voiced plosives were devoiced in Proto-Teutonic, and remained so in Low Teutonic, but were further developed into affricates in High Teutonic, though the guttural shows this only in certain Germanic dialects (especially in Swiss German; cf. p 79) "—L. H. Gray, Foundations of Language, p. 82.
New Periodicals


Journal of Verbal Learning and Verbal Behavior, initiated with a July issue, will publish articles dealing with laboratory studies of human learning as well as work in psycholinguistics and related disciplines. The editor is Leo Postman of the Center for Human Learning, University of California, Berkeley. Subscription orders should be sent to the publishers, Academic Press, Inc., 111 Fifth Ave., New York 3.

The UCLA Ph.D. Program in Linguistics, to be inaugurated in 1962-63, will involve three fields of study: structural linguistics, a language area (usually nondepartmental), and a related area (experimental phonetics, linguistics and language teaching, mathematical linguistics, or psycho- and ethno-linguistics). The program endeavors to impart competence in the formal theories of linguistic structure, in the techniques of descriptive linguistics, in language areas not departmentally localized, and in inter-disciplinary studies relating to language. Linguistic and philological specialization may be in English, Germanic languages, Near Eastern and African languages, Romance languages, or Slavic languages.

Beginning in 1962-63 also the Department of Classics will offer a Doctorate in Classics with specialization in Greek and Italic historical grammar, Indo-European linguistics, and Sanskrit.

For further information address Professor Harry Holjer, Chairman, Committee on the Linguistics Program, Haines Hall 360, UCLA, Los Angeles 24.

Mitake

Through an oversight some copies of the August issue of The Linguistic Reporter may have been mailed without its Supplement, "The Uralic and Altaic Program of the American Council of Learned Societies" by John Lotz. Separate copies of this Supplement are available upon request to readers who are lacking one.
FULBRIGHT-CORNELL LINGUISTICS PROGRAM IN ITALY
by Paul Roberts

[Dr. Roberts, Professor of Linguistics at Cornell University, is at present in Rome as Director of the Cornell University Linguistics Program in Italy]

In the December 1961 issue of The Linguistic Reporter Dr. Trusten W. Russell described the development of the Fulbright program in linguistics and the teaching of English in Italy to that date. Since then the program has been more firmly established by the awarding to Cornell University of a Ford Foundation grant for the continuation and expansion of the work. This money will supplement support that the program already receives from Fulbright, USIS, the University of Rome, the Italian Ministry of Public Instruction, the British Council, and the Council on American Studies. The program will continue to be administered in Italy by the Council on American Studies.

The Ford grant provides for a Director and a University Lecturer, both to be drawn from the senior staff of the Cornell University Division of Modern Languages, and an Assistant to the Director. The current Director is Paul Roberts. The University Lecturer for 1962-63 will be Robert A. Hall, Jr.; for 1963-64 Frederick B. Agard. The Assistant to the Director is Walter E. Wells, now in his fourth year in Italy and third with the program. The staff is filled out by four annual Fulbright appointments (or renewals) in linguistics, by American and British teachers of English hired in Italy, and by the Italian staff of the Council on American Studies. The program is to be edited and set by Harcourt, Brace in New York and printed and distributed by Feltrinelli in Italy. Royalties go to the Council on American Studies to be used for the training of Italian teachers of English in applied linguistics.

The Italian program has worked along four main lines:

1) The preparation of materials. The program has projected a four-year series of texts providing about 350 hours of classroom instruction—the maximum available in the curricula of most Italian schools. The texts are accompanied by tapes of the dialogues, the pronunciation drills, and the grammatical exercises. Explanations are in Italian and emphasize differences between Italian and English structure. The texts are tried out both by Italian teachers in the state schools and by American and British teachers in the Council's school (see below). Copy for the first-year text is scheduled to go to the printer in the fall of 1962 with finished books hoped for in spring 1963. The second-year text will be used in the try-out version in 1962-63. The texts are to be edited and set by Harcourt, Brace in New York and printed and distributed by Feltrinelli in Italy. Royalties go to the Council on American Studies to be used for the training of Italian teachers of English in applied linguistics.

The materials are based essentially on generative transform grammar—more clearly in the syntactic than in the phonological component. However, they have not been unaffected in the phonology by transformational theory and its conventions of feature and rule. They are presented in regular orthography and, in the earlier parts, in what must be called a phonetic rather than phonemic transcription, some features being predictable. The phonetic transcription is withdrawn progressively and as early as possible. Tentative efforts are made in the materials to state general rules for stress assignment and vowel reduction, and it is hoped that these can be made less crude and more...
useful as the materials develop and
linguistics progress.

(2) An experimental and demonstra-
tion school. In 1961 the linguistics pro-
gram took under its immediate control an
English-language school that had been
operated for some years by the Council
on American Studies. The school is used
for trying out materials already written,
for gaining information needed for the
preparation of projected materials, and
for observation by Italian teachers. In
1961-62 the school enrolled approxi-
mately 600 Italian adults. It had a staff
of seven full time and two part time
teachers, hired locally but coming from
the United States, the United Kingdom,
Canada, and Australia. All teachers are
given a four-week training course. They
are paid at something like twice the local
rate for language teachers and by the
month rather than by the hour. The hope
was to build a faculty engaged in the en-
terprise, and the results have been grati-
fying. The director of the school in
1961-62 was Phillip Peraky of San Jose
State College. He is succeeded for 1962-
63 by Charles Alva, formerly of Stanford.

(3) In-service training courses. In
December of 1960 the Italian Ministry of
Public Instruction asked the Fulbright
Commission, which then operated the lin-
guistics program, to undertake a series
of in-service training courses (corsi di
aggiornamento) for Italian teachers of
English. This was part of a larger pro-
gram for the improvement of instruction
in various fields. By May of 1962 more
than 500 teachers had attended the ten-
day, fifty-hour courses. It is expected
that by 1965 virtually all Italian teachers
of English will have had the course.
About half the lectures in the course are
purely theoretical, though on an elemen-
tary level, and constitute a brief introdub-
tion to transform grammar, with illustra-
tions largely from English, partly from
Italian. Remaining lectures deal with
classroom procedures, testing, use of
mechanical aids, etc. Particularly promis-
ting teachers are given an additional four-
week course in the summer, expenses
being borne by the Ministry of Public
Instruction.

(4) Instruction in the universities. It
is obvious that a linguistics program can-
not expect permanent results without uni-
versity support, and the program in Italy
is making ever greater efforts to awaken
interest in the Italian universities. Prog-
ress to date has been slow but not negli-
gible. Through the efforts of Professor

Applied Linguistics and the Teaching of English in the United States
by Harold B. Allen

[Dr. Allen, Professor of English at the Uni-
versity of Minnesota, is past president of the
National Council of Teachers of English, a
member of the Council’s Executive Comitée,
and editor of “Readings in Applied Eng-
lish Linguistics” (1938)]

Emphasis upon the language as both tool
and content in recent major activities
sponsored and supported by the U. S.
Office of Education marks an acceleration
in the application of linguistics in the
Teaching of English in this country.

The Principle of Usage

Until quite recently the chief influence
of linguistic scholarship upon the English
classroom was limited to the teaching of
usage. Recognition of linguistic prin-
ciples of usage, with respect to time, place,
and social situation, seems to have been
based less upon the three standards set
forth in George Campbell’s Philosophy of
Rhetoric (1776) than upon the ideas in
Hermann Paul’s great Prinzipien der
Sprachgeschichte (1880). This recogni-
tion underlay J. Leslie Hall’s English
Usage (1917); Charles C. Fries’s Teach-
ing of the English Language (1927), a
National Council of Teachers of English
monograph; Current English Usage, by
Sterling A. Leonard in 1932; and even
Professor Fries’s quantitative study of
the language, American English Gram-
mar (1940), also an NCTE monograph.
But there was also some utilization of the
grammatical findings of the great phil-
ologists, especially Otto Jespersen, in
Fries’s earlier work and in Albert H.
Marckwardt’s Introduction to the Eng-
lish Language (1942), which itself was
structured in accord with requirements
enunciated in the 1928 report of the
NCTE committee on English language
courses. Then beginning with Porter G.
Perrin’s Index to English in 1939, class-
room textbooks began in increasing
numbers to acknowledge the soundness
of the usage principle, so that today few
high school and college language texts
can be found retaining the full measure
of earlier rigid prescriptivism.

Descriptive Linguistics

But the activity of the descriptive lin-
guists in the 1930’s and the war years,
effective as it was in developing new ma-
terials and techniques in teaching English
as a foreign language, did not for some
time affect the teaching of English in
American schools and colleges. Kenneth
L. Pike’s Intonation of American English
(1945) was long unnoticed by English
teachers; so at first was George L.
Trager and Henry Lee Smith’s Outline of
English Structure (1951). But Fries’s
The Structure of English (1952) did re-
cieve attention in the professional Eng-
lish journals and was used in a few insti-
tutions preparing secondary teachers of
English, sometimes along with Harold
Whitehall’s useful Structural Essentials
of English, which had first appeared as
a mimeographed text in 1949 and subse-
quently (1956) as a hardback.

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It was the Trager-Smith and Fries books, however, that were drawn upon in Donald J. Lloyd and Harry R. Warfel's American English in Its Cultural Setting (1956) for college freshmen and in Paul Robert's Patterns of English (1956) for high school students. These two books found few teachers competent to use them with the intended audiences, but they were influential in subsequent textbook preparation and in teacher training. In the banner year of 1958 Roberts produced a structural text for college freshmen, Understanding English; W. Nelson Francis produced Structure of American English for classes for prospective English teachers; Archibald A. Hill produced Introduction to Linguistic Structures for use on the graduate level; and Charles F. Hockett produced A Course in Modern Linguistics, which also could serve as a "graduate" textbook in English. In 1959 appeared James H. Sledd's Short Introduction to English Grammar, also a textbook for future high school English teachers. All these were within the framework of structural linguistics, and all but Sledd's drew upon the theory of immediate constituent analysis.

But even while these early books were shaping classroom content and leading to the inception of other textbook projects for both high school and college, a new direction in textbook preparation was implied strongly in the effect of Noam Chomsky's Syntactic Structures (1957). Chomsky, turning away from descriptive analysis, especially in terms of immediate constituents, and treating phonemics only marginally, focuses attention upon a series of steps by which all grammatical sentences are developed from a few basic or kernel sentences. Roberts was quick to see in Chomsky's theory values for the English classroom; in January 1962 appeared his English Sentences, a high school transformation grammar to replace his Patterns. Other texts now in preparation are known to be drawing also upon the work of Chomsky and other researchers in the transformation field.

Concern of NCTE

Alerting of the English teaching profession as a whole, however, has required more than the publishing of textbooks. As early as 1928 the National Council of Teachers of English, then a relatively small group, published the report of an official committee demanding a minimal linguistic content, both historical and descriptive, in the preparation of the secondary school teacher of English, but the report had little observable effect. During the past fifteen years circumstances have led to still greater concern within the Council itself. As the Council has grown to a membership of 80,000, it has become increasingly dynamic in this concern with linguistic developments, as evidenced in the work of various committees, publication of significant linguistic articles in its various journals, and major emphasis in the programs at national conventions. In 1960 a pre-convention linguistics workshop attracted so large a registration that the group had to be divided. Similar enthusiasm was evinced in 1961 and in the response to the 1962 meeting. For the spring of 1963 the Council is planning two week-long institutes in applied English linguistics in Louisville and in Atlantic City, with linguists as speakers and consultants and with teachers, school administrators, and supervisors as participants.

In January 1961 the Council published its The National Interest and the Teaching of English, intended for the use of members of the U.S. Congress during discussions of educational legislation. The documented evidence concerning the inadequate attention, paid to the English language both in teacher preparation and in the school classroom was partly instrumental in NCTE action in appointing a new permanent subgroup, its Commission on the English Language, with W. Nelson Francis as its director.

During this period, too, the NCTE's constituent organization, the Conference on College Composition and Communication, had been equally attentive to linguistic applications, particularly in the first year of college. Its own journal, CCC, as early as 1954 began publication of significant linguistic articles, and its annual spring meetings have increasingly been focal centers of linguistic information and discussion. During this same period several significant linguistic articles appeared also in the CEA Critic, the publication of the College English Association.

CEEB Commission on English

In 1959 representatives of the NCTE, the Modern Language Association of America, the College English Association, and the American Studies Association included in a report, The Basic Issues in the Teaching of English, an insistence upon the inclusion of sound linguistic content in the English curriculum. Shortly thereafter the College Entrance Examination Board created its Commission on English, to be responsible for action with respect to the English preparation of the college-bound student. As a result, during the summer of 1961 representatives of twenty selected universities participated in a CEEB planning institute at the University of Michigan for the purpose of preparing a language syllabus to be used in summer-long workshops at these same universities in 1962. Nine hundred high school teachers took part in these workshops last summer, and now are applying in their own classes the linguistic knowledge, both content and theory, then acquired.

Even in the field of reading, long marked by little heed to linguistics, such concern is being manifested. Publication in 1961 of Leonard Bloomfield and Clarence L. Barnhart's Let's Read, which incorporates the system of teaching reading devised more than twenty years ago by the late Leonard Bloomfield, has aroused critical notice, not always receptive. Charles C. Fries's long-awaited Linguistics and Reading is reported to be in the publisher's hands, with publication due early in 1963. The International Reading Association has created a new commission on linguistics and reading, chaired by Priscilla Tyler. She also has been named as chairman of the NCTE-IRA joint committee on linguistics and reading, with the charge to work...
toward setting up a major interdisciplinary work conference of lingualistic and reading specialists modeled upon the 1956 Ann Arbor conference which led to the creation of the Center for Applied Linguistics.

School Curriculum Revision

Already all this discussion and presentation and publication has led to concrete action by educational authorities. School officials in several communities have supported material preparation and major curricular revision by teachers seeking to make linguistic applications. Notable is Westport, Connecticut, where the school administration has supported a new teacher-training and material preparation program with the advice of linguistic consultants. In Brentwood, Long Island, administrators have likewise encouraged a current two-year experiment in teaching structural grammar. Freedom to experiment has enabled teachers in Cheltenham, Pennsylvania, schools to produce and publish a structural high school text. Newton, Massachusetts, is one of several other cities where similar applications are being made.

Significant is the Portland development. From the English division of a comprehensive city-wide curriculum survey supported by the Ford Foundation three years ago, the Portland, Oregon, schools have worked out, with the help of visiting consultants, a new English curriculum. In the new four-year senior high program is a sustained English language sequence, with the language material introduced as basic content, not as "remedial grammar." This content includes the history of the English language, modern structural grammar, principles of usage, varieties of American English, and English lexicography.

Concurrently, during the summer of 1961, a similar curriculum plan was being developed in Nebraska. There, at the request of the state board of education, the Nebraska Council of Teachers of English, with the aid of a foundation grant, drew up a linguistic sequence for the new Nebraska State English curriculum guide.

Project English

But what may ultimately prove to be the most far-reaching of all developments is that emerging from the positive concern of the U.S. Office of Education. Previous proposals for support of major research in English were crystallized as Project English by Dr. Sterling M. McMurrin upon his becoming U.S. Commissioner of Education early in 1961. Despite failure of the Congress to include English in the revision of the National Defense Education Act, the Office of Education found itself able to use Cooperative Research funds for the support of curriculum development in English. As a result, six Curriculum Study Centers have now been established in universities from coast to coast. Each will receive about a quarter of a million dollars over a five-year period. All the centers will necessarily pay some attention to linguistics as they proceed in their planning of materials.

Already one state has officially recognized that to teach effectively in the linguistics-conscious English field the prospective teacher needs better undergraduate preparation than in the past. No such candidate for teaching in New York State can, as of this year, be granted certification without having studied not only the history of the language but also the structure of modern English and principles of sound usage. It is reported that several other states are considering similar action.

National Defense Education Act Fellowships, 1963-64

Fellowships under Title VI (Language Development) of the National Defense Education Act are available to persons selected for advanced training in designated modern foreign languages and in related studies.

Graduate Fellowships

Modern Foreign Language Fellowships are offered under two programs. Program A (described in brochure OE-55025-64) supports the study of many of the languages of Asia, Africa, and Europe, excepting French, German, Italian, and Spanish. Program B (described in brochure OE-55026-64) deals with the study of languages of Latin America including Spanish, Portuguese, and certain other languages of the area. Recipients must be enrolled as graduate students at institutions in the United States offering appropriate programs. Candidates must apply directly to the graduate schools, not to the Office of Education.

Postdoctoral and Undergraduate Fellowships

A limited number of postdoctoral awards will again be available in 1963 for the study of Spanish, Portuguese, and certain languages of Sub-Saharan Africa at selected Language and Area Centers. The awards are for full-time summer study only.

In addition, as a pilot project, 100 awards will be available to undergraduate students for intensive full-time summer instruction in certain critical modern foreign languages.

Inquiries about any of the programs noted above should be addressed to: Language Fellowship Section, Division of College and University Assistance, U.S. Office of Education, Washington 25, D.C.
Contrastive Studies of English and German

- **Contrastive Structure Series.** Charles A. Ferguson, General Editor. Published by the University of Chicago Press in cooperation with the Center for Applied Linguistics.

**The Sounds of English and German,** by William G. Moulton. xiii + 145 pp. $2.75.

**The Grammatical Structures of English and German,** A Contrastive Sketch, by Herbert L. Kufner. xi + 95 pp. $2.00.

Many linguists and specialists in language teaching have for some time been convinced that one of the major problems in learning a second language is the interference caused by structural differences between the native language of the learner, and the second language. A consequence of this conviction is the belief that a careful contrastive analysis of the two languages offers an excellent basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques.

The Contrastive Structure Series, a project of the Center for Applied Linguistics, will describe the similarities and differences between English and each of the five languages most commonly taught in the United States: French, German, Italian, Russian, and Spanish. Each of the five languages is represented by two volumes, one on the sound systems and one on the grammatical systems of English and the language in question.

The volumes on phonology are relatively complete; the volumes on grammar, however, treat only selected topics. The studies make available for the language teacher, textbook writer, or other interested reader a body of information which descriptive linguists have derived from their contrastive analysis of English and the other languages. The studies are not intended as classroom texts.

The central purpose of Dr. Moulton's *The Sounds of English and German* is to reveal through a systematic analysis of the contrasts between the sound systems of the two languages those points of conflict which underlie the pronunciation difficulties of American students who learn German and to suggest ways in which these difficulties may be overcome. The order of presentation is based upon linguistic principles: first the consonants, then the vowels, then stress, intonation, and juncture. The style of presentation is mildly technical.

The major emphasis of Dr. Kufner's *The Grammatical Structures of English and German* is on problems of German syntax—sentence types, clauses, phrase structure; little space is devoted to morphological problems. The stress is on the spoken language, though the written language and problems peculiarly characteristic of written style have not been neglected. The two concluding chapters deal with differences between the grammatical and semantic categories of English and German.

**Seminar Plans Ph.D. in Language and Language Learning**

Plans for a new curriculum leading to an interdisciplinary Ph.D. in Language and Language Learning were discussed at a seminar held in Seattle from September 3 through September 14. The seminar, which was supported by office of Education funds, brought together members of the departments of Romance Languages and Linguistics of the University of Washington, graduate students, and outside consultants. Work papers, prepared by scholars representing linguistics, literature, psychology, cultural anthropology, and programmed instruction served as points of departure for group discussion. Professor Sol Saporta of the Department of Linguistics, University of Washington, served as coordinator for the first week of the seminar; Professor Wallace E. Lambert of the Department of Psychology, McGill University, led the second week's discussion.

Out of the recommendations of the group emerged a tentative synthesis which set forth the various forms of academic training appropriate in order to make such an interdisciplinary program effective, with the open recognition that any specific program would necessarily involve choices and compromises.

A full report of the meeting will be available from the University of Washington some time in the future. In the interim, the Center has for distribution a preliminary report drafted by Alfred S. Hayes, Head, Special Projects and Research at the Center, who was a member of the seminar.

**linguists wanted**

**ENGLISH AS A SECOND LANGUAGE.** Robert College of Istanbul, Turkey has several vacancies starting September 1963.

**INSTRUCTORSHIPS, M.A.'s with relevant majors and course work in Linguistics or English as a Foreign Language and teaching experience.** Three year contracts provide round trip travel, salary, and fringe benefits. Full maintenance for single men, housing for married men. Single men preferred. Send detailed resumes to Teacher Placement, Near East College Association, 548 Fifth Ave., N.Y. 36, N.Y.

**UNDERGRADUATE LINGUISTICS PROGRAM needs qualified Ph.D. Courses include history of English and English structure. Salary and rank open. Address Dr. Lea A. Burrell, Jr., Chairman, English Dept., Wisconsin State College, Stevens Point, Wisc.

**COORDINATOR FOR PROGRAM OF AMERICAN ENGLISH and foreign language instruction.** Ph.D. with training in linguistics and with near-native proficiency in a foreign language. Salary range $6000-$9000 depending on qualifications. Address Dr. Carl A. Lefevre, Chairman, Communications Skills Program, Chicago Teachers College North, 530 North St. Louis Ave., Chicago 25, Ill.

**LINGUISTICS PH.D. AT PRINCETON**

Beginning in the fall of 1963 Princeton University will offer a new three-year course of graduate study leading to a Ph.D. in linguistics. Dr. William G. Moulton, Professor of Linguistics, is Chairman of the Interdepartmental Committee which will direct the program. The work of each student in the program will be based upon a core of courses in general linguistics and will include as well linguistic study of specific languages and language families. Study in such related fields as literature, philosophy, or anthropology will also be part of the program, one purpose of which is to make courses in linguistics available to students in the Graduate School.

**miscellaneous linguistics**

Corrigenda. (N.B. These unfortunate errors were caused neither by the authors nor by the printer, but were caused by haste in getting the book out for the summer term.) — M. Poltoratsky and M. Zarechnak, Russian, First Course, Part I.

**DECEMBER 1962**
meetings and conferences

December 27-30. Speech Association of America. Cleveland, O.
December 29-30. American Associations of Teachers of French, German, Italian, Spanish and Portuguese, and Slavic and East European Languages. Washington, D.C.
March 21-23. Conference on College Composition and Communication. Los Angeles, Cal.
April 5-6. Georgetown University Round Table Meeting, 14th. Washington, D.C.

Columbia Develops High School Chinese Program

Columbia University, with the aid of a grant from the Carnegie Corporation of New York, has developed a special program to introduce the study of the Chinese language in New York area high schools. Under the direction of Russell Maeth, former head of Chinese language instruction at the Foreign Service Institute, Department of State, the program is expected to cover four years with an initial planning and trial period during the summer and fall of 1962. The University’s Department of Chinese and Japanese (Dr. Wm. Theodore de Bary, Chairman) will supply teaching materials and instructors. One of the primary objectives of the program is to prepare elementary texts complete with drill materials. Work has already begun on a basic text, designed with the “oral-aural” approach in mind and for use with language laboratory facilities. Work is also being done on an introduction to the Chinese writing system based upon linguistic analysis. It is hoped that a wholly programmed course in written Chinese to accompany the basic textbook will be ready by fall 1963.

IIE Shipboard Program for Asian Students

For the past seven years the Institute of International Education has administered on board ships of the American President Lines a special orientation program for Asian students who are coming to study in American colleges and universities. The program is conducted on each ship by a three-man team of directors, who receive round trip transportation in return for their services. There are two summertime sailings; each team goes out on one ship and returns on the other, with a three-week stopover in the Orient. Each team of directors combines the qualifications of a foreign student adviser, a teacher of English as a second language, and a lecturer on the Orient. Persons interested in the position of shipboard director for summer 1963 are invited to write for further details to IIE West Coast Regional Office, 291 Geary Street, San Francisco 2, California.

book notices


This is the first English translation of Vygotsky’s last work, published posthumously in Moscow in 1934 and reprinted in 1956. The volume “ties together one major phase of Vygotsky’s work, and though its principal theme is the relation of thought and language, it is more deeply a presentation of a highly original and thoughtful theory of intellectual development” (Introduction by Jerome S. Bruner).

Chapter 1 discusses the problem and the approach. Chapters 2 and 3 are analyses of Piaget’s and Stern’s theories about the development of language and thinking. Chapter 4 traces the genetic roots of thought and speech. Chapter 5 deals with the general developmental course of word meanings in childhood. Chapter 6 is a comparative study of the “scientific” and the spontaneous concepts of the child. The last chapter summarizes the investigation.

Included in the volume is a separately published pamphlet: Jean Piaget, Comments on Vygotsky’s Critical Remarks . . . (Cambridge, M.I.T. Press, 1962, 14 pp.).


Proceedings of three conferences held at the University of Texas. The subject of the first conference (April 27-30, 1956) was the relation of phonemic analysis, statement, and transcription to the results of phonetic analysis, mainly in the area of segmental phonemes, with particular attention to vowels. The second conference (April 26-29, 1957) concentrated on suprasegmental analysis and its problems on both the phonemic and morphemic levels. The third conference (May 9-12, 1958) was deliberately organized to gather together differences of opinion which were as wide as possible: the four discussion leaders were Henry Lee Smith, Jr., Noam Chomsky, Ralph B. Long, and James H. Sled.


A textbook for a beginning course in historical linguistics. After a general introduction to all the topics concerned, it has sections on the classification of languages and the methods employed in the gathering and analysis of material. The first section is devoted to a systematic exposition of linguistic change. The book contains many examples, chiefly from Indo-European, selected further readings after each of the fourteen chapters, and an annotated bibliography. There is an accompanying workbook, Exercises (97 pp.), which has supplementary discussions and problems of historical analysis.


This is the first volume of a projected series of publications of the Centre de Linguistique Appliquée at the University of Besançon. It consists of ten papers on a variety of subjects: one on general linguistics and applied linguistics, two on lexicology, one each on synthetic speech, Raymond Queene, and the motivation of adult language students, and three on experiments and observations connected with audio-visual techniques of language teaching. The fourteen authors represent a wide variety of institutions including seven universities, the École Nationale Supérieure de St. Cloud, and the Alliance Française.


The first of a series of six textbooks for teaching English as a foreign language in secondary schools overseas, sponsored by the NCTE and prepared by a group of specialists. The Project Director and General Editor is William R. Slager. The material is graded for vocabulary and structure with provision for extensive pattern practice and exercises. Each lesson contains line cuts illustrating the meanings of the "content" words. The teacher serves as the model for pronunciation. The Teacher's Text (bound with the Student Text) contains notes on how to teach vocabulary, grammar, pronunciation, etc. as well as specific comments on each of the twenty-five lessons in Book One.


This new edition, like the preliminary edition of 1959, is based upon a contrastive study of Arabic and English. Designed for oral use in the classroom, each lesson introduces and drills only one grammatical or syntactical pattern at a time. Transcription and comment on pronunciation are kept to a minimum. Grammatical terminology is in general traditional. The book closes with a chapter on Kinds of English.


Linguistically oriented texts for Japanese adults, prepared with the collaboration of C. C. Fries, A. A. Hill, W. F. Twaddell, E. Haden, E. Kleinjans, Yambe Tamotsu, J. Callender, and others. Based on the aural-oral approach, the materials contain numerous drills on pronunciation as well as dialogues and drills on syntax. In most of Part I the standard English orthography is accompanied by a transcription indicating segmental phonemes, stress, juncture, and intonation. The final section (pp. 241-324) contains notes and explanations in Japanese. In Part II the "Oral Presentation" sections indicate sentence intonation.


These materials are substantially the same as those of Part II of the ELEC English Course described above.

CORRECTION. In the August issue of the Reporter the publisher of Yao Shen's English Phonetics was mistakenly given as the University of Michigan. The actual publisher is Braun and Brumfield, Inc., P.O. Box 1203, Ann Arbor, Michigan. The Center regrets this error.

ACLS Aids Linguistic Studies

The American Council of Learned Societies has announced a program of fellowships and grants for 1963-64 to further the study of linguistics at both the graduate and undergraduate level.

Graduate fellowships are designed to offer assistance to candidates for the doctorate who have demonstrated high competence in linguistic studies but who without such assistance might have to prolong unduly the completion of their doctoral work. Direct applications from students will not be received. Instead, the candidate must be nominated by his principal faculty adviser with supporting statements from others.

Grants for summer study in linguistics are designed to further the training of younger scholars of high competence and to enhance the scientific training of language teachers, including teachers of English as a foreign language abroad.

The deadline for receipt of nominations and applications is March 15, 1963. For further information and application forms address Miss Marie J Medina, American Council of Learned Societies, 345 East 46th Street, New York 17, New York.
Tapes for Technical English

A Technical English Tape Library consisting of materials prepared for students of English as a second language who need to learn the terminology of specialized areas of study (e.g., agriculture, engineering, medicine) is available from English Language Services, Inc., 800 18th Street, N.W., Washington 6, D.C. The library consists of more than 100 recorded lessons, designed for students at various levels of proficiency. Each lesson is a self-contained unit accompanied by a script. Some require student participation; some are designed primarily for listening. All tapes are full track recordings at 3.75 ips on 7-inch reels. For a descriptive brochure write to English Language Services.

The University of South Florida Language Quarterly, with its first issue Volume I, Number 1, Fall 1962, is intended to have as wide an appeal as possible for all teachers of linguistics and languages. Each issue will contain material of interest to high school teachers of languages, college teachers of English literature, and research professors of linguistics. The Editor is Albert M. Gessman, University of South Florida, Tampa, Florida.

ATALA. The Association pour l'étude et le développement de la traduction automatique et de la linguistique appliquée (ATALA) will hold in Paris on December 8 a colloquium devoted to the problems raised by the definition of the "word" in various fields of applied linguistics. For details, address M. Georges Fargues, Secrétaire général d'ATALA, 20 rue de la Baume, Paris 8ème, France.

The Linguistics Club of Georgetown University with its first meeting October 25 is planning a schedule of speakers for the academic year. The biweekly meetings are open to the public. Officers elected at the first meeting are George R. Bozzini, President, and Larry Selinker, Secretary; Professor Robert J. Di Pietro is faculty adviser.

Makerere College, Kampala, Uganda, has released a Seventh Progress Report, dated June 1962, on the Nuffield Research Project in the Teaching and Use of English in East African Schools. The College welcomes communication from co-workers in the field.

The Stanford Center for Japanese Studies in Tokyo provides a select group of undergraduate and graduate students with the opportunity to study for a full calendar year in Japan. At the core of the program is intensive language instruction. For information and application forms address John D. Goheen, Stanford Center for Japanese Studies in Tokyo, Stanford University, Stanford, California.