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Learning to Read Scientific Russian by the Three Question Experimental (3QX) Method

by M. H. T. Alford

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The Office for Scientific and Technical Information has provided the University of Essex with a grant of £22,460 for the further development of a new method of learning to read foreign languages. As less than one percent of British scientists can read Russian, this language has been chosen as the principal model.

The name of the method describes how a course should be constructed and evaluated. The questions what, how and when to learn are considered for every

detail which students will encounter, and precise instructions are given to individuals for them to attain their optimum performance. In these controlled circumstances the learning processes are measured and the efficiency of variations in technique can be assessed objectively. It is, therefore, possible to organize continual improvement. A recent course at the University of Essex was the third to be held and each has seen the introduction of new ideas and the retention of those which lead to better results.

The questions what, how and when to learn are inter-related. The answers are decided on the basis of computer analysis of the target literature and on learning procedures derived from experimental psychology.

Computer data¹ show that even a single branch of one discipline may have a vocabulary of about 10,000 words. Compared with this there are only a few hundred points of grammar to be learnt. In traditional courses the grammar is taught and very little is done to ensure that vocabulary is mastered. It is assumed that students satisfy their lexical requirements from dictionaries. This procedure is extremely inefficient and involves wasting time on such a scale that very few scientists are able to complete the task.

In the 3QX method vocabulary learning is taken as the major subject and

pursued systematically. In any specialised literature the 1,000 most common words cover about 90 percent of the text. If these are learnt, the chances of being able to deduce the many thousands of uncommon low-frequency words are greatly increased. In addition, the chances of being able to deduce the grammar are much improved.

The 3QX method has already had great success in promoting vocabulary learning and it is now possible for students to learn more than 1,000 words without difficulty in a small number of hours of employed time. The only high-frequency data available at the present time are in Russian Theoretical Physics. For this reason, the course in use at Essex is for physicists. It has, however, been arranged to be suitable for chemists. Mathematicians have also participated and achieved some of the best results. Later, separate courses will be provided for each discipline.

The Physics course is based on a chapter in an elementary Russian textbook on the structure of the atom. After a five-hour introduction to the alphabet pronunciation, word formation and techniques of memorization, students begin learning the 500 different words which give complete coverage of the first 2,000 words of text. With the aid of specially



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prepared cards this takes about 15 hours (more or less depending on the memorizing ability of each individual). Efficiency requires the work to be spaced at one hour a day for five days a week. The first three weeks of the course cannot, therefore, be intensive.

After this initial period students begin reading the text. This has been selected to contain words essential to advanced physics while only dealing with simple concepts. Learners thus start reading after a few hours' study and are able to deduce context from the vocabulary they have learnt and from their superior knowledge of the subject matter. These conditions are highly advantageous for studying grammar and, after the first 2,000 words of text, for adding to vocabulary. These processes are assisted by the layout of the text and supporting matter. The Russian is read through a grid which can be moved to show the English equivalent, the grammatical function, and the dictionary form of every word. The instructions for the operation of the grid are designed to promote learning by attempted remembering and by deduction.

The vocabulary which the physicists learn in the course is larger than that acquired by traditional methods, but it is still too small for professional reading without excessive use of a dictionary.

Accordingly, the 1,026 most frequently used words in Russian theoretical physics¹ have been prepared for memorizing. The system is the same as in the learning of the text vocabulary. Each word is on a card and supported by mnemonic data. Known words can be quickly eliminated and the strange ones are then learnt to the desired criterion. On completion, the student's vocabulary will give him over 90 percent coverage of papers in this particular field.

A second text, on Radioactivity, is now being prepared. This is in a two-line format with English equivalents under each Russian word. The English line, which is normally covered by a grid, also has notes on obscure points of grammar in the Russian line. Physicists will use this text for further practice in deduction and for extending their knowledge without having to use inefficient reference works.

A computer program is now being prepared for ascertaining the high-frequency vocabularies in each important research area in contemporary Russian physics. Tape punching commenced in Autumn 1967, and the first data will probably be available early in 1968.

Each of these word frequency lists will be prepared for learning in a manner similar to that employed for the theoretical physics vocabulary. The system is flexible; however much or little the stu-

dent knows, the material can quickly be adapted to his personal needs.

The OSTI grant also makes provision for the punching of texts in Russian chemistry and mathematics. This work will probably begin in early 1968 and later the high-frequency vocabularies in various research areas will be prepared for memorizing. Consequently, chemists and mathematicians who attend the present physics course will be acquainting themselves with the techniques required to make use of this material.

At some time in the future the card system of learning is likely to be supplemented or supplanted by a computer. This will present the card data on a screen and measure the speed at which a learner remembers the meaning of each foreign word or phrase. This response latency will be used to regulate when a particular item reappears. Adjustment of learning to response times will make it possible to ensure long or short retention as required by post-instructional circumstances.

1 All computer data used so far at the University of Essex have been published by the RAND Corporation, California, whose help is gratefully acknowledged.

2. Published in RAND Memorandum RM-3383-PR, October 1962, *High Frequency Words and Occurrence Forms in Russian Physics*, by A. S. Kozak.

Ford Foundation Grants for Linguistics and English-Language Training

Early in January the Ford Foundation announced a series of grants in support of programs and projects involving linguistics and English as a foreign language. The actions include the Foundation's first grants to Indonesia since it closed its Jakarta office in 1965 because of adverse operating conditions.

Research Foundation of the State University of New York—\$245,000 grant, for an emergency training program for Indonesia's English-language secondary-school teachers. Shortly after Indonesia won its independence from The Netherlands in 1949, it officially adopted English as its first foreign language, and since the early 1950s, the Foundation has assisted Indonesian efforts to teach English. It has provided consultants from abroad to help work out a system of instruction and to develop teaching materials. In 1959, the Foundation began a series of grants to

the State University of New York to assist the development of a graduate English school at the Institute of Education in Malang, in East Java. The Malang program aims to train Indonesian university and college faculty members for English teacher training programs. Total support for these projects amounted to \$1,686,300.

The new funds will be used for an emergency upgrading program for English-language secondary-school teachers. They will receive instruction at a center that will be moved every six months to a new location so that a maximum number of participants can be accommodated. The Foundation will provide foreign specialists, equipment for a language laboratory, and support for workshops, seminars, and curriculum planning. It will also provide equipment to help move the language laboratory to the center's various locations.

University of Hawaii—\$50,000 grant, for a sociolinguistic study of the language problems of developing countries to be conducted at the University's East-West Center by a team of scholars from various nations.

Survey of language use and language teaching in Eastern Africa—three grants totaling \$337,555 for major sociolinguistic studies of the six East African nations. In the area, many African vernaculars, some Indian languages, and English are spoken; choices of languages to be used by new nations are among the most crucial and controversial that can be made. To provide information on which such decisions can be based, the studies will be conducted in two countries each year. In addition, African linguists will be sent abroad for training and linguistic research will be supported at African universities. The University of California received \$139,745 to provide staff and

training for the surveys. A \$144,000 grant was made to the University of East Africa for local research, conferences, and publications. The Center for Applied Linguistics received \$53,810 for annual meetings of the survey's advisory committee composed of leading British and American linguists.

Republic of Uganda (Ministry of Education)—\$96,000 grant, to help establish a primary school language research and training unit. The unit will develop new materials and methods for training primary school teachers and will advise on the introduction of English for instructional use in the elementary grades. (Uganda has adopted English as the country's official language.)

Southern Illinois University—\$69,000 grant, to help establish an English-language training program in Lagos. The funds will be used for a language laboratory, staff salaries, fellowships for training several Nigerian staff members in the United States, and for language course materials. Since 1963, the Foundation has granted a total of \$1 million to help develop three English-language training programs at public administration centers in Nigeria.

Center for Applied Linguistics—\$115,000 grant, to help strengthen the Inter-American Program in Linguistics and Language Teaching, a professional organization that aims to improve language training throughout the Western Hemisphere. The funds were used for a linguistics training institute in Mexico City during December and January and for a linguistics symposium. Both were attended by scholars from South and North America.

Grant and Loan Assistance

Guide to Grants, Loans, and Other Types of Government Assistance Available to Students and Educational Institutions. Washington, D. C., Public Affairs Press, 1967. 92 pp. \$1.00.

The material in this guide is based upon a report prepared by the Legislative Reference Service of the Library of Congress for the House Subcommittee on Science, Research, and Development. The types of assistance are set forth under six headings: study, training, research, institutional assistance, facilities assistance, and miscellaneous. The various programs, fellowships, grants, etc., are briefly described, with indication of where to write for further information. In all, 239 kinds of assistance are listed, a number of them of interest to students, teachers, researchers, and administrators concerned with languages and linguistics.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

Teacher Training Programs in ESOL:

NDEA Title XI Institutes and Programs for the Future

In the summer of 1964 the first two NDEA Institutes in English for Speakers of Other Languages (ESOL) were held at the University of California at Los Angeles and the University of Puerto Rico. Including the Summer 1968 programs, forty institutes for some 1620 elementary and secondary school teachers and supervisors of ESOL will have been supported by the U.S. Office of Education under Title XI of the National Defense Education Act. The legislation which has authorized these institutes will expire June 30, 1968; ESOL will, however, be covered by the newly enacted Education Professions Development Act, which authorizes continued support for programs to train or retrain educational personnel in a variety of fields.

The majority of the ESOL institutes under the NDEA were designed for "code 3" participants, those with little or no training in ESOL methodology or in linguistics. There have been a few for "code 2" participants (those with a least nine hours of linguistics and/or ESOL methodology) and one for "code 1" (at least eighteen hours of linguistics and/or ESOL methodology). The emphasis on "code 3" participants is understandable in view of the findings of the TENES survey which reflects the situation in ESOL teacher preparation in 1965.¹ The survey indicated that of the elementary and secondary school teachers sampled, 91 per cent had no practice teaching in ESOL; 85 per cent had no formal work in methods of teaching ESOL; 80 per cent had no work in English syntax; and close to 70 per cent had no work in general linguistics. Presumably the situation has not changed notably since the survey was made, and the need for providing

at least minimal training in these areas is undiminished.

Growing attention to "disadvantaged" children and their language problems indicates that the need for such training is increasing. The National Advisory Council on the Education of Disadvantaged Children has stated that "the major weakness that undermines [the educational achievement of disadvantaged children] lies in the area of the language arts."² The report of a national conference on the education of the disadvantaged expresses the view that the language problems of such children is an area "where a systematic approach is needed, and lacking."³ And though a beginning has been made under the NDEA institutes, the magnitude of what remains to be done in these areas can be gauged from the statistics of a single program: During fiscal year 1966, Title I of the Elementary and Secondary Education Act provided close to \$500 million for language arts programs for 4.5 million disadvantaged school children. The ESOL programs supported by these funds are administered by local education agencies, and usually implemented by local school teachers, but the likelihood that these teachers will be inadequately prepared for work in ESOL is clearly documented by the TENES survey. Such evidence, coupled with growing interest in bilingual education programs which require help from ESOL specialists, points to increasing need for better prepared supervisors, teacher trainers, and teachers involved in English programs for speakers of other languages.

In addition to the need for more gen-

See NDEA, 4, Col. 1

eral programs to provide at least minimal training for these people, the following are among the specific types which are needed:

1. Programs to train teachers of foreign languages which will enable them to teach either ESOL or the foreign language. Since many could be expected to have had previous work in the methodology of foreign language teaching, this kind of program would primarily involve instruction in English phonology and syntax, and, perhaps, cultural anthropology and problems of teaching the disadvantaged. Such a background would also be helpful for a teacher intending to work in bilingual education programs.

2. Programs to train persons nominated by state departments of education or local educational agencies as being responsible, within the department or agency, for the supervision of instruction in English as a second language. This might assist in implementing the recommendation coming out of the TENES survey that within each state and local educational agency (where appropriate) a single individual or department be given responsibility for coordination of ESOL programs.

3. Programs to train personnel (teachers, directors, supervisors) involved in, or about to be involved in, English as a

second language projects under ESEA Title I, Head Start, Follow Through, and other Federal programs. (ESOL is an important part of many of these. For example, over half of the \$5 million in Title I available for Indian education in fiscal year 1966 was used for English as a second language projects.)

4. Programs to train teachers who are themselves teacher trainers by virtue of the in-service assistance they provide to other teachers of ESOL, such as the "non-English coordinators" in the New York City schools.

An indication of some of the resources which could be brought to bear on the problem is given in a publication of the Center for Applied Linguistics,⁴ which lists 98 colleges and universities in the United States and Puerto Rico offering three or more courses in the fields of general linguistics or teacher training in English as a foreign language. Sixteen of the 98 institutions on this list submitted 26 proposals to hold NDEA institutes in ESOL during the period 1964-68. During the same period, seventeen institutions not on this list submitted 32 proposals to hold such institutes. Thus it is plain that a large percentage of the college and university resources in linguistics and ESOL teacher training in the United States has not been tapped as

sources of help for ESOL teacher training programs under the NDEA. It is also true that institutions other than those on the CAL list have contributed significantly to the ESOL teacher training program and should be encouraged to continue to do so.

The Office of Education is currently preparing a new set of guidelines for teacher training programs authorized under the Education Professions Development Act. A copy of the guidelines for proposals to hold such programs in summer 1969 and academic year 1969-70 will be sent, when available, upon request to English for Speakers of Other Languages Section, Division of Educational Personnel Training, U.S. Office of Education, Washington, D.C. 20202.

1. Harold B. Allen, *A Survey of the Teaching of English to Non-English Speakers (TENES) in the United States* (Champaign, Ill.: National Council of Teachers of English, 1966).

2. *Annual Report of the National Advisory Council on the Education of Disadvantaged Children* (Washington, D.C.: Government Printing Office, 1966)

3. U.S. Office of Education, *The Report of the Proceedings of the National Conference on the Education of the Disadvantaged* (Washington, D.C.: Government Printing Office, 1966).

4. *University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language: 1966* (Washington, D.C.: Center for Applied Linguistics, 1966).

1968 Linguistic Institute To Be Held at University of Illinois

The University of Illinois announces that the 1968 Linguistic Institute will be held at Urbana, June 17-August 10, under the joint sponsorship of the University and the Linguistic Society of America. The staff of the Institute will be made up of scholars from many different institutions in the United States and abroad, in addition to members of the University faculty.

Beginning students will find basic courses in descriptive, historical, applied, and mathematical linguistics. More advanced offerings include courses on the theory of syntactic, phonological, and semantic analysis, and on methods in historical linguistics, as well as on the application of general principles in both synchronic and diachronic linguistics to the analysis of specific languages and language families. A special feature of the 1968 Institute will be a series of working

seminars for advanced graduate students. The course offerings will be strongly, but not exclusively, oriented towards contemporary grammatical research. An extensive reference collection will be available in the Education and Social Sciences Library.

As in the past, the series of Forum Lectures will offer participants the opportunity to hear and discuss original research papers presented by distinguished scholars. There will be two Forum Lectures each week.

An annual feature of the Linguistic Institute is the Summer Meeting of the Linguistic Society of America. The sessions will last for at least two days, July 26-27. During this time leading scholars and younger workers in linguistics will read and discuss research papers. The privilege of offering papers is open to

all members of the Society and to faculty and students of the Institute.

Immediately preceding the meeting of the Linguistic Society of America, the Association for Machine Translation and Computational Linguistics will hold its annual meeting, July 24-25. All sessions will be open to faculty and students of the Institute.

The administrative staff of the Institute includes Robert B. Lees of the University of Illinois, Director; Eric P. Hamp of the University of Chicago, Associate Director; Howard S. Maclay of the University of Illinois, Assistant Director; and Mrs. Marion S. Holshouser of the University of Illinois, Assistant to the Director. Application forms for graduate and undergraduate students can be obtained from: Mrs. Marion S. Holshouser, 309 Davenport Hall, University of Illinois, Urbana, Illinois 61801.

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new journals

Russkij jazyk za rubežom [*The Russian Language Abroad*] Published by the Russian Language Scientific Methodology Center of Moscow State University. Quarterly. First issue. [April] 1967. Editor. L. A. Novikov. Correspondence to. L. A. Novikov, Russian Language Scientific Methodology Center, Moscow State University, Moscow, U.S.S.R.

Intended for teachers of Russian as a foreign language and students and others who wish to perfect their knowledge of the Russian language. Each issue will contain articles on linguistics and language teaching methodology, sections devoted to lesson topics, news and brief notices, book reviews, short bibliographies, and conference reports, and a 7-inch LP phonograph record. The record accompanying the first issue gives examples of the basic intonation patterns of Russian.

The Federal Linguist. Published by the Society of Federal Linguists. Irregular. First issue: April 1967. Subscription: \$2.50; single issues \$1.00 each. Editor: Edward Osten. Address correspondence to: The Editor, The Federal Linguist, P.O. Box 7765, Washington, D.C. 20004.

A bulletin for persons who do some translation work or who are interested in

translation and languages. The first issue contains information on the Society of Federal Linguists, articles and brief communications of interest to translators, and book reviews. It is hoped that a section of letters to the Editor will be added and that the Bulletin will later be published on a quarterly basis.

Al-Nashra. Published by the American Association of Teachers of Arabic. Semi-annual (June and December). First issue: June 1967. Editor. Ernest N. McCarus. Subscription through membership in AATA. Editorial correspondence to. Ernest N. McCarus, Department of Near Eastern Languages and Literatures, University of Michigan, Ann Arbor, Michigan 48108.

This newsletter aims to disseminate information of interest and utility to teachers of Arabic, to publish articles of substance, and to provide for AATA members a forum for exchange of information and ideas, coordination of activities, and the stimulation of new approaches in all fields of analysis and teaching. The first issue contains a listing of NDEA and other Language and Area Centers offering Arabic, a list of meetings and conferences, a listing of dissertations on Arabic, several news items, and a listing of new Arabic textbooks.

British TEFL Association

An Association of Teachers of English as a Foreign Language, sponsored by more than forty language-teaching specialists, has been formed in London, under the chairmanship of Dr. W. R. Lee. The main aim of the association is to promote better teaching of English as a foreign or second language. Early activities will include conferences open to all members to discuss teaching matters. The first such conference was held in London, at Nutford House, December 28-29, 1967. News of the association's activities will appear in *English Language Teaching* and in a newsletter which the association will publish.

Membership is open to anyone, of any nationality, who has had practical experience in teaching English as a foreign or second language. It is hoped to develop a world-wide organization in due course. At present the annual membership dues are £1 for members living in the United Kingdom, or 10s. for members living elsewhere. Inquiries should be sent to Miss S. Hughes, 96 Beaufort Mansions, Beaufort Street, London S.W.3, England.

ESOL and the Mexican-American

by Peter Scarth and Timothy F. Regan

[Peter Scarth is Director and Timothy F. Regan is Associate Director of the Migrant and Seasonal Farm Worker Project of Educational Systems Corporation, Washington, D C]

Few people outside of the programs of the War on Poverty realize the scope of educational programs for Mexican-American migrant workers in the United States. Currently, the Office of Economic Opportunity, the U.S. Office of Education, other federal agencies, and various state departments of education are conducting literacy programs and programs in English for speakers of other languages for some 1,500,000 Mexican-American migrant workers.

The Mexican-American migrant work-

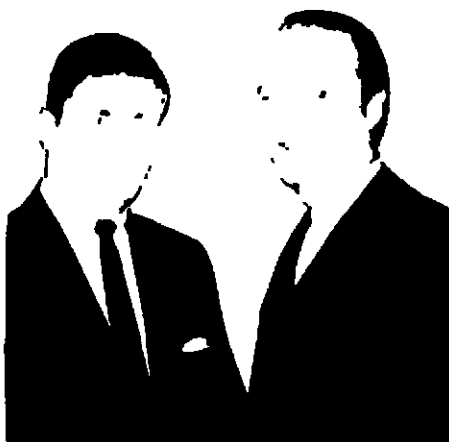
er and his family have been the target of many varied educational programs. To a great extent, these programs have been to some degree unsuccessful because they have treated the learner without regard for his psychological set and his cultural heritage

ESOL programs for Mexican-Americans have generally proven more successful for children than for the adult population. There are several reasons for this: children are more receptive, have more formal contact with oral and written English, and have more need to use English in the schools, etc. However, in spite of the successes of the Cuban bilingual schools in Miami, in spite of research which shows that children learn to read and write English faster and more effectively if first taught their native Spanish,¹ schools continue to insist on all-English classes. Indeed, in some schools teachers still actively discourage Mexican-American children from speaking Spanish. These factors, plus George Sanchez' findings² on the mental confusion and incomplete mastery of the two languages which the all-English approach produces in non-English-speaking individuals, have resulted in poor achievement on diagnostic tests and in classwork, high drop-out rates and illiteracy (often in both Spanish and English), with concomitant inability of these children to function

effectively in the majority culture around them.

The adults do not fare much better than the children. Adult education programs in the Southwest United States have only recently added ESOL to the curriculum in a belated attempt to meet the needs of the Mexican-American student. Unfortunately, ESOL has not had the hoped-for effect of meeting these needs. There are two basic reasons for this failure: inappropriate methodology and inappropriate materials.

Current ESOL methodology in this field is still basically an attempt by insufficiently trained teachers to combine audio-lingual and mechanistic reading techniques,³ with the result that the already disadvantaged Mexican-Americans remain unable to communicate in English, thus casting doubt upon the efficacy of the audio-lingual approach. Many linguists feel that, in addition to the problem of the inadequately trained teacher, this atomistic, two-skill approach to language is unrealistic for learners whose culture and needs are primarily bound up in the written form.⁴ More successful methods have dealt directly with these needs and have produced materials which take into account not only the linguistic aspects of the language, but also the cultural and perceptual sets of the learner.



Timothy F. Regan and Peter Scarth

The most important cultural factor affecting the ESOL situation is the struggle of the Mexican-American to retain his linguistic and cultural heritage while still acquiring the skills necessary to compete in the majority culture. The Mexican-American hopes to achieve acculturation, rather than undergo the assimilation traditional for immigrant groups in the United States. Some projects have identified this need and have promoted a bi-cultural curriculum.

The perceptual set of the adult Mexican-American is also quite different from that of the majority culture. All available research data, including the extensive *Mexican American Project* (University of California, Los Angeles, 1965), indicate that the Mexican-American migrant worker tends to evaluate all his experience in relation to his day-to-day existence. ESOL methodology and materials which are most effective are those which take into account the age and socio-economic status of the learner and this particular goal orientation. The English language is here treated, according to William A Stewart, "as a personally useful tool of social interaction rather than as a rote learned device of principally esthetic value."

Such an approach includes the use of audio-lingual techniques, but also introduces reading almost simultaneously, using techniques more often found in literacy classes. A percentage breakdown of the classroom activities of one state-wide project (Home Education Livelihood Program, New Mexico) is as follows: 30 per cent listening, 30 per cent speaking, 30 per cent reading, and 10 per cent writing. The greater emphasis on reading permits a wider range of reinforcement, focused on survival skills in daily activities. The substantive content material can then become a vehicle to attain these skills.

Programs which have produced effective text materials and curricula generally use high-frequency word lists (e.g. Dolch, Thorndike, Wilson, etc.) together with vocabulary gleaned from the pre-vocational and vocational courses which the students have chosen (e.g. *English for Today, Homemaking Guide, Woodworking Manual*, Home Education Livelihood Program, Albuquerque, New Mexico, 1967). Other materials which have effectively met the Mexican-American's expressed needs are *English Language and Literacy*, by Dennis Preston (University

of Wisconsin, Madison, Wisconsin, 1967), and *English Sequential Patterns*, produced by the Tucson, Arizona, school system. One of the most complete sets of materials is the twenty-two lesson *Valley Migrant League English Series* (Valley Migrant League, Woodburn, Oregon), used to teach basic oral English to seasonal farm workers who speak Spanish. These lessons have three basic controls: (1) vocabulary from the Lorge-Thorndike list, (2) basic patterns of English as presented by the University of Michigan's English Language Institute, and (3) appropriate content of dialogues and drills.

There are many commercially available materials which provide a multi-level approach to individualized instruction (e.g. *Reading for a Purpose*, Follett Publishing Co.; *SRA Reading Laboratories*, Science Research Associates; *Reading Skill Builders*, Readers' Digest; *Basal Reading Series*, Behavioral Research Laboratories; *Adult Reader*, Steck-Vaughn Co.) These remain very popular with project staffs but are usually not appropriate for the learner in terms of difficulty, interest, and cultural content.

In summation, while the ESOL picture for Mexican-Americans may have appeared bleak in the past, the future appears brighter. Professionally trained

ESOL specialists are now being employed in greater numbers as permanent staff and technical assistance consultants in the agencies responsible for such programs. Greater efforts at coordination by national agencies (e.g. Office of Economic Opportunity—Office of Education bilingual program for Mexican-American families in McAllen, Texas) and innovative programs for Mexican-Americans (e.g. ETV-ESOL Project at the University of Arizona) promise welcome assurance of a rise in the quality of ESOL programs and a more significant professional contribution to the problem.

1. Nancy Modiano, "A Look at Language Programs," *Saturday Review*, April 15, 1967
2. George Sanchez, "Group Differences and Spanish-Speaking Children: A Critical Review," *Journal of Applied Psychology* 16:5 (October 1932)
3. Harold B. Allen, *A Survey of the Teaching of English to Non-English Speakers (TENES) in the United States* (Champaign, Ill.: National Council of Teachers of English, 1966).
4. Juan Estareillas and Timothy F. Regan, "Effects of Teaching Sounds and Letters Simultaneously at the Beginning of a Basic Foreign Language Course," *Language Learning* 16:3-4 (1966)
5. William A Stewart, "Foreign Language Teaching Methods in Quasi-Foreign Language Situations," in *Non-Standard Speech and the Teaching of English*, edited by William A. Stewart (Washington, D.C.: Center for Applied Linguistics, 1964)

Cooperative Program on Reading Problems

The Ford Foundation has announced a grant of \$131,160 to the Center for Applied Linguistics and the Interdisciplinary Committee on Reading Problems to facilitate collaboration on problems of reading disability among scholars, educators, and scientists in a variety of fields. Reading problems have been recognized as underlying causes of school failure, delinquency, emotional disturbance, and economic disadvantage for many pupils and adults. Although important work on such problems, both in research and in treatment, is being done from a variety of viewpoints, resources for coordination of efforts and interchange of knowledge have been limited.

In an effort to bring together representatives of the various disciplines concerned with reading problems, Alfred S. Hayes, Director of CAL's Language in Education Program, invited some 42 scholars and researchers to a conference on reading problems in September 1966.

Conference participants represented such disciplines as neurology, psychiatry, pediatrics, linguistics, psychology, sociology, and education. As a consequence of this conference, a proposal for an interdisciplinary action program was submitted to the Ford Foundation, which resulted in the grant described above. The program is housed at CAL; Dr. Doris V. Gunderson is the Executive Director. There are six task forces dealing with specific areas of reading problems: definition and etiology, diagnosis and early prediction, incidence and implications, treatment configurations in an educational setting, treatment configurations in other settings, and administrative aspects of school programs. The main aim of the committee is to identify the problem of reading disability, define it, describe it, determine how it is being managed now, and make concrete proposals for its better management.

Linguistics at Connecticut

The University of Connecticut announces the creation of a new Department of Linguistics. A program leading to the Ph.D. degree will be inaugurated in the Fall of 1968. Rather than try to cover all aspects of linguistics, the program will emphasize the areas of phonetics, phonology, and syntax. The Department was established with this bias in the hope that it could be outstanding as one of the rare departments of linguistics in the United States that has chosen to make it possible for students to specialize in experimental phonology while acquiring training in general linguistics. The present faculty consists of three scholars whose major research interest is in phonology and experimental phonetics: Arthur S. Abramson (Head of the Department), Philip Lieberman, and Ignatius G. Mattingly. A fourth scholar, whose major strengths are in syntax and linguistic theory, is expected to join the faculty. A rather comprehensive laboratory for phonetic research (sound spectrograph, multi-channel instrumentation recorder, a volume plethysmograph and other equipment for monitoring physiological events, and a terminal analog speech synthesizer) is being established. A digital equipment corporation PDP-9 computer will be available for on-line applications.

Application forms for admission and for financial support may be obtained by writing to the Graduate Admissions Office, University of Connecticut, Storrs, Connecticut 06268.

11th FILLM Congress

The 11th International Congress of the International Federation for Modern Languages and Literatures (FILLM) will be held in Islamabad, Pakistan, September 12-28, 1969. The proceedings of the Congress will occupy the second week of this period, the first being devoted to excursions to places of interest in Pakistan. The general theme of the Congress will be 'Tradition and change' and will be treated in four sections: 'Language and literature as an expression of dissent', 'The rediscovery of tradition', 'The universal and the particular in literary creation', and 'Literary and linguistic interaction'. There will also be a one-day symposium on 'The translator and the problem of cultural communication'.

Correspondence should be addressed to Ijaz Husain Batalvi, 4, Turner Road, Lahore, Pakistan

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

PL-480 and Linguistics

by Mortimer Graves

[Mortimer Graves is Executive Director Emeritus of the American Council of Learned Societies and author of the Dingell Amendment referred to below. He is now conducting a study of the effectiveness of the foreign library acquisitions program established under this Amendment. For a comprehensive account of the program, see Mr. Graves' article "Congress Helps American Libraries to Discover the Spherical World" in the January 1968 issue of the ACLS Newsletter.]

Public Law 83-480 (PL-480) is the Agricultural Trade Development and Assistance Act passed by the 83rd Congress in 1954. As a major element in the "Food for Peace" movement of the day, it established the mechanisms for the Government sale of agricultural surpluses abroad for blocked foreign currencies and defined the purposes for which agencies of the Government might use the foreign currencies thus generated. In 1958, an amendment to the Act, sponsored by Representative John D. Dingell of Michigan, added to these purposes authorization to the Librarian of Congress to employ such of these currencies as might be annually appropriated by Congress for the purchase, servicing, and distribution of "books, periodicals, and related materials" to American research libraries concerned with the respective foreign areas.

By the end of 1967 the Library of Congress was maintaining PL-480 Programs in India, Pakistan, Israel, Middle East (United Arab Republic), Indonesia, Nepal, Ceylon, and Yugoslavia. Programs in Burma and Poland have been authorized and financed but not yet implemented; programs in Tunisia and Congo are under consideration. The Government owns currencies in many other countries, but higher priority Government needs as determined by the Bureau

of the Budget limit the number of countries which can be involved. The Library's method of operation is to set up in each country an American Libraries Book Procurement Center under the control of a Coordinator of Overseas Programs in the Library in Washington.

About forty* American libraries participate in one or more of these programs receiving materials in both English and the language or languages of the countries of their several concerns. These are clustered in the Northeastern and Middle Atlantic states as far south as Duke University; in the Middle West as far as Minneapolis; and on the West Coast. Each of these institutions makes a substantial contribution in both dollars and services to the necessary overall and cataloguing costs. Each receives in return a copy of virtually every current book, periodical, serial, and newspaper which is considered by the relevant Procurement Center to have significant scientific, scholarly, or cultural interest to the United States, and which is available in the local publication outlets, together with appropriate cataloguing information and catalog cards.

At the end of 1967 this influx of printed matter had reached a total of seven or eight million items in upwards of thirty languages, and is increasing at the rate of nearly two million items a year. In spite of the tremendous burden placed upon the libraries by this new mass of unfamiliar accessions, with their encroachment upon scarce space and services, particularly those of librarians trained in the multifarious languages, both the Library of Congress and the

See PL-480, 4, Col. 1

participating institutions have responded magnificently to the challenge presented.

The wide subject-matter coverage of these accessions means that they include publications relevant to almost any field of inquiry. This is particularly true of linguistics. For any of the languages involved we have a very broad conspectus of its total vocabulary, at least of the vocabulary normally used in publications. While linguistic science is not so highly developed in these countries as in the United States, there are occasional books and articles embodying significant linguistic research or discussion. Grammars, specialized glossaries, and dictionaries, monolingual and multilingual, are not at all uncommon.

Each Procurement Center produces a periodical (frequently monthly) *Accessions List*, indicating transliteration and translation of the titles entered, brief descriptive statement of content in English, and publication data, with annual

or semi-annual cumulative lists of serials and author indexes. These Accessions Lists, now numbering more than 200, are freely available to any library or research institution, participant or not, and every college and university library ought to have them. Even casual perusal of them would be rewarding to almost any linguist. Moreover, all the materials acquisitioned under PL-480 are available on inter-library loan

This note concerns primarily the foreign language materials acquired under these programs. In addition, there is a supplementary program under which 310 American public and college libraries receive a selection of titles in English (about a quarter of the publications from India are in that language). These may, of course, include something useful to linguists, but even if not, the recipient library—though not a participant in the foreign language program—does have a channel of contact with PL-480 and should have the Accessions Lists

It is hoped that these brief remarks

will stimulate use of these materials now awaiting serious employment. Inquiries for further information might be addressed to the Coordinator of Overseas Programs, Library of Congress, Washington, D.C. 20540, or to the present writer in care of CAL.

* Arizona State University, Boston College, Boston Public Library, Brandeis University, University of California (both Berkeley and Los Angeles), University of Chicago, Columbia University, Cornell University, Duke University, Hartford Seminary Foundation, Harvard University, University of Hawaii, Hebrew Union College, Hoover Institution, University of Illinois, Indiana University, College of Jewish Studies, Jewish Theological Seminary, University of Kansas, University of Kentucky, University of Michigan, University of Minnesota, Nashville Joint Libraries, New York Public Library, Ohio State University, University of Pennsylvania, Portland State College, Princeton University, University of Southern California, Syracuse University, University of Texas, University of Utah, University of Virginia, University of Washington, Wayne State University, Western Michigan University, University of Wisconsin, Yale University, Yeshiva University, and, of course, the Library of Congress.

new journals

Language-Teaching Abstracts. *Published by Cambridge University Press. Quarterly. First issue: January 1968. Subscription, 20s (\$3.50 in US and Canada); single issues 7s 6d. (\$1.00) Edited by the English-Teaching Information Centre of the British Council and the Centre for Information on Language Teaching. Subscription correspondence to: Cambridge University Press, Bentley House, P.O. Box 92, 200 Euston Road, London, N.W. 1, England, or Cambridge University Press American Branch, 32 East 57th Street, New York, New York 10022.*

Aims to keep teachers and others professionally concerned informed of the latest research and developments in the study of modern languages. Each issue will include approximately 75 abstracts of articles from the more than 300 journals regularly examined as sources, covering work in general and applied linguistics, education theory and methods, the psychology of language learning, and the teaching of particular foreign languages at given levels and English as a second language [*Language-Teaching Abstracts* incorporates the former *English-Teaching Abstracts*, published by the English-Teaching Information Centre from 1961 to 1967]. Each issue will also contain brief notes of new books concerned with languages and language teaching

Journal of English as a Second Language. *Published by Chilton Books and the American Language Institute of New York University. Semiannual. First issue: December 1967. Subscription \$8.00 (student rate \$6.00); single issues \$4.00. Subscription correspondence to: Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania 19106. All other correspondence to the Editor, Prof. Robert C. Lugton, American Language Institute, New York University, 1 Washington Square North, New York, New York 10003.*

Formerly published as *Occasional Papers: A Publication of the American Language Institute* (see LINGUISTIC REPORTER, February 1967, page 5). Includes articles, correspondence, a question-and-answer section, and reviews of books on linguistics and language teaching

CCD Language Annual. *Published by the Center for Curriculum Development of Chilton Books. Annual (December). First issue December 1967. Price \$5.00. All correspondence to: Office of the Director, Center for Curriculum Development, Chilton Books, 401 Walnut Avenue, Philadelphia, Pennsylvania 19106.*

Presents articles on theoretical and practical problems related to language and language teaching which have appeared in the *CCD Quarterly*, the Chilton-Didier Foreign Language Newsletter, since 1962. The first issue contains 16 articles previously published between 1964 and 1966

Linguistics at McGill

The Department of Linguistics of McGill University, Montreal, established in September 1966, offers courses at the undergraduate level and a research seminar. Students may include linguistics in the B.A. program according to various degrees of concentration: as a continuation subject, as a Major, or in a Joint Honours program. A graduate program is scheduled to start in September 1968. For further information write to Prof. André Rigault, Chairman, Department of Linguistics, McGill University, Montreal 2, P.Q., Canada.

University of Minnesota will begin a new program in English as a second language in September 1968. This program will make available both an M.A. and a special certificate in the teaching of English as a second language, incorporating as well the existing program in teaching English to the foreign students at the University. The director will be Dr. Betty Wallace Robinett, who will come from Ball State University to Minnesota as professor of linguistics and English. The new program will have the support of a new advisory committee on English as a second language, chaired by Professor Harold B. Allen

Association Française de Linguistique Appliquée (AFLA) will sponsor a Séminaire de Linguistique Appliquée à l'Enseignement des Langues Vivantes at Aix-en-Provence, August 5-24. There will be introductory and advanced courses, special seminars, and directed research work in the description of languages, formal systems of linguistic analysis, methodology of language teaching, and the study of the learning process and language psychology. Application to attend the Séminaire must be made before May 31. For further information and application forms write to AFLA, 9, rue Lhomond, Paris 5^e, France.

The American Society of Geolinguistics was founded in 1965 by a group of interested linguists and language scholars headed by Professor Mario Pei of Columbia University. The Society aims to gather and disseminate up-to-date knowledge concerning the world's present-day languages, their distribution and population use; their relative practical importance, usefulness, and availability from the economic, political, and cultural standpoints; their basic grammatical, phonological, and lexical structures, their genetic, historical, and geographic affiliations and relationships; and their identification and use in spoken and written form. For further information about the Society, write to the Secretary, Mr. Salvatore Ramondino, Reference Department, Random House, 501 Madison Avenue, New York, New York 10022.

Recent CAL Publications

The Study of the Problems of Teaching English to American Indians: Report and Recommendations, July 1967, prepared and edited by Sirarpi Ohannessian. Washington, D.C., Center for Applied Linguistics, 1968. vi, 40 pp \$1.25

Reports on a project conducted by the Center for Applied Linguistics under contract with the Bureau of Indian Affairs of the U.S. Department of the Interior. The recommendations are based mainly on the discussions at the final meeting, held in Washington on May 25-27, 1967; they also reflect the recommendations submitted by members of the Study Group after their visits to schools in the Southwest and in North and South Dakota. The background information presented draws on papers and reports prepared by members of the Study Group.

The American Dialect Society

The American Dialect Society, organized in 1889, has as its object the study of the English language in North America, together with other languages influencing it or influenced by it. One of the constituent members of the American Council of Learned Societies, the Society has at present over 500 members. The president of the Society is Raven I. McDavid of the University of Chicago.

The Society's semiannual journal, *Publication of the American Dialect Society*, publishes studies in regional speech and localisms, place names, linguistic geography, usage, non-English dialects, new words, and proverbial sayings. The Editor of *PADS* is I. Willis Russell of the University of Alabama. Although short notes occasionally appear in *PADS*, the general policy is to devote each issue to two or three long articles, and sometimes to a single study of monograph length.

The Dictionary of American Regional English, a project of the Society, is in preparation at the University of Wisconsin. Frederic G. Cassidy is its editor-in-chief.

Membership in the Society is open to

any individual or institution interested in its aims and activities. Dues are now \$5.00 a year (student rate \$3.00) and include the member's subscription to *PADS*. Since publication of *PADS* is behind schedule, those who wish may subscribe at the former rate of \$3.00 a year for 1966 and 1967 to receive the issues for these years as they are published. Dues should be sent to the Secretary-Treasurer, A. Hood Roberts, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The Society invites papers for the 1968 annual meeting, to be held in conjunction with the Modern Language Association meeting in New York, December 27-29. Papers are generally in the same areas as the studies published in *PADS*, although there has been an increasing emphasis in recent years on social dialect studies. Those with research findings in any of these areas are invited to submit papers for the annual meeting. They are requested to supply the title, five copies of a type-written abstract, and a statement of time needed for presentation (fifteen minutes maximum), by June 15, to the Secretary-Treasurer of the Society.

Fulbright-Hays Openings in Linguistics and TEFL for 1969-70

Applications for Fulbright-Hays awards for university lecturing in linguistics and English as a foreign language during academic year 1969-70 should be filed before June 1, 1968. Applications for advanced research awards will not be accepted after that date. Requirements for eligibility are: U.S. citizenship, a doctoral degree or equivalent status for research grants, college or university teaching experience for lecturing appointments, and, in some cases, proficiency in a foreign language.

Fulbright professor awards ordinarily provide a maintenance allowance in the local currency to cover normal living costs of the grantee and his family while in residence abroad, and round-trip travel for the grantee (transportation is not provided for dependents). For lecturing in most non-European countries, an award includes a dollar supplement, subject to the availability of funds, or it provides a stipend paid partly in foreign currency and partly in dollars.

About 40 Fulbright lecturers in Linguistics and English as a foreign language are serving during 1967-68 at universi-

ties in Argentina, Belgium, Burundi, Colombia, Ecuador, Germany, Greece, Iran, Israel, Japan, Korea, Liberia, Nicaragua, the Philippines, Portugal, Spain, Thailand, Tunisia, and Yugoslavia, and research scholars in linguistics have held awards in Finland, France, and Italy.

Requests for application forms, a list of openings in linguistics and teaching English as a foreign language, and details on the terms of awards for particular countries should be addressed to: American Studies, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Corrections

1 It was incorrectly noted in *Personalia II*, October 1967, that Prof. Jean-Paul Vinay had moved from the University of Victoria to the University of Toronto; Prof. Vinay remains at Victoria.

2. In a notice announcing the establishment of the Association of Teachers of English as a Foreign Language (February 1968, page 6), the address given for inquiries was out of date. The correct address is: Dr. W. R. Lee, 16 Alexandra Gardens, Hounslow, Middlesex, England.

book notices

Biological Foundations of Language, by Eric H. Lenneberg, with appendices by Noam Chomsky and Otto Marx. New York, John Wiley & Sons, 1967. xvi, 489 pp. \$14.95.

Seeks to reinstate the thesis, challenged in recent years by many students of behavior, that man's language capacity is based on specific, biologically determined propensities, including anatomy, physiology, and ontogeny, and to make the specific assumptions so explicit that they may be subjected to empirical tests. One purpose of the book is to show what type of investigations might lead to new insights and thus give new directions to old inquiries. The appendices, 'The formal nature of language', by Noam Chomsky, and 'The history of the biological basis of language', by Otto Marx, are followed by author and subject indexes.

1960-1967 Selected Bibliography of Arabic, compiled by Theodore Prochazka, Jr. Washington, D.C., December 1967. 71 pp. For information on availability, write ERIC Clearinghouse for Linguistics, Center for Applied Linguistics.

A selected listing of 615 articles and books in the field of Arabic language studies published between 1960 and 1967. It contains materials written in European languages as well as Arabic. Its scope includes works in theoretical and applied linguistics as well as relevant philological studies. The Arabic language entries are given in the Arabic script, with transliteration and translation. The bibliography is divided into thirteen sections, covering the history of Arabic linguistics, phonology, grammar, stylistics, semantics, lexical studies, dialectology, language and culture, scripts, and language teaching. Author and subject indexes.

This work was commissioned by the ERIC Clearinghouse for Linguistics, a part of the Educational Resources Information Center of the U.S. Office of Education.

The Japanese Language, by Roy Andrew Miller (*History and Structure of Languages*) Chicago, University of Chicago Press, 1967. xix, 428 [+47] pp. \$16.00.

A general introduction to the history and structure of Japanese, including chapters on the historical and geographic setting, genetic relationship, dialects, phonology, grammar, vocabulary sources, and writing system. Outstanding features are the emphasis on Japan's "linguistic debt" to China and new data on Japanese as an Altaic language. Appended material includes word indexes and a collection of 25 plates with commentaries. The book presupposes no previous knowledge of Japanese.

A Korean-English Dictionary, by Samuel E. Martin, Yang Ha Lee, and Sung-Un Chang. New Haven, Yale University Press, 1967. xviii, 1902 pp. \$35.00.

Entries are printed in the Hankul spelling according to South Korean orthographic standards, followed by the Yale romanization, from which the North Korean spelling can be automatically predicted. The native Korean vocabulary is emphasized, but commonly used Chinese and European loanwords are included. Chinese characters are given for words of Chinese origin and a list of all common Chinese bound nouns begins each homophone group. For the more important entries, examples are given to illustrate both meaning and grammar. Detailed explanations and examples are given for all particles and endings, and there are also entries for each of the shorter inflected forms that might be confused with some other word.

Preparation of this dictionary was aided by grants from the Program in Oriental Languages of the American Council of Learned Societies, and publication was made possible by a contract with the U.S. Office of Education.

Hindi Grammar and Reader, by Ernest Bender. Philadelphia, University of Pennsylvania Press, 1967. 458 pp. \$5.00.

The purpose of this text is to provide the American learner with the basic grammatical equipment and vocabulary, based on the standard official language of India. The course is designed to be administered by a linguist and a Hindi-speaking assistant. Lesson One presents the phonology and the roman transcription used throughout the text. Each lesson thereafter presents one or more points of grammar with appropriate exercises. Lessons 1-16 are accompanied by conversational texts, lessons 17-40 by reading texts. A companion volume, *Introductory Hindi Readings*, will contain the Devanagari version of all the conversations and texts in this book. Hindi-English and English-Hindi glossaries and an index are appended.

This work was prepared under contract with the U.S. Office of Education.

Urdu Grammar and Reader, by Ernest Bender. Philadelphia, University of Pennsylvania Press, 1967. 487 pp. \$5.00.

This text, based on the dialect of the educated classes of Pakistan, provides the Urdu parallel for the author's *Hindi Grammar and Reader* (see above). The text is organized in the same manner, with all Urdu material in a roman transcription. Its companion volume, *Introductory Urdu Readings*, will contain the Nastalik version of all the conversations and texts. This work was prepared under contract with the U.S. Office of Education.

Português Contemporâneo II, by Maria Isabel Abreu and Cléa Rameh. Washington, D.C., Georgetown University Press, 1967. xiii, 406 pp. \$4.00.

Prepared under the general editorship of Richard J. O'Brien, S.J., with Robert Lado and J. Mattoso Camara, Jr., as consultants. This is the second of two volumes prepared for a basic course in Portuguese (see *LINGUISTIC REPORTER*, October 1966, page 6). Each of the twenty lessons contains a dialogue, cultural notes, orthography practice, structure and drills, and a passage for reading. Except for an English version of the dialogue and glosses of new words introduced in the reading selections, this volume is entirely in Portuguese. A Portuguese-English vocabulary for both volumes is appended.

A Forma Verbal Portuguesa em -ria, by J. Mattoso Camara, Jr. Washington, D.C., Georgetown University Press, 1967. 100 pp. \$2.00.

First published in Rio de Janeiro in 1956 as *Uma Forma Verbal Portuguesa: Estudo estilístico-gramatical*. The study presents a morphological and semantic analysis of the forms ending in *-ria*, as well as tracing the historical development of the Portuguese verbal system.

Swahili Readings with Notes, Exercises and Key, by Alfons Loogman (*Duquesne Studies, African Series 2.*) Pittsburgh, Duquesne University Press, 1967. xiii, 279 pp. \$7.50.

A collection of 51 reading passages representative of a variety of styles of written Swahili. Notes provide necessary translations and grammatical or cultural information. The exercises for translation from English to Swahili are closely integrated with the readings. Accompanying tapes are available from the publisher.

Intermediate Chinese Reader, by John DeFrancis with the assistance of Teng Chia-yee and Yung Chih-sheng. (*Yale Linguistic Series*) Published for Seton Hall University by Yale University Press, New Haven and London, 1967. 2 vols. (xvi, 1427 pp.) Each vol. cloth \$7.50; paper \$3.75.

A sequel to *Beginning Chinese Reader*, this work is closely correlated with the author's *Beginning Chinese*, *Intermediate Chinese*, *Advanced Chinese*, and the character versions of these texts. Salient features include the selection of characters on the basis of frequency, provision of a large number of compounds and a great amount of reading matter relative to the number of characters, and the inclusion of dialogue material to provide audiolingual reinforcement. The work was supported by a contract with the U.S. Office of Education.

The Comparative Method in Historical Linguistics, by *Antoine Meillet*, translated by *Gordon B. Ford, Jr.* Paris, *Librairie Honoré Champion*, 1967. 138 pp. 16F.

Originally published as *La méthode comparative en linguistique historique* (Oslo, Nygaard, 1925), this volume includes a series of lectures on the values and limitations of the historical method first presented by the author at the inauguration of the *Instituttet for Sammenlignende Kulturforskning* (Institute for the Comparative Study of Civilizations), Oslo

The Early Study of Nigerian Languages: Essays and Bibliographies, by *P.E.H. Hair*. (*West African Language Monograph Series 7.*) Cambridge, *Cambridge University Press* in association with the *West African Languages Survey and the Institute of African Studies*, Ibadan, 1967. xiv, 110 pp. \$6.50.

Three essays intended for the general reader of West African history as well as the specialist linguist or historian. The essays are bio-bibliographical, describing significant works and personalities in the study of Nigerian languages from 1825 to about 1890. Each of the essays is accompanied by one or more bibliographies for the specialist in linguistics. The languages principally discussed are Yoruba, Hausa, Kanuri, Nupe, Igala, Igbira, Ibo, and Ijaw

A Dictionary of Canadianisms on Historical Principles, edited by *Walter S. Avis* and others. Toronto, *W.J. Gage*, 1967. xxiii, 927 pp. \$25.00

The purpose of this dictionary is 'to provide a historical record of words and expressions characteristic of the various spheres of Canadian life during the almost four centuries that English has been used in Canada. The dictionary is intended to provide the meaning, or meanings, of such terms and, where relevant, their pronunciation, etymology, and scope—both in time and space. . . . dated quotations, an extensive cross-referencing system, illustrative drawings, and explanatory notes relating to usage, disputed origins, and other contentious matters' (p. xii)

The Movement of English Prose, by *Ian A. Gordon*. Bloomington, *Indiana University Press*, 1966. ix, 182 pp. \$5.75.

A study of the historical development of English prose with emphasis on the structure of the sentence. Examples representative of a broad range of literature illustrate the theme of continuity from Anglo-Saxon times to the present while pointing out the variations characteristic of each period

A concluding section provides discussion questions and exercises

meetings and conferences

April 4-6. Conference on College Composition and Communication, 19th. Minneapolis, Minnesota.

April 4-6. Northeast Conference on the Teaching of Foreign Languages, 15th. New York City.

April 19-20. Chicago Linguistic Society, 4th. Chicago, Illinois.

April 24-27. International Reading Association, 13th. Boston, Massachusetts.

April 25-27. University of Kentucky Foreign Language Conference, 21st. Lexington, Kentucky.

April 30-May 3. National Association for Foreign Student Affairs, 20th. San Francisco, California.

June 14-15. Canadian Linguistic Association. Calgary, Alberta, Canada.

June 17-August 10. Linguistic Institute of the Linguistic Society of America. Urbana, Illinois.

July 2-August 14. Summer School of Linguistics. Edmonton, Alberta, Canada.

July 22-26. Brazilian Linguistics Seminar, 4th. São Paulo, Brazil.

[Write: Centro de Linguística Aplicada, Aurora 713, 8º, São Paulo, Brazil.]

July 24-25. Association for Machine Translation and Computational Linguistics. Urbana, Illinois.

July 26-27. Linguistic Society of America Summer Meeting. Urbana, Illinois.

August 5-24. Séminaire de Linguistique Appliquée à l'Enseignement des Langues Vivantes. Aix-en-Provence, France. [Write: AFLA, 9, rue Lhomond, Paris 5º, France.]

The Role of Communication in International Training and Education: Overcoming Barriers to Understanding with the Developing Countries, by *Ernst M. Sinauer* (*Praeger Special Studies in International Economics and Development*) New York: *Frederick A. Praeger*, 1967. xviii, 155 pp. \$9.00.

Deals with the linguistic and cultural problems confronting foreign students and professionals, with emphasis on those in the United States. Part I presents background and statistical data relating to the international exchange of students. Part II suggests some practical solutions for overcoming language and cultural barriers. Part III discusses the questions of financing international training and education. A selected bibliography is appended.

A Structural History of English, by *John Nisbet*. New York, *St. Martin's Press*, 1966. xvii, 426 pp.

This book, intended to form the basis of a one-semester or two-semester course in the English language, combines a traditional history-of-the-language approach with modern linguistic analysis. In its account of the historical evolution of English, it also describes the major features of the language at each stage of development: phonology, morphology, syntax, and formal stylistics.

The first two chapters deal with the present status and structure of the language; chapters 3-10 deal with historical and structural factors; chapter 11 discusses American English; the final chapter assesses the future of the English language. Each chapter is provided with a selective bibliography and questions for research and discussion. A glossary defines and illustrates terms and principles of modern linguistic analysis.

Vietnamese-English Student's Dictionary, by *Nguyen-Dinh-Hou*. Saigon, *Vietnamese-American Association*, 1967. xvi, 675 pp. Distributed in the U.S. by *American International*, 1166 19th Street, N.W., Washington, D.C. 20036. cloth \$9.90; paper \$6.90.

A revised and expanded edition of the author's *Vietnamese-English Dictionary* published in 1959. There are about 48,000 entries, including both morpheme and word listings. Synonyms, antonyms, and items to be compared are provided. Reduplicative forms, additive forms, verb-object compounds, Sino-Vietnamese compounds, and other polysyllabic loan-words are listed as independent entries. Includes military, political, business, and scientific and technical terms. The pronunciation guide, pp. xi-xvi, provides the North, Central, and South Vietnamese equivalents for the Quôc-ngũ spelling.

Linguistics: A Revolution in Teaching, by *Neil Postman* and *Charles Weingartner*. (*Delta Book 4844*) New York, *Dell Publishing Co.*, 1966. x, 209 pp. \$1.95.

Intended for teachers and laymen affected by the introduction of linguistics into the elementary and secondary school English curriculum. Part I provides simple, clear answers to the frequently-asked questions "What is linguistics?", "What do linguists do?", "What is linguistics good for?" Part II consists of six chapters, each dealing with a particular field of linguistic inquiry and describing briefly the kinds of inquiries linguists have made in that field and some of the results they have produced, along with some of the important educational applications of that field of linguistics.

Toronto Linguistics Institute

The Toronto Institute of Linguistics was formed in 1950 as a cooperative undertaking representing some 29 denominational and inter-denominational mission boards and societies having their headquarters or branch offices in or around Toronto. The facilities of Victoria University have again been made available to the Institute this year for a four-week summer course, June 1-28. The Institute has a growing library of practical linguistic material which is available to students in the course.

The purpose of the Toronto Institute of Linguistics is to introduce the prospective missionary to applied linguistics, training him in the skills essential to the learning of a foreign language, and giving him some awareness of the cultural situation in which people live and speak.

A short, intensive course in applied linguistics may be the only preparation a prospective missionary receives for facing the language problem, though it often constitutes his greatest initial burden. Recognizing both the seriousness of the problem and the shortness of the time available for instruction, the staff has concentrated on presenting a program that treats the essentials in three courses

of instruction: (a) *Phonetics*, a series of carefully controlled exercises in the development of skills in hearing and producing distinctions of sounds. The sounds which are practiced are chosen for the frequency with which they occur in languages of the world and the degree of difficulty which they pose for speakers of English. (b) *Techniques for Language Learners*, a series of lecture-demonstrations focusing on techniques for constructing and using a wide variety of drills and exercises designed for the learning of pronunciation, grammar and vocabulary, on techniques for working on language problems with native speakers, and on techniques for supplementing prepared materials. (c) *Communication*, a series of lectures dealing with the role of communication and language in mission strategy, in missionary preparation, and in the overall task of the church, including theoretical background from the fields of linguistics and anthropology which relates to the understanding of verbal behavior and its importance in human affairs.

Inquiries about the Toronto Institute of Linguistics should be directed to the Secretary-Treasurer, Miss Mary C. Urquhart, Suite 200, 1835 Yonge Street, Toronto 7, Ontario, Canada.

New Language Association in Washington, D.C.

The Greater Washington Association of Teachers of Foreign Languages was organized in December 1967, in response to the need for a permanent local professional organization dedicated to uniting foreign language teachers on all educational levels and working toward the improvement of foreign language programs. The president is Professor Helen B. Yakobsen of George Washington University. Committees have been formed to study teacher training in the greater Washington area and the interrelationship of language courses at the different levels from grammar school through college.

Membership in the Association is open to teachers of modern and classical languages in both public and private education and to all persons with a professional interest in foreign language teaching in the District of Columbia and the neighboring counties in Maryland and Virginia. Those wishing to join the Association may send \$2.00 for dues to the Treasurer, Mr. Andrew Trent, Western High School, 35th and R Streets, N.W., Washington, D.C. 20007.

A Selective Bibliography on Social Dialects

by Roger W. Shuy

[Roger W. Shuy is Director of the Sociolinguistics Program of the Center for Applied Linguistics.]

The aim of this report is to acquaint linguists, sociologists, and educators with a representative selection of linguistically oriented writings on the available theory, design, research, and pedagogical applications in the area of social dialects. This subject, which has received much attention recently, is generally considered part of the disciplinary territory of the field of sociolinguistics. It must be clearly stated here, however, that this is not a bibliography of sociolinguistics, even though it may form an important part of such a bibliography. It is likewise in-

evitable that theoretical considerations dealing broadly with sociolinguistics will also be relevant to social dialect study. In an even larger sense, some of the items can be said to form an important part of the general theories of linguistics, anthropology, sociology, or education. It is not our intention to minimize broad relevance at the expense of specific concern, for it would be unfair to describe the writings of these scholars only in the narrowest sense of their research interests.

The bibliography is divided into three categories: theoretical and programmatic aspects, research reports, and pedagogical applications.

The section of theoretical and programmatic aspects includes works which develop theory in several disciplines or relate it to the general concerns of the study of social dialects. Of major concern are matters of social stratification, acculturation, research design, ethnography, frequency studies, sampling procedure, language function, language values and attitudes, language settings, creolization, language maintenance, standardization, language planning, and language change.

The works in the second section, research reports, are frequently difficult to separate from the above. The articles and books cited in this section have, as their format, a focus on the presentation of an overall research report which

may, of course, contain theoretical and/or pedagogical implications.

The focus of works in the last section, pedagogical applications, have, as a clear emphasis, the classroom situation.

Theoretical and Programmatic Aspects

1. Bright, William. "Language, Social Stratification, and Cognitive Orientation." *Explorations in Sociolinguistics*. Stanley Lieberman, ed. *IJAL* (October 1967) 185-90.

Bright laments the paucity of research on linguistic correlates of social stratification at the time of his writing. He notes that most published data relate to differences in phonological shape between semantically equivalent utterances and suggests that caste dialects may also differ in ways in which the grammar and vocabulary derive from different semantic structures. He cites examples from published data on Southeast Asian social dialects.

2. Capell, A. *Studies in Sociolinguistics*. The Hague, Mouton, 1966.

A discussion of the interaction of language and society from a number of different viewpoints, including linguistic acculturation, kinship language, class languages, and national language problems. Of particular interest are Chapter 5 (The Process of Linguistic Acculturation) and Chapter 7 (Language and Social Groupings).

3. Ervin-Tripp, Susan. "An Analysis of the Interaction of Language, Topic, and Listener." *American Anthropologist* (December 1964) 86-102.

An excellent outline of some of the characteristics of sociolinguistic research. Elaborate

See *Social Dialects*, 2, Col. 1



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rating on the aspects noted by Hymes (see item 9), Ervin-Tripp summarizes some of the major research to that time in each category. She concludes that there are four general types of methods in sociolinguistics: (1) studies of the speech of social groups, (2) ethnographic studies (how speech is used according to occasion, setting, and participants), (3) experimental studies (allowing artificial constraints on normal covariance revealing such things as the power relation of participants), and (4) the distribution of grammatical or phonological forms.

4. ———. *Sociolinguistics*. Working Paper No. 3, Language-Behavior Research Laboratory, University of California, Berkeley (November 1967).

This work describes the broad field of sociolinguistics, with sections on sociolinguistic rules, speech variables, linguistic diversity, and switching. The author carefully plots the territory of the discipline and summarizes the important research relating to each topic. An excellent bibliography is included.

5. Ferguson, Charles A. "Diglossia." *Word* 15:325-40 (1959).

The author examines the shift between a local spoken dialect and a superposed standard variety of the same language, e.g. the shift between classical and colloquial Arabic in the classroom from lecture to discussion. Linguistically, the grammar of the superposed variety (referred to as "high" dialect) is generally more inflected than the local spoken variety (referred to as "low" dialect), although they may share most of the same lexicon. It is not possible to generalize about comparative phonologies. One important feature of diglossia is the specialized function of the high and low dialects (very little overlapping). Ferguson concludes with a tentative prognosis for diglossic language situations over the next two centuries (Swiss German, Arabic, Haitian Creole, and Greek).

6. Gumperz, John J. "Linguistic and Social Interaction in Two Communities." *American Anthropologist* (December 1964) 137-53.

Gumperz studies the effect of topic (verbal repertoire) on certain forms in rural Norwegian and standard North Norwegian. The type of alternation depends heavily on the social characteristics of the persons being addressed. An important study in the search for the structure of verbal repertoires.

7. ———. "On the Ethnology of Linguistic Change." *Sociolinguistics*, William Bright, ed. The Hague, Mouton, 1966. 27-49.

The author describes intra-community processes of change through the use of dif-

ferent methods of interviewing, participant observation, and controlled experimentation. Gumperz investigates code-switching between a local dialect and a high prestige dialect. Friendship networks are chosen for investigation since linguistic similarity is most closely reflected through friendship ties. Such a "network" approach allows Gumperz to dispense with difficult concepts such as class, prestige, etc. The author describes the choice of dialect based on setting (transactional vs. personal), open vs. closed network, local vs. non-local topic, and many other features

8. Haugen, Einar. "Linguistics and Language Planning." *Sociolinguistics*, William Bright, ed. The Hague, Mouton, 1966. 50-71.

A description of linguistic normalization and the potential role of the linguist in codifying norms and giving them the sanction of authority. Haugen analyzes language planning, its implementation, and the role of the language planner.

9. Hymes, Dell. "The Ethnography of Speaking." *Anthropology and Human Behavior*, T. Gladwin and W. Sturtevant, eds. Washington, D.C., Anthropological Society of Washington, 1962. 15-53.

A programmatic discussion of the subject matter of sociolinguistics: an examination of verbal behavior in terms of the relations between the setting, the participants, the topic, the functions of the interaction, the form, and the values held by the participants. This article contains an excellent bibliography of previous accomplishments in this field.

10. Jespersen, Otto. *Mankind, National and Individual*. Bloomington, Indiana University Press, 1946.

An old but important and readable treatise on the backgrounds of the distinction between "la parole" and "la langue," common language and class language, standards of correctness, and language stratification. Jespersen critically summarizes the major theories of language variation at the time the work was written, usually with insightful comments.

11. Labov, William. "Hypercorrection by the Lower Middle Class as a Factor in Linguistic Evaluation." *Sociolinguistics*, William Bright, ed. The Hague, Mouton, 1966. 84-113.

Suggests that in the study of the social stratification of language, we need not be confined to the evidence of objective differentiation of behavior. The author describes his methods used to measure unconscious subjective reactions to individual values of the phonological variables under investigation. He cites the fluctuation in stylistic variation shown by the lower middle class, their hypersensitivity to stigmatized features which they use themselves, and their inaccurate perception of their own speech as evidence

of the linguistic insecurity of that social group. Labov then examines the role of hypercorrection in effecting linguistic change.

12. ———. "The Effect of Social Mobility on Linguistic Behavior." *Explorations in Sociolinguistics*, Stanley Lieberman, ed. *IJAL* (October 1967) 58-75.

The author adds to his previous research on linguistic variables by considering the dimension of social mobility. He observes that upwardly mobile persons usually adopt the norms of the next higher group with which they are in contact. A group which has a history of social stability tends to be governed more by its own norms. Labov concludes that in an urban society, linguistic stratification is the direct reflection of underlying sets of social values, rather than sets of habits which result from close contact and are set off from each other by discontinuities in the communications system.

13. McDavid, Raven I, Jr., "Dialect Geography and Social Science Problems." *Social Forces* 25:168-72 (1946).

An important early suggestion of the importance of the relationship of linguistics and other kinds of social science problems. The author discusses tendencies toward uniformity and standardization arising from increased ease in transportation and communication, radio, movies, and ever extending public education. Opportunities to study the rising middle class, trade, cultural isolation, topography, family structure, and communication networks are seen to exist in linguistic research.

14. ———. "American Social Dialects." *College English* (January 1965) 10-16.

A summary of the history of dialect study in America, how it differs from the European situation, and how the emphasis is changing to a consideration of bi-dialectism, urban areas, racial contrasts, and the pedagogical applications of such knowledge. McDavid feels that the existence of important structural differences between white and Negro speech does not mean that we must necessarily postulate a generalized "African American" pidgin in the past.

15. Pederson, Lee A. "Social Dialects and the Disadvantaged." *Language Programs for the Disadvantaged*, Richard Corbin and Muriel Crosby, eds. Champaign, Ill., National Council of Teachers of English, 1965. 236-49.

A survey of the current literature on language problems of the disadvantaged, both the useful and the naive, which is addressed especially to concepts of verbal destitution, full but non-standard development and unconceptualized experience and underdeveloped language. Pederson concludes by urging a thorough analysis of the intellectual, social,

and psychological characteristics of all the persons involved in the learning situation, a careful examination of the range of the inquiry (ethnic, social, regional variables in relationship to oral and written language), a consideration of various methods of observation, and establishing a set of criteria for evaluation of the disadvantaged child's language.

16. Pickford, Glenna Ruth. "American Linguistic Geography: A Sociological Appraisal." *Word* 12:211-33 (1956).

A critical appraisal of the research design and results of traditional linguistic geography. Noting that dialect studies contain both errors of validity and of reliability since the language samples are not representative of the speech of the total population, the author presents some of the postulates of the social sciences which are relevant to these problems and urges linguists to study the group affiliation rather than the community, examine contradictory responses as evidence of individual or group conflict and mobility, define social class more adequately, and study urban areas, not just rural communities.

17. Shuy, Roger W., Walter A. Wolfram, and William K. Riley. *Field Techniques in an Urban Study*. Washington, D.C., Center for Applied Linguistics, [Fall 1968].

A description of the research design, fieldwork training period, data gathering and evaluation of the Detroit research of 1966 and 1967. Of particular interest are the sections on sampling, fieldwork orientation, questionnaires, evaluation procedures, and general theory of fieldwork in a large scale linguistics project.

18. Stewart, William A. "Nonstandard Speech Patterns." *Baltimore Bulletin of Education* 43:2-4.52-65 (1966-67).

A detailed account of the history of Negro speech in America from the time of the slaves to the present. Stewart traces the development of pidgin English which, when learned by a second generation of native speakers, became creolized English. The author cites example of dialect maintenance in Negro communities throughout the U.S. as a result of the earlier creolization process.

19. ———. "Sociolinguistic Factors in the History of American Negro Dialects." *The Florida FL Reporter* 5:2.1-4 (Spring 1967).

Stewart documents the use of Creole English by native-born American Negroes during the colonial and ante-bellum periods, largely from literary sources of these times. For these data, Stewart traces the earlier stages of Negro dialect, noting that the assimilation of Negro Americans to the speech patterns of American whites was not as complete as some scholars have supposed.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

20. ———. "Continuity and Change in American Negro Dialects." *The Florida FL Reporter* (Spring 1968).

In a companion article to item 19, Stewart continues to trace the development of Negro dialect since the Civil War. He notes the "de-creolization" of vocabulary, the preservation of recessive dialect forms by children, and the excessive problems faced by Negro children as they enter school speaking a non-standard dialect. Stewart observes that the linguistic similarities between a non-standard dialect and standard English can camouflage functional differences between the two linguistic systems. The author concludes that at least some of the syntactic features of American Negro dialects are structural vestiges of an earlier plantation creole, and ultimately of an original slave-trade pidgin English which gave rise to it.

Research Reports

21. Bernstein, Basil. "Social Class, Linguistic Codes and Grammatical Elements." *Language and Speech* 5:221-40 (1962)

Displays the systematic differences between British middle-class and working-class adolescent conversation groups. Middle-class groups are seen to put greater values on providing information and on interpretation than working-class groups. They used fewer personal pronouns, a larger variety of adjectives and subordinate conjunctions, more varied syntax, and more frequent pauses than their working-class peers.

22. Bright, William and A. K. Ramanujan. "Socio-linguistic Variation and Language Change." *Proceedings of the Ninth International Congress of Linguists, Cambridge, Massachusetts, August 27-31, 1962*, Horace G. Lunt, ed. The Hague, Mouton, 1964 1107-13.

An investigation of the evolution of upper and lower class dialects in Kanarese, Tamil, and Tulu. The authors find that there is evi-

dence for independent developments from both conscious and unconscious sources.

23. Brown, Roger and Albert Gilman. "The Pronouns of Power and Solidarity." *Style in Language*, Thomas A. Sebeok, ed. New York, John Wiley, 1960. 253-76.

An examination of the use of *tu* and *vous* in French address, and the corresponding pronouns in German and Italian. After noting that the choice was formed by the interaction of sender to receiver, the authors contrast the historical aspect (power) with the contemporary characteristic (intimacy) of these pronouns. A further contrast was noted between kin-intimacy of the German pronouns to the camaraderie of the French and Italian.

24. Fischer, John L. "Social Influences on the Choice of a Linguistic Variant." *Word* 14.47-56 (1958).

Fischer studies the use of /in/ and /ig/ forms of the suffix *-ing* by New England children, used to form participles and verbal nouns, as in *farming* and *playing*. He found that the choice between the /in/ and /ig/ variants appears to be related to sex, class, personality (aggressive/cooperative), and mood (tense/relaxed) of the speaker, to the formality of the conversation and to the specific verb form. While this might be described as free variation in a standard type of description, Fischer would like to account for more than the grammatical facts and denotative meaning involved and refers to these distributions as "socially conditioned variants" or "socio-symbolic variants."

25. Gumperz, John J. "Dialect Differences and Social Stratification in a North Indian Village." *American Anthropologist* 60:668-82 (1958)

Studying ten phonological variables in an Indian village with thirty-one social castes, Gumperz finds that six caste groups are set off by these linguistic markers.

See *Social Dialects*, 4, Col. 1

26. Labov, William. "Phonological Correlates of Social Stratification." *American Anthropologist* (December 1964) 164-76.

One of the most significant studies of the frequency distribution of linguistic variables as they correlate with sociological data. Labov investigates five phonological variables in New York City speech, the (r) of *park* and *car*, the (eh) of *bad* and *ask*, the (th) of *thing* and *three*, the (dh) of *the* and *them*, and the (oh) of *chocolate* and *off*. Of special interest is Labov's treatment of contextual styles, his use of preceding sociological research, his quantification of the frequency distribution of the variables, and the implications of this research for the serious study of linguistic change.

27. ———. *The Social Stratification of English in New York City*. Washington, D. C., Center for Applied Linguistics, 1966. 655 pp.

Probably no single piece of research has so directly affected the fields of linguistics and sociology as much as this monumental work. Labov's aim is to account for linguistic variation in a systematic way. He attacks, among other things, the claims of linguists that synchronic systems and diachronic developments must be studied in isolation, that sound change cannot be directly observed, that feelings about language are inaccessible, and that the linguist should not use non-linguistic data to explain linguistic change. This work is significant in its description of the author's approach to the correlation of linguistic features to social stratification, the isolation of contextual styles, interviewing techniques, and subjective evaluation of the variables, among other things.

28. Levine, Lewis and Harry J. Crockett, Jr. "Speech Variation in a Piedmont Community: Postvocalic r." *Explorations in Sociolinguistics*, Stanley Lieberman, ed. *IJAL* (October 1967) 76-98.

The authors discovered that the rates at which r was pronounced are bimodal rather than distributed about a central value. This bimodality is greater among higher status residents of the community. Younger and newer residents pronounce the r, while older and tenured residents do not. The authors conclude that if this feature is indicative of a general direction of linguistic change, the community's march toward the national norm will be led by women, young people, short-term residents of the community and by those who are near, but who have not yet arrived at, the white-collar class.

29. Loban, Walter. *Problems in Oral English*. Champaign, Ill., National Council of Teachers of English, 1966.

Loban presents findings of a longitudinal study of language development. The sub-

jects of the study are Oakland children who were followed for a ten-year period, from kindergarten through ninth grade. The author describes the language difficulties of children whose speech is influenced by a social class dialect as well as the speech of children not so handicapped. He includes many charts noting omissions, unnecessary repetitions, non-standard modifications, etc., measured on a scale of number of deviations per 1000 words of spoken volume.

30. Loman, Bengt. *Conversations in a Negro American Dialect*. Washington, D.C., Center for Applied Linguistics, 1967. 164 pp.

Fourteen conversations are transcribed in a modified standard orthography which notes consonant reduction, substitution, and assimilation and other selected segmental characteristics along with an impressionistic judgment of stress, pitch, and juncture. These conversations, originally intended to accompany a prosodic analysis, are presented as a semi-analyzed data collection. Tape recordings of these conversations are also available.

31. McDavid, Raven I., Jr. "Postvocalic -r in South Carolina: A Social Analysis." *American Speech* 23:194-203 (1948).

A description of the variation which exists in South Carolinian pronunciation of postvocalic -r. McDavid notes three variables that operate toward decreasing -r production: (1) the more education, the less constriction, (2) within the same cultural level, younger informants have less constriction than older ones, (3) urbanites have less constriction than rural people. McDavid traces the spread inland of the minority speech pattern, involving several types of social adjustment. An important early article citing the need for correlating linguistic phenomena with other cultural phenomena.

32. Pederson, Lee A. "The Pronunciation of English in Metropolitan Chicago." *Publication of the American Dialect Society* (November 1965) 1-71.

A description of the pronunciation of Chicagoans based on Linguistic Atlas-type interviews of 55 primary and 81 subsidiary informants, most of which were done in the early sixties. Pederson summarizes regional and social differences within the single phonemic system established for this area. Certain contrasts are noted between the speech of urban and extra-urban informants, Negroes and Caucasians and different age, education and social groups.

33. ———. "Some Structural Differences in the Speech of Chicago Negroes." *Social Dialects and Language Learning*, R. Shuy, ed. Champaign, Ill., National Council of Teachers of English, 1965. 28-51.

This study focuses on the speech of Negro speakers in Pederson's Chicago research (see item 32), contrasting twenty-

year (or more) residents of Chicago with recent arrivals. Data on seven phonological features are displayed along with certain verb forms and lexical items. From these displays it is possible to compare the responses of different education groups, sexes, and "sociolinguistic" types.

34. Putnam, G. N. and Etna M. O'Hern. *The Status Significance of an Isolated Urban Dialect*. Language Dissertations No. 53, 1955.

A study of the relationship of social status and linguistic features of the speech of a group of 74 adult Negroes of low social status in Washington, D.C. The authors used essentially the analytical methods of linguistic geography, generalizing about the segmental and suprasegmental phonemes of the group. Very little attention was devoted to grammar. Of most interest, perhaps, is the authors' use of judges' ratings from a tape stimulus, making possible a contrast of objective and subjective (or perceived) status.

35. Shuy, Roger W., Walter A. Wolfram, and William K. Riley. *Linguistic Correlates of Social Stratification in Detroit Speech*. Final Report, Cooperative Research Project 6-1347, U.S. Office of Education, 1967.

A description of the fieldwork, analysis, and pedagogical implications of the research done in 1966 in Detroit. Over 700 Detroit residents, randomly selected from ten stratified areas of the city, were interviewed for free discourse, citation forms, and reading style. The report includes a detailed analysis of multiple negation, pronominal apposition, nasal consonants and certain aspects of syntax, along with a section on the implications of this research for the classroom.

Pedagogical Applications

36. Carroll, William and Irwin Feigenbaum. "Teaching a Second Dialect and Some Implications for TESOL." *TESOL Quarterly* (September 1967) 31-39.

The authors summarize some of the important contrasts between standard and Negro non-standard English as it is spoken in Washington, D.C., then describe the lessons being constructed along standard foreign-language-teaching lines. Particular attention is given the initial fears of the teachers and how these fears were allayed. Also noted are problems of teacher training, the concept of appropriateness, and the important differences between teaching standard English as a second dialect and teaching English as a foreign language.

37. Dillard, J. L. "The English Teacher and the Language of the Newly Integrated Student." *The Record-Teachers College* 69:2. 115-20 (November 1967).

The author discusses the influence of English-based Creoles on contemporary Ne-

gro non-standard English, particularly in syntactic properties. Dillard cites such language learning problems as the Negro child's lack of awareness of his dialect differences from standard, problems of group loyalty, age-grading, and the construction of special drills for Negro children.

38. Labov, William. "Stages in the Acquisition of Standard English." *Social Dialects and Language Learning*, R. Shuy, ed. Champaign, Ill., National Council of Teachers of English, 1965. 77-103.

A discussion of the stages in the acquisition of standard English, growing out of the author's extensive research into New York City speech. These are: (1) the mastery of the main body of grammatical rules and lexicon of spoken English, sufficient for a child to communicate his needs. (2) Acquisition of local dialect consistent with that of his friends and associates. (3) Acquisition of social perception in early adolescence. (4) Development of ability to modify his speech in the direction of prestige standard, in formal situations, and to some extent in casual speech. (5) Ability to maintain standard styles and switch appropriately (acquired primarily by the middle class). (6) Development of complete consistency appropriate to a wide range of occasions.

39. ———. "Some Sources in Reading Problems for Negro Speakers of Non-Standard English." *New Directions in Elementary English*, A. Frazier, ed. Champaign, Ill., National Council of Teachers of English, 1966. 140-67.

After contrasting some of the salient differences between Negro non-standard and standard English, Labov outlines several basic principles for reading problems which can be derived from his research. Teachers should learn to distinguish between differences in pronunciation and mistakes in reading. In beginning reading instruction it may be necessary to spend more time on the function of certain grammatical inflections which have no function in non-standard. The author sees no reason why a child cannot learn to read standard English texts in a non-standard pronunciation.

40. ——— and Paul Cohen. "Systematic Relations of Standard and Non-Standard Rules in the Grammars of Negro Speakers." *Project Literacy Reports No. 8*. Ithaca, N.Y., 1967. 66-84.

A discussion of the intersection of the non-standard vernacular of the urban ghetto and standard English especially as it relates to reading problems. The authors reject the notion that Negro speech is the product of dialect mixture of two originally uniform grammars, suggesting instead that the differences between Negro non-standard and standard English are surface structure manifestations of relatively low-level rules. His

research shows that native non-standard speakers can perceive, abstract, and reproduce the meaning of many standard forms which they do not produce.

41. Loflin, Marvin D. "A Teaching Problem in Nonstandard Negro English." *English Journal* (December 1967) 1312-14.

In his discussion of the relationship of non-standard Negro English to standard English, Loflin observes that in many respects they are similar but that the contrasts are sufficiently different to require a special pedagogical effort that may well be modeled after foreign language teaching techniques. In urging that non-standard speech be recognized as rule-governed, Loflin analyzes two non-standard sentences which may be a source of structural interference for a student trying to learn the standard language.

42. McDavid, Raven I., Jr. "A Checklist of Significant Features for Discriminating Social Dialects." *Dimensions of Dialect*, Eldonna L. Everts, ed. Champaign, Ill., National Council of English, 1967. 7-10.

In order to call the teacher's attention to the aspects of non-standard English which occur frequently, the author cites twenty-six features (six pronunciations and twenty grammatical forms) most likely to be encountered in the classroom. Most of these, he maintains, may be traced back to the folk speech of England.

43. Shuy, Roger W. "Detroit Speech: Careless, Awkward and Inconsistent or Systematic, Graceful and Regular?" *Elementary English* (May 1968).

A description of the research of the Detroit Dialect Study, with suggestions about its potential usefulness to the classroom. The author stresses the fact that the so-called "omissions" of non-standard are not merely careless, that supposed "awkwardness" is an unsupportable value judgment, and that the presumed "inconsistencies" of non-standard are myths. He stresses the student's need to preserve non-standard for appropriate social situations and the desirability of teaching children to switch dialects according to the proper social circumstances.

44. Slager, William R. "Effecting Dialect Change through Oral Drill." *English Journal* (November 1967) 1166-76.

The author urges the application of English as a Second Language techniques (repetition, substitution, completion and transformation drills). Slager suggests certain example drills for effecting phonological and grammatical change.

45. Stewart, William A. "Foreign Language Teaching Methods in Quasi-Foreign Language Situations." *Non-Standard Speech and the Teaching of English*, W. A. Stewart, ed.

Washington, D.C., Center for Applied Linguistics, 1964. 1-15.

A discussion of the need for and benefits from studying Negro non-standard speech. The author suggests that such speakers are faced with a "quasi-foreign language" situation. Certain structural correspondences between the two systems (standard and non-standard) warrant at least some foreign language teaching procedure. Of particular interest is that the quasi-foreign language situation is seldom recognized for what it is by the persons most directly concerned, including teachers. Stewart also urges strongly that pedagogical materials be developed out of rigorous basic research in linguistics and cultural analysis.

46. ———. "Urban Negro Speech: Sociolinguistic Factors Affecting English Teaching." *Social Dialects and Language Learning*, R. Shuy, ed. Champaign, Ill., National Council of Teachers of English, 1965. 10-19.

In describing some of the historical aspects of Washington, D.C., Negro speech, Stewart suggests the concepts *acrolect* to represent the topmost dialect of the local linguistic hierarchy and *basilect* for the opposite extreme. Noting that there are differences between *acrolect* and *basilect* in virtually all areas of their linguistic structures, Stewart stresses that it is the grammatical differences which are most striking and most crucial for pedagogy. He observes, further, that *basilect* patterns are restricted to younger children and, as such, suggest a fertile field for research in such matters as dialect interference in beginning reading.

Recent CAL Publications

A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964, compiled by Phillip R. Rutherford. Washington, D.C., Center for Applied Linguistics, 1968. iv, 139 pp. \$5.00.

"Due to the general inaccessibility of [doctoral dissertations], few people, even those most vitally interested in the field, know what exists; consequently, much of this original research lies dormant and is doomed to be repeated. This bibliography serves as an attempt to acquaint scholars with what investigations have already been completed and where they might be obtained" (p. iii).

Contains over 1700 entries. Each entry gives the author's name, the dissertation title, the university which granted the degree, and the year the degree was granted. A topical index appears at the end. This volume supersedes the Center's earlier publication, *Dissertations in Linguistics: 1957-64*, published in 1965.

IAPLLT Plans Institute and Symposium

The Executive Committee of the Inter-American Program for Linguistics and Language Teaching met at São Paulo, Brazil, during the week of April 14 to plan the Third Inter-American Institute and Fifth Symposium of the Program. The Symposium is scheduled for the period January 9-14, 1969, at São Paulo, and the Institute from January 9-February 28, at the University of São Paulo. The Institute offers a graduate training program of approximately 25 courses in general and applied linguistics. Represented on the faculty are distinguished scholars from North and South America, and Western Europe.

Meeting participants included Norman A. McQuown, University of Chicago, Chairman, and committee members Yolanda Lastra, University of California at Los Angeles; Juan Lope Blanch, Universidad Nacional Autónoma de México and El Colegio de México, Mexico City; Aryon Dall'Igna Rodrigues, Museu Nacional, Rio de Janeiro, Brazil; and Donald F. Solá, Cornell University. Also present, as *ex officio* members, were Fernando H. Silva, President of the Yazigi Institute which, with the University of São Paulo, will serve as host institution to the Symposium and Institute; and William Nemser, representing CAL, which serves as grant administrator to the Program. Alberto Escobar, Universidad Nacional Mayor de San Marcos, Lima, Peru; Francisco Gomes de Matos, Centro de Linguística Aplicada, São Paulo; and Joaquim Mattoso Câmara, Jr., Universidade Federal, Rio de Janeiro, also attended the meeting.

In addition to planning the Institute and Symposium, meeting participants presented reports from several permanent committees of the Program, including an announcement by the Financial Committee of renewal of Ford Foundation support for the Program for the period June 1, 1968 to May 31, 1970. The Executive Committee also established the membership of permanent committees for the new administrative period, designated chairmen for these committees, and the time and location of their meetings.

Application forms for Institute fellowships are available from Prof. Joaquim Mattoso Câmara, Rua Artur Araripe 110, Apt. 205, Gavea, Rio de Janeiro, GB, Brazil. The deadline for submission of completed forms is July 20, 1968.

book notices

A Short History of Linguistics, by R. H. Robins. (Indiana University Studies in the History and Theory of Linguistics.) Bloomington, Indiana University Press, 1967. 248 pp. \$6.75.

A concise account of the origin and development of linguistic studies. The author concentrates on the course of linguistic thought in Europe, tracing the tradition of speculation and teaching on language and linguistics from ancient Greece to the present, introducing the contributions of Arab, Chinese, and ancient Indian scholars at the impact on European linguistic thought. Lists points where they first made a serious of works 'For further consultation' appear at the end of each of the eight chapters, and an index is appended.

L'Accent, par Paul Garde. (Le Linguiste, 5.) Paris, Presses Universitaires de France, 1968. 172 pp. 8F.

An analysis of the role of accent in over 35 languages, most of them Indo-European, as a basis for the development of a general theory of accent. Chapters include 'Fonction de l'accent', 'Spécificité des traits accentuels', 'Les procédés accentuels', 'L'unité accentuelle et le mot', 'La place de l'accent', and 'L'unité accentuable et la syllabe'.

Aspects of Language, by Dwight Bolinger. New York, Harcourt, Brace & World, 1968. viii, 326 pp. \$3.95.

Aims to give the general public and the interested student an appreciation of what modern linguistics is about, while maintaining a proper balance of readability, informativeness, and fidelity to the interests, goals, and trials of linguists as linguists see them. The book is not intended to teach linguistics but to help the readers see themselves as the creators and perpetuators of language. Each of the fourteen chapters is followed by a section of 'Additional remarks and applications', which provides further material for discussion.

Linguistic Studies in Memory of Richard Slade Harrell, edited by Don Graham Stuart. Washington, D.C., Georgetown University Press, 1967. xviii, 185 pp. \$4.00.

A collection of essays dedicated to the memory of the late Richard Slade Harrell (1928-1964), Professor and Head of the Arabic Division of the Institute of Languages and Linguistics of Georgetown University. The thirteen contributions are by scholars associated with Professor Harrell and deal with problems in contemporary linguistic theory, the description of features of particular languages, and Arabic literature. A bibliography of Harrell's published works is included.

The London School of Linguistics: A Study of the Linguistic Theories of B. Malinowski and J. R. Firth, by D. Terence Langendoen. (Research Monograph No. 46.) Cambridge, Mass., The M.I.T. Press, 1968. 123 pp. \$5.95.

An historical account, written from a critical vantage point, of the men and ideas of the London School, a body of linguistic thought important primarily for its contributions to phonology and semantics. The four chapters cover: 'The linguistic views of B. Malinowski', 'The early views of J. R. Firth', 'The later views of J. R. Firth', and 'Exemplifications of prosodic analysis', a group of twelve analyses published by members of the London School over the period 1949-62.

Language and Symbolic Systems, by Yuen Ren Chao. Cambridge, Cambridge University Press, 1968. xv, 240 pp. cloth \$5.00; paper \$1.95.

An introduction to the study of language for the non-specialist or beginner in linguistics. The author surveys the whole field of language and modern developments in linguistics, with particular emphasis on those aspects which are likely to be most interesting to the layman. Chapters include 'Language and the Study of Language', 'Phonetics', 'Phonemics', 'Vocabulary and Grammar', 'Meaning', 'Change in Language', 'Languages of the World', 'Writing', 'Language and Life', 'Languages in Contact', 'Language Technology', and 'Symbolic Systems'.

A Transformational Syntax: The Grammar of Modern American English, by Baxter Hathaway. New York, Ronald Press, 1967. x, 315 pp. \$6.00.

Intended for the English major on the upper-class or graduate level, this text is based upon a simplified transformational approach to syntax. Each chapter includes exercises and suggestions for further study. A glossary of terms appears at the end.

Mathematical Linguistics in Eastern Europe, by Ferenc Kiefer (Mathematical Linguistics and Automatic Language Processing, 3.) New York, American Elsevier, 1968. viii, 180 pp. \$12.50.

A critical review of mathematical theories being developed in the Soviet Union and other Eastern European countries as models for the structure of natural language. Excluded from the study are purely formal (algebraic) linguistics, unless it has a considerable impact on the description of natural language, and computational linguistics. Chapters include 'Kulagina's set-theoretic model', 'Šaumjan's generative model', 'Semantics', 'Phonology', 'Transformational grammar', and 'Dependency and projective grammars'.

Les modèles linguistiques, par I.I. Rezvin, traduit et adapté par Y. Gentilhomme. (Monographies de linguistique mathématique, 2.) Paris, Dunod, 1968. x, 201 pp. 38F.

Presents a synthesis of works bearing on the formalization of language. It includes several modifications and corrections of the original Russian text. *Modelli jazyka*. The five chapters cover 'Les types de modèles linguistiques', 'Les méthodes de simulation en phonologie', 'Notions fondamentales pour la construction des modèles grammaticaux et leur interprétation linguistique', 'Modèles paradigmatiques en grammaire' and 'Les modèles syntagmatiques en grammaire'. The appended materials include: 'Compléments', the exposition of points requiring technical elaboration; a bibliography; a glossary; and author, language, and analytical indexes.

A Concise Elementary Grammar of the Sanskrit Language, with Exercises, Reading Selections, and a Glossary, by Jan Gonda, translated from the German by Gordon B. Ford, Jr. (Alabama Linguistic and Philological Series No. 11.) University, Alabama, University of Alabama Press, 1966. 152 pp. \$5.95.

A translation of the fourth edition of Gonda's *Kurze Elementar-Grammatik der Sanskrit-Sprache* (Leiden, E. J. Brill, 1963), incorporating a number of basic changes suggested by the author. The text and exercise material is designed to provide the student of linguistics with a working knowledge of Sanskrit grammar in as short a time as possible, either in the classroom or in private study. Except for a brief introduction to the devanāgarī script and a reading exercise, the Sanskrit material is presented in transcription.

A Comparative Quantitative Phonology of Russian, Czech, and German, by Henry Kučera and George K. Manroe. (Mathematical Linguistics and Automatic Language Processing, 4.) New York, American Elsevier, 1968. xi, 113 pp. \$12.00.

Presents a systematic comparison of the sound systems of Russian, Czech, and German, including a mathematical analysis of certain sound properties of the languages. It also presents a method for measuring degree of similarity among languages. Other comparative quantitative results given are: information about relative frequencies of phonemes, a set of comparative phonological indices, a discussion of the frequency of use of syllables of various structures, and an explanation of a modified entropy calculation for the determination of the relative complexity of the syllabic structures of the three languages. Bibliography and index.

meetings and conferences

June 12-14. Canadian Linguistic Association. Calgary, Alberta, Canada.

June 17-August 10. Linguistic Institute of the Linguistic Society of America. Urbana, Illinois.

July 2-August 14. Summer School of Linguistics. Edmonton, Alberta, Canada.

July 22-26. Brazilian Linguistics Seminar, 4th. Recife, Brazil.

[Write: Centro de Linguística Aplicada, Aurora 713, 8°, São Paulo, Brazil.]

July 24-25. Association for Machine Translation and Computational Linguistics. Urbana, Illinois.

July 26-27. Linguistic Society of America Summer Meeting. Urbana, Illinois.

August 5-24. Séminaire de Linguistique Appliquée à l'Enseignement des Langues Vivantes. Aix-en-Provence, France. [Write: AFLA, 9, rue Lhomond, Paris 5°, France.]

August 22-24. Canadian Council of Teachers of English, 1st. Calgary, Alberta, Canada. [Write: Canadian Council of Teachers of English, Dept. of Extension, University of Calgary, Calgary, Alberta, Canada.]

August 25-September 1. International Congress of Semiotic Studies, 1st. Warsaw, Poland. [Write: Dr. Stefan Żółkiewski, Polska Akademia Nauk, Pałac Kultury i Nauki, Warsaw, Poland.]

August 26-27. International Conference on Salish Languages, 3rd. Victoria, B.C., Canada. [Write: M. Dale Kinkade, Dept. of Anthropology, University of Kansas, Lawrence, Kansas 66044.]

September 9-18. International Federation for Documentation, 34th. Moscow, USSR. [Write: Organizing Committee, FID Conference and International Congress, Viniti, Baltijskaja UL, 14, Moscow, A-219, USSR.]

French Phonology and Morphology, by Sanford A. Schane. (Research Monograph No. 45.) Cambridge, Mass., The MIT Press, 1968. xiv, 161 pp. \$10.00.

Applies the principles of generative phonology to French in order to produce a description that accounts for the phonological alternations occurring in morphologically related forms. The emphasis throughout the book is on the interrelationships between the phonological and morphological features of contemporary French, with these two aspects of the language emerging as a complete, integrated system rather than as independent phenomena. Three major areas are treated in detail: 'Elision and Liaison', 'The Vowel System', and 'The Verb System'. In order to make the work accessible to French specialists as well as to linguists, a minimum of linguistic notation is used.

Twenty Lectures on Chinese Culture: An Intermediary Chinese Textbook, by Parker Po-fei Huang and others. (Yale Linguistic Series.) New Haven and London, Yale University Press, 1967. xvii, 225 pp. cloth \$6.00; paper \$2.75. Exercise Book, vi, 251 pp. \$2.75 spiral bound.

Designed to increase the student's proficiency in the language while providing an insight into Chinese civilization. The text presents each lecture and accompanying vocabulary list in both the Yale romanization and Chinese characters. The *Exercise Book* contains translation exercises and comprehension and discussion questions for each lecture, here in Chinese characters only.

The materials were developed under a contract with the U.S. Office of Education.

Elementary Turkish, by Lewis V. Thomas, revised and edited by Norman Itzkowitz. Cambridge, Mass., Harvard University Press, 1967. x, 187 pp. cloth \$7.50; paper \$4.95.

Designed primarily for classroom use, this book is intended to enable English-speaking students to recognize, understand, and begin to use the basic patterns of modern standard Turkish. The first lesson describes the Turkish orthography and pronunciation. Lessons 2-23 each contain a series of phrases or sentences illustrating the grammar points to be covered, grammar discussion, and translation exercises. A key to the exercises and a Turkish-English glossary are appended. Accompanying tape materials are available from the publisher.

International Dictionary of Translators and Interpreters/ Répertoire International des Traducteurs et Interprètes/Internationales Adressbuch der Übersetzer und Dolmetscher, edited by Bob Pond. London, Pond Press, 1967. 298 pp. \$13.00 (\$11.00 to libraries and other non-profit institutions). Distributed in the U.S. by Dale S. Cunningham, Box 401, Camden, New Jersey 08101.

A trilingual (English/French/German) directory listing 2120 technical and literary translators in 39 countries, offering 54 languages in 22 subject classifications. The primary aim of the directory is to help the user find a mother-tongue translator with special knowledge of a particular field through an index arranged under the subject headings with entries giving each translator's native tongue, second languages, and qualifications.

New English Linguistics Division at Tel-Aviv University

Undergraduate students at Israeli universities are required to take two major subjects for their bachelor's degrees. In the past, the English Department at Tel-Aviv University, in common with other universities in the country, provided students interested in English and related studies with only one major—in English and American Literature. In view of the rapid development of linguistics as an independent field of study, a separate major course of studies within the English Department was established for students whose main interest lies in General Linguistics and English Language studies.

In 1965, Professor Daniel A. Fineman, chairman of the Department, consulted widely with leading linguists and English language specialists in Europe, Britain, and the United States on the planning of this program. The B.A. major in English Linguistics was then launched in the 1966-67 academic year under the direction of Professor R. B. Lees, Head of the Department of Linguistics at the University of Illinois and Visiting Fulbright Professor at Tel-Aviv University, who has agreed to act as director of the local

division and as consultant on all aspects of the program as it develops.

The program was begun with a group of sixty first-year majors, selected on the basis of prior scholastic achievements, entrance tests, and personal interviews. This year, the second of the program, eighty new students have been admitted out of more than two hundred applicants. The majority of these students have chosen English and American literature as their second major, although some twenty-five per cent are majoring in other fields, such as Hebrew, French, or Psychology. Many of the students have several years of experience in teaching English as a second language in the local school system, and many others intend to enter this field upon completing their studies.

The program at present is as follows: *1st year*: Introduction to Linguistics and Elementary Syntax (6 hours)—Prof. Lees in 1966-67 and Dr. Edith Trager, Visiting Fulbright Professor from San Jose State College, assisted by junior faculty members from the local staff, in 1967-68. *2nd year*: Proseminar in English Syntax (2 hours)—Prof. Trager; Phonology (2 hours) and Sociolinguistics (2 hours)—Dr. Arthur Bronstein, Visiting Fulbright Professor from Queens College, New York; Structure of Hebrew

(2 hours)—Dr. Uzzi Ornan of the Hebrew Language Departments of Tel-Aviv University and the Hebrew University, Jerusalem. This course is intended to provide the basis for a third-year seminar in the contrastive analysis of selected aspects of Hebrew and English. In addition, English Linguistics majors who are not native speakers of English are required to take three to four hours per year of course work in English (oral and written) and non-Hebrew speakers are required to study three to four hours per year of Hebrew courses.

The English Linguistics Division also provides two supplementary courses for students majoring in English literature, Introduction to Linguistics and English Syntax, as well as supervision and consulting services in the following: language laboratory programs to improve the oral proficiency of English Department students, intensive courses in the study of English as a second language for undergraduate students majoring in subjects outside the English Department, materials construction for the study of English as a second language in the elementary and high schools of Israel (Grades VI through XII), and teacher training and in-service programs for high school teachers of English as a second language.

The Linguistic Reporter

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Teaching English to North American Indians in BIA Schools

by Evelyn Bauer

[Evelyn Bauer is Education Specialist in English as a Second Language, Division of Education, Bureau of Indian Affairs, U.S. Department of the Interior. The following article is based on a paper delivered at the Sixth Inter-American Indian Congress, held in Paizcuaro, Mexico, April 15-21, 1968.]

Since the middle of the last century, North American Indian children from hundreds of different tribal groups with diverse cultures and languages have received their education through the medium of English language instruction in schools sponsored by the Bureau of Indian Affairs of the U.S. Department of

the Interior.

It appears that until recently, the Bureau's efforts in English language instruction have not been entirely successful, if we are to judge the achievement of Indian students on the basis of comparison with the national norms of academic achievement for non-Indian students in the United States. Furthermore, according to a study conducted by L. Madison Coombs,¹ the performance of Indian students on standardized tests of all kinds not only ranks consistently below national norms, but seems to fall progressively behind these norms as the Indian child continues on in school.

Much of the difficulty these students experience has been ascribed to lack of proficiency in English. When given culture-free, non-verbal IQ tests, their performance is on a par with non-Indian students. We must conclude, therefore, that inadequate control of both oral and written English constitutes a major stumbling block.

Within the last ten years, Bureau schools have incorporated linguistically oriented methods and materials into their language programs. The aural-oral approach is now being widely used and sequenced materials provide the framework for instruction. Whenever possible, special drills based on the difficulties that specific language groups have with English are used to supplement basic materials.

There is little doubt that the use of

sound techniques for teaching English as a second language has upgraded the quality and results of language teaching in our schools. However, whether this will be sufficient to insure achievement for Indian students comparable to other students in the country remains to be seen. There is a growing feeling, based on research, on experiences in countries around the world, and on the intuitive feeling of many who have worked closely with Indian students for many years, that our failure to use the mother tongue as a medium of instruction for non-English-speaking students, at least in the early years of schooling, is responsible for academic retardation.

In its ESL program, the Bureau's greatest areas of concern are with the Navajo in the Southwest, the Alaskan natives (Eskimos, Aleuts, and Alaskan Indians), and the Mississippi Choctaw in the South. These groups enter the schools with little or no English. Possessing more English, but of a non-standard variety, are the Sioux, the Oklahoma Indians, and Pueblo groups, including the Hopi.

Up until now, the greatest strides in the ESL program have taken place on the Navajo Reservation, where approximately 20,000 Indian children attend BIA schools. The basic program includes continuing in-service training for teachers in the form of workshops. Teachers are instructed in linguistics, methodology, materials evaluation, and Indian culture, and



Evelyn Bauer

given the opportunity to observe demonstration school classrooms which are staffed by highly-trained specialists. The training of teachers in ESL theory and method was greatly advanced by the passage of the National Defense Education Act of 1958. Along with financial aid for both students and teachers to continue their education, it has provided for summer institutes in the area of language teaching. This coming summer (1968), a total of five out of nineteen NDEA Institutes will be designed specifically for teachers of Indian children, and BIA teachers have been encouraged to take advantage of this opportunity.

In addition, for the first time, materials for teaching English are being designed specifically for Navajo learners. Rather than having to adapt materials written for other language groups, the Navajo, by the end of this year, will have the first in a series of teachers' guides designed for beginning Navajo students. The guides will be linguistically sequenced and based on a contrastive analysis of Navajo and English, with special emphasis on predicted phonological and grammatical areas of special difficulty for Navajo speakers. These materials are being developed under the guidance of Dr. Robert Wilson at UCLA, and Dr. Mary Jane Cook at the University of Arizona at Tempe. An increasing interest in Indian and Eskimo languages, and a growing sophistication in the area of materials development for the teaching of English, should insure the proliferation of such projects. In the near future, we hope to have materials for the Eskimo and the Choctaw, on the order of those now being prepared for the Navajo.

More and more, the BIA is developing connections with major universities, not merely in the United States, but in the world at large, and in all areas of the curriculum. This last summer (1967), an ESL workshop for some thousand teachers from the Navajo schools was conducted by Dr. Wilson and a staff of linguists and ESL specialists. This type of contact is urgently desired by the Bureau and is considered essential to bridging the gap between research in education and the implementation of its conclusions in the field.

Another university connection is in the area of testing. Dr. Eugene Brière, of UCLA, is developing a set of tests to determine the progress of Indian students in the Fries/Rojas American English

Series which is currently used with the Navajo. Dr. Brière has submitted a proposal to the Bureau for a continuation of the project, in which he and his staff will develop a set of proficiency tests to determine which students need help in English and at what level the help should be. These will not be confined to the Navajo, but will be designed for all Indian and Eskimo children.

The BIA also maintains professional relationships with the Center for Applied Linguistics. In the spring of 1967, the Center, under contract with the Bureau, conducted an extensive survey of the problems of teaching English to American Indians.² The study was carried out with the assistance of a group of twelve specialists in linguistics, American Indian languages, psycholinguistics, anthropology, teaching English to speakers of other languages, and related fields. The study was under the direction of Miss Sirarpi Ohannessian, Director of the English for Speakers of Other Languages Program, Center for Applied Linguistics. The purpose of the study was to assess the teaching and learning of English in several specified areas in BIA-sponsored and public schools. As a part of the study, the Center developed a series of recommendations for more effective teaching and use of English in BIA schools. Many of the Bureau's projected plans are based on these recommendations. Plans are now being made to implement the Center's recommendation for research on styles of learning among the Indian community and their relationship to the teaching and learning of English. Another recommendation of special interest is that of teaching Indian children to read in their mother tongue before they are made literate in English. On the basis of recent experiments, one a pilot project on mother tongue education sponsored by the Mexican Government, and another along the same lines in Peru, there is reason to believe that in teaching reading in a second language the association of the written symbols with the sounds of the language is more easily and efficiently taught if the child has already made the association through learning to read his own language.

Further support is added by the investigations of Dr. Nancy Modiano of the New York University School of Education. Dr. Modiano examined the hypothesis, implicitly held at least in the United States, that non-English speaking children learn to read English with greater com-

prehension when all reading instruction is in English. Her investigation involved the students of 26 schools in three Indian municipios in Chiapas, Mexico. The students were all native speakers of Tzeltal or Tzotzil. Thirteen of the schools involved were federal or state schools in which all reading instruction was offered in Spanish. The other thirteen were National Indian Institute schools where literacy was developed in the mother tongue before it was attempted in Spanish. There was a significant lead at all levels in reading comprehension in Spanish by the students who had begun reading in the mother tongue.³

In addition to implementing the Center's recommendations, the BIA is actively interested in pursuing a program of bilingual education. The Navajo and Alaska, our areas with the largest non-English speaking populations, would be the logical starting place for bilingual pilot programs. The UNESCO statement that the best medium for teaching is the pupil's⁴ mother tongue is supported by experiences in education systems the world over and by controlled experiments.

A. Bruce Gaarder,⁵ Chief of the Disadvantaged Youth Section, U.S. Office of Education, feels that important reasons for adding the mother tongue as a teaching medium are: (1) to avoid or lessen scholastic retardation in children whose mother tongue is different from the language of the school; (2) to strengthen the bonds between home and school; (3) to avoid the alienation from family and linguistic community that is commonly the price of rejection of one's mother tongue and complete assimilation into the dominant group; and (4) to develop strong literacy in the mother tongue in order to make it a strong asset in adult life.

Dr. Gaarder also makes the point that, English spelling being what it is, it is much easier for a child to learn to read an Indian language with a scientifically developed phonemic alphabet than to learn to read English. He would, in fact, have an advantage even over the native English speaker learning to read English.

In pursuit of a bilingual program, the Center for Applied Linguistics has contracted with the Bureau to design a plan for a bilingual kindergarten. It is hoped that the resulting pilot program will serve as a model for all of the kindergartens to be established in BIA schools in the Fall of 1968.

Accompanying an interest in bilingual-

ism are projected plans for a four- to six-week intensive course in the Navajo language for Bureau teachers from the Navajo area. Since very few teachers have had the experience of total immersion in a new language, and even fewer in a language as remote from English as Navajo, it is not possible for the majority of teachers to understand the feelings and difficulties of the Navajo non-English speakers. An intensive exposure, such as the proposed institute would provide, would deepen the teacher's understanding of these difficulties and create empathy.

Perhaps an even more important result would be a new awareness of the nature of the difficulties encountered in learning a language which is so different in structure and which contains features not found in English, e.g. phonemic tone and nasality. Added to this should be an awareness that differences extend beyond grammar and phonetics to conceptualization.

A desirable goal for all Indian students is well stated by Dr. J. Donald Bowen of UCLA in relation to the education of the Navajo:⁶

He should have a range of economic or vocational choices . . . He should also have cultural or social choices, with the capacity as well as the right to biculturalism or monoculturalism, to remain in his own culture, to pass to the wider culture of Anglo America, or to keep a foot in both camps. He should have linguistic choices, to decide whether or not to use English or Navajo or both . . . Education is his only practical road to the emancipation of free choice . . .

Through a broad program of education in both mother tongue and English, we hope to make these choices available to our Indian students.

1. L. Madison Coombs, et al., *The Indian Child Goes to School: A Study of Interracial Differences* (Washington, D.C., U.S. Department of the Interior, Bureau of Indian Affairs, 1958).

2. Sirarpi Ohannessian, ed., *Study of the Problems of Teaching English to American Indians: Report and Recommendations* (Washington, D.C., Center for Applied Linguistics, 1968).

3. A. Bruce Gaarder, Chief, Modern Foreign Language Section, U.S. Office of Education. Statement before the Special Subcommittee on Bilingual Education of the Committee on Labor and Public Welfare, U.S. Senate, May 18, 1967.

4. UNESCO, *The Use of Vernacular Languages in Education*, Monographs on Fundamental Education, Vol. 8 (Paris, UNESCO, 1953), p. 6.

5. A. Bruce Gaarder, "Organization of the Bilingual School," *Journal of Social Issues*, Vol. XXIII, No. 2 (1967), p. 110.

6. J. Donald Bowen, "English Usage and Language Learning among the Navajo." Talk delivered at Fort Wingate, N.M., June 1967.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The Linguistic Reporter, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

The Salzburg Seminar in Linguistics

[The following is based on a communication from Albert H. Marckwardt, Professor of English and Linguistics at Princeton University.]

For the first time since its founding date in 1947, a session of the Salzburg Seminar in American Studies, the one hundred and sixteenth, was devoted to Linguistics. The purpose of the Seminar is to further mutual understanding by bringing together Europeans already advanced in their profession with American teachers and research scholars. In doing so, it endeavors to provide a forum for an exchange of views about the problems of the western world with respect to a particular discipline or field of study. In addition it is assumed that through contact with the American lecturers, Europeans will become better acquainted with American thought and with the American academic community.

There are generally six or seven seminar sessions every year, most of them lasting three or four weeks. Some idea of the range of topics covered can be gained from the fact that the Linguistics seminar was preceded by one on Agriculture and Natural Resources and was to be followed by one on the American Theater. Others held this year include Urban Planning, American Law and Legal Institutions, and American Management Dynamics. The seminar is housed in Schloss Leopoldskron, built in 1734 by the Archbishop of Salzburg, Leopold Firmian. The Schloss has been modernized to provide meeting rooms, dormitory accommodations for the fellows, and suites for the faculty and American administrative staff. The library contains more than 15,000 volumes and many periodicals in English, including a number not otherwise available in Europe. The Resident Director

is Arthur C. Glover, formerly on the faculty of Indiana University. The President of the Seminar, with headquarters in Cambridge, Massachusetts, is Paul M. Herzog.

The faculty of the session on Linguistics, which has its opening meeting on May 19, 1968, and concluded on May 30, consisted of Professors Charles A. Ferguson, Stanford University; Albert H. Marckwardt, Princeton University; Norman A. McQuown, University of Chicago; and Thomas A. Sebeok, Indiana University. Each faculty member gave five one-hour lectures to the entire student body and in addition met a group of approximately ten students for four two-hour sessions. Mr. Ferguson, who dealt with Applied Linguistics (other than language teaching), and Mr. McQuown, who had Language and Culture and Anthropological Linguistics as his assignment, used the small seminar sessions to extend and amplify the material presented in the lectures. Mr. Sebeok lectured on the Organization of American Linguistics but dealt with Stylistics and Semiotics in his seminar. Mr. Marckwardt devoted his seminars to the teaching of English as a foreign language and lectured on American English. Every fellow prepared a paper in connection with his seminar. In addition, country teams were asked to prepare reports on the state of linguistics in their respective countries.

There were 42 fellows in attendance, representing thirteen countries. West Germany has the largest delegation, nine all told. Czechoslovakia and Belgium were second, with five each. The seminar represented a first time for representation from Turkey and Romania. Originally

See Salzburg, 4, Col. 1

fellows from France, Spain, and Poland has also been accepted, but the six members from these countries were prevented from attending by unsettled conditions at home.

Evaluations of the seminar by both fellows and faculty were highly favorable on all points except that of the length of the session. They felt that two weeks was insufficient to permit ancillary reading and the careful preparation of papers. A major share of the credit for a successful session must go to Mr. Sebeok, who persuaded the administration of the desirability of such a seminar in the first place and who worked hard and steadily to secure his staff and develop a curriculum. The first Salzburg Seminar on American Linguistics is certain not to be the last.

Profiles of ACLS Constituent Societies

With the February 1968 issue, the *ACLS Newsletter* initiated a series of articles about the thirty-three constituents of the American Council of Learned Societies. The decision to publish such a series was made in the course of planning the celebration of the Council's fiftieth anniversary. It seemed fitting that every reader of the *Newsletter* should have an opportunity to appreciate the full range of the societies making up the ACLS, including their present status and purposes, plans for future growth and direction, and whatever backward looks seem enlightening.

Twelve societies collaborated in the establishment of the Council. To an organizational meeting called in Boston for September 19, 1919, the American Academy of Arts and Sciences and the American Historical Association invited ten professional groups who responded favorably: the American Philosophical Society, American Antiquarian Society, American Oriental Society, American Philological Association, Archaeological Institute of America, Modern Language Association of America, American Economic Association, American Philosophical Association, American Political Science Association, American Sociological Association.

Articles on these twelve founding societies will inaugurate the series of profiles. Professor Harry L. Levy's article on the American Philological Association appears first because it arrived first in the hands of the editor.

B.A. Degree in TESL at The Church College of Hawaii

[The following is based on a communication from Alice C. Pack, English Department and English Language Institute, The Church College of Hawaii, Laie, Oahu, Hawaii]

Recognizing the necessity for a program that meets the needs of Pacific Island students who return as teachers to their native countries, The Church College of Hawaii is now offering a Bachelor of Arts Degree in Teaching English as a Second Language. Since the Fall 1967 semester, prospective teachers may elect this interdepartmental major which includes the theory and practice of English Second Language Teaching Methods.

The College is in particularly fortunate position for a BATESL program because of its multi-racial student body: 22 percent of the 939 full-time students at the College during the 1966/67 academic year were from foreign countries, 64 percent from Hawaii, and 18 percent from the mainland U.S.A. Among the 75 graduates awarded the Bachelor's Degree this year were 12 foreign students—9 from the South Pacific, 3 from the Far East—53 students from the Hawaiian Islands, and 10 from the United States mainland. Of this year's graduates, 56 percent completed student teaching and received teaching credentials.

Candidates for the BATESL degree must complete all general and area requirements for the Bachelor of Arts degree. Americans and other native speakers of English are expected to acquire some acquaintance with the cultures and languages of Polynesia and/or the Orient. For native speakers of English, the major consist of 32 hours of course work beyond the basic Freshman requirement. Non-native speakers who begin their study in the program may, with certain exceptions, count undergraduate credit toward the total requirements. In addition, all majors must complete at least four semesters, or the equivalent, in a foreign language approved by the Language Arts Division.

The curriculum for the BATESL degree includes courses in English grammar, literature, and creative writing; phonetics; introduction to linguistics; contrastive analysis; history of Oceania or Asia; seminars in TESL; and certain electives, e.g. anthropology.

All students must take the normal sequence of education classes if they wish to become certified as teachers in TESL and in English. Two of these courses have particular interest to BATESL ma-

jors: Observation and Participation, and TESL Methods and Materials. Present plans call for the student to do his observation and practice teaching in the College's English Language Institute. Short practice lessons will be featured in this program. It is planned that through existing TV facilities some of the practice lessons will be video taped so that the student will have the opportunity of seeing himself teach.

Student teaching in the BATESL program is still in the developmental stages. English is taught as a foreign language in a number of schools in Hawaii and more are turning in this direction. It is hoped that students will have an opportunity to do student teaching in these schools. Investigation is also being made into the possibility of setting up several special classes in rural Oahu. These arrangements will give students an opportunity to teach in the conventional classroom at the beginning of their experience and then go to a TESL situation for the completion of their student teaching experience.

This curriculum does not supersede the regular program for English majors, but represents an attempt to meet the needs of many of our teachers, as its focus is on the preparation for teaching language arts to students who either speak English as a second language or whose only contact with standard English is in the classroom. Furthermore, most foreign graduates are expected to teach English, regardless of their area of specialization in college, so they should be prepared for that eventuality with second language teaching techniques.

The Board of Education of the Church of Jesus Christ of Latter-day Saints, the sponsoring institution of The Church College of Hawaii, also operates primary and secondary schools in New Zealand, Tonga, Tahiti, and in Western and American Samoa. This affords the College not only a constant source of students from the graduating high school classes, but also ample employment opportunities for its BATESL and Education graduates.

The Church College of Hawaii is also developing materials concerned with Polynesian studies, culture, and language through its Center of Pacific Island Studies and its Center of Asian Studies, and cooperates closely with the Polynesian Cultural Center located adjacent to the campus in Laie.

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1968

During the fiscal year ended June 30, 1968, nineteen contracts were negotiated by the U.S. Office of Education in support of new projects designed to improve instruction in modern foreign languages in the three general areas authorized by Title VI, Section 602, of the National Defense Education Act: surveys and studies, research and experimentation, and the de-

velopment of specialized language materials. There were also twenty-seven contracts negotiated to supplement on-going projects in these same areas.

For each project the following information is presented: (1) contractor, (2) principal investigator or project director, (3) title, (4) term of the contract, (5) cost of the contract.

SURVEYS AND STUDIES

Modern Language Association of America, New York, N.Y. Glen D. Willbern. Survey of foreign language registrations in institutions of higher education, Fall 1968 and Summer 1969. June 1, 1968 to September 30, 1969. \$23,694.

Modern Language Association of America, New York, N.Y. Glen D. Willbern. Survey of foreign language enrollments in public secondary schools, Fall 1968. June 1, 1968 to July 31, 1969. \$27,914.

Social Science Research Council, Washington, D.C. Pendleton Herring. A study of language and area programs in universities and colleges in the U.S. June 18, 1968 to September 18, 1969 \$99,669.

University of Wisconsin, Madison, Wisc. Menahem Mansoor. Politics and diplomacy in the Arab world: Chronological and information data: 1800-1967. June 15, 1968 to June 14, 1970. \$99,540.

Education and World Affairs, New York, N.Y. William W. Marvel. A study of federal programs in international education. June 15, 1968 to September 15, 1968. \$35,000.

University of Florida, Gainesville, Fla. Robert J. Scholes. Derivation of phoneme inventories by native speaker responses to synthetic stimuli: Phase II. July 1, 1968 to July 31, 1969. \$7,851.

Summer Institute of Linguistics, Santa Ana, Calif. Kenneth L. Pike (and Robert E. Longacre). Discourse, paragraph and sentence structure of selected Philippine languages August 1, 1967 to December 31, 1968. \$51,811.

RESEARCH AND EXPERIMENTATION

Stanford University, Stanford, Calif. Patrick Suppes and Joseph Van Campen. Application of mathematics learning theory to second language acquisition, with particular reference to Russian. September 1, 1967 to August 31, 1968. \$104,425.

San Fernando Valley State College Foundation, Northridge, Calif. Madeleine Mathiot. A study of method in language-and-culture research: Phase II. Textual analysis. October 1, 1967 to September 30, 1970. \$91,998.

SPECIALIZED LANGUAGE MATERIALS

University of Southern California, Los Angeles, Calif. Patricia H. Cabrera. A proposal for the development of a model for short-term, high-intensive language training in Spanish for non-Spanish speakers. June 25, 1968 to September 7, 1968. \$25,000.

New York University, New York, N.Y. Philip H. Smith, Director; Grainom Lazewnik, Investigator. The construction of an algorithm for stem recognition of the Hebrew language. June 1, 1968 to May 31, 1969. \$23,166.

Yale University, New Haven, Conn. Franklin E. Huffman. Develop-

ment of Cambodian language teaching materials. June 1, 1968 to June 1, 1970. \$30,863.

Indiana University, Bloomington, Ind. Carleton T. Hodge, Director; Robert A. Orosz, Investigator. Preparation of a contrastive grammar of English and Hungarian. Sept. 1, 1967 to May 31, 1968. \$9,996.

University of California, Los Angeles, Calif. Andreas Tietze. Advanced Turkish reader: Modern texts in the social sciences. June 1, 1968 to May 5, 1969. \$13,891.

Indiana University, Bloomington, Ind. Ilhan Basgoz. Turkish folklore reader for elementary and intermediate levels. June 1, 1968 to December 31, 1969. \$10,906.

University of Pennsylvania, Philadelphia, Pa. Maria Z. Brooks. Student reference grammar of Polish June 1, 1968 to May 31, 1970. \$40,900

U.S. Naval Academy, Annapolis, Md. John A. Hutchins. An investigation into the elements of spoken Portuguese. June 15, 1968 to June 14, 1969. \$22,700.

University of Chicago, Chicago, Ill. Edward Stankiewicz. A structural description of the Russian dialects and a reader in Russian dialectology. September 1, 1967 to November 30, 1968. \$78,232.

University of Washington, Seattle, Wash. Lyman H. Legters. Development of a text for the study of the Romanian language. May 1, 1968 to April 30, 1970. \$27,826.

Revised USOE Copyright Policy

On March 1st the U.S. Office of Education announced the amendment of its policy regarding publication of research sponsored by USOE. The statement, which amends a policy statement adopted in 1965, follows:

It is the policy of the Office of Education that the results of activities supported by it should be utilized in the manner which would best serve the public interest. It is believed that the public interest will, in general, best be served if materials produced under project grants or contracts from the Office of Education are made freely available to the government, the education community, and to the general public. Ordinarily, this objective will be accomplished by placing such materials in the public domain. In some situations, however, it is recognized that limited copyright protection may be necessary during development or as an incentive to promote the effective dissemination of such materials. At the request of a grantee or contractor, arrangements for copyright of such materials for a limited period of time may be authorized under appropriate conditions upon a showing satisfactory to the Office of Education that such protection will result in more effective development or dissemination of the materials and would otherwise be in the public interest. This policy is effective immediately. The statement of policy dated July 12, 1965, 30FR9408, is modified accordingly.

book notices

Intermediate Readings in Tagalog, edited by J. Donald Bowen and others. Berkeley and Los Angeles, University of California Press, 1968. xiii, 399 pp. \$6.00.

Designed to provide materials for the student who wishes to continue beyond the level of *Beginning Tagalog*, edited by J. Donald Bowen (Berkeley and Los Angeles, University of California Press, 1965). It includes a variety of readings ranging from very simple to the fully sophisticated writings of contemporary authors. Part I, Section A, includes readings to accompany units 13-25 of *Beginning Tagalog* (tape recordings of these selections are available through the Center for Applied Linguistics); Section B consists of transition readings designed to lead the student from the controlled situation of the basic course to the freedom of communication found in the later selections. Part II, Section A, includes essays and articles, primarily with a journalistic orientation; Section B, short stories; Section C, poetry; Section D, two plays. These are arranged in a progression of increasing difficulty. Each reading selection is followed by a set of comprehension and/or conversation questions.

Intermediate Readings in Tagalog is a product of the Philippine Center for Language Study and was prepared under a contract with the U.S. Office of Education.

Vox Latina: A Guide to the Pronunciation of Classical Latin, by W. Sidney Allen. Cambridge, Cambridge University Press, 1965. x, 112 pp. \$4.50.

Presents and evaluates evidence from various sources for the reconstruction of Roman pronunciation during the Golden Age. The opening chapter serves as a phonetic introduction, assuming no previous knowledge of phonetics on the part of the reader. Succeeding chapters treat Latin consonants, vowels, vowel length, vowel junction, accent, and quantity. Appendices include selected quotations from Latin grammarians and other ancient writers, a brief history of the pronunciation of Latin in England, and a summary of recommended pronunciations.

Vox Graeca: A Guide to the Pronunciation of Classical Greek, by W. Sidney Allen. Cambridge, Cambridge University Press, 1968. xvi, 157 pp. \$7.50.

A companion volume to *Vox Latina* (vide *supra*) describing the sounds of Attic Greek with particular attention to problems connected with accentuation. Appendices include a historical survey of the pronunciation of Greek in England, selected quotations from the grammarians, a summary of recommended pronunciation, and a Select Bibliography.

meetings and conferences

- August 5-24. Séminaire de Linguistique Appliquée à l'Enseignement des Langues Vivantes. Aix-en-Provence.
- August 22-24. Canadian Council of Teachers of English, 1st. Calgary, Alberta, Canada. [Write: Canadian Council of Teachers of English, Dept. of Extension, University of Calgary, Calgary, Alberta, Canada.]
- August 25-September 1. International Congress of Semiotic Studies, 1st. Warsaw, Poland. [Write: Dr. Stefan Żółkiewski, Polska Akademia Nauk, Pałac Kultury i Nauki, Warsaw, Poland.]
- August 26-27. International Conference on Salish Languages, 3rd. Victoria, B.C., Canada. [Write: M. Dale Kinkade, Dept. of Anthropology, University of Kansas, Lawrence, Kansas 66044.]
- August 28-30. American Association of Teachers of Spanish and Portuguese. San Antonio, Texas.
- September 9-18. International Federation for Documentation, 34th. Moscow, USSR. [Write: Organizing Committee, FID Conference and International Congress, Viniti, Baltijskaja Ul., 14, Moscow, A-219, USSR.]
- October 16-19. African Studies Association, 11th. Los Angeles, California.
- November 28-30. National Council of Teachers of English, 58th. Milwaukee, Wisconsin.

Russian Normative Stress Notation, by John Greer Nicholson. Montreal, McGill University Press, 1968. xv, 169 pp. \$11.25.

Aims to evaluate critically the relative worth of the various printed sources of information about modern Russian stress, including the post-1920 monographs on the subject. The basic approach is synchronic and concentrates on the Soviet period, particularly on those aspects of stress where lacunae remain, such as the oblique cases of nouns, various verbal forms, short and comparative forms of adjectives, nominal and adjectival diminutive formations, enclitic phrases of the *zd gorodom* type, and, especially, proper nouns. The book is divided into sections on lexicographic sources, encyclopaedic sources, works on stress proper, and grammar manuals and other sources. Extensive bibliography.

The Chinese Language Today: Features of an Emerging Standard, by Paul Kratochvil. (Modern Languages and Literature.) New York, Hillary House, 1968. 199 pp. \$5.50.

Describes the main features of Modern Standard Chinese, the author's term for 'the language used today by educated speakers of Peking dialect which most speakers of other Chinese dialects consider as the "correct" form of oral communication and in whose favour they adjust their own speech behaviour' (p. 21). The book is not a textbook or a grammar; neither is it primarily concerned with writing or the overall historical development of Chinese. The first section, 'Introduction', deals with the affiliation and dialects of Chinese and introduces the term Modern Standard Chinese. The next three sections treat 'Phonemics', 'Morphology', and 'Syntax'. The concluding section describes the trends and rules of 'The Norm'. A glossary of linguistic terms and a select bibliography are appended.

Korean Basic Course: Vol. 1, by B. Nam Park. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1968. viii, 553 pp. \$3.00. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Introductory course in modern spoken Korean, based on the standard Seoul dialect and designed primarily for use in an intensive language program. Each of the 18 lesson units contains basic dialogues, grammar and culture notes, drills, and exercises. The Korean material is presented in phonemic transcription supplemented by the Korean orthography (Hankil) in the dialogues and glossary. An introductory section treats pronunciation. Korean-English glossary. Tape recordings are available through the Center for Applied Linguistics.

This work was compiled and published with the support of the U.S. Office of Education.

A Research Bibliography on Esperanto and International Language Problems, compiled by Humphrey Tonkin. New York, Young Esperantists of North America, 1967. 14 pp. 50 cents. For sale by the Esperanto Information Center, 156 Fifth Avenue, New York, N.Y. 10010.

An introductory bibliography for the study of Esperanto and interlinguistics, designed to provide writers of research papers with a list of accessible sources in English and a critical evaluation of each. The bibliography is divided into three principal sections, 'The Language Problem', 'Interlinguistics and Esperanto', and 'History of Esperanto and the Search for a Common Language'. Within each section the titles are further divided into basic texts and more advanced or specialized works. A supplementary section provides a list of specific topics suitable for the research paper.

Speak Mandarin, A Beginning Text in Spoken Chinese, by Henry C. Fenn and M. Gardner Tewksbury. (Yale Linguistic Series.) New Haven, Conn., Yale University Press, 1967. xx, 238 pp. cloth \$6.00; paper \$2.75. **Student's Workbook, by Henry C. Fenn, Helen T. Lin, Henry T. K. Kuo, and Joseph Kuo.** ix, 165 pp. cloth \$6.00; paper \$2.75. **Teacher's Manual, by Henry C. Fenn.** ix, 97 pp. cloth \$3.50; paper \$1.75.

A revised and expanded version of Tewksbury's *Speak Chinese* (1948), designed to present the main structural patterns of colloquial Mandarin within an 850-word basic vocabulary. Each of the twenty lessons includes a dialogue or narrative with translation, vocabulary, illustrated sentence patterns, and explanatory notes. The index incorporates a Mandarin-English glossary. The accompanying *Student's Workbook* and *Teacher's Manual* provide intensive drills for home study and classroom use. The Mandarin material is presented throughout in the Yale romanization. Tape recordings of the basic text are available through the Center for Applied Linguistics.

These materials were prepared under a contract with the U.S. Office of Education.

Foundations of Thai, by Edward M. Anthony, Deborah P. French, and Udom Warotamasikkkhadit. Ann Arbor, University of Michigan Press, 1968. 2 vols. (xxxvii, 552 pp.) Part 1 \$6.95; Part 2 \$5.75

An introductory text based on the Bangkok dialect, designed for a university level two-semester course. Each of the 25 lessons includes sections on pronunciation or calligraphy, vocabulary, grammar, a brief dialogue, and a summary including a reading passage. All new material is accompanied by notes and drills. A modified phonemic notation is used throughout, with the Thai calligraphy gradually introduced in reading and writing exercises from Lesson 8. Accompanying tape recordings are available from the Audio-Visual Center, University of Michigan, 415 Fourth Street, Ann Arbor, Michigan 48104.

The materials were developed under a contract with the U.S. Office of Education.

A Short Dictionary of Languages, by D. S. Parlett. (Teach Yourself Books.) London, English Universities Press, 1967. 154 pp. \$2.50.

Provides basic social, historical, statistical, and linguistic information for several hundred major languages and language groups selected for their political significance, cultural value, and historic interest. Entries are arranged alphabetically by English name, Abzak-Zyryan. Appendices includes 'Brief Geographical Survey of Language Distribution', 'Languages of the United Nations', 'Some Language Statistics', and 'Language Guide to Europe'.

personalia II

The following is a list of linguists who are changing their institutional affiliation as of the academic year 1968/69. It contains only those changes that have been brought to the attention of the Editor. An asterisk marks a Fulbright award.

	FROM	TO
Beryl Bailey	Yeshiva	Hunter
Richard Beym	HUMRRO (George Washington U)	California SC, Dominguez Hills
J. Donald Bowen	California, Los Angeles	U Coll E Africa
Eugene J. Brière	California, Los Angeles	U Southern California
Arthur J. Bronstein	Tel Aviv	CUNY
Jyotindra Das Gupta	California, Berkeley	East-West Center
Joey L. Dillard	Official U (Bujumbura)	Yeshiva
*Mary Finocchiaro	Hunter	U of Rome
Joshua A. Fishman	Yeshiva	East-West Center
Henry A. Gleason	Hartford	Toronto
*Wayne C. Harsh	California, Davis	U of Athens
*Einar Haugen	Harvard	Linguistic Inst, Kiel
*Henry M. Hoeningwald	Pennsylvania	Linguistic Inst, Kiel
Björn H. Jernudd	Monash U	East-West Center
James Macris	Hunter	Clark U & Coll Holy Cross
*John W Martin	Antioch	U of Chile, Valparaiso
*Theodore I. Murgua	San Francisco SC	U of Granada
Don L. F. Nilsen	Michigan	Kabul U
*Charles Parish	Southern Illinois	U of Rome
*Kenneth L. Pike	Michigan	Linguistic Inst, Kiel
*Edgar C. Polomé	Texas	Linguistic Inst, Kiel
Clifford H. Prator	U Coll E Africa	California, Los Angeles
*Daniel J. Ritter	New Mexico	U of Cauca (Colombia)
Joan Rubin	George Washington U	East-West Center
*Jerrold M. Sadock	Illinois	Tel Aviv
William J. Samarin	Hartford	Toronto
*Paul M. Schachter	California, Los Angeles	Tel Aviv
*William Schwab	Oakland U	English Seminar, Manila
*Larry Selinker	Washington	Edinburgh
*William F. Shipley	California, Santa Cruz	U of Novi Sad (Yugoslavia)
Bernard Spolsky	Indiana	New Mexico
*Robert D. Stevick	Washington	U of Sidney
C. I. J. M. Stuart	Georgetown	Alberta
*W. Freeman Twaddell	Brown	English Seminar, Manila
*Pauli Vehvilainen	Portland SC	U of Cluj

Basic Course in Mongolian, by John G. Hangin, edited by John R. Krueger. (Indiana University Publications, Uralic and Altaic Series, 73.) Bloomington, Indiana, 1968. xv, 208 pp. \$9.50.

An introduction to the Khalkha dialect, the standard language of the Mongolian People's Republic. The first 20 lesson units contain basic sentences, notes on pronunciation (units 1-3 only), grammar and culture notes, drills, exercises, and a brief narrative (units 8-20). The final four units contain reading passages with vocabulary and notes. The Mongolian material is presented in the modern (Cyrillic) writing system, partially supplemented by phonemic transcription. A Mongolian-English glossary is included.

These materials were prepared under a contract with the U.S. Office of Education.

Dictionary of Jamaican English, edited by F. G. Cassidy and R. B. Le Page. Cambridge, Cambridge University Press, 1967. lxxi, 489 pp. \$18.50.

A historical descriptive dictionary of the English language in all the forms it has taken in Jamaica since 1655, when it was introduced with the taking of the island by the English. The method followed is, in general, that of the *Oxford English Dictionary*, and those based on it for the U.S., with dated citations, numbered senses, documentation of spelling-forms, etymologies, usage labels, etc. It includes all the various levels from standard educated usage to dialectal folk usage. The front matter includes 'Bibliography', 'Linguistic Dictionaries and Glossaries Cited', and 'Introduction: The Historical Phonology of Jamaican English'.

International Conference on Salish Languages

[The following is based on a communication from M. Dale Kinkade, Associate Professor of Anthropology and Linguistics, University of Kansas]

The idea of a meeting of scholars interested in the study of Salish languages was conceived in informal discussions between Salishists in 1966. Laurence C. Thompson, then at the University of Washington (now at the University of Hawaii), proceeded to make arrangements for what came to be officially called the First International Conference on Salish languages. The conference was held two days in late August 1966 at the University of Washington. The aim of the conference was to bring together scholars working on Salish languages so that they might discuss mutual problems and goals, compare notes, make a try at some comparative work, and coordinate better future work on these languages. Fifteen people attended the first conference; all were enthusiastic and stimulated by the discussions—so much so that it was decided to hold such a conference annually. It was felt best to continue the conference

as a Salish conference, but to invite others working with neighboring language groups as well, inasmuch as there are a number of problems common to all Northwest languages, and to profit from the stimulus of other points of view.

The second conference, also organized by Professor Thompson and held in Seattle, was even more successful and even more enthusiastically received. This time twenty-four scholars attended, including individuals working on Sahaptin and Chinook. Eight papers (one of which was on Tsimshian) had been prepared and distributed in advance, and much of the first day of the conference was spent discussing these. The remainder of the time was taken up with reports of individual activities and problems and discussion of various needs and developments in Northwest fieldwork.

The Third International Conference on Salish Languages will be held in Victoria, British Columbia, August 26–27. The general format will be as for the Second, and approximately eight papers are again expected. M. H. Scargill (University of

Victoria) is acting as host, and is making arrangements for accommodations at the University of Victoria. M. Dale Kinkade is managing the schedule for the conference, and inquiries should be directed to him (Department of Anthropology, University of Kansas, Lawrence, Kansas 66044).

The participants in the conference felt that this sort of meeting is far more meaningful than are large eclectic national meetings. The subject is quite specific and restricted, and discussion is immediately relevant to all who attend. For several, these meetings reflect an individual's primary interest. The original aims of the Salish Conference continue to be relevant and continue to receive important discussion. It is further hoped that future meetings can lead to extensive comparison and reconstruction of Salish languages. It is expected that far more valuable information will be forthcoming from the cooperation, stimulus, and planning resulting from conferences such as these than would be otherwise possible.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

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AID Assists New Southeast Asia Regional English Language Center

by Myron H. Vent

[Myron H. Vent is Chief of the Educational Assistance Branch, Education and Human Resources Division, Office of Program and Policy Coordination, Agency for International Development.]

In November 1965, a group of Southeast Asian Ministers of Education, at a meeting in Bangkok, set up a Secretariat (SEAMES) to promote regional cooperation in educational activities, especially in those areas where resources were in short supply. One of the activities so identified was the teaching of English as a foreign language. In November 1966, at a second conference, SEAMES ap-

proved, with assurance of partial support from the Agency for International Development (AID), the establishment of a Regional English Language Center in the Republic of Singapore.

During 1967, plans were drawn up and an Interim Project Office of the Center was opened at the University of Singapore to effect preparations for the formal establishment of the Center on July 1, 1968.

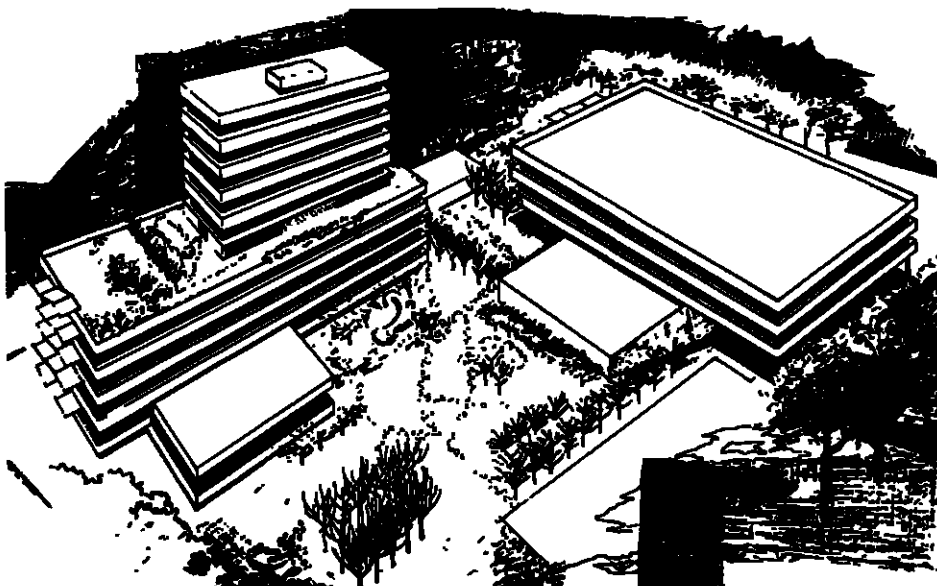
PURPOSE OF THE CENTER

As envisaged by its planners, the Regional English Language Center will be

set up to improve the teaching of English in SEAMES member countries: Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam. The Center will operate in response to regional needs as identified by member countries, and its general approach will be problem oriented.

The activities of the Center will not duplicate existing national programs or the work of national institutions. The fundamental aim of the Center will be to support and strengthen national efforts in the field of English language teaching and to pioneer new approaches. An example of this is the agreement of the Interim Project Office to facilitate tryouts of the self-instructional teacher training materials developed by AID. These tryouts are already being carried out in Singapore in cooperation with the American Institutes for Research. Programs sponsored by the Center will be flexible and subject to modification to insure that they are closely linked to the requirements of the member countries.

According to a report prepared by the Interim Project Office, the main functions of the Center will be: (a) to conduct training courses for teacher-educators, supervisors/inspectors and other key personnel concerned with the teaching of English in member countries; (b) to collect, produce, and distribute instructional materials related to the teaching of English; (c) to collect and disseminate information on training facilities



Kea Yee Associates, Singapore

Architect's Perspective of New SEAMES Center

related to the teaching of English within the region; (d) to assist and strengthen programs and facilities in English teaching in member countries by the provision of consultant and advisory services and financial assistance; (e) to act as a central agency for, and, in appropriate cases, to arrange or to assist financially, the exchange of personnel between member countries; (f) to conduct and promote research and disseminate the results for the benefit of member countries; (g) to provide professional and administrative support to scholars from inside and outside the region.

The Center will be an autonomous international institution, administered by a Director under the overall policy direction of the Coordinating Committee, composed of one representative from each participating country. The coordinating Committee, under the broad policy guidance of the Southeast Asian Ministers of Education Council (SEAMEC), will have the following functions: (a) determination of all policies in regard to the Center; (b) nomination of the person to be appointed as the permanent Director; (c) recommendation of programs and budgets; (d) institution of annual evaluations and reviews of the Center's programs and projects.

PROGRAMS AND ACTIVITIES

The training program of the Center will be planned to meet the specific needs of the member countries. Training courses will operate at the levels and in the special areas where national training programs do not meet needs effectively. Training programs will aim at high-level personnel, i.e. teacher-trainers rather than teachers, the designers of research rather than researchers, supervisors/inspectors, curriculum materials specialists, and other key personnel. It is envisaged that, initially, the training programs will operate at three levels: (a) a four-month course to offer training in content and techniques of teaching English as a second or foreign language with emphasis on practical application; (b) a ten-month course to provide training in the theory and practical application of the principles of teaching English as a second or foreign language as well as in language research; (c) a three-month specialized advanced course to update selected high-level and qualified key personnel in the latest developments in language research, language teaching, and related fields.

The research program of the Center will be considered of equal importance with the training program and will aim to cover at least the following three main areas: (a) evaluation of teaching programs and techniques, including evaluation and comparative studies of teaching methods, materials, etc.; (b) instructional materials research; (c) fundamental linguistic research. It is accepted that some research projects will receive earlier attention than others since they are linked to problems that require immediate solution. Some research projects will be conducted at the Center, some within the respective countries, and some inside and outside the region by scholars supported administratively by the Center.

Continuous inquiry into and evaluation of the current philosophy, methodology, and content are necessary to ensure that they are in harmony with current needs. Therefore, a primary orientation of the research activities will be to encourage creativity directed to the development of indigenous new approaches to English language instruction. It is hoped to establish the reputation of the Center as being an outstanding institution for creativity and innovation in the field of language teaching and learning.

The Center will be concerned with three aspects of work with instructional materials: (a) collection, evaluation, experimental trial, modification and revision, and distribution of instructional material samples prepared in countries outside the region; (b) preparation of descriptions and evaluations of materials developed for use locally in member countries and prospective member countries; (c) preparation, production, and distribution of indigenous instructional materials. Some immediate needs of the member countries are structurally-graded teaching materials and supplementary readers at the elementary level of instruction and oral materials for the first six years of instruction with accompanying standardized diagnostic and achievement testing materials.

An up-to-date central library of linguistic and language education materials will be developed and maintained for use by trainees and scholars coming to the Center and for use by member countries on a rotating loan scheme. The Center library will seek to maintain close relationships with TESL/TEFL libraries in member countries and to assist in their development in an advisory capacity.

A newsletter and professional bulletin

will be published periodically for circulation to member countries. These publications will cover research in progress, course profiles, and practical advice to teachers; they will also serve as a clearinghouse for personnel exchanges by providing information about types of personnel available for regional assignments and areas where such assistance may be needed in member countries.

It is expected that the Center will establish and maintain close ties with organizations such as the British Council, the Center for Applied Linguistics, the Commonwealth Office of Education in Australia, and other institutions outside the region concerned with the teaching of English as a foreign language.

PROMOTION OF REGIONAL COOPERATION

In addition, the Center will seek to promote further regional cooperation by means of: (a) Regional Conferences and Seminars: Better understanding of language education problems within the region and broader acquaintance among English language teaching personnel in the region will be encouraged by professional conferences, seminars, and workshops held under the auspices of the Center. (b) Exchange of Personnel: Interchange of teachers, scholars, and specialists among the institutions of the region will be encouraged by the provision of a limited number of travel grants to selected persons who would remain on salary from their own countries while in residence as visiting professors or scholars. (c) Technical Assistance to National Programs: The professional staff of the Center will be made available for consultant and advisory work in the member countries to assist with the development of national English language teaching programs. The Center will help in recruiting consultants from outside the region to assist as necessary with special problems in member countries.

Although AID will assist with the financing of the Center during its initial development, it is expected that within the near future the various member states of SEAMES will assume full financial responsibility for its operation. The goal for financing the Center for the first five years totals \$4,000,000.

The Center in Singapore will be the second regional AID-assisted center to promote the teaching of English as a foreign language. The first regional center was established at the American University of Beirut in 1964, and is known

as the Center for English Language Research and Training (CELRT), with Dr. Richard C. Yorkey as its Director.* The Director of the Interim Project Office of the Singapore Center is Mrs. Tai Yu-Lin, Senior Inspector of English, Ministry of Education. The address of the Project Office is: % University of Singapore, Bukit Timah Road, Singapore 10.

*For a more detailed account of the Beirut Center, see Myron H. Vent, "AID Assists American University of Beirut with First Regional English Language Study and Teaching Center", *Linguistic Reporter*, December 1964.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

Applied Linguistics and TEFL Methodology at the University of Belgrade

by Naum R. Dimitrijević

[Naum R. Dimitrijević is an Associate Professor in the English Department of the University of Belgrade.]

Learning foreign languages has always been popular in Yugoslavia; after World War II, interest increased immensely and the teaching of foreign languages received great impetus. Hundreds of courses were started, primarily in English and Russian, and many books, textbooks, dictionaries, and supplementary materials of all sorts were produced. A great deal of money was invested in this activity, both by individuals and by the government.

Unfortunately, this interest in learning and teaching foreign languages was not accompanied by a corresponding development of methodology. Future teachers did not receive the necessary knowledge of methodology of foreign language teaching or any training in classroom techniques. They were trained only in their selected languages and related disciplines until a few years ago, when the first undergraduate course in methodology was introduced into the curriculum of the English Department of the University of Belgrade, and was made compulsory for all students of English.*

Training future teachers in methodology is obviously not enough for the full, scientific development of methodology and for the general improvement of teaching foreign languages. Scientific research of all types is needed, e.g. linguistic analysis of the second languages taught in Yugoslavia, with special reference to teaching, and development of tests and language materials based not on subjective criteria but on careful

analysis. However, these and other problems can be solved only if there are people with an adequate knowledge of linguistics, methodology, and other related disciplines. Now this need has finally been filled, and the first graduate course in applied linguistics was initiated in academic year 1967-68 in the English Department of the Faculty of Philology at Belgrade. The first ten students in this course have been teachers of English for some years. The emphasis of the research and study in this course is directed toward the problem of teaching foreign languages, primarily English.

Besides methodology of teaching English as a foreign language, which is the main subject, the students attend the following courses: methodology of science, techniques of scientific work, general linguistics, English linguistics, and educational psychology with the elements of statistics. These six courses take up two terms, one full academic year. During the second year, the students are engaged in tutorial work and in writing their master's dissertations—which must be connected in some way with English. At the end of the second year, the students defend their dissertations.

During the first term, the material dealt with in the methodology course was fairly elementary and introductory. During the second term, the following areas were covered: language acquisition, bilingualism, language teaching and literature, programmed instruction applied to English language teaching, some contrastive problems of English and Serbo-Croatian, meaning and context in teaching English, linguistics and language

teaching, English teaching in language laboratories, English language testing, etc.

The work in the methodology course takes the form of lectures and of discussion periods, during which one of the students summarizes or comments on a book from the reading list, or a chapter from it, with the other students taking part in the discussion.

The present graduate course in applied linguistics and methodology of teaching English as a foreign language is the first of its kind in Yugoslavia and will probably be modified in the future, but it is hoped that it will contribute to the improvement of teaching foreign languages, especially English.

*For a description of this course see: "Univerzitetski kurs metodiki obučavanja anglijskomu jeziku kak inostrannomu" [A university course in the methodology of teaching English as a foreign language]. *Inostrannye jazyki v škole* 1967:4.37-39.

The Ford Foundation has recently announced a grant of \$129,500 to the African Studies Association to help meet the costs of the collection of oral data in Africa and to establish a central depository for taped African materials at the Archive of Traditional Music at Indiana University. The taped materials will be of interest to scholars in linguistics, literature, history, anthropology, religion, and other disciplines. Recordings made by the current generation of African scholars are expected, in many cases, to be the last that can be made. In addition to covering the cost of the tape library, the grant will support the field work of scholars in Africa.

National Defense Education Act, Title VI: 1958-1968

[The following article is based on a recent press release of the U.S. Office of Education.]

A U.S. Senate report in 1958 found that lack of language preparation in the United States was "a major handicap in the conduct of our foreign policy." The National Defense Education Act of 1958, designed to strengthen American education at all levels, has gone a long way during the past decade toward meeting the need of government, education, and business for a strong language development program centered on the colleges and universities. Thanks in great part to training received at NDEA language and area centers, thousands of students, teachers, businessmen, diplomats, military personnel, and Peace Corps volunteers have become fluent in ninety critical languages, including many uncommon tongues.

Title VI of NDEA authorized the development of educational resources in foreign language and area studies through three inter-related programs that (1) support the establishment and operation of language and area centers at American colleges and universities; (2) award fellowships for the study of foreign languages and cultures; and (3) provide grants for foreign language research. The resultant high level of proficiency in a long list of languages ranging from Afrikaans to Zulu and including such exotic tongues as Bambara, Cebuano, Fulfulde, Kabyle, Tamazight, and Xhosa is remarkable for a country where in the 1950's "foreign language" meant French, German, or Spanish.

From its inception, the language development program which has evolved from Title VI has stressed the allocation of Federal funds for the study of non-Western civilization and its related contemporary languages. The term "non-Western" includes all the areas of the world except Western Europe and North America.

Many languages of the world were spoken by millions of people but were not being taught in the U.S. prior to passage of the National Defense Education Act. Typical of these is Telugu, spoken by forty million people in southern India but so rare among Americans in 1958 that not six people in the U.S. could read a newspaper in that language. Obviously, U.S. schools in 1958 offered no courses in Telugu. During the aca-

demical year 1967-68, however, it was taught at four universities and was available on request at two others—each with funds made available under Title VI.

LANGUAGE AND AREA CENTERS

Throughout the U.S. today there are 106 language and area centers operating at 63 colleges and universities. All place special emphasis on the foreign languages and cultures for which instruction in the United States had been inadequate to meet national needs.

Each center focuses on a specific region of the world and offers instruction in its major languages and cultures. These world areas are: East Asia, South and Southeast Asia, Eurasia, Middle East, Soviet Union and East Europe, Africa, and Latin America. The centers also offer complementary academic training in disciplines such as anthropology, economics, government, history, law, and social relations that are relevant to the areas where these languages are spoken.

From 1959 to 1968 the number of centers receiving Federal support increased from 19 to 106 and student enrollments, graduate and undergraduate, at NDEA Centers rose from 8,600 to well over 76,000. Growth of the centers has been accompanied by language enrollments at U.S. colleges and universities that have increased more rapidly than overall enrollment. NDEA summer programs, initiated in 1963, make instruction in language and area studies more widely available to college and university students. During the summer of 1968, more than a thousand graduate and undergraduate students participated in programs of intensive foreign language study conducted at 19 institutions of higher education in the U.S. Since 1959 the Federal Government has invested more than \$27 million in academic year and summer programs offered by NDEA centers.

FELLOWSHIPS AND RESEARCH GRANTS

Under the Title VI fellowship program, quotas of graduate, undergraduate, and postdoctoral fellowships are awarded to institutions offering NDEA-supported and other language and area programs. For the academic year 1968-69, the modern foreign language fellowship program has an allocation of more than \$6.8 million to cover approximately 1900 graduate, 550 undergraduate, and 30 postdoctoral awards. In 1959, the initial al-

location was \$500,000 for 171 graduate fellowships in only six critical languages.

Summer and academic-year recipients normally are students who give "reasonable assurance" that upon completion of their studies they will be available to teach languages or area studies in an institution of higher education or to enter other public service careers. More than 10,000 fellowships have been awarded since 1959 at a cost of \$34.5 million for the study of ninety critical foreign languages and related area studies.

During the past ten years, the U.S. Office of Education also has awarded 473 contracts for the support of surveys and studies to determine the needs of the nation in foreign language and area studies, the preparation of teaching materials, and research in the methodology of language learning and foreign area studies. Approximately \$22 million has been expended for these and similar projects in foreign language development.

Linguistics at York

The Department of Language of the University of York is offering degree programs at both the undergraduate and graduate levels. The primary function of the Department is to promote the study of language as a behavioral science; next, to promote the study in Britain of the languages and language-problems of the developing countries of the Commonwealth. The main fields of activity of the Department are descriptive linguistics, historical and comparative linguistics, psychological and sociological aspects of linguistic behavior, and the learning of languages. For further information, write to the Registrar, University of York, Heslington, York, England.

The University of Hawaii has received a grant of \$50,000 from the Ford Foundation to the East-West Center for a two-year research project on the problems of developing national unity in Asian countries whose peoples speak several different languages. The East-West Center is a federal project operated in cooperation with the University of Hawaii. The research project is headed by Professor Joshua Fishman of the Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University. He will be assisted by Jyotirinda Das Gupta of the University of California at Berkeley, Björn H. Jernudd of Monash University, Australia, and Joan Rubin of George Washington University.

Intensive Foreign Language Courses for Adults in Hungary

[The following is based on a communication from Dr. Joseph Hegedűs, Associate Professor in the Department of Foreign Languages, University of Economics, Budapest.]

The demand for competence in foreign languages has grown rapidly in Hungary, especially in recent years, and a knowledge of world languages such as English, Russian, German, French, and Spanish has become a matter of urgent concern for people working in the fields of foreign trade, technology, and the sciences.

In 1967, the Language School of the Jozsef Attila Free University was asked to start an experimental full-time foreign language course for adults, mostly engineers and managers. The course was intended to give a working knowledge in two languages, German and Russian. There were two groups of students, eight for German and seven for Russian. The course was given for eight hours daily for a period of nine weeks, 17 June to 17 August.

The 1967 course was judged successful and the Language School was again commissioned in 1968 (this time by widely different companies and scientific research institutes) to organize another full-time summer language course.

The management of the Language School had to cope with about 600 applicants. Because of rather limited teaching facilities, this number had to be brought down to about 150. The selection was made on the basis of entrance examinations consisting of written tests (including use of the Ann Arbor tests), aural tests, and oral examinations. Special emphasis was laid on refusing to admit candidates fully ignorant of the target language.

The 156 students were divided into groups as follows: three groups in English (56 students), three in German (47 students), two in Russian (36 students), and one in French (17 students).

The preparation of the teaching materials and the syllabus for the course meant an enormous amount of work. New requirements and the experiences of the previous summer course had to be taken into consideration, together with the problems of larger groups and differing levels of learners, etc. Our emphasis was naturally on the most effective use of time and materials. In this regard, we concluded that forty-five class-hours a week, as in our course, is probably the maximum efficiently possible, and that

nine weeks is sufficient for the beginner to learn simple conversation and to acquire a fairly good knowledge of grammar. Nine weeks is much more profitable for the non-beginner, who can attain more fluent conversation, understanding of newspaper articles without use of a dictionary, etc.

We also concluded that a new series of materials must be developed for such a course, and, in contrast to the previous course, grammar must assume a dominant and central role. It is our experience that for adults grammar is indispensable and must exhibit a certain kind of completeness. It can provide the skeleton to which other topics (readings, conversation drills, etc.) can be firmly attached. Grammar must be presented and taught on structural, transformational, but most of all on *contrastive* bases.

Research on Language Universals

Stanford University recently received a two-year grant of \$133,000 from the National Science Foundation in support of the initial phase of a long-term research program on the codification of language universals—the features common to all the languages of the world. Chief investigators for the project are Prof. Charles A. Ferguson (Linguistics) and Prof. Joseph H. Greenberg (Anthropology). They will be assisted by a research staff including Dr. Russell Ulta, Mrs. Jean C. Braine, and Philip A. S. Sedlak. Two other members of the Stanford faculty will also take part in the project: Prof. Alphonse Juilland (French) and Prof. Joseph A. Van Campen (Slavic).

The researchers will first consider some preliminary problems in various samples of languages, including American Indian languages, Ethiopian, and some of the principal languages of the world. During the two-year period, they will determine the size and nature of the sample of languages to be examined in the full project, the nature of the indexing systems to be used, and the methods of acquiring data from existing publications and from field sources.

The research is an outgrowth of ten years of discussions between linguists and psychologists on the relationships between languages and the basic principles of human behavior. A wide variety of problems has been examined, ranging from the conditions under which voice-

Concerning the subject matter, a peculiar "contradictory harmony" must be created among the individual lessons. That is, they must be independent of each other, but at the same time be connected with each other either by some important grammatical point or by a similarity of topic. For example, an audio-visual lesson on the topic of health can be correlated with reading materials on the Public Health Service and conversational drills about activities contributing to good health, e.g. walking. In this way, too, a special concord takes shape that makes it possible to combat fatigue.

The success of the full-time language course has aroused the interest of other language schools in Hungary, and it is significant to note that foreign language teaching at the University of Economics, Budapest, will be reshaped in part along the lines described above.

less vowels appear in languages to universal considerations of word order. Many of these problems were identified at a conference sponsored by the Social Science Research Council at Dobbs Ferry, New York, in 1961. This conference, which resulted in the volume *Universals of Grammar*, edited by Prof. Greenberg (Cambridge, Mass., The M.I.T. Press, 2nd ed., 1966), suggested lines of research which will be followed by the current Stanford study.

Western Michigan University has announced the establishment of a Department of Linguistics beginning Fall 1968. The new unit will function as a combined department-institute under the guidance of an interdisciplinary Linguistics Advisory Committee. The undergraduate major and minor programs will require two-thirds of the work in "core" courses in the Linguistics Department and one-third in other participating departments. The Department will also offer a graduate minor, supervise the teaching of English as a foreign language, and staff the Critical Languages course in the Department of Modern and Classical Languages. The faculty consists of Daniel P. Hendriksen, D. P. S. Dwarikesh, and Robert A. Palmatier, Department Chairman. For further information write to the Linguistics Department, Western Michigan University, Kalamazoo, Michigan 49001.

book notices

Introduction to Theoretical Linguistics, by John Lyons. Cambridge, Cambridge University Press, 1968. x, 519 pp. cloth \$11.50; paper \$3.75.

Aims 'to provide a relatively self-contained introduction to the most important trends in contemporary linguistic theory' (p. ix). Chapters 1 and 2 provide a survey and history of linguistics; Chapter 3 deals with phonetics and phonology; Chapters 4-8 treat grammatical principles, units, structure, categories, and functions; and Chapters 9 and 10 deal with semantics. Bibliography and index.

Academic Courses in Great Britain, 1968/69, Relevant to the Teaching of English as a Second Language. London, English-Teaching Information Centre, 1968. 51 pp. Free on request to: The British Council, State House, 63 High Holborn, London, W.C.1, England.

Provides information on fifty courses of study in linguistics or teaching English as a second language in twenty-five colleges and universities in England, Scotland, and Wales. The entries include descriptions of the content of the course and entrance qualifications, fees, and general information.

The Labyrinth of Language, by Max Black. New York, Frederick A. Praeger, 1968. 178 pp. \$5.95.

Aims 'to extract, from what is already known and what can plausibly be guessed about language, some productive concepts and controversial issues. In short, to develop a tentative linguistic perspective, a way of looking at men, their activities, and their relations to each other and to the universe as they perceive it, *sub specie linguae*' (pp. 18-19). The seven chapters include 'The Philosophy of Grammar', 'Thought and Language', 'Linguistic Abuse and Linguistic Reform', and 'The Meanings of Meaning'. Bibliography and index.

Linguistics in Philosophy, by Zeno Vendler. Ithaca, New York, Cornell University Press, 1967. xi, 203 pp. \$6.50.

Aims to demonstrate how the methods and results of linguistic science, especially of transformational grammar, can be used to cast light on central problems of analytic philosophy. The introductory chapter, 'Linguistics and the *a priori*', deals with recent objections to the use of linguistic techniques in philosophy; the remaining six chapters, each devoted to a particular topic of philosophical interest, show how these techniques can be applied to such problems as the analysis of singular terms, the concepts of fact, event, and causality, and the meaning of the word "good".

Modern English: A Textbook for Foreign Students, by William E. Rutherford. New York, Harcourt, Brace & World, 1968. xvi, 482 pp. \$7.95.

Intended for use by students who have had some prior training in English. The book provides instruction and drills in grammar, phonology, vocabulary, reading, and writing. The linguistic orientation is that of transformational-generative grammar. The material is generally presented in standard orthography, occasionally augmented by transcription based on the Trager-Smith analysis. There are twenty units, preceded by two preliminary units of optional review material. Each unit is in three parts: (1) a dialog, utterance discrimination and utterance contour drills, a passage for memorization, drills on idiomatic phrases; (2) five numbered grammar sections on points included in the dialog; (3) a short reading selection and structural exercises designed to develop writing skill. A verb index and general index are appended.

Teaching German: A Linguistic Orientation, by Robert L. Politzer. Waltham, Mass., Blaisdell, 1968. viii, 178 pp. \$5.00.

Deals with the application of linguistics in teaching the basic skills of the German language at the high school or college level. The first part of the book is devoted primarily to general methodological considerations; in the second part, linguistic concepts are introduced, but the emphasis remains on the application of linguistic principles to teaching rather than on the development of techniques of linguistic analysis. An extensive bibliography includes works on general linguistics, German linguistics, and German textbooks whose methods are based on applied linguistics. There are two companion volumes:

Teaching French: An Introduction to Applied Linguistics, by Robert L. Politzer. 2nd ed. Waltham, Mass., Blaisdell, 1965. viii, 181 pp. \$5.00.

Teaching Spanish: A Linguistic Orientation, by Robert L. Politzer and Charles N. Staubach. Rev. ed. Waltham, Mass., Blaisdell, 1965. x, 198 pp. \$5.00.

Report of the Eighteenth Annual Round Table Meeting on Linguistics and Language Studies, edited by Edward L. Blansitt, Jr. (Monograph Series on Languages and Linguistics, 20.) Washington, D.C., Georgetown University Press, 1967. xii, 195 pp. \$2.95.

The 18th Round Table Meeting, held March 17-18, 1967, consisted of three panels on tagmemics—Tagmemic Theory, Current Research in Tagmemic Description, Grammatical Analysis—in each of which four papers were read. This volume contains the texts of the papers and the discussions which followed them.

Eastern Arabic Dialect Studies, by T. M. Johnstone. (London Oriental Series, 17.) London, Oxford University Press, 1967. xxxii, 268 pp. maps. \$16.80.

This book is a study of the dialects of Kuwait, Bahrain, Qatar—but not al-Hasa—and the Trucial Coast (Trucial Oman). An introductory chapter discusses the place of these dialects within the larger group of dialects to which they belong, and determines their main characteristics. Part II is an outline of the phonology of these dialects, first the group as a whole, then individually. Part III treats the morphology, in an arrangement paralleling Part II. Part IV, Notes on Syntax, deals mainly with the use of tenses, concord, and the sentence. Part V consists of a series of texts in transcription and translation; they represent examples of connected speech. Bibliography, Appendix (on problems of syllabification), and Index. The Arabic material is given in transcription, with occasional citations in Arabic script. The terminology is fairly conservative, with some use of process statement techniques to provide symbolizations of synchronic relationships, e.g. $y > j$.

A Syntactic Study of Egyptian Colloquial Arabic, by Saad M. Gamal-Eldin. (Janua Linguarum, Series Practica, 34.) The Hague, Mouton, 1967. 117 pp.

While this study is mainly concerned with the syntax of Egyptian Colloquial Arabic, it also gives a brief phonology and morphology of the dialect. The analysis is based on the idiolects of three individuals, one of whom is the writer, all speakers of 'educated Cairene Arabic'. Chapters 2 and 3 give phonological and morphological preliminaries. Chapter 4 is a sketch of the hierarchical structure—the word, the phrase, the clause, the sentence, discourse—determined by the criteria of internal structure and external distribution. Chapters 5-8 deal with sentences—non-verbal, verbal, 'fragments' and 'introducers', simple, compound, and complex. Chapter 9 is devoted to discourse analysis of a text given in an appendix. The basic approach underlying the analysis is the immediate constituent approach, but other approaches are used (e.g. phonological indices, string analysis, transformation) at points where the IC approach was 'patently fruitless'.

Lithuanian Reader for Self-Instruction, by William R. Schmalstieg and Antanas Klimas. Brooklyn, N.Y., Franciscan Fathers Press, 1967. iv, 62 pp. \$1.00.

This reader contains ten selections from modern Lithuanian literature, simplified where necessary for the beginning student. The texts are divided into brief passages, each followed by grammatical explanation and translation.

The Rise of Modern Prose Style, by Robert Adolph. Cambridge, Mass., The M.I.T. Press, 1968. x, 372 pp. \$12.50.

This book is a scholarly and carefully documented study of the literary prose style that evolved during the Restoration in the seventeenth century, especially those aspects of it that were crucial for the development of today's standard literary prose style. Taking issue with the views of Morris Croll and R. F. Jones, the author maintains that this new 'prose of utility' was the product of a utilitarian ethic around which many values of the age were integrated.

Style and Stylistics: An Analytical Bibliography, by Louis T. Milic. New York, The Free Press, 1967. 199 pp. \$5.95.

The works listed in this bibliography are predominantly in English and about English literature and language. The over 800 items are classified into five categories and listed chronologically in each part: Part 1, Theoretical (entries 1-158), Part 2, Methodological (159-300), Part 3, Applied (301-645), Part 4, Bibliographies (646-682), and Part 5, Omnibus (683-730). Entries of particular importance are marked with an asterisk, and all entries are thoroughly cross-referenced by a system of key words. Three indexes: authors as contributors, authors as subjects, and subjects and topics.

English Stylistics: A Bibliography, by Richard W. Bailey and Dolores M. Burton. Cambridge, Mass., M.I.T. Press, 1968. xxii, 198 pp. \$10.00.

This bibliography is designed to aid students and teachers of linguistics and literature who wish to effect a *rapprochement* between the two disciplines. It surveys existing theories of style, methods of style analysis, and particular applications of theories and methods to individual authors or literary works. The approximately 1,700 entries, many of them annotated, are arranged by topics under two main headings: Language and Style before 1900 (pp. 5-46), and English Stylistics in the Twentieth Century (pp. 47-173). Author index, and index of styles under scrutiny.

Readings in the Sociology of Language, edited by Joshua A. Fishman. The Hague, Mouton, 1968. 808 pp.

Following an introductory essay by the editor, there are forty-four papers presented in seven sections: 'Perspective on the Sociology of Language', 'Language in Small-Group Interaction', 'Language in Social Strata and Sectors', 'Language Reflections of Socio-Cultural Organization', 'Multilingualism', 'Language Maintenance and Language Shift', and 'The Social Contexts and Consequences of Language Planning'. Name and subject indexes are appended.

meetings and conferences

- October 16-19. African Studies Association, 11th. Los Angeles, California.
November 15-18. American Speech and Hearing Association. Denver, Colorado.
November 19-22. Acoustical Society of America. Cleveland, Ohio.
November 21-24. American Anthropological Association, 67th. Seattle, Washington.
November 28-30. National Council of Teachers of English, 58th. Milwaukee, Wisconsin.
November 29-30. American Association of Teachers of French. Boston, Massachusetts.
December 5-6. Symposium on Dravidian Civilization, Austin, Texas. [Write: Andrée F. Sjöberg, Dept. of Linguistics, University of Texas, Austin, Texas 78712.]
December 26-31. American Association for the Advancement of Science, 135th. Dallas, Texas.
December 27-29. American Association of Teachers of Arabic. New York City.
December 27-29. American Association of Teachers of German. New York City.
December 27-29. American Association of Teachers of Italian. New York City.
December 27-29. American Association of Teachers of Slavic and East European Languages. New York City.
December 27-29. American Council on the Teaching of Foreign Languages, 2nd. New York City.
December 27-29. Modern Language Association of America, 83rd. New York City.
December 27-29. Speech Association of America. Chicago, Illinois.
December 28-30. Linguistic Society of America, 43rd. New York City.
December 29-30. American Association of Teachers of Chinese. New York City.
December 29-30. American Association of Teachers of Japanese. New York City.
January 3-8. Congress of the Latin American Association of Linguistics and Philology, 2nd. São Paulo, Brazil.
January 9-14. Symposium of the Inter-American Program for Linguistics and Language Teaching, 5th. São Paulo, Brazil. [Write: F. Gomes de Matos, Centro de Linguística Aplicada, Avenida 9 de Julho 3166, São Paulo, S.P., Brazil.]
January 15-February 28. Inter-American Linguistic Institute, 3rd. São Paulo, Brazil.

The Psycholinguistic Nature of the Reading Process, edited by Kenneth S. Goodman. Detroit, Wayne State University Press, 1968. 347 pp. \$8.95.

This volume contains the twelve papers presented at a symposium held at Wayne State University, May 3-5, 1965. Contributions to the symposium included both completed and on-going research in theoretical and empirical investigations of reading as a psycholinguistic process. The participants were: Moshe Anisfeld, John B. Bor-muth, Edward C. Carterette, Eldonna Everitts, Kenneth S. Goodman, Duncan H. Hansen, Margaret Hubbard Jones, Paul A. Kolers, Carl A. Lefevre, Hans C. Olsen, Jr., Theodore S. Rodgers, Robert B. Ruddell, Richard Venezky, and Ruth H. Weir. Includes bibliographies and subject and author indexes.

Investigating Linguistic Acceptability, by Randolph Quirk and Jan Svartvik. (*Janua Linguarum, Series Minor, 54*.) The Hague, Mouton, 1966. 118 pp.

Reports on a study concerned with a technique for establishing degrees and kinds of acceptability in English sentences, conducted as part of the Survey of English Usage, University College, London. The methodology is fully documented and there are numerous graphs and statistical tables.

Études de Linguistique Franco-Canadienne: Communications présentées au XXXIV^e Congrès de l'Association canadienne-française pour l'Avancement des Sciences (Québec, novembre 1966), edited by Jean-Denis Gendron and Georges Straka. (*Bibliothèque française et romane, Série E: Langue et littérature françaises au Canada, No. 3*.) Paris, Klincksieck/Québec, Presses de l'Université Laval, 1967. 175 pp. \$7.00.

A collection of nine papers on Canadian French, dealing with such topics as the influence of English, phonetics, rhythm and melody, dialect studies, and place names.

Foreign Languages and the Schools: A Book of Readings, edited by Mildred R. Donoghue. (*Education Series*.) Dubuque, Iowa, Wm. C. Brown Company, 1967. xi, 462 pp. \$4.95.

Intended as a text for the teacher or student teacher of modern languages, this volume brings together over sixty articles relating to FL education at the elementary and secondary school levels. Criteria for inclusion were significance of content, literary merit, and recency of issue. The articles are grouped into fifteen chapters, each followed by a series of study questions.

personalia II

The following is a supplement to the Personalia column of the August issue, viz. a listing of linguists who are changing institutional affiliation as of the academic year 1968/69. It contains only those changes that have been brought to the attention of the Editor. An asterisk marks a Fulbright award.

	FROM	TO
James Anderson	Georgetown	Alberta
*Leger N. Brosnahan	Maryland	Japan (affiliation to be determined)
Edgar Gregersen	Columbia	Queens (New York)
C. Douglas Johnson	California, Berkeley	California, Santa Barbara
Andreas Koutsoudas	Indiana	Northwestern (Fall)
		Ohio State (Winter, Spring)
Charles H. Kraft	Michigan State	California, Los Angeles
Yolanda Lastra	California, Los Angeles	Universidad Nacional de México
Eric H. Lenneberg	Michigan	Cornell
Jacob Ornstein	US Dept of Agriculture	Texas, El Paso
Betty Wallace Robinett	Ball State	Minnesota
Gerald Sanders	Indiana	Texas
*Jeris E. Strain	Pennsylvania	Japan (affiliation to be determined)
Joy Varley	CAL	Louisiana State, Medical Center
Robert Wall	Indiana	Texas

Corrections to Personalia Listings

Since publication of the August issue of the *Linguistic Reporter* containing the Personalia II [sic] column, it has been brought to the attention of the Editor that six of the Fulbright listings were misleading in that they indicated a change of affiliation for the academic year 1968/69, when in fact these were short-term awards for the summer of 1968.

The awards for the English Seminar in Manila, held in June, were granted to William Schwab, Oakland University, and W. Freeman Twaddell, Brown University. The awards for the Linguistic Institute in Kiel, held in August, were granted to Einar Haugen, Harvard University; Henry M. Hoenigswald, University of Pennsylvania; Kenneth L. Pike, University of Michigan; and Edgar C. Polomé, University of Texas. All the above have since returned to their respective universities. The Editor regrets any confusion these mistaken listings may have caused.

The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1717 Massachusetts Avenue, N.W.

Washington, D.C. 20036

International Information Flow in Linguistics

by A. Hood Roberts

[A. Hood Roberts is Associate Director of the Center for Applied Linguistics. This paper was originally presented at the meeting of the US-Japan Seminar on Computational Linguistics, held in Honolulu, Hawaii, March 25-27, 1968. It is printed here with minor changes by the author.]

In April 1964, the *Linguistic Reporter* published an article by Charles A. Ferguson entitled "Information Flow in Linguistics." In the article, Dr. Ferguson discussed the characteristics of information in linguistics, the needs of the field and how these needs were being met at the time. He also mentioned steps then under way to improve the dissemination of information. Since that time, the Center for Applied Linguistics has begun a survey and analysis of the field of the language sciences to determine the opera-



A. Hood Roberts

tional and technical requirements needed for an information system for the field. The project, known as LINC (Language Information Network and Clearinghouse System), which began in June 1967 with National Science Foundation funding, has gathered a considerable amount of data on the current situation with respect to international information flow in linguistics. Since 1964, the situation has improved in some areas and changed in others. Some problems still remain to be solved. The first important fact to emerge from this study is that linguistics is no longer a very clearly definable area. Like mathematics, it has become a tool widely used in areas not traditionally its concern and by people who are not linguists by training. Two sets of data in particular support this assertion: (1) information collected on groups engaged in language research or providing information services in the language sciences, and (2) data collected on the periodical literature of the language sciences. This fact, plus the growing number of linguists and language researchers, complicates the problem of information flow. While the number of workers in the field is increasing, there is, unfortunately, very little coordination of their activities. As an example, only a few years ago, two translations of Leonard Bloomfield's *Language* were done independently in Latin America. The two translators learned of each other's work only when one of them published his translation ahead of the other. If the ef-

forts of linguists were coordinated, their growing number would give strength to the field, whereas now the increase is merely aggravating the problems of information flow.

1. *Information services in the language sciences.* A preliminary inventory of such services, compiled by the Center for Applied Linguistics, lists 63 groups around the world which store and retrieve information of concern to the language sciences and provide publicly available services. The list includes several types of groups: (a) Some groups are concerned with area studies, e.g. the *International African Institute*, whose linguistic information work is carried out as part of its general information services in the field of African cultural and social studies. (b) Other groups are concerned with gathering material on a specific language and its dialects, or on a specific group of languages, e.g. the *Deutsches Spracharchiv*, which has a collection of tape recordings of German dialects and of the German vernacular and literary language. (c) Some other organizations are concerned with specific subfields of activity, e.g. the *Centre for Information on Language Teaching*, which collects, coordinates and disseminates information about all aspects of modern languages and their teaching. (d) There are a few centers which collect information on the language of their country for the purpose of supplying information needed by the government in connection with language

See *Information Flow*, 2, Col. 1

planning and policy. One such organization is the *National Language Research Institute*, whose clientele includes the Language Committee of the Ministry of Education of Japan and other government offices. The *Bureau of Ghana Languages* is in the same category, having been established by the government to provide materials to support its mass literacy drive. (c) Special libraries, such as the *Newberry Library*, whose collections contain substantial language materials, are also included.

2. *Periodical literature.* The existence of such information centers will, it is hoped, provide part of the solution to the difficulties of coping with the vast periodical literature, which has to be reduced to manageable proportions. The Center for Applied Linguistics has so far identified approximately 2,000 periodicals throughout the world which deal, if only in part, with the language sciences. If we define core linguistics journals as those which publish articles written by people trained as linguists for other linguists in the field, and whose editors and editorial staff are composed of linguists, then the total number of core journals is about 400. If to that number we add the journals which handle closely related material plus the journals which, although concerned with other or larger fields, regularly publish a substantial amount of linguistic literature, the figure does not exceed 600. The rest of the literature is scattered in periodicals all over the world and there is no way at present for a linguist to be certain that he has covered his specialty adequately. There are still no adequate central repositories, even for the core material. The Library of Congress, for example, does not cover the Far Eastern material adequately, and, in fact, has dropped some of the North Korean periodicals. Even if the individual researcher knows of a particular journal and succeeds in finding a library which carries it, he may find that the most recent issue available to him is two years out-of-date, sometimes because of a delay in acquisition but often, in the case of some major sources, e.g. *Language* or *Mechanical Translation*, because of a publication lag. The March 1967 issue of *Language* did not appear until early 1968. The December 1965 issue of *Word* appeared only after a two-year delay. *PADS* (Publication of the American Dialect Society), No. 45, for April 1966, came out almost

two years late, as did the preceding issues. *Mechanical Translation* has not appeared since mid-1967. Another problem the linguist has is a problem of translation. The literature of linguistics is published in a wide variety of languages. This is not the case at all in such fields as High-Particle Physics, where the papers are published in two or three major languages. Even if the scholar reads several languages other than his own, there will probably be certain languages of importance in the publishing pattern of linguistics that he will not be able to read. For speakers of other Indo-European languages, for example, Russian is not as inaccessible as it used to be, but very few Western scholars can read Japanese; they must rely on those Japanese journals that publish part of their material in languages other than Japanese or that provide abstracts in other languages. *Studia Phonologica*, published by the Institution of Phonetic Sciences (University of Kyoto), publishes articles in English, German, and Japanese. This is a regular pattern in countries whose scientists fear that their work will remain unnoticed internationally if not published in languages of wider communication. The *Norsk Tidsskrift for Sprogvidenskap* also publishes in English and other languages. The *Revue roumaine de linguistique* publishes in English, French, German, and Russian, a publication pattern which is becoming increasingly common. Unfortunately, none of these efforts to make their material more accessible are very well coordinated, and, in the case of abstracts in other languages, the scientist who wants to read the original article still has to have it translated if he is unable to read the language of the original.

One of the most difficult problems results from the increasingly interdisciplinary nature of the language science field. The researcher in psycholinguistics who is interested in aphasia, where the major breakthroughs occurred as a result of the large volume of cases of brain trauma in World War II veterans, will have to track down articles in a vast mass of literature cutting across a number of fields. It is true that he can search the literature in *Index Medicus*, but the retrieval capacity of MEDLARS is still not very good, and the behavioral science field is still not adequately covered or indexed. There is a real need for coordination at the international level of these problems of coverage. One approach to this would be to have the field divided in such a way

that an individual language would be covered by a single center which would publish the material on a given language written in that language. If the center had sufficient facilities, it could process material on one language written in any language. Another solution would be to publish material in a particular subfield. A combination of these activities and coordination in the publication of secondary sources would go a long way to alleviate the problem.

There are currently no more than about forty abstracting or bibliographical publications which process a substantial amount of material relevant to the language sciences. There is no central abstracts journal to serve the community at large, and the *Linguistic Bibliography* has a serious publishing lag. There are some current awareness publications and services. The *Language Research In Progress* project of the Center for Applied Linguistics issues regular listings of ongoing research projects. The ERIC Clearinghouse for Linguistics, located at CAL, has initiated a program known as PEGS (Program for Exchange of Generative Studies), which provides for rapid dissemination of unrefereed papers in the field of generative grammar. *Dissertation Abstracts* provides abstracts only for dissertations written at the participating universities, and there is almost no way of locating master's theses. *Language and Language Behavior Abstracts* covers psycholinguistics, and *The Finite String*, newsletter of the Association for Computational Linguistics, regularly publishes a bibliography of computational linguistics, formerly supplied by the Rand Corporation and now prepared by the Linguistic Documentation Program of CAL.

3. *Basic tools.* Since 1964, *Information Sources in Linguistics*, a selective bibliographical listing of the most useful publications in linguistics, and *A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964* have been published by CAL. The list of language names prepared for the National Register of Scientific and Technical Personnel has reached 17,000. Work on the *Multilingual Thesaurus of Languages of the World*, which was under preparation at Indiana University, was stopped because of lack of funds. The Center for Applied Linguistics has taken over the slips, which are presently stored at CAL, but no decision has been made on what to do with them. A new translation journal has appeared, *Automatic Documenta-*

tion and Mathematical Linguistics, which will publish selected translations from *Nauchno-Tekhnicheskaya Informatsiya*; however, the subscription price is very high and it is unlikely that many individuals can afford to subscribe to it. There are currently about eighty dictionaries of terminology for linguistics as a whole or for linguistics with reference to a single language. However, there are only three or four which adequately cover the field. The work on the Gleason dictionary of linguistic terminology, which was being carried out at the Hartford Seminary Foundation, has been halted for lack of manpower and funds. As far as classification systems are concerned, there are still no adequate classifications of the field.

The Center for Applied Linguistics has examined a number of thesauri which include terms of relevance to the field of language sciences. These include the Educational Resources Information Center (ERIC) Thesaurus, the Western Reserve Thesaurus developed for the U.S. Office of Education, the Project LEX Thesaurus of the Department of Defense, the Thesaurus of the Johns Hopkins Information Center for Hearing, Speech and the Disorders of Human Communication, and several smaller lists. None of these adequately cover the language sciences, but some 2,500 relevant terms have been extracted from them and merged in an alphabetical list which shows the broad, narrow and related term structuring. These, however, mainly cover only the interfaces of linguistics. The ERIC thesaurus has some core terms, but these are only now being added and so far the number is small. In addition, ERIC does not cover historical linguistics. The need is for a thesaurus which would adequately cover the whole field and which might also serve as a means of achieving some standardization in the usage of technical terminology. The situation in linguistics is particularly bad in this respect, with different sets of terms for different schools. It is hoped that the initial list can be used as the basis for a thesaurus which will, after consultation with specialists, provide both a tool for efficient storage and retrieval and a guide to the usage of preferred terms.

4. *Manpower.* The National Science Foundation, under the National Science Foundation Act of 1950, maintains a National Register of Scientific and Technical Personnel and provides a clearinghouse for information covering all scien-

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The Linguistic Reporter, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

tific and technical personnel in the United States. Approximately 250,000 scientists responded to the questionnaire circulated in 1966, which contains items on educational background, current employment, specialization in science or technology, and selected personal characteristics. The questionnaire also contains items on language competence and linguistic specialties. The questionnaires are distributed by major professional societies; those for linguistics are distributed through CAL. In 1966, 1,269 linguists returned the forms. The data derived from the questionnaire are used in the preparation of statistical studies of the U.S. linguistic community. Additionally, CAL maintains a Roster of Linguists, a manpower file containing a total of approximately 4,000 names; the Linguistic Research Group of Pakistan has published a *Directory of Pakistani Linguists and Language Scholars*; the Bureau pour l'Enseignement de

la Langue et de la Civilisation françaises maintains a file on French linguists and other linguists who are working in France; and the National Language Research Institute in Japan has a "List of Persons" containing the names of 1,500 persons in charge of the study of the Japanese language, language problems, and language education. The Inventory of Information Services in the Language Sciences, a project of CAL, contains information on other groups which maintain manpower files of this sort.

5. *Informal communication.* No adequate studies of communication patterns exist at this time. It is only possible to say generally that the new interdisciplinary atmosphere has led to fruitful personal exchanges. Linguists are now beginning to attend large international scientific conferences, and it is hoped that this will pave the way for cooperation on an international scale.

Trusten W. Russell Retires

Dr. Trusten W. Russell retired on October 15, 1968, after seventeen years as Executive Associate of the Committee on International Exchange of Persons of the Conference Board of Associated Research Councils, Washington, D.C. Dr. Russell played a prominent role in the administration of the Fulbright exchange program at the professor level. His outstanding contributions in the fields of American Studies and Linguistics have had a significant impact on international higher education.

Dr. Russell joined the Committee's staff in 1951, when the program was still in its formative years. He early assumed responsibilities for exchanges in the Teaching of English as a Foreign Language and in American Studies. The Fulbright program responded to the world-

wide postwar expansion of interest in American life and civilization and in learning the English language by offering American scholars a large number of awards in these fields. The result was to strain the resources of American scholarship, especially in the Teaching of English as a Foreign Language, both as to numbers of scholars available to teach abroad and as to suitable teaching techniques and materials. It was largely out of this need and at the persistent urgings of the Advisory Committee for Linguistics and the Teaching of English, with which Dr. Russell served as a staff member, that the Center for Applied Linguistics was established in 1959 by the Modern Language Association of America with grants from the Ford Foundation.

Materials on the Uncommonly Taught Languages Available through ERIC

ERIC is a nationwide information system consisting of eighteen subject-oriented clearinghouses coordinated by Central ERIC (Educational Resources Information Center), a branch of the Division of Research Training and Dissemination, Bureau of Research, U.S. Office of Education. ERIC was established to provide a system to collect, process, and disseminate information on material relevant to education—in particular, material which for various reasons will not reach all of its potential audience, or will reach it only after a considerable lapse of time, e.g. conference papers, informal reports, theses, etc.

The ERIC Clearinghouse for Linguistics, located at the Center for Applied Linguistics, is responsible for acquiring research reports and other documents dealing with: (1) linguistics; (2) the uncommonly taught languages, i.e. all languages except French, German, Italian, Russian, Spanish, Latin, and Classical Greek; (3) the teaching of English as a foreign or second language; and (4) the teaching of English as a native language to speakers of non-standard dialects.

As part of its services, the ERIC Clearinghouse for Linguistics publishes a Bulletin six times a year which includes listings of relevant documents entered in the ERIC system. The eighty-one items below were selected from these listings, but include

only those items on the uncommonly taught languages and only those which are unpublished or out of print.

Entries preceded by an ED number are available from ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. The microfiche (MF) and hard copy (HC) prices are given at the end of the entries. Copies of documents must be ordered by individual ED numbers. Payment must accompany orders totaling less than \$5.00. For orders totaling less than \$3.00, add \$.50 for handling. In the U.S., add sales tax as applicable. Foreign orders must be accompanied by a 25% service charge, calculated to the nearest cent.

Entries preceded by an AL number are not available from ERIC Document Reproduction Service. A one-page résumé consisting of descriptive information, indexing terms, and an abstract will be supplied by the Clearinghouse upon request. Requests for résumés must include the AL number.

For further information about the ERIC Clearinghouse for Linguistics, write to the Project Manager, Adam G. Woyna, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20056.

ED 010 695 1966 selected bibliography in linguistics and the uncommonly taught languages. Irene Teoh. June 1967. 67p. MF-\$0.50, HC-\$2.68.

ED 011 120 Selected titles in sociolinguistics: An interim bibliography of works on multilingualism, language standardization, and languages of wider communication Alfred Pietrzyk and others. May 1967. 226p MF-\$1.00, HC-\$9.04.

EASTERN EUROPE

ED 014 049 The Slavic languages. Their external history. Charles E Bidwell. 1967 59p MF-\$0.50, HC-\$2.44.

ED 010 682 The morpho-syntactic typology of the Slavic languages. Charles E. Bidwell Sept 1964 27p. MF-\$0.25, HC-\$1.08

ED 014 689 Outline of Bielorussian morphology Charles E Bidwell. 1967. 55p. MF-\$0.25, HC-\$2.28

AL 000 300 The model of the Bulgarian-Macedonian sentence. H. Galton. Apr 28, 1967

ED 011 104 An outline of Czech nominal morphology Charles E Bidwell. Mar 1966. 28p MF-\$0.25, HC-\$1.12.

AL 000 429 The Czech verb. Charles E. Bidwell. 1967 50p

AL 000 007 An outline of Polish nominal morphology Charles E Bidwell. Preprint, 1966. 27p.

ED 011 642 An outline of Serbo-Croatian nominal morphology. Part I. Charles E. Bidwell. June 1966. 29p. MF-\$0.25, HC-\$1.24

ED 011 643 An outline of Serbo-Croatian nominal morphology. Part II. Charles E. Bidwell. June 1966. 55p MF-\$0.25, HC-\$1.48.

ED 014 726 Outline of Ukrainian morphology. Charles E. Bidwell 1967. 60p. MF-\$0.50, HC-\$2.48.

MIDDLE EAST

ED 014 082 1960-1967 selected bibliography of Arabic. Theodore Prochazka, Jr. Dec 1967 81p. MF-\$0.50, HC-\$3.52.

ED 011 109 Papers of the Arabic teachers' workshop (Ann Arbor, June 8-18, 1965) Dec 1965. 19p MF-\$0.25, HC-\$0.76.

ED 015 450 The effectiveness of programmed 'graftdrills' in teaching the Arabic writing system. John B. Carroll and Graham Leonard. Dec 1963. 45p. MF-\$0.25, HC-\$1.88.

ED 014 043 Problems in the transformational analysis of Azerbaijani. Gerd Fraenkel. Apr 1960. 50p. MF-\$0.25, HC-\$1.28

ED 011 644 The nominal phrase in modern Hebrew Part I, introduction and article. Uzzi Ornan. May 1965. 42p MF-\$0.25, HC-\$1.76.

SOUTH AND SOUTHEAST ASIA

ED 011 654 An active introduction to Hindi James W Stone and Bonnie G. MacDougall. Aug 1966. 54p. MF-\$0.25, HC not available.

ED 012 900 An introduction to written Hindi: A programmed course in the Devanagari script. Second version. Parts I-VI. James W Stone. July 1965. 221p. MF-\$1.00, HC-\$8.92.

AL 001 110 Urdu and English wordbook. William E Alli 1965. 82p

ED 012 047 Introduction to the Dacca dialect of Bengali Punya Sloba Ray and others. 1966 320p MF-\$1.25, HC-\$12.88

ED 012 046 Students' manual of modern formal Tamil. Leigh Lisker and S. Vaidyanathan. 1966. 921p. MF-\$5.75, HC-\$36.84.

ED 015 452 A descriptive Indonesian grammar. Prelim. ed Isidore Dyen. 1967. 274p. MF-\$1.25, HC-\$11.04.

ED 012 915 A provisional field dictionary of the Rungus Dusun language of North Borneo George N. Appell and Laura W R. Appell June 1961 556p MF-\$2.25, HC-\$23.52.

ED 014 720 A workbook for learning Philippine languages. Ely J. Marquez. 1967 111p. MF-\$0.50, HC-\$4.52.

ED 012 905 Cebuano para sa mga Peace Corps Volunteers [Cebuano for the Peace Volunteers]. Peace Corps 1967. 224p MF-\$1.00, HC-\$9.04

FAR EAST

AL 000 092 The role of Chinese language teaching in relation to other disciplines Teaching Chinese language and culture in secondary schools John W Campbell. [1966] 9p

ED 011 117 Chinese language and area studies in a university. Charles O Hucker Feb 1967. 7p MF-\$0.25, HC-\$0.28.

ED 011 118 Articulation and levels of content in the teaching of modern spoken Chinese. Russell MacIth Feb 1967. 10p. MF-\$0.25, HC-\$0.40.

- ED 014 052 Chinese—listening, speaking, reading, writing—grades 6–12. Kai-Yu Hsu and others. 1967 111p MF \$0.50, HC-\$4.52.
- ED 011 645 Bibliography and glossary for Chinese grammar W. S-Y. Wang and Lillian Liu. Mar 22, 1963 145p. MF \$0.75, HC-\$5.80.
- ED 010 685 Chinese grammars and the computer at the Ohio State University. Preliminary report L. F. Meyers and J. Yang. May 1965 13p. MF-\$0.25, HC \$0.52
- ED 010 872 Linguistic studies for Chinese to English machine translation. Theresa Lee and others June 1966 171p. MF \$0.75, HC-\$6.84
- AL 000 303 A linguistic study of the formation of Chinese characters. B Kirk Rankin. July 1965 239p
- ED 011 119 An introduction to the structure of the Chinese writing system Russell Maeth 1963 62p. MF-\$0.50, HC \$2.48
- ED 014 045 The teacher's handbook. Chinese-Mandarin materials Levels 1–IV Kai Yu Hsu and others. June 1965 70p MF-\$0.50, HC \$2.88.
- ED 012 003 Progress report on Mandarin tone study Robert Brozman Apr 1964 58p MF-\$0.25, HC-\$1.60
- ED 011 106 Instrumental investigation of single and paired Mandarin tonemes. John J Dreher and Pao Ch'en Lee Sept 1966 68p MF-\$0.50, HC-\$2.72
- ED 010 684 A condensed account of syntactic analysis of Mandarin A. Y. Hashimoto May 1965 29p. MF-\$0.25, HC-\$1.16
- ED 012 011 Subject and object in Mandarin. Shuan Fan Huang. Aug 1966 82p MF-\$0.50, HC-\$3.96
- ED 012 006 Two aspect markers in Mandarin William S-Y. Wang Apr 1964 27p. MF-\$0.25, HC \$1.20
- ED 012 453 Mandarin Chinese dictionary Fred Fangyu Wang Sept 1966 186p. MF-\$0.75, HC-\$7.52
- AL 000 369 Word retrieval characteristics of Mandarin and English speakers. John J Dreher and Pao Ch'en Lee Mar 1967 58 p
- ED 012 008 Interrogation in English and Mandarin Chinese Dale E. Elliott. June 1965 65p. MF-\$0.50, HC \$2.68
- ED 012 007 English and Mandarin Chinese Definite and indefinite determiners and modifying clause structures. Sandra S Annear June 1965 58p. MF-\$0.50, HC-\$2.40
- ED 015 449 An introduction to the Foochow dialect Leo Chen and Jerry Norman. Feb 1965. 382p MF \$1.50, HC-\$15.36
- AL 001 092 The phonological system of Gaoxiong, a Min dialect of Chinese Chao-hui Tung Mar 1968 85p.
- ED 011 108 The strategy of the total physical response: An application to learning Japanese. Shirou Kunihira and James J Asher 1965. 10p MF-\$0.25, HC-\$0.40
- ED 010 689 Linguistics and Japanese reading Dale P Crowley 1965. 209p MF-\$1.00, HC \$8.56
- ED 012 028 A glossary of Japanese neologisms. Don C Bailey 1962 186p. MF-\$0.75, HC \$7.52.
- ED 011 377 The phonemes of Okinawan. Philip A Luelsdorff. 10p MF-\$0.25, HC \$0.48.
- ED 012 027 Korean literature, topics and themes. Peter H Lee 1965. 152p. MF \$0.75, HC-\$6.16

AFRICA

- ED 012 044 An English Amharic dictionary of everyday usage Part I, A–L. Wolf Leslau. 392p. MF-\$1.50, HC \$15.76.
- ED 012 045 An English-Amharic dictionary of everyday usage Part II, L–Z. Wolf Leslau. 388p. MF-\$1.50, HC-\$15.60.

- AL 000 220 A generative characterization of the subjunctive in Hausa. John B. Eulenberg and John T. Ritter. Mar 1967.
- ED 012 018 Basic course in Mende. Richard A. Spears. 1967. 579p MF-\$2.25, HC-\$29.16
- ED 012 019 Short course in Mende. Richard A. Spears. 1967. 200p. MF \$1.00, HC-\$8.08
- ED 010 884 Beginning in Somali. Rev. ed. J. J. Pia and others 1966. 403p MF \$1.50, HC-\$16.12
- ED 012 450 A learner's synopsis of Swahili structure Experimental ed. Foreign Service Institute. 1967. 50p MF-\$0.25, HC-\$2.08.
- ED 012 901 Swahili. Additional dialogues to follow Swahili: An active introduction, general conversation. John Indakwa and others 60p. MF-\$0.50, HC-\$2.48.
- ED 012 451 An active introduction to newspaper Swahili. Experimental ed. Foreign Service Institute Dec 1966. 69p MF \$0.50, HC-\$2.84
- ED 012 456 Introductory course in Dakar Wolof William A Stewart and others. June 1966 485p. MF-\$2.00, HC \$19.48.
- ED 012 454 A dictionary of Sierra Leone Krio. Jack Berry. Sept 1967. 471p MF-\$1.75, HC-\$18.92.
- ED 011 113 English/Pidgin-English (Wes-Kos) preliminary glossary. Gilbert D. Schneider. Oct 1965. 77p. MF-\$0.50, HC-\$3.08.

LATIN AMERICA

- ED 011 662 A bibliography of the Uto-Aztecan languages Larry J. Grimes. Mar 29, 1966 40p. MF \$0.25, HC-\$1.68.
- ED 012 030 Quechua language materials project Guide to the materials Donald F Solá Jan 1967. 34p. MF-\$0.25, HC-\$1.44.
- ED 012 031 English-Quechua dictionary: Cuzco, Ayacucho, Cochabamba. Gary Parker and others Aug 1964. 158p. MF-\$0.75, HC-\$6.40.
- ED 012 035 The structure of Cuzco Quechua Donald F Solá and others June 1967. 109p. MF-\$0.50, HC-\$4.44
- ED 012 032 Spoken Cuzco Quechua, units 1–6 Donald F Solá and others. June 1967. 119p MF-\$0.50, HC \$4.84.
- ED 012 033 Spoken Cuzco Quechua, units 7–12. Donald F Solá and others. June 1967 112p MF-\$0.50, HC-\$4.56
- ED 012 034 Cuzco reader. Donald F. Solá. Aug 1964 175p. MF-\$0.75, HC-\$7.08
- ED 012 039 The structure of Cochabamba Quechua. Donald F. Solá and Yolanda Lastra Aug 1964 112p MF-\$0.50, HC \$4.56
- ED 012 036 Spoken Cochabamba Quechua, units 1–12 Donald F. Solá and Yolanda Lastra Aug 1964. 143p MF-\$0.75, HC-\$5.80.
- ED 012 037 Spoken Cochabamba Quechua, units 13–24 Donald F Solá and Yolanda Lastra. Aug 1964. 192p. MF-\$0.75, HC-\$7.76.
- ED 012 038 Cochabamba reader. Yolanda Lastra Aug 1964. 79p. MF \$0.50, HC-\$3.24
- ED 012 043 The structure of Ayacucho Quechua Donald F Solá and Gary J. Parker. 162p. MF-\$0.75, HC-\$6.56.
- ED 012 040 Spoken Ayacucho Quechua, units 1–10. Donald F. Solá and Gary J. Parker. June 1963. 170p. MF-\$0.75, HC-\$6.88.
- ED 012 041 Spoken Ayacucho Quechua, units 11–20 Donald F. Solá and Gary J. Parker Aug 1964. 113p. MF \$0.50, HC-\$4.60
- ED 012 042 Ayacucho reader Gary J. Parker. Aug 1963. 184p MF-\$0.75, HC-\$7.36.
- ED 012 020 Haitian Creole basic course: Part I, programmed instruction, student workbook. Albert Valdman and others. 1967. 129p. MF-\$0.75, HC-\$5.24
- ED 012 021 Haitian Creole basic course Part I, programmed introduction, tape script. Albert Valdman and others. 1967. 263p. MF-\$1.00, HC-\$10.60.

Recent CAL Publications

Field Techniques in an Urban Language Study, by Roger W. Shuy, Walter A. Wolfram, and William K. Riley. (*Urban Language Series*.) Washington, D.C., Center for Applied Linguistics, 1968. vi, 128 pp. \$3.00.

Provides a report of the methodology employed in the survey of Detroit speech carried out in 1966-67 by the staff of the Detroit Dialect Study. The research was done through Michigan State University under contract with the U.S. Office of Education. The report is generally descriptive rather than theoretical in order to provide a practical base for large-scale urban language study. The material is treated in seven chapters: 'General Aims', 'Sampling Procedures', 'Fieldwork Design', 'Fieldworker Orientation', 'The Questionnaire', 'Fieldwork' (including the texts of two interviews), and 'Fieldwork Evaluation'.

Companion volumes in the series are: *The Social Stratification of English in New York City*, by William Labov (1966; 655 pp., \$5.00); *Conversations in a Negro American Dialect*, transcribed and edited by Bengt Loman (1967; xx, 164 pp., \$4.00), and *Teaching Black Children to Read*, edited by Joan C. Baratz and Roger W. Shuy (forthcoming 1969).

Study Aids for Critical Languages, compiled by Frank A. Rice. Rev. ed. Washington, D.C., Center for Applied Linguistics, 1968. 38 pp. \$1.00.

A listing of recent and readily available instructional materials for modern foreign languages not commonly taught in the United States, with emphasis on materials intended for use by the adult learner whose native language is English. The 320 entries, representing 80 languages and dialects, are arranged alphabetically by language, Afrikaans-Vietnamese. Beside each entry is a designator, e.g. PED, GRAM, RDR, indicating the primary category of the material. Tapes and records are listed when known. Some brief annotations, e.g. [Hanoi dialect], [Introduces Nepali script], and occasional headnotes give linguistic or sociolinguistic information. A list of publishers and distributors appears at the end.

Linguistic Society of America Meeting Handbook: Forty-third Annual Meeting, December 1968. Washington, D.C., Center for Applied Linguistics, 1968. 113 pp. \$2.50

Prepared to serve as a guide to those attending the LSA meeting, December 28-30, 1968, and to provide a permanent record of the papers presented. The handbook consists of the official program and abstracts of the 89 papers to be delivered. Registrants at the meeting will receive the handbook as part of their registration material. After the meeting the handbook will be placed on public sale by CAL.

book notices

The State of the Art, by Charles F. Hockett. (*Janua Linguarum, Series Minor*, 73.) The Hague, Mouton, 1968. 123 pp.

"This is a critical review of current American linguistic theory, directed principally . . . towards the views of Noam Chomsky. I think those views are largely in error; but they are too powerful merely to be shrugged aside. It is necessary to meet Chomsky on his own ground. When we do this, we discover that, even if he is wrong, his particular pattern of error tells us some things about language that were formerly unknown or obscure" (Preface).

Chapter 1 is a survey of the development of linguistic theory, largely in the United States, from about 1900 up to about 1950, followed by a presentation of Chomsky's theories in capsule form (chap. 2). Chapter 3, 'Well-Defined and Ill-Defined', is a development of the necessary background for understanding what seems to be Chomsky's central assumption about language. Chapter 4 presents an outline of the alternative assumptions about language available within the scheme of chapter 3. In chapter 5, the Chomskyan view is dissected, and in chapter 6 the author presents what he believes is the correct alternative.

The main concern of the essay is Chomsky's theoretical orientation and the author's objections to it. Little is said about syntactic transformation, and nothing about Chomskyan-Hallean phonology.

Current Trends in Linguistics, Vol. IV Ibero-American and Caribbean Linguistics, edited by Thomas A. Sebeok, with Robert Lado, Norman A. McQuown, Sol Saporta, and with Yolanda Lastra. The Hague, Mouton, 1968. xix, 659 pp.

The twenty-four chapters are grouped under four headings: 'General and Ibero-American Linguistics', 'Linguistics of Non-Ibero-American Languages', 'Applied Linguistics', and 'Sources and Resources'. Appended are biographical notes on the contributors and language and name indexes. This volume was prepared under a contract with the US Office of Education.

Other volumes in this series are: I: *Soviet and East European Linguistics* (1963); II: *Linguistics in East Asia and South East Asia* (1967); III: *Theoretical Foundations* (1966); V: *Linguistics in South Asia* (1969); VI: *Linguistics in South West Asia and North Africa* (1969); VII: *Linguistics in Sub-Saharan Africa* (1969); VIII: *Linguistics in Oceania* (1969); IX: *Linguistics in Western Europe* (1970); X: *Linguistics in North America* (1971); XI: *Diachronic, Areal, and Typological Linguistics* (1972); XII: *Linguistics and Adjacent Arts and Sciences* (1972); XIII: *Index to Vols. 1-12* (1973).

The Sound Pattern of English, by Noam Chomsky and Morris Halle. (*Studies in Language*.) New York, Harper & Row, 1968. xiv, 470 pp. \$12.95.

Presents a theory of sound structure and a detailed analysis of the sound structure of English within the framework of generative grammar. Part I gives an elementary exposition of the theory and a survey of the main points of general interest. Part II contains a detailed analysis of the system of rules that determine the phonetic form of the sentence in English. Topics covered include the stress system, the vowel system, the consonant system, and the interrelations of these systems. Part III traces the development of the modern English vowel system and shows how some of the rules discovered to be operative in present-day English entered the language in the course of the last four centuries. Part IV gives an explicit formulation of the theoretical framework underlying the preceding sections and discusses the different descriptive devices utilized in the book, illustrating them with material drawn from a great variety of languages other than English. The book concludes with a chapter sketching new directions for the theory of sound structure and indicating some consequences for the description of English and other languages.

Language Problems of Developing Nations, edited by Joshua A. Fishman, Charles A. Ferguson, and Jyotindra Das Gupta. New York, John Wiley & Sons, 1968. xv, 521 pp. \$12.95.

Presents most of the papers prepared for a conference on the language problems of the developing nations held at Airlie House, Warrenton, Virginia, November 1-3, 1966, sponsored by the Committee on Sociolinguistics of the Social Science Research Council. Papers by three other authors were included to give the book a better topical and geographical balance. The thirty-three papers are arranged in five sections: 'Introduction' (papers by the three editors), 'Language and National Development', 'Language Planning, Standardization, and Policy', 'Literature and Education', and 'Integrative Summary' by Prof. Fishman. Author and subject indexes.

Report of the Nineteenth Annual Round Table Meeting on Linguistics and Language Studies, edited by James E. Alatis. (*Monograph Series on Languages and Linguistics*, 21.) Washington, D.C., Georgetown University Press, 1968. vii, 224 pp. \$2.95

The 19th Round Table Meeting, held March 15-16, 1968, had as its theme 'Contrastive Linguistics and its Pedagogical Implications'. The meeting consisted of three panels, each with four speakers, and two luncheon addresses. This volume contains the texts of these papers.

Handbook of Middle American Indians, Volume 5: Linguistics, edited by Norman A. McQuown. Austin, University of Texas Press, 1967. 402 pp., map. \$15.00.

Presents a summary of work accomplished since the Spanish conquest in the description and historical reconstruction of the indigenous languages and language families of Mexico and Central America. The eight chapters cover 'History of Studies in Middle American Linguistics', 'Inventory of Classificatory Materials', 'Lexicostatistic Classification', 'Systemic Comparison and Reconstruction', 'Environmental Correlational Studies', linguistic descriptions of Classical Nahuatl, Classical Yucatec (Maya), Classical Quiche, Sierra Popoloca, Isthmus Zapotec, Huautla de Jiménez Mazatec, Jilapan Pame, and Huamelultec Chontal, and 'Language-in-Culture Studies' List of references and 21 x 24 in linguistic map of Middle America. The preparation and publication of this volume was assisted by grants from the National Science Foundation.

Handbook of Middle American Indians (Robert Wauchope, general editor) is edited at the Middle American Research Institute, Tulane University.

Bibliographie zur Transformationsgrammatik, by Herwig Krenn and Klaus Mullner. (Sprachwissenschaftliche Studienbücher) Heidelberg, Karl Winter Universitätsverlag, 1968. 262 pp.

This bibliography is an unannotated listing of books, articles, dissertations, reviews, unpublished papers, and works in preparation dealing with the questions, problems, theory and practice of generative transformational grammar. The volume contains 2459 entries arranged alphabetically by author. Reviews are indicated both under the title reviewed and under the name of the reviewer. Entries in languages outside the languages of Western Europe are accompanied by a translation into, e.g. English, French, German. Cyrillic entries are given in transliteration.

A Language-Teaching Bibliography, compiled and edited by the Centre for Information on Language Teaching and the English-Teaching Information Centre of the British Council. Cambridge, Cambridge University Press, 1968. x, 244 pp. \$6.00.

Contains over 700 annotated entries on the theory and practice of foreign language teaching. The bibliography is divided into three sections: 'Language', 'Language Teaching', and 'Particular Languages', which treats English (including English as a foreign language), French, German, Italian, Russian, and Spanish. Where applicable, titles are cross-referenced from section to section. The majority of the books included are written in English, but the coverage is international.

meetings and conferences

December 26-31. American Association for the Advancement of Science, 135th. Dallas, Texas.

December 27-29. American Association of Teachers of Arabic. New York City.

December 27-29. American Association of Teachers of German. New York City.

December 27-29. American Association of Teachers of Italian. New York City.

December 27-29. American Association of Teachers of Slavic and East European Languages. New York City.

December 27-29. American Council on the Teaching of Foreign Languages, 2nd. New York City.

December 27-29. Modern Language Association of America, 83rd. New York City.

December 27-29. Speech Association of America. Chicago, Illinois.

December 28-30. Linguistic Society of America, 43rd. New York City.

December 29-30. American Association of Teachers of Chinese. New York City.

December 29-30. American Association of Teachers of Japanese. New York City.

January 3-8. Congress of the Latin American Association of Linguistics and Philology, 2nd. São Paulo, Brazil.

January 9-14. Symposium of the Inter-American Program for Linguistics and Language Teaching, 5th. São Paulo, Brazil. [Write: F. Gomes de Matos, Centro de Linguística Aplicada, Avenida 9 de Julho 3166, São Paulo, S.P., Brazil.]

January 15-February 28. Inter-American Linguistic Institute, 3rd. São Paulo, Brazil.

January 18. Michigan Conference on Applied Linguistics. Ann Arbor, Michigan.

February 13-15. Southern Conference on Language Teaching, 5th. Atlanta, Georgia.

Sets and Relations in Phonology: An Axiomatic Approach to the Description of Speech, by J. W. F. Mulder. London, Oxford University Press, 1968. xv, 259 pp. \$5.95.

Applies the techniques of mathematical logic to the concepts and principles of the neo-Prague school. The philosophical principles are stated in the Introduction and Chapter 1, and are exemplified throughout the book; Chapters 2, 3, and 5 are largely devoted to the development of important formal techniques, Chapter 6 applies these techniques to 'difficult' cases and investigates the limits of their applicability; and Chapters 4, 7, and 8 comprise a complete description, within the scope of the theory, of the phonology of Pekingese. Brief bibliography and index.

Introduction mathématique à la linguistique structurale, par Solomon Marcus (*Monographies de linguistique mathématique*). Paris, Dunod, 1967. xii, 281 pp. 54F

A translated and revised version of the author's *Linguistică matematică* (Bucharest, Editura didactică și pedagogică, 1963), this volume presents the basic concepts and findings of structural linguistics within the mathematical framework. Mathematics is employed not only for its concepts, but also as a permanent method of investigation, with examples from natural language providing illustrations of the linguistic relevance of mathematical definitions and theorems. Chapters include 'Oppositions et distributions', 'Analyse phonématique', 'Analyse morphématique', 'Méthodes fonctionnelles en analyse morphématique', 'Homonymie morphologique et catégories grammaticales', 'Catégorie du cas', and 'Graphes en linguistique'.

new journals

Language Sciences. Published by the Research Center for the Language Sciences of Indiana University. Occasional First issue: May 1968. Subscription free at present. All correspondence to: Kathleen Fenton, Editor, Language Sciences, Research Center for the Language Sciences, 516 East Sixth Street, Indiana University, Bloomington, Indiana 47401.

Informational in purpose, with emphasis on reviews and notices of new literature, projects, and meetings of interest, and articles on linguistic theory and practice. The first issue contains a survey of the present state of linguistics, by Thomas A. Sebeok, the first chapter of a forthcoming book on linguistics, by Fred W. Householder, Jr.; a discussion of the Afroasiatic hypothesis, by Carleton T. Hodge; and a report on developments in sociolinguistics in the U.S., by Dell Hymes.

Glossa: A Journal of Linguistics. Published by the Glossa Society, Simon Fraser University. Biannual (April and October). First issue: April 1967. Subscription. \$4.50. Editorial board: P. Davis, R. DeArmond, T. Hill, E. W. Roberts, and R. Saunders. Correspondence to: Glossa, Department of Modern Languages, Simon Fraser University, Burnaby 2, B.C., Canada.

Primarily interested in linguistic theory and language description, including psycholinguistics, sociolinguistics, mathematical linguistics, and anthropological linguistics. The first issue contains articles on phonetics, sociolinguistics, nominals in Lebanese Arabic, syntax (in Russian), morphology (in French), a discussion of IC analysis of English, and three book reviews.

Language Sciences at Indiana University

by Kathleen Fenton

[Excerpted and reprinted, by permission, from *Language Sciences*, No. 2, October 1968. Kathleen Fenton is the Editor of *Language Sciences*. She was formerly a staff member of the Center for Applied Linguistics.]

Linguistics has flourished at Indiana University since the early 1940's. In the President's Report for 1937-42, Fernandus Payne, Dean of the Graduate School, announced the introduction of an interdepartmental linguistics program: ". . . by using the staffs of several departments, German, French, Spanish, English, Psychology, and others, a program of both undergraduate and graduate work has been planned, with Associate Professor Harold Whitehall chairman of the committee in charge. This move is significant in that it breaks down departmental lines and introduces cooperation among departments" (*Indiana University Bulletin*, Vol. XLI, No. 10, May 31, 1943). It might be considered particularly fitting that in the same report, Dean Payne also announced the

addition of work in archaeology and anthropology with the appointment of Professor Charles F. Voegelin. Here began the cooperation that still continues between the two departments and that has so well served the progress of both disciplines at the university.

One outgrowth of this rapport was the establishment about eleven years ago of the Research Center in Anthropology, Folklore, and Linguistics, whose original purpose was to permit interaction of professors and students in the three fields. Later, the Center assisted in the development of research projects in those fields, and organized and administered a number of conferences and meetings. Perhaps the most significant of the latter was the 1964 Linguistic Institute, sponsored jointly with the Linguistic Society of America. The RCAFL also conducted an extensive publication program; among the more well-known titles are those in the Uralic and Altaic Series, the hundredth volume of which is now in preparation.

The decision to narrow the Center's focus to the language sciences while broadening its commitment to research was made a year ago. Building initially on the old Center, and the University's strengths in the language sciences, the Research Center for the Language Sciences will encourage interdisciplinary activities in the fields of psycholinguistics, sociolinguistics, formal languages, applied linguistics, animal communication, and stylistics. It will continue several of its former publications, adding a *Language Science Monograph Series*, an *African Language Series*, and *Language Sciences*.

The breadth of Indiana University's interest and influence in the fields enumerated above will be reflected in the expansion of the scope of *Language Sciences* during the coming months. In general, its purpose will be informational, with emphasis on reviews and notices of new literature, projects and meetings of interest, and treatments of topics in linguistic theory and practice. The Editor is especially interested in receiving reader comment and reaction, and will welcome contributions from scholars in linguistics and the language sciences in the U.S. and abroad.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036