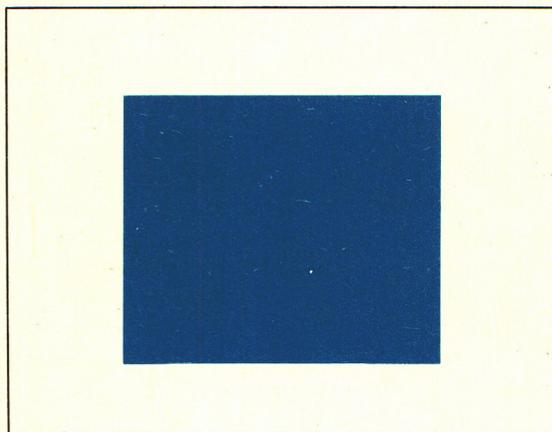


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**CENTER FOR APPLIED LINGUISTICS**

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**ANNUAL REPORT FOR 1968**

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CENTER FOR APPLIED LINGUISTICS

ANNUAL REPORT FOR 1968

WASHINGTON, D.C.

1969

*A Publication of the*  
CENTER FOR APPLIED LINGUISTICS  
*1717 Massachusetts Avenue, N.W., Washington, D.C. 20036*

*Designed by Frank A. Rice*

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## CENTER FOR APPLIED LINGUISTICS

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THE CENTER FOR APPLIED LINGUISTICS is an independent, non-profit institution concerned with language and linguistics. Its principal aims are: (1) to apply the results of linguistic research to practical language problems in the areas of the teaching of English to speakers of other languages, the teaching of standard English to speakers of non-standard varieties, and the teaching of foreign languages in the United States; (2) to encourage the inclusion of linguistic studies in the school curricula; (3) to collect and disseminate linguistic information through bibliographies, state-of-the-art papers and surveys, and to investigate linguistic documentation; (4) to promote interdisciplinary cooperation and understanding between linguistics and other disciplines interested in language; and (5) to further linguistic studies in general.

The Center seeks to achieve these objectives by serving as a clearinghouse for linguistic information; by acting as an informal and impartial coordinating body among government agencies, schools and universities, foundations, professional organizations and the public; by organizing meetings and conferences both on the national and international level; by conducting surveys and issuing publications; by maintaining a reference library; by preparing educational materials; and by conducting basic research.

The Center was established in 1959 as part of the Modern Language Association of America with the aid of a grant from the Ford Foundation, in response to recommendations of government agencies and professional groups. In 1964 it was incorporated in Washington, D.C., as an independent non-profit institution. The basic operations of the Center are currently supported by a five-year Ford Foundation grant received in 1965. Specific projects have received support from other sources, such as the Carnegie Corporation of New York, the U.S. Office of Education, and the National Science Foundation, as well as special grants from the Ford Foundation.

This report covers activities of the Center for the period January 1, 1968 to December 31, 1968.

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CORPORATE STRUCTURE

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*(Terms expire as of December 31 of the year indicated)*

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*Modern Language Association of America (1969)*

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*The JDR 3rd Fund (1971)*

\*WILLIAM E. SPAULDING, *Consultant,*  
*Houghton Mifflin Publishing Company (1969)*

MALCOLM D. TALBOTT, *Vice President,*  
*Rutgers-The State University (1969)*

HERMAN B. WELLS, *Chancellor,*  
*Indiana University (1970)*

*\*Member Executive Committee*

*\*\*Chairman, Executive Committee*

CORPORATE OFFICERS

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A. HOOD ROBERTS, *Vice President*

JOHN H. HAMMER, *Secretary*

WALTER P. MCINTOSH, *Treasurer*

J. PAUL BRANNON, *Assistant Treasurer*

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OPERATIONAL STRUCTURE

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ADMINISTRATION

OFFICE OF THE DIRECTOR

John Lotz, *Director*

A. Hood Roberts, *Associate Director*

John H. Hammer, *Executive Officer*

OFFICE OF THE CONTROLLER

Walter P. McIntosh, *Controller*

J. Paul Brannon, *Assistant Controller*

PROGRAMS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Sirarpi Ohannessian, *Director*

FOREIGN LANGUAGE PROGRAM

William J. Nemser, *Director*

William W. Gage, *Associate Director*

LANGUAGE IN EDUCATION PROGRAM

Alfred S. Hayes, *Director*

Doris V. Gunderson, *Associate Director (Interdisciplinary  
Committee on Reading Problems)*

Regis Welch, *Assistant Director (Special Projects)*

LINGUISTIC DOCUMENTATION PROGRAM

A. Hood Roberts, *Director*

Adam G. Woyna, *Associate Director (ERIC Clearinghouse  
for Linguistics)*

Alfred Pietrzyk, *Associate Director (Language Information  
Network and Clearinghouse System)*

SOCIOLINGUISTICS PROGRAM

Roger W. Shuy, *Director*

Joan C. Baratz, *Associate Director*

PSYCHOLINGUISTICS PROGRAM

Patricia A. Johansen, *Director*

Claudia P. Wilds, *Associate Director*

Frederick S. Smith, *Assistant Director*

GENERAL LINGUISTICS AND PHONETICS PROGRAM

John Lotz, *Director*

INFORMATION SERVICES

PUBLICATIONS

Frank A. Rice, *Director*

Allene G. Grognet, *Associate Director*

LIBRARY

Frank A. Rice, *Director*

Alice J. Eppink, *Assistant Director and Librarian*



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OFFICE OF THE DIRECTOR

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JOHN LOTZ, *Director*  
A. HOOD ROBERTS, *Associate Director*  
JOHN H. HAMMER, *Executive Officer*  
CATHERINE L. STONE, *Administrative Assistant*  
LAILA KHOURY, *Secretary-Archivist*

IN 1968 the Center for Applied Linguistics continued to perform its activities within the administrative and operational framework which had been established the previous year. The Director's Office remained in charge of the general administration of the Center, coordination of its activities, its overall representation, and planning in general. Both the Director and the Associate Director were also in charge of programs, the General Linguistics and Phonetics Program and the Linguistic Documentation Program, respectively.

The annual meeting of the Board of Trustees was held on November 8, 1968. The bylaws were amended to increase the number of Trustees to twenty. Plans for the Tenth Anniversary, building plans, and general plans for the future of the Center were presented and discussed in connection with reports submitted by Carl W. Shaver, fund-raising counsel, who was retained by the Center to advise it on the possibilities for long-range financial planning, and by Thomas Cooper, an architect, who was commissioned to look into the matter of developing building plans for the Center. Norman A. McQuown of the University of Chicago was elected Chairman of the Board of Trustees. The following Trustees were elected to the Executive Committee for 1969: Albert H. Marckwardt (subsequently elected Chairman by the Executive Committee), Datus C. Smith, Jr., and William E. Spaulding.

The Executive Committee for 1968—J Milton Cowan (Chairman), Morton Bloomfield, and William E. Spaulding—met formally on March 6 and May 27 and informally on November 7. In addition, there has been continuous consultation between the Executive Committee and the administration of the Center. The major decisions of the Executive Committee were:

1. To establish a Long-Range Planning Committee to consider the future of the Center, with Frederick Burkhardt, President of the American Council of Learned Societies, as Chairman.
2. To authorize a committee on the program for the Tenth Anni-

OFFICE OF THE DIRECTOR

versary of the Center, with William G. Moulton of Princeton University as Chairman.

3. To approve a core budget for fiscal year 1969 totaling \$690,721.

The Center was officially represented at the following meetings: the Linguistic Society of America Committee on Bibliography; the Princeton Plan Meeting on Languages; the Smithsonian Office of Education Postdoctoral Fellows; the Defense Language Institute Annual Language Training Conference; the ACLS Committee on Language Programs; the Georgetown University Round Table; the U.S.-Japan Seminar on Computational Linguistics; and, by invitation, the LSA Executive Committee meetings. During the summer, A. Hood Roberts was a participant in English Teaching Seminars in Sinaia, Romania, and in Poznan, Poland, organized by the State Department. Members of the Center staff also regularly attended meetings of the Inter-agency Language Roundtable.

The Director's Office continued to make arrangements for periodic reviews by sponsors of various projects conducted at the Center. Meetings were held with officials of the Ford Foundation's International Division and Division of Education and Research; the Carnegie Corporation of New York; the National Institute of Mental Health; the National Science Foundation; the Peace Corps; the Bureau of Indian Affairs; the Defense Language Institute; and the Office of Education's Bureau of Research and Institute of International Studies.

During the year the Center continued to receive large numbers of visitors from the United States and other countries. Among the official guests were Arthur King, Controller of the Education Division of the British Council; Major General Willard Pearson, Director of Individual Training in the Office of the Deputy Chief of Staff for Personnel of the Department of Defense; Lee Burchinal, Director of Information Technology and Dissemination in the Office of Education; and Frederika Tandler, Deputy Assistant Commissioner, Institute of International Studies, in the Office of Education.

A major concern of the Director's Office was the preparation of plans for the Center's Tenth Anniversary, to be celebrated in 1969. A detailed report was submitted to the Trustees, and an up-dated account was prepared by the Director for publication in the February 1969 issue of the *Linguistic Reporter*. The plans call for conferences on the following topics: the teaching of English as a worldwide problem; Educational Resources Information Center (ERIC) studies on the state-of-the-art in various fields of linguistics; the English verb; interdisciplinary problems in reading disability; de-

scription of the languages of the world; English bilingual dictionaries; multidisciplinary contributions to first and second language teaching; review of past work and future plans of the program for the development of a Language Information Network and Clearing-house System (LINCS); social dialectology and its pedagogical implications; language and metrics; and language and communication. In addition special activities are planned in the following areas: U.S. Government involvement in linguistics and languages; phonetics documentation and demonstration materials; rapid dissemination of linguistic information; English contrastive studies; presentation of complete corpora of languages; missionary and medical linguistics; road signs; and the history of the development of applied linguistics and the Center's role therein. Kathleen Lewis of the Center's General Linguistics and Phonetics Program was assigned on a part-time basis to the Director's Office to aid in the planning.

Descriptions of the Tenth Anniversary program and the Center's general activities were presented at various institutions and meetings: the National Institute of Mental Health, the Foreign Studies Division and the Institute of International Studies of the Office of Education, the Interagency Language Roundtable, the Defense Language Institute, the Postdoctoral Fellows of the Office of Education under the sponsorship of the Smithsonian Institution, and the Washington Linguistics Club.

Cooperation continued with other societies concerned with language: the Modern Language Association of America, the Linguistic Society of America, the American Council of Learned Societies, the National Council of Teachers of English, the Association of Teachers of English to Speakers of Other Languages, the Association for Computational Linguistics, the American Dialect Society, and the American Council on the Teaching of Foreign Languages.

Plans were advanced to establish a Secretariats Division at the Center to provide services for professional societies in the language field, with arrangements for offices within the Center's premises. For some time now the Center has been cooperating with the Association for Computational Linguistics, chiefly through A. Hood Roberts, who serves as Editor of the Association's newsletter, *The Finite String*. In 1967, Dr. Roberts was elected Secretary-Treasurer of the American Dialect Society, and the Society's archives were moved to the Center. Most recently, preparations have been under way to move the offices of the LSA, also to be housed at the Center. The new Secretariats Division will start operations on January 1, 1969.

OFFICE OF THE DIRECTOR

Grants and contracts in force during 1968 are listed at the end of this report as an appendix. In spite of the tightening of government and other support for research and other activities in the Center's sphere of interest, the Center was reasonably successful in obtaining grants and contracts.

SIRARPI OHANNESSIAN, *Director*  
BERNARDA ERWIN, *Project Associate*  
DOROTHY A. PEDTKE, *Research Assistant*  
CAROL J. KREIDLER, *Consultant*  
RUTH E. WINEBERG, *Consultant*  
PAULETTE HUBBARD, *Secretary*

THE English for Speakers of Other Languages Program is concerned with the study and teaching of English to those for whom it is not a native language. The major function of the program is to act as a clearinghouse and coordinating body in this field, both nationally and internationally. In addition, the program undertakes special projects for outside agencies.

During 1968, a major effort of the program was directed towards planning and carrying out, for the Bureau of Indian Affairs, four interrelated projects designed to improve American Indian education through giving special attention to language problems, in particular the teaching of English to American Indians. The projects formed part of the implementation of the recommendations of the Study of the Problems of Teaching English to American Indians, which the program conducted for the BIA in 1967. The agreement for the projects was signed in May 1968. They are:

1. Preparation of a newsletter, *English for American Indians*, designed for teachers and administrators involved in the teaching of English in BIA schools. The newsletter has three principal aims: (a) to provide information on existing and prospective materials in the field of English as a second language suitable to the needs of American Indian students; (b) to provide a means for the exchange of information between teachers and others involved in the teaching of English in the BIA educational system, and to keep them in touch with significant developments both within the system and elsewhere; and (c) to provide articles of practical interest to teachers. It is planned to produce three issues during 1968-69: in the fall, winter, and spring. The first issue was published in November 1968.

2. The organization of a conference of specialists in psycholinguistics, Indian language and culture, educational psychology and related fields to outline a research project to study the indigenous styles of learning of American Indian groups; to investigate the ways in which such styles affect the school achievement of Indian children;

and to explore how education can be designed to take advantage of these styles. The meeting was held at Stanford University on August 8–10 under the chairmanship of Charles A. Ferguson. A report is in preparation, and will be submitted to the BIA in January 1969.

3. The preparation of three articles based on existing analyses of three American Indian languages and English. The articles will be designed to point out, in non-technical language, major problems that differences between these languages and English pose to the learning of English by their speakers. They are intended for practical use by the classroom teacher with examples and suggestions for exercises.

4. The organization of two separate meetings designed to bring together specialists from linguistics, early childhood education and related fields to consider the adaptation of curriculum content at the kindergarten level to a Navajo setting, with special reference to the use of the Navajo language for kindergarten activities, as well as the teaching of oral English as a component of the program. The first meeting took place on October 11–12, in Washington, D. C. A report is in preparation, and will be submitted to the BIA in March 1969.

#### COORDINATING ACTIVITIES

For the first time in its nine-year history, the International Conference on Second Language Problems (ICSLP) was held outside Europe and North America. The meeting was held in Tunis, April 24–27, through a special grant from the Ford Foundation to meet the expenses of some of the participants, and with the Institut Bourguiba des Langues Vivantes acting as host institution. The general theme of the conference was sociolinguistics, with the development of national languages and their relation to the language of wider communication in developing countries as the focal point of interest. Scholars from Algeria, France, Ghana, Great Britain, Kenya, Lebanon, Morocco, Senegal, Tunisia and the United States attended. ICSLP is jointly sponsored by the Center for Applied Linguistics, the Bureau pour l'Enseignement de la Langue et de la Civilisation françaises à l'Étranger and the English-Teaching Information Centre of the British Council. The English Program is responsible for the organization of the conference in cooperation with the other sponsoring institutions. Each year one of the sponsoring organizations is responsible for the publication of a report on the conference. This year it is to be published by the English-Teaching Information Centre of the British Council.

In July 1966, the program had focused attention on problems con-

nected with the short-term training of teachers of English to speakers of other languages through organizing a conference on this topic in Washington, D.C. Based on the report of this conference and on the recommendations of the ICSLP conference held in Heidelberg in 1967, the three sponsoring organizations of ICSLP jointly supported an international meeting on the training of second language teachers in short-term programs of one to four weeks. The meeting was held at the University of Essex in Colchester, October 29–November 1, 1968. Discussions were limited to the training of teachers who were not native speakers of English or French, but who taught these languages in their own countries. The aim of the conference was the international exchange of information on methods, techniques and procedures. Position papers describing British, French and American programs of short-term teacher training were given and discussed. Participants at the conference included British, French, American and Canadian scholars as well as administrators and representatives of government agencies that organize or sponsor such programs.

The English Program acts as secretariat for the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL). Because of the desirability of reviewing the situation in this field after the 1968 presidential elections, it was decided not to hold a meeting of NACTEFL until February 1969. On October 25, a small meeting was held at the Center to take advantage of the presence of Dr. Arthur King, Controller, Education Division, the British Council, and to make preliminary plans for a special meeting on the teaching of English as a world-wide problem, to be held in conjunction with the twelfth meeting of NACTEFL and as part of the Center's Tenth Anniversary activities. Besides current members of NACTEFL, participants will include British, Canadian, and American scholars, representatives of U.S. Government agencies, the British Council, foundations and professional organizations. The agenda will include papers on special topics presented by British and American scholars, reports by official agencies, foundations and professional organizations, and sessions devoted to the drawing up of a set of recommendations for the use of official agencies and other institutions interested and involved in the teaching of English to those for whom it is not a native language.

#### INFORMATION AND CONSULTATION

As part of its clearinghouse function the Program replied, during 1968, to some 350 inquiries from about 40 foreign countries and 32 states. The major portion of the inquiries concerned methods, materials, tests, opportunities for further study, information on

institutions offering training in the field or courses in English, personnel, and jobs. To answer such inquiries, the Program has developed a number of brief, specialized bibliographies and other documents. Besides replying to inquiries, the Program carries on correspondence in relation to its other ongoing activities, such as the BIA project, the organization of conferences, collecting information for various publications, etc. Such correspondence totaled approximately 500 letters.

The Program also offers information and consultation services to numerous U.S. and foreign visitors. Approximately 340 visitors were received by the Program during 1968. These included students from the University of Maryland and Howard University, visitors from the International Teacher Development Program, scholars and teachers in the United States under Department of State auspices, and teachers from school systems in the Washington area. Besides visitors from various parts of the United States, the Program received teachers, students, and administrators from 25 foreign countries.

The program Director was asked by the Bureau of Indian Affairs to participate in two meetings held under its auspices on early childhood education. The first was held in Albuquerque, New Mexico, March 4-7, and the second in Denver, Colorado, May 22-25. At the invitation of Cornell University, the program Director visited Algeria in January as a consultant in connection with the establishment of a joint English language project between the University of Algiers and Cornell University. She also attended a conference in Legon, Ghana, May 5-8 on the teaching of Ghanaian languages in schools and institutions of higher education in Ghana. During late December she visited Dar-es-Salaam to attend the First Regional Conference on Language and Linguistics of the Survey of Language Use and Language Teaching in Eastern Africa, as well as the Survey Council meeting which followed it.

On behalf of the English Program, the Director of the Center's Foreign Language Program made a three-week trip in August and September at the request of the Ford Foundation to evaluate and report on the English Language Program of the Institute of Public Administration in Riyadh, Saudi Arabia. The trip also included consultation with specialists at the U.S. Information Agency in Riyadh, and at the Beirut College for Women and the American University of Beirut in Beirut, Lebanon, in order to locate sources of professional support for the Institute's English Language Program.

Members of the program again participated in the evaluation sessions of the International Teacher Development Program of the Office of Education. A group of approximately 75 teachers was addressed by the Director of the program on the activities of the

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Center relevant to their work. Another member of the staff, who had been giving continuous guidance on the development of a Washington, D. C., area county program for teachers who had non-English speaking students, addressed a group of about 120 teachers from Washington area schools.

PUBLICATIONS

The program has completed the third volume of the *Reference List of Materials for English as a Second Language*. It has prepared for publication the first issue of the newsletter for the BIA and is in process of preparing two reports on conferences conducted for the BIA.

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FOREIGN LANGUAGE PROGRAM

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WILLIAM J. NEMSER, *Director*  
WILLIAM W. GAGE, *Associate Director*  
DORA E. JOHNSON, *Research Assistant*  
VIRGINIA WEBB, *Secretary*

PEACE CORPS PROJECTS

A. OLADELE AWOBULUYI, *Language Materials Developer*  
H. M. BOT BA NJOCK, *Language Materials Developer*  
RICHARD DAY, *Language Materials Developer*  
GRACE CARE, *Language Resource Assistant*  
GERSHON LIJANE, *Language Resource Assistant*  
LOIS MCARDLE, *Program Associate*  
H. DAVID MCCLURE, *Overseas Language Training Officer*  
KAREN MISTRY, *Language Materials Developer*  
REBECCA L. MORETON, *Language Materials Developer*  
LOREN NUSSBAUM, *Research Linguist*  
BRA SARAKA, *Language Resource Assistant*  
PIERRE SENDE, *Language Resource Assistant*  
DAVID ZWANE, *Language Resource Assistant*

OFFICE OF EDUCATION PROJECT

BIRGIT A. BLASS, *Research Assistant*  
ELIZABETH SHIRAI, *Secretary*

SERBO-CROATIAN-ENGLISH CONTRASTIVE PROJECT

LJILJANA MIHAILOVIC, *Visting Scholar*  
LEONARDO SPALATIN, *Visiting Scholar*

THE OBJECTIVES OF the Foreign Language Program are to encourage and improve the teaching of languages not commonly taught in American institutions. The program collects, stores, and disseminates to governmental agencies, private institutions, and individuals information on the geographic, political and sociolinguistic background of approximately 300 languages selected for their importance from the point of view of the United States. It conducts surveys of teaching and reference materials, and of institutional and manpower resources. It undertakes course development and contrastive analysis projects, with related activities in descriptive linguistics and dialectology. It participates in the establishment, coordinaton and evaluation of language training programs for both the government and private industry. The program also serves as fiscal agent and program administrator for certain projects and programs receiving foundation support. This program combines the concerns of the formerly separate

## FOREIGN LANGUAGE PROGRAM

Languages Program and Office of Special Projects, the latter occupied chiefly with international activities and evaluation studies.

### PROGRAM ACTIVITIES

Maintenance of Language Files, including Language Information Sheets, maps, and supplementary material for 300 languages, and the dissemination of information in response to inquiries, was a continuing responsibility of the program during 1968. Work commenced on sociolinguistically oriented Country Information Sheets as a supplementary information resource. Review of the language-file information by area specialists was begun as a first step towards eventual publication.

The program exercised the Center's responsibilities as grant recipient and fiscal agent for the Inter-American Program for Linguistics and Language Teaching, which the Ford Foundation continued to support with a new grant for the period June 1968 to May 1970. The Director of the Foreign Language Program represented the Center at the Executive Committee meeting in São Paulo, Brazil, during the week of April 14, at which time plans were made for the Inter-American Program's Fifth Symposium to take place in São Paulo, January 9-14, 1969, and its Third Inter-American Institute, January 15-February 28.

The secretariat for the Advisory Committee of the Ford Foundation-supported Survey of Language Use and Language Teaching in Eastern Africa convened the second meeting of the Committee on March 22-23. The third meeting of this Committee was held in Dar es Salaam December 21-22 jointly with the Survey Council, following the Eastern African Regional Conference on Language and Linguistics. At that time it was decided that the objectives of the Advisory Committee had been accomplished and therefore that the Committee should go out of existence as of May 1969.

### PROJECTS

In June, the program produced the first-stage report on a project sponsored by the Office of Education: *Survey of Materials in the Neglected Languages*, Part I (Preliminary Edition), an inclusive list of elementary texts, reference grammars, readers, dictionaries, studies of writing systems, and other materials considered useful for the student or teacher, with descriptive annotations supplied for the bulk of the basic courses. In the ensuing months, the Foreign Language Program staff have worked at expanding and checking the preliminary edition and supplying annotations for reference grammars, readers, and dictionaries. Entries for several language groups have

been checked with linguists who have specialized knowledge of those areas.

Teaching materials for the Peace Corps have been completed for SeSotho, the language of Lesotho; Basaa, a language of Cameroon; and Baoulé, a language of Ivory Coast.

Dr. Oladele Awobuluyi prepared a survey report for the Peace Corps on the linguistic differences between the Kanuri language of northeastern Nigeria and Niger and the closely related Kanembu language of Chad. After working at the Center, he returned to Nigeria, where he completed the Kanuri lessons which will be submitted to the Peace Corps after a French translation for use in Niger has been supplied by the Center.

Under an amendment to the Center's principal contract with the Peace Corps, a basic course in Setswana, the language of Botswana is being written by Mrs. Karen Mistry with the assistance of Miss Grace Gare from Botswana. A second amendment entails the production of a course in SeSwati, the language of Swaziland. Preliminary materials have been prepared by Mr. Loren Nussbaum with the assistance of Mr. David Zwane from Swaziland. At the end of the year Mr. Nussbaum left for a three-month field study in Swaziland. After his return, the final version of the course will be completed at the Center.

Mr. H. David McClure has cooperated with the Peace Corps staff in Sierra Leone in organizing a program for the continued language training of Peace Corps volunteers in that country. Beside extensive travels from his headquarters in Bo to visit volunteers and organize conferences, he has visited Ghana to supervise language testing.

On August 16, the Ford Foundation made a grant to the Center for technical assistance over a three-year period in connection with a project for contrastive analysis of the Serbo-Croatian and English languages. Matching support has been provided by the U. S. Department of State, under another grant to the Center, and the Yugoslav Government. The organization of the research in Yugoslavia will be primarily the responsibility of Professor Rudolf Filipovic, Professor of English and Director of the Institute of Linguistics of the University of Zagreb. The principal American specialist on Serbo-Croatian involved will be Mr. E. Wayles Browne of Brown University. The grant provides for considerable exchange of scholars, and Dr. Leonardo Spalatin of the University of Zagreb arrived at the Center at the end of September to conduct preliminary library research in support of the project. Mrs. Ljiljana Mihailovic of the University of Belgrade also worked at the Center, October-December, before going on to visit various other institutions in the United States. Dr. Nemser, as the Center representative in charge

of the project, spent the periods November 1-18 and December 2-5 in Yugoslavia, meeting with Dr. Filipovic and others to complete preliminary arrangements and to inaugurate the activities of the project. During this time, he also took part in briefings for Yugoslav and for American Embassy officials on the objectives and design of the project. By the end of the three-year period the project is to produce a series of monographs contrasting Serbo-Croatian with English, and practical materials to aid the teaching of English in Yugoslavia (and of Serbo-Croatian in the United States).

While in Europe, Dr. Nemser, on behalf of the Ford Foundation, also made visits in connection with similar contemplated projects for Hungarian and Rumanian. From November 18 to 24 he visited Budapest to explore with personnel of the Linguistic Institute the possibilities for such a study. From November 25 to December 1 he met with scholars and representatives of government agencies in Bucharest to formulate plans for a project to develop Rumanian resources in linguistics and English language teaching and to produce contrastive analyses comparing Rumanian with English.

Work continued during the year on the Hungarian reference grammar being written by Dr. John Lotz, Director of the Center, under a contract with the U.S. Office of Education.

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LANGUAGE IN EDUCATION PROGRAM

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ALFRED S. HAYES, *Director*  
JOAN H. VIS, *Research Assistant*  
MARGARET G. BOGAN, *Administrative Assistant*

INTERDISCIPLINARY COMMITTEE ON READING PROBLEMS

DORIS V. GUNDERSON, *Associate Director*  
HUGH BUCKINGHAM, *Research Assistant*  
NANCY WILKINS, *Secretary*

SPECIAL PROJECTS

REGIS WELCH, *Assistant Director*  
WILLIAM A. STEWART, *Senior Consultant*  
PAUL ANISMAN, *Research Associate*  
MARY JO MOORE, *Research Associate*  
HENRIETTA TRZECIAK, *Clerk Typist*

THE Language in Education Program consolidates Center activities in four interrelated areas of applied linguistics in education: (1) language-related research in progress; (2) theory and methodology in language teaching; (3) contributions of linguistics and related fields to the study of English as a native language with special emphasis on ways of exploiting the linguistic and cultural backgrounds of children to improve learning; (4) adult thinking about language and the shaping of that thinking in the American school curriculum. The program has also assumed responsibilities in the field of world literacy.

CLEARINGHOUSE ACTIVITIES

*Language Research in Progress*, a continuing file begun in October 1964, collects, classifies, and disseminates information concerning documented language-related research activities both in the United States and abroad. So that scholars and other interested persons may be aware of current work, *LRIP* issues reports twice a year. The first report appeared in June 1965; No. 6 appeared in March 1968, and listed more than 300 current research projects whose abstracts will, as usual, be available to those requesting them. No. 7 is in preparation. With each successive issue, the program strives to improve the reports in classification and format. No. 8, scheduled for distribution in Spring 1969, will also reflect a major effort to expand *LRIP's* coverage.

*An Inventory of Projects and Activities in Reading and English*

was initiated in late 1965 to provide a survey of current activities of the following types: (1) action programs seeking to exploit advances in linguistic science and related fields; (2) projects and activities seeking to explore ways of handling the special language problems of speakers of non-standard varieties of English; (3) school-based and clinic-based comparative experiments, many of which deal with various methods and materials used in teaching beginning and remedial reading; (4) studies of language arts and English curricula with a view to modification or revision; (5) projects to prepare new teaching materials and/or tests in both reading and English; (6) projects to exploit audio-visual aids in language arts programs; and (7) scholarly research directly related to any of the above areas. The first report of the *Inventory* appeared in February 1966; the third was distributed in August 1968. The next is planned for Spring 1969. The third *Inventory* and all subsequent issues will be placed in the ERIC system.

*The Clearinghouse for Social Dialect Studies*, formally established in February 1965 as a joint instrumentality of the Center for Applied Linguistics and the national Council of Teachers of English, collects and disseminates information concerning social dialect research. The Clearinghouse operates under the guidance of an advisory committee, the Clearinghouse Committee for Social Dialect Studies. Since 1966, three summarizing reports have been prepared. The third, *Research in Progress: Social Dialects of English*, prepared in 1967, has now been placed in the ERIC system. Additional reports will be issued as the accumulation of new projects warrants.

*The Clearinghouse for Self-Instructional Language Materials* continues to serve as an information center on programmed instruction, collecting and distributing information on the development, testing, and use of programmed language materials. A *Selected Bibliography in Programmed Instruction*, produced in 1966, has been placed in the ERIC system at the Center. In 1968, the Clearinghouse produced new and revised versions of the Descriptive Information Sheets, reflecting recent developments in language programs. These Information Sheets will also be placed in the ERIC system at the Center. During 1968, the Clearinghouse has operated on a standby basis while funds are sought for its continuation. All programmed materials and literature are available for inspection at the Clearinghouse.

*Literacy Clearinghouse*. In 1964, following a conference which the Center conducted for the Agency for International Development, the Center decided to undertake certain limited operations in connection with literacy, and the Literacy Clearinghouse began operations in May 1966. During 1968, the Clearinghouse has operated on

a limited, standby basis as funds continue to be sought for its continuation.

#### INTERDISCIPLINARY COMMITTEE ON READING PROBLEMS

As a direct outcome of the Center-sponsored Conference on Dyslexia in September 1966, and following intensive consultations among the program Director, representatives of other contributing disciplines, and Ford Foundation representatives, a formal proposal was submitted in July 1967 for the support of the Interdisciplinary Committee on Reading Problems. Under a grant to the Center of \$131,160 for the period September 1967 to February 1969, the Executive Director of the Committee, Dr. Doris V. Gunderson, has supervised the planning of an interdisciplinary approach to reading problems. The Committee itself is composed of some 40 members, with Dr. Archie Silver of the New York University Medical School as chairman. Through the medium of task forces, attention has been directed toward collecting, organizing, and evaluating existing knowledge; state of the art papers, based on an interdisciplinary approach, are being developed. Areas covered by the six task forces include: (1) definition and etiology; (2) diagnosis and early prediction; (3) incidence and implications; (4) treatment configurations in educational settings; (5) treatment configurations in other settings; and (6) administrative aspects of school programs. As of December 1968, one task force manuscript has been submitted, another is in the final stages of writing, and the remaining manuscripts are expected shortly.

The Center staff offers information services to Committee members, who receive a monthly newsletter and copies of pertinent articles and papers. A meeting on Linguistic Foundations of Reading Research was held in June. Leading linguists attended, and produced a draft manuscript to be incorporated into the collected and edited task force reports. In November, ICRP sponsored an interdisciplinary panel discussion at the annual meeting of the National Council of Teachers of English in Milwaukee, Wisconsin.

#### SPECIAL PROJECTS

On September 1, 1968, the Center for Applied Linguistics received a two-year grant of \$325,000 from the Ford Foundation. The grant supports five interrelated studies which collectively constitute an action program designed to increase the effectiveness of language arts and English instruction in schools. The scope of each of these studies may be summarized thus:

1. DIALOGUE will produce model student-teacher exchanges that will provide the actual language that can help resolve practical

problems of the language arts and English classroom. Based on extensive school visits and studies of filmed and videotaped classroom interaction (see BALA, below), these model exchanges will be consistent with scientific knowledge about language and culture and directed toward the promotion of self-confident growth in the use of standard English, spoken and written. They will be prepared by staff teachers working directly with cooperating schools under the guidance of linguists and other specialist-consultants. Cooperating schools and teachers, as well as training institutions, will receive all pertinent interim output of DIALOGUE, including problem statements, summaries of existing approaches, and preliminary versions of exchanges.

2. LASAMED (Language Supplements for American Education) will produce pilot teacher-training materials that will seek to relate linguistic and anthropological concepts to recurrent problems of school native-language instruction. The materials will be based on relatively culture-free approaches designed to combat folk belief about language and culture, and the attitudes toward language, culture and pedagogy that result therefrom.

3. BALA (Bases for Applying Linguistics and Anthropology) will provide essential input to both DIALOGUE and LASAMED by supplying detailed descriptions of both verbal and non-verbal behavior that reflects professed or unconscious beliefs about language and culture which run counter to modern knowledge in these areas, including behavior that appears to indicate rejection of certain learners. The making of these descriptions will require opportunities for repeated study that can be provided only by films and videotapes of classroom interaction. For the most part, BALA will develop its descriptive and analytical procedures using collected films and videotapes that already exist. Most of these were made for other purposes, however. They are also of varying technical quality. A preliminary stage of BALA will therefore film and videotape a small number of instructional sequences intended primarily to help solve the special technical problems that beset the making of adequate records under both studio and classroom conditions. During a later stage of BALA, not presently funded, additional footage will be produced using the techniques documented in the technical report, in order to provide the variety of grade levels, day-to-day sequences, and pupil backgrounds that remain either completely unavailable for analysis, or can be shown to be available only at a quality level inadequate for these purposes.

4. STYLE represents a concerted effort to improve the language and format of output to the general public in the area of language in education, thereby also enhancing the output of DIALOGUE.

5. *MEDIATE* will determine qualifications, selection procedures and training opportunities for professional mediators in the field of language in education. This study will take place in an environment that includes highly qualified practicing teachers who will interact with each other and all relevant Center programs and projects, in order subsequently to be able to assist schools in their own areas to set up effective language programs.

By the end of 1968, staff positions provided by the new grant were nearly all filled. Cooperative arrangements for school visits are currently being concluded in New England, New York City, Washington, D.C., and elsewhere. Techniques for eliciting information about teacher attitudes toward language, culture and pedagogy are being collected and evaluated. Films and videotapes are being previewed. A survey of available techniques applicable to the making of research document films and tapes is under way. On November 7, a number of third-grade sequences were filmed in New York City for *BALA* by the Center for Mass Communications of Columbia University Press, in association with Townsend Studios and Manchester Laboratories. The technical aspects of sound and picture recording are now being evaluated in the light of project needs.

*Language Variation: Problems Affecting the National Interest.* At the request of the Commission on the English Language of the National Council of Teachers of English, the Center has obtained funds from the Ford Foundation to hold a conference on teaching English to speakers of non-standard dialects. On December 15-16 a planning group meeting was held in Washington, D.C.; the conference is now scheduled to be held in Washington in late 1969. The audience will include representatives of foundations, federal and state agencies, and business organizations. Published proceedings will include guidelines for formulating relevant projects and for evaluating proposals for support.

#### CONTEMPLATED PROJECTS

*Language Teaching Evaluation.* In June 1965, the Center undertook the exploration of techniques for evaluating language courses and programs that could be administered easily and economically at any time during the period of instruction. The approach developed under the project involved the following steps: (1) determining the language teaching principles and policies to which a representative sample of experienced language teachers subscribe; (2) ascertaining which of these professed principles and policies actually correlate with successful student performance as measured by a standard evaluation procedure involving pre- and post-testing and comparison;

(3) the construction and testing of a manageable checklist of such principles and policies for use by evaluators. During 1968, discussions have been held by the principal investigators with a view to determining possible sources of funds for the further development of this project.

*Conference on Aspects of First and Second Language Acquisition.* As part of the Tenth Anniversary of the Center in 1969, the program has assumed responsibility for a conference that will (1) explore the relationship of linguistic theory and models to the learning of first and second languages; (2) review new problems and proposed solutions in foreign language teaching and learning since the advent of audio-lingual methods; (3) discuss ways and means of reducing the gap which separates sophistication in hardware from sophistication in language teaching and learning.

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LINGUISTIC DOCUMENTATION PROGRAM

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A. HOOD ROBERTS, *Director*

ERIC

ADAM G. WOYNA, *Associate Director*  
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LINCS

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LUDMILA OKREGLAK, *Program Assistant*  
JANET PROCHAZKA, *Program Assistant*  
CARL WILSON, *Program Assistant*  
BONITA M. ZARGER, *Secretary*

SINCE ITS ESTABLISHMENT, the Center for Applied Linguistics has had as its central concern the dissemination of linguistic information. Generally speaking, all the projects in the Linguistic Documentation Program have as their concern the attainment of this objective, i.e. the timely dissemination of information about linguistics or linguists to as specific an audience as possible. Some of these projects are primarily oriented toward research and development; others are operational, or concerned with coordination.

COMMITTEE ON LINGUISTICS IN DOCUMENTATION OF THE  
INTERNATIONAL FEDERATION FOR DOCUMENTATION (FID/LD)

The secretariat of the FID/LD is housed at the Center for Applied Linguistics, supported by a grant from the National Science Foundation. It is the only study committee of the FID housed in the United States. The Chairman of the committee is Professor William N. Locke, Director of Libraries at the Massachusetts Institute of Technology; A. Hood Roberts is Executive Secretary.

The FID meeting, which was to have been held in Moscow in September 1968, was postponed until September 5, 1969, when it will be held in conjunction with the International Conference on Computational Linguistics in Sångar-Såby-Kursgård, Sweden.

LINGUISTIC DOCUMENTATION PROGRAM

The committee has been given 2,000 guilders from the FID to assist in the preparation of an abstract bulletin in the special area of the committee's concern.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ERIC is the first nationwide information clearinghouse network system designed to serve American education. It consists of nineteen subject-oriented clearinghouses funded and coordinated by Central ERIC, a branch of the Division of Information Technology and Dissemination in the Bureau of Research of the U.S. Office of Education. ERIC has been established in response to the ever-growing need for a system which would 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.

The ERIC Clearinghouse for Linguistics is responsible for acquiring research reports and other documents dealing with: (1) linguistics; (2) the uncommonly taught languages (i.e., all foreign 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.

During 1968, the Clearinghouse collected 883 relevant documents, of which 533 were processed for announcement in the U.S. Office of Education monthly publication, *Research in Education*. In the same period, the Clearinghouse responded to 1384 requests and inquiries. Six issues of the Clearinghouse Bulletin were distributed to some 4000 individuals and institutions on the Clearinghouse's mailing list. In 1968 the Clearinghouse commissioned the following state-of-the-art papers and bibliographies:

*1967-68 Selected Bibliography in Linguistics and the Uncommonly Taught Languages*, edited by Margaret Kocher.

*The Teaching of Arabic in the United States: The State of the Art*, by Peter F. Abboud.

*The Teaching of Hindi-Urdu in the United States: The State of the Art*, by Gerald B. Kelley.

*Chinese Language Teaching in the United States: The State of the Art*, by James J. Wrenn.

*On the Teaching of Japanese: The State of the Art*, by Samuel E. Martin.

*International Information Flow in Linguistics*, by A. Hood Roberts.

*The Management of Small, Special Interest Groups: Some Considerations*, by A. Hood Roberts and Adam G. Woyna.

A number of ERIC presentations were also made at various

professional meetings by the Director.

The Clearinghouse continued its administration of the experimental PEGS Program (Program for Exchange of Generative Studies). The Program, initiated at the Massachusetts Institute of Technology, was transferred to ERIC in 1967. The Program's basic objective is to provide rapid dissemination of papers among members of this special interest group.

LANGUAGE INFORMATION NETWORK  
AND CLEARINGHOUSE SYSTEM (LINCS)

The LINCS program concentrates on basic prerequisites toward the development of a modern, discipline-based cooperative network system for the exchange of information in the language sciences.

During its first stage, which was supported by the National Science Foundation (Grant GN-653) from July 1, 1967, to October 19, 1968, the LINCS program performed a number of surveys emphasizing (1) descriptive and statistical data required toward an operational definition of the domain of the language sciences, (2) a limited sampling of communication behavior among language scientists, (3) technical characteristics of published information, (4) a preliminary listing of computer software systems, and (5) the collection of existing tools for indexing and classification. The result is the attainment of a base line for the rational planning of a future information system, including further data collections toward this goal.

The data collected thus far indicate that the existing communication system in the language sciences is sizable in terms of both the population and the literature. Thirty-six centrally relevant professional organizations were identified, and the potential number of users of a LINCS in the United States has been estimated to range from 10,000 to 117,700. This includes approximately 4,000 members of the professional core community in linguistics. Some 2,000 journals have been identified which publish papers of interest to the language sciences. Steps have been initiated to study the citation patterns of these papers. Over 40 services provide bibliographies and abstracts for the world's annual output of 20,000 articles. Nearly 60 information centers and services that process language information are accounted for in the program's inventory. About 2,500 terms were collected from indexing tools and classifications dealing with interdisciplinary aspects of language. An interim bibliography of over 70 dictionaries of linguistic terminology was compiled, and 69 computer-based file-management software systems were listed as possible candidates for further study.

The program's second stage, which concentrates on system design, began on July 1, 1968, with a one-year grant from the National

Science Foundation (GN-771). The scope of stage two was subsequently reduced in compliance with a foundation ceiling on expenditures during fiscal year 1969. However, the basic framework of the original work plan has been left intact with respect to the two principal emphases: (1) formulation of LINCOS service objectives and (2) the study of priority system components. The measures toward the first objective include data collections, questionnaires, and interview studies focused on the professional societies and their members, behavioral studies of active language scientists, information-pattern studies of the Linguistic Society of America, citation studies, a case study of information-transfer behavior in the Washington, D.C., area, and the preliminary specification of LINCOS design alternatives, including economic and technical factors. Work toward the second objective covers principles for the experimental development of new indexing tools for the language sciences in cooperation with a panel of subject specialists, as well as a series of system automation studies.

#### MANPOWER

Under the Manpower unit are consolidated those Center activities involved with personnel in linguistics. These include the Roster of Linguists, the National Register of Scientific and Technical Personnel, and the Employment Clearinghouse for Linguistics.

The Roster of Linguists, established in 1960, is a punchcard file of individuals professionally qualified or strongly interested in certain language fields. The Center cooperates with similar roster operations in other countries. BELC (Bureau pour l'Enseignement de la Langue et de la Civilisation françaises) has prepared a register of linguists in France; ALFAL (Asociación de Lingüística y de Filología de América Latina) is planning such a register for Latin America; and preliminary steps have been taken in India and the United Kingdom. Copies of all these registers will at some time be put on file at the Center.

Since September 1963, the Center has administered the linguistics section of the National Register of Scientific and Technical Personnel of the National Science Foundation, and in March 1968 distributed the National Register questionnaires for the third time. A total of 4,526 individuals were sent questionnaires, of which 2,205 were returned. Information from the National Register questionnaires is used in the preparation of statistical studies of the U.S. linguistic community.

In mid-1967, in response to numerous requests for employment information in the field of linguistics and related disciplines, the Center established the Employment Clearinghouse for Linguistics to

## LINGUISTIC DOCUMENTATION PROGRAM

maintain current information about vacancies and job applicants in linguistics, the teaching of English as a foreign language, and the teaching of languages not commonly taught in the United States, with emphasis upon positions requiring substantial training in linguistics. In order to inform prospective employers and job applicants of current needs and personnel resources in the field, the Clearinghouse published a Bulletin, six issues of which appeared before it was discontinued because of lack of funds.

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SOCIOLINGUISTICS PROGRAM

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ROGER W. SHUY, *Director*  
JOAN C. BARATZ, *Associate Director*  
RALPH W. FASOLD, *Research Associate*  
ROSE-MARIE WEBER, *Research Associate*  
WALTER A. WOLFRAM, *Research Associate*  
IRWIN FEIGENBAUM, *Research Linguist*  
ULF HANNERZ, *Research Anthropologist*  
SHANNON CLARKSON, *Research Assistant*  
CAROLYN CUNNINGHAM, *Research Assistant*  
VIRGINIA H. LUNDSTROM, *Research Assistant*  
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JUDITH L. DOBBINS, *Clerk Typist*

THE SOCIOLINGUISTICS PROGRAM was established in September 1967 as an outcome of the Center's continuing concern with the social aspects of linguistic research. It brings together the Urban Language Study Project, sponsored by the Carnegie Corporation of New York, and the Psycholinguistic Attitude Study, sponsored by the National Institute of Mental Health. In addition, the program is intimately involved in the Clearinghouse Committee for Social Dialect Studies, co-sponsored by the Center for Applied Linguistics and the National Council of Teachers of English. The aims of the Committee are to foster linguistic investigation of dialect situations, to encourage publication of such research, and to serve as an editorial board for such publications. The Director of the program is the Committee chairman and two other members of the Center staff, Alfred S. Hayes and William A. Stewart, are among its members. The program also serves as an informal clearinghouse on matters pertaining to sociolinguistics and related pedagogy and replies to over a hundred inquiries per month from educators, researchers, students, foundation representatives, government officers and persons in private industry. Staff members of the program have given lectures and have consulted with professionals in other fields on the implications for their research of the program's research procedures and pedagogical methodology.

The program is concerned with (1) describing linguistic systems of individuals from varying social and ethnic groups; (2) investigating perceptions of various linguistic patterns by individuals of different social and ethnic status; and (3) applying the findings of such research and disseminating its results to scholars in other fields, e.g.

education, sociology, psychology. During the year, the program engaged in research in linguistic correlates of social stratification, age-grading, grammatical analysis, data gathering, attitudes toward language, cultural studies of the urban Negro, and materials development.

URBAN LANGUAGE STUDY PROJECT

Research in the Urban Language Study Project is of two types: research in the language and culture of the ghetto, which contributes to the development of teaching materials, and the teaching materials themselves.

Ralph Fasold and Walter Wolfram are doing a major share of the research on identifying linguistic indices of social stratification. Mr. Wolfram is correlating the distribution of these indices among Negro informants of several social classes. He is also developing an index of racial isolation based on education, residence and peer group segregation. Dr. Fasold is correlating the production of certain grammatical and phonological features with social factors.

Joan Baratz is conducting research in the acquisition of language in various sub-cultures and comparing that acquisition with the behaviors of children from other social settings. She is also conducting longitudinal and cross-sectional studies of language acquisition.

A pilot study concerning age-grading is being undertaken by Miss Lundstrom with the assistance of several other staff members. The speech of a small group of children is being examined to determine whether or not age-grading features are evident, what these features are and between what ages these features are most significant.

In order to determine exactly how the dialects of various substrata work, it is also necessary to do considerable linguistic analysis, particularly of non-standard Negro "be," the *s* morphemic unit, third person singular concord, possessives, pluralization, multiple negation, embedded questions and pronominal apposition. Phonological considerations have centered mostly on intonation, final simple stops, final consonant clusters, nasal consonants, post-vocalic *r* and *l*, medial and final interdental fricatives and the low vowel spectrum. During the past year such research was conducted by Dr. Baratz, Dr. Fasold, Mr. Wolfram and Mr. Feigenbaum.

Although extensive data have been gathered for Washington and Detroit, additional fieldwork in Washington is being done under Dr. Fasold's direction in order to provide comparative data of contiguous social groups.

Several aspects of the social and cultural situation in Washington have been investigated by Ulf Hannerz, whose research on communication networks and cultural roles has been of great value in

giving direction concerning fieldwork, in analyzing the linguistic data, and in preparing teaching materials.

Continued close cooperation with the D.C. Public School system has made it possible to develop, test, revise and retest a number of lessons in English for non-standard speakers based on the analyses of the local Negro dialect prepared by staff linguists. Irwin Feigenbaum and Virginia Lundstrom have devoted most of their attention to these lessons. Particular emphasis has been given to lessons on the plural after quantifiers, possessives, plural consonant clusters, and copula and auxiliary, etc. The format is essentially aural-oral with more emphasis on response-type activities (and less on repetition-type) than is conventional in materials of this sort. Much of the activity involves differentiating standard from non-standard. In cooperation with Appleton-Century-Crofts, these materials are now being published in the form of teacher guides, student workbooks and audio tapes.

As part of the pedagogical phase of the program, staff members have participated in local and national teacher training projects and on several occasions the program has acted as host to groups of local educators as well as individual visitors. During the summer of 1968, several members of the staff, in cooperation with Trinity College and under funding from the U.S. Office of Education, conducted a six-week institute on problems of urban English for local teachers. A series of workshops on language arts teaching in inner-city schools in Washington has been scheduled for the fall and winter of 1968-69.

Recent attention has also been directed to problems of reading, especially by Dr. Baratz and Dr. Shuy, who are editing a collection of essays, *Teaching Black Children to Read*, for the Urban Language Series. The question under investigation is whether language interference, rather than difficulties in code breaking, represents the central reading problem of the inner city child.

The products of research carried out by the program are being published in the Urban Language Series, under the general editorship of Dr. Shuy. There are two kinds of publications in this series: research monographs and teaching materials. In the past year, *Field Techniques in an Urban Language Study*, by Shuy, Wolfram and William K. Riley was published. Currently in preparation are Baratz and Shuy's *Teaching Black Children to Read*, Wolfram's *A Sociolinguistic Profile of Detroit Negro Speech*, and Fasold and Shuy's *Strategies for Teaching Standard English in the Black Ghetto*.

PSYCHOLINGUISTIC ATTITUDE STUDY

The second aim of the program is being carried out through the

## SOCIOLINGUISTICS PROGRAM

Psycholinguistic Attitude Study and some smaller pilot studies by Dr. Baratz. The purpose of the Psycholinguistic Attitude Study is to determine whether the phonological and grammatical features that the linguist can identify as social and ethnic stratifiers are perceived as such by individuals from various social and ethnic groups.

As part of the study, attitudes toward descriptive language terms, e.g. *standard English*, *Negro speech*, etc., were assessed to determine which of these terms are useful, which are ambiguous, and which carry negative or positive value within various social and ethnic communities.

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PSYCHOLINGUISTICS PROGRAM

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PATRICIA A. JOHANSEN, *Director*  
CLAUDIA P. WILDS, *Associate Director*  
FREDERICK S. SMITH, *Assistant Director*  
SUZANNE BRUNSTEIN, *Research Assistant*  
CATHERINE J. GARVEY, *Senior Consultant*  
JAMES S. NOBLITT, *Senior Consultant*

THE ESTABLISHMENT OF a Psycholinguistics Program in October 1967 formalized the Center's long-term interest in this area of study and its relationship to applied linguistics. The primary effort of the program continues to focus on the Self-Instructional Language Project. The project, initiated in 1965 under contract with the Defense Language Institute, has as its basic objective the development of a total teaching system which can provide spoken language training in the self-instructional context. The project has not attempted to adapt current principles of language pedagogy to the self-instructional setting. Rather, it has defined a new language teaching system which is predicated on the belief that the problems of self-instructional language training are different from those encountered in classroom or tutorial interactions and therefore must be solved by a new methodology. The project has developed and tested an introductory French program.

Based on the results of a limited test of the initial version of the program, a revision of the program was undertaken in September 1967. This revision was completed in 1968, and the project is now preparing for the experimental implementation of the revised program at Cornell University and the University of California at Irvine in Spring 1969. The French program, which is designed to be roughly equivalent to first-year college instruction, can be completed in one semester. It is hoped the the experimental use of the program will continue through the summer and that the effects of intensive administration of the program required by the summer school schedule can also be assessed.

The project is now considering the development of an intermediate French course in an attempt to explore the applicability at the intermediate level of the project's approach to self-instruction. The first step in such an effort would be the definition of the intermediate level and the specification of the objectives of intermediate foreign language instruction.

## PSYCHOLINGUISTICS PROGRAM

The program and the pedagogical and behavioral assumptions underlying the project's programming approach have been the subject of a number of briefings and discussion sessions. These have included briefings for Major General Willard Pearson, Director of Individual Training, Office of the Deputy Chief of Staff for Personnel, and Colonel K. M. Horne, Commandant of the Defense Language Institute West Coast; a presentation to a graduate seminar from the Georgetown University School of Languages and Linguistics; and informal presentations to a number of researchers in the areas of language teaching, teacher training, computer-assisted language instruction, and programmed instruction.

In addition to its work on the Self-Instructional Language Project, the staff of the Psycholinguistics Program has cooperated with the Sociolinguistics Program on the Psycholinguistic Attitude Study. The program has also consulted with several other programs at the Center in the areas of language training, test and questionnaire construction, and the psycholinguistic aspects of first and second language acquisition.

JOHN LOTZ, *Director*  
KATHLEEN LEWIS, *Research Associate*  
ALAN MCNAUGHTON, *Research Assistant*

THE General Linguistics and Phonetics Program comprises projects of a general nature concerned with language and speech, often overlapping with the other programs. During 1968, the following activities were carried out:

Arrangements have been made to implement the recommendations of a March 1966 advisory panel meeting on phonetics (Franklin S. Cooper, Haskins Laboratories; James F. Curtis, Iowa State University; Pierre Delattre, University of California, Santa Barbara; Peter Denes, Bell Laboratories; Peter N. Ladefoged, University of California, Los Angeles; John Lotz, then of Columbia University; Kenneth L. Pike and Gordon E. Peterson, University of Michigan; and Kenneth N. Stevens, Massachusetts Institute of Technology) by arranging for site visits to be made in the spring of 1969 to institutions on the East Coast and in the fall to those on the West Coast. Also, preparations have been made to add representation from phonetics institutes established recently in the United States.

In connection with a proposal in 1967 to describe all the languages of the world, a Tenth Anniversary conference is planned for the summer of 1969 under the chairmanship of Charles A. Ferguson with the two-fold aim of providing information (sociolinguistic, cartographic, demographic, etc.) on the languages of the world and of developing a general format to be adopted for their description.

The Center is also in charge of Volumes VIII and IX of *Current Trends in Linguistics*, covering the fields of Oceania and Western Europe, under the general editorship of Thomas A. Sebeok.

Preparatory arrangements have been made to investigate the relationship between spoken language and language appearing in other media, such as script and sign language.

Two conferences on English, a special area of concern of the Center, have been prepared for 1969: One is a conference on English bilingual dictionaries, to survey the field in connection with a project in the Foreign Language Program, to establish priorities, to propose means for international cooperation, and to account for existing technological aids. It will be held in September 1969, under the chairmanship of J Milton Cowan, and will be supported by the

U.S. Office of Education. In addition, the Committee on Language Programs of the American Council of Learned Societies provided funds needed for related expenses. The other conference, on the English verb, is planned for April 1969, under the chairmanship of W. Nelson Francis, to investigate the state-of-the-art in the field. The topic was selected because in recent years a large number of prominent linguists have written monograph-length publications on the topic.

Another concern of this program is the interrelationship between the study of language proper and other closely related fields. Preparatory steps have been taken to deal with the following areas: language in relationship to poetry, especially metrics; the role of certain activities, such as missionary work and medicine, in relation to linguistics; and the study of road signs.

Finally, in utilizing experiences of other departments of the Center, especially its ERIC clearinghouse, a plan was drawn up for providing rapid dissemination of linguistic information and fast publication in the following fields: computational linguistics; social dialect studies; English grammar; Uralic studies; African materials developed at the Center; metrics; state-of-the-art papers in various fields of linguistics, both documentational and educational; languages of the world; results of Center projects; and Yugoslav contrastive studies.

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PUBLICATIONS

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FRANK A. RICE, *Director*  
ALLENE GUSS GROGNET, *Associate Director*  
AMY E. SHAUGHNESSY, *Editorial Associate*  
JUDITH BROWN, *Editorial Assistant*  
FREDA AHEARN, *Publications Assistant*

THE PUBLICATIONS SECTION, established in 1961, is concerned with the editing, production, sale, and distribution of all Center publications; the preparation of brochures, questionnaires, and similar ephemera; and the compilation of certain studies that concern the Center as a whole or fall across the various programs.

During 1968, the following books were printed and placed on public sale:

*A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964*, by Phillip R. Rutherford. 139 pp.

*Study Aids for Critical Languages*, compiled by Frank A. Rice. Rev. ed. 38 pp.

*The Study of the Problems of Teaching English to American Indians: Report and Recommendations, July 1967*, prepared and edited by Sirarpi Ohannessian. 40 pp.

URBAN LANGUAGE SERIES, *Roger W. Shuy, General Editor*

*Field Techniques in an Urban Language Study*, by Roger W. Shuy, Walter A. Wolfram, and William K. Riley. 128 pp.

LSA MEETING HANDBOOKS

*Linguistic Society of America Meeting Handbook: Forty-Third Annual Meeting, December 1968*, prepared and edited by Allene G. Grognet. 113 pp.

In order to defray production costs, the *LSA Meeting Handbook* was, for the first time, opened to advertising. The 1968 *Meeting Handbook* carried the advertisements of ten commercial publishers and distributors of books in the field of linguistics.

In 1968 the first printing of *The Social Stratification of English in New York City*, by William Labov (CAL, 1966; 655 pp.), was sold out. At the time of its reprinting it was designated, *ex post facto*, as the first volume in the Urban Language Series.

The various programs, offices, and other operational units of the Center produce a steady flow of reports and other documents related

## PUBLICATIONS

to special activities, e.g. conferences, and to ongoing regular activities. These reports and documents are not placed on public sale, but their availability is usually announced in the *Linguistic Reporter*. During 1968, the following documents were produced:

### OFFICE OF THE DIRECTOR

*Center for Applied Linguistics Annual Report: 1967.* 43 pp.

### LANGUAGE IN EDUCATION PROGRAM

*Inventory of Projects and Activities in Reading and English: 3.* 74 pp.

*Language Research In Progress.* No. 6, March. 46 pp.

### LINGUISTIC DOCUMENTATION PROGRAM

*Chinese Language Teaching in the United States: The State of the Art*, by James J. Wrenn. 34 pp. [Commissioned by ERIC.]

*On the Teaching of Japanese: The State of the Art*, by Samuel E. Martin. 17 pp. [Commissioned by ERIC.]

*The Teaching of Hindu-Urdu in the United States: The State of the Art*, by Gerald B. Kelley. 22 pp. [Commissioned by ERIC.]

*1967-68 Selected Bibliography in Linguistics and the Uncommonly Taught Languages*, edited by Margaret Kocher. 71 pp. [Commissioned by ERIC.]

*The Teaching of Arabic in the United States: The State of the Art*, by Peter F. Abboud. 45 pp. [Commissioned by ERIC.]

*Bulletin of the ERIC Clearinghouse for Linguistics.* No. 2, January; No. 3, March; No. 4, May; No. 5, July; No. 6, September; No. 7, November.

*Bulletin of the Employment Clearinghouse for Linguistics.* No. 4, February; No. 5, June; No. 6, September.

### 'THE LINGUISTIC REPORTER'

In carrying out its clearinghouse functions, the Center publishes a newsletter, the *Linguistic Reporter* (Frank A. Rice, Editor). The *Linguistic Reporter* is issued six times a year and carries brief articles, news stories, book notices, information on academic programs, and schedules of meetings and conferences. From time to time a Supplement is issued, making available a document or report which is felt to merit wider distribution.

For its first seven years (1959-1965), the *Linguistic Reporter* was distributed free of charge. During this period the subscription list grew from about 1500 to almost 15,000. Effective with Vol. 8, No. 1, February 1966, the *Linguistic Reporter* went to a paid subscription basis (annual subscription, \$1.50), but with liberal provisions for subscribers who were faced with currency restrictions or similar limitations. As of December 1968, the subscription list was almost 3500.

## PUBLICATIONS

### BOOK DISPLAYS

Beginning in 1962 with small informal displays of Center publications at meetings in the Washington area, the Book Display program has grown to include full-scale exhibits at the major annual professional meetings in the language field as well as special exhibits at international meetings. In 1968, the Center had formal book displays at five meetings and conferences.

### INFORMATION SERVICES

During 1968, the section handled a large volume of inquiries, most of them from students and others interested in knowing the resources (books, tapes, etc.) that exist for the study of modern foreign languages. To answer such requests, the section has developed an extensive card file of instructional materials available to the general public for the study and teaching of over 100 languages, most of them languages not commonly taught in the United States. From this file occasional special lists are developed.

*Language Tapes.* The section continues to make available to the public certain language tape materials that would otherwise be unavailable or difficult of access. The Center is a middleman in this operation: it receives the materials and places them with professional duplicating organizations for production and distribution at relatively low cost. At present, the Center is handling materials to accompany 35 textbooks, covering the following languages: French, Cambodian, Chinese, Greek, Hebrew, Hungarian, Japanese, Korean, German, Spanish; Chinyanja, Hausa, Igbo, Kirundi, Kituba, Lingala, Moré, Swahili, Twi, Yoruba; Amharic, Malagasy; Arabic, Bengali, Persian, Polish, Portuguese, Serbo-Croatian, Tagalog, Turkish, and Vietnamese.

### SPECIAL PROJECTS

The section has undertaken a critical bibliographical survey of foreign language instructional materials developed under Peace Corps auspices between 1961 and the present. The project is being carried out by Judith Brown, under the supervision of the Director of the section and with the cooperation of the Peace Corps Division of Language Training. The survey, when completed, will contain approximately 300 bibliographical entries with descriptive annotations. The project forms a part of a comprehensive report on the language involvement of the U.S. government being prepared under the guidance of the General Linguistics and Phonetics Program.

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LIBRARY

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FRANK A. RICE, *Acting Director*  
ALICE J. EPPINK, *Assistant Director and Librarian*  
ALEXANDRA S. SHADID, *Special Projects Assistant*  
JEWELLE H. ALSOP, *Library Assistant*

THE LIBRARY HAS from the beginning emphasized acquisition of basic works on linguistics, bibliographical and reference tools in the field, and materials for the teaching of English to speakers of other languages. With the growth of new programs and the extension of activities in established programs, the Library has widened its collection to include new areas, e.g. documentation, literacy, reading. As of December 31, 1968, the Library holdings comprised 10,500 books, subscriptions to 600 periodicals, and extensive pamphlet files.

*Special Collections.* The English as a Foreign Language Collection contains 1,500 textbooks for teaching English to speakers of other languages. The Arabic Collection comprises over 200 titles on the Arabic language and literature in Arabic, French, and English.

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OFFICE OF THE CONTROLLER

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WALTER P. MCINTOSH, *Controller*  
J. PAUL BRANNON, *Assistant Controller*  
MARY SICKLES, *Administrative Secretary*  
WILLIAM VAN KERREBROOK, *Chief Accountant*  
SAUNDRA CHRISTENSEN, *Accounting Clerk*  
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RONALD BACCHUS, *General Clerk*  
RONALD HOMISON, *General Clerk*

THIS FISCAL REPORT includes the following statements:

1. Audited Balance Sheet as of July 31, 1968;
2. Audited Statement of Income as of July 31, 1968;
3. Audited Statement of Expenditures as of July 31, 1968;
4. Unaudited Balance Sheet as of December 31, 1968.

The audited statements, prepared by Main, Lafrentz & Co., present the financial activity and condition of the Center for its fiscal year ended July 31, 1968; the unaudited balance sheet presents the financial condition of the Center at the conclusion of its annual report year ended December 31, 1968.

Appended is a list of all contracts and grants in effect during the period January 1–December 31, 1968.

OFFICE OF THE CONTROLLER

STATEMENT No. 1

*Audited Balance Sheet—July 31, 1968*

ASSETS

Cash on Deposit .....		\$	50,881.08
Accounts Receivable			
Current .....	\$ 59,403.78		
Deferred .....	898,027.41		957,431.19
Investments in U.S. Securities (Cost) .....			1,588,552.75
Deposits and Prepaid Expenses .....			<u>2,908.65</u>
<i>Total Assets</i> .....			<u><u>\$2,599,773.67</u></u>

LIABILITIES AND NET WORTH

Accounts Payable .....		\$	22,172.32
Deferred Income .....			2,052.98
Deferred Contracts and Grants .....			895,210.78
Deferred Ford Grant Funds .....			1,057,163.44
Deferred General Fund			
Appropriated .....	\$ 11,068.19		
Unappropriated .....	<u>612,105.96</u>		<u>623,174.15</u>
<i>Total Liabilities and Net Worth</i> .....			<u><u>\$2,599,773.67</u></u>

OFFICE OF THE CONTROLLER

STATEMENT No. 2

*Audited Income—July 31, 1968*

Investment Income .....	\$ 83,462.83
Administrative Service Charge .....	199,319.99
Sales of Publications .....	23,928.90
Consultations and Reports .....	5,703.82
Other .....	5,013.38
<i>Total Income</i> .....	<u><u>\$317,428.92</u></u>

STATEMENT No. 3

*Audited Expenditures—July 31, 1968*

	<i>Contracts and Grants</i>	<i>Basic Ford Grant</i>	<i>Total</i>
Salaries and Fringe Benefits ..	\$445,184.94	\$353,621.25	\$ 798,806.19
Honoraria and Fees .....	100,744.01	13,164.65	113,908.66
Office Expense .....	9,348.77	14,930.84	24,279.61
Duplication and Printing ....	17,068.74	5,924.91	22,993.65
Office Rent .....	11,921.02	110,886.28	122,807.30
Postage and Communications .	12,028.77	13,160.36	25,189.13
Insurance, Accounting and Legal Fees .....		7,573.01	7,573.01
Equipment Purchases, Rental and Maintenance .....	3,633.96	6,998.24	10,632.20
Travel and Conferences ....	72,860.88	16,908.37	89,769.25
Publications .....	3,901.92	24,972.15	28,874.07
Library Books, Periodicals ....		6,119.79	6,119.79
Other .....	3,506.84	5,930.92	9,437.76
<i>Total Expenditures</i> ....	<u><u>\$680,199.85</u></u>	<u><u>\$580,190.77</u></u>	<u><u>\$1,260,390.62</u></u>

OFFICE OF THE CONTROLLER

STATEMENT No. 4

*Unaudited Balance Sheet—December 31, 1968*

ASSETS

Cash on Deposit .....		\$ 343,330.81
Accounts Receivable		
Current .....	\$ 86,828.39	
Deferred .....	<u>883,320.01</u>	970,148.40
Investments in U.S. Securities (Cost) .....		1,490,880.76
Deposits and Prepaid Expenses .....		<u>2,417.84</u>
<i>Total Assets</i> .....		<u><u>\$2,860,777.81</u></u>

LIABILITIES AND NET WORTH

Accounts Payable .....		\$ 26,743.56
Deferred Income .....		2,930.95
Deferred Contracts and Grants .....		1,177,451.16
Deferred Ford Grant Funds		
Appropriated .....	\$469,552.00	
Unappropriated .....	<u>440,329.83</u>	909,881.83
Deferred General Fund		
Appropriated .....	\$ 1,068.19	
Unappropriated .....	<u>688,702.12</u>	<u>689,770.31</u>
<i>Total Liabilities and Net Worth</i> .....		<u><u>\$2,806,777.81</u></u>

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APPENDIX

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*Contracts and Grants in Effect*  
*January 1–December 31, 1968*

THIS APPENDIX is arranged according to programs in the order in which they appear in this report. For each project the following information is given: (1) title, (2) brief description, (3) funding agency, (4) term of the project, (5) total budget figure. Activities supported by the five-year basic Ford Foundation grant of \$3,000,000, received on October 1, 1965, are not included in this appendix.

An asterisk indicates a project or phase of a project which began during 1968.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

\*1. *Teaching of English to American Indians*

Four subprojects: (a) Planning meeting for bilingual kindergartens; (b) Three articles contrasting English and Indian languages; (c) TESL Newsletter; (d) Conference on Styles of Learning of American Indians.

Bureau of Indian Affairs (5.1.68–7.31.69) \$61,605

\*2. *International Conference on Second Language Problems*

Travel and living expenses of 18 participants in conference held in Tunis.

Ford Foundation (4.1.68–7.16.68) 7,102

FOREIGN LANGUAGE PROGRAM

1. *Inter-American Program on Linguistics and Language Teaching*

(a) Administration of grant for Fourth Symposium and Second Institute (Mexico City, January–February 1968).

Ford Foundation (3.20.67–3.19.69) 115,000

\* (b) Administration of grant for Fifth Symposium and Third Institute (São Paulo, January–February 1969).

Ford Foundation (3.4.68–3.3.70) 96,000

APPENDIX

2.	<i>Development of SeSotho Materials</i> Preparation of preliminary language training materials for Peace Corps Volunteers, including a field trip to Lesotho. Peace Corps (5.15.67-5.14.68)	\$33,873
3.	<i>Survey of Material Resources in the Neglected Languages</i> (a) Compilation of bibliography of basic tools of access with annotations for basic courses. U.S. Office of Education (6.1.67-5.31.68)	37,523
	* (b) Extension of project for annotation of all items and including critical evaluation by specialists in the languages treated in the survey. U.S. Office of Education (extended to 6.30.69)	13,003
4.	<i>Language Materials and Inservice Language Training (Africa)</i> (a) Recruitment, orientation, and supervision of two overseas representatives in West Africa and three materials developers for West African languages (Basaa, Baoulé, Kanuri). Peace Corps (6.15.67-1.31.70).	223,054
	* (b) Amendments to contract to develop instructional materials for teaching Setswana and SeSwati. Peace Corps (6.1.68-7.14.69)	52,580
5.	<i>Advisory Committee for the Survey of Language Use and Language Teaching in Eastern Africa</i> To conduct three meetings of the committee in a two-year period; to assume responsibility for identifying appropriate personnel for recruitment and for the survey operations; and to provide advice to the field director. Ford Foundation (5.9.67-5.8.69)	53,810
6.	<i>Hungarian Reference Grammar</i> To produce a Hungarian reference grammar (contract transferred from Columbia University). U.S. Office of Education (6.1.66-3.31.69)	21,000
*7.	<i>English-Serbo-Croatian Contrastive Study Project</i> (a) To provide general assistance in the three-year project. Ford Foundation (7.16.68-7.15.71)	65,000
	(b) Grant in Counterpart funds (PL-480) toward costs in Yugoslavia. (The Yugoslav Government provides an equivalent contribution.) U.S. Department of State (6.1.68-5.31.69)	10,479
*8.	<i>Evaluation of English Teaching in Saudi Arabia</i> To evaluate the English language program at the Institute of Public Administration in Riyadh, Saudi Arabia. Ford Foundation (7.15.68-12.31.68)	2,904

APPENDIX

LANGUAGE IN EDUCATION PROGRAM

1. <i>Interdisciplinary Committee on Reading Problems</i>	
Coordination and administration of planning of interdisciplinary attack on reading problems for ICRP.	
Ford Foundation (9.1.67-9.30.69)	\$131,160
*2. <i>Action Program and Related Studies to Increase the Effectiveness of Native Language Instruction in Schools</i>	
Five interrelated projects:	
(1) BALA, on teacher-pupil interaction;	
(2) DIALOGUE, on model student-teacher exchanges;	
(3) LASAMED, on relating linguistic concepts to practical problems; (4) STYLE, on communicating with the general public; (5) MEDIATE, on the training of specialists on language in education.	
Ford Foundation (9.1.68-9.30.70)	325,000

LINGUISTIC DOCUMENTATION PROGRAM

1. <i>An Information System Program for the Language Sciences (LINCS)</i>	
(a) First stage: Survey and analysis of information needs and resources in linguistics and related fields.	
National Science Foundation (7.15.67-7.14.68)	124,140
* (b) Second stage: System design.	
National Science Foundation (7.1.68-12.31.69)	249,100
2. <i>ERIC Clearinghouse for Linguistics</i>	
(a) To develop and maintain a clearinghouse for linguistics and the uncommonly taught languages as a component of USOE's ERIC system.	
U.S. Office of Education (6.1.66-11.30.67)	164,140
Renewed (12.1.67-11.30.68)	94,449
(b) ERIC Clearinghouse for English as a Second Language—A separate contract increasing the scope of the ERIC Clearinghouse for Linguistics.	
U.S. Office of Education (7.1.67-11.30.68)	19,955
* (c) Experimental Journal Indexing Project	
U.S. Office of Education (7.1.68-11.30.69)	2,000
* (d) Unified ERIC contract provides clearinghouse coverages in linguistics, uncommonly taught languages, teaching of English as a foreign language, and teaching English to speakers of non-standard dialects.	
U.S. Office of Education (12.1.68-11.30.69)	138,761

APPENDIX

3.	<i>National Register of Scientific and Technical Personnel</i> To administer linguistics section of NRSTP and handle biennial circulation and compilation; correction of alphabetic list of foreign languages. National Science Foundation (9.1.66-8.31.67) Renewed (9.1.67-8.31.68) *Renewed (9.1.68-8.31.69)	\$16,801 29,727 900
4.	<i>Secretariat of Linguistics Committee of FID</i> To support a secretariat in the United States as a part of international activities of FID. National Science Foundation (2.1.67-3.31.68) *Renewed (4.1.68-12.31.69)	11,430 15,423
5.	<i>Universal Decimal Classification (Sub-contract)</i> American Institutes of Physics (6.15.66-6.30.68)	108,616

SOCIOLINGUISTICS PROGRAM

1.	<i>Urban Language Study and Materials Development Project</i> Analysis of Washington, D.C., Negro dialect and preparation of materials to improve the teaching of English to disadvantaged Negro children. Carnegie Corporation of New York (11.1.66-7.31.69)	430,000
2.	<i>Psycholinguistic Attitude Study</i> Research into attitudes of residents of the Washington metropolitan area to the language patterns of Negro speakers of non-standard English National Institute of Mental Health (6.1.67-12.31.68)	61,270
*3.	<i>Teacher Institute in Urban English Problems</i> Contribution of staff time and teaching materials to U.S. Office of Education NDEA teacher training institute organized at Trinity College, Washington, D.C., held June 24-August 2, 1968. Trinity College (8.11.68-9.1.68)	7,778

PSYCHOLINGUISTICS PROGRAM

1.	<i>Self-Instructional French Prototype Course</i> To produce and evaluate a programmed self-instructional course in French as a prototype. (a) Revision—Introductory Level Materials. Defense Language Institute (9.1.67-6.30.68) *(b) Testing of Introductory Level Materials and investigation of adaptability of techniques for Intermediate Level Materials. Defense Language Institute (7.1.68-6.30.69)	44,782 79,284
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APPENDIX

GENERAL LINGUISTICS AND PHONETICS PROGRAM

1. <i>Current Trends in Linguistics, Vol. VIII</i> To produce a pre-publication manuscript of Oceanic Linguistics. National Science Foundation (3.15.67-12.31.69)	\$37,800
2. <i>Current Trends in Linguistics, Vol. IX</i> To produce a pre-publication manuscript of Western European Linguistics. Air Force Office of Science Research (12.1.67-11.30.69)	49,046
3. <i>East European Exchange Program</i> Consultation with Hungarian and Yugoslav Ford-fellowship holders on programs in the United States. Institute of International Education (9.15.65-12.31.69)	19,500
4. <i>Sayan-Samoyed Corpus</i> To collect complete corpus and prepare linguistic analysis of Sayan-Samoyed. Sackler Fund (6.1.66-6.30.69)	1,500
5. <i>Lexicological Conference</i> Partial contribution toward a conference on dictionary needs and national program in lexicography. American Council of Learned Societies (10.29.67-12.31.69)	2,000

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The total amount of contracts and grants received by the Center for Applied Linguistics since October 1, 1965, the date of the basic Ford Foundation grant, is \$3,326,468.

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