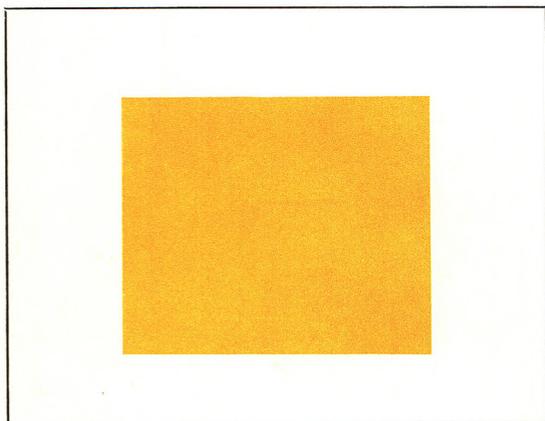

CENTER FOR APPLIED LINGUISTICS



ANNUAL REPORT FOR 1969

CENTER FOR APPLIED LINGUISTICS

ANNUAL REPORT FOR 1969

WASHINGTON, D.C.

1970

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CENTER FOR APPLIED LINGUISTICS
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

Designed by Frank A. Rice

CENTER FOR APPLIED LINGUISTICS

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, 1969 to December 31, 1969.

CORPORATE STRUCTURE

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*Member Executive Committee

**Chairman, Executive Committee

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- A. HOOD ROBERTS, *Vice President*
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Walter P. McIntosh, *Controller*
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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)*
Orlando L. Taylor, *Associate Director (BALA Project)*

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*

PSYCHOLINGUISTICS PROGRAM

Patricia A. Johansen, *Director*
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GENERAL LINGUISTICS AND PHONETICS PROGRAM

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INFORMATION SERVICES

PUBLICATIONS

Frank A. Rice, *Director*
Allene G. Grognet, *Associate Director*

LIBRARY

Frank A. Rice, *Acting Director*
Alice J. Eppink, *Assistant Director and Librarian*

CONTENTS

OFFICE OF THE DIRECTOR	1
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM	3
FOREIGN LANGUAGE PROGRAM	7
LANGUAGE IN EDUCATION PROGRAM	11
LINGUISTIC DOCUMENTATION PROGRAM	14
SOCIOLINGUISTICS PROGRAM	18
PSYCHOLINGUISTICS PROGRAM	21
GENERAL LINGUISTICS AND PHONETICS PROGRAM	22
SECRETARIATS DIVISION	24
PUBLICATIONS	26
LIBRARY	29
OFFICE OF THE CONTROLLER	30
APPENDIX	34

OFFICE OF THE DIRECTOR

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

AT THE BEGINNING of the year, a Secretariats Division was established to provide the administrative frame for secretariats of professional societies which are housed at the Center. In September all program activities formerly in the Director's office were transferred to other programs and the Director's Office now functions solely as a policy-making and administrative office of the Center.

The annual meeting of the Board of Trustees was held on November 7, 1969. The Board approved a revision of the bylaws of the Center and an amendment of the Articles of Incorporation, adding research and instruction to the expressed aims of the Center. The purpose of the Center now reads as follows:

The purpose for which this Corporation is organized and operated shall be:

1. To promote the application of findings of linguistics to practical language problems;
2. To promote the development of linguistics;
3. To conduct research, and to collect, organize, and disseminate linguistic and related information;
4. To serve as a neutral intermediary in bringing together persons and institutions concerned with language problems;
5. To give instruction in fields of language study in which the Corporation is involved.

At the Board meeting, the Program Directors reported on the activities and future plans of their programs. Everett Kleinjans, Eugene Nida, and Eugene Power were elected to three-year terms as Trustees, and J Milton Cowan, Charles Ferguson, Kenneth Miltenberger, William Spaulding, and Malcolm Talbott were re-elected for three-year terms. Norman McQuown was re-elected Chairman of the Board for a one-year term. The following Trustees were re-elected to serve as the Executive Committee for 1970: Albert Marckwardt (later elected Chairman), Datus C. Smith, Jr., and William Spaulding.

The Executive Committee for 1969—Messrs. Marckwardt, Smith,

and Spaulding—met formally on January 24 and May 27, and informally on November 6. Among the decisions of the Executive Committee were approval of an agreement with the Linguistic Society of America to house its secretariat at the Center, and approval of the basic core budget.

In addition to meetings of professional societies, the Center was represented at the Second International Congress of Applied Linguistics in Cambridge, England, by William Gage, William Nemser, A. Hood Roberts, Roger Shuy, and Adam Woyna. Dr. Roberts organized and chaired the Section on Language Teaching Materials and the others presented papers at the Congress. Dr. Roberts also attended a meeting of the Comité International Permanent des Linguistes in September in Amsterdam, which discussed the possibility of computerizing the *Linguistic Bibliography*.

The Director's Office planned and coordinated the overall activities in connection with the celebration of the Center's Tenth Anniversary (see the February 1969 issue of the *Linguistic Reporter*). The following conferences were held in 1969 in conjunction with the Tenth Anniversary: Conference on Teaching of English to Speakers of Other Languages as a World-Wide Problem; meeting of the Advisory Panel of the Educational Resources Information Center Clearinghouse for Linguistics; English Verb Conference; meeting on Interdisciplinary Problems in Reading Disability; Conference on English Bilingual Dictionaries; Seminar on Approaches to Social Dialects; and Conference on Sign Language.

Among other Tenth Anniversary activities, work was begun in the areas of English contrastive studies, government involvement in languages and linguistics, fast dissemination of linguistic information, language and missionary work, and language and medicine.

Grants and contracts in force during 1969, as well as all grants and contracts since the beginning of the Center's existence in February 1959, are listed at the end of this report as an appendix.

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

A LARGE PROPORTION of the time of the English for Speakers of Other Languages Program during 1969 was devoted to carrying out projects under contract with the Bureau of Indian Affairs. Other major activities of the Program included the organization of the Conference on the Teaching of English to Speakers of Other Languages as a World-Wide Problem, in conjunction with a meeting of the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL); the Tenth International Conference on Second Language Problems; and a second meeting of NACTEFL in late October. In addition, the Program carried out its other usual clearinghouse and coordinating activities related to both the domestic and international aspects of the field.

I. *Projects Under Contract with the Bureau of Indian Affairs*

The projects undertaken were a result of the recommendations of previous conferences convened by the English Program for the Bureau. The following are summaries of the five projects carried out:

1. Organization of a conference on the adoption of a Navajo orthography for uniform use in BIA schools. The conference took place in Albuquerque, New Mexico, May 2-3, 1969. Participants included representatives of the BIA and of the Education Committee of the Navajo Tribal Council, and anthropologists, linguists, workers in Navajo literacy projects, and teachers. In addition, two members of the English Program and one member of the Foreign Language Program attended the conference. A consensus was reached on an acceptable orthography and presented to the BIA in the form of a report on the conference.

2. The Program organized the production of a *Curriculum Guide for Teachers of English in Kindergartens for Navajo Children*. Dr. Muriel R. Saville of Texas A&M University was responsible for the linguistic and pedagogical contents of the *Guide*, which was edited and prepared for publication by the Program and submitted to the BIA in July, 1969. The preparation of the *Guide* was in direct re-

sponse to the recommendation of the Planning Conference for a Bilingual Kindergarten Program for Navajo Children which the English Program had organized for the BIA on October 11–12, 1968.

3. A Second Planning Conference for a Bilingual Kindergarten Program for Navajo Children was organized for the BIA by the English Program on May 23–24. The conference reviewed developments in the implementation of the recommendations of the October 1968 conference and made further suggestions and recommendations.

4. Three contrastive articles designed for teachers of English to American Indians were prepared under the guidance and with the contribution of members of the English Program and one member of the Foreign Language Program. The articles point out in non-technical language major problems of interference that differences between English and three American Indian languages—Choctaw, Navajo, and Papago—pose for the speakers of these languages in learning English. Each article is based on existing descriptions of these languages, has the collaboration of a linguist involved in such description, and contains suggestions for the teacher. The articles will be published by the BIA.

5. Two issues (Winter and Spring 1969) of *English for American Indians*, a periodical for the BIA teachers, were prepared by the Program and published by BIA. The periodical is intended to provide relevant articles on the teaching of English in BIA schools and to keep BIA teachers informed on materials in the field and developments both in the BIA school system and outside it.

II. *Coordinating Activities*

1. The Conference on the Teaching of English to Speakers of Other Languages as a World-Wide Problem, the first in a series of conferences celebrating the Center's tenth anniversary, was held February 27–March 1, 1969, at Harpers Ferry, in conjunction with the twelfth meeting of the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL). Participants from Britain, Canada, and the United States, representing the academic community, government agencies, and other concerned institutions and organizations, met with members of the Council for discussions. Two sets of recommendations, one emanating from the conference as a whole and one from NACTEFL, were transmitted to the appropriate agencies by the English Program, which acts as Secretariat to the Council. A report on the conference appeared in the April 1969 issue of the *Linguistic Reporter*.

2. The thirteenth meeting of NACTEFL was held in Washington, D.C., October 31–November 1. The agenda included sessions on

national and international aspects of the activities of government agencies and other organizations. A session on "English for Minority Groups" was included. The Decisions were transmitted to the appropriate agencies by the English Program.

3. At the invitation of the University of Dakar, the International Conference on Second Language Problems held its tenth meeting in Dakar, Senegal, April 16-19, with M. J. Calvet acting as host. The English Program organized the conference in consultation with the other sponsoring organizations, the Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Étranger (BELC) and the English-Teaching Information Centre of the British Council, as well as the host country. In addition to the reports of the three sponsoring organizations on developments in their respective countries during the preceding year, the agenda included similar reports from representatives of other institutions represented at the conference. The main topic of the conference was problems of transition in second language teaching: transition from elementary to secondary education, and from secondary to university education. Problems of departmental organization of instruction in language and linguistics in African universities, contrastive structure studies and their application to second language teaching in Africa, and manpower problems in second language teaching Africa also formed part of the agenda. A report on the conference is being prepared by BELC.

III. *Information and Consultation*

During the year, the English Program responded to over 600 inquiries, both from within the United States and from about 50 foreign countries. A large proportion of this correspondence dealt with publications prepared by the Program, especially those produced for the Bureau of Indian Affairs. There were also a number of requests for information on teaching methods and materials, teacher training institutions, current U.S. activities, literacy, and bilingual education.

The Program also offered information and consulting services to over 200 U.S. and foreign visitors. Several groups were given orientation sessions on the activities and services of the Center. The Director of the Program served on the staff of a teacher training institute for Maghrebi teachers of English, held in Tunis in July, and gave an orientation session to an International Volunteer Service group preparing to teach in Algeria.

Members of the Program staff participated in the evaluation sessions of the Office of Education's International Teacher Education Program. The Director of the program took part in the evaluation of proposals for bilingual education projects at the Office of Education,

and participated in a meeting of the TOEFL (Testing of English as a Foreign Language) National Advisory Council, of which she is a member.

During 1970, the Director of the Program will act as Team Leader for Zambia in the Survey of Language Use and Language Teaching in Eastern Africa.

FOREIGN LANGUAGE PROGRAM

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

PEACE CORPS PROJECTS

QLADELE AWOBULUYI, *Language Materials Developer*
GRACE GARE, *Language Resource Assistant*
H. DAVID MCCLURE, *Overseas Language Training Officer*
KAREN MISTRY, *Language Materials Developer*
LOREN NUSSBAUM, *Research Linguist*
DAVID ZWANE, *Language Resource Assistant*

OFFICE OF EDUCATION PROJECT

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

SERBO-CROATIAN-ENGLISH CONTRASTIVE PROJECT

E. WAYLES BROWN, *In-Country Project Consultant*
VLADIMIR IVIR, *Visiting Scholar*
LEONARDO SPALATIN, *Visiting Scholar*

ROMANIAN-ENGLISH CONTRASTIVE PROJECT

FREDERICK B. AGARD, *In-Country Project Consultant*

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 and stores 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; this information is then disseminated to governmental agencies, private institutions and individuals. It conducts surveys of teaching and reference materials, and of institutional and manpower resources, as well as undertaking course development and contrastive analysis projects, with related activities in descriptive linguistics and dialectology. It participates in the establishment, coordination, 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.

Maintenance of the language files, including language information sheets, maps, and supplementary material for some 300 languages, and the dissemination of information in response to inquiries, was a

continuing responsibility of the program during 1969. A revised list of languages included in the language files (with population estimates) was developed.

The program continued to exercise the Center's responsibilities as grant recipient and fiscal agent for the Inter-American Program for Linguistics and Language Teaching, which is supported by a Ford Foundation grant. The Inter-American Program's Fifth Symposium took place in São Paulo, January 15–February 28.

The program staff completed *A Provisional Survey of Materials for the Study of Neglected Languages*, an annotated bibliography listing teaching materials, readers, grammars, and dictionaries for 382 languages or dialects. Descriptive annotations are given for most of the approximately 2000 entries. This project, undertaken for the U.S. Office of Education, provided a major source of data for the language files, and this information will be kept up to date as a continuing program activity.

Course development projects for the Peace Corps continued during 1969. *Introductory Kanuri* by Oladele Awobuluyi and *An Introduction to Spoken Setswana* by Karen S. Mistry, with the assistance of Grace Gare, were both submitted in March 1969. Until mid-1969, Loren Nussbaum was engaged in field research in Swaziland preparatory to the writing of *Understanding and Speaking siSwati*, which was completed in August with the assistance of David Zwane.

H. David McClure's activities in Sierra Leone concentrated on preparations for and supervision of vacation language workshops for Peace Corps Volunteers and the language component of in-country training programs. He also supervised production of supplementary teaching materials. He has continued to visit Volunteers to support their efforts in extending their knowledge of the local languages.

In June, the Office of Education approved a contract to prepare a basic course in Dakar Wolof to stem largely from the Center's 1966 publication, *Introductory Course in Dakar Wolof*, by William A. Stewart, Cheikh Babou, Dorothy Pedtke, and others. Active work on the project began in August. At the end of November, Mr. Nussbaum went to Dakar, Senegal, for field study. The Peace Corps provided travel expenses supplementing the Office of Education contract.

Work on the Yugoslav Serbo-Croatian–English contrastive project continued. During the first year of this three-year project, the Center (1) acted as technical advisor to supporting agencies (the Ford Foundation, the Department of State, and the Yugoslav Commission for Cultural Relations with Foreign Countries); (2) formulated project plans in cooperation with Yugoslav scholars; (3) furnished professional consultation and guidance to project researchers; (4)

FOREIGN LANGUAGE PROGRAM

coordinated United States and Yugoslav participation; (5) conducted visiting scholar programs; (6) solicited support for the project and acted as grant recipient and fiscal agent; and (7) actively contributed to the research. E. Wayles Browne of Brown University, as Center representative, began a year's stay in Yugoslavia, furnishing professional guidance to project workers at all project centers (Zagreb, Zadar, Belgrade, Novi Sad and Sarajevo) and conducting relevant research of his own. Two project workers from the University of Zagreb spent part of 1969 at the Center under grants from the International Research and Exchanges Board doing preliminary library research in support of the project; they were Dr. Leonardo Spalatin, who was at the Center until April, and Dr. Vladimir Ivir, who spent the last three months of the year at the Center. Dr. William Nemser, as the Center representative in charge of the project, visited Yugoslavia in spring and fall, assessing the progress achieved and seeking to promote this progress by consulting with project administrators, including Professor Rudolf Filipović of the University of Zagreb, Director of the project, and by offering technical guidance to project researchers.

Dr. Nemser represented the Center at the Yugoslav-American Conference on Collaboration in the Social Sciences in Dubrovnik, Yugoslavia, held August 10-17, sponsored by the League of Yugoslav Universities and the International Research and Exchanges Board of the American Council of Learned Societies and the Social Science Research Council. The work-group in linguistics, of which Dr. Nemser was a part, made various recommendations for the promotion of study and research in the areas of Yugoslav language studies, the practical study of Yugoslav languages by Americans, the practical study of English by Yugoslavs, and the study of general linguistics in Yugoslavia.

While in Eastern Europe, Dr. Nemser also made visits to Czechoslovakia and Romania in connection with the development of projects similar to the Yugoslav project. In September and November, he visited Prague to explore with personnel of the Czechoslovak Academy of Sciences the possibilities for such a study. At various times during the year he met with scholars from the University of Bucharest and the Academy of the Socialist Republic of Romania, as well as with representatives of government agencies in Bucharest, to formulate plans for a project to develop Romanian resources in linguistics and English language teaching and to produce contrastive analyses comparing Romanian with English. The Romanian project, in effect, is already in progress. In October, Professor Frederick B. Agard of Cornell University, as Center representative with Ford Foundation support, began teaching courses at the University of

FOREIGN LANGUAGE PROGRAM

Bucharest on general and contrastive linguistics to potential project workers. In addition, Professor Tatiana Slama-Cazacu of the Psycholinguistics Laboratory of the University of Bucharest visited the United States for one month under a Ford Foundation travel grant.

The Hungarian reference grammar project was completed in June 1969 by Dr. John Lotz, Director of the Center, and the final manuscript was submitted to the Office of Education.

LANGUAGE IN EDUCATION PROGRAM

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

INTERDISCIPLINARY COMMITTEE ON READING PROBLEMS

DORIS V. GUNDERSON, *Associate Director*
NANCY L. WILKINS, *Secretary*

BALA PROJECT

ORLANDO L. TAYLOR, *Associate Director*
MARGARET A. BOOTH, *Assistant Director for School Affairs*
PAUL A. ANISMAN, *Research Associate*
ELIZABETH C. GATBONTON, *Research Assistant*
TRIENNE C. GLOVER, *Research Assistant*
DAVID A. SWINNEY, *Research Assistant*
MARGARET J. FOREMAN, *Clerk-Typist*

THE Language in Education Program contributes to 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.

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. With each successive issue, the program strives to improve the reports in classification and format.

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) programs seeking to incorporate advances in linguistics and related fields; (2) projects and activities dealing with the language problems of speakers of non-standard English; (3) comparative experiments dealing with materials and methodology; (4) studies of language arts and English curricula; (5) projects to

prepare new teaching materials or tests; (6) projects utilizing audio-visual aids in language arts programs; and (7) scholarly research related to these areas.

Literacy Clearinghouse. In 1964, the Center initiated certain limited operations in connection with literacy, and in 1966 established a Literacy Clearinghouse. In early 1969, the files of the Literacy Clearinghouse were turned over to the Summer Institute of Linguistics and will eventually be housed in an SIL Center to be established in Dallas, Texas.

Interdisciplinary Committee on Reading Problems. As an outcome of the Center-sponsored Conference on Dyslexia in September 1966, a formal proposal was submitted to the Ford Foundation 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 (subsequently extended to December 1969), the Executive Director of the Committee, Dr. Doris V. Gunderson, has supervised the planning of an interdisciplinary approach to reading problems. The Committee is composed of some 40 members, with Dr. Archie Silver of the New York University Medical School as chairman. Through the medium of seven 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 seven task forces include: (1) definition and etiology; (2) diagnosis; (3) early prediction; (4) incidence and implications; (5) treatment configurations in educational settings; (6) treatment configurations in other settings; and (7) administrative aspects of school programs. As of December 1969, all task force reports were in hand and it is expected that they will be published by the Center in the fall of 1970. During the project, Center staff has offered information services to committee members through a monthly newsletter and copies of pertinent articles and papers. A selection of these materials is to appear as a Center publication in May 1970.

BALA Project. On September 1, 1968, the Center for Applied Linguistics received a two-year grant of \$325,000 from the Ford Foundation to support interrelated studies in a project aimed at increasing the effectiveness of native language instruction in the schools. The project, known as BALA (Bases for Applying Linguistics and Anthropology), is studying teacher-pupil interaction in schools, concentrating on language arts classes in kindergarten through grade three. By means of videotapes, films, and live observation, the staff

is seeking to document exchanges that could contribute to the alienation of children from school, to relate these "critical incidents" to professed teacher attitudes about language and culture, to suggest alternatives, and to disseminate project findings as widely as possible. On the basis of experimental studio and school sequences recorded in New York City, a technique has been developed for recording interaction under school conditions, using remotely-controlled videotaping and selective filming. Observation and interviewing are now in progress in schools in Washington, D.C., and New York City. Nearly 100 teachers in 18 schools in Washington, D.C.; New York City; Louisville, Kentucky; and Chattanooga, Tennessee, will have provided data by early 1970. In addition, a brief language attitude questionnaire has been developed, validated, and administered to nearly 500 teachers, with more scheduled. Analysis of all data should be complete by the summer of 1970. The development of alternatives will begin following a series of workshops for participating teachers.

Although the work thus far has been in predominantly black or mixed ethnic urban schools, its implications and eventual findings may well be applicable to the school problems of disadvantaged children in general. In this connection, in June 1969, the Program Director arranged a four-day workshop for 60 rural and coastal Maine teachers, with three kinds of dialect interests: the distinctive standard speech of the region, the status of Canadian French, and the problems posed by the rural non-standard speech of the area. Center staff participated along with other specialists.

Education and Training in the National Interest: The Role of Language Variety. At the recommendation of the Commission on the English language of the National Council of Teachers of English, the Center requested and obtained funds from the Ford Foundation to hold a conference on the nature of minority group problems that have their roots in linguistic and cultural differences. On December 15-16, 1969, a planning group meeting was held in Washington, D.C.; the conference is now scheduled to be held in Washington in February 1970. The participants 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.

LINGUISTIC DOCUMENTATION PROGRAM

A. HOOD ROBERTS, *Director*
KATHLEEN MCLANE, *Secretary*

ERIC

ADAM G. WOYNA, *Associate Director*
FREDERICK W. BAUMAN, JR., *Bibliographer/Abstractor*
ANNA MARIA MALKOÇ, *Abstractor/Indexer*
DIAN OVERBEY, *Abstractor/Indexer*
PURITA IBAÑEZ, *Document Processing Clerk*
JOSEFINA AGUERO, *Secretary*

LINCS

ALFRED PIETRZYK, *Associate Director*
BEDRICH CHALOUPKA, *Research Associate*
BERNARDA ERWIN, *Program Associate*
JOHN M. STRAWHORN, *Research Associate*
JOY VARLEY, *Program Associate*
CHARLES A. ZISA, *Research Associate*
DANUTA ZYNDRAM, *Program Associate*
FRANCES LAMBERTS, *Program Assistant*
LUDMILA OKREGLAK, *Program Assistant*
MARTHA L. PATTILLO, *Research Assistant*
SUSAN PAULUS, *Program Assistant*
CARL WILSON, *Program Assistant*
BONITA M. ZARGER, *Secretary*

THE Linguistic Documentation Program consolidates a number of related programs and activities dealing with information and documentation: the former Documentation Research Program, the ERIC Clearinghouse for Linguistics, the Language Information Network and Clearinghouse System, and the NSF Register of Scientific and Technical Personnel.

Educational Resources Information Center (ERIC). ERIC is a 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 Office of Information Dissemination in the U.S. Office of Education. ERIC was established in response to the need for a system to collect, evaluate, process, and disseminate information on material relevant to education.

The ERIC Clearinghouse for Linguistics is responsible for acquiring research reports and other documents dealing with: (1) linguis-

tics; (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 second or foreign language; and (4) the teaching of English as a native language to speakers of non-standard dialects.

During 1969, the Clearinghouse collected some 900 relevant documents, of which 500 were processed for announcement in the U.S. Office of Education monthly publication, *Research in Education*. In the same period, the Clearinghouse responded to 1400 requests and inquiries. Six issues of the Clearinghouse Bulletin were distributed to some 4000 individuals and institutions on the Clearinghouse's mailing list. In 1969, the Clearinghouse issued the following state-of-the-art papers, handbooks, and bibliographies:

- The Study of Non-Standard English*, by William Labov.
- Teaching English to Speakers of Other Languages: The State of the Art*, by Ronald Wardhaugh.
- A Handbook for Teachers of English to Non-English Speaking Adults*, by Patricia Heffernan-Cabrera.
- A Handbook of Bilingual Education*, by Muriel R. Saville and Rudolph C. Troike.
- A Preliminary Bibliography of American English Dialects*, by Mary Jo Moore.
- 1968 Index to ERIC Documents in Linguistics and Uncommonly Taught Languages and Selected Bibliography of Related Titles*, by Frederick W. Bauman, Jr.

A number of ERIC exhibits were arranged and presentations made at various professional meetings.

Language Information Network and Clearinghouse System (LINCS). The LINCS concept is intended to provide comprehensive, modern solutions to discipline-wide problems of information transfer in the language sciences. Essentially, the approach envisioned by the LINCS project calls for national and international networks of cooperating institutions, in which the information resources of the language sciences are shared. The LINCS project's findings are presented in its series of technical reports.

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 project conducted preliminary surveys and analyses of the discipline's existing communication system as a prerequisite to long-range planning. It collected descriptive and statistical data on professional organizations and their memberships, journals, and information services. The project also gathered data on document characteristics, computer software systems, and indexing tools for the language sciences.

The project's second stage concentrated on system design, including further, more detailed surveys toward this goal. Stage two was funded by the National Science Foundation (Grant GN-771) from July 1, 1968 to December 31, 1969.

In order to enable the designers to formulate service objectives for a future LINCS, the user community was studied from several points of view during the second stage. (1) The questionnaires returned by linguists in response to the 1968 circularization of the National Register of Scientific and Technical Personnel were examined to produce a statistical description of this core group of the language-sciences community. (2) The study of professional societies was continued with an emphasis on membership overlap. The overlap discovered was comparatively small—about 10% in the case of three major societies. (3) A sample of active linguists was interviewed to explore current information-exchange practices of the professional core group. (4) The information needs and practices of members of the Linguistic Society of America were surveyed in a questionnaire study. (5) An “unobtrusive measure” of communications patterns was attempted in a study of citations in a selection of linguistic core journals. (6) A case study of communication practices in the language sciences in the Washington, D.C. area was completed. Both interviews and questionnaires were used. Informal communication constitutes a particularly important activity of the respondents, mainly because of the present inadequacy of published sources. In general, the surveys of stage two point to a system design which will provide specific timely responses to the diversified needs of language information users in teaching and research, reinforcing the existing patterns of informal communication.

The second stage also included studies of indexing tools and system automation aspects fundamental to the subsequent development of a LINCS. Among other things, the project explored principles for the construction of a comprehensive thesaurus for the language sciences. Samples of linguistic terminology and language names were used in tests of an automated thesaurus maintenance system. Attempts were made to define the intellectual scope of the language sciences and their subfields.

On July 1, 1969, the project's third stage was initiated with additional funds under National Science Foundation Grant GN-771. Stage three, which will continue through March 1971, stresses program definition for LINCS implementation. The objectives of stage three include (1) further inventories and studies of the operational and marketing requirements of the language sciences' communication system; (2) an explicit technical definition of the system concept for a LINCS, including a plan for system acquisition; (3) arrangements

LINGUISTIC DOCUMENTATION PROGRAM

for the program's technical management and the community's advisory functions; (4) indexing- and retrieval-system studies; (5) detailed automation studies; and (6) prototype projects for the publication of articles, specialized bibliographies, and reviews, using modern processing and dissemination techniques. A considerable emphasis is placed on the need for national and international cooperation toward a future information network system.

National Science Foundation Register of Scientific and Technical Personnel. Because 1969 was not a year in which questionnaires were mailed, the level of activity was considerably lower than in the preceding year. The 1968 operations of the NRSTP were reviewed with officials of the National Science Foundation, and plans were made for the 1970 circularization. Augmentation of the mailing list continued; it is estimated that 5,000 persons will receive questionnaires in the 1970 mailing.

SOCIOLINGUISTICS PROGRAM

ROGER W. SHUY, *Director*
RALPH W. FASOLD, *Research Associate*
WALTER A. WOLFRAM, *Research Associate*
IRWIN FEIGENBAUM, *Research Linguist*
WESLEY RICHARDSON, *Technician*
ADDIE A. ALLEN, *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, the Psycholinguistic Attitude Study, sponsored by the National Institute of Mental Health, and several small projects sponsored by various branches of the U.S. Office of Education and other agencies. 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. 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, grammatical analysis, data gathering, attitudes toward language, materials development, and a broad survey of sociolinguistic theory, materials,

and training programs in relationship to the study of minority group speech.

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 development of the teaching materials themselves.

Ralph Fasold and Walter Wolfram are doing a major share of the research on identifying linguistic indices of social stratification. Dr. Wolfram has correlated the distribution of these indices among Negro informants of several social classes. He has also developed 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.

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 the staff of the program.

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. In order to understand more fully how the speech of urban Northern Negroes differs from that of Southern Negroes, the staff has gathered considerable speech data in rural Mississippi. It was also possible during 1969 to obtain a corpus of speech data of Harlem Puerto Rican and black teen-age males.

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 has devoted most of his attention to these lessons. Particular emphasis has been given to lessons on the plural after quantifiers, possessives, plural consonant clusters, 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 New Century these materials are now being published in the form of teacher guides, student workbooks, and audio tapes under the title *English Now*.

As a 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 1969, several members of the staff, in cooperation with the University of Nebraska and under funding from the U.S. Office of Education, conducted an institute on problems of urban English for teachers. A series of workshops on language arts teaching in inner-city schools in Washington was also conducted.

Currently, under the sponsorship of USOE, the sociolinguistics program staff is engaged in a study of sociolinguistic theory, materials, and training programs. The purpose of this research is (1) to provide a set of descriptions of the extant theoretical positions of the several disciplines concerned with the language of the economically disadvantaged child; (2) to describe and evaluate the extant materials developed to accommodate the oral language needs of disadvantaged children; and (3) to describe and evaluate extant programs for training researchers and teachers in this field.

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 strategies. In the past year, *Teaching Black Children to Read*, edited by Joan C. Baratz and Roger W. Shuy, and *A Sociolinguistic Description of Detroit Negro Speech*, by Walter A. Wolfram, were published. *Teaching Standard English in the Inner City*, edited by Ralph W. Fasold and Roger W. Shuy, is in preparation, with publication expected in early 1970.

PSYCHOLINGUISTICS PROGRAM

PATRICIA A. JOHANSEN, *Director*
CLAUDIA P. WILDS, *Associate Director*
FREDERICK S. SMITH, *Assistant Director*
SUZANNE BRUNSTEIN, *Research Assistant*

THE ACTIVITIES OF the Psycholinguistics Program have focused on the Self-Instructional Language Project which was initiated in 1965 and terminated in December 1969. The project, funded by the Defense Language Institute with interim funding by the United States Office of Education, had as its basic objective the development of a total teaching system which provides spoken language training in the self-instructional context. The project did not attempt to adapt current principles of language pedagogy to the self-instructional setting. Rather it defined a new language teaching system which is predicated on the belief that the problems of self-instruction are different from those encountered in classroom or tutorial interactions and therefore must be solved by a new methodology. The project developed, tested, and revised an introductory French program.

Two major field tests of the French program were completed in 1969. An academic test was conducted at Cornell University. The results of the Cornell test confirmed that the program is appropriate to first-year college instruction and that students can progress through the program successfully without additional instruction. A military field test of the program was completed at Fort Meade, Maryland, in the fall of 1969. The results indicate that the course would be an effective component of the voluntary language training program for which it was designed. A comprehensive history of the development and testing of the French program was published in the December 1969 issue of the *Linguistic Reporter*.

The French program is being adapted for presentation on a commercially available teaching system and will be published by New Century in the fall of 1970. In an effort to collect data on the effectiveness and efficiency of the adapted version of the program, the staff of the project will cooperate informally with high schools and colleges that plan to use the program next year.

The staff of the Psycholinguistics program also consults with other programs at the Center in the areas of second-language training and materials development, test and questionnaire construction, and the psycholinguistic aspects of first- and second-language acquisition.

JOHN LOTZ, *Director*
KATHLEEN LEWIS, *Research Associate*

IN 1969, the General Linguistics and Phonetics Program was mainly concerned with activities in connection with the Center's Tenth Anniversary. Several conferences and other activities were arranged as outlined in "The Tenth Anniversary of the Center for Applied Linguistics" in the February 1969 issue of the *Linguistic Reporter*.

The English Verb Conference was held April 10–12, at Harpers Ferry, West Virginia, under the chairmanship of W. Nelson Francis. The participants were major contributors to this very active field in recent years in English grammatical research, representing Japan (Akira Ota), Sweden (Jan Svartvik), the United Kingdom (Michael Halliday), Canada (H. A. Gleason, Jr., and Martin Joos), Mexico (Robert Longacre), and the United States (Robert Allen, William Diver, Madeline Ehrman, Charles Fillmore, and John R. Ross). The proceedings will be published by the Center.

The English Bilingual Dictionaries Conference was held in Washington, D.C., on September 8–10, chaired by J Milton Cowan. It was attended by scholars active in the field, publishers, and administrators. The recommendations of the conference were submitted to the Office of Education, and as a follow-up some 150 scholars were asked to submit recommendations for the major languages and language groups.

A small conference on sign language, as part of the more comprehensive topic of language in its semiotic setting, was held December 5–6, at the Center, under the chairmanship of William C. Stokoe, Jr. The papers treated a variety of signalling systems—deaf-mute languages, Indian sign language, signal systems of football referees—presenting both their internal structure and their external relationships to other sign systems. A strong recommendation of the conference was to conduct a contrastive study of English and American Sign Language.

During the year, funding was obtained for two preparatory conferences for a large-scale international project to describe the world's languages. A contract with the Office of Education and a matching grant from the National Endowment for the Humanities, with matching funds from the American Hungarian Studies Foundation, the

American Speech and Hearing Association, the Institute of International Education, New Century, and the Speech Association of America, will provide support for a national conference on format questions in connection with describing the world's languages, to be held in Washington, D.C., in April 1970. In addition, the Wenner-Gren Foundation has made available its European conference headquarters at Burg Wartenstein in Austria for the international launching of the project, to take place in August 1970.

Preparations have been made to organize a small planning conference on language and medicine to be held in March 1970 at the New York headquarters of the Wenner-Gren Foundation.

The Program Director prepared a paper on the relationship between script and speech, with special application to Hungarian, which was published in the October 1969 issue of the *Linguistic Reporter*. The paper constitutes part of the Hungarian Reference Grammar Project, assigned to the Foreign Language Program.

Arrangements have been made for a fast dissemination program, supported in part by funds from the Office of Education. The following fields have been chosen as the first topics to be covered experimentally: English social dialect studies, contrastive studies, Uralic studies, studies in metrics, and computational linguistics. The operation of the fast dissemination program, with the participation of several other programs and projects, will start in early 1970.

In addition to the Tenth Anniversary activities, the program continued the preparation of Volumes VIII, IX, and X of *Current Trends in Linguistics*, covering Oceanic Linguistics, Western Europe, and North America, under the editorship of Thomas A. Sebeok, with a committee including John Lotz and John H. Hammer in addition to the Editor, who serves as Chairman.

SECRETARIATS DIVISION

THE CENTER PROVIDES services for professional societies in the language field ranging from management of newsletters to full secretarial services. A Secretariats Division was established in 1969 to bring together those service activities performed by the Center for outside organizations whose elected officials determine policy. During 1969 the Secretariats Division consisted of the following components:

AMERICAN DIALECT SOCIETY

A. HOOD ROBERTS, *Secretary-Treasurer*

The secretary's office of the American Dialect Society was established at the Center for Applied Linguistics in early 1968, following the election of A. Hood Roberts as Secretary-Treasurer. The Washington office performs all housekeeping functions for the Society including maintenance of the membership rolls. In addition, the Secretary-Treasurer coordinates the annual meeting and other meetings which the Society sponsors jointly with other societies. A *Newsletter of the American Dialect Society* was launched on a three times a year basis in February 1969.

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

WILLIAM N. LOCKE, *Chairman (Director of Libraries,
Massachusetts Institute of Technology)*

A. HOOD ROBERTS, *Executive Secretary*

The secretariat of the FID/LD is supported by a grant from the National Science Foundation. It is the only study committee of the International Federation housed in the United States.

The Committee, which has members representing a dozen countries and institutions, held its first regular meeting in Sweden on September 5, 1969, in conjunction with the International Conference on Computational Linguistics. At this meeting it was decided to begin publication of an abstracts bulletin in the area of the Committee's concern. In addition, the Committee proposed that a survey of linguistic techniques applicable to documentation and information retrieval be made. Two Committee members, Dr. Martin Kay (U.S.)

SECRETARIATS DIVISION

and Mrs. Karen Needham (U.K.), agreed to undertake this survey. Funding for these two activities was provided by the FID. Finally, the Executive Secretary was directed to plan the technical meeting in this field at the 1970 FID Congress in Buenos Aires.

INTERNATIONAL COMMITTEE ON COMPUTATIONAL LINGUISTICS

A. HOOD ROBERTS, *American Secretary*

The American secretariat of the International Committee on Computational Linguistics is at the Center. The Committee, consisting of members from France, Germany, Hungary, Japan, the Netherlands, Sweden, the U.S.S.R., and the U.S.A., is the organizer of the International Conferences on Computational Linguistics (New York, 1965; Grenoble, 1967; Stockholm, 1969). In the future the Committee will sponsor a bibliographical survey published by the Center in cooperation with other centers.

LINGUISTIC SOCIETY OF AMERICA

THOMAS A. SEBEOK, *Secretary-Treasurer*
(*Professor of Linguistics, Indiana University*)

JOHN H. HAMMER, *Executive Associate*

DIANA RIEHL, *Administrative Assistant*

BONNIE F. KENNEDY, *Secretary*

A permanent support office for the elected Secretary-Treasurer of the Linguistic Society of America was established at the Center for Applied Linguistics in January 1969. Until this move, made possible by a grant from the Ford Foundation, the secretariat functions of the Society were performed at the university of the elected secretary, most recently at the University of Texas in Austin.

The regular secretariat activities include maintaining membership files and handling the sales of publications, coordination of the annual meeting, and support for the summer institute. New activities include the introducing of advertising in the Society's journal, *Language*; establishment of an employment clearinghouse for linguistics; support for the preparation of *University Resources in the United States and Canada for the Study of Linguistics: 1969-70*; and the planning of a new format for the Society's *Bulletin*, to appear more frequently in a less expensive format. The Washington office continues the practice of commissioning the CAL Publications Section for the preparation of the annual meeting handbook.

PUBLICATIONS

FRANK A. RICE, *Director*
ALLENE GUSS GROGNET, *Director*
AMY E. SHAUGHNESSY, *Editorial Associate*
JUDITH BROWN, *Editorial Assistant*
FREDA AHEARN, *Publications Assistant*
ELAINE BOWMAN, *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. A comprehensive account of the Center's publication activities for the years 1959-1969 appeared in the August 1969 issue of the *Linguistic Reporter*.

During 1969, the following books were printed and placed on public sale:

- Reference List of Materials for English as a Second Language, Supplement: 1964-1968*, edited by Dorothy A. Pedtke, Bernarda Erwin, and Anna Maria Malkoç. 200 pp.
- A Provisional Survey of Materials for the Study of Neglected Languages*, by Birgit A. Blass, Dora E. Johnson, and William W. Gage, 414 pp.
- Teaching Black Children to Read*, edited by Joan C. Baratz and Roger W. Shuy. 219 pp. (Urban Language Series, 4).
- A Sociolinguistic Description of Detroit Negro Speech*, by Walter A. Wolfram. 237 pp. (Urban Language Series, 5).

Under a special arrangement with the Linguistic Society of America, the Center prepared and printed the following title:

- Linguistic Society of America Meeting Handbook: Forty-Fourth Annual Meeting, December 1969*, prepared and edited by Allene G. Grognet. 129 pp.

The various programs, offices, and other operational units of the Center produce a steady flow of reports and other documents related 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 1969, the section produced or assisted in the production of the following documents:

PUBLICATIONS

Center for Applied Linguistics Annual Report for 1968. 45 pp.

Planning Conference for a Bilingual Kindergarten Program for Navajo Children: Conclusions and Recommendations, prepared by Sirarpi Ohannessian. 16 pp.

Styles of Learning Among American Indians: An Outline for Research. 36 pp.

The Peace Corps and the Development of Foreign Language Instructional Materials: An Annotated Bibliography, by Judith Brown. 55 pp.

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 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. As of December 1969, the subscription list was almost 3700.

Effective with Vol. 11, No. 1, February 1969, the *Linguistic Reporter* changed from its original format (8½ x 11 in., 3 cols.) to a new format (7 x 10 in., 2 cols.). This change facilitated the handling of longer articles, and supplements of varying lengths.

During 1969, the *Reporter* carried several articles by staff members of the Center:

"The Tenth Anniversary of the Center for Applied Linguistics," by John Lotz. February.

"Harpers Ferry Conference on English Teaching as a World-Wide Problem," by Sirarpi Ohannessian. April.

"The Publications Program of the Center for Applied Linguistics," by Frank A. Rice. August.

"The Conversion of Script to Speech as Exemplified by Hungarian," by John Lotz. October.

"The Peace Corps and the Development of Foreign Language Instructional Materials," by Judith Brown. October.

"The Development and Field Testing of a Self-Instructional French Program," by Patricia A. Johansen. December.

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 occasional exhibits at international meetings. In 1969, the Center had formal book displays at four meetings and conferences.

Information Services. During 1969, 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.

In early 1961, the Center undertook to make available to the public certain language tape materials that would otherwise be unavailable or difficult of access. The Center acted as a middleman in this operation: it received the materials and placed them with professional duplicating organizations for production and distribution at relatively low cost. Toward the end of 1969, the U.S. Government established a National Audiovisual Center, under the General Services Administration. This organization has undertaken the duplication and distribution of practically all the language tape materials handled by the Center, and the Center has begun to phase out its involvement in the operation.

Special Projects. The section has completed a critical bibliographical survey of foreign language instructional materials developed under Peace Corps auspices between 1961 and 1968. The project was 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 contains approximately 250 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.

In cooperation with the Linguistic Society of America, the Center is preparing a new edition of *University Resources in the United States for the Study of Linguistics*. The new edition, which will list resources for 1969-1970, is being prepared by Allene Guss Grognet and Judith Brown. For the first time, Canadian universities will be included. Publication is expected in early 1970.

LIBRARY

ALICE J. EPPINK, *Librarian*
ALEXANDRA S. SHADID, *Special Projects 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, non-standard English, reading. As of December 31, 1969, the Library holdings comprised 12,000 books, subscriptions to 500 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.

OFFICE OF THE CONTROLLER

WALTER P. MCINTOSH, *Controller*
J. PAUL BRANNON, *Assistant Controller*
CHARLENE DALE LYONS, *Administrative Secretary*
WILLIAM VAN KERREBROOK, *Chief Accountant*
VICKI CAMPION, *Accounting Clerk*
SAUNDRA CHRISTENSEN, *Accounting Clerk*
KATHALYN MARTIN, *Accounting Clerk*
SHIRLEY HAMM, *Receptionist*
CURTIS LYNCH, *General Clerk*

THIS FISCAL REPORT includes the following statements:

1. Audited Balance Sheet as of July 31, 1969;
2. Audited Statement of Income as of July 31, 1969;
3. Audited Statement of Expenditures as of July 31, 1969;
4. Unaudited Balance Sheet as of December 31, 1969.

The audited statements, prepared by Main, Lafrentz & Co., present the financial activity and condition of the Center for its fiscal year ended July 31, 1969; the unaudited balance sheet presents the financial condition of the Center at the conclusion of its annual report year ended December 31, 1969.

Appended is a summary of all contracts and grants during the period February 16, 1959–April 15, 1970.

OFFICE OF THE CONTROLLER

STATEMENT No. 1

Audited Balance Sheet—July 31, 1969

ASSETS

Cash on Deposit		\$ 127,142.89
Accounts Receivable		
Current	\$ 55,685.25	
Deferred	<u>895,972.90</u>	951,658.15
Investments in U.S. Securities (Cost)		1,490,711.76
Deposits and Prepaid Expenses		<u>2,942.45</u>
<i>Total Assets</i>		<u><u>\$2,572,455.25</u></u>

LIABILITIES AND NET WORTH

Accounts Payable		\$ 19,549.44
Deferred Income		967.85
Deferred Contracts and Grants		988,656.02
Deferred Ford Grant Funds		556,788.35
Deferred General Fund		
Appropriated	\$ 41,001.75	
Unappropriated	<u>965,491.84</u>	
<i>Total Liabilities and Net Worth</i>		<u><u>\$2,572,455.25</u></u>

OFFICE OF THE CONTROLLER

STATEMENT No. 2

Audited Income—July 31, 1969

Investment Income	\$ 92,667.38
Administrative Service Charge	282,998.87
Sales of Publications	30,985.97
Consultations and Reports	2,126.30
Other	7,726.30
<i>Total Income</i>	<u><u>\$416,504.82</u></u>

STATEMENT No. 3

Audited Expenditures—July 31, 1969

	<i>Contracts and Grants</i>	<i>Basic Ford Grant</i>	<i>Total</i>
Salaries and Fringe Benefits ..	\$559,167.32	\$312,572.14	\$ 871,739.46
Honoraria and Fees	136,587.31	4,707.98	141,295.29
Office Expense	7,638.81	13,695.50	21,334.31
Duplication and Printing	20,012.89	2,940.83	22,953.72
Office Rent	5,889.86	103,321.75	109,211.61
Postage and Communications .	13,511.67	10,656.47	24,168.14
Insurance, Accounting and Legal Fees		8,674.21	8,674.21
Equipment Purchases, Rental and Maintenance	34,371.35	5,101.06	39,472.41
Travel and Conferences	106,669.07	11,993.28	118,662.35
Publications	3,119.81	36,707.78	39,827.59
Library Books, Periodicals ...		4,669.81	4,669.81
Other	2,943.70	4,288.84	7,232.54
<i>Total Expenditures</i>	<u><u>\$889,911.79</u></u>	<u><u>\$519,329.65</u></u>	<u><u>\$1,409,241.44</u></u>

OFFICE OF THE CONTROLLER

STATEMENT No. 4

Unaudited Balance Sheet—December 31, 1969

ASSETS		
Cash on Deposit		\$ 124,553.51
Accounts Receivable		
Current	\$ 81,954.98	
Deferred	<u>941,132.30</u>	1,023,087.28
Investments in U.S. Securities (Cost)		1,289,014.59
Deposits and Prepaid Expenses		<u>2,445.82</u>
<i>Total Assets</i>		<u><u>\$2,439,101.20</u></u>

LIABILITIES AND NET WORTH		
Accounts Payable		\$ 17,221.76
Deferred Contracts and Grants		931,533.89
Deferred Ford Grant Funds		
Appropriated	\$313,499.09	
Unappropriated	<u>27,532.95</u>	341,032.04
Deferred General Fund		
Appropriated	\$ 128,351.00	
Unappropriated	<u>1,020,962.51</u>	1,149,313.51
<i>Total Liabilities and Net Worth</i>		<u><u>\$2,439,101.20</u></u>

Summary of Grants and Contracts
February 16, 1959–April 15, 1970

THE CENTER FOR APPLIED LINGUISTICS was established by a grant from the Ford Foundation in 1959, and its basic operations have been supported by two additional Ford grants. These three grants, the Basic Ford Grants, made it possible to accept contracts and grants for expanded activities. They are listed under Other Grants and Contracts in three sections reflecting the Center's general areas of concern: I. Projects in Languages and Linguistics, II. Educational Projects on Language, III. Linguistic Documentation. In each area the subdivisions reflect major concentrations. The list also includes projects where the Center served as administering agent.

Under each grant the following information is given: (1) title, (2) brief description, (3) funding agency, (4) term of the project, and (5) total budget figure.

An asterisk indicates a project or phase of a project which began after January 1, 1969.

BASIC FORD GRANTS

1. *First Basic Ford Grant*

To provide for the establishment of the Center for Applied Linguistics in Washington, D.C., and for the support of its activities. Primary responsibilities: to promote effective communication among American universities, professional societies, and other groups concerned with new methods of relating linguistic research and new pedagogical techniques to the teaching of second languages, especially English; and between these institutions and government and private agencies actively engaged in efforts to extend American knowledge and skills in English as a second language to other countries.

Ford Foundation (2/16/59–7/31/61)

\$200,000

2. *Second Basic Ford Grant*

To expand and strengthen the Center's regular clearinghouse, conference, publication, liaison, and

APPENDIX

other services in relation to both English as a second language and the neglected foreign languages; to provide for the continuation of international activities and studies initiated under the Center's world survey of second language teaching; and to provide for the exchange of scholars and specialists in connection with such collaborative efforts.

Ford Foundation (8/1/61-9/30/65) \$1,300,000

3. *Third Basic Ford Grant*

To allocate \$2,300,000, with the interest earned thereon, toward the expansion of the Center's core program, and \$700,000, with the interest earned thereon, to establish a new program relating linguistics to the teaching of English as a native language and for a special study in Washington, D.C., of the linguistic problems of Negro children with non-standard English.

Ford Foundation (10/1/65-9/30/70) 3,000,000

(Expected interest \$293,000)

OTHER GRANTS AND CONTRACTS

I. *Projects in Languages and Linguistics*

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

1. *International Conference on English Teaching Abroad*

To conduct an international conference sponsored by the Center and the U.S. Information Agency in cooperation with the British Council; held May 18-22, 1959.

U.S. Information Agency (4/23/59-6/22/59) 3,896

2. *Survey of Second Language Teaching*

To investigate the nature and extent of the problems of second language learning as a factor in national development in countries of Asia, Africa, and Latin America.

Ford Foundation (12/21/59-3/31/61) 90,000

3. *Conference on the Teaching of English as a Second Language*

To conduct a conference to examine and appraise current and projected International Cooperation Administration (now Agency for International Development) activities in TESL.

U.S. Department of State (3/13/61-6/12/61) 5,003

APPENDIX

4.	<i>Reports on Teaching English as a Second Language</i> To prepare two reports relevant to the problem of teaching English as a second language. U.S. Department of State (6/26/61-9/30/62)	\$7,422
5.	<i>Program for the Testing of English as a Foreign Language</i> To develop a new series of English language proficiency tests for foreign students. (a) Ford Foundation (4/8/63-4/8/65) (b) Danforth Foundation (1965)	250,000 50,000
6.	<i>Survey of English Teaching and English Language Training in India</i> To conduct a three-week study by a team of linguists in India, prepare report and make recommendations to AID. Agency for International Development (11/4/66-2/15/67)	\$40,200
7.	<i>Study of English Language Learning and Teaching in American Indian Schools</i> To conduct a team survey of selected American Indian elementary and secondary schools, compile information from questionnaires and submit report and recommendations. Bureau of Indian Affairs (12/27/66-7/15/67)	44,110
8.	<i>International Conference on Second Language Problems</i> To defray travel and living expenses of 18 participants in conference held in Tunis. Ford Foundation (4/1/68-7/16/68)	7,102
9.	<i>Teaching of English to American Indians</i> 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
*10.	<i>Bilingual Navajo-English Kindergarten Curriculum</i> To prepare a curriculum guide for training teachers of English for BIA Bilingual Navajo-English Kindergarten Project. Bureau of Indian Affairs (3/15/69-6/30/69)	5,812
*11.	<i>Conference on Navajo Orthography</i> To recommend a single orthographic system to the Bureau of Indian Affairs. Bureau of Indian Affairs (4/1/69-5/31/69)	5,400

APPENDIX

FOREIGN LANGUAGES

1. *Contrastive Studies between English and French, German, Italian, Russian and Spanish*
 To develop a series of contrastive structure studies comparing English with French, German, Italian, Russian, and Spanish; each study produced one volume on phonology and one on grammar.
 U.S. Office of Education (6/20/59-7/31/64) \$172,703

2. *Survey of the Needs for Teaching Materials for Language and Area Studies for the Near and Middle East*
 To conduct a conference to assess needs for the development of instructional materials and for other essential research in the languages of the Near and Middle East.
 U.S. Office of Education (10/13/59-11/15/59) 5,304

3. *Survey and Conference on Materials for Far Eastern Languages*
 To survey personnel and materials for teaching Chinese and Japanese and to conduct a conference to determine needs for strengthening materials and programs.
 U.S. Office of Education (1/2/60-4/30/60) 5,000

4. *Reproduction of Instructional and Linguistic Materials for the Teaching of Critical Languages: Hindi, Arabic, Chinese*
 To provide for the publication of certain instructional materials for Hindi, Arabic, and Chinese which are near completion but require revision and final editing, or which have been completed but are unavailable for use.
 U.S. Office of Education (6/15/60-12/31/60) 11,612

5. *Conference on Problems in Publication of Modern Language Materials*
 To consider ways and means of making available certain kinds of language instructional materials not accessible to the general public.
 U.S. Office of Education (6/24/60-2/28/61) 11,823

6. *Middle Eastern Studies and Research*
 To prepare a comprehensive annotated bibliography of linguistic and literary studies dealing with all the modern forms of Arabic, and to produce a study of the interrelations between the various spoken forms of Persian.
 U.S. Office of Education (6/25/60-12/31/61) 9,113

APPENDIX

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| 7. | <p><i>Motion Picture Series on Language Teaching</i>
 To produce a series of five motion pictures designed to instruct teachers in the application of modern principles of linguistics to the teaching of second languages; cosponsored by the Center, the Modern Language Association of America, and Teaching Film Custodians.
 Teaching Film Custodians (11/15/60–6/30/61)</p> | \$85,000 |
| 8. | <p><i>Study Conference to Evaluate Research Proposals Submitted for Support under Title VI of the NDEA</i>
 To conduct two conferences to determine the need for and feasibility of increasing and improving instruction in modern foreign languages through the performance of certain research, studies and surveys.
 U.S. Office of Education (11/13/61–5/1/62)</p> | 10,962 |
| 9. | <p><i>Two Language Handbooks: Bengali and Swahili</i>
 To produce the first two of a series of handbooks which outline the salient features of a language and summarize the language situation and language problems of the country or area in which it is spoken.
 U.S. Office of Education (6/15/62–3/14/64)</p> | 25,772 |
| 10. | <p><i>Malagasy Manual</i>
 To produce a basic course in Malagasy for use in training American personnel assigned to the Malagasy Republic.
 U.S. Office of Education (11/15/62–9/14/64)</p> | 22,982 |
| 11. | <p><i>Inter-American Program in Linguistics and Language Teaching</i>
 To support a cooperative venture that brings into relation universities, professional organizations, research centers, and individual scholars concerned with linguistic studies and language teaching throughout the hemisphere.</p> | |
| | <p>(a) Symposia and Scholarships
 Ford Foundation (4/25/63–4/25/65) 50,000
 Ford Foundation (2/13/64–2/13/65) 32,000</p> | |
| | <p>(b) First Symposium, Cartagena
 U.S. Department of State (7/15/63–2/13/65) 26,000</p> | |
| | <p>(c) First Symposium (Travel)
 Ford Foundation (7/24/63–1/24/64) 10,000</p> | |
| | <p>(d) Administration of grant for Fourth Symposium and Second Institute (Mexico City, January–February 1968)
 Ford Foundation (3/20/67–12/31/69) 115,000</p> | |

APPENDIX

(e) Administration of grant for Fifth Symposium and Third Institute (São Paulo, January-February 1969) Ford Foundation (3/4/68-3/3/70)	\$96,000
12. <i>Evaluation of Instructional Materials</i> Study and evaluation of course materials for six languages taught at the Defense Language Institute. Defense Language Institute (3/3/66)	22,328
13. <i>Evaluation of Language Program</i> Evaluation of Portuguese and Arabic programs at DLI East Coast and West Coast Language schools, as well as tests and measurements programs and administrative structures of these schools. Defense Language Institute (3/3/65-2/3/66)	28,307
14. <i>Development of Wolof Training Materials</i> (a) Preparation of language training materials for Peace Corps Volunteers Peace Corps (4/1/65-10/24/65)	13,000
* (b) Revision and expansion of <i>Introductory Course in Dakar Wolof</i> U.S. Office of Education (6/15/69-8/14/70)	21,516
15. <i>Instruction in German</i> Consultation service to improve German language training for overseas employees of Fairchild-Hiller. Fairchild-Hiller Corporation (12/65-6/67)	4,550
16. <i>Evaluation of Instructional Materials</i> Study and evaluation of course materials for eight languages taught at the Defense Language Institute. Defense Language Institute (3/30/66-1/30/67)	23,464
17. <i>Key Staff and Faculty Professional Development Program</i> Instructions in linguistics for staff and faculty at DLI East Coast to improve language instruction. Defense Language Institute (3/30/66-6/30/66)	9,281
18. <i>Hungarian Reference Grammar</i> To produce a Hungarian reference grammar (contract transferred from Columbia University). U.S. Office of Education (6/1/66-6/30/69)	21,000
19. <i>Statistical Survey of World Language Teaching in the Developing Nations</i> Survey and report. Rand Corporation (1967)	1,801
20. <i>Advisory Committee for the Survey of Language Use and Language Teaching in Eastern Africa</i> To conduct three meetings of the committee within a two-year period, assuming responsibility for	

APPENDIX

	identifying appropriate personnel for recruitment and for survey operations, and providing advice to Field Directors.	
	Ford Foundation (5/9/67-5/8/69)	\$53,810
21.	<i>Development of Sesotho Language Materials</i> Preparation of preliminary language training materials for Peace Corps Volunteers, including a field trip to Lesotho.	
	Peace Corps (5/15/67-6/30/68)	33,873
22.	<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 2/28/70)	16,931
23.	<i>Language Materials and Inservice Language Training (Africa)</i>	
	(a) Recruitment, orientation, and supervision of overseas representatives in Sierra Leone and Togo and three materials developers for West African language (Basaa, Baoulé, Kanuri). Peace Corps (6/15/67-2/28/71)	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
	* (c) Amendments to conduct field data collection on Wolof (in conjunction with Wolof training materials project above) and to prepare Mauritian Creole instructional materials (amended activities replace Togo overseas representative above). Peace Corps (11/1/69-2/28/71)	(38,874)
24.	<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
25.	<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

APPENDIX

(b) Grant in counterpart funds (PL-480) toward costs in Yugoslavia. (The Yugoslav Government provides an equivalent contribution.)	
U.S. Department of State (6/1/68-6/30/69)	\$10,479
*U.S. Department of State (6/15/69-12/30/70)	10,000
*26. <i>Romanian-English Contrastive Studies</i>	
(a) IIE grant (from Ford Foundation East European grant funds) to finance early expenses related to linguistic research and English language training project in Romania.	
Institute of International Education (1/1/69-5/31/69)	7,000
(b) Augmented.	
Institute of International Education (7/22/69-8/31/70)	22,000
(c) Augmented	
Institute of International Education (1/30/70-2/28/70)	2,850
*27. <i>Language and Contrastive Study Project in East Central Europe</i>	
To develop projects in Romania, Czechoslovakia, Poland, and Hungary.	
Institute of International Education (2/18/70-2/17/73)	30,000

GENERAL LINGUISTICS

1. <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)	12,000
2. <i>Sayan-Samoyed Corpus</i>	
To collect complete corpus and prepare linguistic analysis of Sayan-Samoyed.	
Sackler Fund (6/1/66-12/31/70)	1,500
3. <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)	47,502

APPENDIX

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| 4. | <i>Conference on Theoretical Problems of Lexicography</i>
To discuss general issues in lexicography.
American Council of Learned Societies
(10/29/67-12/31/70) | \$5,000 |
| 5. | <i>LSA Meeting Handbook for 1967</i>
Partial contribution for the preparation of the
Meeting Handbook.
Linguistic Society of America (11/1/67-12/31/67) | 1,586 |
| 6. | <i>Current Trends in Linguistics, Vol. IX</i>
To produce a pre-publication manuscript of Western
European Linguistics.
Air Force Office of Scientific Research
(12/1/67-5/31/70) | 49,046 |
| 7. | <i>Duplication of Vietnamese Dictionary Materials</i>
Preparation of Huynh Sanh Thông's unfinished
Vietnamese dictionary to make it available for public
use (2,500 pages).
American Council of Learned Societies
(2/1/68-6/10/69) | 9,809 |
| 8. | <i>Development of Hungarian Research Projects</i>
To initiate language projects in connection with
the Hungarian exchange program.
Institute of International Education
(2/1/68-5/31/71) | 8,000 |
| *9. | <i>Current Trends in Linguistics, Vol. X</i>
To produce a pre-publication manuscript on
linguistics in North America.
National Science Foundation (4/1/69-3/31/71)
National Endowment for the Humanities
(4/1/69-6/30/70)
[Canada Council award to J.-P. Vinay: \$2,400] | 36,400
4,930 |
| *10. | <i>Conference on the English Verb</i>
Travel subvention for Conference participant from
Japan.
Council on Language Teaching Development
(4/1/69) | 960 |
| *11. | <i>Conference on English Bilingual Dictionaries</i>
To outline a national policy for English bilingual
dictionary making, and to submit concrete proposals
for its implementation.
U.S. Office of Education (4/1/69-4/30/70) | 17,938 |

APPENDIX

*12. <i>Conference on Languages of the World</i>		
A conference to determine format for (1) background information and (2) content of actual language descriptions.		
(a) U.S. Office of Education (6/1/69-7/31/70) '		\$14,596
(b) Matching grant: National Endowment for the Humanities (6/1/69-7/31/70)	5,000	
Matching Funds raised:		
Institute of International Education	2,000	
American Hungarian Studies Foundation.	1,000	
American Speech and Hearing Association	500	
Speech Association of America	500	
New Century (Meredith Corporation)..	1,000	10,000
*13. <i>University Resources in Linguistics</i>		
Contribution toward the preparation of the directory.		
Linguistic Society of America (7/1/69-6/30/70)		2,000
*14. <i>Interdisciplinary Conference on Sign Language</i>		
To defray travel expenses of participants in the conference held December 5/6, 1969.		
American Council of Learned Societies (12/69)		900

II. *Educational Projects on Language*

LANGUAGE IN EDUCATION

1. <i>Work Conference on Literacy</i>		
To conduct a conference to produce an outline of research needs and guidelines for handling literacy problems in various national situations.		
U.S. Department of State/Agency for International Development (5/11/64-11/30/64)		24,300
2. <i>Initiation of Expanded Education and Research Program</i>		
Fund for the Advancement of Education		
Ford Foundation (7/1/65-12/31/65)		15,000
3. <i>Preliminary Field Survey of the Language Situation in Appalachia</i>		
Survey and report on the nature and extent of language problems and on the cultural relations to be considered in preparing a program for area schools.		
Appalachia Educational Laboratory (1/15/67-8/15/67)		4,723

APPENDIX

4. *Interdisciplinary Committee on Reading Problems*
 (a) Coordination and administration of planning of interdisciplinary attack on reading problems for ICRP.
 Ford Foundation (9/1/67-12/31/69) \$131,160
 * (b) Supplementary grant for editing final reports.
 Ford Foundation (10/1/69-12/31/69) 20,137
5. *Language Testing*
 To evaluate efficiency of language teaching.
 Readers Digest Foundation (1/1/68-12/31/70) 3,000
6. *Action Program and Related Studies to Increase the Effectiveness of Native Language Instruction in Schools*
 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) MEDIANE, on the training of specialists on language in education.
 Ford Foundation (9/1/68-9/30/70) 325,000
- *7. *Model Curriculum Task Force*
 Preparation of documentation relevant to German instruction.
 American Association of Teachers of German
 (4/1/70-6/30/70) 2,500

SOCIOLINGUISTICS

1. *Sociolinguistics Seminar*
 To conduct an eight-week seminar at Indiana University bringing together linguists and sociologists to explore topics of common interest and to project lines of research.
 National Science Foundation (12/16/63-12/16/64) 4,250
2. *Urban Language Study and Materials Development Project*
 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
 (11/11/66-12/31/69) 430,000

APPENDIX

3. *Psycholinguistic Attitude Study*
 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
4. *Teacher Institute in Urban English Problems*
 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
- *5. *Sociolinguistic Theory, Materials and Training Programs: Three Related Studies*
 Related projects to (1) describe theories from various disciplines dealing with language problems of the disadvantaged child; (2) describe extant pedagogical materials for such children; and (3) describe and evaluate teacher training programs in this area. U.S. Office of Education (6/1/69-8/31/70) 60,497
- *6. *Tri-University Dialects and Reading Project: An Institute in Oral Language and Reading*
 Tri-University (Nebraska, Washington, and New York) project conducted under USOE contract in the District of Columbia, July 28-August 22, 1969. University of Nebraska (7/28/69-8/22/69) 4,015

PSYCHOLINGUISTICS

1. *Clearinghouse for Self-Instructional Language Materials*
 To assemble programmed materials for foreign languages and to acquire research projects, relevant literature, and information on new programming projects. U.S. Army Procurement Division (7/9/64-10/9/64) 8,580
 U.S. Army Procurement Division (11/30/64-6/30/65) 15,393

APPENDIX

2. *Self-Instructional French Prototype Course*

To produce a programmed self-instructional course in French as a prototype.

(a) Phase A		
Defense Language Institute (3/3/65-2/3/66)		\$58,032
(b) Phase B-1-A—Level 1		
Defense Language Institute (3/30/66-1/30/67)		128,474
(c) Interim support		
Appleton-Century-Crofts (2/1/67-2/28/67)		10,000
(d) Developmental Testing—Level 1		
U.S. Office of Education (3/1/67-10/31/67)		64,235
(e) Revision—Introductory Level Materials		
Defense Language Institute (9/1/67-6/30/68)		44,782
(f) Renewal amendment for testing of introductory level materials and investigation of adaptability of techniques for intermediate level materials.		
Defense Language Institute (7/1/68-8/31/69)		79,284
(g) Amendment for special equipment and field test support.		
Defense Language Institute (1/1/69-6/30/69)		10,780
(h) Field Test of Level 1 materials in a military environment.		
Defense Language Institute (7/1/69-11/30/69)		44,000
(i) Project for conversion of materials for publication with simplified presentation device.		
New Century (11/1/69-3/15/70)		6,341

3. *Advisory Panel for DLI*

Panel established to monitor French prototype project and to provide policy advice to DLI.

Defense Language Institute (3/3/65-2/3/66)	14,816
Defense Language Institute (3/30/66-3/31/67)	14,496

III. *Linguistic Documentation*

1. *Investigation of Information Services in Linguistics and Related Fields*

To investigate the nature and problems of information in the field of linguistics systematically in order to recommend programs for improved efficiency.

National Science Foundation (8/7/61-9/30/64)	8,885
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APPENDIX

2. *Expansion and Improvement of the LINGUISTIC BIBLIOGRAPHY*

To expedite compilation and publication of the *LB* and to extend and improve its coverage in selected fields.

National Science Foundation (8/2/63-8/1/66) \$170,500

3. *Linguistics Section of the National Register of Scientific and Technical Personnel*

To administer the linguistics section of the NRSTP, a questionnaire circulated every two years by the NSF.

National Science Foundation (9/1/63-9/1/64)	19,205
Renewed (9/1/64-8/31/65)	10,891
Renewed (9/1/65-8/31/66)	26,858
Renewed (9/1/66-8/31/67)	16,801
Renewed (9/1/67-8/31/68)	29,727
Renewed (9/1/68-8/31/69)	900
*Renewed (9/1/69-8/31/70)	13,697

4. *Brain Sciences Project*

Assistance in revision of behavioral sciences indexing terms for National Library of Medicine.

National Academy of Sciences (3/15/65-6/30/66) 1,312

5. *ERIC Clearinghouse for Linguistics*

(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
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(c) Experimental Journal Indexing Project

U.S. Office of Education (7/1/68-11/30/69)	2,000
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(d) Unified ERIC contract providing 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 (12/1/68-1/31/70)	138,761
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*Renewed (2/1/70-1/31/71)	122,008
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APPENDIX

<p>* (f) To prepare a first Annual Information Analysis Planning Report on (1) bilingualism; (2) non-standard English; (3) early childhood and reading; (4) English as a second or foreign language; and (5) uncommonly taught languages.</p>	<p>U.S. Office of Education (2/28/70-6/15/70)</p>	<p>\$4,994</p>
<p>6. <i>Universal Decimal Classification (sub-contract)</i></p>	<p>American Institute of Physics (6/15/66-6/30/68)</p>	<p>108,630</p>
<p>7. <i>Seminar in Computational Linguistics</i> To conduct a seminar for the Division of Computer Research and Technology of NIH and edit the papers for publication.</p>	<p>National Institutes of Health (10/15/66-6/30/67)</p>	<p>9,050</p>
<p>8. <i>Interim Support of the LINGUISTIC BIBLIOGRAPHY</i> To support the LB staff in Nijmegen.</p>	<p>National Endowment for the Humanities (10/15/66-10/14/67)</p>	<p>13,277</p>
<p>9. <i>Secretariat of Linguistics Committee of FID</i> To support a secretariat in the United States as a part of the activities of the International Federation for Documentation (FID).</p>	<p>National Science Foundation (2/1/67-3/31/68) Renewed (4/1/68-12/31/69)</p>	<p>11,430 15,423</p>
<p>*Renewed (1/1/70-12/31/70)</p>		<p>11,118</p>
<p>10. <i>An Information System Program for the Language Sciences (LINCS)</i></p>		
<p>(a) First stage: Survey and analysis of information needs and resources in linguistics and related fields.</p>	<p>National Science Foundation (7/15/67-7/14/68)</p>	<p>124,140</p>
<p>(b) Second stage: System design</p>	<p>National Science Foundation (7/1/68-12/31/69)</p>	<p>249,100</p>
<p>(c) Third stage: Advanced system design</p>	<p>National Science Foundation (7/1/69-3/31/71) Augmented</p>	<p>162,600 295,900</p>
<p>*11. <i>Linguistic Dissemination</i></p>		
<p>To initiate a project to disseminate information about materials in linguistics that are not generally available.</p>	<p>American Council of Learned Societies (5/1/69-)</p>	<p>1,000</p>

APPENDIX

*12. *Experiment in Fast Dissemination of Research in Selected Fields of Linguistics*

To develop production methods of fast publication as an experiment toward solving problems of scholarly information and communication.

U.S. Office of Education (6/1/69-6/30/71) \$21,375

SUMMARY

BASIC FORD GRANTS

First Basic Ford Grant	\$ 200,000	
Second Basic Ford Grant	1,300,000	
Third Basic Ford Grant	<u>3,293,000</u>	\$4,793,000

OTHER CONTRACTS AND GRANTS

I. *Projects in Languages and Linguistics*

English for Speakers of Other Languages ..	\$ 570,550	
Foreign Languages	1,402,522	
General Linguistics	<u>222,167</u>	\$2,195,239

II. *Educational Projects on Language*

Language in Education	\$ 525,820	
Sociolinguistics	567,810	
Psycholinguistics	<u>499,213</u>	1,592,843

III. <i>Linguistic Documentation</i>	<u>\$1,868,126</u>	<u>1,868,126</u>
<i>Total</i>		<u><u>\$10,449,208</u></u>

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