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Harpers Ferry Conference on the English Verb

by W. Nelson Francis

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As one of a group of conferences to celebrate the tenth anniversary of the Center for

W. NELSON FRANCIS

Applied Linguistics, Dr. Lotz, the Director, proposed a discussion of some major topic in grammar. Specifically he suggested the English verb, which has been the focus of a great deal of discussion over the past decade or two. It was Dr. Lotz's idea to gather together in one place all the major contributors to this discussion and allow them two days of free, untrammeled time to talk, read, discuss, and argue about the morphology, syntax, and semantics of English verbs and verb phrases. Early in the planning of the conference, I was enlisted to serve as moderator. At a preliminary planning session with Dr. Lotz, we decided not to follow the stereotyped format of so many present-day conferences, but instead to keep the proceedings as free-wheeling as would be consonant with orderly discussion. We would not solicit specially prepared papers, but would instead invite all participants to submit papers in advance if they wished, to be duplicated and sent to all participants. No formal agenda was proposed; we agreed instead to let the discussion arise naturally out of the interests and preoccupations of the participants, only making sure that everyone had time to make a more

or less informal statement of his current think-
ing. We both realized that this relatively un-
structured format would put considerable re-
sponsibility on us, but we were ready to under-
take it in the interests of free and lively dis-
cussion. In retrospect, we are agreed that it
was worth it, and I think all the participants
found it a stimulating—if far from conclusive
—experience.

In selecting the participants we were guided
by two considerations: first, to insure that all
significant viewpoints would be represented,
and second, that the authors of the major re-
cent treatments of English verb grammar would
be present. Of the final list decided upon, all
but one—Professor W. F. Twaddell, who was
on sabbatical leave—accepted and came. Many
of them also submitted papers, either in ad-
vance or at the conference (at least two papers
were finished in the late hours of the night
between the two days of discussion). The final
list of participants included the following:

Robert L. Allen, Teachers College,
    Columbia University
William Diver, Columbia University
Madeline E. Ehrman, Yale University
Charles Fillmore, Ohio State University
H.A. Gleason, Jr., University of Toronto
M.A.K. Halliday, University College,
    London
Martin Joos, University of Toronto
Robert Longacre, Instituto Lingüístico
    de Verano, Mexico
Akira Ota, Tokyo University of Education
John R. Ross, Massachusetts Institute
    of Technology
Jan Svartvik, Göteborg University
    and Brown University

In addition, the following attended as non-
participating observers (though they were in-
vited to participate, and did):

Nearlene J. Francis
Erica García, Columbia University
Randal L. Whitman, University of
    Pennsylvania

and the following as organizers and coordina-
tors:

W. N. Francis, Brown University, Moderator
Kathleen Lewis, Center for Applied
    Linguistics, Coordinator
John Lotz, Director, Center for Applied
    Linguistics.

Dr. Lotz chose for the locale of the confer-
ence Hilltop House, a rambling old hotel high
on the south bank of the Potomac above the
town of Harpers Ferry, West Virginia. The
conference was held April 10–12, 1969. After
brief introductory remarks by the Director and
the Moderator at the opening session, we went
round the table, giving everyone a few minutes
to state his current interests and the things he
would like to talk about. On the basis of their
preliminary statements, the Moderator drew
up a tentative schedule for the three principal
sessions on the next two days. In what follows,
I will not attempt to summarize in any detail
the remarks of all the speakers, since, although
a stenographic record was kept, I have not yet
seen the transcript, and since I sometimes got
so interested in the discussion that I failed to
take any but the most sketchy notes. The
finished papers which the authors are willing
to release will appear as items in the series of
"Studies in the English Language" projected
by the Center, and it is hoped that there will
ultimately be a volume of proceedings from the
conference.

The general focus for Friday morning was
on the approach to problems of complementa-
tion and catenation. The first speaker, Long-
acre, taking his departure from a paper entitled
"A hierarchical look at the English verb
phrase" talked about the "merged sentence" as
he had encountered it in various Philippine
languages and as it seems to occur in English.
He was followed by Gleason, who dealt with
the underlying semological structure of narra-
tive discourse and its surface manifestations in
sequential predications, both in English and in
the Kâte language of New Guinea. Next
Svartvik gave a demonstration of the proced-
ures of "numerical taxonomy", as developed by
biologists and applied with success to language
in his own work on the English passive and
other studies. The morning ended with a devel-
opment by Ross of the notion that some un-
acceptable sentences seem to be so not because
of errors in the generative process but because
of some surface-structure constraint that rejects
otherwise well-formed sentences. His illustra-
tion was the "double -ing" construction, as in
*She is really trying driving fast.

The focus of the afternoon session was on
questions of modality, tense and aspect. The
first speaker was Palmer, who took off from his
paper on "The syntactic status of the modals",
elaborating several points therein, especially

with regard to double negation and the proposed status of the modals as main verbs. He was followed by Halliday, whose paper "On finiteness, tense, and modality in the English verb" was distributed on the final day of the conference. He made the point that these categories must be considered together in their relation to the variable purposes of language. This discussion led directly to the topic of the next speaker, Ota, who commented on his paper "Modals and some semi-auxiliaries," making the distinction between *epistemic* and *cognitive* uses of the modals and the "semi-auxiliaries" *have to, be able to*, and *be going to*. Following him, Allen discussed particularly the difference between the *time system* and the *time-relation system*, especially as manifested in English tense and aspect. The last speaker of the afternoon was Joos, who discussed the strategic value of a closed corpus, as used in his *The English Verb, Form and Meanings*, and accepted Ota's *epistemic–cognitive* opposition as an insight to be dealt with in the next edition.

The focus for Saturday morning's session was to have been a summary of issues and conclusions. Instead the morning was devoted to two rather long discussions by Fillmore and Diver, and ended with a presentation by Lotz. Fillmore's discussion dealt primarily with structural semantics, especially with semantic presuppositions that are marked by lexical and grammatical features of discourse. His paper on "The lexicology of guilt" dealt with the semantics of a group of verbs including *accuse, blame, scold, criticize*, etc. Diver talked at some length about the nature of linguistics as a science and its place in the total scheme of learning.

The morning session—and the business of the conference—ended with a presentation by Lotz, who dealt further with the questions of time, time-relations, and tense originally raised by Allen. The last five minutes before the official adjournment to lunch were long enough for the Moderator to confess his total inability to sum up the conference in any capsuled set of conclusions, and to thank the participants for their contributions to what had proved to be a stimulating, intense, and remarkably amicable discussion of a controversial area of English linguistics. Whatever problems we may have solved, we can still endorse the final comment of a French linguist, in a recent review article on the English verb: "Au commencement était le verbe: il est toujours là, et toujours un de nos soucis, à nous linguistes" (André Castagna, "Le verbe anglais vu à travers quelques ouvrages récents," *La Linguistique* 2:133 [1968]).

The Applied Contrastive Linguistics Project of the University of Stuttgart

by Gerhard Nickel

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Contrastive linguistics is now generally recognized as an important branch of applied linguistics and one which forms a substantial part of the programs of conferences and symposia in this field. Thus, the Second International Congress of Applied Linguistics at Cambridge, 8th–12th September 1969, included a special section on contrastive linguistics under the chairmanship of the present author.[1] The papers presented at the meetings of this section covered a wide range of both theoretical and practical problems encountered by recent research in contrastive linguistics. In addition, a detailed report on the state of contrastive analysis and its application in language teaching was given by the author during a plenary session. Also indicative of the current interest in contrastive analysis is the fact that the 19th Annual Round Table Meeting on Linguistics and Language Studies at Georgetown University, Washington, D.C., in 1968, was exclusively devoted to contrastive linguistics.[2]

The publication in the early 1960s of the first volumes of the Contrastive Structure Series, sponsored by the Center for Applied Linguistics, enormously stimulated other scholars confronted with the problem of teaching foreign languages to take up research in this field. At the same time it was found that more detailed and more comprehensive contrastive studies were needed, which went beyond the capacity of a single researcher and required larger groups of scholars. As a result, the number of projects in the field has increased considerably. At present, research projects are under way in Poznań (Polish-English), Zagreb (Serbo-Croatian–English), France (French-English), and Ireland (Irish-English). In Rumania, a Rumanian-English project is just being started, in cooperation with the Center for Applied Linguistics.

As in many other branches of linguistic research, the contribution of Germany has until recently been conspicuous by its absence. However, apart from a growing concern with applied contrastive linguistics in East Germany, we can now observe a considerable increase of activity in general linguistics in the Federal Republic, as well as some promising beginnings in applied and contrastive linguistics, such as the foundation of the German section of the AILA, the Gesellschaft für Angewandte Linguistik, in November 1968.

In the autumn of 1967, the Volkswagen Foundation decided to lend generous support to a new research project on English and German, the Project on Applied Contrastive Linguistics (Projekt für Angewandte Kontrastive Sprachwissenschaft–PAKS). PAKS was started in April 1968 at the University of Kiel under the direction of the author. After a preparatory period, research work began in summer 1968. Until August 1969, the project was located at the University of Kiel. When it moved to the University of Stuttgart in September, the State Government of Baden-Württemberg made substantial contributions in support of PAKS. The major part of the work within the framework of PAKS investigations is carried out by a few research associates, but contributions are also being made by participating members of the teaching staff of the Linguistics Section of the Department of English, University of Stuttgart, as well as a growing number of graduate students and seminar groups.

Collaborators report on their work in a

series of working papers (*PAKS-Arbeits-berichte*), which are available to research groups and individual linguists working in the field of contrastive linguistics. Members of the research staff of PAKS are also participating in the teaching program of the University of Stuttgart. Apart from offering an introduction to applied and contrastive linguistics, the university also offers regular graduate seminars on problems of PAKS research in order to encourage student participation. Such a combination of training and research has proved both desirable and fruitful. In addition to the research facilities of the Department of English, there is a well-endowed special library for PAKS, including a selection of unpublished material. A language laboratory, which will play an important role at a later stage of our work, will be available in the near future in Stuttgart.

The research objectives of the Project on Applied Contrastive Linguistics are (1) to make a detailed comparison of the structures of English and German on all levels, and (2) to make suggestions for the application of the results of this contrastive analysis to the teaching of English to speakers of German. In the course of the preparations for this project it became clear that any successful comparison between the structures of two languages has to be based on an explicit model of linguistic structure. Since the model of generative transformational grammar as developed from 1957 on by Z.S. Harris, N. Chomsky and others is the most widely studied and employed model of grammatical structure to date, it is being employed in the investigations carried out within the framework of PAKS. We believe that at the present time transformational grammar is the most suitable candidate as a theoretical framework for contrastive analysis, because it is (a) a fully explicit model; (b) it is based on the assumption that certain linguistic features are universal; and (c) it makes a distinction between two levels of syntactic representation, deep structure and surface structure, which has proved extremely useful for contrastive analysis and is in a way fundamental to establishing comparability. A full account of the structural differences between two languages is of course only a theoretical possibility, and the more modest goal of contrastive linguistics will be a compilation of as many observations on divergences within a general theoretical framework as possible.[3]

It should be noted that the basic assumption of our approach, i e., the hypothesis that there is in fact a *tertium comparationis* in the structures of any two languages under comparison, appears to be directly related to the strong claim raised by transformational grammar and the more recent school of "generative semantics" that the semantically relevant basic structures of sentences are universal features of language. This claim, of course, cannot be supported by the evidence gathered in the isolated comparison of two particular languages, but no doubt a large body of data compiled by numerous contrastive investigations of many languages should provide very interesting evidence for the discussion of the universal hypothesis. However, the question of the adequate theoretical model in contrastive linguistics must be seen from a much more pragmatic point of view, since any explicit model of grammatical structure could be employed in this framework with a certain amount of success. Although the model of generative transformational grammar in the sense of Chomsky's *Aspects of the Theory of Syntax* (1965) by and large forms the background of PAKS investigations, it goes without saying that we have to remain open-minded towards other possibilities. Some modifications of the transformational model have become necessary in the light of our findings. Thus, certain proposals of "generative semantics" and C.J. Fillmore's "case grammar" have been adopted. Other alternatives, such as stratificational grammar and tagmemics, are also being tested in our work.

In addition to a detailed contrastive analysis of English and German, we hope to be able to make some contributions to the more theoretical questions of contrastive linguistics and to a general theory of interference. While it is true that we cannot be sure whether such a theory can be set up in the near future, we nevertheless believe that some deeper insights into the complicated patterning of language transfer should not be completely out of reach after several years of intensive research work.

The last step will be the application of our findings to foreign language teaching, especially the teaching of English to speakers of German. We hope that our results will be of considerable relevance for the training of teachers and that they will lay the foundations for future textbooks and didactic grammars. Especially, we expect to be able to make certain sugges-

tions concerning the organization of textbooks by providing reliable criteria for grading, staging, sequencing, and the mode of representation of teaching items. The publication of textbooks, however, is not within the reach of a linguistically oriented research project such as PAKS. The final report of our project will be a reference grammar of the contrastive structure of English and German, which is intended to provide a comprehensive guide for the designing of classroom teaching material on all levels.

After little more than one year of research, it is, of course, not yet possible to say whether we will be able to reach the goals we have set ourselves Advances, however, have recently been made in the contrastive analysis of English and German syntax and semantics. The progress made in these areas is partially documented in our first working papers. The following reports have appeared during the first year of PAKS investigation:

1. *PAKS-Arbeitsbericht Nr. 1* (Kiel, December 1968): B. Drubig, 'Preliminary Remarks on Relative Clauses'; E. König, 'Comparative Constructions in German and English'; K.-H. Wagner, 'Simultaneous and Sequential Linguistic Structures'.

2. *PAKS-Arbeitsbericht Nr. 2* (Kiel, March 1969): E. König, 'Infinitiveinbettungen nach Adjektiven im Deutschen und Englischen'; G Rohdenburg, 'Kasusgrammatik und kontrastive Analyse'; B. Drubig and K.-H. Wagner, 'Komplexe Nominalstrukturen und ihre pädagogischen Implikationen'; R. Thiem, 'Bibliography of Contrastive Linguistics, I'.

3. *PAKS-Arbeitsbericht Nr. 3* (Stuttgart, October 1969): G. Nickel, 'Contrastive Linguistics at the Second International Congress of Applied Linguistics'; E. König, 'Syntax und Semantik der Modalverben im Englischen und Deutschen'; K.-H. Wagner, 'A Proposal on Nominalizations'; K.-H. Wagner, 'The Relevance of Deep Structure for Contrastive Linguistics'; G. Rohdenburg, 'Some Further Remarks on Case Grammar and Contrastive Linguistics'; R. Thiem, 'Bibliography of Contrastive Linguistics, II'.

The papers contained in the *PAKS-Arbeitsberichte* of course do not cover the whole range of research carried out by the PAKS group during the first working period. Apart from a number of articles in various journals, other contributions of PAKS will appear in the published proceedings of several linguistic congresses, such as the Second International Congress of Applied Linguistics in Cambridge (1969) and the Symposium on Contrastive Linguistics, held at the German Language Institute in Mannheim (spring 1969). In addition, a considerable number of longer studies such as dissertations and theses on various topics, e.g contrastive lexicology, the syntax and semantics of adjectives, adverbs, nominalizations, embedded sentences, etc., are at present in preparation, and some will be published in 1970.[4] Also in 1970 a new monograph series on applied linguistics and language teaching (Berlin: Cornelsen Verlag) will be started under the editorship of the present author.

Another central objective of PAKS lies in the field of documentation. It has been emphasized repeatedly that the exchange of information among linguists still leaves much to be desired.[5] Since progress in contrastive linguistics will be furthered only by close collaboration between the various research centers working along the same lines, the Council of Europe has entrusted our project with the registration of European projects in contrastive linguistics. In due time we hope to provide for an inventory of the most important work in progress or planned, and should welcome information from research centers, linguistic institutes and individual scholars. Our documentation program also includes the compilation of an annotated bibliography of contrastive linguistics, which is under preparation.

By way of summary, let me say that the successful completion of the research program of the Project on Applied Contrastive Linguistics will certainly not fulfill any overly enthusiastic expectations. We should be realistic enough to be skeptical about a new revolution in the classrooms. As a matter of fact, the results of research in applied contrastive linguistics are not likely to lead to current teaching methods being replaced by any others. The aim of contrastive linguistics is to show the necessity for a thorough differentiation of teaching material and to make suggestions how this can be done. Initial findings of research in the framework of PAKS have already been applied to this end in courses taught by members of our staff at several teacher training institutes in Germany, and the results were

quite encouraging. In the near future we hope to offer a summer school in applied contrastive linguistics and related topics. It is to be hoped that a clearer conception of the common and the divergent features of two languages, the source language and the target language, will help the teacher to rationalize his work in the classroom. However, even if a contrastive analysis should provide new and interesting results, the task of relating these findings to teaching practice is still a very difficult one.

1. A short survey of the papers and discussions of the Contrastive Linguistics Section as well as a critical evaluation of its perspectives for the future of contrastive analysis is given in G Nickel, 'Contrastive Linguistics at the Second International Congress of Applied Linguistics', *PAKS-Arbeitsbericht Nr. 3* (1969). The papers presented at this

section will be published by the Cambridge University Press.

2 James E Alatis (ed), *Contrastive Linguistics and Its Pedagogical Implications, Report of the Nineteenth Annual Round Table Meeting on Linguistics and Language Studies*, Monograph Series on Languages and Linguistics, Vol. 21 (Washington, D C.: Georgetown University Press, 1968)

3 For more detailed accounts of the theoretical background of our work, see G Nickel et al · *Projekt fur Angewandte Kontrastive Sprachwissenschaft: Programm*, University of Kiel, March 1967 (mimeographed), and G Nickel and K -H Wagner, 'Contrastive Linguistics and Language Teaching', *IRAL* 6 (1968), 233–255

4 Cf the bibliography of PAKS research in *PAKS-Arbeitsbericht Nr. 3* (1969).

5. Cf A Hood Roberts, 'International Information Flow in Linguistics', *Linguistic Reporter* 10:6 (December 1968), 1–3

The Southeastern Conference on Linguistics (SECOL) was organized in 1968 to provide a forum for linguists from the Southeast SECOL members represent all the areas within linguistics; at the last meeting, papers were read on theoretical and historical linguistics, psycholinguistics, and sociolinguistics, as well as animal communication and language acquisition and development. The current officers of SECOL include Robert Scholes (University of Florida), President; John Algeo (University of Florida), Vice-President, and Anthony Vanek (Florida State University), Treasurer. The next SECOL meeting will be held April 17–18, at the University of North Carolina, Chapel Hill. Further information about the conference may be obtained from the officers mentioned above.

Syracuse University has announced the offering of instruction in linguistics leading to an undergraduate major and to an M.A. degree in linguistics, effective September 1969. The M.A. program is designed for students who plan to proceed to the doctorate. A doctorate with a major or minor in linguistics is available in various departments, e.g. Anthropology, Humanities, and Systems and Information Science. The linguistics faculty is oriented toward theory and research. Inquiries may be directed to Linguistics, Syracuse University, Syracuse, New York 13210.

The Missionary Language Board of North India offers both introductory and advanced programs of study in Hindi, Hindustani (colloquial Urdu in the Devanagari script), Punjabi, and Urdu (Nastalik script). Experienced Indian instructors teach the four principal skills (listening, speaking, reading, and writing), but emphasis is placed on conversation in everyday situations. Both classes and private tutorial periods are available for full or part sessions. For further information, write to the Principal at Landour Language School, Landour, Mussoorie, U.P., India (April 15 to August 30), or at Dehra Dun Language School, 51 Rajpur Road, Dehra Dun, U.P., India (September 1 to April 15).

The Esperantic Studies Foundation was established in 1968 to support research on language planning and international communication in all relevant disciplines, e g. linguistics, education, international relations, and the behavioral sciences. ESF does not promote Esperanto but notes a dearth of objective research and teaching on this language and related topics. ESF will advise on potential areas of research, assist in obtaining funding for suitable projects, and serve as a clearinghouse for information. A list of research ideas is available on request, along with general information about ESF, from Dr. James E. Lieberman, 6451 Barnaby Street, N.W., Washington, D.C. 20015.

new journals

Aims to provide the linguistic community and scholars in related fields with an outlet for the publication of their material in the shortest possible time, and thus to aid in the rapid dissemination of new ideas and developments in linguistic theory. There are eleven articles in the first issue, most of which deal with syntax and semantics. Future issues will also include book reviews.

Deals particularly with problems of language teaching. The first issue contains two long articles, by Michele Famiglietti and Renzo Titone, and four shorter articles on language teaching, brief notes on conferences and forthcoming publications, and a number of book reviews.

An international, interdisciplinary journal devoted to the general study of language problems. Its aim is to cover a wide variety of research and discussion on language planning from the viewpoints of sociology, linguistics, law, psychology, economics, and political science. Papers will be carried in various languages, with summaries in Esperanto; there will also be occasional notes and book reviews.

The first issue includes a statement of the aims and goals of CHINOPERL, the minutes of the first meeting, descriptions of some current projects, and a selected bibliography of Chinese folklore. Future issues will contain news and articles of general or specific interest to the field.

The Claremont Colleges have announced the formation of a linguistics field committee within the Claremont Graduate School. Members of the field committee are from the faculties of the six Claremont colleges and include scholars from a number of different disciplines, e.g. anthropology, psychology, linguistics, education, foreign languages, English, and mathematics. Students are provided with an opportunity to choose a program from among the various disciplines represented in the field committee. Particular attention is currently being given to the area of applied linguistics. Graduate degrees may be completed, as the field is now constituted, through the anthropology or education field committees. Inquiries may be addressed to the Dean, Claremont Graduate School, Claremont, California 91711.

The Association for Computing Machinery (ACM) has established a Special Interest Committee on Language Analysis and Studies in the Humanities (SICLASH). SICLASH plans to cooperate with allied organizations, such as the Association for Computational Linguistics, and with other special interest groups, such as those focused on language processing and humanistic studies within the American Society for Information Science. It will promotion liaison with such organizations as the American Council of Learned Societies, the Social Science Research Council, the National Endowment for the Humanities, etc. Robert Wachal, of the University of Iowa, will edit a newsletter on committee activities, current research, meetings, etc. For further information, write: SICLASH, ACM Headquarters, 211 East 43rd Street, New York, New York 10017.

guides and directories

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens, *prepared by the Fellowship Office, Office of Scientific Personnel, National Research Council. Washington, D C., National Academy of Sciences, 1969. 42 pp. [Available from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.]*

Lists scholarships, fellowships and loans for advanced education and research in the sciences, including linguistics. The booklet is divided into undergraduate, graduate and postdoctoral sections, with a bibliography appended.

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for Foreign Nationals, *prepared by the Fellowship Office, Office of Scientific Personnel, National Research Council. Washington, D.C., National Academy of Sciences, 1969. 22 pp. [Available from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.]*

A companion volume to *A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens* (see above), including grants-in-aid available to citizens of countries other than the United States.

MLA Guide to Federal Programs: *An Analysis of Current Government Financial Assistance Programs for Students, Teachers, Researchers, and Scholars in the Fields of English and Foreign Languages, edited by Kenneth W. Mildenberger. New York, Committee on Research Activities of the Modern Language Association of America, 1969. 56 pp. $2 00. Order from: MLA Materials Center, 62 Fifth Avenue, New York, New York 10011.*

For each of the twenty-four programs described in this booklet there is a brief statement of the purpose, eligibility, method of operation, implications for English and foreign languages, and funding, as well as the address from which current information may be obtained. There is also a section on further sources of general information on Federal education programs.

Academic Courses in Great Britain, 1969/70, *Relevant to the Teaching of English as a Second Language. London, English-Teaching Information Centre, 1969. 54 pp. Free on request to: The British Council, State House, 63 High Holborn, London, W.C.1, England.*

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

1970 Linguistic Institute At Ohio State University

The Ohio State University announces that the 1970 Linguistic Institute will be held at Columbus, June 23–August 14, under the joint sponsorship of the University and the Linguistic Society of America. The staff of the Institute will be made up of scholars from many different institutions in the United States and abroad, in addition to members of the University faculty. The University is particularly pleased to welcome the prominent Soviet linguist Sebastian Šaumjan, who will give a course on linguistic theory.

In addition to the Linguistic Institute courses, there will also be a large variety of offerings in Slavic, since the Slavic Institute of the Committee on Institutional Cooperation will be held at Ohio State this summer.

Throughout the course of the Institute, there will be four special lectures a week: two Linguistic Institute forum lectures and two Slavic Institute forum lectures. An annual feature of the Linguistic Institute is the summer meeting of the Linguistic Society of America, to be held July 24–26. Leading scholars and younger workers in linguistics will read and discuss research papers. The annual meeting of the Association for Computational Linguistics will also be held during the Linguistic Institute, on July 22 and 23.

The administrative staff of the Institute includes Ilse Lehiste, Director; Robert Austerlitz, Associate Director; Larry Reeker, Assistant Director; and Gregory Lee, Assistant to the Director. Inquiries and requests for application forms should be addressed to: Mr. Gregory Lee, Linguistic Institute, Ohio State University, 1841 Millikin Road, Columbus, Ohio 43210.

book notices

Approaches to Animal Communication, edited by Thomas A. Sebeok and Alexandra Ramsay. (Approaches to Semiotics, 1.) The Hague, Mouton & Co., 1969 261 pp.

This collection of ten papers represents the partial results of an international symposium on animal communication held at Burg Wartenstein, Austria, in June 1965. The essays reflect the approaches of several disciplines to the discipline of animal communication, or zoosemiotics. Among the topics considered are various classificatory schemes and their merits, and the functional and organizational differences between language and animal signaling systems. Other contributions deal with physiological and psychological mechanisms of coding, the neurobiology of primate gestures and human speech, and communication as an evolutionary and social force in animal communities. Also included is a 20-page selected and annotated guide to the literature of zoosemiotics and its background.

A Reference Grammar of Kashmiri, by Braj B. Kachru Prelim ed Urbana, Illinois, 1969. xxv, 416 pp. [Available from the author, Department of Linguistics, University of Illinois, Urbana, Illinois 61801.]

A pedagogically oriented analysis of Kashmiri, intended to present a skeleton grammar to serve as a basis for preparing teaching materials or as an introductory reference manual for students. The opening chapter (pages 1–48) includes a scholarly survey of past research in Kashmiri; a tentative analysis of Kashmiri dialects and the relationship between Kashmiri and the Dardic languages; a description of Kashmiri writing systems; and brief comments on the literary tradition. Other chapters treat the phonology, word formation, word classes, the noun phrase, the verb phrase, the adverbial phrase, and the sentence types. Appendices include Kashimiri-English and English-Kashmiri glossaries and a selected bibliography. The Kashmiri material is presented throughout in transcription.

The research on which this work is based was performed pursuant to a contract with the U.S. Office of Education.

An Urdu Newspaper Word Count, by Muhammad Abd-al-Rahman Barker, Hasan Jahangir Hamdani, and Khwaja Muhammad Shafi Dihlivi. Montreal, McGill University Institute of Islamic Studies, 1969. xll, 453 pp. [Distributed by McGill University Press, 3458 Redpath Street, Montreal, P.Q, Canada.]

Fourth in a series of Urdu teaching materials, including A Course in Urdu, An Urdu Newspaper Reader, and A Reader of Modern Urdu Poetry, this volume presents a lexical analysis of 406 articles (136,738 running words) taken from fifteen modern Pakistani newspapers. The first part of the book is an alphabetical listing of the 6500 different words of the corpus, each presented in the Urdu script followed by the frequency, pronunciation (in phonemic transcription), grammatical class membership, and meaning The second part is a relisting of the words, here in the Urdu script only, in descending order of frequency. An introduction discusses the methodology and uses of word counts, with some comparisons of Urdu and Arabic studies and the authors' conclusions.

The research on which this work is based was performed pursuant to a contract with the U.S. Office of Education.

Testing English As a Second Language, by David P. Harris. New York, McGraw-Hill, 1969. viii, 151 pp $3 40.

The objective of this book is to enable the ESL teacher to improve his own classroom measures and to make sound assessments of standardized tests which he may be asked to select, administer, and interpret. The opening chapters introduce the general purposes and methods of language testing. Following chapters describe specific techniques for testing grammar, vocabulary, etc, and the processes involved in constructing and administering tests and interpreting the results The final chapter offers procedures for calculating a few basic test statistics. As with the rest of the book, the final chapter does not assume any previous training in tests and measurement nor any knowledge of advanced mathematics.

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meetings and conferences

February 19–21. Southern Conference on Language Teaching, 6th. Jacksonville, Florida.

March 12–14. Georgetown University Annual Round Table Meeting on Linguistics and Language Studies, 21st. Washington, D.C.

March 14–15. International Linguistic Association Annual Conference on Linguistics, 15th. New York City.

March 18–21. Convention of Teachers of English to Speakers of Other Languages, 4th. San Francisco, California.

March 19–21. Northeast Conference on the Teaching of Foreign Languages, 17th. Boston, Massachusetts. [To be repeated April 30–May 2 in Washington, D.C.]

April 3–5. Association for Asian Studies, 22nd. San Francisco, California.

April 17–18. Southeastern Conference on Linguistics. Chapel Hill, North Carolina.

April 23–25. University of Kentucky Foreign Language Conference, 23rd. Lexington, Kentucky.

April 24–25. Conference on African Languages and Linguistics. Urbana, Illinois.

Modern Studies in English: *Readings in Transformational Grammar,* edited *by David A. Reibel and Sanford A. Schane. Englewood Cliffs, N.J., Prentice-Hall, 1969. xii, 481 pp. $9.95.*

This volume brings together twenty-nine articles on the transformational grammar of English written over the past decade. The anthology is divided into six sections. The articles in the first section presume no specialized linguistic training; they present fundamental questions that linguists are now asking, some of the problems faced in answering these questions, and the notational devices and conventions of transformational description. Sections 2–5 treat specific aspects of English structure, e.g. conjunction, pronominalization, relativization. Section 6 deals with the application of the insights of transformational grammar to other areas of language study, such as historical change, child language, metrics, and language teaching.

Advanced Chinese Reader, *by John DeFrancis with the assistance of Teng Chia-yee and Yung Chih-sheng. (Yale Linguistic Series.) Published for Seton Hall University by Yale University Press, New Haven and London, 1968. xvi, 713 pp cloth $15.00; paper $6.75.*

A sequel to *Intermediate Chinese Reader* in the author's series of texts in the spoken and written language [see *The Linguistic Reporter,* April 1968], this volume continues the emphasis on a large number of compounds and a great amount of reading matter relative to the number of characters introduced. Each of the 25 lessons contains a list of new characters and compounds with romanization, illustrative sentences, and reading text. Appendices include supplementary lessons on simplified characters, a stroke order chart, summary charts of characters, and a *pinyin* index.

This work was supported by a contract with the U.S. Office of Education.

Bibliographie Analytique de Tests de Langue/ *Analytical Bibliography of Language Tests, by Jean-Guy Savard. Quebec, Les Presses de l'Université Laval, 1969. xviii, 372 pp.*

This bibliography, prepared at the International Center for Research on Bilingualism at Laval University, contains over 400 titles. The book is divided into seven parts: second language tests, native language tests, bilingual tests, language aptitude tests, psychological tests, documents on language tests and testing material, and a list of the publishers or institutions from which these tests are available. Each of the first five parts is preceded by an index of titles and an index of authors classified by language treated. The analytical form for each test includes the category (achievement, prognostic, or diagnostic), skills tested, material required, age or level of group, testing time, correction time, comments, and coefficients of reliability and validity.

CAL Conference on English Bilingual Dictionaries

by Kathleen Lewis

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A conference on English Bilingual Dictionaries, held by the Center for Applied Linguistics from September 8 to 10, 1969, represented a first step toward the development of a national program for the coordination of bilingual dictionary production in the United States. The conference, one of a series planned

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in celebration of the Center's tenth anniversary, was supported by funds from the U.S. Office of Education and the American Council of Learned Societies. The participants were scholars in the field of lexicology, administrators of large-scale dictionary programs, scholars working on mechanical aids for lexicographical purposes, and representatives of interested government agencies and commercial dictionary publishers. The specific objectives of the discussions were. (1) to establish dictionary needs and priorities, particularly in the neglected languages; (2) to consider the availability of manpower in the United States and the possibility of international cooperation; (3) to investigate the use of modern technological aids in dictionary making; (4) to discuss practical problems such as size and format; (5) to consider questions of funding and national coordination; and (6) to suggest topics for a conference on lexicology to be held in 1970, where theoretical questions will be discussed.

Dr. John Lotz, Director of the Center for Applied Linguistics, welcomed the participants and observers, and spoke briefly on the conference objectives. The chairman of the conference, Professor J Milton Cowan of Cornell University, summarized the history of events

which preceded the discussions: The American Council of Learned Societies has been concerned since the early 1940s with the development of materials for the neglected languages, including bilingual dictionaries. Professor Cowan cited an early paper by Dr. Mortimer Graves (then of the American Council of Learned Societies), "Some Neglected Facets of American Education," which indicated the serious lack of English bilingual dictionaries for the critical languages. Several major projects of the ACLS—the Intensive Language Program, developed in cooperation with the U.S. Army; the Program in Oriental Languages, supported by the Ford Foundation, and the Uralic and Altaic Program, funded by the U.S. Office of Education—have been concerned with the development of bilingual dictionaries.

Dictionary projects, it was observed, present special problems for funding agencies, because they are time-consuming and because it is difficult to segment the work so that definite end products are available at the end of each contracting period. The Office of Education has initiated several conferences devoted entirely or in part to dictionary problems: the Conference on Lexicography (Indiana University, 1960), the Conference on Neglected Languages (Washington, D C, 1961), and a second Conference on Neglected Languages (Northwestern University, 1965). This last conference recommended that the Committee on Language Programs of the American Council of Learned Societies act as a holding company for long-range dictionary proposals The Committee, after discussions, finally suggested that the Center for Applied Linguistics investigate the whole matter, and provided partial funding for the purpose The Office of Education gave additional funds for a conference that would take the initial steps needed to develop a national program for the production of bilingual dictionaries.

The first session of the conference began with the discussion of a document, *Bilingual Dictionaries in the Neglected Languages*, which had been prepared by Center staff as a tool to aid the participants in arriving at an estimate of needs and priorities. There was general agreement that it would be useful to revise this document on the basis of suggestions from the conferees and then send it to other scholars for further criticism and comment. It was also felt that the recommendations of

the Fife-Nielsen report (Austin E. Fife and Marion L Nielsen, *Report of the Conference on Neglected Languages, Washington, D C., March 27–28, 1961*, New York: Modern Language Association of America, 1961) needed to be revised before any exact specifications of needs and priorities could be made, not only because materials have been prepared in the last decade for languages not listed in the report but also because the status of some languages has changed Another point made was that some of the languages might not need dictionaries as urgently as they need other tools, e g handbooks with glossaries. Where dictionaries are needed, it will be necessary to determine whether these should be student dictionaries or dictionaries of some other type It was noted that this presupposes a clear idea of what a dictionary for students should contain; the participants felt that this sort of question should be discussed at the more theoretical level of the lexicology conference to be held in 1970

During the second part of the conference individual reports were given by those engaged in dictionary projects. Professor John Echols of Cornell University described problems encountered in the Indonesian Dictionary project He emphasized the importance of a master list of English entries for comprehensive English-to-foreign-language dictionaries Professor Yakov Malkiel of the University of California at Berkeley discussed questions of language coverage, format, content, and personnel. He stressed four items in particular: (1) coverage of historical languages, (2) entries versus subentries, (3) size and coverage; (4) lack of adequate personnel. The problems encountered by Mrs. Elinor Horne of Harvard University in the Javanese-English dictionary project have been largely difficulties of finding and keeping informants in this country. The development of computer programs and administrative work, such as writing proposals, have also consumed more time than was expected. Dr. Philip Gove of Merriam-Webster emphasized the difficulty of finding people who are well-trained in lexicography. His company spends at least six months training new people in the techniques of dictionary making Dr. Dow Robinson of the Summer Institute of Linguistics pointed out the necessity for defining carefully what type of dictionary is needed. The SIL is working on dictionaries for persons newly literate both

in Mexican Spanish and in Indian languages. The corpus for each dictionary is based on a master list of Mexican Spanish which is used by the field workers to elicit vocabulary from native informants The list is altered when necessary to account for variations from language to language in categories such as flora and fauna, etc Information of this type, which is of use to social scientists, is included in special appendices. Because the users will be both students and adults, certain sociolinguistic considerations must be taken into account The Indian entries use Spanish parts of speech, with the aim of reassuring the user that his own language is not just a "dialect." The question of "in" and "out" dictionaries is very relevant in this kind of situation

Another problem that emerged from discussions of the specific projects was the corpus to be included (which is more of a problem in the case of neglected languages). How the corpus is obtained will depend to a certain extent on the type of user as well as the specific language. Some way of testing the adequacy of the corpus needs to be found Professor Randolph Quirk, University College, London, talked about comprehensiveness and the use of citations, raw data, and written sources. He felt that only in the case of a dictionary like the Middle English Dictionary could there be reliance on corpus alone. Reliance on a corpus does not avoid omission, and elicitation techniques are still required, with both corpus and elicitation techniques filtered through the native speakers' judgment. Comprehensiveness he considered impossible. Professor Erica Reiner of the University of Chicago had the problem in the Chicago As-

syrian Dictionary project of establishing a corpus, which necessitated years of linguistic research before work could even be started on the dictionary itself (see the *Linguistic Reporter*, December 1969).

Most of the other problems mentioned by the participants were primarily of a linguistic nature, such as decisions about inclusion of bound morphemes, and listing of verbal derivatives. The general feeling was that the practical and theoretical aspects of lexicology needed to be discussed separately, and that many of the problems could and should be considered at both levels.

One session of the conference was devoted to a discussion of computational techniques used in lexicography. Professor Harry Josselson of Wayne State University described the techniques used for processing two Russian lexicons The aim is to provide rapid retrieval of vital linguistic data and to create a substantial Russian-English dictionary. The entries in two Russian dictionaries are comprehensively analyzed and encoded in machine-readable form. Subsequently, the material is checked by error detection sub-routines, and can be reorganized later for maximum use by linguists. He also described the technique for reversing dictionaries, which has been used to produce a Russian-English version of a plastics dictionary published in the Soviet Union. This is essentially a process for establishing a corpus, which can then be used to produce a dictionary.

The Dictionary of American Regional English was described by Dr. Frederic Cassidy of the University of Wisconsin The corpus is taken from spoken materials gathered in field

work. Materials from the questionnaire can be sorted, not only geographically but socially and chronologically as well, so that various factors can be extracted and combined. Experiments are being planned for using computers to edit the material when the entire corpus has been stored. In summary, the computer is useful essentially for gathering, sorting, and editing.

One of the principal uses of computers in lexicography is in making concordances. The Summer Institute of Linguistics, according to Dr. Joseph Grimes of Cornell University, has processed text collections in over 200 of the approximately 3,000 languages of the world The data bank is used for verifying hypotheses, with considerable saving of time. Other work is now going on which would utilize the Rand Corporation's file management system for a general dictionary maker, in which the complexity of entry structure is not limited. Each kind of information is determined by the person making the dictionary, and entries can be restructured in any number of different ways.

The utilization of computers depends on the size and complexity of the problem and the funds available. In connection with this latter point, the major expense of developing a corpus can be reduced by using it as a multiple-data bank for other programs. The costs, in any event, are low if they are considered in terms of long-term use of dictionaries. Concordances which are carefully coded can be used for purposes other than dictionary making, for example, semantic research. In addition, a computerized data bank can be continuously updated, because once it is in computer-readable form it is easy to maintain

The final part of the conference was devoted to practical suggestions for solving some of the problems raised, and drafting a set of recommendations addressed to these points. The specific areas covered in the recommendations were specification of languages and priorities, types of dictionaries and levels of users, manpower and international cooperation, funding, technological aids and components of a model program. There was general agreement

that specification of languages and listing of dictionary priorities were dependent on revisions in the Fife-Nielsen list. The final recommendations of the conference recognized this in calling for an updating of the Fife-Nielsen report, with the addition of information on the status of languages and sociolinguistic information. In this connection, it was felt that dictionary recommendations should be made not in isolation but in the light of the total set of needs for each language. For many parts of the world, the situation has changed during the past ten years and a new set of priorities needs to be established. Recommendations were made concerning revision of the Center's list of *Bilingual Dictionaries in the Neglected Languages* and its circulation among area centers and scholars However, the conferees recommended also that it was preferable to maintain a continuously updated file of information on the neglected languages, with the publication of periodic fascicles for individual languages, instead of attempting large surveys which rapidly become obsolete. Another area of concern was the need to foster the study of lexicology and lexicography in the United States, and specific suggestions were made with respect to bibliographies, seminars, state-of-the-art papers, manuals and scholarships. The establishment of a national center for lexicography was suggested as a necessity for coordination in areas such as manpower, international cooperation, funding, publication procedures, and development of a model contract, all of which must be handled at the national level. While there was some discussion of practical problems involved in the preparation of dictionaries, the feeling was that certain problems, such as development of a corpus and type of entry, should be discussed at a theoretical level at the proposed conference on lexicology, to be held in 1970. The use of computational techniques such as concordances was generally agreed to be necessary and desirable, although in the discussion the point was raised that it would be advisable to proceed with some caution in the case of new programs.

CAL Conference on Sign Languages

by William C. Stokoe, Jr.

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On December 5–6, 1969, the Center for Applied Linguistics was host to the first national Conference on Sign Languages. The conference, which was part of the Center's Tenth Anniversary Celebration, was supported in part by funds provided by the American Council of Learned Societies At the invitation of the Center's Director. John Lotz, nine participants met to exchange views and to plan together the direction further studies should take. William C. Stokoe (Linguistics, Gallaudet College) served as chairman: the agenda was open and unstructured.

Dr. Lotz welcomed the participants and sounded the keynote with his criterion for a full language. a symbolic system with enough semantic complexity to deal with anything human beings can think about. He went on to point out that in earlier times, for example, in the work of Wilhelm Wundt, all kinds of signalling systems were within the linguist's purview. Dr. Lotz also presented a paper dealing with the specialized sign language used by the officials in professional football He characterized it as parasitic, i e dependent on natural language, limited with respect to who may use it, and synchronic in referring to immediate past or future events. With some 18 position-posture signs and a rudimentary syntax it conveys several different kinds of information by indexic, iconic, and symbolic sign functions Professor Thomas A. Sebeok, Editor of *Semiotica* and General Editor of the series *Approaches to Semiotics,* broadened the venue. Sign languages in his view are not human (anthroposemiotic) but, because visual communication is found far back in phylogeny, they are also related to signalling systems of animals (zoosemiotic). Harvey Sarles (Anthropology, University of Minnesota) argued that the precise distinction between human and animal communication cannot now be made without begging the question of what we really know about communicative behavior. Meanwhile, Earl Walpole (Romance Linguistics,

California State at Hayward) and the conference chairman were helping Miss Loraine DiPietro interpret simultaneously into sign language what was being said for two members of the conference who could not hear but who took an active part: Terrence J. O'Rourke, Director, Communicative Skills Program, and Albert T. Pimentel, Director, Registry of Interpreters for the Deaf. both in the central offices of the National Association of the Deaf. Both have an applied as well as a theoretical interest in sign linguistics because of their own deafness and their professional positions

Pimentel discussed the problems of interpreting for deaf persons who have varying degrees of proficiency in English and so need interpretation ranging from a direct visual presentation of a speaker's words to a full explanation of cultural differences His agency recruits, trains, and tests interpreters and has as great a need for accurate descriptions of sign language as do the schools of theoretical linguistics. O'Rourke spoke of his coordination of efforts to teach sign language to interested hearing persons in numerous agencies across the nation He also defined five distinct visual modes (see below), only one of which is truly sign language, but which have all been confused by writers often looked on as authorities. Walpole amplified these distinctions and pointed out some of the extreme differences between American Sign Language as a self-contained system and English, which may be rendered visible with ASL signs and with fingerspelled words. He insisted that just as native speakers of American English must learn an entirely different system when they study French or Spanish, so the hearing person must adjust to different syntax and semantics in sign language.

Allen and Beatrice Gardner (Psychology, University of Nevada) spoke of their work with Washoe, a four-year-old chimpanzee who is acquiring sign language. Her vocabulary of one hundred signs of ASL is just twice as great as the English vocabulary expected of a deaf child

twice her age in a school where communication is restricted to speechreading and speech Large questions are posed: Can Washoe initiate a sign utterance about an object not in sight, about an action in the past, or about an action to be taken in other than the immediate future? In any event, as films of her showed, she can name scores of things accurately, indicate her immediate wants, and adjust in an almost human way to her environment, which is special in only one way: Her human companions communicate with her in the language of signs

Mary Ritchie Key (English and Linguistics, University of California. Irvine) presented a scheme of classification relating language, paralanguage, kinesics, and other verbal and nonverbal behavior in which a sign language was seen as "a coded language substitute " This seemed to coincide in part with the category "speech surrogates" in Sebeok's semiotic classification, but there was considerable support for looking at sign language as a similar, not a substitute, system organized much as language is. It became clear that both classification and nomenclature need the immediate attention of the members of the conference and other students. By considering sign language, semioticists, anthropologists, psychologists, and linguists find that such terms and concepts as "verbal", "non-verbal", "communicative behavior", "gesture", and even "language" need radical study and better definition before one can be sure of sign language categories. In Sarles's view: "We will not discover if animals have language or not, given the present way of looking at language and non-language."

Stokoe presented a review of seven linguistic methods of analysis, or theoretical models of language, as they reveal the nature of sign language or as sign language proves intractable input to their machinery The seven: traditional-philological-pedagogical; structural-descriptive; tagmemic or slot-filler; generative-transformational; stratificational; and two less well known: correlational; and operational. He concluded that the stratificational and operational models offer the most promising way to secure needed information about sign language syntax and semantics, because both these models make it possible to avoid the vexed question of determining the truth or falsity of such equations as these: word = sign (?); phoneme = chereme (?); verb in language X = verb in sign language (?).

Besides agreeing that classification and nomenclature are immediate problems, the conference sought some procedure for exchanging ideas and receiving rapid critical reaction to projects and reports. John Lotz offered the good offices of the Center, and the report of this conference is a first step toward continuing communication. What follows therefore goes beyond reporting the proceedings of December 5th and 6th to the chairman's effort to keep this line of communication open and active.

O'Rourke's updating of Stokoe's 1960 monograph (William C Stokoe, Jr, *Sign Language Structure. An Outline of the Visual Communication Systems of the American Deaf* [Studies in Linguistics, Occasional Papers, 8], Buffalo, N.Y. 1960) was a significant contribution. He pointed out that the subtitle, "An outline of the visual communication systems of the American deaf," required further elucidation. O'Rourke distinguished five separate modes of manual communication, involving two languages· (1) Sign Language. (2) Signed English; (3) Simultaneous Method; (4) Fingerspelling; (5) Manual English. If the term *manual* in (5) is changed to *visual*, one more may be added (6) Lipreading (and speaking). (This last may be quickly eliminated, as it is not germane to a consideration of sign languages.)

Sign Language (1) is a language in which what are commonly called gestures do the usual work of words, or more precisely, in which cheremes (Stokoe, *Sign Language* . . , p. 30 ff.) are found instead of phonemes But, most important, it is also a language that has its own morphology, syntax, and semantics Dependence on or derivation from any spoken language has never been proven of the syntax and semology of American Sign Language; and since the chereme-to-phoneme and the morpheme-to-morpheme relations of this language and English are demonstrably non-isomorphic, the independence of American Sign Language as a language can hardly be doubted

Most of what hearing observers see, including the interpretation witnessed by the conference participants, is not Sign Language, however, but Signed English (2) Using English syntax, this is a rapid succession of signs glossing the content words of an English utterance more or less approximately and glossing some function words, but not all. It usually includes fingerspelled words as well as signs Both the signer and the addressee in this mode must know English well, because the signs are put

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El Simposio de Bloomington, Agosto de 1964. Actas. Informes y Comunicaciones. Programa Interamericano de Lingüística y Enseñanza de Idiomas. O 7

Smith, Harlie L , Jr., ed *Modern Written Arabic: Vol. 1.* D 10

Strevens, Peter. *Papers in Language and Language Teaching.* Ap 16

Styles of Learning among American Indians: An Outline for Research. Je 8

Sweet, Henry. *The Practical Study of Languages· A Guide for Teachers and Learners.* Ap 15

Tauli, Valter. *Introduction to a Theory of Language Planning.* Ap 14

Thomas, Earl W. *The Syntax of Spoken Brazilian Portuguese.* Je 9

Trubetzkoy, N S. *Introduction to the Principles of Phonological Descriptions.* Translated by L. A Murray and edited by H. Bluhme Ap 15

Wolfram, Walter A. *A Sociolinguistic Description of Detroit Negro Speech.* Je 4

SEE ALSO: Articles by Rice, Ag Supp; Sebeok, O Supp; also: *Materials on Bilingualism Available through ERIC,* Je 6; *Materials on Sociolinguistics Available through ERIC,* D 8.

together as if they were English words and not by the rules of Sign Language syntax. For example, the signs glossed 'perhaps, finish, be, forget', in that order, mean nothing in Sign Language but are produced and understood as the Signed English equivalent to *man have been forgotten*.

In the Simultaneous Method (3) the speaker-signer conceives, encodes, and utters English at the same time he accompanies that utterance with Signed English. The deaf person as signer-speaker may speak, i e. actually use his voice, or only mouth the words As the addressee, he is able to use the speaker's facial movements as a check on the simultaneous manual production. Here, too, competence in English is essential, as is knowledge of the signs of sign language, but in the simultaneous mode a highly proficient user may make one of the channels explain the other For example, American Sign Language has a sign glossed 'interview' or 'talk with', sometimes 'converse': the participants of the conference noted that Mr. Pimentel said "conversant with" as he made that sign and then the sign 'with'. His noticeable slowing down at that point made clear to other users of the simultaneous mode that he was expecting them to see that he was making the signs 'converse' and 'with' match the phrase "conversant with." Whereas the usual focus of contrastive studies is on negative interference of the languages a bilingual person speaks and thinks with, it seems here that the signer-speaker can use the unique relation of the simultaneous systems for mutual reinforcement.

Fingerspelling (4) is a system of making English utterances visible with hand positions and configurations for the twenty-six letters of the alphabet. For short stretches it can be sent and received rapidly enough to keep up with normal speaking, but long and constant practice is needed for such proficiency, and finger-spelling easily fatigues both sender and receiver when interchanges continue for long. Because ideally it can present a one-to-one equivalence to the sequential alphabetical symbols of correctly spelled, idiomatic, and grammatical English structures, it has been advocated as a panacea for the educational problems arising from deafness, especially when used with speech and called "The Rochester Method." Most deaf persons prefer other modes but find fingerspelling indispensable and use it in Signed English as a supplement to signing in English order. Of course as a simple code for the symbols of

writing it is trivial in any consideration of sign language.

Besides combining Signed English (2) and Fingerspelling (4) and these at times with speech (3), deaf persons and hearing teachers since the time of Épée have experimented with a more complete representation of a spoken language in signs. Manual English (5) augments the signs that translate the semantic component of English words with signs invented to represent some of the more important functional morphemes Thus in Hoemann's manual (Harry W. Hoemann [ed], *Improved Techniques of Communication. A Training Manual for Use with Severely Handicapped Deaf Clients* [Bowling Green, Ohio: Psychology Department, Bowling Green State University, 1970]) there are signs for the plural, past tense, present participial, past participial, and infinitive morphemes, and for many derivational suffixes. These are signed in English (surface) order, of course, so that the signing takes on a more nearly morpheme-by-morpheme equivalence to English. This way of encoding English is not trivial, because it is based on certain assumptions about the lexicons of English and American Sign Language which involve whole morphological and semantic systems. Already the advocates of a signed representation of English morphemes have had to make arbitrary choices: *cowboy* is signed 'cow' and 'boy', but *understand* is not signed 'under' and 'stand' (though making the sign 'stand' upside down for 'understand' is still a good bilingual pun). A complete sign-morpheme treatment of English, could it be achieved, would constitute an entirely new sign language. Concessions like that of using a single sign for *understand, butterfly,* and *overcome* reveal that American Sign Language already has its own inventory of morphemes and that its semantic system is tied to them and not to the English word stock.

As can be expected from this discussion of two languages in a uniquely close relationship, one of the conclusions of the conference, along with a demand for increased communication and for better schemes of communication taxonomy, was that contrastive studies of English and American Sign Language might add a new dimension to contrastive studies in general.

Although the signs used as a natural language by deaf persons received the larger part of the participants' attention, the conference ranged over a wide field of visual sign systems. Dr. Lotz showed his print of a University of

Oklahoma film on Indian sign language. The iconography and syntax of highway signs, kinesics, and aborignal hunting signals were briefly considered, as well as pancultural non-verbal behavior as defined by Paul Ekman (University of California Medical Center; invited but unable to attend). Considerable discussion centered on definition, nomenclature, and classification—problems for all who are concerned with the field of sign language. Certainly the conference was a first step toward a more unified view of the whole.

Connecticut Graduate Program in Language and Psychology

The University of Connecticut has recently announced a program of graduate studies designed to educate students for teaching and research on the common ground between linguistics and psychology. The program will be carried out by linguists and psychologists who have for some years been working together at Haskins Laboratories on the production and perception of speech. Opportunities will be provided for students to take part in interdisciplinary research of that kind. Each student must be enrolled in, and meet the requirements of, the Department of Linguistics or the Department of Psychology. Faculty: Arthur S Abramson, Linguistics; Terry Halwes, Psychology; Alvin M. Liberman, Psychology; Philip Lieberman, Linguistics; Ignatius G. Mattingly, Linguistics; Donald Shankweiler, Psychology. Sample areas of interest: Relation of speech to language; Physical bases of phonological features; Underlying mechanisms of speech production and perception; Cross-language studies of speech production and perception; Speech synthesis by rule: the grammar of speech; Laryngeal and respiratory control of intonation; Brain asymmetries in the perception of speech and auditory patterns; Reading and linguistic structure.

In the two departments there are faculty whose primary interests are in syntax and other aspects of linguistics, learning, cognitive processes, physiological and comparative psychology. The staff of Haskins Laboratories, as well as certain members of the Departments of Speech, Electrical Engineering, and Biobehavioral Sciences, are also available to teach and advise the students.

There is a well-equipped laboratory with apparatus for research on the physiological and acoustical aspects of speech and speech synthesis. In addition, advanced students will have access to the outstanding facilities of Haskins Laboratories in New Haven.

Fellowships, research assistantships, and teaching assistantships are available. For further information and applications for admission and financial support write to Professor A. S. Abramson, Director, Program in Language and Psychology, U-145, The University of Connecticut, Storrs, Connecticut 06268.

Northeastern Illinois State College has announced a new graduate program leading to an M.A. in General Linguistics, in addition to the already established programs for an M.A in English Linguistics or in the Teaching of English. On the undergraduate level, a liberal arts major in linguistics is now offered, as well as majors in elementary and secondary education with an area of concentration in linguistics. Courses are offered in general and theoretical linguistics, applied linguistics, and historical and comparative linguistics. There are also courses in such interdisciplinary areas as psycholinguistics, sociolinguistics, and linguistic analysis of literature. For further information, write to the Department of Linguistics, Northeastern Illinois State College, Bryn Mawr at St. Louis Avenue, Chicago, Illinois 60625.

book notices

A **Functional Approach to Syntax** *in Genera-tive Description of Language, by Petr Sgall and others. (Mathematical Linguistics and Auto-matic Language Processing, 7.) New York, American Elsevier, 1969. viii, 122 pp $11 50*

Presents the basic assumptions of the type of generative description formulated by the Prague School and attempts to show that it is worth-while to search for an alternative to transforma-tional descriptions. The material is treated in six chapters: 'The approach', 'The form of the description', 'Formal devices used', 'Illustra-tions', 'Some open questions', 'The mathematical formulation', and 'A fragment of the descrip-tion of Czech'. A bibliography and an index are appended.

The English Language, *Volume 2 Essays by Linguists and Men of Letters, 1858–1964, se-lected and edited by W. F. Bolton and D. Crys-tal. Cambridge, Cambridge University Press, 1969. xiii, 325 pp cloth $10.50; paper $2.95*

Contains 22 essays, arranged chronologically, which present statements about the nature and use of the English language, and provide ex-amples of the structure of the language and of attitudes towards it. The introduction relates the essays to the changes in the study of Eng-lish, and of language in general, as philology and then modern linguistics affected them Ap-pended are a set of study questions (five or six questions on each essay) and an index of liter-ary and linguistics topics covered in the book.

A Bibliography of African Languages and Lin-guistics, *compiled by John D. Murphy and Harry Goff. Washington, D.C., Catholic Uni-versity of America Press, 1969 147 pp. $4.95.*

An unannotated bibliography of over 1200 entries, dealing mainly with the indigenous lan-guages of sub-Saharan Africa, but including works on the African varieties of Arabic, the Hamitic languages (e.g. Berber), Malagasy, Afrikaans, and the various Creoles. The com-pilers have included only works dealing spe-cifically with language (not anthropological or ethnographic titles), and only those works they have actually inspected and regard as potenti-ally useful. There are two indexes (of languages and dialects and of authors or compilers) to the consecutively numbered entries.

Substance and Structure of Language, *edited by Jaan Puhvel. Berkeley, Calif., University of California Press, 1969. viii, 223 pp. $7.00.*

This volume contains seven lectures delivered before the Linguistic Institute of the Linguistic Society of America at the University of Cali-fornia, Los Angeles, June 17–August 12, 1966: 'Universal semantics and philosophy of lan-guage: Quandaries and prospects', by Yehoshua Bar-Hillel; 'Problems in the analysis of idioms', by Uriel Weinreich; 'Some current psycholin-guistic research: The *tu-vous* and *le-la* studies', and 'Psychological studies of the interdepend-encies of the bilingual's two languages', by Wallace E. Lambert; 'Oral tradition as a source of linguistic information', by Shelomo Morag; 'Some methods of dynamic comparison in lin-guistics' by Joseph H. Greenberg; and 'Vocative and imperative' by Werner Winter.

A Basic Course of Literary Arabic, *by Salman H. Al-Ani and Jacob Y. Shammas. Montreal, McGill University Institute of Islamic Studies, 1969. Vol. 1, 289 pp. $4.00.*

This volume, together with its continuation (Vol 2, in preparation) and the authors' work-book, *The Phonology and Script of Literary Arabic*, is intended to provide a full basic course for use at the college level. Each of the 25 units—except for review units—has four major parts. model sentences and dialogues: grammatical analysis; exercises; homework. The Arabic material is presented in the Arabic script (no transliteration) with full voweling, except in certain practice readings. English-Arabic and Arabic-English end glossaries.

Foreign Language Testing. *Centre for Informa-tion on Language Teaching, Specialised Bibliog-raphy 1. November, 1969. 24 pp. 5s. Order from: Centre for Information on Language Teaching, State House, 63 High Holborn, Lon-don, W C 1. England.*

Includes most publications on the theory and practice of foreign language testing that have appeared since 1950; does not include those referring to testing in the mother tongue. The 193 entries are grouped into three sections: bibliographies, published tests; books and ar-ticles (entries 12–193).

meetings and conferences

A Basic Course in Iraqi Arabic, by Wallace M. Erwin. (Richard Slade Harrell Arabic Series, 11.) Washington, D.C., Georgetown University Press, 1969. 389 pp. $6.50.

The term "Iraqi Arabic" here means specifically the kind of Arabic spoken by educated Muslims in the city of Baghdad. Units 1–10 present a description of the phonological system; each of the units from 11 to 40 consists of three main parts: a short dialogue or narrative, with a list of new vocabulary items; grammatical explanations, drills. Iraqi-English and English-Iraqi end glossaries. The Arabic material is presented in phonemic transcription. This text was developed under contract with the U.S. Office of Education. Companion volumes in the series include A Short Reference Grammar of Iraqi Arabic, and two dictionaries. English-Iraqi Arabic and Iraqi Arabic-English.

Beginning Korean, by Samuel E. Martin and Young-Sook C. Lee with the assistance of Elinor Clark Horne. (Yale Linguistic Series.) New Haven and London, Yale University Press, 1969. xxlx, 575 pp. cloth $15.00; paper $8.75.

An introductory college level course in Korean designed for use with a native speaker or the accompanying tape recordings. A prelimi-nary section treats the sounds of Korean, includes pronunciation drills and notes on the Yale romanization used throughout the text. Each of the 30 lessons contains basic sentences with vocabulary notes, supplementary vocabulary list, a discussion of new grammar points with additional examples, drills, exercises, and suggestions for conversation. Every fifth lesson is a review. Korean-English and English-Korean glossaries and table of romanization systems.

Essentials of English Phrase- and Clause-Structure: In Diagrams, with Commentary, by Robert A Hall, Jr Philadelphia, Center for Curriculum Development, 1969. 35 pp. $3.40.

Presents 'the essential features of English phrase- and clause-structure, for . . . both native speakers and learners of English as a second language. No attempt has been made to give an absolutely complete or minutely detailed description' (p. 1). The diagrams combine a quasi-tagmemic approach with graphic presentation of the possibilities once a given syntactic path has been chosen. The commentaries provide further information on operative restrictions and brief descriptions when diagrams would not be particularly informative. 'Suggestions for use in teaching' and 'References'.

Spanish Phonology, *by James W Harris. (Research Monograph No. 54) Cambridge. Mass , The M I T. Press, 1969 218 pp. $10 00*

This work is a study of the phonological component of a transformational generative grammar of the Spanish of educated speakers from Mexico City. One of its purposes is to make a large and detailed body of data available in a form appropriate for testing certain parts of the universal phonological theory put forward by N Chomsky and M. Halle in *The Sound Pattern of English* (1968) Following a general introduction (Chapter 1), the study proceeds in Chapter 2 to the examination of certain consonantal phenomena, i e. nasals, glides, obstruents, and liquids. Chapters 3 and 4 deal with phonological processes involved in the inflectional system of the verb Chapter 6 examines phonological processes such as diphthongization, velar softening, and palatalization, and concludes with a cumulative list of rules. Chapter 7, 'Historical excursus: Reflexes of the medieval stridents', studies the evolution of modern Mexican and modern Castilian

The Acquisition of Syntax in Children from 5 to 10, *by Carol Chomsky. (Research Monograph No 57.) Cambridge, Mass , The M.I.T. Press, 1969. 126 pp. $5.95.*

This study is concerned with the general question of the extent to which children between the ages of 5 and 10 have achieved mastery of their native language, and explores areas of disparity between adult grammar and child grammar. Motivation for the study was provided by recent work in the field of generative transformational grammar. After a general introduction (Chapter 1), the study proceeds in Chapter 2 to characterize notions of linguistic complexity as a preliminary to the study of the child's acquisition of syntactic structures after age 5. Chapter 3 describes the experimental design (the sample consisted of 40 children, eight each from kindergarten through fourth grade) Chapter 4 (two-thirds of the book) discusses the tests and interview sessions involving four constructions. *easy to see; promise; ask/tell,* pronominalization. Chapters 5 and 6 contain a discussion and a summary.

recent CAL publications

University Resources in the United States and Canada for the Study of Linguistics: 1969–1970, *compiled and edited by Allene Guss Grognet and Judith Brown. Washington, D C , Center for Applied Linguistics and the Secretariat of the Linguistic Society of America, 1970 iv, 202 pp $4.00.*

This sixth revised edition of *University Resources* presents. in a concise and comprehensive format, information on degrees, course offerings, and faculty in the field of Linguistics. Included are résumés of the programs at 134 U S and 12 Canadian institutions, each providing the following information department, department chairman, degrees offered; staff, with academic rank and field of specialization; course offerings or course areas; special summer offerings, institutes, language and area centers, research programs, etc.; and the office from which to obtain fuller descriptive material on courses and degree requirements. Appendices include information on annual summer institutes: a tabular index of universities listed and their programs, and an index of languages and the institutions at which they are taught.

A Provisional Survey of Materials for the Study of Neglected Languages, *by Birgit A. Blass, Dora E Johnson, and William W. Gage Washington, D C., Center for Applied Linguistics, 1969. vii, 414 pp $9 50*

An annotated bibliography of texts in 382 languages and dialects, with primary emphasis on materials intended for use by the beginning adult learner whose native language is English. The more than 2000 entries are arranged according to languages and language groups within the following geographical areas: Western Europe, Eastern Europe, the Soviet Union, the Middle East, South Asia, Southeast Asia and the Pacific, Eastern Asia, Sub-Saharan Africa, and the Americas. The items under each language heading are grouped into Teaching Materials, Readers, Grammars, and Dictionaries. The annotations are descriptive rather than critical. Materials produced under U.S. Government auspices are so identified, thus providing a partial record of government involvement in the production of language materials. An index by language is appended.

This work was developed pursuant to a contract with the U.S. Office of Education.

The Linguistic Reporter

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Dick Tucker

Contrastive Linguistics at the Center for Applied Linguistics

by William Nemser

[*William Nemser is Director of the Foreign Language Program at the Center for Applied Linguistics*]

Throughout the ten years of its history, the Center for Applied Linguistics has actively contributed to developments in the field of contrastive linguistics through the formulation and administration of research projects, direct participation in the research itself, and the publication of research results These contributions to the field—which is definable for present purposes as the subdiscipline of linguistics concerned with drawing the pedagogical implications of structural differences and similarities between languages—reflect the special professional concerns of the former Director, Charles A. Ferguson, his successor, John Lotz, and such staff members as William W. Gage, Sirarpi Ohannessian, William Nemser, and others.

In 1960 the Center published Nancy M. Kennedy's *Problems of Americans in Mastering the Pronunciation of Egyptian Arabic*, earlier submitted at Georgetown University as a master's thesis, a study intended to assist teachers of Egyptian Arabic in identifying and diagnosing problems encountered by American learners in acquiring the segmental phonemes of that language. Miss Kennedy collected the data for her error analysis through observation of classes, including those in which she partic-

ipated as student, and related the interference patterns which emerged to specific structural disparities between the phonological systems.

In the same year the Center published Daniel N. Cárdenas' *Introducción a una comparación fonológica del español y del inglés*, a contrastive study intended to aid teachers of Spanish by designating probable areas of difficulty in the sound system of Spanish for their English-speaking students His predictions of learning problems are based on a comparison of both the segmental and the suprasegmental units of the two languages.

In 1959, under a contract with the U.S. Office of Education, the Center organized a project for the comparison of the phonology and grammar of American English with those of French, German, Italian, Russian and Spanish, the five foreign languages most widely studied in the United States. The intended audience was primarily teachers and textbook writers rather than learners of these languages. The Contrastive Structure Series was edited by Charles A. Ferguson, then Director of the Center. The following studies were produced:

William G. Moulton, *The Sounds of English and German* (1962).

Herbert L Kufner, *The Grammatical Structures of English and German* (1962).

Robert P. Stockwell and J. Donald Bowen, *The Sounds of English and Spanish* (1965).

Robert P. Stockwell, J. Donald Bowen and John W. Martin, *The Grammatical Structures of English and Spanish* (1965).

Frederick B. Agard and Robert J. Di Pietro, *The Sounds of English and Italian* (1965).

Frederick B. Agard and Robert J. Di Pietro, *The Grammatical Structures of English and Italian* (1965).

Stanley Lampach, in consultation with André Martinet, *English-French Contrastive Phonology* (unpublished).

Stanley Lampach, *Contrastive French Grammar* (unpublished).

William W. Gage, *The Sounds of English and Russian* (unpublished)

William W. Gage, *The Grammatical Structures of English and Russian* (unpublished)

The volumes dealing with German, Spanish and Italian were published by the University of Chicago Press; those on French and Russian are being made available through the Educational Resources Information Center (ERIC) of the U.S. Office of Education.

The coverage of the phonology volumes made some attempt at exhaustiveness. The published studies in general exemplified current phonetic-phonemic descriptive approaches, offering detailed comparisons of the segmental units of the base and target systems in articulatory terms, and devoting considerable attention as well to prosodic features. In accordance with their avowed purpose of communicating with the generality of language teachers (not merely those having a background in linguistics), the writers devote considerable attention to the basic facts of articulatory phonetics and structural phonology. The Stockwell-Bowen study includes a glossary of linguistic terms.

A widely-discussed feature of the Stockwell-Bowen study is the formulation of a "hierarchy of difficulty" among Spanish phonological elements, stated to be based on learning theory. This scale, with the other parameters of "functional load," "potential [for] mishearing" and "pattern congruity," are suggested criteria for grading and sequencing materials.

The Stockwell-Bowen study contains as well an appendix on the teaching of pronunciation, while the Moulton volume, which is especially rich in observations based on classroom experience, includes a section itemizing twelve principal points of conflict between the English and German systems with "corrective drills" specific to each.

The published grammatical studies employ

for the most part the descriptive approach of American structuralism. However, certain sections of the Stockwell, Bowen, Martin volume represent an early attempt to utilize the transformational-generative viewpoint in contrastive analysis.

One by-product of the research of the Contrastive Structure Series was the Center publication *Linguistic Reading Lists for Teachers of Modern Languages* (CAL, 1963), an annotated bibliography of recommended descriptive, historical and contrastive studies, largely compiled by project researchers.

Another by-product was William W. Gage's *Contrastive Studies in Linguistics* (CAL, 1961), a brief bibliographical checklist compiled for use by the project researchers. It was later expanded and revised by John H. Hammer and Frank A. Rice as the Center publication *A Bibliography of Contrastive Linguistics* (CAL, 1965), which lists both general works in contrastive linguistics and studies contrasting specific languages. Over one-half of the 500 titles cited deal with English as either the target or the base language. The Hammer-Rice bibliography is currently being updated by Rudolf Thiem as part of the Project on Applied Contrastive Linguistics (PAKS) of the University of Stuttgart (see *PAKS-Arbeitsbericht*, No 2, March 1969, pp 79–96, and Nos. 3–4, October 1969, pp. 93–120, see also the *Linguistic Reporter*, Vol. 12, No. 1, February 1970, pp. 4–7).

The volumes in the Center's Language Handbook Series, which was inaugurated in 1962 under the general editorship of Frank A. Rice, were designed to provide concise outlines of the grammatical structures of the major languages of Asia and Africa together with descriptions of their history, sociolinguistic functions, and surveys of their literary traditions. Some of the volumes were also planned to present brief contrastive analyses comparing the particular language with English. The relevant chapter in the *Bengali Language Handbook* by Punya Sloka Ray, Muhammad Adbul Hai, and Lila Ray (CAL, 1966) describes those differences between the phonological and grammatical systems of the two languages which in the experience of the authors have proved to result in the most severe problems for American English learners of Bengali.

The contrastive analysis contained in Edgar C. Polomé's *Swahili Language Handbook*

(CAL, 1967) is more extensive, offering a succinct comparison of the phonological systems, and of characteristic grammatical structures in the two languages, along with general comments on lexical differences. The analysis is designed to aid both the English learner of Swahili and the Swahili learner of English.

William W. Gage's *Vietnamese Language Handbook*, scheduled for publication in late 1970, also contains considerable contrastive information.

In 1969, under contract with the U.S. Bureau of Indian Affairs, the Center prepared a set of contrastive studies entitled *Teaching English to Speakers of Choctaw, Navajo and Papago· A Contrastive Approach*, edited by Sirarpi Ohannessian and William W. Gage of the Center staff. Authors of the included studies are: Thurston Dale Nicklas for Choctaw, Dorothy A. Pedtke (of the Center) and Oswald Werner for Navajo; and Madeleine Mathiot and Sirarpi Ohannessian for Papago. The volume is intended for use by elementary school teachers with training in general education rather than language pedagogy. Along with clarity of presentation, these studies place special emphasis on the concrete application of research results and include numerous recommendations on pedagogic procedures. However, in regard to specific interference patterns predicted by the analyses, nothing is taken for granted and the teachers are warned to check the validity of the predictions through observation. The Navajo study incorporates considerable data on student performance.

In its most extensive recent involvement in contrastive linguistics, the Center has participated in the development and implementation of the binational Yugoslav Serbo-Croatian–English Contrastive Project. This three-year undertaking, which began in 1968, is jointly supported by the Ford Foundation, the U.S. Department of State, and the Yugoslav Commission for Cultural Relations with Foreign Countries, and jointly administered by the Linguistic Institute of the University of Zagreb and the Center. Rudolf Filipović, Director of the Institute and Chairman of the Department of English at the University, is serving as Project Director.

The project staff, numbering approximately thirty, is drawn from the Linguistic Institutes of the Universities of Zagreb and Novi Sad, and the departments of English of the Universities of Zagreb, Zadar, Belgrade, Novi Sad, and Sarajevo Professors Pavle and Milka Ivić, and Professor Horace Lunt, have served as consultants. Mr. E. Wayles Browne is currently representing the Center in Yugoslavia as technical adviser.

The principal objective of the project is to provide a constrastive analysis of English and Serbo-Croatian furnishing the basis for improved methodology primarily in the teaching of English to Yugoslavs, but also in the teaching of Serbo-Croatian to speakers of English. The products of the study will include a series of monographs by individual project workers, a comprehensive summary volume, and a set of specimen teaching materials illustrating the applicability of the research findings to teaching methodology.

A significant aspect of the project is the associated travel-grant program under which three Yugoslav scholars have already visited the United States in order to conduct research at the Center in collaboration with Center staff

members, acquaint themselves with relevant research at other institutions, and enroll in relevant courses of study.

While the main research effort is being conducted along familiar lines, an innovative feature is the computer-assisted processing of an extensive corpus of English—selected from the *Standard Sample of Present-Day Edited American English*, compiled by W. Nelson Francis and Henry Kučera—with its Serbo-Croatian translation, and a more limited Serbo-Croatian corpus with its English translation, as a supplementary method of establishing relationships between structures in the two languages (see Željko Bujas, "Computers in the Yugoslav Serbo-Croat/English Contrastive Analysis Project," *Review of the Institute of Applied Linguistics [of] Louvain* 5 [1969], pp. 35–42).

To date two issues of the project periodical have appeared. *Reports* 1 (1969) contains two brief discussions of research methodology intended to serve as guides to the project workers, and eight interim reports on such topics as prepositional phrases in the two languages, aspectives, nominal groups and derivation. Contributions in the other published volume, *Studies* 1 (1969), are more theoretically oriented, dealing with problems in the establishment of relevant correspondences between language systems, criteria in the selection of corpora, and the concept of an autonomous learner system. A second number of both series is currently in press. A third series, dealing with pedagogical materials, will also be published.

More recently, plans are being formulated at the Center for the development of other contrastive projects, generally following the Yugoslav model, in Romania and Hungary as well as in various other nations of East Central Europe.

While full-scale American participation has not yet begun, research on the Romanian-English Contrastive Study is already in progress in Romania, where Professor Frederick B. Agard as Center representative is currently offering courses on general and contrastive linguistics at the University of Bucharest and serving as consultant to project researchers. Additionally, two Romanian scholars active in the development and administration of the project, Professor-Academician Alexandru Rosetti and Professor Tatiana Slama-Cazacu, have recently visited the United States under Ford

Foundation grants. The new project emphasizes acoustic-phonetic and psycholinguistic research reflecting special competence at the Center for Phonetics and Dialectology of the Romanian Academy of Sciences, directed by Professor Rosetti, and the Psycholinguistics Laboratory of the University of Bucharest, directed by Professor Slama-Cazacu. In an attempt to advance toward a unified theory of contrastive linguistics as well as to satisfy the immediate project requirements (the facilitation of the teaching of English to Romanians and Romanian to English speakers), research plans call for coordinating the inductive and deductive procedures of error analysis and contrastive analysis. (Learner data have normally been selectively interpreted in terms of a preferred theoretical viewpoint, while a foreknowledge of such data has usually guided contrastive analytic procedures, a circularity perhaps justifiable in terms of short-range goals but effectively short-circuiting the further development of general principles.) The plans also reckon with the possibility that, along with the base and target systems, prior intermediate "approximative" systems, those representing earlier phases of the learning process, may condition subsequent learning. The initial project publication, "A Contribution to Contrastive Linguistics," by William Nemser and Tatiana Slama-Cazacu (*Revue roumaine de linguistique* 15 [1970], pp. 101–128), describes the approach and its underlying rationale.

Discussions have been held with specialists in contrastive linguistics and representatives of scholarly institutions in Czechoslovakia, Hungary, and Poland. While project plans for these countries remain tentative, as a preliminary step the Center has undertaken publication of Vilem Mathesius' contrastive sketch of English and Czech, *Nebojte se angličtiny!* [Don't Be Afraid of English!], long out of print and not previously translated into English. Prospects for an outstanding Hungarian project seem excellent in light of the considerable quantity of pertinent research already completed in Hungary and the United States. (A volume entitled *Contrastive Papers*, by John Lotz *et al.*, dealing principally with English and Hungarian, is scheduled for publication by the Center in 1970.) Possible collaboration of the Center in an on-going Polish-English contrastive project directed by Jacek Fišiak is also under consideration.

While the contrastive study projects of East

Central Europe are concerned with a group of geographically contiguous languages, other projects, in the planning stage, are concerned with individual languages of other regions. Among them are one Scandinavian language, an African language, a language of India, and Quechua in South America. Research activity of such scope and variety should yield results with important implications for the field of contrastive linguistics.

Finally, the Center, in cooperation with the American Council on the Teaching of Foreign Languages, is currently establishing an experimental rapid dissemination service, *Studies in Contrastive Linguistics*, with the support of the U.S. Office of Education. The service will make available, in microfiche and hard copy, studies of practical and theoretical orientation in the field of contrastive linguistics. Titles will be announced, and abstracts published, in *Foreign Language Annals*.

[This account of the Center's involvement in contrastive linguistics will be followed by a general survey by William Nemser of recent developments in the field.—Ed.]

Conference on Language and Medicine

A Conference on Language and Medicine was held in New York on March 13, under the auspices of the Wenner-Gren Foundation for Anthropological Research The meeting, planned by John Lotz, Director of the Center for Applied Linguistics, in connection with a series of activities in celebration of the Center's tenth anniversary, reflects the Center's continuing interest in an interdisciplinary approach to language problems. Dr. Lotz and Dr. Thomas A. Sebeok, Director of the Research Center for the Language Sciences at Indiana University, were co-organizers. Dr. Harley C. Shands, of Roosevelt Hospital in New York, acted as chairman. The twelve participants represented the fields of linguistics, internal medicine, psychiatry, speech pathology, anthropology, communications, and sociology.

The immediate objectives of the Conference were to explore areas where the cooperation of language specialists and medical researchers might be productive and to make concrete recommendations for research projects. The major topics discussed were: medical communication, including problems of the doctor-patient relationship and of medical vocabulary; pathology of language disorders, including diagnosis and treatment; and normal processes of language and speech, including cognitive and cross-cultural studies. There was general agreement that the Conference was successful as an initial step toward increased communication and cooperation between the fields of language and medicine, but that it would be premature to attempt to set up a permanent committee at this time The participants therefore decided to consider continuation of the group on an informal basis after circulation of the proceedings.

The Associação Brasileira de Linguística held its first meeting in Salvador, Bahia, January 29-31. At the business session, Aryon Dall'Igna Rodrigues (Federal University of Rio de Janeiro) was elected President; F. Gomes de Matos (Catholic University of São Paulo), Secretary; and Martha Coelho (National Museum, Rio de Janeiro), Treasurer. At the plenary session, the following papers were presented: 'The applications of linguistic concepts in the teaching of the vernacular', by Brian F. Head; 'Dialectological studies in Brazil: The state of the art', by Nelson Rossi; 'Why a Brazilian Linguistics Association?', by Aryon Dall'Igna Rodrigues; 'The influence of linguistics in textbooks for the teaching of English as a foreign language', by F. Gomes de Matos; and 'The linguistics program at the University of Bahia: Results of a two-year experience', by Joselice Macedo Barreiro. For further information, including information on foreign membership, write to. Secretary, Associação Brasileira de Linguística, Avenida 9 de julho 3166, São Paulo, S.P., Brazil.

TEFL Programs at the American University of Beirut

by Neil J. Q. Bratton

[Neil Bratton is Assistant Professor of English and Linguistics at the American University of Beirut, Lebanon]

The American University of Beirut is a private institution in Lebanon, with about 3700 students from some 55 countries. English is the only language of instruction. The university is confronted with problems of English language teaching at many levels and has had to develop a flexible response to a variety of needs.

We conduct a University Orientation Program which provides a one- to two-semester pre-university course for those students who qualify for admission in every way except in their mastery of English. This program offers intensive English instruction (25 hours a week), with much of the material based directly on Freshman texts. The teachers in this program either hold M A's in TEFL or are working toward the degree in our own M A. program.

Graduate level students in medicine, agriculture, and engineering who have not previously pursued their studies in English receive intensive instruction in specialized English. We also teach English to workmen at the university—gatemen, janitors, electricians, and carpenters.

We offer a B A. in English Language and a Teaching Diploma in TEFL. The B.A. candidates take seven courses in English literature, plus the following in language. The Study of Language, Introductory Phonology, The Structure of English (two semesters), and The History of English. Candidates for the Teaching Diploma take an additional six courses in the Education Department, plus two courses in the Teaching of English as a Foreign Language. The latter two courses include supervised observation and practice teaching in local schools, as well as the use of videotape for teaching models and micro-lesson practice.

We also offer an M.A. in TEFL. This degree takes from one year, for our own undergraduates who have a B A. in English Language and a Teaching Diploma, to two years, for outsiders who have had none of these prerequisites. The latter, who come from both the Middle East and other parts of the world, take twelve one-semester courses. The choice of graduate courses is comparatively free and

provides for individual leanings toward linguistics, TEFL methodology, or education Students have the option of writing a thesis or working on practical projects. Projects currently under way include the preparation of supplementary materials for texts currently used in the area, language laboratory tapes, teacher training videotapes, science readers, and Language Master cards for the pronunciation key of EFL dictionaries.

The Center for English Language Research and Teaching, which coordinates most of the above activities, is interested in making available to neighboring countries such experience and expertise as it has To this end, the Center conducts in-service seminars, provides special courses, writes materials, and acts as consultant to ministries and other programs in the area During the past year, consultation services were provided to the University of North Africa Association in Morocco; the Ford Foundation in Riyadh, Saudi Arabia; the Raytheon training program in Jidda, Saudi Arabia; and our own Elementary School of the International College, Beirut.

The staff of the Center currently includes Richard Yorkey, Director; Daniel Cook, Jean Praninskas. Neil Bratton; Louise Tannous; Nicholas Read-Collins, and Michael Dobbyn.

The **Association Internationale de Sémiotique** was established in 1969 to promote research in semiotics, to reinforce international cooperation in this field, and to collaborate with other similar associations. Membership in the Association is open to all who work in fields dealing with the notion of 'sign', e g logic, linguistics, information theory, esthetics, etc The Association plans to organize national and international symposia on semiotics and to publish a journal, *Semiotica*, edited by Thomas A. Sebeok. For further information, write to the Secretary General, Mme Julia Kristeva, Association Internationale de Sémiotique, CECMAS, 10 rue Monsieur le Prince, 75–Paris 6ᵉ, France.

Fulbright-Hays Openings in Linguistics and TEFL: 1971–72

Inquiries concerning the following Fulbright-Hays lectureships for 1971–72 should be sent to. Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C 20418.

Angola September 1971–June 1972
Instituto de Angola, Luanda TEFL methodology, demonstration classes M A in linguistics or TEFL required, good knowledge of Portuguese is essential

Argentina Six months, beginning March or July 1971 National University of Buenos Aires, National Higher Teacher Training Institute and Higher Language Teacher Training Institute Graduate courses in linguistics Good knowledge of Spanish is essential

Bulgaria October 1971–June 1972
University of Sofia Classes in English, applied linguistics, and teaching methodology, occasional lectures at other Bulgarian institutions

Burundi September 1971–June 1972
Official University of Bujumbura Methods of teaching English, demonstration classes M A in applied linguistics, experience in language laboratory techniques, and fluency in French are required

Ceylon October 1971–July 1972
Vidyodaya University New TEFL methods and techniques
University of Ceylon, Colombo Assistance in developing a Department of Linguistics

Chile March–December 1971
Two appointments in linguistics and TEFL Good command of Spanish required Affiliation to be arranged.

Ecuador July 15–August 15, 1971
Specialist in TEFL methodology for seminar in Quito for teachers of English Good knowledge of Spanish

Finland One semester, Spring 1972 preferred
University of Tampere Lectures on American linguistics (MIT school), some lectures on American English

Ghana September 1971–June 1972
University of Ghana Senior linguist with experience in audio-visual teaching techniques to assist in development of new linguistics institute for improvement of language teaching

Greece August 1971–August 1972
Universities of Athens and Thessaloniki Advisor to Fulbright teacher grantees at various institutions, appointment as professor in English Department both in Athens (course in practical linguistics) and in Thessaloniki (occasional lectures)

Guatemala January–October 1971
University of San Carlos Senior scholar for development of teacher training, direction of English teaching and American studies programs, and advanced courses in TEFL Fluency in Spanish required

Italy October 1971–July 1972
Two appointments in linguistics and TEFL, one for six months Affiliation to be arranged

Jordan September 1971–June 1972
University of Jordan TEFL.

Korea September 1971–June 1972
Specialist as consultant to on-going TEFL programs. Affiliation to be arranged

Lebanon September 1971–June 1972
Lebanese National University TEFL

Nicaragua Ten to twelve months, beginning May 1971 –
University of Nicaragua Teaching Training School and Central American University TEFL methodology, demonstration classes Fluency in Spanish required

Pakistan September 1971–June 1972
Jehangirnagar Muslim University, Dacca Linguistics and TEFL.

Poland October 1971–June 1972
University of Wroclaw Teaching English and development of TEFL program
University of Poznan Younger scholar to conduct English classes, senior scholar to prepare teaching materials and conduct courses in introductory linguistics

Romania September 1971–June 1972
University of Cluj Classes in conversational English, methods courses for TEFL in secondary schools

Singapore May 1971–January 1972
Regional English Language Center Research in linguistics or evaluation and testing, lectures, and some administrative responsibilities.

Somali Republic July 1971–February 1972
University of Somalia, Mogadiscio English courses. Experience in TEFL and previous faculty status required, knowledge of Italian helpful Male applicants only

Spain October 1971–June 1972
Various provincial universities Seven appointments for pre-doctoral TEFL students with good knowledge of Spanish, six hours of classwork per week, opportunity for independent study and research

Thailand June 15, 1971–March 15, 1972
Khon Kaen University Development of English program with emphasis on materials and teacher training
Prince of Songkhla University, Pattani. Basic courses, planning curriculum and developing materials, some instruction in night school for local teachers

Yugoslavia September 1971–June 1972
Universities of Belgrade and Novi Sad Lectureship in linguistics, program to be developed Background in a Slavic language helpful
Some English teaching assistantships are available for young instructors with TEFL training

Research Positions There are also a number of openings available for research appointments in the following countries: Austria, Belgium and Luxemburg (2 or more awards), Denmark (2), Finland (5), Germany (15), Greece, Iceland, Italy (3), Japan (3), Korea (3), Nepal, Norway (3), Portugal, Romania (5), Sweden (3), Turkey, and Yugoslavia

new journals and directories

Studies in African Linguistics. *Published by the Department of Linguistics and the African Studies Center of the University of California, Los Angeles. Three issues per volume First issue: March 1970. Editor. Talmy Givón. Subscription: U S. and Canada $6.00 per volume; elsewhere: $7.00 per volume; single issues: $2.50. All correspondence to the Editor,* Studies in African Linguistics, % *Department of Linguistics, University of California, Los Angeles, California 90024*

Seeks to publish articles of general theoretical interest using data from African languages as the point of departure. Publication will be somewhat irregular, with up to four issues a year The first issue contains four articles 'The role of borrowing in the justification of phonological grammars', by Larry M. Hyman, 'The derivation of Igbo verb bases', by William E. Welmers, 'Serial verbs', by Herbert Stahlke, and 'Nupe tonology', by Isaac George.

Academic Courses in Great Britain, 1970/71, *Relevant to the Teaching of English as a Second Language London, English-Teaching Information Centre, 1970. 55 pp. Free on request to: English-Teaching Information Centre, British Council, State House, 63 High Holborn, London, W C 1, England.*

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

Andean Linguistics Newsletter. *Twice a year. First issue· January 1970 All correspondence to: Gary J. Parker, Department of Linguistics, University of Hawaii, Honolulu, Hawaii 96822, or to. Louisa Stark, Department of Anthropology, University of Wisconsin, Madison, Wisconsin 53706*

Aims to collect and disseminate information on activities in the field of Andean linguistics. The first issue contains lists of recent publications and papers presented, brief notes on current research activities, a listing of courses offered in Quechua, notices of future meetings, and an address list of Andeanists

Middle East Area Study Programs at American Universities and Colleges, 1970: *An Outline Guide. Washington, D.C., Middle East Institute, 1970. 70 pp $1.00. Order from: Middle East Institute, 1761 N Street, N.W., Washington, D.C 20036*

Provides detailed information (degrees and courses offered, faculty, and objectives) on programs in Middle East studies at seventeen American colleges or universities, two Canadian universities, and three American institutions in the Middle East; a listing of courses offered at thirteen American universities which have concentrations bearing on the Middle East, and a description of libraries and research facilities in the Washington, D.C, area

Newsletter of the Department of Linguistics. *Published by the Department of Linguistics, University of Illinois. Three times a year (November, March, June). First issue November 1969 All correspondence to the Editors, Hans H. Hock and Herbert F Stahlke, Department of Linguistics, University of Illinois, Urbana, Illinois 61801.*

The first issue contains an announcement of a conference on African linguistics, notices on changes in faculty, the Linguistics Seminar and Linguistics Club, recent faculty publications, recent Ph D.s, and new area courses, and various brief notes concerning the university's Department of Linguistics.

English Language and Orientation Programs in the United States, *Including a List of Programs for Training Teachers of English as a Second Language New York, Institute of International Education, 1969 117 pp. $1.00 Order from. Institute of International Education, 809 United Nations Plaza, New York, New York 10017.*

Lists 301 academic-year programs of English language courses for foreign students and 125 summer programs, as well as 44 degree and certificate programs in TEFL and 29 other institutions offering one or more TEFL courses. The listings in each section are in alphabetical order by state. The listings include a description of the courses and information on fees, availability of housing, time of year programs begin and their duration, and visa eligibility forms issued.

book notices

Language and Dialect in Hawaii: *A Sociolinguistic History to 1935, by John E Reinecke; edited by Stanley M. Tsuzaki Honolulu, University of Hawaii Press, 1969. xvii, 254 pp., tables, maps. $9.00.*

A minimally revised version of Reinecke's M.A. thesis, written at the University of Hawaii in 1935, which has served as an important reference on Hawaiian "pidgin" for more than thirty years. Two introductory chapters deal with the problem of "makeshift languages" and "regional dialects", the first in a treatment restricted to Hawaii, and the second in a more general discussion of the topic. The next five chapters present the historical background of the language situation in Hawaii, including socio-cultural information on the various language groups and statistical information on the schools; the origin and functions of the creole dialect; reasons for the retention of the immigrant languages; the development of the Hawaiian "colonial dialect" from the creole, and the nature, functions, and future of the colonial dialect. The last chapter contains theoretical as well as historical conclusions and selected topics for further investigation. There is an appendix containing examples of the various types of language treated in the book, a list of references, and an index.

Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects, *edited by James E Alatis. Report of the 20th Annual Round Table Meeting on Linguistics and Language Studies (Monograph Series on Languages and Linguistics, 22.) Washington, D.C., Georgetown University Press, 1970. 267 pp. $2.95.*

The sixteen papers included in this volume represent the proceedings of the 20th Annual Round Table Meeting held at the School of Languages and Linguistics of Georgetown University, Washington, D.C., on March 14 and 15, 1969. The meeting considered three aspects of the teaching of Standard English to speakers of other languages or dialects: Theoretical linguistics and its implications for teaching; Materials, methods, and techniques; and Sociocultural factors in teaching. Also included are four papers on sociolinguistics and urban language research, read at the March 13 meeting of the Washington Linguistics Club.

Information, Mechanism and Meaning, *by Donald M. MacKay. Cambridge, Massachusetts, The M.I.T. Press, 1969. viii, 196 pp. cloth $8.95; paper $2.95.*

A collection of the author's papers, articles, and broadcast talks on communication and information, originally published over the past twenty years. The first chapter, 'Background', was written especially for this volume. Chapters 2–4 consist of three introductory talks delivered on the BBC. Chapters 5–13 focus on specific technical points, e g. the semantic function of questions and commands, the human brain as an originator of information, and the differences between linguistic and nonlinguistic understanding of utterances and linguistic tokens. An appendix surveys the concepts and terminology of information theory. A list of references and an index are also appended.

Linguistics and Literary Theory, *by Karl D. Uitti. (Princeton Studies of Humanistic Scholarship in America.) Englewood Cliffs, New Jersey, Prentice-Hall, 1969. xv, 272 pp. $8.95.*

Describes, in historical and structural terms, the cultural and philosophical traditions that have affected linguistic and literary speculation in the West. Chapter 1 examines certain basic features of the Western concept of language; Chapter 2 deals with linguistics and literary study as practiced in the United States and in Europe in recent years; and Chapter 3 offers several suggestions concerning increased collaboration between the two fields.

Vietnamese Familiarization Course, *by Nguyen-Hy-Quang, Eleanor H. Jorden and associates. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1969. xv, 232 pp. $1.75. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.*

An introduction to the Vietnamese language as it is spoken in South Vietnam. Each of the 12 lessons contains a basic dialogue for memorization, grammar notes, drills, and suggestions for conversation practice. The Vietnamese material is presented throughout in the standard orthography, with no information on pronunciation. A Vietnamese-English glossary is appended.

meetings and conferences

June 11–13. Canadian Linguistic Association/Association Canadienne de Linguistique. Winnipeg, Manitoba, Canada.

June 23–August 14. Linguistic Institute of the Linguistic Society of America. Columbus, Ohio.

July 22–23. Association for Computational Linguistics. Columbus, Ohio.

July 24–26. Linguistic Society of America Summer Meeting. Columbus, Ohio.

August 17–18. International Conference on Salish Languages, 5th. Spokane, Washington. [Write: Thom M. Hess, Department of Linguistics, University of Victoria, Victoria, B.C., Canada.]

August 24–29. International Congress of German Studies. Princeton, New Jersey. [Write: Victor Lange, Department of Germanic Languages and Literatures, Princeton University, Princeton, New Jersey 08540.]

October 16–17. Southeastern Conference on Linguistics, 4th. Atlanta, Georgia.

The Analysis of Communication Content: *Developments in Scientific Theories and Computer Techniques, edited by George Gerbner and others. New York, John Wiley & Sons, 1969. xix, 597 pp. $14 95.*

Presents thirty papers grouped in four parts: 'Theories and analytical constructs', 'Aspects of inference from content data', 'The recording and notation of data', and 'Computer techniques in content analysis and computational linguistics'; and an appendix, 'Education in content analysis: A survey'. The disciplinary sources, subject matter examples, and scopes of interest of the papers include the arts and humanities, the social sciences, linguistics, and the information sciences. An introduction to each part indicates the relevance of the contributions to issues in the development of content analysis A bibliography and an index are appended

A Course in Baluchi, *by Muhammad Abd-al-Rahman Barker and Aquil Khan Mengal Montreal, McGill University Institute of Islamic Studies, 1969 2 vols. (lxvi, 1195 pp.) [Distributed by McGill University Press, 3458 Redpath Street, Montreal, P.Q., Canada.]*

An introductory text in the Rakhshani dialect of Baluchi, designed for use in a one-year intensive course. A preliminary section provides a sociolinguistic sketch and an introduction to the phonology. Each of the first twenty units contains a dialogue or basic sentences, grammar notes, vocabulary list, drills, and exercises. Unit 21 introduces the Arabic (Nastaliq) script as adapted for Baluchi, and provides reading practice drills. Units 22–28 present graded reading texts with explanatory notes, vocabulary lists, and drills Appendices include a Baluchi-English glossary, an English-Baluchi finder list, and maps Accompanying tape materials are available from the authors. [Write: Dr. M.A.R Barker, Institute of Islamic Studies, McGill University, Montreal, P.Q., Canada.]

The research on which this work is based was performed pursuant to a contract with the U.S. Office of Education.

Basic Course in Uzbek, *by Alo Raun. (Uralic and Altaic Series, 59.) Bloomington, Indiana University; The Hague, Mouton, 1969. xi, 273 pp. $10.00. [Distributed in the U.S. and Canada by Humanities Press, Inc., 303 Park Avenue South, New York, N.Y. 10010.]*

An introductory text in the urban dialect of Uzbek, designed for use at the college level. Each of the 30 lessons contains basic sentences, pronunciation notes and drills (lessons 1–9), grammatical analysis with examples, exercises, several short dialogues with comprehension questions, and suggestions for conversation. Every sixth lesson is a review Appended are Uzbek-English and English-Uzbek vocabulary lists, a grammatical and phonological index, and a bibliography. The Uzbek material is presented throughout in phonemic transcription.

This text was developed pursuant to a contract with the U.S. Office of Education.

recent CAL publications

Teaching Standard English in the Inner City, edited by Ralph W. Fasold and Roger W. Shuy. (Urban Language Series, 6.) Washington, D.C., Center for Applied Linguistics, 1970. xvii, 141 pp. $5.00.

Presents six papers which deal with linguistic features of Negro dialect and also cover such educational aspects as classroom methodology, sequencing of material, and teacher training. All but one of the articles were written specifically for this volume. The papers are: 'Foreign language teaching methods in quasi-foreign language situations', by William A. Stewart (reprinted from Non-Standard Speech and the Teaching of English, a 1964 CAL publication now out of print); 'Educational considerations for teaching standard English to Negro children', by Joan C. Baratz; 'Some linguistic features of Negro dialect', by Ralph W. Fasold and Walt Wolfram; 'The use of nonstandard English in teaching standard: Contrast and comparison', by Irwin Feigenbaum; 'Sociolinguistic implications for educational sequencing', by Walt Wolfram; and 'Teacher training and urban language problems', by Roger W. Shuy.

Companion volumes in the series are: The Social Stratification of English in New York City, by William Labov (1966; 655 pp., $5 00); Conversations in a Negro American Dialect, transcribed and edited by Bengt Loman (1967; 164 pp., $4.00); Field Techniques in an Urban Language Study, by Roger W. Shuy, Walter A. Wolfram, and William K. Riley (1968; 128 pp., $3.00); Teaching Black Children to Read, edited by Joan C. Baratz and Roger W. Shuy (1969; 219 pp, $5.00); and A Sociolinguistic Description of Detroit Negro Speech, by Walter A. Wolfram (1969; 237 pp., $5 00).

Language & Reading: An Interdisciplinary Approach, compiled by Doris V. Gunderson. Washington, D.C., Center for Applied Linguistics, 1970. 278 pp. $8.00.

The seventeen papers in this volume focus attention on reading and reading problems from the point of view of various disciplines: linguistics, anthropology, education, sociology, psychology, and certain fields of medicine, such as pediatrics, neurology, and psychiatry. The main focus is on the problem of learning

to read English, though a few papers suggest the value of transcultural studies.

The first section includes papers concerned with language, theories of reading, and some discussion of beginning reading. The papers in section two deal with research: the direction in which reading research should go, a conceptual analysis of reading, and a research study on perceptual training. The third section includes several articles which discuss factors contributing to reading disability, a discussion of the confusing use of the term dyslexia, and a paper on reading disability in Japan. The final paper is a current look at reading instruction. The majority of the papers are reprints of articles that have appeared in a wide variety of discipline-centered publications.

Mongolian Language Handbook, by Nicholas Poppe. (Language Handbook Series, 4.) Washington, D.C., Center for Applied Linguistics, 1970. xv, 176 pp., map. $5.00.

This volume provides an introduction to Mongolian, designed to give the most essential information about the language to non-specialists in the field, primarily to linguists who are interested in learning about the structure of Mongolian or to students of the language who wish to get a general view before studying it in detail. The form of Mongolian described is Khalka. Chapter 1 is devoted to the language situation: linguistic classification, geographical distribution, history of the people and of the language, and a description of Mongolian scripts. Chapter 2 deals with the phonology, including phonotactics, morphophonemics, and the orthographical representation of the phonemes. Chapter 3 treats the morphology, including both inflection and derivation. Chapter 4 covers syntax under phrase-structure and clause-structure. Chapter 5 provides a survey of Mongolian literature, particularly the folklore and the older literature. Each chapter is followed by a select bibliography.

Companion volumes in the series are: Bengali Language Handbook, by Punya Sloka Ray and others (1966; 137 pp., $3.00); Swahili Language Handbook, by Edgar C. Polomé (1967; 232 pp., $4.50); and Arabic Language Handbook, by Mary Catherine Bateson (1967; 125 pp., $3.00).

Cooperation in the Language Sciences

by A. Hood Roberts

[A Hood Roberts is Associate Director of the Center for Applied Linguistics and Director of the Center's Linguistic Documentation Program]

On 1 June, executive officers of a dozen professional societies concerned with language sciences met in Washington to explore ways of improving existing information services The Chairman of the one-day meeting organized by the Center for Applied Linguistics was Charles A Ferguson. President of the Linguistic Society of America. The list of attendees reflects the diversity of the language sciences, with representatives from such "hard" sciences as the Acoustical Society of America, a mem-

A HOOD ROBERTS

ber of the American Institute of Physics, to such humanistic and pedagogically oriented societies as the Modern Language Association of America, the National Council of Teachers of English, and the Association of Teachers of English to Speakers of Other Languages. Participants and the societies they represented were: James E. Alatis, Teachers of English to Speakers of Other Languages; Charles A. Ferguson, Linguistic Society of America; Robert Hogan, National Council of Teachers of English; Kenneth O Johnson, American Speech and Hearing Association, Harry Josselson, Association for Computational Linguistics; Alan Kranz, American Institute of Physics; Kenneth Little, American Psychological Association; John Lotz, Center for Applied Linguistics; Harrison Meserole, Modern Language Association of America; A Hood Roberts, American Dialect Society; Edward Scebold, American Council on the Teaching of Foreign Languages; Thomas A Sebeok, Linguistic Society of America; Donald Walker, American Federation of Information Processing Societies; and William Work, Speech Association of America. Herbert Koller, American Society for Information Science, and Edward J. Lehman, American Anthropological Association, were invited but were unable to attend.

The diversity extended also to the information services provided to their members, ranging all the way from the publication of a

journal and a newsletter by the American Dialect Society, to the APA's active publication program, consisting of eight primary journals, a review journal, an abstract bulletin, an employment bulletin, and a directory of members. Despite the diversity, the phenomena of language provided the centripetal force which brought these representatives together.

Ferguson opened the discussion by asking those present to consider how the traditions and loyalties of their professional organizations, as well as the existing channels for scholarly communication, could relate to a comprehensive information system. He pointed out that the problems are complex, since the language sciences are not one cohesive discipline, inasmuch as they form a spectrum from the humanistic to the scientific and since the various language areas cut across existing channels of information flow

Lists of organizations, details of overlapping memberships, and charts of professional specialties and the relationships between them were introduced for discussion. These documents had been prepared by the LINCS staff as part of the studies made of the language sciences community LINCS (Language Information Network and Clearinghouse System), a project of the Center for Applied Linguistics, is a part of five comprehensive programs of system development that have been organized in the fields of chemistry and chemical engineering, physics and astronomy, electrical and electronics engineering, psychology, and the language sciences. These programs are supported by the Office of Science Information Services of the National Science Foundation. The LINCS concept is intended to provide comprehensive, modern solutions to discipline-wide problems of information transfer in the language sciences.

Roberts said that one of the LINCS studies just completed lists about sixty professional societies in the United States which have a strong language orientation. The study of overlapping memberships revealed that the overlap was much lower than had been expected This had the effect of increasing the estimated size of the total language sciences community in the U.S to 200,000. Also reported on was a LINCS study currently under way which will provide a detailed listing of the services offered by approximately 100 organizations throughout the world, but with a concentration in the U.S.

Roberts pointed out that two types of problems must be faced before a comprehensive information system can be acquired for the language sciences. The first problem is organizational and the second is technical. Of these two, by far the most important is the organizational The present fragmentation which causes duplication of effort and a resultant squandering of the meager resources available to the language sciences can only be overcome through cooperative agreements. These cooperative agreements can come about only slowly and as a result of continuing coordinated efforts.

Technical problems involving indexing tools, abstracting guidelines, typographic requirements, thesauri development, file management techniques, etc., are currently being studied and are, fortunately, more susceptible to solution than the organizational problems.

Kenneth Little, Executive Officer of the American Psychological Association, described briefly the Association's activities directed toward the development of an information system for psychology. Alan Kranz, representing the Acoustical Society of America and the American Institute of Physics, reported on the AIP's activities to develop a similar information system for physics. Roberts said that historically the language sciences differed from the APA and the AIP in that the language sciences are diffuse and must build on existing organizational networks. That is, owing to the structure, or lack of structure, in the field, a centralized information system would be undesirable, even if it were attainable. Therefore, the concept of a network, rather than a centralized facility, is what is currently contemplated within the LINCS Project. Problems of financing, mandate, and structure were raised, and Ferguson said that if these problems are to be solved it will be as a result of continuing and thorough collaboration by the societies involved.

The Chairman felt it important that the societies make their information needs known to the Center for Applied Linguistics, so that these needs could be taken into account during the design of the LINCS. Furthermore, it was felt to be of importance to involve the societies and their memberships during the early stages of the formulation of any information system in the language sciences. Roberts mentioned that similar channels for liaison with the LINCS have already been established with the

member countries of the Council of Europe, the Canadian Linguistic Association, the Linguistic Society of America, and that other avenues of communication are being explored

Alan Kranz of the American Institute of Physics and Donald Walker of the American Federation of Information Processing Societies discussed the organization and structure of their societies, emphasizing points of possible relevance as models for a possible similar federation in the language sciences Ferguson asked the group to respond to the following questions: (1) Is there a community of interest in the language sciences? (2) Do we support a network system as opposed to a centralized system? (3) Should professional organizations take the initiative as opposed to federal agencies or universities? (4) Do we recommend strengthening of existing functioning network nodes?

The reaction to the four questions was affirmative It was felt that there was a community of interest in the language sciences, that the network system was the one that should be supported, inasmuch as it reflects present-day realities It was felt that professional organizations should take the initiative, but it was also recognized that other organizations not represented here should be invited to join in the effort. The strengthening of existing network nodes was felt to be of high priority

The participants felt that in order that the momentum engendered by this meeting not be dissipated, there should be some means for continuity of discussion. It was therefore decided that the Center for Applied Linguistics should write to all executive officers present, requesting them to lay before the governing bodies of their organizations the problems

raised at this meeting, and to request the governing bodies, on behalf of their membership, to approve continuation of these initial efforts at cooperation It was decided that this group should meet again, in the fall of 1970, to discuss further the problems raised here, and the opinions expressed by the governing bodies of their organizations: furthermore, at that second meeting, executive officers might be accompanied by information specialists from their organizations.

As Walker stated in his report to AFIPS: "There was among the participants a recognition of common problems in the information area and a considerable interest in cooperating further. The LINCS program provides a focus as well as a substantial resource."

REFERENCES

[1] Charles A. Ferguson, "The domain of the language sciences," in Arnold W. Pratt, A. Hood Roberts, and Kathleen Lewis, eds, Seminar on Computational Linguistics, October 6–7, 1966, National Institutes of Health, Bethesda, Maryland, Public Health Service Publications No. 1716 (Washington, D.C. Public Health Service, U S. Department of Health, Education, and Welfare, 1968) pp 4–8.

[2] Paul L. Garvin, Specialty trends in the language sciences (Washington, D.C. Center for Applied Linguistics, December 1969). LINCS. 16-69.

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[6] Charles A Zisa, *The extent of overlapping membership in professional language science societies*, with an appendix by Carl M Wilson, *List of professional language science societies* (Washington D.C Center for Applied Linguistics, January 1970) LINCS 1-70.

LINCS REPORTS

[2-68] Indexing tools and terminology sources in the language sciences A bibliographical listing Kathleen P. Lewis, ERIC. ED 021 245 (MF-$0 25, HC-$0.96)

[3-68] File-management techniques and systems with applications to information retrieval A selective bibliography Alfred Pietrzyk, Frances Lamberts, and Robert R Freeman CFSTI PB 178 792

[2-69] An information-system program for the language sciences Final report on survey-and-analysis stage, 1967–1968 Robert R Freeman, Alfred Pietrzyk, and A Hood Roberts CFSTI· PB 186 510

[5-69] The *Language Research In Progress* system of the Center for Applied Linguistics Joy Varley and Douglas Campion. CFSTI PB 190 640.

[7-69] = Reference [4] above

[8-69] Requirements for LINCS file management system Auerbach Corp. CFSTI PB 186 472

[16-69] = Reference [2] above ERIC ED 034 983 (MF-$0 25, HC-$1.75)

[18-69] A survey of journals in the language sciences Charles A. Zisa, Ludmila Okreglak, and Belver C Griffith CFSTI PB 186 111.

[19-69P] = Reference [5] above.

[1-70] = Reference [6] above. ERIC ED 037 727 (MF-$0 25, HC-$1.70)

[3-70] Some probable technological trends and their impact on an information network system Joseph L Ebersole To be available through CFSTI

[For a comprehensive discussion of the field, see· Robert R. Freeman, Alfred Pietrzyk, and A Hood Roberts, "Information in the language sciences," in *Mathematical linguistics and automatic language processing*, 5 (New York American Elsevier Publishing Co., 1968)]

ORDERING INFORMATION

CFSTI Documents can be ordered, by the number given, from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 Orders must be accompanied by payment The documents listed above are priced at $3 00 for hard copy (HC) and $0 65 for microfiche (MF)

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LINCS Publishes "Language and Automation"

Language and Automation: *An International Reference Publication Published by the Center for Applied Linguistics under the auspices of the International Committee on Computational Linguistics Four times a year (spring, summer, fall, winter) First issue Spring 1970 Editors: A Hood Roberts, Alfred Pietrzyk, Adam G Woyna Subscription rates for 1 year. institutions $10 00; individuals $7.00; sample issue $2 00 Correspondence to* Language and Automation, *Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C 20036.*

Language and Automation is designed to meet the growing demand for substantial, timely coverage of the literature dealing with the interfaces of linguistics, computation, information science, and related fields The data base is supplied by a group of cooperating institutions in several countries, with a view toward the eventual establishment of an international information network for the language sciences Development and initial publication is supported in part by a National Science Foundation grant (GN-771) to the Center for Applied Linguistics within the scope of a Language Information Network and Clearinghouse System (LINCS) prototype study The first issue contains 460 annotated entries arranged under subject categories, with a subject index and author index.

NDEA Title VI Projects for Fiscal Year 1970

During the fiscal year ended June 30, 1970, thirty-four contracts were negotiated by the U S Office of Education in support of new projects designed to improve instruction in modern foreign languages in the three general areas authorized by Title VI, Section 602, of the National Defense Education Act surveys and studies, research and experimentation, and the development of specialized language materials. There were also twenty-two contracts negotiated to supplement on-going projects in the same areas.

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

SURVEYS AND STUDIES

Association for Asian Studies, c/o University of Michigan, Ann Arbor, Michigan David J Steinberg The role of Asian studies in American secondary education February 1 to December 31, 1970 $9,956

American Association of Junior Colleges, Washington, D C William Shannon. Exploratory conference on the nature and role of international education at the junior college level February 1 to June 30, 1970 $1,649

Modern Language Association, New York, New York Kenneth W Mildenberger. Survey of foreign language enrollments in institutions of higher education, fall 1970 and summer 1971 June 1, 1970 to October 31, 1971 $37,207

Modern Language Association, New York, New York Kenneth W. Mildenberger Survey of foreign language entrance and degree requirements for the Bachelor of Arts degree in the U S institutions of higher education, fall 1970 June 1, 1970 to June 30, 1971 $22,458

University of California, Berkeley, California John J Gumperz Conference on regional universals in Indian grammar June 1 to December 31, 1970 $21,813

Georgetown University, Washington, D.C Robert Lado Thought and memory in linguistic performance December 1, 1969 to May 31, 1971 $52,104

Brown University, Providence, Rhode Island James E Wrenn Standard sample of present-day Chinese for use with digital computers June 15, 1970 to August 31, 1971 $31,452

Education and World Affairs, Washington, D C Joel Johnson EWA· Data bank on international programs of higher educational institutions, June 15, 1970 to June 14, 1971, $15,000, supplemented by $35,000 from SAE funds.

Louisiana State University, Baton Rouge, Louisiana Peter Zwick An aggregate data archive for the Russian Area Studies Center, Louisiana State University June 1 to October 30, 1970 $5,548.

Language Research Foundation, Cambridge, Massachusetts. Stephen Anderson. Research on contrastive syntactic typology. June 1, 1970 to May 31, 1972 $49,045, supplemented by $7,000 from SAE funds

University of Hawaii, Honolulu, Hawaii. Donald Topping. Evaluation of the predictive power of contrastive analyses of Japanese and English. July 1, 1970 to June 30, 1971, $28,677.

Ohio University, Athens, Ohio Paul W. van der Veur. The *Verhandelingen van het Bataviaasch Genootschap*, An annotated content analysis. June 15, 1970 to March 15, 1971 $9,955.

RESEARCH AND EXPERIMENTATION

State University of New York, Albany, New York Madeleine Mathiot A study of method in language and culture research, Phase II. Textual analysis, Stage 3 October 1, 1969 to September 30, 1971, $35,435.

University of California, Santa Barbara, California André Malécot The general phonetic characteristics of languages. December 1, 1969 to November 30, 1970 $92,050

State University of New York, Albany, New York, Ward Morehouse Innovation in undergraduate teaching and the study of Asian and African societies and traditions I Guidelines II The case of India (three model units) June 1, 1970 to November 30, 1971 $45,580.

LANGUAGE MATERIALS

University of Michigan, Ann Arbor, Michigan. Trevor LeGassick. Modern Arabic prose literature—an introduction. May 15 to September 30, 1970, $6,746.

University of Arizona, Tucson, Arizona Ludwig W. Adamec. A political and historical gazetteer of Afghanistan June 1, 1970 to September 30, 1971, $33,421, suppl by $441 from P L 480 funds.

University of Illinois, Urbana, Illinois. Braj Kachru. Introduction to Kashmiri. June 1, 1970 to May 31, 1972. $44,000.

University of Washington, Seattle, Washington Harold Schiffman Reader for advanced spoken Tamil June 1, 1970 to September 30, 1971. $26,508, suppl by $2,188 from P.L. 480 funds

University of Wisconsin, Madison, Wisconsin Richard H. Robinson Preparation of basic curricular materials for intermediate Modern Tibetan. November 1, 1969 to April 30, 1971. $24,925.

Case Western Reserve, Cleveland, Ohio. Melvyn Goldstein. Modern Tibetan dictionary and reader. February 15, 1970 to February 14, 1972. $70,088.

Yale University, New Haven, Connecticut Franklin E. Huffman Preparation of an intermediate Cambodian reader June 1, 1970 to May 31, 1972. $33,010.

University of Hawaii, Honolulu, Hawaii. Nguyen Dang Liem. A Vietnamese intermediate reader. January 1 to December 31, 1970. $24,885

Cornell University, Ithaca, New York Robert Quinn Preparation of Vietnamese language teaching materials. June 1, 1970 to May 31, 1972 $51,758.

University of Kansas, Lawrence, Kansas Wallace S. Johnson. Preparation of an advanced reader in Chinese history June 15, 1970 to June 15, 1972. $38,294.

University of Washington, Seattle, Washington. Fred Lukoff. Teaching materials for Korean June 16, 1970 to August 31, 1971 $37,527

Howard University, Washington, D.C Nan Schneeberg Complementary materials for Kraft and Abubakar's *Introduction to Spoken Hausa* June 15, 1970 to May 31, 1971 $15,190.

Ohio University, Athens, Ohio. Bob J. Walter and Frank E. Bernard. Africa A thematic geography. June 15. 1970 to June 14, 1971 $20,069.

Brigham Young University, Provo, Utah. Robert W Blair Ecuadorean Quechua· Basic course. June 1, 1970 to December 31, 1971 $13,500

University of Washington, Seattle, Washington. Lew R. Micklesen. Textbook for beginning Czech. June 1, 1970 to May 31, 1972. $52,658.

University of Wisconsin, Madison, Wisconsin. Michael Petrovich A history of modern Serbia, 1804–1918. June 1, 1970 to September 30, 1971. $32,550

Washington University, St Louis, Missouri Edgar Lehrman A "handbook" to the Russian text of *Crime and Punishment* June 1 to October 31, 1970. $7,800.

George Washington University, Washington, D.C. Charles A. Moser. An anthology of contemporary Bulgarian literature, 1944–1969. June 1 to September 30, 1970 $5,653

Stanford University, Stanford, California John J. Johnson and Luis Nogales *The Mexican-American A selected and annotated bibliography* (2nd ed.). June 1 to December 31, 1970. $8,896.

PCCLLU To Meet in Hawaii

The University of Hawaii has announced a Pacific Conference on Contrastive Linguistics and Language Universals, to be held in Honolulu, Hawaii, January 11–16, 1971 Dr. Everett Kleinjans, Chancellor of the East-West Center, University of Hawaii, will serve as chairman

The conference will be concerned with languages in the Asian and Pacific areas and will focus on two types of questions: (1) theoretical questions dealing with such matters as the validity and basis of contrastive linguistics and the nature and role of language universals, and (2) practical questions concerning the methodology of contrastive linguistics and the applications of contrastive analysis. Participants are invited to submit abstracts of position papers For further information and registration materials, write: PCCLLU Steering Committee, Department of ESL, Moore Hall 570, University of Hawaii, Honolulu, Hawaii 96822.

Ford Grant to Mysore Institute

The Ford Foundation has announced a grant of $306,000 to the Central Institute of Indian Languages at Mysore to coordinate the training of Indian language teachers and conduct linguistic research The Institute was established by the Indian government in 1969 With the aid of the two-year Ford Foundation grant, the Institute will operate four regional centers for training teachers of one regional language in the language of another, the preparation of teaching materials, and the training of translators. Five field research stations will prepare written scripts, grammers, and dictionaries for tribal dialects of the central plains and border areas The grant will provide the foreign exchange to import language teaching equipment, support the training of personnel to staff the institute and its outposts, and provide consultants to help devise courses and materials. The project director is Dr D. P. Pattanayak.

meetings and conferences

August 17–18. International Conference on Salish Languages, 5th. Spokane, Washington. [Write Thom M. Hess, Department of Linguistics, University of Victoria, Victoria B.C., Canada.]

August 24–29. International Congress of German Studies. Princeton, New Jersey. [Write: Victor Lange, Department of Germanic Languages and Literature, Princeton University, Princeton, New Jersey 08540.]

October 1–3. International Seminar on Linguistics and Translation/Colloque International de Linguistique et de Traduction. Montreal, P.Q., Canada.

October 16–17. Southeastern Conference on Linguistics, 4th. Atlanta, Georgia.

October 22–24. Conference on Symbolic Processes. Akron, Ohio. [Write: E. James Lennon, University of Akron, Akron, Ohio 44304.]

November 20–21. Colloquium on Problems of Textual Analysis/Colloque sur les Problèmes de l'Analyse Textuelle. Toronto, Ontario, Canada. [Write: Peter Nesselroth, Experimental Phonetics Laboratory. University of Toronto, Toronto 181, Ontario, Canada.]

November 26–28. National Council of Teachers of English, 60th. Atlanta, Georgia.

November 27–29. American Council on the Teaching of Foreign Languages, 4th. Los Angeles, California.

Towards a Semantic Description of English, by Geoffrey N. Leech. Bloomington and London, Indiana University Press, 1970. 277 pp. $8 95.

An attempt at a partial description of English semantics, including a general discussion of semantic theory followed by a tentative application of the theory to some central and problematic fields of meaning in English. Part 1, *An Outline of a Semantic Theory*, treats 'First principles', 'The semantics of system and structure', 'Formators', 'Some extensions of the theory', and 'The limits of semantics'. Part 2, *On the Semantics of English*, discusses 'Preliminaries to semantic description', 'Time', 'Place', 'Modality', and 'Retrospect and prospect'

An Introduction to Spoken Bolivian Quechua, by Garland D Bills, Bernardo Vallejo C , and Rudolph C. Troike. Austin, Texas, University of Texas Press, 1969. 449 pp. cloth $10 00, paper $7.50.

This text contains 30 units, each with a dialogue, vocabulary list, grammar notes and drills. and a reading selection (units 7–30) Early lessons include pronunciation notes and drills. The Quechua material is presented in phonemic transcription. Accompanying tape materials are available from the Language Laboratories. University of Texas, Austin, Texas 78712.

Sociolinguistics: *A Brief Introduction,* by Joshua A Fishman. Rowley, Mass , Newbury House, 1970 126 pp. cloth $5.95; paper $2.95.

This introduction to sociolinguistics is intended to familiarize the student of linguistics with the social context of speech and to familiarize the student of society with language as a referent and dimension of social behavior.

Sections 1 and 2 are concerned with some of the major concepts and methods of linguistics that bear on sociolinguistics and with some basic sociolinguistic concepts, as a preface to discussion of more specialized topics. Section 3 outlines several methods and constructs employed in the description and measurement of the societal patterning of variation in verbal interaction. Sections 4 and 5 deal with societal differentiation and repertoire range, and with various relationships between individual bilingualism and societal diglossia. Section 6 takes issue with the view that the differing structures of the languages of the world constrain the cognitive functioning of their speakers, suggesting instead that languages primarily reflect rather than create sociocultural regularities in values and orientations. The final section indicates ways in which applied sociolinguistics may both enrich sociolinguistic theory and assist in the solution of societal language problems.

COMPUTING IN LEXICOGRAPHY

by Joseph E. Grimes

[Joseph E Grimes is Associate Professor of Linguistics at Cornell University and Consultant in Computation for the Summer Institute of Linguistics He is also in charge of the project for Computer Support of Linguistic Field Work at the University of Oklahoma The article which follows was prepared in connection with a Conference on English Bilingual Dictionaries sponsored by the Center for Applied Linguistics, September 8-10, 1969]

By now, anyone who manages lexicographic data must have at least looked into using a computer for his routine work. Some linguists have gotten much of what they needed with the aid of computers. Others have seemed to feel like the sorcerer's apprentice, flooded with buckets of printout, most of which they really didn't want A few have had such traumatic experiences in attending the blinking-eyed idol that they have sworn to fold, staple, spindle, and mutilate the next person who tells them that a computer is just the ticket for any job the size of theirs.

The use of computers in lexicography up to now can best be called fragmentary. There are projects, for example, that make extensive use of computer produced concordances and indexes, but do the rest of the work by hand. File management systems are constructed, yet not exploited to capacity once they are available. Text editing systems are called in, but only after the dictionary entries have all been written and type is to be set. Data formats are pegged so closely to one machine that it is difficult to change them over to a new computer midway in the project.

Thus, while many people have benefited from applying computer technology to some phase of lexicographic work, one gets the impression that lexicographers have yet to integrate the computer with the other factors that go into lexicography and dictionary making. Moreover, it is possible and legitimate to branch off into something that is significant computationally, whether it really helps lexicography or not. Whatever the case, computers in lexicography so far have been useful for different reasons in different projects; but they have not revolutionized the field.

A discussion of the state of the art in automated lexicography must, then, be different from a simple review of what has been accomplished at places like Harvard, Wayne State, Brown, the RAND Corporation, Texas, Besançon, the Summer Institute of Linguistics, Rome, Stanford, Bombay, and others where some part of the lexicographer's work has been done by computer. Permit me rather to try to draw a picture of the computing resources—most of which have already been applied in lexicography in one way or another—that might be brought together in such a way that lexicographers could produce better dictionaries at lower cost and in less time.

It is likely that anyone who uses a computer in lexicography begins with some kind of concordance maker or word indexer. At Cornell, for example, I can put my hands on at least five programs, each of which makes a concordance for a different purpose. Because concordances and indexes are fundamental tools for organizing a sample of language in a way the lexicographer finds useful, programs to produce them are definitely here to stay.

Routines that look up each word of an input text in a dictionary that is stored in a computer were perfected during the time when most computational linguistics aimed at mechanical translation. Programs of this kind are still useful for attaching grammatical information to words, tagging them according to thesaurus categories or translation equivalents, and (by modifying the dictionary entry rather than a copy of the input text) keeping track of frequencies or collocations. Many dictionary lookup programs incorporate analysis routines that strip affixes from each word so as to perform the lookup on stems rather than on text forms.

File management systems range from reminders that all tapes should have identifying stickers on them to elaborately structured systems like the one that was used by the RAND Corporation for several years to manage the bibliography that appeared in *The Finite String*. Because of the relative slowness of large storage devices, extensive work continues on ways of locating information regardless of where it is stored in a computing system. I suspect that most lexicographers now exploit the file management programs supplied by computer manufacturers along with their equipment when it comes to handling large units of text, but that they have not constructed as elaborate means of getting at things within those units of text.

Putting linguistic data into computer readable form has been a major obstacle to some who would otherwise make good use of a computer. The cost of key punching and verifying one card full of text has been estimated in the neighborhood of ten cents, including corrections. Although this cost is high, there are ways of getting around it. For example, since any text has to be passed through a typewriter keyboard at least once in its life cycle, it could just as well be typed directly on cards by the collector in the first place, or typed on a tape punching typewriter or incremental magnetic tape writer. Texts that are printed using automatic typesetters can often be converted mechanically into computer format at low cost without additional keyboard work. This means that the cost of putting some large corpora into computer readable form may be much lower than the cost of typing a working copy of the same material.

In time, optical character readers will undoubtedly still further bring down the cost of preparing verbal information for use by computers. At present, however, the more accurate optical readers require that text be typed to strict specifications with a special type face, while readers that accept a wider variety of types, including book types, have not yet proved themselves as reliable as could be wished.

Once data are in machine readable form, existing computer programs correct errors, facilitate revisions, and provide working copies of parts of the stored information that are useful to people working on a project. Most computers that permit interactive use (conversing with the computer via a console) have a file maintenance program package that includes at least a line editor. With a line editor one indicates, usually by number, which lines in a file are to be changed and what changes are to be made. It is possible to insert and delete lines as well.

For lexicography, a context editor is more useful than a line editor. With a context editor the user tells where in a block of text he wishes to make a change by citing a long enough string of characters to identify the context unambiguously. This relieves him of keeping track of arbitrary line numbers. It takes very little training to teach a secretary to go through a marked proof copy of a text using a context editor and introduce all the revisions and corrections that are specified. As soon as the corrections are entered, a clean proof copy is turned out for another round of work, or the corrected text is put through a final formatting and coding routine that prepares it to be set in type by an automatic typesetting machine. This approach to text handling, which amounts to doing all proofreading and correcting before the type is set rather than afterwards, can have important economic consequences for dictionary makers because it eliminates the need for any new keyboarding of the dictionary, a sure way to introduce errors into a typography that is already complex enough. A word of caution: computerized typesetting systems are common

on the market, but computerized typesetting systems that are matched successfully with file management and text editing are not easy to come by.

Linguists who have used computers are well aware of their cost. A yearly budget in the tens of thousands of dollars is not unusual for computational linguistics projects In many cases this cost turns out to be low in comparison with the cost of getting equivalent work done by hand. Computerized concordances, for example, cost around one tenth what it would cost to put out the same thing by other means. Nevertheless, it is the budget that keeps many linguists from using computers in their work.

There is a long-term trend in computing toward lower cost per unit of work-done. This comes from the development of more efficient storage media and processing circuitry and cheaper display devices. The cost of computing is also reduced by time sharing, in which many users interlace portions of their computing, and each is charged only for the part of the computer he actually uses and the time he occupies it. When one observes that a computer that is connected to a single console may spend more than 95 per cent of its time waiting for the console to type out the next character, time sharing becomes very attractive.

The decrease in real cost of computing is often offset by a Parkinsonian increase in the complexity of the computing that is done. Nevertheless, anyone who plans to use a computer can usually arrive at a reasonable estimate of what it would cost him not to compute, and balance that against the cost of using a computer

The costs of administration are high in computing. Most installations, for example, estimate that about half their budget goes into

machinery and half into the people who run the machinery, including everything from policy making to program writing and card punching. This has to be taken into account as part of the cost of getting lexicographic computing done.

With building blocks that are available now it is possible to put together a computing complex that will handle every phase of dictionary making except the creative editing that is the concrete result of the lexicographer's knowledge In other words, an editorial team can use a computer to keep track of what all its members do, so that the dictionary takes shape inside the computer itself. The computer is also used for tests of completeness, consistency, and proper format.

This is not a popularized wonders-of-tomorrow projection, but a statement of what can be put together by adapting existing routines, the minute anybody wants it badly enough to pay for it. Furthermore, a computing system like this is flexible enough that dictionary projects in several languages can work simultaneously at different locations using a single computer, so that the cost of each project is kept to a minimum. Here is a description of one system of this kind from the point of view of the editor who uses it.

What the lexicographer sees is a console with a keyboard and a viewing screen, much quieter than an office typewriter and easier on the eyes than television. Through the keyboard he can request that anything in the project's library be displayed on the screen. This gives him access to collections of texts, to other dictionaries and reference works, and to the manuscript of the dictionary he himself is editing. He can scan these page by page or can call for particular items. He can also get a

concordance-like display from any section of text. Anything that appears on the viewing screen can be copied automatically into some dictionary entry if he wishes.

Entries can be made up and modified at the keyboard, and illustrative material or notes added to the entry can be shifted into any part of the entry. Each entry can also contain pointers to other entries that are related to it in various ways. These pointers embody the lexicographer's judgments about relationships such as synonymy or inclusion within a lexical field. They permit related groups of words to be traced through automatically to check for consistency and thoroughness of treatment. Each part of each entry can be tagged for the dates and kinds of checks that have been performed on it, so that incomplete entries are not overlooked.

The editor thus uses the computer to look up anything he wants, to record anything, to compare entries, to copy information, and to test certain kinds of regularity and completeness. He can also have some of the dictionary printed out with correct typography (not the accounting-machine horror of the past) and format so that he can look at more than what the viewing screen can hold at one time. In the same way he can call for complete proof copies and ultimately can order photographically composed pages for printing in high quality book type. In effect, he is free from the mechanical constraints of looking up notes and locating books, recopying the same material many times, filing cards in the right place, rereading for completeness in detail, proofreading repeatedly after he has turned in the manuscript—in other words, he is able to concentrate on content rather than on external details, to be a lexicographer rather than a copy boy.

In the preparation of bilingual dictionaries the same system can speed up the work by performing inversions automatically. (An inverted bilingual dictionary has the entries for one language pulled apart and restructured in terms of the other language. It is different from a reverse dictionary, where the entries are reordered according to their final sounds or rhymes without being restructured internally.) A mechanical inversion does not yield the other half of a bilingual dictionary directly, because the editor is left with substantial gaps and revisions in the inverted form. Nevertheless, a mechanical inversion is a good start on

an inverted dictionary, which can be handled from then on through the regular editing system. Cycles of inversion, editing, reinversion, reediting, and so forth might even give semantic closure to a bilingual dictionary.

Specialized variants such as polyglot dictionaries and comparative word lists are amenable to the same kind of programming as has been outlined.

A well-constructed dictionary management system also incorporates adequate backup and file security This means that the working copies of all information are kept separate from master copies, in case something should go wrong in one of the programs or in the handling of the tapes. Copies of all the texts that are used for reference are kept under restricted access, and periodically a copy of the entire dictionary as it stands at that moment is moved into safe storage. Materials that are not being worked with are put in dead storage on tape subject to the same kind of security procedures; but they can be brought back into active access with an hour or two advance notice.

In implementing a system like this a good deal of thought must be given to the kinds of data formats that are most useful to users, the administrative and accounting procedures that have to be developed to go along with the programs themselves, the collection and incorporation into the file of the text and reference materials to be used, and the range of formats into which different projects might want to cast entries. The team that writes the programs should probably not consist of more than three people; but at the beginning they should spend their time consulting with dictionary editors and project administrators and writing specifications, leaving the coding of instructions until all the interrelationships among computational routines and human actions are thoroughly understood.

A computer system with these properties eliminates the time and personnel that it takes to handle the physical details of a dictionary, and makes it simple for the editor to write, store, find, and modify everything he would handle regardless of whether he did it by computer or not. If the consoles that all the members of an editorial team use are time shared with each other and with other dictionary projects, or even with computing of other kinds, it should be possible to reduce both the time spent and the cost per entry to well below that of manual editing.

CAL Research on Black English Adapted for Oral Language Program

English Now: *A Self-Correcting Workbook With* Write and See *(Developmental Edition), by Irwin Feigenbaum. New York, New Century, 1970. 158 pp. Package of five: $13.00. Teacher's Manual, 158 pp., $2.64. Reel-to-reel tapes: $156.00. Audio Frame System and Self-Stop cassettes, $228.00.*

English Now is a supplementary/remedial oral language program for speakers of black ghetto dialect, sometimes called nonstandard English or Black English. The lessons, designed for students in grades 7–12, are intended to facilitate acquisition of standard English by contrasting standard and nonstandard dialects, and by presenting for student practice, new utterances in standard English.

Throughout the book, standard English is called "formal English," and nonstandard English "informal English," to avoid the negative connotations often associated with the term "nonstandard." Both the "informal" and "formal" varieties of English are used in the lessons. As the introduction states: "This is done for two reasons. First, it is an effective means for sorting out the formal and informal dialects and focusing on the features that distinguish one from the other. Second, it re-emphasizes the relevance of the classwork to the students' world: neither dialect is always right or wrong; the social situation determines which dialect of English is suitable."

The grammatical and phonological points covered in the fourteen chapters are as follows:

1. The plural after terms of quantity.
2. The singular and plural of words ending in -*sk*.
3. The singular possessive in noun-noun phrases.
4. The plural possessive in noun-noun phrases.

5. The singular and plural of words ending in -*st*.
6. The present tense of the verb after *he, she,* and *it,* etc., and the singular and plural of words ending in -*sp*.
7. The present tense forms of *do* in negative and affirmative tag responses after *he* and *they*.
8. The form of *do* in negative present tense sentences.
9. The form *do* in present tense questions.
10. The forms of *to be* in negative and affirmative present tense responses with *he, she, it,* and *they*.
11. The forms of *to be* in negative and affirmative present tense sentences with *he, she, it,* and *they*.
12. The forms of the questions with *to be* with *he, she,* and *it;* the forms of *to be* in negative and affirmative tag responses with *you* and *we*.
13. The forms of *to be* in negative and affirmative tag responses, sentences, and questions with *I*.
14. The forms of the indefinite article.

The lessons are programmed and cumulative, and each drill within a lesson deals with one specific aspect of standard English. Many of the drills are on tape, making the tapes an integral part of the program.

English Now is an adaptation of materials developed at the Center for Applied Linguistics by the author and other members of the Sociolinguistics Program. The materials were tested in the District of Columbia school system during 1966–68. Work on *English Now* was supported by grants to the Center for Applied Linguistics from the Ford Foundation and the Carnegie Corporation of New York.

book notices

Linguistic-Cultural Differences and American Education, *Special Anthology Issue. The Florida FL Reporter, Vol. 7, No. 1 (Spring/Summer 1969), 175 pp. $6.50. Order from: Florida FL Reporter, 801 N.E 177th Street, North Miami Beach, Florida 33162.*

A collection of 43 readings on linguistic and cultural diversity in American society and its implications for education in the United States About one half of the articles were written expressly for this issue, the remainder are reprints. The anthology is intended primarily for teachers and administrators, but also as a frame of reference for the pedagogically oriented psychologist, sociologist, anthropologist, or linguist. The readings are grouped in four sections: The Role of the School; Cultural Pluralism and the Teaching of English; Theoretical Considerations; Curriculum Development The volume closes with a lengthy review of Joan C Baratz and Roger W. Shuy (eds.), *Teaching Black Children To Read* (Center for Applied Linguistics, 1969).

Foreign Language Learning: *A Psycholinguistic Analysis of the Issues, by Leon A. Jakobovits. Rowley, Mass., Newbury House, 1970. xxii, 336 pp. cloth $8 95; paper $5.50*

This book brings together various materials prepared by the author which deal with psychological aspects of foreign language learning and bilingualism. The approach is openly influenced by the views of language structure and language acquisition which have grown out of the work of Noam Chomsky, and stands in open opposition to the behavioristic orientation associated with the audiolingual method.

Chapter 1 summarizes recent notions about the language acquisition process and assesses the implication of these ideas for the problem of teaching a second language. Chapter 2 discusses a number of issues involving psychological and physiological aspects of FL learning. Chapter 3 is a critical examination of current psycholinguistic views on the nature of language, accompanied by a proposed program of research. Chapter 4 is devoted to problems in assessing language proficiency, with particular attention to the assessment of transfer effects. Chapter 5 outlines some major issues in FL learning that bear on the current examination of FL requirements.

Language and Poverty: *Perspectives on a Theme, edited by Frederick Williams Chicago, Markham Publishing Co., 1970. 459 pp $8.95.*

This volume of 20 essays by linguists, psychologists, educators, and speech specialists deals with various aspects of the problems raised by social-class and ethnic differences in language within U S. society The papers cover a wide variety of topics· the "deficit-difference" controversy (briefly, the view that lower-class children have acquired less language than middle-class children versus the view that they have acquired a different language); nonstandard English; the teaching of reading; sociolinguistic research; language development, educational research and practice; clinical treatment, and a history of American Negro dialect. Also a final annotated bibliography of journal articles and a topical index.

Old English Grammar and Reader, *by Robert E. Diamond Detroit, Wayne State University Press, 1970 304 pp. $13.00*

Designed for use in a graduate English program, this volume attempts to provide the student with a basic reading knowledge of Old English through a brief, simplified treatment of the grammar and a minimum of discussion of phonology. The first part of the book includes sections on pronunciation and spelling, grammar, *i*-umlaut, and metrics. The second part is a reader containing four prose and twelve poetry selections, each with literal translation on the facing pages. The texts are presented in a regularized spelling based on a modified form of Early West Saxon. Old English glossary.

Breakthrough Navajo: *An Introductory Course, by Alan Wilson Gallup, New Mexico, University of New Mexico, Gallup Branch, 1969, 238 pp. text and tape, $12.50.*

This text consists of 24 lessons, which include review sections and listings of verb paradigms. The typical lesson contains dialogs, vocabulary listings, grammatical notes, and a limited number of drills. The material is presented in the Navajo orthography developed by Robert Young and William Morgan. The tape recording covers lessons 1–20; an additional tape of lessons 21–24 is available on request.

The English Language: *An Introduction for Teachers, by Fred Brengelman Englewood Cliffs, N.J, Prentice-Hall, 1970 157 pp. cloth $5.95, paper $3.95.*

This book is intended to provide the language arts teacher with an overview of currently developing areas of English language study (e g. the ideas of generative grammar and some current theories of phonology, semantics, and style) without abandoning insights from traditional and structural linguistics. The first two chapters give a short introduction to language and language study. Chapters 3–6 present an outline of generative grammar, with suggestions for some of the uses to which grammar may be put in lower-school teaching Chapters 7 and 8 describe the phonemic and graphic systems of English, with a general outline of a spelling and reading program. Chapter 9 deals with the definition of the word, and with the notion of definition Chapter 10 is a discussion of regional, social, stylistic, and historical variation in English Each chapter contains topics for investigation and suggestions for further reading.

Introduction to Formal Grammars, *by Maurice Gross and André Lentin, with a Preface by Noam Chomsky; translated by Morris Salkoff. New York, Heidelberg, Berlin: Springer-Verlag, 1970. 231 pp. $10.50.*

This work, a translation of the authors' *Notions sur les grammaires formelles* (Paris, 1967), is intended as an introduction to that branch of mathematical linguistics which is concerned with the study of formal properties of natural language, abstracted from the specific realization in particular languages.

Linguistics: Present Frontiers *(= The Times Literary Supplement, No. 3569, July 23, 1970)*

This special number of the *TLS* is given over in large part to a series of survey articles: 'The meaning of meaning', by John Lyons; 'Classes and functions', by P. H Matthews; 'The linguistic and the literary', by Geoffrey Leech; 'Meaningful noises', by James D. Mc-Cawley; 'Computational linguistics comes of age', by Jan Svartvik; 'The generation of words', by Ruth Kempson; 'Communities of speech', by Norman Denison; and 'Rationalists and empiricists', by Judith Greene.

Directions for Historical Linguistics: *A Symposium, edited by W. P. Lehmann and Yakov Malkiel Austin and London, University of Texas Press, 1968. 199 pp. $6.50.*

This volume contains the revised and expanded versions of five papers originally presented at a University of Texas symposium on historical linguistics, held April 29–30, 1966. The essays are: 'Saussure's dichotomy between descriptive and historical linguistics', by W. P. Lehmann; 'The inflectional paradigm as an occasional determinant of sound change', by Yakov Malkiel; 'The notion of morpho-(pho)neme', by J. Kurylowicz; 'Mutations of linguistic categories', by Emile Benveniste; and 'Empirical foundations for a theory of language change', by Uriel Weinreich, William Labov and Marvin I. Herzog.

Prolégomènes à l'étude des structures intonatives, *by Pierre R Léon and Philippe Martin. (Studia Phonetica. 2.) Montreal, Marcel Didier, 1969. xviii, 225 pp.*

This volume begins with an examination of practical problems in the analysis of intonation: collecting of materials, problems of analysis, and problems of transcription. The second part reviews theoretical problems: linguistic problems, intonation in its relation to stylistics, gesture. etc The remaining parts describe instruments of analysis, both classical and modern, and propose a new instrument based on a mathematical definition of intonation. The material is heavily documented, with figures and diagrams and section bibliographies. A final 'Bibliographie générale' contains approximately 1,100 entries.

Suprasegmentals, *by Ilse Lehiste. Cambridge, Mass., M.I.T. Press, 1970. 194 pp. $7.95.*

This study examines the phenomena of suprasegmentals from the standpoint of three independent variables: quantity features, tonal features, and stress features The discussion of each feature considers in turn the physiological mechanism involved; acoustic manifestations or correlates; perception; phonetic conditioning factors; and linguistic function at the word level and sentence level. The final chapter evaluates the findings from the point of view of their potential contribution to linguistic theory. Much of the material derives from the author's work with various languages of Western Europe.

Principles of Phonology, *by N. S. Trubetzkoy; translated by Christiane A. M. Baltaxe. Berkeley, Calif, University of California Press, 1969. 344 pp. $12.00.*

Grundzüge der Phonologie (Prague, 1939) represents the culmination of Trubetzkoy's work in synchronic phonology and phonological theory; it may also be regarded as a synthesis of phonological ideas and linguistic trends that existed before the disruptive effects of World War II Includes a comprehensive bibliography of Trubetzkoy's publications.

Ancient Writing and Its Influence, *by Berthold Louis Ullman, with an Introduction by Julian Brown. Cambridge, Mass., M.I.T. Press, 1969. xviii, 240 pp. illus. cloth $7.50; paper $2.45.*

Originally published by Longmans, Green in 1932. Surveys the history and development of the Roman alphabet, Greek and Latin paleography and epigraphy, and the origins of printing. Also discusses the ancient book, the custom of paragraphing, punctuation and abbreviation, and the use of numerals. Brown's Introduction selectively updates the bibliography.

Baltic Linguistics, *edited by Thomas F. Magner and William R. Schmalstieg. University Park, Pa., Pennsylvania State University Press, 1970. 177 pp. $13.50.*

This volume contains 20 papers prepared for a symposium on Baltic linguistics held at Pennsylvania State University, April 5–6, 1968. The majority of the papers deal with Lithuanian (8), followed by Old Prussian (5), Baltic (4), and Latvian (2), and a survey article on the state of linguistics in Soviet Lithuania.

Working with Aspects of Language, *by Mansoor Alyeshmerni and Paul Taubr. New York, Harcourt, Brace & World, 1970. 231 pp. $3.25.*

This is a workbook intended for use in introductory courses in general language study, or English. It is primarily a companion piece for Dwight Bolinger's *Aspects of Language* (Harcourt, Brace & World, 1968). The readings and exercises deal with· the biological basis of language; phonology; morphology; grammar (traditional, structural, and transformational); dialectology; language evolution and change; semantics and usage; and writing systems. Most of the examples are drawn from English. An instructor's manual is available.

The First Lincolnland Conference on Dialectology, *edited by Jerry Griffith and L. E. Miner. University, Alabama, University of Alabama Press, 1970. 188 pp. $7.50.*

The First Lincolnland Conference on Dialectology, held at Eastern Illinois University on March 27–28, 1968, brought together seven scholars in the areas of speech pathology and linguistics for a discussion of psychosocial problems presented by dialects of English. This volume contains the papers presented at the conference, a transcript of the final colloquium, and an extensive bibliography. The papers included are: 'Some phonological rules of an Indiana dialect', by Marvin Carmony; 'Notes on a philosophy of disordered communication: Language aspects', by Fred M. Chreist; 'Segmenting the stream of speech', by James F. Curtis; 'Basic factors relating to development of a dialect by disadvantaged children', by Charles G. Hurst, Jr.; 'Social dialect and language', by Thomas H. Shriner; 'Articulatory acquisition: Some behavioral considerations', by Harris Winitz; and 'The role of distinctive features in children's acquisition of phonology', by Paula Menyuk.

Hindi: An Active Introduction, *by D N. Sharma and James W. Stone. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1970. 131 pp. $1.50. For sale by the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.*

This text follows the 'microwave' style of lesson organization, which allows the student to choose topics for conversation and to select vocabulary to fit his own needs. Most of the units contain 'model' conversations, to provide patterns for making sentences, with grammatical notes. The Hindi material is given in the Devanagari script; no transcription.

Index Volume: Beginning, Intermediate, and Advanced Texts in Spoken and Written Chinese, *by John DeFrancis. Published for Seton Hall University by Yale University Press, New Haven and London, 1970. 424 pp. $6.75.*

A comprehensive index to the author's *Beginning, Intermediate*, and *Advanced Chinese* and the accompanying readers. The main part is a *pinyin* index containing 11,000 entries, each given in transcription and character form, with a brief definition and references to the texts for illustrative sentences.

Modern Spoken Cambodian, by Franklin E. Huffman. New Haven, Conn., Yale University Press, 1970. 451 pp. $15.00.

This text consists of an initial lesson on pronunciation; 25 lessons containing dialogues, grammar and drills, comprehension practice, and conversation; 5 review lessons; and Cambodian-English and English-Cambodian glossaries. The Cambodian material is presented throughout in roman transcription. The book is designed to be used concurrently with the author's *Cambodian System of Writing and Beginning Reader* (Yale University Press, 1970). Accompanying tape recordings are available from FL Laboratory, Yale University, 111 Grove Street, New Haven, Conn. 06510.

Cambodian System of Writing and Beginning Reader, by Franklin E. Huffman. New Haven, Conn., Yale University Press, 1970. 365 pp. $12.00.

This book is designed to be used in conjunction with the author's *Modern Spoken Cambodian* (Yale University Press, 1970). The book consists of four parts: 'The Cambodian System of Writing', a formal analysis of the sounds of modern Cambodian and the symbols used to represent them; 'Programmed Reading Exercises', a set of cumulative exercises providing a systematic approach to reading and writing Cambodian syllables; 'Beginning Cambodian Reader', fifty reading selections graded in difficulty and ranging from short simple narratives to essays on various aspects of Cambodian culture; and a Cambodian-English glossary. All material is in the Cambodian script accompanied by phonemic transcription in Parts 1 and 2 and the glossary, and with new items in the Reader.

Mongolian Newspaper Reader, by David C. Montgomery. *(Uralic and Altaic Series, 102.)* Bloomington, Indiana University, and The Hague, Mouton & Co., 1969. 208 pp. $8.00. *[In the U.S. and Canada, order from: Humanities Press, 303 Park Avenue South, New York, N.Y. 10010.]*

The 20 selections in this reader have been reproduced by photography from articles appearing in *Ünen*, the official newspaper of the Mongolian government. All the selections have notes on obscure or difficult passages. Mongolian-English vocabulary.

A Basic Hindi Reader, by Richard M. Harris and Rama Nath Sharma. Ithaca and London, Cornell University Press, 1969. 316 pp. $5.75.

Designed for use with *Spoken and Written Hindi*, by Fairbanks and Misra (Ithaca, Cornell University Press, 1966), or *Conversational Hindi-Urdu*, by Gumperz and Rumery (Delhi, Radhakrishna Prakashan, 1967), this reader presupposes an elementary knowledge of spoken Hindi and a familiarity with the writing system. Part I, 'Structure-Oriented Reading Practice', contains 41 lessons, each with a series of sentences illustrating one or more basic Hindi constructions. Notes provide some grammar explanation, with references to the two textbooks for fuller treatment. Part II contains 22 essays, graded according to difficulty, each with notes. A Hindi-English glossary appears at the end. The Hindi material is presented in the Devanagari script.

Thai Basic Course, by Warren G. Yates and Absorn Tryon. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1970. 2 vols. *(838 pp.)* each vol. $3.75. For sales by the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

This introduction to modern spoken Thai begins with a 25-page programmed introduction to Thai phonology, followed by 40 lessons, each lesson typically containing a basic dialog, grammar notes, drills, exercises, and vocabulary. The Thai material is presented throughout in transcription. Accompanying tape materials will be made available from: Sales Branch, National Audiovisual Center, General Services Administration, Washington, D.C. 20409.

Lao Basic Course, Vol. 1, by Warren G. Yates and Souksomboun Sayasithsena. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1970. xxiv, 423 pp. $4.00. For sale by the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The first of two volumes designed to teach the Vientiane dialect of Lao, the variety that is used in all governmental communications. The material is in the form of 85 'cycles' in the 'microwave' format, which emphasizes a short span of time between the presentation of new material and its use in real communication. The Lao material is given in transcription only. No accompanying tapes.

meetings and conferences

November 20–21. Colloquium on Problems of Textual Analysis/Colloque sur les Problèmes de l'Analyse Textuelle. Toronto, Ontario, Canada. [Write: Peter Nesselroth, Experimental Phonetics Laboratory, University of Toronto, Toronto 181, Ontario, Canada.]

November 26–28. National Council of Teachers of English, 60th. Atlanta, Georgia.

November 27–29. American Council on the Teaching of Foreign Languages, 4th.
Los Angeles, California.

December 27–29. American Association of Teachers of Slavic and East European Languages. New York, N.Y.

December 27–30. Modern Language Association of America, 85th. New York, N.Y.

December 27–30. American Association of Teachers of French. New Orleans, Louisiana.

December 28–30. American Association of Teachers of Spanish and Portuguese.
San Francisco, California.

December 28–30. Linguistic Society of America, 45th. Washington, D.C.

January 6–12. International Congress of Orientalists, 28th. Canberra, Australia.
[Write: Dr. R. R. C. de Crespigny, Australian National University,
Canberra City, A.C.T. 2601, Australia.]

January 11–16. Pacific Conference on Contrastive Linguistics and Language
Universals. Honolulu, Hawaii. [Write: PCCLLU Steering Committee, Moore Hall 570,
University of Hawaii, Honolulu, Hawaii 96822.]

February 18–20. Linguistic Symposium on Romance Languages: Application of
Generative Grammar to their Description and Teaching. Gainesville, Florida.
[Write: LSRL, Department of Romance Languages, 170 ASB, University of Florida,
Gainesville, Florida 32601.]

March 3–6. Convention of Teachers of English to Speakers of Other Languages, 5th.
New Orleans, Louisiana.

April 1–3. Northeast Conference on the Teaching of Foreign Languages, 18th.
New York, N.Y.

Gulf Arabic, *Based on Colloquial Abu Dhabi Arabic,* by Hamdi A. Qafisheh. Tucson, Ariz., University of Arizona Environmental Research Laboratory, 1970. 307 pp. $5.00.

The Arabic presented in this textbook is basically that of Abu Dhabi, a Trucial State on the Arabian Gulf, as modified by contact with the speech of Arab immigrants—Egyptians, Palestinians, Lebanese, Syrians, Iraqis—and (to a lesser extent) Modern Standard Arabic. Each of the 22 units consists of the following parts: Dialog or Basic Text; Vocabulary; Pronunciation (units 1–9); Grammar; Drills. Arabic-English glossary. The Arabic material is presented in transcription. Accompanying tape recordings are available.

Let's Speak Hawaiian, by Dorothy M. Kahananui and Alberta P. Anthony. Honolulu, University of Hawaii Press, 1970. 427 pp. $7.50.

This textbook for use at the secondary school or college level is the outcome of a recommendation by the University of Hawaii Committee for the Preservation and Study of Hawaiian Language, Art, and Literature. The material is organized in accordance with the aural-oral method and places emphasis on the development of conversational skills. Each unit typically contains narrative materials, questions and answers and other drill materials, and a section on grammatical points. The orthography is that of the Elbert-Pukui dictionaries. Tape recordings are in preparation.

CAL Project for Dissemination of Linguistic Information

The Center for Applied Linguistics has inaugurated a project for the rapid dissemination of research results in the fields of English Grammar, Psycholinguistics, and Contrastive Studies. This experimental project, which is supported in part by funds from the Bureau of Libraries and Educational Technology of the U.S. Office of Education, will issue abstract bulletins and will make the full texts available in the form of microfiche or hard copy (and, for Contrastive Studies, also microfilm). The abstract bulletins will be distributed free of charge to scholars actively engaged in any of the three fields. Papers submitted for inclusion in the project will be reviewed by an Editorial Advisory Committee for each field. The project director is A. Hood Roberts, with the assistance of Adam G. Woyna as project manager.

SCOPE OF THE PROJECT

English Grammar. Papers on English phonology, morphology, syntax, and semantics as treated within the framework of modern theories of linguistic analysis, e.g. transformational, tagmemic, stratificational, structural, etc. Abstracts (100–200 words) will be of the *indicative* type, i.e. a broad statement of the contents and manner in which the information is presented.

Psycholinguistics: Research papers and theoretical or review papers of relevance to applied linguistics, including the areas of first and second language acquisition and language aptitude and proficiency testing. Abstracts (not to exceed 500 words) will be of the *informative* type, i.e. an objective summary (for research papers), or statement of thesis, development of proof, and conclusions (for theoretical papers).

Contrastive Studies: Contrastive analyses and error analyses; studies of the methodology of contrastive analysis and of its theoretical bases; studies of the theoretical implications of contrastive linguistics for general linguistics as well as of the implications for contrastive linguistics of such other fields as psychology and computational linguistics. Abstracts (30–50 words) will be of the *mini-abstract* type, i.e. consisting principally of key words.

GENERAL PROCEDURES

1. Scholars are invited to submit unpublished non-copyrighted papers or limited edition (up to 500) non-copyrighted papers for dissemination through the project.
2. Papers must be accompanied by an abstract of the type specified for the particular field (see above).
3. Documents should be on paper of standard size, 8½ x 11 inches.
4. When possible, documents should be submitted in duplicate.
5. Documents must be of good graphic quality for reproduction by microfiche or microfilm. Dittoed, smudged mimeograph, poor Xerox copies, etc., are not acceptable.
6. Those who wish to receive the abstract bulletins must provide the project with at least six self-addressed unstamped envelopes of 7 x 10 inch size or larger, with an indication on the envelope of the field (or fields) of interest.
7. Individuals who utilize the project's services will be requested to fill out a brief questionnaire once every six months, as an aid to evaluating the project's value and effectiveness.

Materials and correspondence should be addressed to: Project for Dissemination of Linguistic Information, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

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