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Guatemalan Linguistics Projects Announced

The Proyecto Lingüístico Francisco Marroquin (PLFM), a private, autonomous, nonprofit, secular development institution affiliated with the Instituto Indigenista Nacional of the Guatemalan Ministry of Education, has announced a Field School in Linguistics to be held in the summer of 1973, and 8 two-year Linguistic Internships in Guatemala Mayan Languages to run from August of 1973 through December of 1975.

The nine-week field school will provide intensive field work experience and instruction in field methods, ethno semantics, and specific problems in Mayan linguistics. The course, which will be held June 25-August 25, 1973, will cover the collection, organization, analysis, and presentation of data, utilizing Mayan languages, with particular emphasis on the role of the native speaker in linguistic work. It will also include intensive instruction in the method and theory of semantic analysis, including componential analysis, hierarchies and paradigms in selected semantic domains, the interrelation of ethnographic semantics and generative linguistic theory, and the value of semantic analysis as fieldwork heuristics. Students will have access to the national Mayan linguistic library, which contains all available published and unpublished materials on Mayan languages, as well as to other technical facilities of the PLFM, and will be invited to participate in a national conference on linguistics and education sponsored by the PLFM.

Previous coursework in linguistics, preferably at the graduate level, is required, though candidates with strong undergraduate preparation will be considered. A working knowledge of Spanish is essential, with Spanish instruction available in the Language School of the PLFM for those who feel their background is not adequate

The two-year internships are open to Ph D linguists and candidates, although M A linguists with sufficient qualifications will be considered. Interns will be "Direct Placement" Peace Corps volunteers and will receive transportation to and from Guatemala, adequate living support, and fringe benefits. The linguistic interns will be responsible for training Mayan Indians in linguistics and for supervising the preparation of dictionaries, bilingual texts, and grammars. Mayan languages will include Kekchi, Pocomchi, Ixil, Tzutujil, Kanjobal, Chuj, and Jacalteco (Work is currently going on in multiple dialects of Quiché, Mam, and Cakchiquel).

Linguists need not have any background in Spanish or Mayan languages, as this will be provided them in pre-program training which begins in August. It is hoped that acceptance to both the internship program and the summer field school can be made by March 1, 1973.

The Proyecto Lingüístico Francisco Marroquin, which began in 1971, has as its main goals the following: to create a national technical resource institution in Mayan languages and linguistics, to provide a national institutional forum through which Guatemala's Indians, who comprise about 50 percent of the population, can influence programs and activities affecting their own communities; and to stimulate the study and use of native Indian languages in communication, education, and community development. The PLFM's support comes from the Guatemalan government, from grants from the Ford Foundation and other international foundations and institutions, and from the earnings of its intensive Spanish language school.

Further information about the PLFM and its programs, as well as applications for the summer field school and internship

program, can be obtained by writing the Director, Proyecto Lingüístico Francisco Marroquin, Apartado 237, Antigua, Guatemala, Central America.

Language Study and Research Funds Cut by New Budget

As part of the general cuts outlined in the proposed new federal budget, funds for Language Training and Area Studies under Title VI of the National Defense Education Act have been terminated. Essentially this means the end of all NDFL fellowships for both academic year and summer program study, as well as the end of contracts in support of projects to improve instruction in modern foreign languages.

Since the passage of NDEA in 1958 more than 100 foreign area study centers have been established at US colleges and universities and over 3000 specialists in the languages and cultures of the non-Western world have been trained. Budget officials believe that programs can be continued at these institutions without further federal assistance.

Well over 600 different research projects have been conducted since 1959 under section 602 of NDEA Title VI, under the general headings of Surveys and Studies, Methods of Instruction, and Language Materials. Many of the basic courses, readers, grammars and dictionaries for the uncommonly-taught languages which are used in classes today were developed through such contracts.

Further information about proposed federal spending for language and linguistics will be forthcoming in future issues of *The Linguistic Reporter*.

International Symposium on Religion and Language

An international symposium on Religion and Language was held at the University of Konstanz, Germany, December 1-2, 1972, under the auspices of the German Sociological Society's Section on the Sociology of Religion. The convener and chairman was Professor Thomas Luckmann (sociology, Konstanz), who is chairman of the Section as well as a member of the founding committee of the Section on Sociolinguistics.

Six scholars presented papers on special topics, leading to a general discussion in which all present participated actively. The invited speakers were Mogens Baumann-Larsen (Nordic philology, Copenhagen), Mary Douglas (anthropology, London), Charles Ferguson (linguistics, Stanford), William J. Samarin (anthropology, Toronto), Charles Taber (United Bible Societies, Accra), and Irving Zaretzky (anthropology, Yale).

Dr. Taber's paper on the semantics of 'God-talk' reported on translation problems presented by the names and attributes of the deity as found in the Bible. Professor Douglas' paper was a far-reaching analysis of the social construction of meaning, focusing on the treatment of anomalies in the category systems of different societies, e.g. Karam, Lele, ancient Israel. The papers by Ferguson, Samarin, and

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

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$2.50, air mail, \$4.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to Allene Gust Grognet, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of *The Linguistic Reporter* provided acknowledgment is given.

Baumann-Larsen were sociolinguistic treatments of religious discourse. Ferguson presented material on innovative forms of Christian discourse in the San Francisco area, Samarin discussed the role of the preacher and the sermon genre in one type of Protestant Christianity, and Baumann-Larsen reported on research into code-switching in religious contexts on the island of Bornholm. Finally, Zaretzky gave a detailed ethnographic account of American spiritualist churches, with special attention to the crucial role of the use of language.

This symposium followed by about six months the 1972 Georgetown Round Table's 'interest group' meeting on the sociolinguistics of religion, and gives further evidence of the vitality of this new field of sociolinguistic research. [Charles A. Ferguson, *Stanford University*]

Innovations in Foreign Language Teaching

Croft Educational Services, Inc. recently reported two developments in the field of foreign-language teaching. The first involves the attempt of Louisiana residents to restore French as an everyday language. The Acadian ("Cajun") residents, feeling that the stress for cultural and linguistic unity has reached the point of destroying cultural roots, have recruited 145 young male and female teachers from throughout France to teach French in Louisiana's schools. The male teachers are participants in a program that allows them the alternative of teaching abroad for two years instead of serving in the French army for one year. These teachers are now at work in 20 of Louisiana's parishes (counties) teaching kindergarten through college-age students. With younger children, they do not attempt to teach French grammar but instead emphasize sounds and oral communication. The Louisiana state government is contributing \$500,000 to the program to pay most of the visiting teachers' salaries.

A second report from Croft deals with the problem of dwindling foreign language class enrollments, and the resultant polyglot language class. In 1971, school officials decided to offer pilot electives in Hebrew and Italian to Burlingame (California) High School students. However, there were not enough enrollees to warrant separate classes in each language, so the two groups were combined into a single class under one teacher, with each student learning the language he had chosen. In addition, students studying Latin were added to the polyglot class.

Each group works independently and instruction is individualized, each student learns at his own rate. The teacher spends half of each class period with those learning Hebrew and half with those learning Italian. Both these groups use a method

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1973 SUMMER INTENSIVE LANGUAGE PROGRAMS

The Slavic Workshop at Indiana University has announced its new 1973 *Summer Russian Certification Program*, designed to give advanced language instruction to college and high school teachers of Russian and to upper-level language and literature students. The program is intended to supplement regular college Russian courses as well as to continue the advanced language instruction American students can now receive in the USSR through various foreign study programs. The entire program is designed to be covered in four intensive courses spread over three to four summers. The beginning level of the program is approximately equivalent to a fourth-year college course, however, students can enroll at any level by placement examination. Each level covers eight weeks of intensive full-time study and carries 10 units of college credit (graduate credit in the last two levels), those who successfully complete the upper level will be issued a certification of high proficiency in Russian. The 1973 Certification Program may offer a number of tuition grants.

In addition, the Slavic Workshop will offer first- through fifth-year Russian courses open to all students at in-state fees. The second Slavic language taught will be Beginning Serbo-Croatian.

For further details, write Director, Slavic Workshop, Ballantine 502, Indiana University, Bloomington, Indiana 47401.

An intensive summer program in Arabic will be offered at Georgetown University with support from the U.S. Office of Education. The program, which runs from June 18 to August 10, 1973, will probably include intensive courses in Basic Modern Standard Arabic, Intermediate Modern Standard Arabic, Basic Colloquial Egyptian, and Basic Colloquial Moroccan Arabic, with each course carrying 12 credits. A number of tuition grants may be available for undergraduate and graduate students. Application forms are available from Dr. Barbara Freyer Stowasser, Director, Summer Program in Arabic, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007.

National Science Foundation Research Grants

The Division of Social Sciences of the National Science Foundation awarded nearly 200 research grants between July and September 1972. Of these, 12 were awarded for research in linguistics and related areas, for a total of \$423,300. Listed below are the institution, investigator, and title of each linguistic research project that received such a grant.

SPECIAL PROJECTS

University of California at Berkeley
G Lakoff Generative Semantics.

University of California at Los Angeles
P Ladefoged and V. A. Fromkin, Equipment for Specialized Linguistics Research Facility

University of California at San Diego
A Stroll, E Klima, R Scales and S Kuro-

da Theoretical Investigation of the Lexical Aspects of Meaning

University of Massachusetts
S. J. Keyser Phonology and Syntax of English

University of Pennsylvania
Z S. Hafris. Theoretical Investigation of Linguistic Transformations

University of Pennsylvania
A Joshi Mathematical Investigation of Transformational Grammar.

University of Texas
W. P. Lehmann. Theoretical Investigation of Diachronic Syntax

ANTHROPOLOGY

University of Hawaii
D. M. Topping. Conference on Austroasiatic Linguistics

Yale University.
P. Newman Chadic Linguistics

SOCIOLOGY

Cornell University
L. Meltzer and D. P. Hayes Paralinguistic Dimensions of Group Interaction

SOCIAL PSYCHOLOGY

University of Illinois.
C. E. Osgood Studies on Comparative Psycholinguistics

Also awarded to the University of Connecticut was a grant for doctoral dissertation research in linguistics

Information about particular grants may be obtained by writing directly to the investigators or from the Science Information Exchange, 1730 M Street, N.W., Washington, D.C. 20036, which can provide abstracts for a small fee

Asian Language Teachers Form Council

The American Council of Teachers of Uncommonly-Taught Asian Languages (ACTUAL) was officially formed in November of 1972. Officers of the new organization are: Soenjono Dardjowidjojo (University of Hawaii), President, Edgar C. Polomé (University of Texas at Austin), Vice-President, William J. Gedney (University of Michigan), Secretary/Treasurer.

The organizing meeting of the Council was held in conjunction with the 1972 convention of the American Council on the Teaching of Foreign Languages (ACTFL) in Atlanta. ACTUAL plans to become a constituent member of ACTFL.

Membership is open to any scholar in the United States involved in the teaching of or research on less commonly taught Asian languages. Dues are \$3.00 per year.

Further information can be obtained from Professor William J. Gedney, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104.

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that is almost entirely oral and pictorial, at least for the first few weeks, and there is little emphasis on grammar. The Latin students work on their own, the more advanced students tutoring the beginners, with the teacher being available to help them as well. Burlingame's staff has found that the polyglot class concept has worked well and that the participating students are highly motivated and conscientious about their work.

news briefs

This column will contain news of grants, fellowships, and awards, conferences, workshops, and seminars, personalia, deaths, and special notices. Please address "News Briefs" correspondence to Sherilyn S. Goldbecker, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Items should be kept as short as possible; we reserve the right to edit all copy submitted.

GRANTS, FELLOWSHIPS, AND AWARDS

In its December 15, 1972, *Letter*, the Ford Foundation announced a number of grants related to language study abroad.

To assist the Malaysian Ministry of Education's Educational Planning and Research Divisions with the modernization of training and teaching methods by 1976, the Foundation has granted \$150,000. The government of Malaysia is now firmly committed to adopting Bahasa-Malaysia, the standard literary Malay language, as the national language and is thus involved in introducing it as the language of instruction in all public schools, which had previously used Malay, English, Chinese, or Tamil as the language of instruction. Advisory and training assistance will be used to update and improve the syllabus for teaching various subjects in Bahasa-Malaysia and to develop skills in English as a language for wider communication and for acquiring needed technological information.

The Central Institute of Indian Languages at Mysore was the recipient of a \$377,000 three-year supplement to improve

the teaching of Indian languages, both in and out of schools. Consultants from India and abroad will participate in the program, and funds will be used to provide a publishing facility capable of printing materials in all Indian languages.

A two-year English Language Textbook Development project in Tunisia, managed by the Foundation, received \$121,000 for the improvement of English teaching in Tunisia's secondary schools. Low-cost English-language textbooks based on modern teaching techniques will be developed, and training programs for Tunisian teachers of English will be set up.

In order that Lebanese University could offer mathematics and biological degree programs in English, the faculty of science was awarded \$56,000, to enable 25 French-speaking professors to undergo intensive English instruction in England during the summer vacation period.

The Committee on International Exchange of Persons indicates that a preliminary review of applications for Senior Fulbright-Hays Awards for 1973-74 has revealed the need for additional candidates. Of interest to linguists and those in related fields are the following:

1. *English and teaching methodology lectureship*. Assistance in developing a new TEFL program at the National University of Gabon. September 1973-June 1974. Fluent French required. Contact Mrs. Frances Patch, 202-961-1642.
2. *Teaching methodology—3 or 4 lectureships*. Affiliation with provincial

universities and teacher training colleges in Indonesia Spring 1973-late summer or fall 1973 M A in TEFL and teaching experience, preferably overseas, required Contact Mrs. Elaine Harris, 202-961-1641

Scholars interested in receiving the annual announcement of awards for 1974-75 to be issued this spring are invited to register with the Committee at the following address 2101 Constitution Avenue, Washington, D C. 20418

Beginning in 1973, the Southern Anthropological Society will offer an annual award for the book-length manuscript that best describes and interprets the people or culture of a distinctive New World population. Known as the *James Mooney Award*, the prize consists of \$100 and publication of the manuscript by the University of Tennessee Press

Any interested student of the cultures and societies of the New World may submit a manuscript The subject may be prehistoric, historic, or contemporary, and submissions can be about people belonging to obscure or heretofore unknown groups The judges welcome works in ethnography, linguistics, archaeology, physical anthropology, history, folklore, sociology, and other disciplines, and especially scholarship that crosses the traditional lines separating these areas

For further information write Charles Hudson, Chairman, SAS Awards Committee, Department of Anthropology, University of Georgia, Athens, Georgia 30601

The Translation Committee of the American Center of P E N, in conjunction with the School of Arts at Columbia University, has undertaken a major program of translation that includes the publication of *A Journal For Translation*, a clearinghouse to serve both publishers and translators, and the awarding of *translation fellowships* This program is supported by the National Endowment for the Arts

The translation fellowships, which carry an annual grant of \$10,000, have been established to enable writers to undertake a language study with special consideration to the more difficult languages The fellowship holders are chosen from among applicants who are writers of proven excellence and have the desire to do serious work in translation The American Center of P E N is located at 156 Fifth Avenue, New York, N Y 10010

CONFERENCES, WORKSHOPS, AND SEMINARS

The 24th Annual Georgetown Round Table Meeting on Linguistics and Language Studies will convene March 15-17 in Washington, D C Meeting participants from the linguistic and language teaching professions will discuss the need to re-examine the services that are offered to the non-language major and to devise the most effective means for a close correlation of language study and subject matter study in the curriculums for both the language major and the language minor. Plenary sessions will deal with Language and International Studies. Linguistic Considerations, Language and International Studies' Curriculum Design and Classroom Implementation, The Views of Foreign Language Users, and Evaluation of Foreign Language Programs by Private and Public Agencies of National and International Significance In addition, interest group sessions will be held on March 16 to promote the exchange of ideas on topics relative to foreign language instruction. For further information on the meeting, write Kurt R. Jankowsky, Chairman, 24th Georgetown Round Table, School of Languages and Linguistics, Georgetown University, Washington, D C 20007

The Third Annual Linguistic Symposium on Romance Languages will be held at Indiana University on March 29-31, 1973. The symposium subject matter is limited to the intersection of generative grammar and the Romance languages as it aims to bring forth original contributions in the descriptions of Romance languages, to draw attention to phenomena of possible importance in the re-examination of theoretical views, and to suggest formulation of more adequate foreign language teaching methods.

Featured speakers are Sanford A. Schane (University of California, San Diego), James W. Harris (MIT), and Maria-Luisa Rivero (University of Ottawa) A total of 18 papers dealing with the phonology, morphology, syntax, and semantics of French, Spanish, Italian, Portuguese, Rumanian, Provencal, and Catalan is anticipated Tentatively, one session of the symposium will be concerned with analyses of Romance clitics and another with problems of abstract phonology in Romance A roundtable discussion is also planned on a topic of special interest to those teaching both linguistics and foreign languages

Further information on the symposium may be obtained from Third Annual Linguistic Symposium on Romance Lan-

guages, Department of Spanish and Portuguese, Ballantine Hall 844, Indiana University, Bloomington, Indiana 47401

The Northeast Conference on the Teaching of Foreign Languages will hold its twentieth annual conference April 12-14, 1973, in New York City The conference reports will deal with sensitivity in foreign-language teaching Activities during the meeting include an address on "Teaching a Foreign Language to Native Speakers of It", workshop sessions on "Interaction Analysis" and "Individualizing Instruction", and showings of foreign-language films. Preregistration forms and programs are available from Mrs. Nancy W. Lian, 320 Riverside Drive, New York, New York 10025

The Workshop on Research Problems in Southwest Areal Linguistics II will be held at the University of New Mexico, Albuquerque, on April 26-28, 1973 The workshop's five sessions will deal with Southwest Spanish descriptive studies, Southwest Spanish sociolinguistics, Southwest Amerindian educational linguistics, Southwest English, and general topics Persons interested in presenting papers at the workshop should contact Garland D. Bills, Department of Modern and Classical Languages, University of New Mexico, Albuquerque, New Mexico 87106

The Indian Institute of Advanced Study is holding a workshop for linguists, sociologists, and social anthropologists concerning the broad theme of "Social Stratification and Language Behavior" from May 5 to 12 at Rashtrapati Nivas The main objectives of this workshop are to focus attention on studies concerning sociolinguistics in the country and to promote interdisciplinary consideration of India as a sociolinguistic area

The workshop's general sessions will be devoted to theoretical approaches concerning the following themes within the broad framework of the behavioural sciences speech variations, social controls in language behaviour, social meaning, and sociocultural factors of multilingualism One session will specifically review the present state of sociolinguistics in the country, the resources available, and the organizational machinery required for promoting interdisciplinary studies in the field The sectional meetings will focus on structural analyses of typical speech events and of specific characteristics in language be-

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haviour. A few of the suggested topics are greetings and introduction clichés, advertisements and announcements, buyers' and sellers' language, language of play and of quarrel, language of matrimonial negotiations, job interviews, psychiatric interviews, baby talk, secret jargons, and language of the underground

For additional information on the workshop, write Prof. Lachman M. Khubchandani, Indian Institute of Advanced Study, Rashtrapati Nivas, Simla-5, India

The Mexican Anthropological Society will hold its thirteenth Round Table Meeting in Xalapa, Veracruz, Mexico, from September 9 to 15. Interested researchers are invited to attend the meeting, which will have as its theme Balance and Perspectives of Anthropology in Mesoamerica and Northern Mexico. Three types of papers will be presented at the meeting: (1) Those related to the central theme which present summaries and focus on problems and projections; (2) Symposia on specific themes proposed by their organizers, with the participation of speakers invited by the organizers; (3) Papers and reports not necessarily encompassing the central theme, which will be grouped into sections by the organizing committee. Members of the organizing committee from the field of linguistics are Yolanda Lastra de Suárez of the University of Mexico and Leonardo Marique of the National Institute of Anthropology and History. For further information on the meeting, write Secretariado, XIII Reunion de Mesa Redonda, Sociedad Mexicana de Antropologia, Apartado Postal 660, Mexico, I, D F, Mexico.

PERSONALIA

The following scholars are visiting the United States for at least three months as part of the Center for Applied Linguistics' East European Contrastive Studies Projects

Alexandra Petrovanu-Cornilescu, University of Bucharest, Bucharest, Romania. October 1972-July 1973. Special interests syntax and semantics, grammar of the English language

Jan Cygan, University of Wroclaw, Wroclaw, Poland. October 1972-June 1973. Special interests English grammar, transformational grammar, English phonology

Andrzej Kopeczynski, Warsaw University, Warsaw, Poland. October 1972-June 1973. Special interests linguistic aspects of translation/interpretation, Polish and English phonology.

meetings and conferences

- April 2-5 Conference on Multilingual-Multicultural Education San Diego, California
 April 5-7 Conference on African Linguistics, 4th Flushing, New York
 April 5-7 Conference on College Composition and Communication New Orleans, Louisiana
 April 6-7 Child Language Research Forum Stanford, California [Write Mariys Macken, Committee on Linguistics, Stanford University, Stanford, California 94305]
 April 6-7. Conference on Rule Ordering Bloomington, Indiana
 April 6-8 National Conference on the Language Arts in the Elementary School Chicago, Illinois
 April 10-13 Acoustical Society of America Boston, Massachusetts
 April 11-13 Aslib Co-ordinate Indexing Group Informatics 1 Conference Durham, England
 April 12-14 Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York
 April 13-14 College English Association Detroit, Michigan
 April 13-15 Chicago Linguistic Society, 9th Chicago, Illinois
 April 20-21 Southeastern Conference on Linguistics Charlottesville, Virginia [Write Sarita Schotta, Secretary-Treasurer, SECOL, P O Drawer 928, Blacksburg, Virginia 24060]
 April 22-27 Association for Childhood Education International Wichita, Kansas
 April 25-28 International Communication Association Montreal, Quebec, Canada
 April 26-28 University of Kentucky Foreign Language Conference Lexington, Kentucky
 April 27-28 Conference on Meaning A Common Ground of Linguistics and Literature Cedar Falls, Iowa [Write Don L F Nilsen, Director, Linguistics and TEFL, University of Northern Iowa, Cedar Falls, Iowa 50613]
 April 30-May 4 International Reading Association Denver, Colorado
 May 1-4 NAFSA Association of Teachers of English as a Second Language Detroit, Michigan [Write Kay Hatfield, National Association for Foreign Student Affairs, 1860 19th Street, N W., Washington, D C 20009]
 May 5-6 California Linguistics Conference, 3rd Stanford, California [Write Joan Bresnan, Stanford University, Stanford, California 94305]
 May 5-12 Workshop on Social Stratification and Language Behaviour Rashtrapati Nivas, India [Write Prof Lachman M Khubchandani, Indian Institute of Advanced Study, Rashtrapati Nivas, Simla-5, India]
 May 9-13 Convention of Teachers of English to Speakers of Other Languages San Juan, Puerto Rico
 May 11 AILA Commission on Language Tests and Testing, San Juan, Puerto Rico
 May 17-19 Canadian Association of Applied Linguistics Quebec, Quebec, Canada
 July 5-August 28 Linguistic Society of America Summer Linguistic Institute Ann Arbor, Michigan
 July 16-22 International Congress of Orientalists, 29th Paris, France [Write 29^e Congrès des Orientalistes, Collège de France, Place Marcelin-Berthelot, 75-Paris 5^e, France
 August 1-2 Association for Computational Linguistics Ann Arbor, Michigan
 August 3-5 Linguistic Society of America Summer Meeting Ann Arbor, Michigan
 August 8-10 American Association of Teachers of Spanish and Portuguese Mexico City, Mexico
 August 13-15 International Conference on Salish Languages, 8th Eugene, Oregon [Write J Hoard and C Sloat, Co-Chairmen, International Conference on Salish Languages, c/o Linguistics, University of Oregon, Eugene, Oregon 97403]
 August 21-24 Canadian Council of Teachers of English, 6th Vancouver, British Columbia, Canada. [Write Mrs Iris McIntyre, Conference Chairman, Canadian Council of Teachers of English, 5650 Eagle Harbour Road, West Vancouver, British Columbia, Canada]
 August 27-30 American Sociological Association New York, New York
 August 27-31 American Psychological Association Montreal, Quebec, Canada
 August 27-September 8 International Conference on Historical Linguistics, 1st Edinburgh, Scotland [Write Charles Jones, Department of English Language, University of Edinburgh, 15 Buccleuch Place, Edinburgh EH8 9JX, Scotland, United Kingdom]
 November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania
 November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts
 December 27-30 Modern Language Association, 88th Chicago, Illinois
 December 28-30 Linguistic Society of America, 48th San Diego, California

Piotr Kakietek, Adam Mickiewicz University, Poznań, Poland September 1972-May 1973 Special interests. contrastive analysis of the modal systems of English and Polish

József Bognár, Teacher Training College, Pécs, Pécs, Hungary January-May 1973 Special interests contrastive analysis and generative grammar, teaching English as a second language

József Csapo, Debrecen University, Debrecen, Hungary January-April 1973 Special interests. problems in semantic fields of English and Hungarian, problems of contrastive lexicology in English and Hungarian

László Dezsó, Debrecen University, Debrecen, Hungary. February-June 1973 Special interests: grammatical theory, typology, contrastive grammar with regard to the problems of word order and topic comment

Edit Tettamanti, College of Trade, Budapest, Hungary February-June 1973

DEATHS

Phillip Gove, G. & C Merriam Company November 1972

Faze Larudee, English Language Institute, Cairo August 1972.

Henry Lee Smith, Jr., State University of New York at Buffalo December 1972.

SPECIAL NOTICES

Nonverbal Components of Communication Paralanguage, Kinesics, Proxemics is an informal newsletter for scholars involved in research or teaching relative to the various aspects of nonverbal communicative behavior. Of particular concern is the relationship of linguistic structures and nonverbal structures as they correlate in the total communicative event Begun in the spring of 1972 by **Mary Ritchie Key** of the University of California at Irvine, the newsletter is issued at irregular intervals The newsletter's readers are its source of news items on recent publications and articles, current research in the field, upcoming and past conferences and workshops, etc The School of Humanities of the University of California at Irvine is donating this service to scholars because they feel that in this relatively new field, it is important to encourage original and innovative research All correspondence and news items should be addressed to **Mary Ritchie Key**, Associate Professor, Program in Linguistics, University of California at Irvine, Irvine, California 92664

A list of current teacher training activities by anthropologists and by others using anthropological techniques is now being compiled for UNESCO use Information sought includes program title, frequency, and duration, type of students involved,

principal techniques, principal and indirect aims; formal and informal assessments of the program to date Compilers are also particularly seeking leads to activities by foreign colleagues and by Americans working abroad For further information and questionnaires, write **Sigrid Topfer**, Department of Anthropology, State University of New York at Buffalo, 4242 Ridge Lea Road, Amherst, N Y 14226

Regional Association Forms

The Linguistic Association of the Southwest (LASSO) held its charter meeting October 26-28, 1972, in Tulsa, Oklahoma Newly elected officers of the association are Archibald A Hill (University of Texas at Austin), president, Jacob Ornstein (University of Texas at El Paso), vice-president; and Silas Griggs (North Texas State University), secretary-treasurer LASSO will distribute a newsletter to its members and hold annual meetings, the 1973 meeting to be held in Fort Worth on November 1-3 in conjunction with the South-Central MLA meeting Residents of Arizona, Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, western Tennessee, and Texas are eligible for membership, dues are \$5 00 per year (\$2 00 for students) and should be sent to Silas Griggs, Department of English, North Texas State University, Denton, Texas 76203.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

American Council for Applied Linguistics Proposed

Representatives of ten U S organizations which deal with language and/or linguistics met at the Center for Applied Linguistics on February 6, 1973 to discuss the formation of an American Council for Applied Linguistics. The Council would in turn become the United States affiliate of the International Association of Applied Linguistics (AILA). Represented at the meeting were The American Council on the Teaching of Foreign Languages, The American Dialect Society, The American Speech and Hearing Association, The Association for Computational Linguistics, The Association of Teachers of English as a Second Language/National Association for Student Affairs, The Center for Applied Linguistics, The Linguistic Society of

America, The Modern Language Association of America, The National Council of Teachers of English, and Teachers of English to Speakers of Other Languages. The AILA constitution requires national affiliates to be membership organizations. At present, no single membership organization represents the full breadth of applied linguistics in the United States—thus the proposal for an American Council. The Center for Applied Linguistics has served as the AILA affiliate in the interim.

There was essential agreement among the meeting participants about the structure and duties of the proposed Council, as well as the nature of U S participation in AILA. The governing bodies of the organizations represented must now approve the

agreements reached, and must authorize membership in the new American Council for Applied Linguistics for their respective organizations. The Council would then seek affiliation with AILA.

AILA was created in 1964 with the two main concerns of the association being the application of linguistics to teaching, particularly to foreign language teaching, and the application of linguistics as computational linguistics. Since that time such areas as sociolinguistics, contrastive linguistics, child language, modern language teaching to adults, and educational technology have been added. The most recent AILA Congress was held in Copenhagen in the summer of 1972. The next one is scheduled for 1975.

Ford Foundation Announces Grant for Middle East Linguistic Institutes

The Ford Foundation recently announced a grant of \$121,800 over a two-year period to the Center for Applied Linguistics for regional linguistic training in the Middle East and Africa. The first phase of this training, a Middle East Linguistic Institute to help established scholars keep up to date in their own specialties, and study new developments in linguistics, will take place in Egypt during the summer of 1973. Cairo University will be the host institution, and the Center for Applied Linguistics with the cooperation of the British Council will coordinate faculty recruitment and course content.

About fifty-five Egyptian professors and demonstrators of linguistics and/or English as a Foreign Language, as well as ministry and education center officials, will take part in the first Institute. To date five American faculty members have been named: Salih Altoma, Indiana University,

David DeCamp, University of Texas, Robert Harms, University of Texas, Archibald A Hill, University of Texas, John Robert Ross, Massachusetts Institute of Technology. Two British faculty members will be named shortly. Dr. Saad M. Gamal-Eldin of Cairo University will serve as Director.

The present course listing for the Institute includes: Linguistics and Arabic Grammar, Linguistics and Arabic Studies, Generative Phonology, Historical Linguistics, Transformational Grammar, Sociolinguistics/Dialectology, Recent Trends in Linguistic Theory, Linguistics and English Poetry, Linguistics and English Prose. Further courses will be added.

A similar Institute, open to scholars from the entire Middle East region, will be held in Cairo during the summer of 1974. It is hoped that other area countries will host Institutes in future years.

Employment Reference Service at CAL

The Center for Applied Linguistics has established a reference file of persons who are seeking positions in the various areas of linguistics and applied linguistics. Any individual seeking such a position is invited to submit his or her resume.

Institutions having positions open may use the Reference Service by informing the Center of the requirements of the position and the qualifications of the person needed to fill it. All inquiries will be held in the strictest confidence.

All correspondence should be addressed to Dr. Rudolph C. Troike, Director, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

Intensive Language Courses

The University of Wisconsin-Madison will offer an *intensive language program in Indonesian* from June 4 through August 10. First- through fourth-year courses will be taught, and there will be weekly evening lectures on Indonesian history, anthropology, sociology, economics, politics, and art. The admission deadline is May 1. Application forms have been distributed to Departments of Asian Studies at colleges and universities across the country. For further details and information on possible fellowships, contact **A. John Little, Jr.**, Department of East Asian Languages and Literature, University of Wisconsin, 1212 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

The Center for Vietnamese Studies of Southern Illinois University at Carbondale will hold a *Summer Institute in the Languages of Indochina*. Courses in elementary through advanced Vietnamese, Lao, and Cambodian will be offered, along with supporting area courses in various disciplines, e.g. linguistics, prose, poetry, drama. There will be opportunities for individual guided research designed to meet the needs of specialized advanced students. The Center will also sponsor an auxiliary series of lectures, seminars, discussion groups, films, etc. Application forms and further information on possible study grants and tuition awards are available from **Prof. Nguyen Dinh-Hoa**, Director, Center for Vietnamese Studies, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Summer Linguistic Program For High School Students

Northern Arizona University recently announced its sixth summer linguistics program for high school students, to run from June 11 through August 3, 1973. The program, which is supported by the National Science Foundation, is designed to introduce high-ability high school juniors to the scientific study of language.

The first six weeks will include daily class and lab sessions dealing with language and linguistics, phonology, and syntax, in addition to basic linguistic concepts, students will be informed about such related topics as comparative linguistics, languages of the world, linguistic typology, linguistic universals, and applied linguistics. After the second week, each partici-

See High School, 3, Col. 2

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

The *Linguistic Reporter*, the Center's newsletter, is published ten times a year, monthly except July and August. Annual subscription, \$2.50, air mail, \$4.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to Allene Guss Grognet, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given.

University of Illinois Announces Two New Programs for TESL/TEFL Training

The University of Illinois at Urbana has announced several programs of interest to linguists and those in related fields.

TEFL Teaching/Research Program in Iran. Cosponsored by the University of Illinois and Tehran University, this program includes the teaching of English to speakers of other languages at the Tehran University Language Center and the attending of concurrent seminars in the field for graduate credit at the University of Illinois.

There are two major types of appointments in the program:

1. Assistantships for candidates for the University of Illinois master's degree in TESL which includes teaching two classes five days a week during fall and spring semesters and one summer term during the two-year appointment. Participants must have a B.A. degree or its equivalent and academic training or experience in second or foreign language acquisition.
2. Senior assistantships for post-master's applicants with training in TESOL and for linguists who are qualified to conduct basic and applied research for TEFL materials development which includes the teaching of one two-period class five days a week and assistance in the TEFL research and materials development project. One senior appointment is designated for assistance in teacher training and includes demonstration teaching, class observation, and consultation/discussion sessions. Participants must have an M.A. degree in TESOL, linguistics, or a related field, and TESOL experience; they

also should have studied transformational grammar and have demonstrated ability to conduct basic and/or applied research. Preference will be given to applicants with overseas experience and a knowledge of Persian, although these are not requirements for acceptance.

Participants in both categories will receive monthly stipends and air transportation. Letters initiating applications should specify the type of appointment desired and should also include a brief bio-data sheet and transcripts of all college work.

Internship Program in TESL. The second program involves a two-semester Puerto Rican internship integrated with the curriculum leading to a master's degree in TESL. The program is offered in cooperation with the Department of Education of the Commonwealth of Puerto Rico. Interns will be assigned to a public elementary or secondary school for an academic year and receive guidance from Puerto Rican English Zone Supervisors and University of Illinois faculty. They will be concurrently enrolled in integrated courses for University of Illinois graduate credit. Interns will be housed with Puerto Rican families where possible and will receive a monthly stipend.

Applicants must have a B.A. degree or its equivalent and training in TESL, English, Spanish, linguistics, and/or other related disciplines.

Further information and application forms for both these programs are available from **Prof. Katharine O. Aston**, Director of Programs in English as a Second Language, 3070C Foreign Languages Building, University of Illinois, Urbana, Illinois 61801.

American Indian Newspaper Begins Publication

Wassaja, A National Newspaper of Indian America, began publication in January of 1973. The monthly newspaper is a publication of The American Indian Historical Society, an all-Indian organization of scholars, historians and traditionalists. *Wassaja* will present information on the life of the Indian as it is today, including information on language and culture. Subscription is by contribution.

The American Indian Historical Society also publishes two other periodicals, *The Weewish Tree* and *The Indian Historian*. *The Weewish Tree*, begun in late 1971 and published six times a year, is a magazine directed toward young people from age six to sixteen. *The Indian Historian*, a quarterly journal which began publication in 1968, contains stories, history, anthropological materials, and information about American Indian tribes and current affairs.

Further information about the above periodicals can be obtained from The American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117.

Institute/ Conference

The 1973 *California Summer Program in Linguistics* will be held June 25-August 17 at the University of California at Santa Cruz. For undergraduates, there is a two-week intensive Introduction to Linguistics course, followed by six weeks of upper division courses, and for graduates, there will be a two-week intensive course in Logic for Linguists, followed by six-week seminars, a Field Methods course will run for the entire eight-week period. Among the topics to be covered by the program's offerings are phonology, syntax, phonetics, language change, linguistics and language teaching, universals of language, and semantics. In addition, weekly colloquia will be held. Fellowships will be available, and application forms, as well as further information about the summer program, can be obtained from **Victoria Fromkin**, Summer Session, University of California, Santa Cruz, California 95060.

The *Summer Linguistics Conference* will also be held at the University of California at Santa Cruz on July 21-22. Those interested in presenting papers at the conference should submit abstracts by June 1, 1973, to **Charles Fillmore**, Department of Linguistics, University of California, Berkeley, California 94720.

news briefs

This column will contain news of grants, fellowships, and awards, conferences, workshops, and seminars, personalia, deaths, and special notices. Please address "News Briefs" correspondence to Sherilyn S. Goldbecker, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Items should be kept as short as possible, we reserve the right to edit all copy submitted.

CONFERENCES, WORKSHOPS, AND SEMINARS

The *First National Conference on Testing in Education and Employment* will convene April 1-4 at Hampton Institute in Hampton, Virginia. The conference will serve as the starting point for a five-year series of projects in this field. Participants from education, labor, industry, government, and public and private community organizations will concentrate on the testing of minority individuals in educational institutions, the pre-employment and apprenticeship programs in labor and industry, and the screening procedures used by government agencies in hiring and promoting employees. Principal sponsors of the conference include Ohio State University's Office of Minority Affairs, the University of Pittsburgh's School of Education, the United Steelworkers of America, Hampton Institute, and the Center for Urban and Ethnic Affairs, Teachers College, Columbia University. The purposes of the conference are to examine the use of tests as they affect education and employment and to demonstrate the need for job-related studies of job performance; to conduct research to produce new theories of testing and new statistical measures, to suggest alternative methods for predicting success in education and employment, to

HIGH SCHOOL from page 2

participants will do intensive reading on one aspect of linguistic science of his choosing. The final two weeks will be devoted to individualized research into the linguistic structure of an unfamiliar spoken language. Under the supervision of a linguist, students will begin scientific analysis of one or more southwestern Amerindian languages, utilizing native speakers residing in the Flagstaff area as informants.

April 15 is the deadline for applications, and awards will be announced May 1. Further information and application forms are available from **Dr. P. David Seaman**, Director, NSF Summer Linguistics Institute, Box 5788, Northern Arizona University, Flagstaff, Arizona 86001.

increase public awareness of biased tests, to investigate the economics of testing and the testing industry, and to establish a structure for continuous monitoring of selected target test producers. For further information, contact **Dr. Norman Dixon**, School of Education, University of Pittsburgh, Pittsburgh, Pa 15213.

The first *National Indian Bilingual Education Conference* will meet in Albuquerque, New Mexico, April 17-19, 1973. The theme of the conference will be "Planning and Implementing Bilingual Programs", with emphasis on finding practical solutions to daily problems. The conference was organized in response to the expressed need for an opportunity to focus specifically on the concerns of Indian programs. The format of the conference will be rotating panels so that all participants can become fully involved in discussing such topics as instruction, teacher training, materials development, community participation, and program administration. The planning committee has indicated that if conference participants feel the need of a permanent organization and/or a future conference, such plans will be formulated and officers elected. Further information on the conference is available from the NIBEC Committee, Box 1944, Albuquerque, NM 87103.

Educational Testing Service, Princeton, New Jersey has announced a new two-week *international workshop in the construction of foreign language tests* to run from June 18-29, 1973. Among topics covered will be test planning and development, item writing, data analysis, and test production and administration. Lectures will be in English, followed by the opportunity for discussion in English, French or Spanish. Tests designed during the course will be printed by ETS and mailed to participants for a trial administration, and ETS will later analyze the test results and share this analysis with participants. For further information write **Ms. Frances M. Ottobre**, International Instructional Programs, Educational Testing Service, Princeton, New Jersey 08540.

Ford Grant to CAL

The Center for Applied Linguistics is pleased to announce the receipt of a grant of \$400,000 from the Ford Foundation in support of the Center's general activities. The grant, which covers a one-year period, supplements previous grants to the Center for the same purpose.

meetings and conferences

The 1973 *International Conference on Computational Linguistics* will be held at Italy's University of Pisa from August 27 to September 1. The conference, cosponsored by the Consiglio Nazionale delle Ricerche, the Centro Scientifico IBM of Pisa, and the Centro Nazionale Universitario di Calcolo Elettronico of Pisa University, will cover a broad range of topics relating to the automatic treatment of languages. Lectures will deal primarily with informatic systems for the analysis and generation of linguistic structures, practical experience of automatic treatment with the use of such systems in the areas of analysis, generation of natural languages, mechanical translation, etc., informatic systems for the analysis of texts and linguistic data, and practical experience of such analysis in various fields of linguistics and humanities, e.g. historical linguistics, lexicology, lexicography, terminology, quantitative linguistics, dialectology, psycholinguistics, etc. Papers, on both general subjects and detailed topics, will also be presented. Authors are invited to send the complete text, or an abstract of at least 1000 words, of their paper to Dr. H. Karlgren, KVAL, Sodermalmsstorg 8, Stockholm, Sweden, before April 30. Papers or abstracts may be in either English or French, and must be accompanied by a summary (maximum 100 words) in English. Further information on the conference is available from Prof. A. Zampolli, General Coordinator of 1973 ICCL, Via S. Maria 36, 56100 Pisa, Italy.

GRANTS, FELLOWSHIPS, AND AWARDS

The National Endowment for the Humanities has announced that the deadline for applications for grants from the Division of Research Grants is May 7, 1973. Grants will be awarded in November of 1973.

SPECIAL NOTICES

List 1974 Library and Information Science Today, an international registry of research and innovation in librarianship, documentation, and information science, is now being compiled under the direction of Dr. Paul Wasserman (University of Maryland). This fourth annual edition of the registry will include activities under way in governmental and academic institutions, industrial and research organizations, international associations, foundations, societies, etc. Data provided for each project are project name, principal investigators, name and address of institution where the project is

in progress, funding source (if any), beginning and anticipated completion dates, and project description. Questionnaires are now being distributed in order to identify ongoing projects, those whose efforts have not been identified in earlier editions and who require questionnaires can obtain them from List 1974, School of Library and Information Services, University of Maryland, College Park, Maryland 20742.

The *World Directory of Linguists*, edited by Thomas A. Sebeok, is endeavoring to compile the names and addresses of all living linguists and other language scientists in the world. The term "linguists" is used in its broadest sense, meaning that not

only are scholars working in the field of technical linguistics to be included, but also those working in any of the language sciences. The *Directory* will be published annually, with the first volume scheduled to appear in 1974. A different format will be used each year. For example, one year scholars will be listed by countries, another they may be listed by field of interest, alphabetically, etc.

The *Directory* will use the membership lists of many "linguistic" organizations for its initial mailing of questionnaires. Individuals not affiliated with a professional organization in their field can obtain a questionnaire by writing Mrs. Margot D. Lenhart, World Directory of Linguists, Research Center for the Language Sciences, Indiana University, 516 East 6th Street, Bloomington, Indiana 47401.

- April 1-4 National Conference on Testing in Education and Employment, 1st Hampton, Virginia [Write Dr. Norman Dixon, School of Education, University of Pittsburgh, Pittsburgh, Pa. 15213.]
- April 2-5 Conference on Multilingual-Multicultural Education San Diego, California
- April 5-7 Conference on African Linguistics, 4th Flushing, New York
- April 5-7 Conference on College Composition and Communication New Orleans, Louisiana
- April 6-7 Child Language Research Forum Stanford, California [Write Marlys Macken, Committee on Linguistics, Stanford University, Stanford, California 94305.]
- April 6-7 Conference on Rule Ordering Bloomington, Indiana
- April 6-8 National Conference on the Language Arts in the Elementary School Chicago, Illinois
- April 10-13 Acoustical Society of America Boston, Massachusetts
- April 11-13 Ashb Co-ordinate Indexing Group Informatics I Conference Durham, England
- April 12-14 Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York
- April 13-14 College English Association Detroit, Michigan
- April 13-15 Chicago Linguistic Society, 9th Chicago, Illinois
- April 17-19 National Indian Bilingual Education Conference Albuquerque, New Mexico [Write NIBEC Committee, Box 1944, Albuquerque, N.M. 87103.]
- April 20-21 Southeastern Conference on Linguistics Charlottesville, Virginia [Write Santa Schotta, Secretary-Treasurer, SECOL, P.O. Drawer 928, Blacksburg, Virginia 24060.]
- April 22-27 Association for Childhood Education International Wichita, Kansas
- April 25-28 International Communication Association Montreal, Quebec, Canada
- April 26-28 University of Kentucky Foreign Language Conference Lexington, Kentucky
- April 27-28 Conference on Meaning: A Common Ground of Linguistics and Literature Cedar Falls, Iowa [Write Don L. F. Nilsen, Director, Linguistics and TEFL, University of Northern Iowa, Cedar Falls, Iowa 50613.]
- April 30-May 4 International Reading Association Denver, Colorado
- May 1-4 NAFSA Association of Teachers of English as a Second Language Detroit, Michigan [Write Kay Hatfield, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009.]
- May 5-6 California Linguistics Conference, 3rd Stanford, California [Write Joan Bresnan, Stanford University, Stanford, California 94305.]
- May 5-12 Workshop on Social Stratification and Language Behaviour Rashtrapati Nivas, India [Write Prof. Lachman M. Khubchandani, Indian Institute of Advanced Study, Rashtrapati Nivas, Simla-5, India.]
- May 9-13 Convention of Teachers of English to Speakers of Other Languages San Juan, Puerto Rico
- May 11 AILA Commission on Language Tests and Testing San Juan, Puerto Rico

meetings and conferences

- May 17-19 Canadian Association of Applied Linguistics Quebec, Quebec, Canada
- May 19-20 Lexicostatistics Conference Montréal, Québec, Canada [Write David Sankoff, Université de Montréal, Centre de Recherches Mathématiques 354, Case postale 6128, Montréal 101, Québec, Canada]
- May 27-30 Canadian Linguistic Association Kingston, Ontario, Canada [Write Dan A Wilson, English Department, Queen's University, Kingston, Ontario, Canada]
- July 5-August 28 Linguistic Society of America Summer Linguistic Institute Ann Arbor, Michigan
- July 16-22 International Congress of Orientalists, 29th Paris, France [Write 29^e Congrès des Orientalistes, Collège de France, Place Marcelin-Berthelot, 75-Paris 5^e, France
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- August 1-2 Association for Computational Linguistics Ann Arbor, Michigan
- August 3-5 Linguistic Society of America Summer Meeting Ann Arbor, Michigan
- August 8-10 American Association of Teachers of Spanish and Portuguese Mexico City, Mexico
- August 13-15 International Conference on Salish Languages, 8th Eugene, Oregon [Write J Hoard and C Sloat, Co-Chairmen, International Conference on Salish Languages, c/o Linguistics, University of Oregon, Eugene, Oregon 97403]
- August 21-24 Canadian Council of Teachers of English, 6th Vancouver, British Columbia, Canada [Write Mrs Iris McIntyre, Conference Chairman, Canadian Council of Teachers of English, 5650 Eagle Harbour Road, West Vancouver, British Columbia, Canada]
- August 27-30 American Sociological Association New York, New York
- August 27-31 American Psychological Association Montreal, Quebec, Canada
- August 27-September 1 International Conference on Computational Linguistics Pisa, Italy [Write Prof A Zampulli, General Coordinator of 1973 ICCL, Via S Maria 36, 56100 Pisa, Italy]
- August 27-September 8 International Conference on Historical Linguistics, 1st Edinburgh, Scotland [Write Charles Jones, Department of English Language, University of Edinburgh, 15 Buccleuch Place, Edinburgh EH8 9JX, Scotland, United Kingdom]
- September 1-8 International Congress of Anthropological and Ethnological Sciences, 9th Chicago, Illinois [Write International Congress of Anthropological and Ethnological Sciences, 1126 East 59th Street, Chicago, Ill 60637]
- September 9-15 Mexican Anthropological Society Round Table, 13th Xalapa, Veracruz, Mexico [Write Secretariado, XIII Reunion de Mesa Redonda, Sociedad Mexicana de Antropología, Apartado Postal 660, Mexico 1, D F, Mexico]
- November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania
- November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts
- December 27-30 Modern Language Association, 88th Chicago, Illinois
- December 28-30 Linguistic Society of America, 48th San Diego, California

Teachers and other educators at elementary, secondary, and college/university levels are invited to submit articles for the forthcoming issue of *Classroom Practices in Teaching English*, an annual publication of the National Council of Teachers of English. The theme of this issue is "growth through language development", and articles might relate to any subject that fosters such growth, e.g. reading, writing, speaking, listening, communication, increasing student and teacher awareness of themselves and others. Maximum length for articles is 2,000 words. Those interested in submitting manuscripts should mail two copies before April 15 to Allen Berger, Co-Editor, *Classroom Practices in Teaching English*, The University of Alberta, Education Centre, Edmonton, Alberta, Canada.

LINGUISTS WANTED

Georgetown University needs Ph D sociolinguist to serve as assistant professor of linguistics, starting Fall 1973. Candidates should have solid background in anthropology with adequate knowledge of linguistics to possibly teach introductory courses. Write Roger W Shuy, Director, Sociolinguistics Program, Georgetown University, Washington, D C 20007.

Professor for Psycholinguistics in the English Language Department of the Gesamthochschule Essen, West Germany. Teaching and research will be primarily concerned with theories relating to the process of language and to the employment of language in the native and target languages. Fluent German necessary. Write Chair-

man, Department of English, Fachbereich III, Gesamthochschule Essen, Henri-Dunant-Str 65, 43 Essen, West Germany

Teaching positions in TEFL Program of Northrop Aircraft Division, Dhahran and Taif, Saudi Arabia. Primarily audio-lingual instruction using full range of audiovisual materials, most students enter at intermediate level. Requirements: B A in English, foreign language, or linguistics (or M A in TEFL), one year TEFL classroom experience, preferably overseas (or practice teaching related to TEFL graduate program), male only. Minimum term, 2 years. Salaries start at \$205 per week with 40 percent overseas bonus. Transportation and housing furnished for employee and family. Annual home leave with transportation provided. Send photograph and detailed resume (including types of TEFL materials used, educational level and age of students, use of audiovisual equipment, daily contact hours, and amount of supplementary materials used and/or developed) to William S. Kurtz, Manager, English Language Training, Industrial Relations Office, Northrop Corporation, Aircraft Division, 3901 West Broadway, Hawthorne, Calif 90250, with instructions to hold for arrival.

book notices

Linguistics and Applied Linguistics: Aims and Methods, by Robert L. Politzer (*Language and the Teacher: A Series in Applied Linguistics*, 26) Philadelphia, The Center for Curriculum Development, Inc., 1972. vii, 169 pp. \$4.60.

In the first section the author defines applied linguistics as a way of using linguistic conceptualization to define and solve pedagogical problems; it involves the formulation first of assumptions concerning foreign-language learning and teaching and then of teaching procedures based on these assumptions. On a continuum, it occupies a position between linguistics and educational research, or the formulation and testing of hypotheses in order to reach conclusions on teaching procedures. The next three sections of the book deal with structural descriptive linguistics, transformational generative grammar, and contrastive analysis, including their aims and implications, in order to demonstrate the links between linguistics and the formulation of assumptions based on linguistics. The final chapter moves into the area of educational research as it particularly pertains to foreign-language teaching. Appended to the book is a

bibliography with entries classified under general linguistics, structural linguistics, transformational generative grammar, applied linguistics, contrastive analysis, psychology of language teaching and learning, testing and evaluation, and research in foreign-language teaching

Studies in Honor of Albert H. Marckwardt, edited by James E. Alatis. Washington, D.C. *Teachers of English to Speakers of Other Languages*, 1972. vi, 166 pp. TESOL members, \$3.00, non-members, \$4.00

Topics covered in this volume of 16 essays by students and colleagues of Professor Marckwardt range from TESOL perspectives on teaching reading to an examination of certain aspects of Chomsky's theory of linguistics. The introductory article by William G. Moulton contains a biography and bibliography of Marckwardt's work. Authors represented include Virginia F. Allen, Edward M. Anthony, Ralph Pat Barrett, Russell N. Campbell, Frederic G. Cassidy, Eugene Green, Morgan E. Jones, Charles W. Kreidler, Robert Lado, Raja T. Nasr, James W. Ney, Akira Ota, David W. Reed, Betty Wallace Robinett, and Yao Shen.

Bilingual Education of Children: The St. Lambert Experiment, by Wallace E. Lambert and G. Richard Tucker (*Studies in Bilingual Education*). Rowley, Mass. Newbury House, 1972. xii, 248 pp. \$9.95 cloth, \$7.50 paper.

This book describes an experiment in bilingual education in a Montreal suburb. The setting is an English-language Protestant elementary school where French is used as the language of instruction for the children of English-speaking parents. The authors, scholars of bilingualism at McGill University, were asked to formally evaluate and assess the program; they followed two groups from 1965 to 1969, the first from kindergarten through Grade IV and the second, a year behind, through Grade III.

The book opens with an account of the project and its history and of the research plan and procedures. Succeeding chapters report on the classes at each grade level, particularly as measured by tests of intelligence, linguistic development and achievement in non-language subjects. These are followed by chapters on the program's effect on pupils' attitudes, the pupils' own view of the program and a discussion of bilingual education in the light of the experience of the project. Two appendices

deal with the activities of the parents, who initiated and supported the experiment, and with the actual conduct of the classes.

Bilingual Education in a Binational School: A Study of Equal Language Maintenance Through Free Alternation, by William F. Mackey (*Studies in Bilingual Education*). Rowley, Mass. Newbury House Publishers, 1972. xvii, 185 pp. \$7.95

A detailed study of the bilingual program of the German American Community School in Berlin (John F. Kennedy School) where one of the leading rules is "use either language and understand both." Starting with the history of the school, the author proceeds to give a detailed account of the language proficiency of students and teachers, the teaching experience of the teachers, the way students are grouped, the use of the two languages during instruction and the curriculum and materials used. Changes in the use of language among the students at school as well as at home are discussed in relation to language maintenance. Thoughts on the effects of bilingual education on linguistic and scholastic achievement and considerations for similar research close this study. Included are samples of the questionnaires used for the students and the teachers and a typology of bilingual education.

The Language Education of Minority Children: Selected Readings, edited by Bernard Spolsky. Rowley, Mass. Newbury House Publishers, Inc., 1972. vii, 200 pp. \$8.95 cloth, \$5.95 paper.

This collection of 14 articles, organized in 3 sections, aims to draw attention to the language barriers created by language-education policies that do not allow for the varieties of language used by minority children. The first section deals with the American Indian child, the Spanish-English bilingual, and the culturally different student, thus providing background information on the nature of multilingualism and the scope of the language problems faced by minority children. The second section is devoted solely to aspects of bilingualism and bilingual education. Specific curricular issues, including teaching English as a second language, teaching Standard English to Negro children, teaching reading to second-language students, language testing, and the contributions and limitations of language education in solving the problems of minority children, are the focus of the final section.

Functions of Language in the Classroom, edited by Courtney B. Cazden, Vera P. John, and Dell Hymes (*Anthropology and Education Series*). New York, Teachers College Press, 1972. lx, 394 pp. \$9.95 cloth, \$5.95 paper.

The 14 papers gathered in this volume examine the problem of norms for interpreting communication from the perspectives of linguistics, anthropology, psychology, and sociology. The first section on Perspectives from Nonverbal Communication introduces a general perspective of communication with emphasis on the process of communication, mutual interaction, and participation, and considers sign language acquisition and the teaching of deaf children. The second section, Varieties of Language and Verbal Repertoire, deals with social repertoires, e.g. bilingualism and dialectal variety, cognitive repertoires, and Black uses of English. The final section entitled Varieties of Communicative Strategies examines language in first-grade classrooms and the "silent" Indian child.

Communicative Competence: An Experiment in Foreign-Language Teaching, by Sandra J. Savignon (*Language and the Teacher: A Series in Applied Linguistics*, 12). Philadelphia, The Center for Curriculum Development, Inc., 1972. x, 115 pp. \$4.00.

This book describes a study conducted with beginning French students at the University of Illinois, in an effort to assess the effects of introducing authentic communication into the foreign-language classroom. It is the author's belief that *linguistic competence*, or accuracy in terms of pronunciation, grammar, and vocabulary, is but a part of *communicative competence*, or the ability to function in a truly communicative setting rather than within the limits of pattern drills, memorized dialogues, etc. Because traditional evaluative techniques have generally measured linguistic rather than communicative competence, it was also necessary to develop tests to measure the resulting communicative competence of the subjects. The other major aim of the study was to explore any correlations between attitudinal and motivational factors and foreign-language learning achievement. Included in the book are descriptions of the study's design, experimental strategies for the classroom, and tests of communicative competence, and a summary of the findings and interpretations. Appendices present additional information, statistics, and techniques used in carrying out the experiment.

Individualizing the Foreign Language Classroom: Perspectives for Teachers, edited by Howard B. Altman (Newbury House Series in Innovations in Foreign Language Education, 3) Rowley, Mass. Newbury House Publishers, 1972 vi, 164 pp \$4.95

The editor indicates that the basic thesis of this book is that individualizing foreign-language instruction involves more than a change in the externals of education. The unifying thought behind each of the seven articles contributed by educators from both universities and public school systems is that the most important element in a successful individualized foreign-language program is the way the teacher relates to the students. The articles are divided into three sections which define individualization in light of current foreign-language teaching goals, provide a rationale for individualizing foreign-language instruction, and present practical suggestions for implementing an individualized foreign-language program in various types of classrooms from beginning to advanced. Appended to the book is a selective bibliography of recent books and articles on individualized foreign-language instruction.

Foreign Language Testing: Theory and Practice, by John L. D. Clark (Language and the Teacher A Series in Applied Linguistics, 15) Philadelphia, The Center for Curriculum Development, Inc., 1972 ix, 174 pp \$4.80

This book aims to help teachers and other test users become acquainted with the basic principles and procedures in foreign-language testing in order that they can carefully analyze and critically evaluate measurement instruments. The author contends that when test users have the necessary background to evaluate tests' measurement rationale, linguistic content, format and question types, scoring procedures, and other aspects, they will be able to select appropriate measurement instruments that will provide pedagogically useful information. Foreign-language tests are here divided into two broad categories according to purpose: (1) Prognosis, including measurement techniques for selection and placement, (2) Evaluation of attainment, including achievement tests, proficiency tests, and knowledge tests. Also considered is the role of published tests, i.e. textbook-related tests, as well as secure standardized tests used in large-scale testing programs and generally-available standardized tests which are administered and scored under local auspices for locally-defined purposes.

Current Issues in Teaching French, edited by Gaylord Todd (Language and the Teacher A Series in Applied Linguistics, 23) Philadelphia, The Center for Curriculum Development, Inc., 1972 v, 108 pp \$4.00

Five essays on the application of linguistics to foreign-language teaching are collected in this volume. The Relation of Linguistic Analysis to Foreign-Language Teaching (Simon Belasco); The French Pronouns of Direct Address (Catherine A. Maley); The Sequential Drilling Method: An Organizing Concept for Classroom Drills (Robert A. Morrey); A Syntactic Classification of French Verbs as a Basis for Monostructural Presentation at the Beginning Level (Michael D. Oates); Language Variation and the Teaching of French (Albert Valdman). Included in these articles are discussions of pedagogical implications of current developments in linguistics and suggestions for activities in actual classroom learning situations.

Generative Grammar, Structural Linguistics, and Language Teaching, by Karl Conrad Diller Rowley, Mass. Newbury House Publishers, 1971 xi, 124 pp Cloth \$6.95, paper \$4.50

In an effort to state the implications that generative grammar should have for language teaching, the author begins with a survey of the history of foreign-language teaching, involving both the empiricist approach which views language as a system of habits and the rationalist approach which views language as a symbolic system which a person knows. The resulting three methods of language learning, i.e. mimicry-memorization and pattern drill, the Series Method, and the Direct Method, are then described, along with a discussion of research on the effectiveness of various teaching methods, and brief summaries of the advantages of each of the three major methods are presented. The author's list of references includes over 200 books and articles on both linguistic theory and methods of foreign-language instruction and on how these two areas relate.

Descriptive Linguistics: An Introduction, by Winfred P. Lehmann New York: Random House, 1972 x, 291 pp. \$7.50

Within the purview of descriptive linguistics, this text surveys a wide variety of topics. In the beginning chapters on phonetics and phonology it touches base on almost all facets of these subjects likely to receive attention in an elementary course

including auditory phonetics, a discussion of what little is known about the mechanism of speech perception. The next sections consist of less detailed overviews of syntax and semantics. In a short chapter on "Theories of Language" the author outlines different grammatical systems starting with the Latin grammatical tradition and going through case grammar. The inclusion of chapters on Psycholinguistics, Sociolinguistics, and Applied Linguistics provide a framework for considering topics which have become foci of attention recently for many students of language. Besides introducing some descriptive concepts more abstract than those in previous sections, the last chapter is an attempt to consider the importance of linguistics as an intellectual enterprise.

Each chapter is accompanied by a set of bibliographic notes furnishing guidance for related reading, and concludes with several exercises. A short teachers' guide is available, providing principally suggestions for tests.

The Anatomy of Rhetoric: Prolegomena to a Functional Theory of Rhetoric, Essays for Teachers, by Robert B. Kaplan (Language and the Teacher A Series in Applied Linguistics, 8) Philadelphia, The Center for Curriculum Development, Inc., 1972 xi, 127 pp \$3.00

Beginning with chapters on "The Philosophical Framework" and "Some Psycholinguistic Considerations", the author presents his conception of rhetoric as viewed both in a relativistic way and in terms of the performance/competence separation. It is his contention that rhetoric, as is logic, is linked to the linguistic system of a language. From this, the author concludes that rhetorical frames must be taught in the second-language curriculum and that these frames may actually be more important in developing linguistic proficiency than are the isolated grammatical frames which make up most of second-language teaching. That each language and culture has a unique paragraph order and that part of learning a language is mastering its logical system are proposed in the next chapter, using numerous examples. Following this are chapters on "A Rhetorical Model", involving discourse bloc and discourse unit analyses, and on "Some Logical Considerations", dealing with the psychological, rhetorical, and grammatical modes which describe discourse bloc patterns. The final chapter presents some pedagogical strategies for use with ESL classes.

Sign Language Among North American Indians: Compared with That Among Other Peoples and Deaf-Mutes, by Garrick Mallery, with articles by A L Kroeber and C F Voegelin. (*Approaches to Semiotics*, 14) The Hague, Mouton, 1972 xliii, 318 pp \$14.50 [Distributed in the United States and Canada by Humanities Press, 303 Park Avenue South, New York, N Y 10010]

Mallery's monograph, originally published in 1881 in the first *Report of the Bureau of Ethnology* of the Smithsonian Institution, is here photomechanically reprinted, including almost 300 diagrams and illustrations. The article is divided into four major sections: an introduction which discusses the origins of sign language and research in the field, a list of authorities and collaborators, extracts from dictionary, which describes Indian and deaf-mute signs for various words and phrases, and presents dialogues, narratives, and discourses, and signals, treating those actions involving

bodily movement, the use of objects, and the use of such elements as smoke, fire, or dust.

Mallery's monograph is supplemented by Kroeber's "Sign Language Inquiry", which presents a short historical survey and indicates potential areas for research, and by Voegelin's "Sign Language Analysis, on One Level or Two?" which considers the value of analyzing sign language in terms of phonemes and morphemes.

Semiotics and Human Sign Languages, by William C Stokoe, Jr (*Approaches to Semiotics*, 21) The Hague, Mouton, 1972 177 pp \$19.00 [Distributed in the United States and Canada by Humanities Press, 303 Park Avenue South, New York, N Y 10010]

This volume examines those sign languages which come closest to performing for human beings the functions performed by any natural language. The author begins

with a description of a semiotic view of sign language and then analyzes the sign language of deaf persons in America as a semiotic and as a linguistic system. Also included are a description of current sign language research and a discussion of sign language, bilingualism, and diglossia.

Languages and Linguistics Working Papers Number 5: Sociolinguistics, edited by William K Riley and David M Smith. Washington, D C, Georgetown University Press, 1972 v, 101 pp \$1.95

A collection of nine papers selected and edited by members of the Sociolinguistics Program (itself the subject of one of the papers) at the Georgetown University School of Languages and Linguistics. Topics covered include Black English, Kapsiki verb semantics, native and non-native perceptions of standard English, language tests, and African American oral poetry.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Sociolinguistic Symposium in Mexico

A symposium on *Sociolinguistics and Language Planning*, sponsored by the Linguistic Society of America in collaboration with the Programa Interamericano de Linguística y Enseñanza de Idiomas will take place June 27-29 in Mexico City. The symposium will be part of a larger scientific meeting, "Science and Man in the Americas", which has been jointly organized by the American Association for the Advancement of Science and the Consejo Nacional de Ciencia y Tecnología. The theme of the larger meeting is the exploration of topics central to the future of the hemisphere, and includes a wide range of subject matter from the physical, biological and social sciences.

The language symposium will focus on the assessment and solution of problems in specific situations of language contact and bilingualism, as well as on a discussion of fundamental issues of language research and planning. Papers and panels scheduled include Bolivian Languages, Schools and Radios, Sociolinguistic Problems in Teaching Spanish to Speakers of Indigenous Languages in Oaxaca, The Development of Navajo Bilingual Education, The Dictionary of Mexican Spanish, Sociolinguistics and Educational Planning in the US; Language Planning and the Relation between Language and Social History in the Caribbean, Bilingual Education in Mexico, Linguistics as a Resource in Language Planning, Multilingualism and Its Social Context, Educational Planning in Indigenous Areas, Language Standardization and Language Planning, The Relativity of Bilingualism and Its Social Realization, Cognitive and Attitudinal Consequences of Elementary Education in a Second Language, and Implications of Language Learning Theory for Language Planning.

Co-chairmen of the symposium are Wolfgang Wolck of the State University of

New York at Buffalo and Yolanda Lastra de Suárez of the Universidad Nacional Autónoma. For those interested in attending the symposium further information can be obtained by writing Yolanda Lastra de Suárez, Sección de Antropología, Universidad Nacional Autónoma, Mexico, D F, Mexico.

Social Indicators Center Established by SSRC

The Social Science Research Council has recently established a Center for Coordination of Research on Social Indicators, under a grant from the National Science Foundation. The Center's aim is to stimulate, facilitate, and guide research by acting as an information clearinghouse on research under way and by encouraging communication among relevant groups regarding such research. In addition to holding conferences and establishing a library of published and unpublished materials on past and present research projects, the Center will distribute, free of charge, a newsletter on current and prospective research and on research-related activities such as conferences and sessions at professional meetings. Researchers are invited to communicate their research interests and plans related to social indicators to the Center, to make use of the Center's library facilities, and to suggest areas of research for possible conferences and items for the newsletter. Among the Center's areas of concern that would be of interest to linguists and those in related disciplines is the field of sociolinguistics. Additional information on the Center and its newsletter is available from Robert Parke, Director, SSRC Center for Social Indicators, 1785 Massachusetts Avenue, N W, Washington, D C 20036.

Gilbert Sanchez Joins CAL Staff

On March 1, Dr Gilbert Sanchez joined the staff of the Center for Applied Linguistics with responsibility for bilingual/bicultural education. He will be working to establish contact between the Center and those institutions and government agencies concerned with bilingual education, and to develop a research unit within the Center that is highly skilled in such areas as language acquisition and curriculum and materials development and evaluation.

Before coming to the Center, Dr Sanchez, who received his doctorate in Bilingual Education from the University of Massachusetts at Amherst, was associated with the University of Houston as executive administrator of a pre-school bilingual/tri-ethnic television program. Prior to that he served as staff assistant to the Secretary of Health, Education, and Welfare, advising him on Spanish-surname affairs, and as administrator of a community-operated Head Start program in Los Angeles. Dr Sanchez has also taught Spanish at the high school and college levels, and in 1967, he became the first Chicano to join the headquarters staff of the National Education Association.

Information Requested

The Linguistic Reporter invites subscribers to send in newsworthy information for publication. Items such as information on forthcoming conferences, seminars, etc. is particularly requested. Department chairmen are asked to inform us of news from their departments which would be of interest to the wider linguistic audience.

National Endowment for the Humanities Grants

Research Grants NEH's Division of Research Grants is accepting proposals for support of original thought, basic research, interpretive writing for the general public, and editing projects in the humanities and in those aspects of the social sciences that have humanistic content and employ humanistic methods. NEH is particularly interested in projects relating to major issues of contemporary public concern, with grants being made on the basis of the importance of the work and the value of its end product. Most research grants do not exceed \$15,000, although some "major grants" will be given for large-scale projects. Grants are available both for projects that can be completed during the term of the grant (never more than 27 months and usually not more than 15 months) and for well-defined segments of long-term projects.

Applications submitted by May 7, 1973 will be acted upon by November 1973. Preliminary inquiries and requests for application forms should be addressed to the **Director of Research Grants**, National Endowment for the Humanities, Washington, D C 20506.

Youthgrants in the Humanities Through the Youthgrants Program, NEH encourages the study and use of the humanities among young people of high school and college age. Proposed projects must clearly relate to the humanities, have a specific and carefully planned purpose and scope, and be designed for implementation primarily by young people. They may concern the design or conduct of an educational program, the study or research of a specific problem, or activities aimed at disseminating humanistic knowledge and materials or applying them in understanding ethical, social, or political problems.

Since its inception in January 1972, NEH has awarded 54 youthgrants. Twenty-six of these, totalling \$121,131, were announced recently, including three in linguistics and related areas:

Stephanie Fox. Seattle, Wash. Researching and writing a general history of the Nisqually Indian tribe, drawing on tribal archives, U.S. treaty laws, pioneer records, and living tribal members.

Lynn A. Friedman. Berkeley, Calif. Conducting a linguistic analysis of the American Sign Language used by the deaf.

Judith B. Stewart. Milford, N.J. De-

veloping a pilot film of a series designed to improve students' ability to read and write Chinese characters.

Applications for grants should be initiated by the project director, either directly or through a nonprofit institution. The application deadline for projects beginning after December 1, 1973 is July 31, 1973. Actions will be announced in August 1973. Proposal applicants should submit a preliminary proposal at least two months before the application deadline to enable NEH staff to advise about potential problems and to assist the applicant in preparing the formal application. The preliminary proposal should contain a summary of the proposed project, including what will be done, how this relates to the humanities, a list of those involved with their current educational or employment status and age, the intended target group, how long the project will run (maximum 15 months, with preference given to short-term projects), the approximate funding necessary (generally under \$10,000), and the specific items and services for which grant funds will be used.

Requests for information or proposals should be addressed to **Youthgrants in the Humanities**, National Endowment for the Humanities, Washington, D C. 20506.

Bilingual Programs Directory

The Center for Applied Linguistics is in the process of preparing a *Directory of Bilingual Education Programs in the United States: 1972-1973*. Information will be provided on approximately 425 programs located in 38 states, the District of Columbia, Pacific Trust Territories, Puerto Rico and the Virgin Islands. At present the Directory covers 32 languages, 18 of which are American Indian languages. For each program the following information is provided: name and address of program, name of program director, date started, funding agency, number of students and percentage of native speakers. Also listed are the subjects (history, science, arithmetic, etc.) taught, grouped by language and grade; tests used; and a notation as to whether text materials are commercially or locally prepared. The Directory is arranged by state and language and is followed by a series of analytical appendices. Input for the Directory or questions about content should be addressed to Dr. Maria Brisk at the Center.

Summer Intensive Language Programs Announced

The University of Pennsylvania is offering several residential language programs during its summer 1973 sessions.

1. *Deutscher Ferienkurs Sommer 1973* (May 22-June 29) An intensive German course for 15 students who will reside in the German Language Center. Emphasis will be on comprehension of and fluency in both spoken and written German.
2. *Conversational Japanese* (May 22-August 10) Oral communication will be stressed, with all materials introduced through tapes or orally by the instructor. Later classes will involve students in role-playing situations at various locations on campus and in Philadelphia.
3. *Second-Year Chinese* (June 4-August 10) An intensive program involving conversation, composition, and readings in modern Chinese texts.

Also offered will be courses in Hispanic civilization (May 22-June 29) and French existentialism (July 2-August 10), with students living in Spanish and French language corridors respectively, and in modern Italian literature (May 22-June 29).

Application forms are provided in the university's *Summer Sessions Bulletin*. All applications for courses beginning May 22 must be received by May 9. For further information, contact Nancy Jacobsen, Coordinator, Special Summer Programs, Logan Hall 227, University of Pennsylvania, Philadelphia, Pa. 19174.

The Department of Indo-Pacific Languages of the University of Hawaii is planning to hold the following intensive and accelerated language courses during the summer of 1973:

1. *Nine-week (June 4-August 3) intensive courses*: Elementary Samoan, Tahitian, and Tongan, Elementary and Intermediate Burmese and Lao; Intermediate and Third Level Bengali; and Elementary, Intermediate, Third Level, and Fourth Level Thai and Vietnamese.
2. *Twelve-week (June 4-August 24) intensive courses*: Elementary and Intermediate Ilokano and Ele-

See *Summer Language*, 6, Col. 1

new journals

Journal of Chinese Linguistics. *Published by the Project on Linguistic Analysis, University of California at Berkeley Three times a year First issue January 1973 Editor William S-Y Wang Subscription \$10 00 individual, \$15 00 institutional, \$4 00 single issue All correspondence to Journal of Chinese Linguistics, Project on Linguistic Analysis, 2222 Piedmont Avenue, Berkeley, California 94720*

This journal seeks to promote communication and progress in the field of Chinese linguistics as it relates to understanding Chinese culture, discovering general principles underlying human language as a whole, and analyzing the interactions between Chinese language and Chinese thought, literature, and social systems. Articles on all aspects of the Chinese language, e.g. historical and descriptive, theoretical and applied, social, psychological, literary, etc., will be published. Also included are book reviews and miscellany of interest to scholars in the field

Language-Behavior Papers. *Published by the Language Behavior Section, The School of Education of the Hebrew University, and the Ministry of Education and Culture of Israel Twice a year First issue Winter 1972 All correspondence to The Hebrew University of Jerusalem, Language Behavior Section, Aniebi 3, Jerusalem, Israel*

Language-Behavior Papers consists of term papers written by Education and Hebrew Language majors who are attending courses of the university's Language Behavior Section. As this area of graduate study develops, future issues are expected to contain papers by students majoring or minoring in Language Behavior Studies. The studies presented are considered worthy of further discussion and improvement, thus, readers are invited to submit comments and criticisms of the papers, some of which may be submitted for future publication in recognized national and international journals. As a prepublication vehicle of a research-doing and research-training section, *Language-Behavior Papers* will normally be restricted to research papers, with the hope of encouraging students and faculty to engage in more interesting and useful research. Included in each issue will be a brief description of the Language Behavior Section's research and training activities and plans in the fields of sociology of language, psychology of language, and language education

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

The *Linguistic Reporter*, the Center's newsletter, is published ten times a year, monthly except July and August. Annual subscription, \$2 50, air mail, \$4 50 (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to Allene Guss Grognet, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given

Modern English Teacher. *Published by International House Three times a year First issue January 1973 Editor Helen Moorwood Subscription 75p. single issue 30p. All correspondence to, Modern English, International House, 40 Shaftesbury Avenue, London W1V 8HJ, England*

An offshoot of *Modern English*, *Modern English Teacher* contains practical suggestions for improving and varying the teaching of English as a foreign language. Included are articles on using text materials, on teaching techniques involving visual aids, games, dialogues, etc., on teaching hints, and on recently published books dealing with aspects of English teaching. This periodical stresses the oral situational approach in teaching, balance between mechanical practice and creative use of language, drama in teaching, and extensive use of visual aids

The Carrier Pidgin. *Published by the Department of Linguistics, University of Wisconsin Irregular First issue February 1973 Editors Barbara Robson and Frederic G Cassidy Subscription \$2 00 All correspondence to Barbara Robson, Department of Linguistics, University of Wisconsin, Madison, Wisconsin 53706.*

This newsletter, aimed at those scholars interested in pidgin and creole languages, publishes news items on recent publications, courses, programs, etc.

Lugha. *Published by the Kenya Language Association Twice a year First issue 1971 All correspondence to Editors, Lugha, P O Box 74150, Nairobi, Kenya*

Contains articles of both a practical and theoretical nature as well as book reviews, letters to the editor, and other matters of general interest to the readership. Papers can deal with language learning/teaching in general, or English, Swahili, or French. Articles can be written in any of the above languages

news briefs

This column will contain news of grants, fellowships, and awards, conferences, workshops, and seminars, personalia, deaths, and special notices. Please address "News Briefs" correspondence to Sherolyn S Goldbecker, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Items should be kept as short as possible.

GRANTS, FELLOWSHIPS, AND AWARDS

The Foreign Area Fellowship Program will accept proposals until May 1, 1973 for future work in the following areas: *Inter-American Research Training Seminars*, for postdoctoral scholars in Latin America, the Caribbean, and the United States; *Collaborative Research Training Project*, for advanced scholars in Latin America, the Caribbean, and the United States. Information and application forms can be obtained from the *Foreign Area Fellowship Program*, 110 East 59th Street, New York, N. Y. 10022

The American Council of Learned Societies recently awarded eight post-doctoral grants to assist scholars in experimenting with the use of computers as an aid to research in the humanities. Grants for work in the field of linguistics were awarded to:

William W. Cressey, Georgetown University, Computer Applications in Phonological Research

Leonard Lesko, University of California, Berkeley, Transliteration of Egyptian Hieroglyphs

The ACLS program was supported by a grant from the IBM Corporation

PERSONALIA

Dr. Joseph Michel, Director of the Foreign Language Education Center, University of Texas at Austin, has been named Dean

of the College of Multidisciplinary Studies at the University of Texas at San Antonio. Dr. John Bordie has assumed the position of Acting Director of FLEC.

LINGUISTS WANTED

Applications are invited for the following posts at the Language Centre of the University of Essex. Appointments begin October 1, 1973 or as soon as possible thereafter.

Chair in Linguistics. May be filled in any branch of theoretical or general linguistics. Candidates should combine well-developed research interests, teaching experience at the graduate and undergraduate levels, and a general appreciation of the wider implications of the study of language and linguistics. Salary not less than £5,376 per year.

Senior Lecturer/Reader or Lecturer.

(1) *In applied linguistics* Requires experience in TEFL and qualifications or research interests in sociolinguistics or psycholinguistics. Primary responsibility will be graduate level teaching, especially the M.A. course in applied linguistics, with some involvement in undergraduate linguistics teaching (2) *In theoretical linguistics* Requires teaching and research experience either in one or more of the following areas: experimental phonetics, phonetic theory, and transformational-generative phonology, or in syntax and/or semantics. Involves teaching at graduate and undergraduate levels. Salary scales: Senior lecturer/reader, £4,143-£5,247, Lecturer, £1,764-£4,299

Applicants should state clearly for which post(s) and at which level(s) they wish to be considered. Six copies of each application, including curriculum vitae and names of three referees, should be sent to the Registrar, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, England. Overseas candidates who find it more convenient to do so may send one copy by air mail.

SPECIAL NOTICES

The Cross-Cultural Southwest Ethnic Study Center has announced the availability of their Sociolinguistic Background Questionnaire to interested institutions and researchers. The questionnaire has been used at the University of Texas at El Paso to measure relevant demographic variables, as well as attitudes relating to language, culture, and the relationship between the two. The instrument is also useful in assessing an individual's language capa-

meetings and conferences

- April 10-13 Acoustical Society of America Boston, Massachusetts
April 11-13 Ashlib Co-ordinate Indexing Group Informatics 1 Conference Durham, England
April 12-14 Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York
April 13-14 Georgetown University Conference on Philosophy of Language and Linguistics Washington, D C
April 13-14 College English Association Detroit, Michigan
April 13-15 Chicago Linguistic Society, 9th Chicago, Illinois
April 17-19 National Indian Bilingual Education Conference Albuquerque, New Mexico [Write NIBEC Committee, Box 1944, Albuquerque, N M 87103]
April 20-21 Southeastern Conference on Linguistics Charlottesville, Virginia [Write Sarita Schotta, Secretary-Treasurer, SECOL, P O Drawer 928, Blacksburg, Virginia 24060]
April 22-27 Association for Childhood Education International Wichita, Kansas
April 25-28 International Communication Association Montreal, Quebec, Canada
April 26-28 University of Kentucky Foreign Language Conference Lexington, Kentucky
April 27-28 Conference on Meaning A Common Ground of Linguistics and Literature Cedar Falls, Iowa [Write Don L F Nilsen, Director, Linguistics and TEFL, University of Northern Iowa, Cedar Falls, Iowa 50613]
April 30-May 4 International Reading Association Denver, Colorado
May 1-4 NAESA Association of Teachers of English as a Second Language Detroit, Michigan [Write Kay Hatfield, National Association for Foreign Student Affairs, 1860 19th Street, N W , Washington, D C 20009]
May 5-6 California Linguistics Conference, 3rd Stanford, California [Write Joan Bresnan, Stanford University, Stanford, California 94305]
May 5-12 Workshop on Social Stratification and Language Behaviour Rashtrapati Nivas, India [Write Prof Lachman M Khubchandani, Indian Institute of Advanced Study, Rashtrapati Nivas, Simla-5, India]
May 9-13 Convention of Teachers of English to Speakers of Other Languages San Juan, Puerto Rico
May 11 AILA Commission on Language Tests and Testing San Juan, Puerto Rico
May 16-18 Linguistic Society of Australia Brisbane, Australia Write: E.H. Flint, LSA Conference, Box 48, University Post Office, Department of English, [University of Queensland, St Lucia, 4067, Queensland, Australia]
May 17-19 Canadian Association of Applied Linguistics Quebec, Quebec, Canada
May 19-20 Lexicostatistics Conference Montréal, Québec, Canada [Write David Sankoff, Université de Montréal, Centre de Recherches Mathématiques 354, Case postale 6128, Montréal 101, Québec, Canada]
May 27-30 Canadian Linguistic Association Kingston, Ontario, Canada [Write Dan A Wilson, English Department, Queen's University, Kingston, Ontario, Canada]
June 27-29 Sociolinguistics and Language Planning Symposium Mexico City, Mexico [Write Yolanda Lastra de Suárez, Sección de Antropología, Universidad Nacional Autónoma, Mexico, D F , Mexico]
July 5-August 28 Linguistic Society of America Summer Linguistic Institute Ann Arbor, Michigan

bilities (English and Spanish), based upon self-report. For ordering information write, Cross-Cultural Southwest Ethnic Study Center, University of Texas at El Paso, Box 13, El Paso, TX 79968

The University of Maryland is now allowing students to use intermediate-level courses and exams in sign language to fulfill its foreign language requirement. Details are available from Dean Thomas J. Aylward, A. & S., University of Maryland, College Park, Md. 20742.

Karl Lo, head of the Asiatic Collection at the University of Washington, is currently surveying and analyzing the cataloging needs of Chinese language materials in American research libraries. Mr. Lo will be visiting most of the major collections of Chinese language materials in the United States. His work, done under a fellowship from the Council on Library Resources, will serve as the basis for recommendations on the improvement of Chinese cataloging, in order to maximize the national utilization of resources on Chinese studies

meetings and conferences

- July 16-22 International Congress of Orientalists, 29th Paris, France [Write 29^e Congres des Orientalistes, College de France, Place Marcelin-Berthelot, 75-Paris 5^e, France]
- July 20-22 International Conference on Computers in the Humanities Minneapolis, Minnesota
- July 21-22 California Summer Linguistics Conference Santa Cruz, California
- August 1-2 Association for Computational Linguistics Ann Arbor, Michigan
- August 3-5 Linguistic Society of America Summer Meeting Ann Arbor, Michigan
- August 8-10 American Association of Teachers of Spanish and Portuguese Mexico City, Mexico
- August 13-15 International Conference on Salish Languages, 8th Eugene, Oregon [Write J Hoard and C Sloat, Co-Chairmen, International Conference on Salish Languages, c/o Linguistics, University of Oregon, Eugene, Oregon 97403]
- August 20-24 First Working Conference of Uto-Aztecan Reno, Nevada
- August 21-24 Canadian Council of Teachers of English, 6th Vancouver, British Columbia
- August 24-26 Conference on Linguistics and Education Antigua, Guatemala [Write Director, PLFM, Apartado 237, Antigua, Guatemala]
- August 27-30 American Sociological Association New York, New York
- August 27-31 American Psychological Association Montreal, Quebec, Canada
- August 27-September 1 International Conference on Computational Linguistics Pisa, Italy [Write Prof A Zampolli, General Coordinator of 1973 ICCL, Via S Maria 36, 56100 Pisa, Italy]
- August 27-September 8 International Conference on Historical Linguistics, 1st Edinburgh, Scotland [Write Charles Jones, Department of English Language, University of Edinburgh, 15 Buccleuch Place, Edinburgh EH8 9JX, Scotland, United Kingdom]
- August 28-31 September 28-31 Symposium on United Concepts in Communication, Field Work and Bilingual-Bicultural Techniques to Induce Change Chicago Illinois [Write International Congress of Anthropological and Ethnological Sciences, Sol Tax, President for the Organizing Committee, 1126 East 59th Street, Chicago, Ill 60637]
- September 1-8 International Congress of Anthropological and Ethnological Sciences, 9th Chicago, Illinois [Write International Congress of Anthropological and Ethnological Sciences, 1126 East 59th Street, Chicago, Ill 60637]
- September 9-15 Mexican Anthropological Society Round Table, 13th Xalapa, Veracruz, Mexico [Write Secretariado, XIII Reunion de Mesa Redonda, Sociedad Mexicana de Antropologia Apartado Postal 660, Mexico I. D F, Mexico]
- September 23-26 Aslib Conference Bath, England
- October 12-15 American Speech and Hearing Association Detroit, Michigan
- October 19-21 International Conference on Sino-Tibetan Language and Linguistic Studies, 6th La Jolla, Calif [Write Benjamin K Tsou, Department of Linguistics, University of California at San Diego, La Jolla, California 92037]
- October 21-25 American Society for Information Science Los Angeles, California
- November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania
- November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts
- December 27-30 Modern Language Association, 88th Chicago, Illinois
- December 28-30 Linguistic Society of America, 48th San Diego, California

SUMMER LANGUAGE from page 2

mentary, Intermediate, Third Level, and Fourth Level Indonesian

- 3 *Twelve-week (June 4-August 24) accelerated courses* Elementary Tagalog and Elementary, Intermediate, and Third Level Hawaiian

Fellowships may be available To obtain further information or to register in advance, write to the Department of Indo-Pacific Languages, University of Hawaii, 2528 The Mall, Honolulu, Ha. 96822

The University of Minnesota will hold intensive ten-week courses in Intermediate and Advanced Urdu from June 18 to August 24, 1973

The intermediate course, requiring one year of Hindi, will cover script, grammar, vocabulary, and cultural and semantic materials, with some reading of simple texts The advanced course, requiring one year of Urdu or the equivalent competence, will involve advanced readings and conversation practice, with emphasis on

vocabulary building.

These courses are offered as part of the Rotating Summer Program of the Committee on Institutional Cooperation which is made up of the following universities: Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, and Wisconsin A limited number of small fellowships may be available For further information, contact Dr Muhammad A R Barker, Chairman, Department of South Asian Studies, 192 Klaeber Court, University of Minnesota, Minneapolis, Minn 55455

The Institute of European Studies is offering a number of five- and six-week self-contained programs to be held this summer in Freiburg, Madrid, and Paris Intensive language training at beginning through advanced levels will be provided, with supplementary course work in culture and civilization also available Descriptive materials and applications are available from The Institute of European Studies, Office of Admissions, 875 North Michigan Avenue, Chicago, Illinois 60611

book notices

The Computer in Literary and Linguistic Research: Papers from a Cambridge Symposium, edited by R A Wisbey Cambridge, Cambridge University Press, 1971 xiii, 309 pp \$19 50

The 26 papers collected in this volume were selected from those presented at a symposium held at Cambridge University in March 1970, which brought together scholars and programmers from Britain, continental Europe, Canada, the United States, and Australia who are applying the computer to literary and linguistic research The central concern of the symposium was literary, and thus for its purpose the term "linguistic" has been interpreted narrowly to include all work directly relating to literary language and to exclude computer-based studies of language in its non-literary aspects The papers are grouped into seven sections: Lexicography, Textual Archives and Concordance Making, Textual Editing and Attribution Studies; Vocabulary Studies and Language Learning, Stylistic Analysis and Poetry Generation, Computer Applications to Oriental Studies, Problems of Input and Output; Programming the Computer for Literary and Linguistic Research

See Books, 7, Col. 1

Intensive Advanced Language Programs Abroad: 1973-1974

The Division of Foreign Studies, Institute of International Studies, U S Office of Education, is currently negotiating for nine Intensive Advanced Language Programs Abroad for 1973-1974

All of those listed below except the Urdu Intensive Language Program sponsored by the University of California at Berkeley have received USOE support in previous years

INSTITUTION	PROJECT DESCRIPTION	DURATION	PROGRAM CONTACT
American Institute of Indian Studies University of Pennsylvania	Advanced language instruction in Hindi, Urdu, Marathi, Tamil, Malayalam, and Bengali to be conducted at various Indian universities (India)	Summer 1973 and Academic Year 1973-74	Mrs Goldie Levine Executive Officer, American Institute of Indian Studies Williams Hall University of Pennsylvania Philadelphia, Pa 19104
Portland State University	Zagreb Institute for Central European Studies at the University of Zagreb (Yugoslavia)	Academic Year 1973-74	Dr Eric E Oulashin Director, International Education Portland State University Portland, Oreg 97207
Stanford University	Inter-University Program for Chinese Language Studies in Taipei (Taiwan)	Academic Year 1973-74	Mrs Eleanor Lane Graduate Overseas and Special Programs Stanford University Stanford, Calif 94305
University of California at Berkeley	Inter-University Program for Japanese Language Studies in Tokyo (Japan)	Academic Year 1973-74	See above
	Intensive Arabic Language Training Program at the American University in Cairo (Arab Republic of Egypt)	Summer 1973 and Academic Year 1973-74	Dr Mounah A Khouri Director, Center for Arabic Studies Abroad University of California Berkeley, Calif 94720
	Urdu Intensive Language Program at Punjab University in Lahore (Pakistan)	Fall 1973	Dr Warren Elchmann Center for South and Southeast Asian Studies University of California Berkeley, Calif 94720
University of Kansas	Polish Intensive Language Program at the University of Poznan (Poland)	Summer 1973	Dr William C Fletcher Director, Slavic and Soviet Area Studies University of Kansas Lawrence, Kans 66044
University of Utah	Intensive Serbo-Croatian Language Program at the University of Zagreb (Yugoslavia)	Summer 1973	See above
	Intensive Language Program in Arabic Studies at Bourguiba Institute for Modern Languages, University of Tunis (Tunisia)	Summer 1973	Dr Khosrow Mostofi Director, Middle East Center University of Utah Salt Lake City, Utah 84112

Prague Studies in Mathematical Linguistics: Volume 3, edited by Lubomir Dolezel, Peter Sgall, and Josef Vachek. University, Ala., University of Alabama Press, 1971. 286 pp \$12 00

This collection consists of 21 papers, 9 of which are written in Russian and the remainder in English, which deal with three major areas currently being studied by mathematical linguists: quantitative analysis of language phenomena, algebraic description of language systems, and theory of machine translation. Most of the papers deal with either the Czech or the Slovak language, while some treat aspects of language in general. The book is not intended for beginning students of linguistics, none of the papers requires a profound knowledge of higher mathematics.

Introduction to Mathematical Linguistics, by Robert Wall. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1972, xi, 337 pp \$12 95

Mathematical linguistics, as treated in this book, includes the study of formal models of generative grammar and closely allied devices called abstract automata, but does not include the application of digital computers or arithmetic and statistical techniques to language data. The first eight chapters deal with concepts in discrete mathematics, e.g. set theory, symbolic logic, relations, functions, orders, operations, mathematical configurations, infinite sets, and recursion. Formal grammars are presented in Chapter 9, while Chapter 10 surveys abstract automata related to these grammars. The concluding chapter reports recent results pertaining to transformational grammars. References and suggestions for further reading are provided, and problems and exercises are included in each chapter (with answers appended to the book) to help the reader. Also appended are a bibliography, an index of symbols, and a general index.

Representation and Meaning: Experiments with Information Processing Systems, edited by Herbert A. Simon and Laurent Siklossy. (Prentice-Hall Series in Automatic Computation.) Englewood Cliffs, N.J., Prentice-Hall, Inc., 1972. xviii, 440 pp \$14 00

Five specific schemes are presented for treating semantics in information processing systems, generating internal representations, using context in determining meaning, and using semantics to learn

natural language. Thomas Williams and Donald Williams seek to explain how an information processing system, provided with information about a task, can learn to perform a task. The former deals with a general game-playing program that interprets game instructions, and the latter discusses a self-programming system that works inductively from problem examples. Coles and Siklossy consider how to extract meaning from combinations of pictures and natural language sentences describing the pictures. Coles' program uses both syntactic and semantic cues to interpret natural language, while Siklossy presents a program that learns to produce natural language. Pople describes a system using a goal-oriented language that represents problems either by describing or by modeling them. Other chapters describe the heuristic compiler, and examine the logical problems of reasoning about actions. A list of references is appended to each chapter.

On the Representation of Language in the Human Brain: Problems in the Neurology of Language and the Linguistic Analysis of Aphasia, by Harry A. Whitaker. (Current Inquiry into Language and Linguistics, 3.) Edmonton, Alberta, Linguistic Research, Inc., 1971. xii, 224 pp \$6 50.

The author first sets his theoretical framework and touches on such questions as general problems in linguistic theory, competence and performance, localization of brain function, and rules versus strategies. He goes on to investigate the neurology of language and pinpoints several language modalities: visual, auditory, tactile, and verbal. The remainder of the text consists of a linguistic analysis of aphasia and possible linguistic evidence gained from such an analysis. Topics considered include phonological levels and rules, separation of syntax and semantics, organization of the lexicon, and problems in the underlying structure of noun phrases.

Lexical Expansion Due to Technical Change: As Illustrated by the Arabic of Al Hasa, Saudi Arabia, by B. Hunter Smeaton. (Language Science Monographs, 10.) Bloomington, Indiana University Press, 1973. xv, 190 pp \$10 00

A study of the process of vocabulary expansion due to cultural contact, here the introduction of new technical notions. This monograph, a slightly revised version of the author's 1958 doctoral dissertation, is based on field work in eastern Saudi Arabia from 1945 to 1949, the period in which Aramco started to build its large

industrial complex in Saudi Arabia.

Part I, an introduction, includes a sketch of the history of the region, its inhabitants, and the Arab-American encounter, and an outline of relevant aspects of the phonology of Arabic. Part II contains examples of and observations about new vocabulary classified under the headings of borrowings, indigenous Hasawi Arabic terms used to designate innovations, compound designations and circumlocutions, and vocabulary introduced from non-Hasawi Arabic. The last part presents the author's conclusions about why lexical expansion took the forms it did. He discusses how terms fitted into the pre-existing semantic matrix and the factors governing the process of lexical integration. An appendix covers the treatment of English phonemes in Hasawi Arabic.

Modern Standard Arabic: Intermediate Level, by Peter F. Abboud and others. Ann Arbor, Michigan, Center for Near Eastern and North African Studies, 1971. 3 vols. Part I: Lessons 1-13. 280 pp. Part II: Lessons 14-30. 264 pp. Part III: Drills, Glossary, and Indexes. 272 pp. \$9 00. Tapes (Order text from Publications Distribution Service, University of Michigan Press, 615 East University Avenue, Ann Arbor, Michigan 48104. Order tapes from: Language Laboratory, 1401 Mason Hall, University of Michigan, Ann Arbor, Michigan 48104.

This text was written by a committee of Arabic teachers and linguists (Peter F. Abboud, Chairman, Ernest T. Abdel-Massih, Salih J. Altoma, Wallace M. Erwin, Ernest N. McCarus, Raji M. Ram-muny) as a sequel to *Elementary Modern Standard Arabic* (Abboud et al., Ann Arbor, Mich., 1968). It assumes mastery of the contents of that volume and would ordinarily be used in a second-year university-level course. The authors conceive of the elementary level as requiring careful guidance of the student and strict limitations on the grammatical structures and vocabulary to which he is exposed. This volume is intended to provide a gradual transition from this highly controlled stage to one where the student can function with the language on his own. The approach is audio-lingual, with tapes and extensive drilling an integral part of the course of instruction. Reading and comprehension of Modern Standard Arabic is emphasized strongly.

The first twenty lessons consist of five parts each: preparatory sentences, introducing new vocabulary items in Arabic

with an English translation plus an Arabic text for intensive reading, grammar notes, a taped selection for oral comprehension, review of material previously covered; and passages for extensive reading. Drills accompany each section. Lessons 20-30 concentrate on readings; the last five contain no English aids in accordance with the principle of leading the student to depend less and less on English translations and explanations. The third volume includes written drills for each lesson, indexes, and a glossary. The texts are unvowelled except for new words.

The tapes contain the intensive texts, the passages for oral comprehension, and selections of music, poetry, Quran readings, etc., chosen to expose the student to various areas of Arab culture.

Linguistic Evolution: With Special Reference to English. by M L Samuels (*Cambridge Studies in Linguistics, 5*) Cambridge, Cambridge University Press, 1972 ix, 203 pp \$14 50

This volume presents a theory of linguistic change, using previous theories as a starting point. The body of the book is a discussion of what the author suggests are the three causes to which linguistic change should be attributed: variation due to inertia and differences of style, systemic regulation, and contact. Samuels says in his conclusion, "It has been the main aim of this book to show that conflicting dogmas can be reconciled, that the problems arising from some previous theories can be solved, and that the residue can be rationalized into a comprehensive and workable

theory of historical linguistics." Extensive illustrations are provided from the history of English.

A Sanskrit Grammar, by Manfred Mayrhofer Translated by Gordon B Ford, Jr (*Alabama Linguistic and Philological Series, 20*) University, Ala., University of Alabama Press, 1972 115 pp \$7 75

A short reference grammar of Sanskrit, translated from the revised 1965 German edition. There are chapters on phonology, accentuation, sandhi, gradation, morphology, and composition (compounding) plus three short Old Indic texts and a bibliography. The devanagari script is shown at the beginning, but a transliteration is used throughout the rest of the book.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

NSF Appoints Staff Assistant for Linguistics

The National Science Foundation (NSF) has announced the appointment of a Staff Assistant for Linguistics within the Special Projects Program of the Division of Social Sciences. He is Alan E. Bell, currently Assistant Professor of Linguistics at the University of Colorado. Dr. Bell will take a two-year leave of absence from the University and will join the NSF staff on August 6, 1973.

Although NSF anticipates no abrupt change in its linguistics program, it is expected that Dr. Bell will have a unifying influence on the current management of the various elements (anthropological, theoretical, and computational linguistics, psycholinguistics, and sociolinguistics) of the program.

The National Science Foundation has also announced a reorganization of its Education Directorate. The new Division of Higher Education in Science is responsible for the development of improvements in both curricular materials and methods of instruction. Also, the division is responsible for supporting projects which will assist in the implementation of instructional improvements in higher education and for administering fellowships. Its three main sections are: Materials and Instruction Development; Instruction Improvement Implementation, and Fellowships and Traineeships.

The new Office of Experimental Projects and Programs will include the following groups: Problem Assessment and Experimental Projects, Experimental Programs, Technological Innovation in Education, and Student-Oriented Programs. The Division of Pre-College Education in Science includes two sections, Materials and Instruction Development and Instructional Improvement Implementation.

CAL Study on American Indian Education

The Center for Applied Linguistics has recently completed a project on language policy in American Indian Education. The study, prepared for the Bureau of Indian Affairs (BIA), will be used by the Language Arts Branch of BIA as an aid in designing new classroom curricula and materials as well as setting revised teacher certification standards. The project was a joint effort of Native Americans and specialists in American Indian languages and culture, child development, educational innovation, and cross-cultural learning.

Drawing from both background papers and field visits, the project staff considered such topics as the historical background of Indian education in the United States, the current situation within American-Indian communities, present language practices in Indian classrooms, the nature of language acquisition, and the relationship of language, culture, and educational attitudes among Native Americans. The following is a summary of the recommendations presented in the study report.

- Community control should be adopted as the guiding principle in all plans and actions relating to Indian education.

- Efforts by the BIA should be continued and expanded to aid Indian groups in developing more effective direction of their children's education.

- Parents and community members should be involved in the decision-making and curricular processes of school operation.

- The school should become an active community center.

- Final decisions about the implementation of language policies should be made by Indian tribes as directed by Indian parents, not by the BIA or other external authority.

- Within the above structure, the language of the home should be the language of beginning instruction, and special attention should be given to developing the English language skills of all children.

- Where children enter school speaking only the ancestral language, that should be the language of beginning instruction.

- When children enter school fluent in both the ancestral language and Standard English, the local Indian educational authority should decide the role that each language should play in the child's school life.

- Alternatives to boarding schools should be studied, and in the interim, steps should be taken to permit students closer contact with their families and members of their communities.

- Instruction in English as a Second Language should be offered from the time the child enters school.

- Beginners classes, which retain students for one year before entering first grade, should be abolished, and kindergarten programs, linguistically and culturally appropriate to local needs, instituted wherever possible.

- When a student enters school speaking a non-standard, local variant of English, teachers should take care to adopt an accepting attitude toward the child's language and learn to build on the linguistic resources he brings to school.

- Attention should be given to enriching the English language skills of all children in BIA schools.

- Where children enter school speaking only Standard English, the standard English curriculum of the area should be adapted to meet the cultural needs of the children.

- In addition to being used as the begin-

See BIA Project, 4, Col. 1

Polish Applied Linguistics Institute Formed

The Institute of Applied Linguistics at Warsaw University, a central, coordinating institution for applied linguistics in Poland, was established in 1972. It is directed by Franciszek Grucza. Its main goal is the improvement, retrieval, and even creation of conditions for language communication on the basis of linguistic research and the further development of the theoretical basis for applied linguistics.

The Institute states that in their understanding applied linguistics cannot be identified only with foreign language teaching, but at the present time the Institute's research centers around the development of a more effective methodology for teaching foreign languages. Particular emphasis is currently being placed on languages taught in Polish schools—Russian, English, French, and German. One outcome of this research has been the realization that foreign language didactics cannot be limited to teaching languages in isolation but should be put in the broader social/cultural context of communication.

The scope of the Institute's research will eventually be widened to include studies of the influence of audio-visual materials vis-a-vis the effectiveness of foreign language teaching methodology. The goal is to discover to what extent methodology and technology are integrated and the degree of their mutual interdependence and determination. Along the same line, research has been undertaken on the problem of teaching interpretation and translation. This problem has never been given scientific attention in Poland, with the result that there is a serious lack of comprehensive textual and audio-visual materials for teaching these subjects.

In addition to theoretical and experimental research, the Institute conducts service training of foreign languages, train-

ing of interpreters, and teacher training courses in the methodology and technology of language teaching. The staff of the Institute is currently working on the development of a comprehensive course in American English and, in cooperation with Polish Television, materials for the use of Polish TV viewers. The Institute also produces language courses for radio.

Administratively, the Institute is divided into five sections: (1) Theory of Language Communication, (2) General Methodology of Language Teaching, (3) Methodology of Teaching Translation and Interpretation, (4) Error Analysis, (5) Language Laboratories. Further plans call for the establishment of sections on Confrontative/Contrastive Studies, Applied Phonetics, and Computational Linguistics.

Education Conference On Minority Groups

The Council for Exceptional Children will sponsor a National Topical Conference on Cultural Diversity, August 8-10, 1973 in Las Vegas, Nevada. The conference will focus on concerns regarding educational programs for minority group children (Blacks, Indians, Asians, and Spanish-speaking Americans) and handicapped children. Sessions of special interest to linguists will concentrate on contrastive analyses of cultures and on the role of language and communication as related to culture. Specific topics may include survival language, multiple dialect, non-standard English, and cultural idioms. Registration forms are available from Conventions Unit, The Council for Exceptional Children, 1411 South Jefferson Davis Highway Ext. 263, Arlington, Virginia 22202.

Research Facilities Available at Haskins For Child Language

To facilitate studies of spoken language and its development in children, the Growth and Development Branch of the National Institute of Child Health and Human Development (NICHD), National Institutes of Health (NIH), recently renewed a contract with the Haskins Laboratories, New Haven, Connecticut. This contract makes speech research facilities at Haskins available to approved user groups.

Certain investigations of language development in children or the basic processes of language perception in adults are aided by the availability of synthetic or speech-like stimuli which can be specified precisely and arranged in sequences suitable for testing. To carry out another type of experiment, the stimuli, either natural speech or synthetic speech, must be recorded on binaural tapes with different stimuli on the two tracks and with the relative timing of stimulus pairs closely controlled. Staff of the Growth and Development Branch have observed that the preparation of these binaural tapes can be excessively difficult unless one has access to facilities such as those at Haskins.

Since the nature of the stimulus material is dependent on the specific objectives and requirements of each experiment, a member of the user group should plan to spend the requisite time at the Laboratories learning the techniques and making his own stimuli with the equipment available.

Advance arrangements are required. The following information should be supplied in the initial letter of inquiry: name, organization, address, telephone number, and a brief summary of the research problem (include any preliminary work, ideas about stimulus tapes needed, special requirements, etc.). The letter should also describe how the proposed study relates to spoken language and its development in children. A suggested schedule should also be submitted (A preliminary visit, followed by one or more "working visits," is often necessary.) User groups are expected to cover their own travel and living costs, although special arrangements can be made when necessary. Initial inquiries should be addressed to Dr. Franklin S. Cooper, Haskins Laboratories, 270 Crown Street, New Haven, Connecticut 06510 or Dr. James F. Kavanagh, Growth and Development Branch, National Institute of Child Health and Human Development, Bethesda, Maryland 20014.

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

The Linguistic Reporter, the Center's newsletter, is published ten times a year, monthly except July and August. Annual subscription, \$2.50, air mail, \$4.50 (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to Allene Guss Grognet, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given.

new journals

The Journal of Indo-European Studies. Published by Roger Pearson Four times a year First issue Spring 1973 General Editor Roger Pearson Subscription \$7.50 individual, \$15.00 institutional All correspondence to General Editor, The Journal of Indo-European Studies, Box 5224, Southern Station, Hattiesburg, Mississippi 39401

Designed to serve as a medium for exchange and synthesis of information related to the fields of archeology, historical anthropology, mythology, and philology, this journal will place particular emphasis on the syncretic correlation of material involving the social structure, norms, and customs of Indo-European speaking societies. Articles will focus on various aspects of these cultures in both prehistoric and early historic times. As each issue will include a Debate and Discussion section, readers are invited to submit brief comments, criticisms, addenda to published articles, and reports on research work in progress.

Bulletin de l'Institut de Phonétique de Grenoble. Published by l'Université des Langues et Lettres de Grenoble One issue a year First issue 1972 Subscription 15 Ffr All correspondence to l'Institut de Phonétique de Grenoble, Université des Langues et Lettres de Grenoble, Domaine Universitaire, 38 400 Saint-Martin-d'Hères, France

Written in French. The first issue covers topics such as the phonological evolution of French-Canadian, palatal consonants, the influence of surrounding consonants on variations of laryngeal frequency of vowels in modern Greek, recognition of the French /y/ by Spanish and Portuguese speakers, etc. Future issues will focus on dialectology and statistical linguistics as well as spectral and prosodic analyses.

Social Indicators Newsletter. Published by the Social Science Research Council Center for Coordination of Research on Social Indicators First issue March 1973 Subscription free All correspondence to SSRC Center for Social Indicators 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

This newsletter covers current research on social indicators, statistical time series that measure changes in significant aspects

See Journals, 6, Col. 2

SUNY ALBANY TO COORDINATE NATIONAL BILINGUAL EDUCATION PROJECT

The Bilingual Education Project at the State University of New York (SUNY) at Albany, with the support of the U.S. Office of Education, will coordinate a nationwide effort to delineate societal factors outside schools supporting bilingual education. Developmental activities fall into four categories: (1) assessment of the non-English language (in this case Spanish) vis-a-vis English in the life of its speakers and determination of actions to awaken and increase concern for and use of the language among those speakers, (2) exploration and design of more effective training programs for bilingual education teachers, (3) bringing the current attempts in the U.S. to understand and organize bilingual education to the attention of the educated classes in Spanish-speaking countries, (4) development of plans for literacy and language development.

To implement work in the first category, the *Liga Nacional Defensora del Idoma Español* (National League in Defense of the Spanish Language) will involve Spanish speakers in activities designed to strengthen bilingual education programs at all levels. Chief among these activities will be the stimulation of "language loyalty" among selected native speakers of Spanish by means of a *Boletín de Defensa* (Defense Bulletin). The *Boletín* will help identify groups who share a common area of concern and who can form seminars for discussion, resolution of issues and implementation of appropriate action.

Improvement in teacher training will be brought about through teacher and advanced student exchange with colleges in Spanish-speaking countries. Activities included in the third and fourth categories will call for greater attention to folk bilingualism and the production of materials in American Indian languages.

The rationale for this project springs from experience gained since the passage of the Bilingual Education Act in 1968. This experience has shown that the effectiveness of bilingual education is dependent both on the vigor and preparation of non-English-medium teachers and on the extent of children's perception of the importance of the non-English language in the lives of the adults around them. Likewise, it has been found that the effects of bilingual teaching extend, with even greater potential, from the classroom into the larger community of adult non-native speakers. SUNY-Albany's current project to delineate societal factors is an attempt to show that bilingual education is a broad, sociological movement involving both the school and the community, rather than only interaction between teacher and students in a classroom environment. For further information contact Dr. Richard L. Light or Dr. Medardo Gutierrez, TESL/Bilingual Education Program, School of Education, State University of New York at Albany, Albany, New York 12222.

Fulbright-Hays Grants Announced For Linguistics and TESOL

The Committee on International Exchange of Persons has announced the availability of university lecturing and advanced research grants, authorized under the Fulbright-Hays Act, in the fields of linguistics and English as a foreign language. Lecturing grants are available for the following countries: Australia, Brazil, France, Germany, India, Korea, Netherlands, Philippines, Sweden (travel-only), Thailand, and the United Kingdom. Research grants are available for Argentina, Austria (travel-only), Finland, France, Germany, Greece, India, Israel (travel-only), Italy, Korea, Lebanon, Netherlands, New Zealand, Portugal, Romania, Sweden (travel-only), and the United Kingdom. They extend for varying periods during 1974-75

and cover maintenance allowance for recipient and accompanying family members, roundtrip travel for recipient only, supplementation and other allowances as appropriate and authorized. A limited number of travel-only grants are also available.

Applicants must be U.S. citizens, and fluency in some foreign language may be required. Lecturing grants require college or university teaching experience at the level of lectureship being asked for, and research grants require a doctorate or recognized professional standing. Application should be made before July 1, 1973. For further information write Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington, D.C. 20418.

BIA PROJECT—from page 1

ning language of instruction where appropriate, ancestral languages should be taught at higher levels as well, including secondary and college

- Additional funds should be provided and personnel prepared for the development of instructional materials appropriate for Indian children, especially in regard to the ancestral languages and cultures.

- A new position, that of language development specialist, should be created and individuals hired for this position should be assigned to work directly in the schools

- The selection of teachers should be made by the local or tribal Indian education authority, and where possible, made from within the local community

- It should be mandatory for teachers and supervisory personnel involved in bilingual, kindergarten, or Head Start programs to be fluent in the Indian language being used for instruction

- A method of competency (or performance) based certification for teaching, supervisory, and administrative personnel should be developed by BIA in consultation with Indian educational groups

- The BIA should authorize local and tribal Indian educational authorities to, and should itself, negotiate with a variety of colleges and universities in order to obtain the most appropriate professional preparation possible for its teachers

- The BIA should make increased resources available to local Indian educational authorities to meet the need for expanded in-service training resulting from the adoption of bilingual/bicultural programs

- Guidelines should be prepared for the evaluation of commercially prepared materials

- Regional Indian Education Resource Centers should be established to provide more responsive service to local Indian schools and communities

- The BIA, as part of the service role it is now properly seeking in Indian education, should become a consumer advocate for Indian people

The project staff included Rudolph C. Troike, Center for Applied Linguistics, Nancy Modiano, Department of Education, Catholic University of America, William L. Leap, Department of Anthropology, American University. Project consultants included Donald and Mary Helen Creamer, Londonderry, New Hampshire, Joe Medicine Crow, Crow Agency, Montana, William Demmert, Office of Education, Department of Health, Education

and Welfare, Birgit L. Kills-Straight, Coalition of Indian Controlled School Boards, Michael Krauss, Alaska Native Languages Division, University of Alaska, Beatrice Medicine, Department of Anthropology, University of Washington, Wick Miller, Department of Anthropology, University of Utah, John H. Peterson, Jr., Choctaw Tribe (Miss.), Anita Pfeiffer, Lexington, Massachusetts, Paul Platero, Department of Linguistics, Massachusetts Institute of Technology, William Pulte, Department of Anthropology, Southern Methodist University, Reginald Rodriguez, Northern Pueblos Agency, New Mexico, Barbara Ward, Burkburnett, Texas, Harry Wolcott, Center for the Advanced Study of Educational Administration, University of Oregon

new directories

TESOL Training Program Directory, 1972-73, compiled and edited by Charles H. Blatchford Washington, D.C., TESOL, 1973. iii, 94 pp. \$1.00 to TESOL members, \$1.50 to non-members. Order from TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20007

Designed as a way of acquainting prospective entrants into the ESOL profession with the kinds of training programs available, this Directory presents a listing (current as of September 1972) of 66 American and Canadian ESOL programs leading to a degree or certificate. The information provided includes (1) the name of the institution and department offering the program, (2) length of study, (3) a listing of courses offered, (4) requirements for admission, (5) information on tuition, etc., (6) an address to write to for further information. For quick reference, a chart has been provided comparing all the programs.

Academic Courses in Great Britain, 1973-74, Relevant to the Teaching of English to Speakers of Other Languages London, English-Teaching Information Centre, 1973. 61 pp. Free on request to The British Council, State House, 63 High Holborn, London, WC1R 4SZ, England

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

Cherokee Program Language Materials

To meet the growing demand among Native Americans of Cherokee ancestry for learning spoken Cherokee, the Cherokee Bilingual Education Program currently has three sets of materials available.

1 *The Cherokee Oral Language Program materials* These were designed to teach spoken Cherokee to non-Cherokee speaking students in lower elementary grades. (The materials are currently being used in a number of classes in pilot schools.) While the suggested activities are primarily suitable for children, the language content is useful to adults as well, and the materials can easily be adapted for adult use.

2 *The Cherokee Conversational Lessons* These are designed for use by adults, either in a class or on an individual basis. Each lesson has a dialogue, some drills, and grammar notes. As an aid to the learner, the Cherokee is written in the Roman alphabet rather than in the Cherokee syllabary. Cassette tapes with the dialogues and drills are also available.

3 *The Language Picture Cards* Illustrations for a selected list of 200 Cherokee nouns are presently available on 4 x 6 cards. A similar set of cards is in preparation for Cherokee verbs. These can be used independently or in conjunction with other materials for practicing full sentences as well as for learning the specific vocabulary item depicted on the card.

Further information about the Cherokee Program and/or the language materials can be obtained from Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma 74464.

Apache Dictionary Published by Tribe

The first Apache-English dictionary has been published by the White Mountain Apache Tribe. Prepared with the help of Wycliffe Bible translators, the dictionary contains more than 2,600 words and took 3 years to compile. It includes maps of the Athabascan tribes, names of Apache towns, kinship terms, Apache words borrowed from Spanish, plant names, and names of seasons, times of day, and a calendar. It costs \$2.75 plus \$0.25 for postage and handling and may be purchased from the Apache Cultural Center, Arizona Historical Society, Fort Apache, Arizona 85926.

meetings and conferences

- July 5-August 28 Linguistic Society of America Summer Linguistic Institute Ann Arbor, Michigan
- July 16-22 International Congress of Orientalists, 29th Paris, France [Write 29^e Congrès des Orientalistes, Collège de France, Place Marcelin-Berthelot, 75-Paris 5^e, France]
- July 20-22 International Conference on Computers in the Humanities Minneapolis, Minnesota
- July 21-22 California Summer Linguistics Conference Santa Cruz, California
- August 1-2 Association for Computational Linguistics Ann Arbor, Michigan
- August 3-5 Linguistic Society of America Summer Meeting Ann Arbor, Michigan
- August 6-11 Conference on Stratificational Linguistics Seattle, Washington [Write Len Newell, Summer Institute of Linguistics, P O Box 186, University Station, Seattle, Washington 98105]
- August 8-10 National Topical Conference on Cultural Diversity Las Vegas, Nevada [Write Conventions Unit, The Council for Exceptional Children, 1411 South Jefferson Davis Highway Ext 263, Arlington, Virginia 22202]
- August 8-10 American Association of Teachers of Spanish and Portuguese Mexico City
- August 13-15 International Conference on Salish Languages, 8th Eugene, Oregon [Write J Hoard and C Sloat, Co-Chairmen, International Conference on Salish Languages, c/o Linguistics, University of Oregon, Eugene, Oregon 97403]
- August 20-24 First Working Conference of Uto-Aztecan Reno, Nevada
- August 21-24 Canadian Council of Teachers of English, 6th Vancouver, British Columbia
- August 24-26 Conference on Linguistics and Education Antigua, Guatemala [Write Director, PLFM, Apartado 237, Antigua, Guatemala]
- August 27-30 American Sociological Association New York, New York
- August 27-31 American Psychological Association Montreal, Quebec, Canada
- August 27-September 1 International Conference on Computational Linguistics Pisa, Italy [Write Prof A Zampolli, General Coordinator of 1973 ICCL, Via S Maria 36, 56100 Pisa, Italy]
- August 27-September 8 International Conference on Historical Linguistics, 1st Edinburgh, Scotland [Write Charles Jones, Department of English Language, University of Edinburgh, 15 Buccleuch Place, Edinburgh EH8 9JX, Scotland United Kingdom]
- August 28-31, September 28-31 Symposium on United Concepts in Communication, Field Work and Bilingual-Bicultural Techniques to Induce Change Chicago, Illinois [Write International Congress of Anthropological and Ethnological Sciences, Sol Tax, President for the Organizing Committee, 1126 East 59th Street, Chicago, Ill 60637]
- September 1-8 International Congress of Anthropological and Ethnological Sciences, 9th Chicago, Illinois [Write International Congress of Anthropological and Ethnological Sciences, 1126 East 59th Street, Chicago, Ill 60637]
- September 9-15 Mexican Anthropological Society Round Table, 13th Xalapa, Veracruz, Mexico [Write Secretariado XIII Reunion de Mesa Redonda, Sociedad Mexicana de Antropología, Apartado Postal 660, Mexico D F, Mexico]
- September 20-21 British Association for Applied Linguistics Seminar on Recent Descriptions of English Nottingham, England [Write Prof P Stevens, Language Centre, University of Essex, Colchester, England]
- September 21-23 British Association for Applied Linguistics Annual Meeting Nottingham, England [Write W A Bennett, Department of Linguistics, University of Cambridge, Sidgwick Avenue, Cambridge, England]
- September 23-26 Aslib Conference Bath England
- October 12-15 American Speech and Hearing Association Detroit, Michigan
- October 19-21 International Conference on Sino-Tibetan Language and Linguistic Studies, 6th La Jolla, Calif [Write Benjamin K T'sou, Department of Linguistics, University of California at San Diego, La Jolla, California 92037]
- October 21-25 American Society for Information Science Los Angeles, California
- November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania
- November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts
- December 27-30 Modern Language Association, 88th Chicago, Illinois
- December 28-30 Linguistic Society of America, 48th San Diego, California

Texas Agency Holds Language Conferences

The Texas Education Agency is sponsoring a series of conferences to help school administrators deal positively with bilingual education, racial integration, and the implementation of court orders. The sessions for superintendents, supervisors, principals, counselors, and school board members provide them with information on language and cultural differences that children bring to school. The goal of these conferences is attitudinal change in the administrators about such differences.

The conference model consists of major presentations followed by small-group discussions. Five areas of concern were identified for the conferences.

- 1 *The concept of culture* the concept of culture, cultural differences, and the relation of culture to educational programs.
- 2 *Culture and the arts* the arts, including folklore, as the expressive dimension of culture.
- 3 *Culture and educational aptitude* a refutation of any concept of one race or ethnic group having more or less aptitude than another.
- 4 *Culture and language* an appreciation for linguistic variety, the means of reducing linguistic interference in the classroom, and the means of building on the strengths of various codes.
- 5 *Culture and social institutions* information about the various kinds of institutions in various cultures.

The idea for these conferences came from the Consulting Committee on the Confluence of Texan Cultures, a committee of specialists—including linguists, anthropologists, folklorists, historians and dramatists—appointed by the State Board of Education to assist the Texas Education Agency in formulating programs which would enhance the concept of cultural confluence in Texas public schools. The Consulting Committee identified administrators as an ideal target group for information on language and culture, since this group has the responsibility for providing instructional leadership.

The model outlined above was found successful at a pilot conference. Two additional conferences were held this year, and two final conferences will be held in 1974. Consulting Committee members have continued to have major roles at the conferences as speakers and resource persons.

news briefs

The Afghanistan Studies Association has recently been organized to promote research, cooperation, contact, and mutual support among scholars committed to the study of Afghanistan. Its initial objective is to bring interested scholars into effective contact and to stimulate greater participation and support for a largely neglected field. The new association is affiliated with the Association for Asian Studies. Further information on the association's activities and goals can be obtained from its Executive Committee, c/o Richard S. Newel, Dept. History, University of Northern Iowa, Cedar Falls, Iowa 50613.

The National Institutes of Health (NIH) have announced the phasing out of the following programs: Postdoctoral Research Fellowship Program, Special Research Fellowship Program, Training Grant Program, Research Career Development Awards, Academic Career Development Awards, and Clinical Investigator Awards. New applications for these NIH research training activities will no longer be accepted, but public announcement will be made if the programs become open to application at a later date.

Research in the area of sign language syntax under a grant from Canada Council is currently being conducted by Peter A. Reich, Assistant Professor of Psychology and Linguistics at the University of Toronto. Professor Reich will soon be offering a university-approved course, "Deafness and Communication," and would like to compare notes with others teaching similar courses. Persons interested can write to Professor Reich at the Centre for Linguistic Studies, University of Toronto, Toronto, Ontario, Canada.

The Publications Division of the Institute of Modern Languages, Inc., which closed on March 30, 1973, is now open under new management. Copies of IML publications can be obtained by writing to Institute of Modern Languages, 2622 Pittman Drive, Silver Spring, Maryland 20910.

The Spoken Language Series, formerly distributed by Holt, Reinhart, and Winston, has been taken over by Spoken Language Services, Inc. (SLS). This series, originally prepared by the American Council of Learned Societies and the Linguistic Society of America, covers 25 languages.

SLS is currently revising and up-dating these courses and adding new languages to the series. SLS will also distribute all ACLS publications. For further information write Spoken Language Services, P O Box 783, Ithaca, New York 14850.

Teaching Films Custodians (TFC), a member company of the Motion Picture Association of America, has merged its program with the Audio-Visual Center of Indiana University. TFC, a non-profit organization, handled the processing of prints, servicing, and administration for selected educational films. Inquiries regarding TFC agreements, motion pictures, activities, and relationships should be addressed to Dr. E. L. Richardson, Audio-Visual Center, Indiana University, Bloomington, Indiana 47401.

JOURNALS — from page 3

of a society. It includes articles, book reviews, and unpublished writings in the field as well as information concerning conferences and sessions at professional meetings. Reports will be made on the ongoing work and research plans of individuals, organizations, and institutions and on problems in indicators research and plans for their resolution.

The Journal of Ethnic Studies. Published by the College of Ethnic Studies, Western Washington State College. Four times a year. First issue Spring 1973. Editor Jeffrey D. Wilner. Subscription \$4.00 student, \$8.00 U.S., \$8.40 Canada, \$8.80 foreign. \$2.50 single issue. All correspondence to Jeffrey D. Wilner, Editor, *The Journal of Ethnic Studies*, Western Washington State College, Bellingham, Washington 98225.

The first issue contains articles on the historical as well as the current problems of ethnic groups, the treatment of ethnic groups in literature, and the contributions of people of ethnic backgrounds to society. Future articles will focus on the experiences of both non-white and white ethnic groups in North America and can include articles on language as it relates to ethnic groups. In addition to book reviews of recent publications in the field of ethnic studies, each issue will include a review essay of books related to the life and work of a noted ethnic figure. Readers are invited to submit articles and books for review.

NEH, ACLS Announce Fellowships for 1974

The National Endowment for the Humanities (NEH), Division of Fellowships, has announced the availability of fellowships and summer stipends for 1974-75.

Fellowships NEH's Division of Fellowships is accepting applications from junior and community college teachers for fellowships to undertake further studies in the humanities and in those aspects of the social sciences which have humanistic content and employ humanistic methods. NEH is particularly interested in studies relating to the American Revolutionary era, the philosophical and social foundations of the Revolution, and the establishment of our nation. Fellowships are limited to junior and community college teachers who have completed their professional training and are not degree candidates.

Recipients will be given a maximum stipend of \$1,250 per month to be used during a 6-9 month period in 1974-75.

Applications must be submitted by October 15, 1973, and awards will be made by mid-March 1974. For applications and information write to Division of Fellowships, National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506.

Summer Stipends In addition to fellowships, NEH is offering awards for short-term study. Areas of study, eligibility requirements, deadline for application and announcement of awards are the same as those given for fellowships.

Recipients will be given a stipend of \$2,000 for a two-month period during Summer 1974. Applicants must be nominated by their institutions and may receive additional information from their academic deans.

The American Council of Learned Societies (ACLS) has announced the opening of applications for the following grants: Research Fellowships for Foreign Scholars to Japan, Republic of China, Australia, New Zealand, and Europe; Grants-in-Aid; Fellowships; Study Fellowships; Grants for Research on Chinese Civilization; Grants for Research on South Asia; Grants for East European Studies; and Grants for Study of East European Languages. For further information write Office of Fellowships and Grants, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.

book notices

Pidginization and Creolization of Languages: Proceedings of a Conference Held at the University of the West Indies, Mona, Jamaica, April 1968, edited by Dell Hymes Cambridge, Cambridge University Press, 1971 x, 530 pp \$16 45

This volume includes the main papers of a 1968 conference on pidgins and creoles plus short statements and précis of other contributions made available to the participants.

The introductory material which comprises Part I includes a survey of the study of pidgins and creoles and a bibliography. Part II, intended to symbolize the need for adequate linguistic descriptions of pidgins and creoles, presents a sketch of a Vietnamese-French pidgin and very brief accounts of two creoles. Theoretical approaches are discussed in the papers of Part III, indicating what the editor calls the need for fresh theoretical work to account for the processes of pidginization and creolization. Part IV deals with problems of historical reconstruction. Part V, "Variation and Use: A Range of English-Linked Cases", presents sociolinguistic descriptions of several different pidgins or creoles. The last part, "Disciplinary Perspectives", approaches the subject matter from the vantage points of comparative sociology, linguistic analysis, language history, and social history. There are two appendices—one on questions for research, and a map and list of pidgin and creole languages. The editor provides a short introduction to each part.

Da Kine Talk: From Pidgin to Standard English in Hawaii, by Elizabeth Ball Carr Honolulu, University of Hawaii Press, 1972 xvii, 191 pp \$8 50

"Da kine talk" is the Island term for one of Hawaii's dialect forms also known as pidgin English. This dialect evolved as a result of language contact with such diverse languages as Portuguese, Spanish, Hawaiian, Ilocano, Visayan, Tagalog, Chinese, Japanese, and Korean. Part I (Varieties of Speech in Hawaii) gives a brief history of the early plantation pidgin and presents examples of the speech patterns of nine Island speakers who represent five levels of achievement in spoken English, from early immigrant influenced speech to Hawaiian Standard English. Part II (Vocabulary in a Multilingual Community) offers a list of loanwords from the various languages heard in Hawaii. Loanblends (double words put together from

two different languages) are also introduced. The glossary concentrates on various examples of non-standard speech, giving their standard equivalents and attempting to show how and why they developed. Appended are a definition of technical terms, an index of loanwords, and a general index.

Japanese Pidgin English in Hawaii: A Bilingual Description, by Susumu Nagara (Oceanic Linguistics Special Publication, 9) Honolulu, University Press of Hawaii, 1972 xviii, 322 pp \$6 50

A description of the pidgin English used by Japanese immigrants on plantations in Hawaii—a language resulting from contact between Japanese speakers and speakers of other types of pidgin English.

The author describes the structure of this pidgin as a result of language interference and analyzes it by reference to the linguistic structure of the various languages in contact. After discussing the relative merits of various theoretical models in the comparison of languages, he chooses the tagmemic as the most apt. Syntagmatic and paradigmatic descriptions form the main part of the book. There is a chapter on phonology intended as a necessary preliminary, but no detailed interpretation of phonological interference is attempted. In addition to the bibliography there is a glossary of technical terms used and some sample transcriptions at the end of the volume.

Generative Studies in Historical Linguistics, edited by Maria Tsiapera (Current Inquiry into Language & Linguistics, 2) Edmonton, Alberta, Linguistic Research, Inc., 1971 ix, 87 pp \$4 75

The five papers collected in this volume were first presented in April 1969 at a colloquium on "The Role of Generative Theory in Historical Linguistics," held at the University of North Carolina. These papers by Hamp, Lehmann, O'Neil, Schane, and Watkins are varied in subject matter—diachronic and synchronic rules, views on grammatical change as applied to German spirants, problems in historical phonology, generative phonology, and problems in the application of linguistic theory respectively. However, their uniform purpose is to examine how generative theory enriches the study of historical linguistics and, to a lesser extent, how the inclusion of historical linguistics improves general linguistic theory. The formal and informal discussions that took place during the colloquium are not included.

Goals of Linguistic Theory, edited by Stanley Peters Englewood Cliffs, N.J., Prentice-Hall, Inc., 1972 viii, 227 pp \$9 95

In October 1969, a conference on theoretical linguistics in the framework of generative grammar was held at the University of Texas at Austin, and six of the papers presented there are published in this volume. "On Generativity" by Fillmore considers how an ordinary working grammarian can use the linguistic data available to him to justify a generative grammar empirically. "A Reformulation of Certain Syntactic Transformations" by Emonds develops some consequences of the idea that cyclic transformations apply only when they preserve structure, leading to a non-traditional analysis of English sentential complements. "Some Empirical Issues in the Theory of Transformational Grammar" by Chomsky deals with generative grammarians' objections to his *Aspects of the Theory of Syntax* and to certain subsequent proposals on the relations between syntax and semantics by extending interpretive semantic rules to operate on surface structure. "The Best Theory" by Postal defends the superiority of generative semantics over Chomsky's revised *Aspects* theory because of its homogeneity. "The Projected Problem: How Is a Grammar to Be Selected?" by Peters discusses evaluation measures and the problem of how a complete grammar is acquired on the basis of a small sample of language. "Explanation in Phonology" by Kiparsky takes up the problem of irregularities in the application of phonological rules that are not explainable within current generative phonological theory.

Language: Introductory Readings, edited by Virginia P. Clark, Paul A. Eschholz and Alfred F. Rosa New York, St. Martin's Press, 1972 558 pp \$4 95

Written for the student, this collection of introductory readings reflects changing attitudes toward language, with emphasis on nonverbal communication, through five major topics: (1) animal communication, the human mind, and language and culture, (2) the systems of grammar, (3) words and how they are used, (4) regional, functional, and social dialect variations, (5) the gestures and spatial relationships that complement verbal language. In addition to questions at the end of each article which serve to focus the student's attention on specific issues in his reading, the editors have included a series of projects and annotated bibliographies.

Descriptive and Comparative Linguistics: A Critical Introduction, by Leonard R Palmer New York, Crane, Russak, 1972 430 pp \$18 75

An introduction to linguistics, written, as the author states, principally for "philologists" Half of the book is devoted to historical and comparative linguistics, the other half to descriptive linguistics Part I includes chapters entitled "The Analysis and Description of Speech"; "Phonetics, from the Stoccheum to the Phone"; "Phonemics: from the Phone to the Phoneme"; "The First Articulation, from the Utterance to the Moneme", "The Assembly of Sentences Some Grammatical Models", "Transformational Grammar"; and "Semantics, the Use of Words" Part II consists of chapters on "Sound Change", "Interaction of Form and Function", "Writing", "Dialects", "Etymology and Change of Meaning", and "Language and Culture" A nine-page bibliography classifies books by subject

Syntax and Semantics: Volume 1, edited by John P Kimball New York, Seminar Press, 1972 xi, 281 pp \$12 95

This volume is the first in a series covering recent research advances in transformational linguistics It contains 18 papers previously presented at the Summer Conference in Linguistics at the University of California at Santa Cruz in 1971 The first group of papers deals with various aspects of the semantics of natural language, including modality and presupposition These are followed by papers concerning the current controversy involving generative and interpretive semantics that centers around the lexical decomposition hypothesis maintained by proponents of generative semantics The final group concerns various other subjects such as nominalization and the structure of relative clauses, Navaho object markers, and dialect differences in English as illustrated by crossover constraints and Ozark English A list of references is appended

Meetings Announced

A meeting of associates of the **International Association for Applied Linguistics (A.I.L.A.) Discourse/Language Function Analysis Commission** is being arranged for the fall of 1973 in Claremont, California For further information contact Franklin Bischel, Patricia McNaughton, and John Regan, Claremont Graduate School, Claremont, California 91711

The First International Conference on Comparative Austronesian Linguistics will meet in Honolulu, Hawaii, January 2-7, 1974 Proposed topics to be covered include linguistic relationships, problems of AN syntax, typology, and language contact For further information write Lawrence A Reid, Chairman, Organizing Committee, First International Conference on Comparative Austronesian Linguistics, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

THE LINGUISTIC REPORTER

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Lower Federal Funding For Linguistic Programs

During fiscal 1974 (July 1, 1973-June 30, 1974) less money will be available from the federal budget for programs and projects involving language and linguistics. Listed below are some of the recent congressional actions on funding and/or new programs.

Elementary and Secondary Education Act (ESEA). On a continuing resolution \$3.5 million was appropriated for Title VII (bilingual education) and \$1.8 billion for Title I (educationally deprived).

National Defense Education Act (NDEA) Fiscal 1973 was extended for 90 days for Title VI of NDEA and the Fulbright-Hays programs, with the passage by Congress of a bill authorizing the expenditure of \$13.860 million. \$1.36 million of that is for Fulbright-Hays fellowships and \$12.5 million for Title VI. The \$12.5 million is earmarked in the following manner: \$4.6 million for language and area centers, \$2.265 million for new graduate and undergraduate programs, \$4.95 million for NDFL fellowships and \$.740 million for research.

For fiscal 1974, on a continuing resolution, \$1.36 million has been appropriated for Fulbright-Hays and \$2 million is available in special foreign currency (PL 480) funds. The House Education and Labor Subcommittee has recommended an additional \$11 million for Title VI. The Senate

See Funding, 11, Col. 3

Manpower Survey Report: Employment Prospects Grim for Linguists

An interim report on the Manpower Survey conducted by the Linguistic Society of America through the Center for Applied Linguistics was recently presented at the Linguistic Society of America's summer meeting. The survey, funded in part by the U. S. Office of Education, was designed to determine the present and future need for specialists in linguistics (see *Linguistic Reporter*, April-June 1972).

The information contained in the report results from answers to questionnaires sent to department and program heads, a sampling of LSA members, and graduate students in linguistics. The following is a summary of the findings presented in the report.

- Current unemployment and underemployment rates are 8% for responding linguists with Ph.D.s, 17% for Ph.D. candidates, and 26% for those with M.A.s. The rate for women is over twice that for men, and the rate for single men is higher than that for married men.

- 80-85% of all linguists currently employed work at academic institutions.

- Although 27% of linguists work in linguistics departments, another 41% do not. Over 65% of linguists working at colleges and universities teach other subjects in addition to linguistics.

- Hiring, including the creation of new positions, peaked in 1970. While one-fourth of the total faculty and 53% of those hired over the past 5 years hold positions that were especially created, the trend towards creating new positions for linguists shows no indication of continuing. There were few unfilled positions as of the summer of 1973, and employers have had little difficulty in finding qualified applicants since 1970. 91% of LSA members at the Ph.D. or Ph.D. candidate level hired in the last 3 years went to academic employers.

- According to the available data, the increase in demand for linguists in the next 5 years should be about 2.5% a year, promising a total of approximately 300 new positions during this period. The demand is expected to be highest at institutions offering no degree or concentration in linguistics. In addition, few vacancies are expected due to death or retirement.

- According to predictions by the U.S. Office of Education, the number of linguists receiving Ph.D.s in the next 7 years should increase yearly (174-175 in 1972-73 as opposed to 271-365 in 1979-1980). These predictions are generally confirmed by reports from department heads and graduate students in linguistics.

- In two separate surveys (one of department heads and one of individual LSA members), it was found that the majority of employed linguists with Ph.D.s were recommended for their jobs by colleagues or former professors. Academic employers have made little use of regular placement services when filling available positions.

See Manpower, 4, Col. 1

Chinese Linguists Plan U.S. Visit

A group of language teachers and linguists from the People's Republic of China will be arriving in the United States in mid-October for a twenty-eight day visit jointly sponsored by the Committee on Scholarly Communication with the People's Republic of China and the National Committee on United States-China Relations. The Chinese scholars will meet with American professors throughout the United States, observe classroom practices in this country, and take part in various workshops and conferences.

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FSI Revises Listings For Proficiency Ratings

The School of Language Studies of the Foreign Service Institute (FSI) has revised its chart relating to the expected levels of speaking proficiency in languages taught at the Institute. The new levels essentially are based on results of testing over a five-year period. These results show that the expected speaking proficiency for a student with a specific background and language learning aptitude will depend not only on the difficulty of the spoken form of the target language but also on the time required for a concurrent study of the target language's writing system. For example, in a sixteen-week period (480 hours of instruction) an average student of Spanish can be expected to obtain a rating of 2 on the FSI scale. However, an average student studying Russian, which uses the Cyrillic alphabet, can only be expected to obtain a rating of 1 during the same period of study.

The chart is divided into four sections, giving information as to languages in each section, length of training, and aptitude for learning (using FSI ratings). The languages in Group I (Afrikaans, Danish, Dutch, French, German, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, and Swedish) are relatively easy to learn in both their spoken and written forms. The languages in Group II (Bulgarian, Dari, Farsi, Greek, Hindi, Indonesian, Malay, and Urdu) pose more problems than those in Group I, some in terms of the spoken language, others in terms of the language's writing system. The difficulty of the languages in Group III (Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Luo, Nepali, Pilipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, and Vietnamese) is similar to that of the languages in Group II but to a greater degree. The languages in Group IV (Arabic, Chinese, Japanese, Korean) use highly-complicated writing systems which require a great deal of study.

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

The *Linguistic Reporter*, the Center's newsletter, is published ten times a year, monthly except July and August. Annual subscription, \$2.50, air mail \$4.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to Allene Guss Grognet, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given.

conferences, seminars, workshop

George Mason University will hold its Biennial Foreign Language Symposium on November 16-17, 1973 in Washington, D. C. The theme of this year's symposium is "New Frontiers in Foreign Language Study." Speakers will include Theodore Andersson (University of Texas), William Mackey (University of Quebec), Bernard Spolsky (University of New Mexico), and Wolfgang Wolck (SUNY-Buffalo). Workshop sessions will concentrate on ethnicity, weaknesses of foreign language programs, grants for research in foreign languages, and career opportunities in government for foreign language speakers. Interested participants should write to the Symposium Committee, Department of Foreign Languages, George Mason University, Fairfax, Virginia 22030.

The 7th Brazilian Linguistics Seminar will be held in Curitiba, Brazil on February 11-13, 1974. The seminar will consist of lectures by Brazilian linguists, methodologists, textbook authors, grammarians, and teachers of linguistics on the uses of linguistics in the teaching of foreign languages. There will also be roundtable discussions, meetings of special groups, and demonstrations of audiovisual techniques. During the course of the seminar, annotated bibliographies on linguistics and language teaching will be distributed, and new books in linguistics and related fields will be discussed. For further information write Professor F. Gomes de Matos, Director, Centro de Linguística Aplicada, Avenida 9 de julho No. 3166, São Paulo, S.P., Brazil.

A Vienna Linguistics Week is being arranged by the Institute for Philology of the University of Vienna for October 1-6, 1973. The theme of this colloquium will be "Gen-

erative Grammar for Today." The format of the colloquium will be courses, exercises, lectures, and a concluding Roundtable discussion on the topics of syntax, semantics, and phonology. In addition to discussions of general interest to applied linguists such as foreign language teaching and child language, seminar groups will also concentrate on current views of generative grammar in America and Europe, its practical applications, and its connection to questions about thought processes. For further information write Lyle Jenkins, Institut für Sprachwissenschaft, Universität Wien, Liechtensteinstrasse 46a/1/1, 1090 Wien, Austria.

A joint conference of the International Association of Teachers of English as a Foreign Language and Tudományok Ismeretterjesztő Társulat will be held in Budapest, Hungary, April 9-11, 1974. The theme of the conference will be "Teaching English at Various Levels of Proficiency." Topic areas will include teaching English to young children, graduate and adult teaching, culture and civilization, and English for special purposes. The number of participants will be limited to 300, and the deadline for conference registration is December 1, 1973. For additional information write: IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England.

Applied Linguists Ask For Special LSA Section

At the recent Linguistic Society of America summer meeting in Ann Arbor, Michigan, a group of linguists met to consider the possibility of forming a new association for applied linguistics. After much discussion, the participants concluded that it was advisable to first explore becoming a special interest section within the Linguistic Society. The following resolution was passed at the LSA Open Meeting that the executive committee of the Linguistic Society be urged to 1) provide for a special section of applied linguistics papers at both the annual and summer meetings, 2) consider inclusion of applied linguistics articles relevant to linguistic theory in the journal *Language*, 3) provide a time and place at the forthcoming LSA meeting in San Diego for those interested in applied linguistics to meet and discuss mutual considerations.

Three Linguists Added To CAL Program Staff

The National Academy of Sciences (NAS) is accepting applications from American scientists desiring to make professional visits to institutions in Russia, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia during a period extending from September 1974 through August 1975. Under agreements with academies of sciences in these countries, American scientists may make visits lasting at least one month for the purpose of familiarizing themselves with current scientific research or longer visits of three to twelve months for research purposes.

Applicants must be U.S. citizens with a Ph.D. or its equivalent in mathematics, the physical, biological, or engineering sciences, or social or behavioral sciences. All necessary expenses will be met by NAS and the foreign academy, including reimbursement of salary lost up to \$1,500 a month for a visit of 3 months or more and expenses for accompanying family members on visits of 5 months or more. Requests for applications must be made by November 7, 1973, and deadline for receiving completed applications is November 21, 1973. Applications may be obtained from The National Academy of Sciences, Office of the Foreign Secretary, USSR/EE, Washington, D. C. 20418.

The National Science Foundation is instituting a program of partial support for innovative techniques for the publication of scientific literature. Grants are limited to assisting non-profit publishers in putting new techniques into practice and will extend for a maximum of three years. For further information write Grants for Innovation in Scientific Publication Program, Office of Science Information Service, National Science Foundation, Washington, D. C. 20550.

The Australian Institute of Aboriginal Studies is accepting applications for two Research Fellowships in Linguistics. Fellowships will extend for a two to three year period. Recipients will be required to conduct an intensive study of a selected living language and salvage work in related languages that are about to become extinct. Applicants should have a Ph.D. in linguistics, although those with lower degrees will be considered if they have some relevant post-graduate experience. For further in-

formation write Executive Officer, Australian Institute of Aboriginal Studies, P.O. Box 553, Canberra City, A.C.T. 2601, Australia.

The Joint Committee on African Studies, in conjunction with the American Council of Learned Societies, will assist specialists in African studies in meeting expenses for regular regional research seminars which have continuing and qualified representation from U.S. academic institutions. This experimental program is funded by the Ford Foundation. For information write: Joint Committee on African Studies, Social Science Research Council, 230 Park Avenue, New York, New York 10017.

The American Philosophical Society will make grants available to postdoctoral scholars for scientific material and travel costs necessary to their research projects. Maximum grants are \$5,000 but are usually for considerably less. Applications are reviewed in early April, June, October, and December and should be submitted at least 8 weeks in advance. For further information write: Committee on Research, American Philosophical Society, 104 South Fifty Street, Philadelphia, Pennsylvania 19106.

The National Institute of Education (NIE) has awarded the Northwest Regional Education Laboratory a grant to cover first-year funding for a five-year program to develop reading and language materials for reservation Indian children in Montana, Idaho, Washington, and Oregon. Total funding of the program will be approximately \$1.9 million over the five-years.

Arthur Abramson Elected LSA Secretary/Treasurer

The Linguistic Society of America (LSA) elected a new Secretary/Treasurer on August 28, 1973. He is Arthur S. Abramson, currently Head of the Linguistics Department at the University of Connecticut and a member of the research staff of Haskins Laboratories. Since Dr. Abramson will be on sabbatical until August 31, 1974, he will not assume his new duties until September 1, 1974. In the interim, Thomas A. Sebeok, the present Secretary/Treasurer, will serve as Acting Secretary/Treasurer.

The Center for Applied Linguistics has added three linguists to the program staff. They are, Gustavo Gonzalez, Timothy Shopen and Richard Wright. Dr. Gonzalez, who received his Ph.D. in Foreign Language Education from the University of Texas at Austin, is working in the areas of bilingual and childhood education. Before coming to the Center, Dr. Gonzalez worked at the Southwest Educational Development Laboratory in Austin, Texas under a post-doctoral fellowship from the National Endowment for the Humanities. Prior to that he served as the Chairman of the Chicano Studies Program at the University of California at Davis.

Dr. Shopen received his Ph.D. in Linguistics from the University of California at Los Angeles. His main responsibility at the Center will be the development of pedagogical materials for teaching about language and language variation. Dr. Shopen has taught secondary school and adult literacy in Mali, trained English teachers on a Navajo reservation, and taught linguistics at Indiana University, Stanford University, and the University of California at Berkeley.

Mr. Wright, who will receive his Ph.D. in Applied Linguistics from the University of Texas at Austin in the Spring of 1974, is currently engaged in black language research. Future work will include research into early childhood education and the development of sociolinguistically-oriented materials for teacher-training.

new CAL publications

Variation and Linguistic Theory, by Charles-James N. Bailey. Washington, D.C.: Center for Applied Linguistics, 1973. v. 196 pp. \$7.00.

This text presents principles and models for describing language variation, and introduces a time-based, dynamic framework for linguistic description. The author first summarizes some of the problems of grammatical description encountered from Saussure through the present and then outlines possibilities for new descriptions of language which take into account sociolinguistic factors. The bulk of the text centers around the enumeration of principles and the presentation of models for variation theory. Appended is a paper on feature marking and weighting.

On the basis of the above findings, the following conclusions may be drawn.

- As has been shown in earlier surveys, there tends to be discrimination in the hiring of women and possibly single men

- From the statistics, little use is made of linguists at non-academic institutions which could use the services of a linguist.

- The demand for linguists is decreasing, both at academic and non-academic institutions.

- Most institutions with established linguistics programs have filled most of their available positions and will create relatively few new positions in the next 5 years. The demand (admittedly small) will probably come from institutions that are offering linguistics for the first time

- Since estimated academic demand over the next 5 years should average about 60 new positions a year, an estimated 115-155 linguists a year will find no positions available, thus contributing to the already high rates of unemployment and underemployment.

- Unless some obvious change occurs, linguists seeking jobs in the future will still have to rely on whatever professional contacts they have.

In accordance with these findings and conclusions, the report makes the following recommendations.

- The future supply of linguists could be deliberately restricted. This would include limiting graduate enrollment, placing a moratorium on new degree-granting programs, and cutting back on fellowships related to the study of linguistics

- New job opportunities could be developed in non-academic institutions (elementary and secondary school systems, hospitals, etc.), in academic institutions where few linguists currently work, and in established departments and programs at the level of post-doctoral fellows, research associates, etc

- Persons now in the profession could be retrained to work in other areas

- The nature of present graduate training could be changed. Some possible changes would include more emphasis on the teaching of linguistics, especially to non-linguists; more rigorous training at the MA level, more emphasis on and opportunities for training in other fields such as psychology and speech pathology, and more emphasis on applied linguistics.

- LSA could provide some kind of formal placement services for linguists.

The final report on the survey will be available as of Winter 1973.

meetings and conferences

September 20-21 British Association for Applied Linguistics Seminar on Recent Descriptions of English Nottingham, England [Write Prof P Stevens, Language Centre, University of Essex, Colchester, England.]

September 21-23 British Association for Applied Linguistics Annual Meeting Nottingham, England [Write W A Bennett, Department of Linguistics, University of Cambridge, Sidgwick Avenue, Cambridge, England]

September 23-26 Ashb Conference Bath England

October 1-6 Vienna Linguistics Week Vienna, Austria. [Write Lyle Jenkins, Institut für Sprachwissenschaft, Universität Wien, Liechtensteinstrasse 46a/1/1, 1090 Wien, Austria]

October 3-6. Association of Mexican American Educators National Convention, Los Angeles, California

October 6-8 American Translators Association New York, New York.

October 11-13 Southern Conference on Language Teaching, Memphis, Tennessee.

October 12-13. Mid-America Regional Linguistics Conference Iowa City, Iowa

October 12-15 American Speech and Hearing Association Detroit, Michigan

October 18-19. Western Conference on Linguistics, Victoria, British Columbia, Canada

October 19-20 International Federation for Modern Languages and Literatures, Stockholm, Sweden. [Write Reinhold Freudenstein, FIPVL, General Secretariat, BEIM IFS, D-355, Marburg/L. Lichigstrabe 37, West Germany.]

October 19-21, International Conference on Sino-Tibetan Language and Linguistic Studies, 6th La Jolla, Calif [Write Benjamin K T'sou, Department of Linguistics, University of California at San Diego, La Jolla, California 92037]

October 21-25 American Society for Information Science Los Angeles, California

October 25-27. Colloquium on New Ways of Analyzing Variation, Washington, D C [Write Roger W. Shuy, School of Languages and Linguistics, Georgetown University, Washington, D.C 20007]

October 31-November 3 African Studies Association Syracuse, New York.

November 1-3. Linguistic Association of the Southwest Ft. Worth, Texas

November 8-10. Middle East Studies Association Milwaukee, Wisconsin. [Write Program Chairman, MESA, University of Wisconsin, Milwaukee, Wisconsin 53211.]

November 8-11. Speech Communication Association New York, New York

news briefs

The African Studies Association (ASA) will begin a Placement Service for applicants and institutions at its annual meeting in Syracuse, N. Y., October 31 to November 3, 1973. This service will be free to ASA members. Non-members are requested to submit \$1.00 for the service. Interested applicants should send a 3" x 5" card containing information as to name, address, degrees and granting institutions, teaching fields, and position sought, to the African Studies Association, 218 Shiffman Center, Brandeis University, Waltham, Massachusetts 02154

The Education Funding Research Council, over its hotline (202-347-6342), gives names, addresses, and telephone numbers

of federal personnel as well as information on application deadlines and extensions. It also conducts funding seminars for educators and publishes a biweekly newsletter, *Education Funding News*. For further information call or write, Education Funding Research Council, 752 National Press Building, N.W., Washington, D.C. 20004.

Indian-Ed, a quarterly journal designed to bridge the gap between current research and its implications for the classroom teacher of Indian children, will start publication this fall. Further information can be obtained from: Indian Education, University of Alberta Education Center, Edmonton, Alberta, Canada.

- November 15-16 Southeastern Conference on Linguistics Atlanta, Georgia [Write S G. Schotta, P O Drawer 928, Blacksburg, Virginia 24060]
- November 16-17 Biennial Foreign Language Symposium, Fairfax, Virginia [Write Symposium Committee, Department of Foreign Languages, George Mason University, Fairfax, Virginia 22030]
- November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania
- November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts
- November 22-25. American Association of Teachers of Arabic Boston, Massachusetts.
- November 22-25 American Association of Teachers of German Boston, Massachusetts
- November 22-25 Chinese Language Teachers Association Boston, Massachusetts
- November 23-24. Philological Association of the Pacific Coast Reno, Nevada
- November 28-December 2. American Anthropological Association, 72nd New Orleans, Louisiana
- November 28-December 2 Conference on American Indian Languages, 12th New Orleans, Louisiana
- December 27-29 American Association of Teachers of French St Louis, Missouri
- December 27-29. American Association of Teachers of Italian Chicago, Illinois
- December 27-29. American Association of Teachers of Japanese Chicago, Illinois.
- December 27-29 American Association of Teachers of Slavic and East European Languages Chicago, Illinois
- December 27-29. American Dialect Society Chicago, Illinois.
- December 27-30 Modern Language Association, 88th Chicago, Illinois
- December 28-30 Linguistic Society of America, 48th San Diego, California
- December 28-30 American Philological Association Atlanta, Georgia
- January 2-5. International Association of Teachers of English as a Foreign Language London, England [Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England]
- January 2-7 International Conference on Comparative Austronesian Linguistics, 1st. Honolulu, Hawaii [Write Lawrence A Reid, Chairman, Organizing Committee, 1st International Conference on Comparative Austronesian Linguistics, Pacific and Asian Linguistic Institute, University of Hawaii, Honolulu, Hawaii 96822]

Dictionary Reprints

BFL Micropublications has begun publication of its Dictionaries of the World/Micropublication and Reprint Series. When complete, this series will contain approximately 10,000 dictionaries, the majority of which will be produced in microfiche—98 pages miniaturized into a 4 x 6 plastic card for reading via a machine. Part One of the series deals with Asian languages and a catalog of initial reprints and new publications in this category is now available. A sampling from the catalog includes such works as Louis Aubrac's *Dictionnaire cantonnais-français*, Sarat Das's *A Tibetan-English Dictionary with Sanskrit Synonyms*, Edward Mitchell's *A Siamese-English Dictionary*, and Ernest Fitel's *A Chinese Dictionary in the Cantonese Dialect*. Copies of the catalog may be obtained from BFL Micropublications, One Dupont Street, Plainview, New York, 11803

Institute Publishes Bibles In Languages of USSR

The East Bible Institute has announced the availability, free of charge, of Bible editions in Tatar, Kazakh, Mordvin-Erza, Mordvin-Moksha, Udmurt, Ossetic, and Komi-Zyryan. The Institute is currently concentrating its efforts on the scripture of non-Slavic languages spoken in Russia. Its work consists of reprinting Bible editions already in existence in these languages, transliterating editions now only available in the major alphabets used in Russia (Cyrillic, Armenian, Georgian, and Hebrew), translating standard Bible editions such as the King James Version into non-Slavic languages with no existing scripture, and revising editions currently available in various non-Slavic languages. For further information write B Arapovic, Director, East Bible Institute, P.O. Box 18026, 100 21 Stockholm 18, Sweden

new journals

Journal of the Association of Mexican American Educators. *Published by the Association of Mexican American Educators Quarterly First issue May 1973* Editor: Uvaldo H. Palomares Subscription, \$8.00 All correspondence to *AMAE Journal*, 4455 Twain Avenue, Suite H, San Diego, California 92120

The first issue of the journal, dedicated to Dr. George Sanchez, contains articles on current research and thought regarding testing as it relates to the Mexican American child. Future issues will focus on the cultural, educational, and possibly language-related problems of the Chicano, both as an individual and as part of a group.

International Journal of Psycholinguistics. *Published by Mouton & Co Twice a year First issue March 1972* Editor Tatiana Slama-Cazacu Subscription \$5.75, single issue \$7.00 Editorial correspondence to Tatiana Slama-Cazacu, Rahovei 108, Bucharest, Romania. Subscription correspondence to Co-Libri, P O Box 482, The Hague 2076, The Netherlands

Contains theoretical and experimental papers concerning fundamental and applied research in the field of human communication as well as book reviews and agenda and notes. Papers are interdisciplinary in nature. The contents of the first issue are identical to those of *Linguistics 89* by the same publisher

Creativity: New Ideas in Language Teaching. *Published by Centro de Linguística Aplicada of the Instituto de Idiomas Yüzüğü Bi-monthly First issue January 28, 1973* Editor A Green Short Subscription Free to high school English teachers in Brazil, offered on an exchange basis to foreign institutions. All correspondence to A Green Short, Centro de Linguística Aplicada do Instituto de Idiomas Yüzüğü, Av 9 de julho 3166, São Paulo, S P, Brazil

This short bulletin, primarily aimed at high school English teachers, contains articles or summaries of articles dealing with innovations in foreign language teaching methodology from a practical viewpoint. The goal is not only to inform teachers of these new developments but also to show them how to apply these developments to their own teaching situations, thereby increasing their effectiveness as foreign language or LFL teachers.

Molina Named Head OE Bilingual Division

John Charles Molina was appointed on August 5, 1973 as the new Director of the Division of Bilingual Education, Title VII of the Elementary and Secondary Education Act, U.S. Office of Education

Dr. Molina was born in Redlands, California and raised in San Diego. He attended San Diego City Schools and received his B.A. and M.A. degrees from San Diego State College. He received his Ph.D. in Human Behavior from the U.S. International University. Dr. Molina has been an elementary and junior high school teacher as well as an administrator in the National School District of National City, California. He was a staff member of the Intergroup Relations Unit in the California State Department of Education.

Dr. Molina comes to Title VII from the HEW Regional Office in Seattle, Washington, where he was Director of School Systems for the U.S. Office of Education. A future issue of the *Linguistic Reporter* will feature an article on Dr. Molina and his goals for bilingual/bicultural education.

ESEA Title VII Directory, Test Guide Now Available

The Dissemination Center for Bilingual Bicultural Education has recently published two informative booklets.

The first booklet, *Evaluation Instruments for Bilingual Education*, (\$1.50), is intended as a guide for the convenience of bilingual/bicultural education projects. It lists the title, alternative title, acronym, author, publisher and/or source, date, pages, and price of tests used in Title VII programs. Information on age, grade level, language skills, etc. is also included and is descriptive of the instruments.

The second booklet, *Guide to Title VII, E.S.E.A. Bilingual Bicultural Projects in 1972-1973*, (\$1.75), lists all projects funded by Title VII, ESEA with brief but detailed statistical abstracts. Included is information on number and type of personnel, year operational, funding patterns, and the role of the community in a given program.

Both volumes are available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

BILINGUAL EDUCATION NEWS...

Starting with this issue of the *Linguistic Reporter*, we will be devoting a page, and, depending upon information, possibly more, to items related to bilingual/bicultural education. We expect the items to be of an international as well as a domestic nature. We anticipate generating articles on research, materials development, workshops, and conferences as well as book reviews on various aspects of bilingual education and profiles of professionals contributing significantly to the advancement of the education of the culturally and linguistically different in our society.

As part of this page, we will also denote contacts in federal agencies having duties and responsibilities for bilingual/bicultural education programs. Another area that we will attempt to keep watch over is that of organizations working in the field or op-

erating programs that affect culturally and linguistically different children. We eventually hope to list those organizations which are creating new dimensions within the notion of bilingual/bicultural education. In short, we will attempt to keep the readers of the *Linguistic Reporter* apprised of what is happening in bilingual/bicultural education so that they will be aware of factors which might influence their programs and their decisions.

We would like to request the aid of our readership in submitting pertinent news items and articles of interest. Please address bilingual/bicultural education correspondence to: Dr. Gilbert Sanchez, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. We reserve the right to edit according to the space and subject confines of this page.

Conference Stresses Cultural Diversity

The Council for Exceptional Children sponsored its National Topical Conference in Las Vegas, Nevada from August 5-10, 1973. The theme was "Cultural Diversity."

The first two days of the conference were by invitation only to an institute sponsored by a grant from the U.S. Office of Education. The institute provided for an in-depth treatment of the cultural and linguistic differences that exist among Spanish-speaking, Black, Indian, and Asian-American ethnic groups. Instruction was centered upon one or more of the following areas: survival of language, Black English, bilingual education, and general linguistic approaches. One hundred participants were selected with representation from the following areas: multi-cultural groups, geographic disparity, regular classroom teachers, special classroom teachers, administrators, clinicians, counselors, and other educators in related areas. The participants, utilizing information gained during this institute, served as catalysts in discussions during the conference.

Each of the four cultural groups (Spanish-speaking, Black, Asian, and Native American) was given the opportunity to elucidate upon its own approach to language and cultural issues. The results were four mini-programs carried on during the

institute program.

Center for Applied Linguistics staff members—Gustavo Gonzalez, Orlando Taylor, and Gilbert Sanchez—participated in the conference. Dr. Gonzalez was a keynote speaker for the institute, while Drs. Taylor and Sanchez were facilitators for the various ethnic groups.

The National Topical Conference itself was attended by an additional 350 people. The conference objectives were: 1) to provide an opportunity for minority educators to better understand and appreciate other minority cultures; 2) to provide an opportunity for educators from the dominant society, to better understand and respect minority cultures; 3) to develop or improve educators' awareness of the important role culture has in special and general education programs with minority group children; 4) to provide experiences for educators that will assist them in communicating more effectively with minority group individuals, identifying aspects of the curriculum which may cause cultural conflict, planning programs and developing materials which incorporate the culture of minority groups in a way that will provide more meaningful learning experiences, and conducting in-service training sessions in the area of cultural diversity.

personalia

The following is a list of linguists who are changing their institutional affiliation as of the academic year 1973/74. It contains only those changes that have been brought to the attention of the Editor. An asterisk marks a temporary change.

	FROM	TO
*Arthur Abramson	University of Connecticut	Ramkhamhaeng University, Bangkok, Thailand
Joshua Fishman	Hebrew University, Jerusalem	Yeshiva University
Gustavo Gonzalez	Southwest Educational Development Laboratory, Austin, Texas	CAL
Allan Metcalf	University of California, Riverside	MacMurray College, Jackson- ville, Illinois
Don L. F. Nilsen	University of Northern Iowa, Cedar Falls	Arizona State University, Tempe
*Dorothy Pedtke	CAL	Gazi Teacher Training College, Ankara, Turkey
*Thomas A. Sebeok	Indiana University	Netherlands Institute for Ad- vanced Study, Wassenaar, Netherlands
Timothy Shopen	Indiana University	CAL
William Stewart	Education Study Center, Washington, D. C.	Graduate Center, CUNY, New York

language behavior. Part 1 is concerned with how ways of speaking are shaped both by cultural values and social institutions. It covers topics such as culture patterning of speech behavior in Burundi, the Yakan concept of litigation, and the Afro-American speech acts of signifying and marking. Part 2 focuses on how the rules of conversation and address can be discovered and stated. This includes Russian pronominal usage, alternation and co-occurrence, and the rules governing conversational openings. Part 3 discusses how varieties of language come about and why they are considered appropriate to specific social and cultural contexts, i.e., why they persist, why they change, and why they disappear. Topics included are the mechanism of linguistic change, code-switching in Norway, and the stylistic significance of consonantal Sandhi in Trukese and Ponapean.

The editors have provided an explanatory note at the beginning of each article pointing out its significance and giving additional background readings. Appended are a general bibliography, a list of background readings, and an "Outline Guide for the Ethnographic Study of Speech Use."

The System of English Grammar, by Ralph B. Long and Dorothy R. Long. Glenview, Ill.: Scott, Foresman and Company, 1971. ix, 531 pp. \$6.95.

A textbook on English structure suitable for courses in grammar, and possibly also in composition, at the upper high school or college level. Its main purpose is to describe well-formed sentences of contemporary standard English prose, but references are frequently made to more colloquial usage, and occasionally even to non-standard forms, with comments on appropriateness in particular situations. The book evidences the same commitment to an approach "traditional in procedure, terminology and spirit" expounded by Long in his earlier book, *The Sentence and Its Parts* (Univ. of Chicago Press, 1961), but whereas the earlier book aimed more at completeness of grammatical analysis, the present volume is more concerned with pedagogical considerations.

The text is divided into four main sections: Grammatical Functions, Clause Types, Parts of Speech, and Word Formation. Each chapter contains descriptive statements about specific structures and about relationships between structures within the English sentence. (The book does not go into paragraph structure or any other form larger than the sentence.)

LINGUISTS WANTED . . .

Full Professorship in Applied Linguistics in the College of Arts and Science of the University of Trondheim, Norway. Main areas of responsibility will include research, development, and teaching in the fields of language learning and language teaching. Deadline for applications is October 1, 1973. By November 1, 1973 candidates must submit 5 complete copies of any published or unpublished work which they wish to be considered, 6 copies of a list of their work to date, including date and place of publication where applicable, and 5 copies of their applications and any enclosures. Applications should be addressed to: The King, University of Trondheim, College of Arts and Science, Personalavdelingen, 7000 Trondheim, Norway.

Thunderbird Graduate School of International Management needs a Chairman for its Modern Languages Department. The position will be available after June 1, 1974. Candidates should have a good background in applied linguistics and/or English as a second language, administrative and teaching experience, and a Ph.D. They should also be fluent in at least one of the following languages: French, German, Japanese, Portuguese or Spanish. Write Donald W. Bærresen, Vice President, Academic Affairs, Thunderbird Graduate School of International Management, Thunderbird Campus, Glendale, Arizona 85306.

book notices

The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society, by Joshua A. Fishman. Rowley, Mass.: Newbury House Publishers, 1972. xiii, 250 pp. \$8.50.

This volume, a revised, expanded and reformulated version of *Sociolinguistics: A Brief Introduction*, focuses on the importance of the influence of language use in social science and on the need for related disciplines to combine methods and tools as a way of attacking common problems. It is designed to give a useful background in linguistics and in basic sociological concepts. Topics covered include basic sociolinguistic concepts, the interactional sociology of language, societal bilingualism, language maintenance and language shift, and the applied sociology of language. In addition to appended references, an addendum for linguists discusses Chomskian linguistics from a sociolinguistic point of view.

Directions in Sociolinguistics: The Ethnography of Communication, edited by John J. Gumperz and Dell Hymes. New York: Holt, Rinehart and Winston, 1972. x, 598 pp. \$11.00.

The unifying theme of this collection of articles is the interactional approach to

English Dialects: An Introduction, by *Maryn F. Wakelin*. London, Athlone Press, 1972. xvi, 207 pp. \$13.50 cloth, \$6.75 paper. [Distributed in the United States and Canada by Humanities Press, 303 Park Avenue South, New York, N.Y., 10010]

The English dialects covered in this book are those of England not the United States. References to Standard English refer to the English spoken by educated Londoners. The author has taken an essentially diachronic approach to his subject. Beginning with an explanation of the place of dialectology in linguistics studies, he then gives an historical background to dialect and the study of dialect in his country. The central section of the book presents examples of regional dialects on the lexical, phonological, and grammatical levels and shows some of the relationships between social and regional dialect. Due to both the wideness of the subject and the intent of the book to serve as an introduction to the study of dialect, there is no in-depth treatment of each dialect. A glossary of linguistic terms has been appended to aid the reader. Also appended are a bibliography, a general index, an index of places, and an index of words and notions.

Modern English: A Practical Reference Guide, by *Marcella Frank*. Englewood Cliffs, N.J., Prentice-Hall, 1972. xvii, 414 pp. \$8.95 cloth, \$4.95 paper. **Modern English: Exercises for Non-native Speakers**. 2 vols. 1972. \$4.95 each.

This is a reference text with detailed information on current English usage, intended primarily for the advanced level student of English as a foreign language, but also of interest to the native speaker. The book deals mainly with formal and informal written American English, but makes occasional reference both to spoken English and to differences between American and British usage. The grammatical approach draws on structural and transformational linguistics, although relevant ideas from traditional grammar are also

Material is grouped in three main categories. Chapters 1-9 deal with Parts of Speech, using traditional terminology and concentrating mainly on function. Chapters 10-15 cover clauses and complex syntactic structures. In Chapters 16-21 the author defines various types of verbal constructions: participial phrases, gerund and infinitive phrases, absolute constructions, and noun and adjective phrases. Examples are used throughout. Appen-

dices include lists of rules for punctuation and spelling, and lists of Latin and Greek prefixes and roots to show English word derivation. A detailed index is provided.

A two-volume workbook, keyed to the chapters of the *Reference Guide*, provides controlled and integrated practice on points of usage. Each section begins with a chart illustrating the various types of a structure. A variety of transformational exercises lead up to an exercise requiring a one-sentence summary of a paragraph, basic preparation for formal work in composition.

A Concise Pronouncing Dictionary of British and American English, compiled by *J. Windsor Lewis*. London, Oxford University Press, 1972. xx, 233 pp. £1.40

Designed solely for the benefit of users of English as a foreign or second language, this carefully selected word list reflects strictly current usage among those in Britain and America whose speech is least restricted by geographical locale or social background. Rather than showing the whole complexity of pronunciations within standard British and American English, generally only one form of each word is recommended for the foreign speaker, with widely used alternative pronunciations listed when appropriate. The approximately 24,000 entries represent only those words considered familiar to the educated English-speaking world, thus eliminating specialized and technical expressions.

A Grammar of Contemporary English, by *Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik*. New York, Seminar Press, 1972. xii, 1120 pp. \$24.50

A lengthy grammar of modern educated English aimed at comprehensive coverage. The authors are concerned with the "common core" of the language as written and spoken in all major English-speaking communities. The main emphasis is on the English of "serious exposition", although informal and familiar styles of speech and writing are also considered.

The authors say that they have drawn heavily on long-established tradition plus the insights of several contemporary schools of linguistics; they do not discuss theoretical matters or subscribe to any specific linguistic theory, describing their own as a "compromise position".

The first chapter includes, in addition to introductory remarks, a brief description of

varieties of English. Chapter 2, "The Sentence: A Preliminary View", more or less outlines the rest of the volume. Chapters follow on the grammar and semantics of various components of the sentence, such as the verb phrase, nouns, pronouns, etc. The text then turns in Chapters 7 and 8 to the structure of the simple sentence and its processes as they affect all its elements. Ellipsis, coordination, and apposition as they affect units of varying degrees of complexity are the subjects covered by Chapter 9. Two succeeding chapters discuss sentences before the text turns back to some of the more complex aspects of verb and noun phrases. The last chapter describes the arrangement of sentence parts for focus, emphasis, and thematic presentation. There are three appendices covering word-formation; stress, rhythm, and intonation; and punctuation. Short bibliographical notes appear at the end of each chapter.

Dictionary of Language and Linguistics, by *R.R.K. Hartmann and F.C. Stork*. New York, John Wiley and Sons, 1972. xviii, 302 pp. \$18.75.

This is a dictionary intended for all those who are interested in the study of language—language teachers as well as students of linguistics. Various "schools" of grammatical theory are treated, such as transformational-generative grammar, systemic grammar and tagmemics, a typical entry contains a general definition, further specification to classify or subdivide the general definition, cross-references showing the relationship of the term to other terms within the system, examples, and bibliographical references. Gaps abound, at least from the point of view of transformational-generative grammar, the bibliography includes Postal's *Aspects of Phonological Theory* but not Chomsky and Halle's *Sound Pattern of English*. "Cycle" in the sense of cyclic application of rules is not treated, nor is "markedness".

Thai Syntax: An Outline, by *Udom Warotamasikkhadit* (*Janua Linguarum, Series Practica, 68*). The Hague, Mouton, 1972. 80 pp. \$8.35

This work is a transformational grammar of standard Thai written in 1963 as a dissertation. Chapters on the phrase structure (including a sample lexicon) and on generalized, optional, and obligatory grammatical transformations present and discuss the rules in each of these components. The language described is the dialect of the Central Region of Thailand, including Bangkok.

SELECTED BIBLIOGRAPHIES: 1

TEXTBOOKS AND READERS IN SOCIOLINGUISTICS

by Walt Wolfram

Walt Wolfram is a member of the program staff, Center for Applied Linguistics and Professor of Communication Sciences, Federal City College

The popularity of any academic interest can probably best be gauged by the proliferation of textbooks and readers covering the particular subject matter, and the recent appearance of numerous texts and anthologies on language in the context of society seems to indicate growing concern in this area. Studies which deal with language in society have commonly been subsumed under the title of *sociolinguistics*. However, the types of studies which are sometimes included under this rubric actually cover a rather broad spectrum of topics which can be divided into at least four groupings.

One area deals with the interaction of large scale social factors and language or dialect situations. This type of sociolinguistics is actually a branch of the social disciplines which treat language systems as a type of social institution much like other types of social institutions. This particular vantage point has sometimes been referred to as the *sociology of language*.

Another area of concern is that of the actual use of language as a type of "speech event." From this perspective, rules for the appropriate selection of speakers, relationships of interlocutors, topic, setting, and the like are the focus of study. In essence, one is concerned with how language is used to carry out certain functions. This area of interest has sometimes been referred to as the *ethnography of speaking*.

A third area of interest deals with language in its social context as a proper concern of *general linguistics*. From this perspective, the investigation of language in its social context is seen to be central to the solution of problems of linguistic theory. This concern is not seen as an interdisciplinary adjunct to the study of language but as an indispensable consideration in the development of a theory of language.

Finally, there is the application of linguistic knowledge to social problems. Problems related to language planning and language standardization are concerns which may be considered here. This area has sometimes been referred to as the *ecology of language* since it deals with the relationship of language to its social environment.

Starting with this issue of the *Linguistic*

Reporter and continuing in the next several issues, selected bibliographies of topics often subsumed under the title of sociolinguistics will be presented. Only available textbooks and readers are to be included. For students interested in pursuing a given area of interest, these selected bibliographies should serve as a convenient starting point which may eliminate some of the "trial and error" that takes place before finding sources appropriate to a particular interest. For those teaching courses on aspects of sociolinguistics, the selections may serve as a reference for the choice of a text or reader. The annotations in the bibliographies are not meant to be evaluative, rather they are intended as a general guide to the contents of the book. Critical readers may find that some books have inadvertently been omitted or classified differently than they might classify a given book. The categorization of books under a given area was made at the discretion of the annotator, and obvious omissions which are brought to the attention of the editor of the *Linguistic Reporter* can be included in future issues.

In this first issue, we present an inventory of textbooks and anthologies on *social dialectology* as related to varieties of American English. This is actually a topic which cuts across some of the areas of sociolinguistics we have mentioned above. Admittedly, we are starting with a fairly restricted domain within sociolinguistics, but it is one which has become a rather prominent area of interest over the last decade in the United States. Future issues of the *Linguistic Reporter* will publish, among others, selected bibliographies of textbooks and readers in the areas of the sociology of language and language planning.

TEXTBOOKS

Black English: Its History and Usage in the United States, by J. L. Dillard. New York, Random House, 1972. vii, 337 pp.

This text, primarily intended for the layman, exclusively focuses on one social dialect. Its principle orientation is historical as it takes the viewpoint that Vernacular Black English developed from a creole predecessor which is related in many ways to other creole languages which are still spoken in the New World. The descriptive and applied consequences of this historical background are considered in some detail for the reader with little or no linguistic background.

English in Black and White, by Robbins Burling. New York: Holt, Rinehart and Winston, 1973. viii, 178 pp.

This description summarizes much of the research which has been undertaken with references to Vernacular Black English. Starting with preliminary notions such as the definition of dialect variation and ending with some of the educational implications of dialect diversity, the bulk of the text is concerned with a description of the specific language features of Vernacular Black English and is written for the student with little or no prior linguistic training.

Language Behavior in a Black Urban Community, by Claudia Mitchell Kernan. Berkeley, Calif.: University of California Language Behavior Research Laboratory, 1971. iii, 164 pp.

A revision of the author's dissertation on some aspects of language behavior in a black working-class community. It deals with selected features of the linguistic system which set this community apart from others, folk labels for lexical variants and their attitudinal concomitants, and an ethnographic description of the speech acts of signifying, marking, and loud-talking.

Language in Society, by Jean Malmstrom. New York, Harven, 1973. 194 pp.

An overview of both general aspects of language in the world society and specific aspects of social dialects in the United States are given in this text which is essentially a revision of an earlier text by the author. The revised book incorporates some of the more recent developments in the study of social dialects. Although the author does not state her specific audience, it appears that the secondary and lower-level college student would profit most from this overview. Study suggestions are presented at the conclusion of each chapter so that the student can further pursue the topics discussed in the chapter.

Language in the Inner City: Studies in the Black English Vernacular, by William Labov. Philadelphia, University of Pennsylvania Press, 1972. xxiv, 412 pp.

The author's extensive research in Vernacular Black English over the past decade is summarized in this treatment. Topics range from preliminary notions such as logic and nonstandard English to detailed linguistic descriptions of particular aspects of the linguistic system of Vernacular Black English. The more detailed linguistic accounts will be most meaningful to the graduate student of linguistics, but parts of the text may also be read with profit by students with less linguistic background.

The Study of Nonstandard English, by William Labov. Champaign, Ill.: National Council of Teachers of English, 1970. i, 73 pp.

This brief monograph was originally written as a state-of-the-art review on the subject of

nonstandard English for the ERIC Clearinghouse for Linguistics. Topics of discussion include the nature of language as it relates to nonstandard dialects, general sociolinguistic principles, the educational implications of sociolinguistic study, and sociolinguistic research within the school. A topical bibliography is included. The non-technical orientation of the monograph makes it more useful for the teacher interested in gaining some understanding of nonstandard dialects than for the student of social dialectology as such.

Sociolinguistic Patterns, by William Labov. Philadelphia, University of Pennsylvania Press, 1972. xviii, 344 pp.

The author's various studies of language in the context of society are summarized in this book. Considerable attention is devoted to sociolinguistic aspects of language change, but other topics cover a broad range of the author's interest in language variation and linguistic theory. Most of the chapters have appeared previously as articles, but there is substantial revision of some of the original works. The text is most profitably read by the major in linguistics.

The Study of Social Dialects in the United States, by Walt Wolfram and Ralph W. Fasold. Englewood Cliffs, N.J., Prentice-Hall, in press. App. 275 pp.

A number of descriptive and applied aspects of social dialects are considered in this book which covers methodological approaches to data gathering, models for dealing with dialect variation, a descriptive compendium of socially diagnostic features in American English, and the pedagogical implications of the study of language variety. The intended audience is the upper-level undergraduate or graduate student who is interested in social dialects. Most of the book can be read profitably by the student with little linguistic background, although there are sections which are more meaningful with prior linguistic training.

READERS

A Various Language: Perspectives on American Dialects, edited by Juanita V. Williamson and Virginia M. Burke. New York, Holt, Rinehart and Winston, 1971. xiv, 706 pp.

The 50 reprinted essays included in this volume are divided into six different parts: 1) A Various Language; 2) Inherited Features; 3) Literary Representations of American English Dialects; 4) Aspects of Regional and Social Dialects; 5) Selected Sounds and Forms, and 6) Studies of Urban Dialects. The articles span over 75 years of dialect study in the United States by several generations of scholars. The selection of articles is more intended for the student of dialect geography than the student of social dialectology, although two of the sections include papers on social factors in American English dialects. The majority of papers on social dialectology are oriented toward the perspectives of "mainstream dialectology."

Contemporary English Change and Variation, edited by David I. Shores. New York, J.B. Lippincott, 1972. xvi, 340 pp.

This anthology is divided into three main sections: 1) Standard and Nonstandard English; 2) Standard English: The Problem of Definition, and 3) Standard and Nonstandard English: Learning and Teaching Problems. Both descriptive and applied aspects of dialect diversity are included in the 25 selections. It is primarily intended for the student of English.

Culture, Class, and Language Variety: A Resource Book for Teachers, edited by Alva L. Davis. Champaign, Ill., National Council of Teachers of English, 1972. vii, 222 pp.

Essentially a collection of articles by Alva L. Davis, William M. Austin, Ravin I. and Virginia Glenn McDavid, and Frank Card. Some of the essays deal with general aspects of the English language while others deal with regional and social aspects of American English. The discussion of social aspects of language diversity is oriented toward the general approach taken by dialect geographers.

Language and Cultural Diversity in American Education, edited by Roger D. Abrahams and Rudolph C. Troike. Englewood Cliffs, N.J., Prentice-Hall, 1972. xii, 339 pp.

Articles under six main divisions are included in this reader: 1) The Problem; 2) Cultures in Education; 3) Language; 4) Sociolinguistics; 5) Black English; 6) Applications. Aspects of social dialects in American English and bilingual situations in the United States are represented, as well as some general selections on the nature and organization of language. The book combines specific aspects of social dialects with more general matters of language in culture.

Language and Poverty: Perspectives on a Theme, edited by Frederick Williams. Chicago, Markham, 1970. xii, 459 pp.

The majority of these essays, some of which are reprints and others which were written specifically for this volume, center around perspectives in approaching language diversity. Both the "difference" and "deficiency" positions are well represented, particularly as they relate to language diversity in American English. Bilingual situations in the United States are given more limited attention. A helpful annotated bibliography of journal articles by Naremore and Williams concludes the volume.

Language, Society and Education: A Profile of Black English, edited by Johanna S. Dr. Stefano. Worthington, Ohio, Charles A. Jones, 1973. ix, 326 pp.

This collection of reprints includes articles on linguistic descriptions of Vernacular Black English, verbal style in the black community, teacher's attitudes toward Vernacular Black English, and Vernacular Black English and the classroom. The pedagogical orientation of the anthology makes it a useful collection of articles for teachers of language arts and reading. Each

of the main sections is introduced by a brief orientation to the topic, and an abstract of each article precedes the article itself.

Linguistic-Cultural Differences and American Education, edited by Alfred C. Aaron, Barbara Y. Gordon and William S. Stewart. Special Anthology Issue, *The Florida FL Reporter*, Vol. 7, No. 1, 1969. 179 pp.

The forty-three essays on linguistic and cultural diversity in American society are organized around the themes of cultural pluralism and the teaching of English, the role of the school, theoretical considerations, and curriculum development. The anthology is particularly useful for teachers interested in current perspectives on linguistic diversity in the United States and their pedagogical implications.

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 Study (Monograph Series on Languages and Linguistics No. 22). Washington, D.C., Georgetown University Press, 1970. xiv, 267 pp.

This annual conference of the Georgetown Round Table was devoted to examining the descriptive and applied aspects of language diversity, with emphasis on the latter. Also included is a concern for teaching English as a second language. Sessions centered on theoretical linguistics and its implications for teaching SESOLD, applied linguistics and the teaching of SESOLD, and sociocultural factors in teaching SESOLD. Appended are four papers on sociolinguistics and urban language research read at a special session of the Washington Linguistics Club.

Readings in American Dialectology, edited by Harold B. Allen and Gary N. Underwood. New York, Appleton-Century-Crofts, 1971. xii, 584 pp.

Although this collection of articles covers the general range of dialect diversity in the United States, a substantial section (including eleven of the forty-one essays) is devoted to social dialects. The anthology would be more useful in a course where a general survey of American dialects includes a section on social dialects than in a course limited to the study of social dialects as such.

Social Dialects and Language Learning, edited by Roger W. Shuy. Champaign, Ill., National Council of Teachers of English, 1965. 157 pp.

Included in this volume is a collection of papers delivered at a conference sponsored by the National Council of Teachers of English. The conference focused on the language problems of the economically impoverished. Papers are followed by a summary of the discussion which ensued from the various presentations.

Sociolinguistics: A Crossdisciplinary Perspective. Washington, D.C., Center for Applied Linguistics, 1971. iv, 151 pp.

The papers included in this work were orig-

inally prepared for a 1969 conference in which specialists from various fields were invited to report on how their fields viewed social dialects. Representatives from the fields of speech and hearing, developmental sociolinguistics, early childhood education, and linguistics all present their viewpoints. In addition to a primary presentation from each of these areas, there is a response from a fellow specialist in the particular area.

Studies in English to Speakers of Other Languages & Standard English to Speakers of a Non-Standard Dialect edited by Rudolfo Jacobson. Special Anthology Issue of the *English Record* Vol 21, No 4, 1971 vi, 185 pp.

This volume is directed toward the English teacher who is confronted with speakers of languages other than English or a stigmatized variety of English. With reference to the latter, attention is given to language attitudes, contrastive dialectology, and the historical development of Vernacular Black English.

Varieties of Present-Day English, edited by Richard W. Bailey and Jay L. Robinson. New York, Macmillan, 1973 xvi, 461 pp.

This reader combines reprints of articles from previous works with a number of articles written specifically for the anthology. Articles are arranged under three main headings: 1) English in the Modern World, 2) English in America, and 3) English in the Classroom. Theoretical, descriptive, and applied aspects of social dialects are all included in the book. A detailed presentation of study questions at the end of each article makes this a very useful reader for the student interested in linguistic diversity and the teacher looking for discussion material to be used in the classroom. Most of the articles can be read by the student with minimal linguistic background, but some are best read with prior linguistic training.

URBAN LANGUAGE SERIES

In addition to the above mentioned textbooks and readers, the Urban Language Series, published by the Center for Applied Linguistics, is devoted to aspects of social dialectology. This series includes descriptions of varieties of urban language as well as matters of pedagogy and the relationship of urban language study to other disciplines. The more technical sociolinguistic descriptions (Nos. 1, 5, 8, and 9) assume a general background in linguistics as a starting point, while the several anthologies (Nos. 4, 6, and 7) are more oriented for the non-linguist. Two of the publications (Nos. 2 and 3) are intended as practical guides for looking at urban language varieties. Although the more technical books are not designed specifically for textbook usage, in some instances they may serve as important supplemental reading in courses where a fairly detailed understanding of a particular social dialect is desirable. The less technical collections of readings are more geared for use as textbooks which do not require extensive background in linguistics for meaningful read-

ing. Following is an up-to-date listing of publications of the Urban Language Series.

Urban Language Series Washington, D.C., Center for Applied Linguistics

- (1) *The Social Stratification of English in New York City*, by William Labov, 1965 ix, 655 pp.

A linguistic study of New York City as a speech community which takes into account social and stylistic variation and unconscious subjective reactions to the variables concerned.

- (2) *Conversations in a Negro American Dialect*, transcribed and edited by Bengt Loman, 1967 xx, 164 pp.

Fourteen conversations of school-age Negro children of lower socio-economic stratum in the District of Columbia. Transcribed in modified standard orthography. Accompanied by tape.

- (3) *Field Techniques in an Urban Language Study*, by Roger W. Shuy, Walt Wolfram and William K. Riley, 1968 x, 128 pp.

A report of the methodology employed in a survey of Detroit speech conducted in 1966-67. A descriptive, rather than theoretical, work in order to provide a practical base for large-scale urban language study.

- (4) *Teaching Black Children to Read* edited by Joan C. Baratz and Roger W. Shuy, 1969 xi, 219 pp.

Eight papers concerned with the relationship of language to reading and the role of the child's own language behavior in the process of learning to read.

- (5) *A Sociolinguistic Description of Detroit Negro Speech*, by Walt Wolfram, 1969 xvii, 237 pp.

A descriptive study of the correlation of linguistic variables with the social variables of status, sex, age, racial isolation, and style in Detroit Negro speech.

- (6) *Teaching Standard English in the Inner City*, edited by Ralph W. Fasold and Roger W. Shuy, 1970 xvii, 141 pp.

Six papers which deal with linguistic features of Negro dialect, and cover as well, educational aspects such as classroom methodology, sequencing of material, and teacher training.

- (7) *Black-White Speech Relationships* edited by Walt Wolfram and Yvona H. Clarke, 1971 vii, 176 pp.

Light papers dealing with dialect research from differing perspectives and different points in time.

- (8) *Trace Marking in Black English: A Linguistic and Social Analysis*, by Ralph W. Fasold, 1972 xvi, 254 pp.

A sociolinguistic study of Washington, D.C. Black English. Concentrates primarily on the verb forms, but contains an annex on noun plurals.

- (9) *Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City*, by Walt Wolfram, forthcoming 1973.

A study of language varieties in contact, covering specific details of assimilation and general sociolinguistic principles.

Documentation Services At Canadian Centre

The Linguistics Documentation Centre at the University of Ottawa has organized resource and service facilities to aid linguists in Canada and abroad. The Centre's goals are to provide Canadian linguists with bibliographic services and a human resources referral service, to provide interested persons with information about Canadian linguistics, and to do research in information science and technology as applied to linguistics documentation. Resources and services currently available are a collection of specialized linguistics bibliographies; computer-stored inventories of human resources and institutional resources in linguistics; publishers' catalogs, study programs, and programs of meetings and conferences, and a calendar of forthcoming events in linguistics. Bibliographies are now being compiled in the areas of transformational grammar, the linguistics of Eskimo, translation theory, and semantics. For further information write: Linguistics Documentation Centre, University of Ottawa, Ottawa K1N 6N5, Ontario.

FUNDING—from page 1

is expected to act sometime in September

National Science Foundation (NSF) On a House/Senate compromise, \$566.6 million was approved for NSF. Among other stipulations, not less than \$65 million can be spent for science education improvement, not less than \$12.5 million for graduate student support, and not more than \$72 million for the Research Applied to National Needs (RANN) program.

Older Education Act An amendment to this act provides for grants to colleges and universities for educational programs (research, development projects, training programs) designed to directly aid older persons handicapped in dealing with routine problems because of language and cultural differences.

grant and fellowship deadlines

ORGANIZATION	PROGRAM/GUIDELINES	DEADLINE
ACLS	<i>Research Fellowships in American Studies for citizens of Japan, Republic of China, Australia, New Zealand, and Europe</i> Write: ACLS, Office of Fellowships and Grants, 345 East 46th Street, New York, New York 10017.	Open
	<i>Grants-In-Aid</i> For advanced humanistic research projects.	September 30
	<i>Fellowships</i> For full time research in the humanities Applicants must be 50 years of age or less.	October 15
	<i>Grants for Research on Chinese Civilization</i>	December 3
	<i>Grants for Research on South Asia</i>	December 3
	<i>Grants for East European Studies</i>	December 31
NEH	<i>Study Fellowships.</i> For young scholars, usually 36 years of age or less	November 1
	<i>Fellowships and Summer Stipends</i> Limited to community and junior college teachers For studies in the humanities and related social sciences Write NEH, Division of Fellowships, 806 15th Street, N W , Washington, D C 20506	October 15
NSF	<i>Research Grants</i> For studies in the humanities and related social sciences Available for research, editing, interpretive writing, etc	November 19
	<i>NATO Postdoctoral Fellowships in Science</i> Studies to be made in NATO member countries only Language competence may be a factor Write NSF, Office of Fellowships and Grants, 1800 G Street, N W , Washington, D C 20006.	October 22
NIMH	<i>Graduate Fellowships</i>	November 15
	<i>Research Project Grants</i> Must use their application forms. Areas include, psycholinguistics, sociolinguistics, cross-cultural studies, and communication Write NIMH, Division of Behavioral and Social Sciences, 5600 Fishers Lane, Rockville, Maryland 20852	October 1
	<i>Program-Project Grants</i>	October 1
NIH	<i>Small Grants.</i>	Open
	<i>Spectral Grants</i>	October 1
	<i>Research Grants.</i> Must use their forms Write: NIH, Division of Research Grants, Westwood Building, Bethesda, Maryland 20014	October 1

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 Center for Applied Linguistics
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THE LINGUISTIC REPORTER

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Indian Education Funded by OE Grants

The Office of Health, Education, and Welfare (HEW) has announced that in fiscal year 1973 federal grants totaling \$17 million were awarded to local school districts and American Indian organizations to improve educational opportunities for Indian children and adults. The grants were made by HEW's Office of Education under provisions of the Indian Education Act of 1971. Awards were made in three categories: 1) grants to school systems to develop programs responsive to the needs of Indian students enrolled in public elementary and secondary schools, 2) grants to established Indian schools situated on or near reservations for special projects in areas such as bilingual/bicultural education, vocational training, and cultural enrichment, 3) grants to Indian organizations for the development of adult education programs for Indians.

Among the grants awarded in the three categories are:

D-Q University, Davis, California
National Center for Native American
Language Education \$250,000

Dibe Yazhi Habitat Oita, Inc., Crown-
point, New Mexico Community
Based Bilingual/Bicultural Education
Program \$140,000

See Indian—6, Col. 3

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SIL RECEIVES PEACE AWARD

The Summer Institute of Linguistics, Inc. (SIL) has been elected to receive the 1973 Ramon Magsaysay Award for International Understanding. The award, widely held as the Asian equivalent of the Nobel Peace Prize, brings with it a grant of \$10,000 and related honors in the international community.

The award statement recognizes SIL for "inspired outreach to non-literate tribes-people, recording and teaching them to read their own languages and enhancing their participation in the larger community of man."

SIL is an international organization of over 3,000 volunteers devoted to the study of unwritten and little known languages in 25 countries throughout the world. Work has been done in 575 languages to date. The studies are both theoretical and applied, designed for both learning and teaching. Special emphasis is given to the techniques of phonetic transcription, alphabet analysis, grammar description, and dictionary making.

Working with individual tribes in remote areas, studies of their spoken and musical language forms are conducted for the purpose of determining language relationships, preserving folk music, developing a written alphabet, and discovering linguistic keys to cultural phenomena. In cooperation with Departments of Education in many countries, the SIL workers prepare literature and train teachers in each tribe. They in turn teach their own people how to read.

Members of the Institute are also applying their linguistic work to include language teaching, Bible translation, preparation of manuals on hygiene, agriculture, child care, and encouraging tribal creativity of literature and music compositions.

Institute people have been active in developing programs for computer processing of language data.

SIL was established in 1934 to provide qualified personnel for the work that William Cameron Townsend began in 1917 by translating the Bible into Cakchiquel, an Indian language of Central America (A sister organization, the Wycliffe Bible Translators, manages missionary activities). Special SIL linguistics courses are given at universities in the United States (University of Oklahoma, University of North Dakota, University of Washington, Gordon College, University of Texas at Arlington), England, Australia, New Zealand, and West Germany.

Employment Service

The Center for Applied Linguistics maintains a reference file of persons who are seeking positions in the various areas of linguistics and applied linguistics. Any individual seeking such a position is invited to submit his or her resume.

Institutions having positions open are urged to use the Reference Service by informing the Center of the requirements of the position and the qualifications of the person needed to fill it. All inquiries will be held in the strictest confidence.

All correspondence should be addressed to Dr. Rudolph C. Troike, Director, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

Research on Bilingual Children Surveyed

What do personnel in day care centers and other preschool educational and custodial programs need to know about bilingual children? What sorts of answers does research on children from Mexican-American, Puerto Rican, and Native American groups provide, and what more needs to be known to develop adequate training programs for personnel in early childhood education programs? These and other questions were the subject of a recently-completed study by the Center for Applied Linguistics for the Child Development Associate Consortium, (CDAC) of which CAL is a member. The findings of the study, together with a set of preliminary competency statements for early childhood personnel, and a position paper on bilingual concerns in early childhood, were submitted to the Consortium at the end of August.

The CAL survey included a wide range of research on first and second language acquisition, home environments, and other cultural factors that might affect the cognitive or affective development of bilingual minority-group children, such as child-rearing practices, styles of learning and coping, values, and attitudes. Two of the most salient facts emerging from the study are (1) that most of the existing educational research in this area is vitiated by being based on stereotypic assumptions regarding the groups studied (thereby perpetuating these stereotypes) or by failing to distinguish such factors as ethnicity, economic status, and residence pattern, and (2) that many of the educational problems of bilingual children are a product of the tendency on the part of adults, even from the same ethnic group, to evaluate the children in terms of the negative stereo-

types and expectations of the majority culture. These findings have obvious relevance for future research, as well as for the development of training and credentialing programs for early childhood personnel, which is the goal of the CDAC.

The study concluded that many language-related questions identified as important to early childhood personnel and programs remain unanswered, including

- What are the unique learning experiences of children in diverse cultures which can be used as a base and means for further development?

- What differences between home and school make a difference in linguistic and cognitive development?

- Which adult behaviors interfere with the normal developmental pattern in children from different cultures and which enhance it?

- How can children learn to express themselves in a second language and culture without experiencing interference between the two?

- How do rate and sequence of linguistic development in the children's first and second languages compare, including group and individual variations within the 'normal' range, and their interrelationships with cognitive development and socialization?

Consultants to the various Center staff members working on this project were Edna Acosta-Belen, Rosario C. Gingras, Myrna Nieves-Colón, David J. Sanchez, Jr., Sylvia Viera, and Gloria Zamora.

Information on the report and on the functions of the CDAC can be obtained from their office, 7315 Wisconsin Ave., N.W., Suite 601, Washington, D.C. 20016.

NEH Announces 1974-75 Education, Research Grants and Fellowships

The National Endowment for the Humanities (NEH) has announced the availability of the following grants and fellowships for 1974-75.

Project Grants in Education The Project Grants program is designed to encourage the development and testing of innovative approaches to humanities education. NEH is especially interested in projects which may serve as models for other institutions. Grants are open to non-profit educational institutions and organizations desiring to initiate projects designed to carry out experiments in education in the humanities, to develop teaching materials, to promote educational use of libraries, to hold training institutes or conferences, or to develop and strengthen interdisciplinary courses and programs. Grants average about \$30,000, and applying institutions must be prepared to assume at least 10 percent of the cost of the project.

Applications must be submitted by November 1, 1973 for projects beginning after May 1, 1974. For applications and information write Director of Education Programs, National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506.

Fellowships for Younger Humanists These fellowships are designed to give younger humanists, especially teachers in four-year colleges and universities, time to develop their abilities as teachers and scholars. Proposed studies should be within the applicant's teaching interests, and particular emphasis will be placed on studies which will contribute to the applicant's growth as a teacher and interpreter of the humanities.

Each fellowship provides for a maximum stipend of \$1,250 per month for six to nine months of continuous, full-time study. The period of study must fall between the beginning of Summer 1974 and the end of Summer 1975. Applicants must have completed their professional training by October 15, 1973. Former recipients of an NEH fellowship are ineligible for these awards.

Applications submitted by October 15, 1973 will be acted upon by mid-March 1974. Application forms and instructions may be obtained from the Division of Fellowships, National Endowment for the Humanities, Washington, D.C. 20506.

See NEH-9, Col. 1

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

The *Linguistic Reporter*, the Center's newsletter, is published ten times a year, monthly except July and August. Editor: Allene Guss Grognet, Associate Editor: Marcia E. Taylor. Annual subscription, \$2.50, air mail, \$4.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to the Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given.

Exchange Programs With Eastern Europe

The International Research and Exchange Board (IREX) administers, with joint supervision by the American Council of Learned Societies and the Social Science Research Council, scholarly and academic exchange programs in the social sciences and humanities with Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Russia, and Yugoslavia. Applicants must be U.S. citizens affiliated with a North American college or university, must have a Ph.D. or lack only a dissertation, and must be sufficiently versed in the language of the host country to be able to carry on their proposed research and study. The following exchange programs and grants are currently available:

Programs with Russia 1) Exchange of postdoctoral scholars between the American Council of Learned Societies and the Soviet Academy of Sciences for the purpose of research in the Soviet Union for a period of three to ten months beginning after April 1974. Deadline for application: December 1, 1973. 2) Exchange of postdoctoral scholars with the Soviet Ministry of Education for research in the USSR for a period of two to seven months to be carried out at institutions under the authority of the Ministry. Deadline for application: December 1, 1973. 3) Exchange of graduate students who have completed all degree work except their dissertation and young faculty members with the Soviet Ministry of Education for research at Soviet universities ranging in duration from one semester to a full academic year. The program also allows for four weeks in an intensive language program in Russia. Application deadline: November 1, 1973. 4) Short-term travel grants for recipients of invitations from the Soviet Academy of Sciences, a member institute, or other appropriate institutions for consultation, research, and lecturing. Deadline: Open.

Programs with Eastern Europe For research lasting one semester or full academic year. Deadline: November 15, 1973.

Ad-Hoc Grants A limited number of small grants are available for support of short-term scholarly contacts leading to joint research and new forms of academic cooperation between American scholars and institutions and their counterparts in the Soviet Union and Eastern European countries. Deadlines: December 31, 1973; March 31, 1974; May 31, 1974.

See IREX-12, Col. 3

JOHN LOTZ

1913 — 1973

John Lotz, who retired in 1971 as Director and President of the Center for Applied Linguistics, died August 25th, 1973 at his home in Chevy Chase, Maryland, of a heart attack.

He was born in Milwaukee, Wisconsin, on March 23, 1913, of Hungarian parents and as a young child returned with his parents to Somogyvár, Hungary. After attending elementary schools in Detroit and Somogyvár, and the Lutheran Gymnasium in Bonyhád, he was enrolled at the University of Budapest in 1931. There he attended the Eötvös Kollégium, a college comparable in design and prestige to France's *École Supérieure*. In 1937, at the age of twenty-four, he was awarded his doctorate. He was also a recipient of the *Kormányzógyűri*, a coveted award for academic excellence throughout his student career.

The years from 1935 to 1947 were spent in Stockholm. From 1936-1938 he served as director of the Hungarian Institute and from 1939 to 1947 as a member of the faculty at the University of Stockholm.

A turning point in his life, Lotz often confided, occurred when he accepted a visiting associate professorship of general and comparative linguistics at Columbia University. In 1956 he was promoted to professor of linguistics, a post he held until he left to become head of the Center for Applied Linguistics. It was a difficult time at the Center, with sources of funding being drastically curtailed after a decade of rapid growth based on generous grants from the Ford Foundation and proliferation of Government grants for applied linguistics. Building upon previous funding, Lotz managed to develop a general fund for the Center just short of a million dollars. During his stewardship he consolidated the gains of earlier years, extended the interests of the Center in the international field, further professionalized the staff, and continued to attract funding for worthwhile projects from numerous sources, including support for the World Language Survey which he was working on at the time of his death.

From 1959 to 1965 Lotz was director of research for the American Council of Learned Societies and organized and saw through to completion a staggering number of projects concerned with Ural-Altai. On two separate occasions, 1953-1960 and 1961-1965, he served as executive director of the Department of Uralic and Altaic Languages at Columbia University.

In 1962-63 he was guest professor of linguistics at the University of Stockholm and in 1966 was Fulbright-Hays guest professor of linguistics at the University of Budapest.

Author of several books and many articles, he was a member of numerous learned bodies including the Linguistic Society of America, the Association of Symbolic Logic, and the Société Finno-Ougrienne of Helsinki, and served for a time as secretary of the Linguistic Circle of New York. From 1957 to 1966 he served as Inspector of the Hungarian Institute of the University of Stockholm. He was also an Honorary Member of the Hungarian Linguistic Society and, in 1973, became an Honorary Member of the Hungarian Academy of Sciences.

On July 6, 1957 he married Ann Margaret Norworthy and of that union were born two sons, John M. Lotz and C. Peter Lotz.

Although Lotz was fond of Europe, and especially of Hungary and Sweden, he wrote me in April 1950 as follows: "I am very happy that I was able to come back to America. The intellectual atmosphere is much more stimulating—in spite of certain shortcomings—than it was in Sweden, or, I think, in Europe in general. This is valid not only for linguistics, but for a cross-fertilization of various fields as well." In addition to being an outstanding linguist, he was an excellent polyglot, being completely at home in Hungarian, English, Swedish, and German, as well as possessing some knowledge of several other languages.

His many friends lament his passing.

John M. Echols, Cornell University

grants, fellowships, awards

The U.S. Office of Education, through its Institute of International Studies, will provide funding for the following programs during 1974-75

Doctoral Dissertation Research Abroad This program provides an opportunity for advanced graduate students to pursue full-time dissertation research abroad in foreign languages, area studies, and world affairs. It is designed to develop research knowledge and capability in areas generally not included in American curriculums by helping prospective teachers and scholars conduct original research in their areas of specialization while furthering their knowledge of a particular country, its people, and its language.

Awards are not available for projects focusing on England, France, Germany, Italy, or Spain and will not be made for research in countries where the United States has no diplomatic representation. Candidates must be U.S. citizens who are currently enrolled in a doctoral program in one of the areas mentioned above and who plan to teach at a U.S. college or university. They also should have enough fluency in the country's language to adequately carry out their proposed research. If this research is to be made in the Soviet Union, the candidate must also apply to the International Research and Exchange Board, 110 East 59th Street, New York, New York 10022.

Applicants should apply directly to graduate deans at their own institutions. Completed applications must be received by the Office of Education by October 15, 1973. Institutions may request application materials from Division of Foreign Studies, Institute of International Studies, Office of Education, Education Division, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

Faculty Research Abroad This program is designed to help universities and colleges strengthen their programs of international studies by allowing key faculty members to remain current in their specialties and by assisting institutions in updating curriculums and improving teaching methods and materials. Due to program priorities, research may be limited to Egypt, India, Pakistan, Poland, and Tunisia.

In addition to having U.S. citizenship, candidates must be teachers in foreign languages, area studies, or world affairs. They should have recognized professional

standing and are required to submit a detailed description of their proposed project along with a statement from their institution describing how the project will contribute to the institution's program development plans.

Applications will be accepted from institutions only as outlined in the previous program. Completed applications must be received by October 15, 1973.

Exchange Teaching and Short-Term Seminars Abroad Under the International Educational and Cultural Exchange program authorized by the Fulbright-Hays Act, American educators are eligible for grants to teach abroad during the 1974-75 academic year or to attend selected seminars abroad. Application forms and information about this program may be obtained before November 1, 1973 from Teacher Exchange Section, Institute of International Studies, Office of Education, Education Division, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

The American Council of Learned Societies (ACLS) awards travel grants to congresses and conferences of an international character. These grants are limited to meetings which are not held annually or biennially, and only persons who read papers or take an official part in a meeting are eligible for support. ACLS does not act on direct requests for travel grants but will accept applications submitted through its constituent societies. Completed applications must be received by February 15 for June-September meetings, June 15 for October-January meetings, and October 15 for February-May meetings. Further information may be obtained from any ACLS member society (e.g. the Linguistic Society of America, the Modern Language Association of America, and the American Dialect Society are three of the thirty-nine constituent societies), or by writing the Office of Fellowships and Grants, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.

The John Simon Guggenheim Memorial Foundation offers Fellowships to assist research in any field of knowledge. Fellowships are awarded through two annual competitions: one open to citizens and permanent residents of the United States and Canada and the other open to citizens

and permanent residents of all other American states, the Caribbean, the Philippines, and the Dutch, French, and British possessions in the Western Hemisphere. In general, fellowships are available only to individuals on an advanced or postdoctoral level.

In 1973 the Foundation awarded more than 300 fellowships. Of these, a total of 5 went to researchers in linguistics. They were:

Donald Davidson (Rockefeller University) for "Studies in the philosophy of language"

Peter E. Eimas (Brown University) for "Experimental and theoretical studies of speech perception"

Eric P. Hamp (University of Chicago) for "Studies in Albanian dialectology"

David McNeill (University of Chicago) for "Studies in the psychology of language"

Stanley Peters (University of Texas at Austin) for "Studies in the semantics of natural languages"

Applications for research to be undertaken in 1974-75 are now being accepted. Deadline for applications is October 1, 1973, and awards will be announced in March 1974. Application forms may be obtained from the John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York, New York 10016.

The Japan Foundation, a Japan-based corporation designed to promote international understanding of the Japanese language and culture, will begin regular operation in the United States starting with the forthcoming Japanese fiscal year (April 1, 1974-March 31, 1975). The Foundation will provide support for exchange of persons between Japan and the United States, programs aimed at facilitating the study of Japan and promoting knowledge of the Japanese language, and cultural exchanges in a variety of fields.

The Foundation will make a number of grants available in fiscal year 1974. Applications for such grants must be submitted by November 15, 1973. Detailed guidelines describing the Foundation's programs and procedures as well as information for potential grant applicants is available from the Cultural Division of the Embassy of Japan, 2514 Massachusetts Avenue, N.W., Washington, D.C. 20008.

OF NOTE . . .

Early Childhood Education and the Chicano: A Report of the National Conference, edited by Rafael Chavez 85 pp

This report includes the proceedings and findings of several of the workshops conducted during a three-day conference held in August of 1972 on the campus of Pima College in Tucson, Arizona. Topics covered include "Reaching the Small Child in His Native Language," "The Nation's First Comprehensive State Bilingual Law," and "Re-evaluation of Research that Affects Mexican-American Children." In addition, the report contains a listing of bilingual resources and a bibliography of books, articles, and papers as well as the results of the conference's evaluation.

The conference was supported by a grant from the Office of Child Development, U.S. Department of Health, Education and Welfare. Copies of the report can be obtained by writing to Dr. Ramón García, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

The September issue of *Psychology Today* contains an article by Wallace E. Lambert and G. Richard Tucker entitled "The Benefits of Bilingualism." The authors describe the premises and results to date of the St. Lambert Project, where a group of English-speaking Canadian parents chose to have their children attend French language schools from grades K-6. Based on their experience, Lambert and Tucker recommend a general guiding principle for communities planning bilingual education programs. They write, ". . . in any community in which there is a serious, widespread desire or need for a bilingual or multilingual citizenry, priority for early schooling should be given to the language or languages most likely to be neglected. When applied to bilingual settings, this principle calls for the establishment of two elementary school streams, one conducted in language A and one in language B, with two groups of teachers who either are or who function as though they were monolinguals in one of the languages. If A is the more prestigious language, then native speakers of A would start their schooling in language B, and after they attain functional bilingualism, continue their schooling in both languages."

New Bilingual Legislation Proposed

Senator Edward M. Kennedy (D-Mass.) and Senator Alan Cranston (D-Calif.) are currently in the final developmental stages of drafting new national legislation for bilingual education. The proposed bill has some very unique features which are different from the current Title VII ESEA Bilingual Education Act. One of the new features being proposed is that a bureau be established with a Deputy Commissioner of Education for Bilingual Education who will report directly to the U.S. Commissioner of Education. The bureau would have two divisions: one would be responsible for pre-K to 12 bilingual education programs and the other would be responsible for post-secondary education programs including the awarding of fellowships, the funding of research, etc. This would give greater visibility to bilingual education within the U.S. Office of Education.

Under this proposed bill the National Institute of Education is being mandated to spend at least \$5 million for the above research. Some of the types of research being proposed include methodology of teaching in bilingual education programs,

language acquisition studies, dialect studies of the languages and styles to be used in bilingual education programs, curriculum development, and development of assessment instruments, e.g. for program evaluation, intelligence, aptitude, achievement, etc.

The bill is scheduled to be introduced in late September with hearings slated for early November. A nation-wide lobby effort is currently being generated by the National Education Association Spanish Speaking Unit and the National Education Task Force de la Raza, which will be holding a national conference on the bill in November at the University of New Mexico in Albuquerque. For further information write Dr. Henry J. Casso, Executive Secretary, National Education Task Force de la Raza, University of New Mexico, Albuquerque, New Mexico. (See accompanying story on Dr. Casso.)

Copies of the legislation are available either from Senator Edward Kennedy, Old Senate Office Building, Room 431, Washington, D.C. 20510 or from Senator Alan Cranston, New Senate Office Building, Room 2102, Washington, D.C. 20510.

Casso Named to Post At Task Force de la Raza

Henry J. Casso was appointed to the newly-created position of Executive Secretary of the National Education Task Force de la Raza on September 1, 1973. The task force has offices in the College of Education of the University of New Mexico and in the NEA building in Washington, D.C.

Dr. Casso was born in Detroit, Michigan and raised and educated in San Antonio, Texas. He did work at Assumption College in San Antonio and received his doctorate in education from the University of Massachusetts in June 1973. His extensive background in bilingual education includes being a member of the Mexican American Advisory Committee of the U.S. Office of Education, chairman of the Mexican American Education Study Advisory Committee of the U.S. Civil Rights Commission, member of the Curriculum Adaptation Network for Bilingual/Bicultural Education, and Executive Director of the Mexican American Legal Defense and Education Fund.

BOOK NOTICES . . .

Bilingualism in the Southwest, edited by Paul R. Turner Tucson, University of Arizona Press, 1973 xv, 352 pp \$7.45

The sixteen articles in this anthology deal with assumptions and methods in bilingual education, language resources and development, and cultural and linguistic interactions as they pertain to Mexican Americans and American Indians of the Southwest. One major theme of the book is that what appears to be a culturally homogeneous segment of our society, geographically located in the Southwest, is, in reality, as diverse as the dominant group. Several articles should be of great value to the bilingual education program designer. Charles Olsrud's article on the role of dialect Spanish in the classroom and Ricardo Cornejo's article on the lexicon of Spanish-speaking children provide new insights. The same can be said of the article written by Agnes Holm (a Native American), Wayne Holm, and Bernard Spolsky on Navajo education.

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1973

During the fiscal year ended June 30, 1973 (extended for 90 days for NDEA Title VI, see *LR*, September 1973), thirteen contracts were negotiated by the Institute of International Studies, U.S. Office of Education, in support of new projects designed to improve instruction in modern foreign languages and area studies in the three general categories authorized by Title VI, Section 602, of the National Defense Education Act: surveys and studies, research and experimentation, and the development of specialized text materials. Total funds committed by these contracts were \$370,754, including \$18,646 from P.L. 480 U.S. owned foreign currency funds. Nine additional contracts were negotiated to supplement on-going projects. Funds committed by these contracts totaled \$383,547 with \$54,740 coming from P.L. 480 funds.

For each project the following information is presented: (1) contractor, (2) principal investigator or project director, (3) title, (4) term of contract, (5) cost of contract. (An asterisk (*) indicates total support from P.L. 480 funds.)

SURVEYS AND STUDIES

Cornell University, Ithaca, New York. Stephen C. Brock. An evaluation of undergraduate, problem-oriented, interdisciplinary courses in

international studies. August 15, 1972 to August 14, 1973. \$12,000

Social Science Research Council, New York, New York. Eleanor Jordan. Joint Japanese-American sociolinguistics research. September 15, 1972 to August 15, 1973. \$61,289

Yeshiva University, New York, New York. Joshua A. Fishman. Sociolinguistic description of exemplary bilingual high school. November 1, 1973 to July 31, 1974. \$77,561

International Research and Exchange Board, American Council of Learned Societies, New York, New York. Allen H. Kaysol. Inventory of opportunities in research and training for U.S. scholars in languages, humanities, and social sciences in Eastern and South Central Europe. October 1, 1973 to September 30, 1975. \$32,340

Linguistic Society of America, Arlington, Virginia. William O. Dingwall. Language and the brain. November 15, 1972 to May 15, 1973. \$2,324

University of Wisconsin, Madison, Wisconsin. Menahem Mansoor. Political and diplomatic documentary history of the Arab world 1900-1967 with computerized index. January 1, 1973 to December 31, 1974. \$40,720

American Academy of Political and Social Science, Philadelphia, Pennsylvania. Richard D. Lambert. Assistance in preparing language and area studies review for reproduction. December 1, 1972 to May 30, 1973. \$7,997

American Research Center in Egypt, Princeton, New Jersey. Spero Vryonis. Arabic writing today. The literature of ideas. June 30, 1973 to September 30, 1975. \$18,646*

Academy for Educational Development, Inc., New York, New York. Alvin C. Eurich. Maintenance and expansion of the World Studies (University) Data Bank on International Programs of Institutions of Higher Education. October 1, 1973 to May 31, 1974. \$22,500

METHODS OF INSTRUCTION

Personal Service Contract to William K. Carr, Washington, D.C. Introducing metalinguistic instructional material into language and area studies programs. November 1, 1972 to April 30, 1974. \$32,755

LANGUAGE MATERIALS

Colorado Seminary, University of Denver, Denver, Colorado. George Barany. Hungary in the twentieth century. September 1, 1972 to August 31, 1973. \$24,892

Colorado Seminary, University of Denver, Denver, Colorado. Josef Korbel. Twentieth century Czechoslovakia. October 1, 1973 to December 31, 1974. \$23,730

Thunderbird Graduate School of Instructional Management, Glendale, Arizona. Andrew Chang. Handbook of business writings in Japanese. September 15, 1972 to September 14, 1973. \$14,000

INDIAN — from page 1

Ramah Navajo High School Board, Inc., Ramah, New Mexico. \$51,105

Rough Rock Demonstration School, Chinle, Arizona. \$208,314

San Juan Pueblo Tribe, San Juan, New Mexico. Pueblo Bilingual Program. \$117,350

Utah Navajo Development Council, Blanding, Utah. Functional Oral-Literacy Project. \$60,000

The programs funded will be administered by the Office of Education's new Office of Indian Education. At present, the Office of Indian Education is in the process of releasing money as requests come in from funded programs. Funding projections for fiscal year 1974 call for a marked increase in federal grants, subject to approval of HEW's budget by the Senate.

Forthcoming November

Sociolinguistic Bibliography 2

linguists wanted

Editor's Note: Institutions are invited to announce available positions in this column free-of-charge. Information must be received at least one month in advance of publication.

Southern Illinois University needs a liberal arts dean for its College of Liberal Arts, starting July 1, 1974. Write Thomas Schill, Psychology Department, Southern Illinois University, Carbondale, Illinois 62901.

The **Regional English Language Center (RELC)** of the Southeast Asian Ministers of Education Organization (SEAMEO) in Singapore is inviting applications for the vacant post of **Specialist in Research Design and Program Evaluation**. Requirements: M.A. or above in psychology, tests and measurements, or related fields; solid background in educational research and program evaluation; experienced in test construction and experimental test design; some knowledge of computer use; TEFL/ TESL experience helpful; preference to candidates who have worked with research

funding agencies. Duties (partial list) to undertake projects in the evaluation, design, preparation, and administration of English teaching and teacher training programs, to provide statistical and other specialized assistance to RELC staff, course members, and SEAMEO member countries in the areas of test development and validation, experimental research design, data analysis, and information storage and retrieval procedures, to conduct courses and seminars on research design and program evaluation. Minimum term usually 2 years. Salary starts at \$1,450 Singapore dollars a month with 10 percent overseas bonus. Transportation and housing are furnished for employee and accompanying family members. Applications should be submitted on RELC forms by October 31, 1973. Forms are available from Registrar, SEAMEO Regional English Language Center, RELC Building, 30 Orange Grove Road, Singapore 10, Republic of Singapore.

Research Grants Announced by NSF

The Division of Social Sciences of the National Science Foundation awarded over 600 research grants between July 1972 and June 1973. Of these, 35 were awarded for research in linguistics and related fields, for a total of \$1,393,400. A number of these grants were cited in an earlier issue of the *Linguistic Reporter* (see *LR*, February 1973). Listed below are the institution, investigator, title, and grant amount of other linguistic research projects awarded such grants.

SPECIAL PROJECTS

University of California at Berkeley C. J. Fillmore, R. T. Lakoff, and G. P. Lakoff
Generative Semantics and Pragmatics
\$80,900

University of California at Los Angeles V. Fromkin and P. N. Ladefoged
Linguistic Phonetics \$66,800

University of California at San Diego P. G. Chapin
Comparative Polynesian Syntax \$33,100

University of California at Santa Barbara D. Premack
Facility for Research on Language Behavior in the Chimpanzee
\$75,000

Harvard University S. Kuno
Research in Formal Linguistics \$19,800

Lehigh University H. Rubenstein
Experimental Studies of Lexical Memory
\$27,800

New York University N. Sager
Computer-Based Investigations of Linguistic Structure \$29,400

University of Pennsylvania W. Labov
Quantitative Study of Linguistic Variation and Change \$93,800

University of Pittsburgh J. M. Roberts and G. P. Murdock
Research in Cross-Cultural Coding and Sampling \$23,400

Stanford University J. H. Greenberg and C. A. Ferguson
Archival Research on Language Universals \$180,600

ANTHROPOLOGY

University of Alaska J. H. Koo
A Phonological Grammar of Eskimo \$19,100

University of California at Los Angeles W. Leslie
A Comparative Grammar of Ethiopian Semitic Languages \$15,100

University of Hawaii B. W. Bender and F. Li Tai
Linguistics \$33,900

University of Michigan J. C. Catford

See *NSF-10, Col 3*

meetings and conferences

October 21-25 American Society for Information Science Los Angeles California

October 25-27 Colloquium on New Ways of Analyzing Variation Washington D. C. [Write Roger W. Shuy, School of Languages and Linguistics, Georgetown University, Washington D. C. 20007.]

October 31-November 3 African Studies Association Syracuse, New York

November 1-3 Linguistic Association of the Southwest Ft. Worth Texas

November 7-10 National Association for the Education of Young Children Seattle Washington

November 7-11 International Conference on Audiophonology, 2nd Besançon, France [Write Colloque Prelangage Audiophonologie, Faculté de Médecine, 25030 Besançon, France.]

November 8-10 Middle East Studies Association Milwaukee Wisconsin [Write Program Chairman MESA, University of Wisconsin, Milwaukee Wisconsin 53211.]

November 8-11 Speech Communication Association New York New York

November 15-16 Southeastern Conference on Linguistics Atlanta, Georgia [Write S. G. Schotta, P. O. Drawer 928, Blacksburg, Virginia 24060.]

November 16-17 Biennial Foreign Language Symposium Fairfax, Virginia [Write Symposium Committee, Department of Foreign Languages, George Mason University, Fairfax, Virginia 22030.]

November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania

November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts

November 22-25 American Association of Teachers of Arabic Boston Massachusetts

November 22-25 American Association of Teachers of German Boston Massachusetts

November 22-25 Chinese Language Teachers Association Boston Massachusetts

November 23-24 Philological Association of the Pacific Coast Reno, Nevada

November 28-December 2 American Anthropological Association, 72nd New Orleans, Louisiana

November 28-December 2 Conference on American Indian Languages 12th New Orleans Louisiana

November 29-30 International Communication Studies Conference [Write Council for National Academic Awards Conference Organizer, Heathrow Hotel, London Airport Hounslow, Middlesex, England.]

December 26-27 American Dialect Society Chicago, Illinois

December 27-28 American Association of Teachers of Italian Chicago, Illinois

December 27-29 American Association of Teachers of Japanese Chicago, Illinois

December 27-29 American Association of Teachers of Slavic and East European Languages Chicago, Illinois

December 27-29 Modern Language Association, 88th Chicago, Illinois

December 27-30 American Association of Teachers of French St. Louis, Missouri

December 28-30 Linguistic Society of America, 48th San Diego, California

December 28-30 American Philological Association Atlanta, Georgia

January 2-5 International Association of Teachers of English as a Foreign Language London, England [Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England.]

January 2-7 International Conference on Comparative Austronesian Linguistics, 1st Honolulu, Hawaii [Write Lawrence A. Reid, Chairman, Organizing Committee, 1st International Conference on Comparative Austronesian Linguistics, Pacific and Asian Linguistic Institute, University of Hawaii, Honolulu, Hawaii 96822.]

February 11-13 Brazilian Linguistics Association Curitiba, Brazil [Write F. Gomes de Matos, Director, Centro de Linguística Aplicada, Avenida 9 de Julho 3166, São Paulo, S. P. Brazil.]

February 11-13 Brazilian Linguistics Seminar, 7th Curitiba, Brazil

February 25-March 2 American Association for the Advancement of Science, 140th San Francisco, California

March 5-10 Convention of Teachers of English to Speakers of Other Languages Denver, Colorado

March 7-9 Texas Symposium on Romance Languages Austin, Texas [Write Texas Symposium on Romance Languages, c/o Department of Spanish and Portuguese, Batts 402, University of Texas, Austin, Texas 78712.]

conferences, seminars, workshops

The 2nd International Conference of Audiophonology will be held November 7-11, 1973 in Besançon, France. The conference's theme is "Prelangage: The First Language and the Discrimination of the Normal and Pathological Child." The official languages of the conference will be English and French, and facilities are being provided for simultaneous translation. Among the suggested topics for discussion, those of particular interest to linguists include preverbal language, developmental phonetics, and genetic psycholinguistics. For further information write Secrétariat, Colloque Prelangage Audiophonologie, Faculté de Médecine, 25030 Besançon, France.

The 14th International Congress of Romance Linguistics and Philology will be held April 15-20, 1974 by the Faculty of Philosophy and Letters of the University of Naples. The topics proposed for papers and round table discussions include transformational and historical grammar, linguistic geography, sociolinguistics, the present state of semantics in the Romance field, linguistic indices of medieval Romance literature, and the history of linguistics and Romance philology. For further information write Segretariato del

XIV Congresso Internazionale di Linguistica e Filologia Romanza, Via Mezzocannone 16, I-80134 Naples, Italy.

The National Association for the Education of Young Children will hold its national conference in Seattle, Washington on November 7-10, 1973 with its theme being "Where Are the Children Now?" Several of the sessions will provide some interest to our readers. Josue Cruz, Jr. of the Child Development Associates Consortium has designed and will moderate a workshop on issues on bilingual education in which Gustavo Gonzalez (Center for Applied Linguistics) will make a presentation on language acquisition in early childhood education, Gloria Zamora (Our Lady of the Lake College, San Antonio, Texas) will speak on curriculum development, and Mr. Josue Gonzales (former Director of the Curriculum Adaptation Network for Bilingual/Bicultural Education) will speak on staff training. Two other major sessions being planned include "Where Are the Indian Children Now?" and "Language Development and Education in Early Childhood." Those wishing more information on this conference may write to NAEYC-'73, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

Department of Slavic Languages and Literature, University of Washington, Seattle, Washington 98195.

The American Anthropological Association will operate a placement service at its annual meeting, November 28-December 2, 1973, in New Orleans, Louisiana. Completed registration forms for the service must be submitted before November 1, 1973. A fee of \$10.00 will be charged for each Position Wanted listing. Listings of positions open and wanted will not be accepted at the meeting. Registration forms are available from the American Anthropological Association, 1730 New Hampshire Avenue, N.W., Washington, D.C. 20009.

"Speak For Yourself," a series of situational English lessons for non-native adult speakers, is now being televised three times a week by KYW-TV in Philadelphia. Produced by Group W Productions together with EduTech Enterprises, the series incorporates a variety of techniques designed to use television as a medium of instruction distinct from that of the classroom. In some lessons the students, representing 21 countries, serve not only as learners but as teaching assistants and language models as well. Location sequences filmed on the streets of New York and featuring professional actors are also used, as are studio graphics and sound effects.

The National Institute of Child Health and Human Development (NICHD) has announced the publication of a pamphlet entitled "The Relationship Between Speech and Reading." This pamphlet, adapted from an article which previously appeared in the *Linguistic Reporter* (see *LR*, October 1972), highlights the principle findings of a research conference on the topic. The complete proceedings were published under the title *Language By Ear and By Eye*, by James F. Kavanagh and Ignatius G. Mattingly (MIT Press, 1972). Requests for single free copies of the pamphlet should be addressed to the Office of Public Information, National Institute of Child Health and Human Development, 7910 Woodmont Avenue, Bethesda, Maryland.

The Japanese government has selected 10 American universities to receive \$1 million each to further Japanese studies programs. The universities chosen are Harvard, Yale, Princeton, Columbia, Michigan, Chicago, Stanford, California, Hawaii, and the University of Washington in Seattle.

news briefs

The Languages and Linguistics MicroLibrary, produced by Microfiche Publications of New York in cooperation with the ERIC Clearinghouse at the Modern Language Association of America, contains microfiche reproductions of approximately 4,000 full-text ERIC reports on the teaching of foreign languages. Documents deal with foreign language methodology, the psychology of language learning, cultural and intercultural approaches, applications of linguistics, curricular problems and developments, and the training and qualifications necessary for the foreign language teacher. Other texts are also available in the areas of psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, commonly and uncommonly taught languages, and English for speakers of other languages. For further information write Arthur D.

Kramer, Vice President, Microfiche Publications, 305 East 46th Street, New York, New York 10017.

A Romanian Studies Group has been formed by a number of scholars who attended the University of Kentucky Foreign Language Conference and the University of Washington Conference on Romanian Language and Literature. The aim of the group is to promote and aid scholarly cooperation and awareness among those interested in Romanian studies. Future plans call for the publication of a newsletter in which current research, grant opportunities, and other announcements of interest will be included. New members are welcome, and annual dues are \$3.00. Write Mr. James E. Augerot, Secretary/Treasurer, Romanian Studies Group, c/o De-

NIMH Announces Research Grants in Linguistics

The Division of Extramural Research Programs of the National Institute of Mental Health (NIMH) awarded 1,497 research grants in fiscal year 1972. Twenty-nine of these grants were awarded for research in linguistics and related areas, for a total of \$1,119,300. The following list includes the institution, investigator, title, and grant amount for each such linguistic research grant.

Brigham Young University Bruce L. Brown Linguistic Causes of Personality Impressions \$40,787

University of California at Berkeley Paul Kay Language Behavior Research Laboratory \$122,911

Case Western Reserve University Robert J. Jarvella Propositional Constraints in Sentence Production \$6,678

City University of New York Peter W. Carey When Do Children Learn Linguistic Presupposition \$6,702

University of Colorado Alan E. Bell Syllable Structure and Tempo Reduction \$5,866

Columbia University Thomas G. Bever Psychological Reality of Phrase Segmentation \$6,040

Columbia University Marvin I. Herzog Geographic Differentiation in Co-territorial Societies \$39,573

Federal City College Walter A. Wolf-ram Black-White Speech Relation-

ships in the Deep South \$12,338
Harvard University James J. Fox Formal Systems of Dyadic Languages \$40,539

Harvard University Morris Halle The Study of Language \$342,319

University of Illinois at Urbana Charles R. Osgood Studies on Comparative Psycholinguistics \$17,891

Johns Hopkins University James E. Deese Psychological Basis of Semantics \$20,959

University of Maryland James G. Martin Perception and Production of Connected Speech \$30,124

University of Minnesota James J. Jenkins Studies of Speech Perception and Recognition \$26,180

University of Minnesota Sandra W. Scarr. Patterns of Language Development in 3 Year Olds \$14,387

Northern Illinois University Seymour Simon Studies in Observational Verbal Learning \$6,596

Northwestern University Oswald Werner Ethnomedical Dictionary of the Navajo Language \$32,098

Ohio State University Delos D. Wickens Continuous Stimulus Selection and Verbal Paradigms, Verbal Learning Conference \$49,037; \$2,707

University of Pennsylvania Zellig S. Harris Objective and Subjective Components of Grammar \$67,710

University of Pennsylvania Henry G. Gleitman The Acquisition of Linguistic Structure \$30,482

Regional Science Research Institute Loren C. Quay. Dialect, Reinforcement, and Negro Intelligence Testing \$30,240

University of Rochester Robert F. Strahan Semantic Style in Self-Report \$7,103

University of Rochester Clinton B. Walker Immediate Processing of Speech \$7,170

Rockefeller University Peter R. Marler Comparative Study of Verbal Learning \$68,125

University of South Florida Douglas L. Nelson Words as Sets of Features Coding Phonological Cues \$18,917

Stanford University Charles A. Ferguson Processes of Cultural, Lexical Change \$25,351

Stanford University Keith E. Nelson. Word Acquisition and Word Meaning in the Young Child \$7,256

Tufts University Jeffrey Z. Rubin The Language of Interpersonal Influence \$7,247

The next application deadline for NIMH Research Grants is February 1, 1974. For applications and information write Division of Behavioral and Social Sciences, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

NEH—from page 2

Fellowships for Study in Selected Fields For 1974-75, NEH offers fellowships for work in two fields: 1) historical, social, and cultural studies of U.S. ethnic minorities, 2) the interrelationship between human values and science and technology. The purpose of these awards is to give young scholars and teachers an opportunity to develop abilities that will contribute significantly to knowledge in these fields through their teaching, writing, and leadership in their institutions.

Fellowships will provide for a maximum stipend of \$1,250 per month for six to nine months of full-time study. Only applicants who have completed their professional training prior to application will be considered, and a former recipient of one of these fellowships may not reapply.

Applications must be submitted by October 15, 1973, and awards will be announced in mid-March 1974. Applications

are available from the Division of Fellowships, National Endowment for the Humanities, Washington, D.C. 20506.

Youthgrants in the Humanities Through the Youthgrants Program, NEH encourages the study and use of the humanities among young people of high school and college age. Proposed projects must be clearly related to the humanities, have a specific and well-designed scope, and be designed for implementation primarily by young people.

Proposals for projects beginning after April 1, 1974 must be submitted by November 15, 1973; projects beginning after September 1, 1974 must be applied for by April 1, 1974. Complete application and submission of proposals procedures are outlined in a brochure available from Youthgrants in the Humanities Program, National Endowment for the Humanities, Washington, D.C. 20506.

book notices

Inflectional Morphology: A Theoretical Study Based on Aspects of Latin Verb Conjugation, by P.H. Matthews (Cambridge Studies in Linguistics, 6) Cambridge, Cambridge University Press, 1972. x, 431 pp. \$28.50.

A discussion of morphological theory within the framework of generative grammar. The author states his aim as that of developing a suitable linguistic theory for the description of inflectional systems, but within this text he is concerned with elucidation of existing theory and the problems associated with it. He also states that he is not developing an integrated theory of morphology and syntax, although he assumes such a theory is necessary. He does, however, discuss the relationship among

morphology, morphophonemics, and phonology at length. A companion volume, to be published at a future date, will present a detailed description of Latin verb inflection. Some examples from that description appear in this volume, but the book is addressed principally to linguists; various aids are provided for the reader who does not know Latin.

Part I is a brief metatheoretical introduction. Part II, entitled "Models of Inflectional Morphology", explores the nature of inflectional morphology and of the models which have been proposed to describe it, particularly item-and-arrangement and word-and-paradigm. Part III, "Toward a Generative Formulation", considers the format of an inflectional grammar and some general issues associated with it, especially its relationship to the rest of a generative grammar. The last section, "Towards an Evaluation Procedure", discusses the problem of choosing among alternative particular grammars.

Readings in Modern Linguistics: An Anthology, edited by Bertil Malmberg. Stockholm, Läromedelsförlagen, 1972. viii, 384 pp.

An anthology of previously published papers in general linguistics from the rise of American structuralism in the 1930's up to the present. The editor states that his aim is to illustrate different trends in modern linguistics through typical articles. Some of the linguists included are Trubetzkoy, Sommerfelt, Hjelmslev, Halliday, Martinet, Haugan, Jakobson, and Chomsky. Most are European (seven of the 23 articles are in French and two in German), a few American.

A Course in Spoken English: Grammar, by J. McH. Sinclair. London, Oxford University Press, 1972. viii, 266 pp. \$4.23.

This text is divided into four main parts: Sentence Structure, Clause Structure, Nominal Group Structure, and Verbal and Adverbial Group Structure. These in turn are divided into sections consisting of explanatory notes and exercises. An introductory chapter touches on modern grammars, speech and writing, grammatical categories and exponents, deep grammar, systemic grammar, prominence, intonation, and units of English phonology. Also included are a key to the exercises and a selective glossary. The author states that the volume will be useful to advanced foreign students of English, foreign teachers of English, and university-level native-speaking students of English.

Pāṇini to Postal: A Bibliography in the History of Linguistics, compiled by Peter H. Salus. (Linguistic Bibliography Series, 2.) Edmonton, Alberta, Linguistic Research, Inc., 1971. xiii, 75 pp. \$3.50.

In tracing the study of and speculation about language, this bibliography includes both Western and non-Western works. Following a chapter on general commentaries and anthologies are chapters on the Indic grammarians, language in the Far East, and linguistics in the Near East. Then the Western tradition is treated more or less chronologically in chapters on language in the Classical World (from about 500 B.C.), Medieval and Renaissance Europe, grammarians of the seventeenth and eighteenth centuries, William Jones, and developments in the nineteenth and twentieth centuries. Listings of works in such areas as bilingualism and second language learning are quite limited, and there is no mention of the history of several contemporary schools, e.g. tagmemics and stratificational grammar. Of the 666 items listed, most are books or articles with a limited number of unpublished materials.

The Dyrbal Language of North Queensland, by R. M. W. Dixon. (Cambridge Studies in Linguistics, 9.) Cambridge, Cambridge University Press, 1972. xxiv, 420 pp. \$28.50.

A comprehensive grammar of Dyrbal, an Australian aboriginal language now dying out. Three different dialects are covered. This book is a revision of the sections on grammar and phonology in the author's 1968 Ph.D. thesis; further work on the semantics and lexicon will be published elsewhere.

The first two chapters present a survey of Australian languages, especially in their recurring characteristics, and background information about Dyrbal and its speakers. Chapters 3, 4, and 6 on word classes, syntax, and morphology describe what the author terms the "facts" of the grammar—affixes, their syntactic effect, etc. Dixon's interpretation of the syntax in Chapter 5 uses a transformational generative model based on Chomsky's *Aspects of the Theory of Syntax* and other papers following. The last four chapters cover phonology, semantics, lexicon, and the prehistory of the language. A short discussion of Dyrbal logic and a section on previous work on Dyrbal follow, along with some texts, a vocabulary of the words occurring in examples and texts, and an index of Australian languages mentioned in the book.

Chrau Grammar, by David D. Thomas. (Oceanic Linguistics Special Publication, 7.) Honolulu, University of Hawaii Press, 1971. x, 258 pp. \$3.50.

Chrau is a language of the South Bahnaric subgroup of Mon-Khmer. This study is based on field work in a Chrau village, Bàngiêng, Bìnhtuy, in 1959-60, and in the Vietnamese town of Xuân Lộc, from 1962-69, intermittently. The grammar is intended to meet the needs of a diverse group of users, from linguistic theoreticians to native speakers of Chrau. The descriptive framework partly follows Pike, and a distinction is made between emic and etic structures in both the phonology and the grammar. The first part of the book contains theoretical notes and a discussion of the wider Chrau setting. The next three parts of the book treat phonology, clause and phrase, and structures about the clause. Appendix A summarizes minor classes; Appendix B gives notes on similar structures in nearby languages.

NSF—from page 7

- Phonetics of Caucasian Languages \$12,000
Ohio State University C. A. Callaghan
Field Work and Analysis of Miwok Languages \$26,300
University of Pennsylvania W. H. Goodenough
Truk Lexicography and Grammar. \$38,500
University of Rochester C. Day, Jacultec Dictionary \$16,600
Southern Illinois University M. L. Bender,
Nilo-Saharan Linguistics \$44,500

SOCIAL PSYCHOLOGY

- Harvard University R. W. Brown
Later Preschool Stages in the Development of a First Language \$61,700
New School for Social Research S. Weitz,
Sex Differences in Nonverbal Communication \$29,400
Grants for doctoral dissertation research in linguistics and related fields were also awarded to Columbia University (\$6,200), the University of Hawaii (\$3,600), the University of Illinois (\$1,100), and Ohio State University (\$800).

Information about particular grants may be obtained by writing directly to the investigators or from the Science Information Exchange, 1730 M Street, N.W., Washington, D.C. 20036, which can provide abstracts for a small fee.

grant and fellowship deadlines

Organization	Program	Details in Newsletter	Deadline
ACLS	<i>Fellowships</i>	May-June, p 6	Oct 15
	<i>Study Fellowships</i>	May-June, p 6	Nov 1
	<i>Research Fellowships in American Studies for Citizens of Europe</i>	May-June, p 6	Dec 1
	<i>Grants for Research on Chinese Civilization</i>	May-June, p 6	Dec 3
	<i>Grants for Research on South Asia</i>	May-June, p 6	Dec 3
	<i>Travel Grants to Conferences Abroad (June-Sept Oct-Jan Feb-May)</i>	Oct, p 4	Feb 15, June 15, Oct 15
	<i>Grants-in-Aid</i>	May-June, p 6	Feb 15
APS	<i>Grants to Postdoctoral Scholars</i>	Sept, p 3	Feb 1, April 1, Aug 1, Oct 1
Guggenheim Foundation	<i>Fellowships</i>	Oct, p 4	Oct 1
IREX	<i>Travel Grants (USSR)</i>	Oct, p 3	Open
	<i>Collaborative Project Grants</i>	Oct, p 12	Oct 31, April 30
	<i>Exchange of Graduate Students and Junior Faculty with USSR</i>	Oct, p 12	Nov 1
	<i>Research Grants for Eastern Europe</i>	Oct, p 3	Nov 15
	<i>Exchange of Senior Scholars with USSR</i>	Oct, p 3	Dec 1
	<i>Ad-Hoc Grants</i>	Oct, p 3	Dec 31, March 31, May 31
NAS	<i>Exchange of U S Scientists with Eastern European Countries</i>	Sept, p 3	Nov 21
NEH	<i>Special Projects</i>	Forthcoming	Open
	<i>Fellowships and Summer Stipends</i>	May-June, p 6	Oct 15
	<i>Fellowships for Younger Humanists</i>	Oct, p 2	Oct 15
	<i>Fellowships for Study in Selected Fields</i>	Oct, p 9	Oct 15
	<i>Project Grants in Education</i>	Oct, p 2	Nov 1
	<i>Youthgrants in the Humanities</i>	Oct, p 9	Nov 15, April 1
	<i>Research Grants</i>	April, p 2	Nov 19
NIH	<i>Research Grants</i>	Sept, p 12	* Feb 1
NIMH	<i>Small Grants</i>	Sept, p 12	Open
	<i>Research Project Grants</i>	Sept, p 12	Feb 1
	<i>Program Project Grants</i>	Sept, p 12	Feb 1
	<i>Special Grants</i>	Sept, p 12	Feb 1
	<i>Research Grants</i>	Sept, p 12	Feb 1
NSF	<i>Nato Postdoctoral Fellowships in Science</i>	Sept, p 12	Oct 22
USOE	<i>Doctoral Dissertation Research Abroad</i>	Oct, p 4	Oct 15
	<i>Faculty Research Abroad</i>	Oct, p 4	Oct 15
	<i>Exchange Teaching and Seminars Abroad</i>	Oct, p 4	Nov 1

The Linguistic Reporter

NEWSLETTER OF THE CENTER FOR APPLIED LINGUISTICS
1611 NORTH KENT STREET, ARLINGTON, VIRGINIA 22209

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Conference Discusses New Research Needs for American Indian Languages

Recognizing the recent renewed interest in research on American Indian languages and the concomitant growth of concern among linguists to aid Native American groups in learning and preserving their languages, the Center for Applied Linguistics held a small conference in Eugene, Oregon, August 16-17, 1973, on priorities for research, training Native Americans in linguistics, and developing needed pedagogical materials. Those attending the conference included Mary Haas, James Hoard, Dell Hymes, Virginia Hymes, Michael Krauss, Margaret Langdon, Wick Miller, Paul Platero, Bruce Rigsby, Clarence Sloat, and Rudolph Troike. The meeting was arranged immediately following the 8th International Conference on Salish Languages held at the University of Oregon in order to permit some of those in attendance at the Salish conference to take part. James Hoard and Clarence Sloat handled the local arrangements. It is hoped that this initial conference will stimulate further meetings on priorities in regard to both particular languages and families and more general concerns, including applied ones.

NEH Grants for Linguistic Research

The Division of Research of the National Endowment for the Humanities (NEH) awarded grants totaling \$4,202,196 for 87 projects to be undertaken during 1973-74. A total of 5 grants were awarded for linguistic research. The following list includes the institution, investigator, title, and funding amount of each linguistic research project that received such a grant. In cases where the funding represents a renewal or amendment of past awards, the full grant amount to date is cited.

City University of New York. Nathan Susskind. Great Dictionary of the Yiddish Language \$90,000

Duke University. Ronald R. Butters. Linguistic Variation in the Spoken English of North Carolina \$24,756

University of North Dakota. Demetrius J. Georgacas. Modern Greek-English Dictionary \$62,316

Tufts University. John C. Wells. A Dictionary of the Old High German Glosses \$10,973

University of Wisconsin. Frederick G. Cassidy. Dictionary of American Regional English \$306,365

IREX—from page 3

Collaborative Project Grants. Small awards are made for a select number of special projects such as symposia, joint research or publication, information exchanges, and institutional exchanges of personnel. These awards involve scholars from the United States and one or more of the exchange countries previously mentioned as well as scholars from East Germany, Albania, and Mongolia. Deadlines: October 31, 1973 and April 30, 1974.

For additional information on these and other IREX programs write: Executive Director, International Research and Exchange Board, 110 East 59th Street, New York, New York 10022.

Information Requested

The Linguistic Reporter invites subscribers to send in newsworthy information for publication. Items such as information on forthcoming conferences, seminars, etc. is particularly requested. Department chairmen are asked to inform us of news from their departments which would be of interest to the wider linguistic audience.

The Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Dick Tucker

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

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NATIONAL INSTITUTE OF EDUCATION SETS BUDGET POLICY

At its most recent meeting, the National Council on Educational Research (NCER), the general policy making body for the newly constituted National Institute of Education (NIE), adopted the policy that 10 to 15 percent of NIE's yearly budget be allocated to expand knowledge about education itself, including the NIE research grants program which NCER approved in August. Of the remaining funds, 10 to 20 percent will be used to strengthen the research and development system, and 65 to 80 percent will be devoted to problem-solving activities and to advancing the practice of American education.

In a statement issued about the research grants program, NCER stressed that "the program will be designed to strengthen the scientific and technological foundations of education by inviting researchers to submit proposals relevant to any aspect of American education problems. The Institute also will identify priority concerns and make special efforts to seek and support research that addresses those concerns. One area of special emphasis will be the education of poor and minority children."

NIE will shortly issue detailed announcements and guidelines for the submission of research prospectuses. From those prospectuses which "indicate the greatest potential for technical quality and educational rele-

vance", NIE will request proposals (due probably in January), and expects to award grants in late spring of 1974.

The specific dollar allocations will depend on final Congressional appropriation for NIE now pending House-Senate Conference Committee action. (The House of Representatives approved a \$142.6 million budget for NIE for fiscal 1974, while the Senate approved only \$63 million.) By law, NIE must expend a minimum of 90 percent of its appropriated funds through grants and contracts with qualified public or private agencies and individuals.

For fiscal 1973, NIE recently awarded 206 grants for research in education. Of these, eighteen deal with linguistic and/or language subjects. Given below is the name and affiliation of the researcher, the amount of the grant, and the title of the research.

Courtney Cazden, Harvard University \$50,027 Second Language Acquisition Sequences in Children, Adolescents, and Adults

John J. Dore, Bernard M. Baruch College of CUNY \$5,408 Development of Speech Acts in Children from Two to Seven Years

Donald J. Foss, University of Texas, Austin \$64,498 Language Comprehension in Children

Clark I. Gilliams, Missouri Southern State College, Joplin \$9,154 Item Analyses of Amerindian and Chicano Responses on the Vocabulary Scales of the Stanford-Binet and Wechsler Batteries

Kenneth S. Goodman, Wayne State University \$204,194 Reading of American Children Whose Language is a Stable, Rural Dialect of English, or a Language Other than English

Alice M. Gordon, University of North

Carolina, Chapel Hill \$9,976 Complexity in Child Language

Gordon Walter Gray, Clemson University \$9,319 The Construction of Empirically-based Data Tables for the Assessment of the Content Validity of Vocabulary Subtests

J. Jeffrey Grill, University of South Alabama, Mobile \$9,999 The Effects of a Structured Language Training Program with Moderately Retarded Children.

Angela M. Jagger, New York University, \$53,000 A Study of Young Black Children's Receptive and Productive Language and Reading Competence in Standard English Grammatical Forms

Katherine Littell, Bucknell University \$9,981 The Modification of Listening Behavior of Foreign Language Students Through the Application of Successive Ap-
See NIE-11, Col. 3

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Current Research

The Center for Applied Linguistics will collect and disseminate information on **Current Research in Language and Linguistics**. Listings will appear in *The Linguistic Reporter* as well as other sources. So that CRL information can be presented in a consistent manner, we ask researchers to submit abstracts of their projects on special CRL forms which are available from the Center. All inquiries about CRL should be addressed to Ms. Laura Fernandez, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

ACLS Announces Grants for 1974-75

The American Council of Learned Societies has announced the availability of grants in 1974-75 for its Soviet and East European Studies Programs. These programs are jointly sponsored by ACLS and the Social Science Research Council.

Grants for Soviet Studies Postdoctoral grants are available for research in the social sciences or humanities related to Revolutionary Russia as well as the U.S.S.R. Special emphasis will be placed on interdisciplinary research. Grants range from small allowances for domestic travel or research expenses for short periods to a maximum of \$8,500 in lieu of salary maintenance for six months of full-time research. Visits to the Soviet Union for more than three months will not be supported under this program. Application deadline: December 31, 1973.

Programs in East European Studies 1) Grants for Postdoctoral Research. For the purposes of these grants, research will be supported only if it relates to Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany, or modern Greece. Grants will be awarded for research-related domestic or foreign travel, research assistance, and maintenance. Maximum grants of \$8,500 will be awarded for 6 months of full-time research. Deadline: December 31, 1973. 2) Grants for Study of East European Languages. Grants cover study of languages of all the above countries except East Germany and are made for intensive courses in the United States or summer study abroad. Applicants must be faculty members holding a Ph.D. or its equivalent or graduate students who will have completed at least one year of graduate work prior to application. Grants range from \$300 to \$1,000. Deadline: February 1, 1974. 3) Travel

Grants to International Conferences Abroad. Available to social scientists who are specialists in East European studies and who plan to read papers or take an official part in an international conference. Application deadline: February 15, 1974. 4) Grants in Support of Conferences. Grants of \$2,000 to \$5,000 are offered for small working conferences held in the United States and Canada for the advancement of research in the East European field. Deadline: February 15, 1974.

Application forms and further information concerning the above programs may be obtained from the Office of Fellowships and Grants, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.

PILEI Receives Grant

The Interamerican Program for Linguistics and Language Teaching, best known under its acronym PILEI (Programa Interamericano de Lingüística y Enseñanza de Idiomas), has been awarded a grant from the Ford Foundation for a *Linguistic Action Program in the Americas*. The purpose of this program is to promote the use of linguistics as a resource in confronting language problems in education, cultural affairs, national development, and related areas. Plans are now being developed by PILEI for specific activities in Bolivia, Ecuador, Mexico (Yucatan), and Peru, dealing primarily with problems of bilingualism and bidialectalism in education and cultural development. Inquiries about PILEI activities should be addressed to Yolanda Lastra de Suarez, Executive Secretary, Matías Romero 87-C, Mexico 12, D.F., Mexico.

Functions Outlined For New NRC/NAS Social Science Assembly

The National Research Council, National Academy of Sciences, recently issued a status report on its new Assembly of Behavioral and Social Sciences. The Assembly's responsibilities and functions include the following:

- To contribute to the advancement of the several disciplines of the behavioral and social sciences and to effective communication among them.

- In areas of its competence, to enable the National Research Council to achieve its objectives and to assist the National Academy of Sciences in fulfilling its responsibilities.

- To bring to bear the knowledge, analytical tools, and methods of the behavioral and social sciences upon national problems in order to achieve a fuller understanding of these problems as well as assist in their solution.

- To collaborate with scientific societies and professional associations involved with the behavioral and social sciences as a means of achieving commonly-shared objectives.

- To conduct studies and programs proposed or approved by the Council of the National Academy of Sciences or the Governing Board of the National Research Council.

- To assist other divisions of the National Research Council as appropriate and desirable, including validation of the competence of specific individuals for committee service.

Assembly members are appointed on the basis of their contributions to the development of the behavioral and social sciences, either through research, theory, or the application of knowledge to solving societal problems, their demonstrated ability and interest in working on problems of social policy issues, science policy, or other concerns of the Assembly, and their expressed interest in fully engaging in Assembly programs and projects. Currently, Assembly committees have been formed in the areas of anthropology, applied physical and mathematical sciences, demography, economics, genetics, geography, history, law, linguistics, political science, psychiatry, psychology, sociology, and statistics. As of September 1, 1973, the members of the Linguistics Committee were Zellig S. Harris (University of Pennsylvania), William Labov (University of Pennsylvania), Raleigh Morgan (University of Michigan), Thomas A. Sebeok (Indiana University).

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

The Linguistic Reporter, the Center's newsletter, is published ten times a year, monthly except July and August. Editor: Allene Guss Grognet, Associate Editor: Marcia E. Taylor. Annual subscription, \$2.50, air mail, \$4.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to the Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given.

Centrum: Working Papers of the Minnesota Center for Advanced Studies in Language, Style, and Literary Theory. Published by the Minnesota Center for Advanced Studies in Language, Style, and Literary Theory. Twice a year. First issue Spring 1973. Editor Martin Steinmann, Jr. Subscription single issue \$2.00 domestic, \$2.50 foreign. All correspondence to Centrum, 207 Main Engineering Building, University of Minnesota, Minneapolis, Minnesota 55455.

Contains papers concerned with the theory of language, style, and literature, including computer-aided analysis of discourse. Papers are essentially interdisciplinary in nature. The first issue includes papers on semantics, linguistics, and literary realism as well as review articles and book reviews. Future issues will contain reviews of new journals, surveys of current field or area studies, annotated bibliographies, and a section for reader comments.

Journal of Phonetics. Published by Seminar Press Quarterly. First issue January 1973. Editor M A A Tatham. Subscription £8.60 domestic, £9.90 foreign. Editorial correspondence to M A A Tatham, Language Centre, University of Essex, Wivenhoe Park, Colchester C 04 35Q, England. Subscription correspondence (US) to Seminar Press, 111 Fifth Avenue, New York, New York 10003.

This journal is devoted to original papers reporting experimental work in problems in phonetics. Theoretical papers are also included if they relate to experimental findings. Each issue also includes a review article of an original research project as well as a Communications to the Editor section. Readers are invited to submit papers or short reports on research in progress.

ALLC Bulletin. Published by the Association for Literary and Linguistic Computing. Three times a year. First issue Lent Term 1973. Editors Joan M Smith and Michael Farrington. Subscription \$6.30, \$3.15 single issue. All correspondence to Joan M Smith, 6 Sevenoaks Avenue, Heaton Moor, Stockport, Cheshire SK4 4AW, England.

Includes articles in English, French, and German. The first issue covers topics such

as computational linguistics, a system for the taxonomic analysis of natural language, and computer applications to literature. In addition to articles, the bulletin also publishes book reviews, abstracts of documents received, and brief descriptions of the availability of computer programs in literature, natural language, and linguistics.

SSRC Awards Research Grants

The Social Science Research Council awarded nearly 200 research grants and fellowships between January and June 1973. Of these, 8 were awarded for research in linguistics and related areas. Listed below are the institution, investigator, country or countries where such research is taking place, and title for each linguistic research project which received such a grant or fellowship.

LINGUISTICS

University of California at Los Angeles, Russell G Schuh (Nigeria) The Linguistic and Cultural Heritage of Chadic-speaking Peoples.

University of Hawaii John DeFrancis. (China, Japan, Hong Kong, Korea, and the United States) Language Policies in China, Japan, Korea, and Vietnam.

National University of Rosario Yolanda A Rallo-M (Argentina) Idioms of the Native Inhabitants of Argentina.

University of North Carolina Samuel Filtenbaum (United States) Training in Linguistic Aspects of Deictic and Function Terms.

University of Pennsylvania Robert Zemsky. (United States) Training in Formal Linguistics and Its Use in Analysis of Historical Evidence.

University of Wisconsin Manindra K. Verma (United States) Nepali as a Modern Indo-Aryan Language.

LANGUAGE STUDIES

Columbia University, Christopher J Bruner. (Afghanistan and Iran) Pashto and Afghan Persian Languages: Their Overlap and Mutual Influences.

University of Pennsylvania William L Hanaway, Jr. (England and Iran) Pre-Safavid Persian Inscriptions in Khorāsān.

Communicative Skills Main Goal of Israeli Secondary English Program

The Israeli Ministry of Education and Culture recently began implementation of a new English language study program for secondary school students in Israel. The program, devised by a committee of teachers, inspectors, and university personnel, stresses the communicative skills as a means of contact with non-Hebrew-speaking countries. This is a marked departure from previous programs which were designed only to provide students with enough English to appreciate the literature and culture of English-speaking peoples.

The program has four main components:

- In the lower grades, emphasis is placed on the oral skills (speaking and listening) with a large number of students learning English via Instructional Television.

- In the upper grades, the graphic skills (reading and writing) are primarily used for reinforcement of oral skills. Topics for writing practice are specifically chosen for their relevance to student needs and interests.

- English language teaching is integrated with the teaching of other subjects, i.e., sections from history, science, or math texts, for example, are read in English during the course of an English lesson.

- Student interest in the language is promoted by the use of cultural references as well as contrastive analysis (using examples rather than scientific or linguistic explanations).

As part of the program's syllabus, vocabulary and syntax are divided into *productive* and *receptive* items. The syntactic structures the student is expected to learn productively are listed in the syllabus and include all of the fairly high-frequency structures of English. The student is also expected to acquire a certain amount of relatively low-frequency structures through his reading, either with explanations from the teacher or from the context itself. Such structures are not drilled or tested. At the end of his secondary school study of English, the student is expected to possess a productive vocabulary of approximately 3,000 lexical items and as large a receptive vocabulary as possible.

Another part of the program, a reading course for 17-18 year olds, is designed to emphasize English as a skill. Texts selected for this course: 1) are written in modern Standard English (both American and British) in order to provide a context for

See ISRAEL - 11, Col. 3

ESEA TITLE VII BILINGUAL EDUCATION: STATE OF THE ART

The U S Congress enacted on January 2, 1968, P L 90-247, Title VII, ESEA, the "Bilingual Education Act." This legislation was enacted in recognition of the special educational needs of the large numbers of children of limited English-speaking ability in the United States; Congress declared it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs.

The bilingual education program is designed to meet the special educational needs of children 3 to 18 years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English. The concern is for children in this target group to develop greater competence in English, to become more proficient in the use of two languages, and profit from increased educational opportunity. Though the Title VII program affirms the primary importance of English, it also recognizes that the use of a child's mother tongue can have a beneficial effect upon his education. The mother tongue, used as the medium of instruction while the child strengthens his command of English, can help to prevent retardation in skill as well as academic performance. Moreover, the development of literacy in the non-English language should result in a more broadly educated adult.

DEFINITION

Bilingual education means the use of two languages, one of which is English, as media of instruction. Both languages must be used as media of instruction for the same student population in a well organized program which encompasses part or all of the curriculum. Included in the concept of bilingual education is the study of the history and culture associated with the mother tongues. A complete program develops and maintains the children's self-esteem and a legitimate pride of both cultures.

ADMINISTRATION

Like all ESEA programs, administration of the Bilingual Education Program was placed in the U S. Office of Educa-

tion, Bureau of Elementary and Secondary Education, specifically the Division of Bilingual Education. Funding of Bilingual Education Programs is made through the grant process, by the U S Office of Education. Program plans are submitted to the U S Office by (1) a local educational agency or combination of such agencies or (2) one or more local educational agencies applying jointly with an institution of higher education. A complete review and evaluation of program plans is a prerequisite to a grant, providing all requirements of the legislation have been met.

APPROPRIATIONS

Fiscal Year 1969 From the \$15 million authorization for the first year, \$7.5 million was appropriated on October 11, 1968, for the fiscal year 1969. During this time 67 bilingual education programs were funded in 21 states which represented 6 language areas: Spanish, French, Portuguese, Chinese, Japanese, and American Indian languages, i.e., Cherokee, Navajo, and Pomo.

Fiscal Year 1970 In fiscal year 1970 an appropriation of \$25 million was made by Congress (\$40 million was authorized) but the allocation was only \$21.25 million. From this allocation, an additional 59 bilingual education programs were funded, making a total of 131 projects operating in 29 states representing 8 language areas: Spanish, French, Portuguese, Chinese (Cantonese), Russian, American Indian languages, Eskimo dialects, and Chamorro.

Fiscal Year 1971 In fiscal year 1971 an appropriation of \$25 million was made by Congress (\$80 million was authorized.) Thirty-six additional programs were funded, making the total 167. One additional state was now served, as was the Commonwealth of Puerto Rico. The additional languages served were Lakota and Cree.

Fiscal Year 1972 In fiscal year 1972 an appropriation of \$25 million was made available (\$100 million had been authorized.) The final allocation that year was \$23.8 million (Right-to-Read received \$1.2 million), and 48 additional programs were funded. The additional languages represented in this year were Miccosukee, Northern Cheyenne, Laguna, Keresan, Seminole, and Palauan and Ponapean in the Mariana Islands.

Fiscal Year 1973 During this fiscal year Congress made available to the U S Office \$35 million under a Continuing Resolution (\$135 million was originally authorized.) Under these circumstances no new programs could be funded. Approximately 213 programs were continued, 17 languages represented, and approximately 109,000 students served. At the end of the fiscal year 1973, the legislation provided only approximately 2% of the students in need with *direct service*. Special efforts of training, materials acquisition, and academic assessment reached more students. Official records are not available to accurately project this percentage. It can be estimated that special programs served up to 200-300,000 students.

Fiscal Year 1974 The current budget reflects a level of \$35 million for the year which began July 1, 1973. (For this last year of the Bilingual Education Act, \$141 million had been authorized.) No funds have been officially released. However, it is expected that out of the \$35 million, approximately 67 programs will have concluded the five year funding cycle by June 1974, and monies will be available to support new programs. Approximately \$6 million is projected to be available.

FUTURE

A new Bilingual Education bill is in the final stages of being formulated. The Office of Education will continue to support programs that provide bilingual education in the public schools. There is a need to validate the current practices that can be identified as the most successful in the established models and disseminate the better efforts throughout the nation. There is also a need for the development and effective utilization of evaluation instruments and techniques and procedures pertaining to bilingual education. Better and additional materials must be developed, reproduced, and/or acquired, and more appropriate teacher preparation and paraprofessional training must be met.

The most urgent need, of course, is the need to directly reach 5 million students.

John C. Molina, *Director*
Bilingual Education Programs,
Title VII, ESEA.

ACTFL Sponsors Bilingual Workshop

A Preconference Workshop on Bilingual Education will be held November 19-22, 1973 in advance of the 7th Annual American Council on the Teaching of Foreign Languages Meeting in Boston, Massachusetts. The workshop will allow participants to: 1) consult with experts in the field of bilingual education, 2) generate strategies for community involvement; 3) discover ways of determining the cultural and linguistic strengths that minority-group children bring to school, 4) develop viable solutions to curriculum and instruction problems often found in bilingual education programs; 5) learn about recent methods and techniques used in bilingual education programs, 6) examine bilingual materials published in the U.S. and abroad, 7) become acquainted with competencies needed by bilingual education teachers. The workshop will be directed by George M. Blanco, Director of the Office of Bilingual Education of the University of Texas at Austin. Preregistration forms for the workshop are available from Inge Savelsberg, ACTFL Annual Meeting, 62 Fifth Avenue, New York, New York 10011.

Federal Court Orders Bilingual School System

A federal judge has ordered a bilingual school system for students of Mexican descent in the eastern New Mexico city of Portales. School officials were told by Federal District Court Judge Edwin L. Mechem to institute special curricula to meet the educational needs of Portales's 27 percent Mexican American students, and to recruit and hire more qualified Spanish-speaking teachers. He also instructed the school system to "develop programs with a bicultural outlook in as many areas as practical." The order stemmed from a discrimination suit filed by the Mexican American Legal Defense Fund against Portales educational officials.

International Conference on Bilingual Bicultural Education:
Details in Next Issue

TEACHER COMPETENCIES OUTLINED

This past summer, the Center for Applied Linguistics was requested by the Child Development Associate Consortium to research some general and specific competencies desirable in an individual working with culturally and linguistically different children. As a result of this research, the following general competencies were identified:

- Understand the language and culture of both home and school.
- Recognize the differences between these systems as well as the potential conflicts and the opportunities they may create for children.
- Know methods and possess skills for adding the necessary features of school language and culture to the child's experience and understanding without endangering his concept of himself, his home, or his community.
- Show willingness and flexibility to learn from working with linguistically and culturally different children.

The specific competencies ascribed to by the Center for Applied Linguistics for persons working with Mexican American children are the following:

- Understand and speak the language the child brings to school. It is important that this include the range and variety of social dialects that children in different localities may speak.
- Show a positive attitude toward the child's home language regardless of the degree of similarity or difference in relation to some "standard" language.
- Demonstrate knowledge of and sensitivity to the child's cultural background, keeping in mind that there can be variation even within the same ethnic group (e.g. newly-arrived immigrants versus fourth generation Mexican Americans).
- Be aware of and sensitive to the role of silence in the culture (respect in the presence of authority figures) so as not to interpret such silence as passivity or uncooperativeness on the child's part.
- Demonstrate the necessary skills and empathy to encourage the child to participate fully in all classroom activities. This should be done slowly. Culturally appropriate differences in the behavior of boys and girls should be recognized, and appro-

priate verbal reinforcement mechanisms should be used (e.g. *carinismos*).

- Show acquaintance with continuing research results in the area of language acquisition generally and with respect to Mexican American children specifically.
- Show knowledge of similarities and differences between English and Spanish for children of that age level so as not to treat items of negative transfer from Spanish as physical or intellectual problems.
- Through group-centered activities relevant to the child's cultural background, demonstrate the ability to strengthen the child's positive concept of himself, his family, and his home.
- Show the ability to utilize Chicano folklore in classroom activities in the form of stories, rhymes, *adivinanzas*, where possible drawing on members of the community as resources.
- Demonstrate ability to modify existing curriculum materials to meet the specific needs of Mexican American pre-school children of the locality.
- Show ability to work closely with members of the community so as to deepen empathy for the students' backgrounds and needs.

• Demonstrate ability to assess the child's performance without reference to external standardized measures, and showing cognizance of the hazards of premature formal assessment.

The full report of this research may be obtained by writing to Dr. Josue Cruz, Jr., Assistant Director of Assessment, Child Development Associate Consortium, 7315 Wisconsin Avenue, N.W., Washington, D.C. 20014.

OE RECRUITS STAFF

Dr. John Molina, Director of Bilingual Education Programs, Title VII ESEA, is currently recruiting staff. One qualification for the positions is a background in bilingual education, linguistics, or educational administration. U.S. Civil Service Commission GS 13-15 rating required. Interested individuals should send their curriculum vita and government application (SF171) to Dr. John Molina, U.S. Office of Education, ROB 3, Room 3045, 7th and D Street, S.W., Washington, D.C. 20202.

meetings and conferences

Predoctoral Work Supported by SSRC

The Foreign Area Fellowship Program of the Social Science Research Council (SSRC) and the American Council of Learned Societies (ACLS), now in its eleventh year of administration, supports dissertation research by advanced doctoral candidates at U.S. and Canadian universities in the following major world areas: Africa and the Middle East, East, South, and Southeast Asia, Western Europe, Latin American and the Caribbean. Post-doctoral research grants, professional internships, pre-doctoral summer training fellowships, and other appointments are also offered in the Latin American and Caribbean program (see story on page 7 of this issue for application deadlines for these and other SSRC/ACLS grants and fellowships).

As of August 1, 1973, 155 appointments had been accepted for 1973-74. Of these, the following eight awards support research in linguistics or related fields:

Bridget Connelly, comparative literature
University of California at Berkeley
Dissertation on Arabic *sira* literature in oral, printed, and manuscript versions (renewal)

Anthony Diller, linguistics, Cornell University, Research in Thailand on area and social variables in Southern Thai speech.

Alessandro A. Falassi, anthropology
University of California at Berkeley.
Research in Italy on a morphology of the Tuscan folktale.

Grover Hudson, linguistics
University of California at Los Angeles.
Dissertation on descriptive, historical, and comparative phonology of the Sidamo languages of Eastern Arshitic (renewal)

Gregory K. Iverson, linguistics, University of Minnesota. Research in Sweden on phonological rule-ordering relationships in Swedish.

Deirdre La Pin, African literature
University of Wisconsin. Research and preparation of a dissertation on the structure and themes of Yoruba oral narratives (renewal).

James Unger, linguistics
Yale University. Research in Japan on old and proto-Japanese morphophonemics.

Wayne Williams, linguistics, Indiana University. Krio language training and research in England and Sierra Leone on Krio syntax and its implications for literacy

- November 7-10 National Association for the Education of Young Children Seattle, Washington
- November 7-11 International Conference on Audiophonology, 2nd Besançon, France [Write Colloque Prelangage Audiophonologie, Faculté de Médecine, 25030 Besançon, France]
- November 8-10 Middle East Studies Association Milwaukee, Wisconsin [Write Program Chairman, MESA, University of Wisconsin, Milwaukee, Wisconsin 53211]
- November 8-11 Speech Communication Association New York, New York
- November 15-16 Southeastern Conference on Linguistics Atlanta, Georgia [Write S. G. Schott, P.O. Drawer 928 Blacksburg, Virginia 24060]
- November 16-17 Biennial Foreign Language Symposium Fairfax, Virginia [Write Symposium Committee, Department of Foreign Languages, George Mason University, Fairfax, Virginia 22030]
- November 22-24 National Council of Teachers of English, 63rd Philadelphia, Pennsylvania
- November 22-25 American Council on the Teaching of Foreign Languages, 7th Boston, Massachusetts
- November 22-25 American Association of Teachers of Arabic Boston, Massachusetts
- November 22-25 American Association of Teachers of German Boston, Massachusetts
- November 22-25 Chinese Language Teachers Association Boston, Massachusetts
- November 23-24 Philological Association of the Pacific Coast Reno, Nevada
- November 28-December 2 American Anthropological Association, 72nd New Orleans Louisiana
- November 28-December 2 Conference on American Indian Languages, 12th New Orleans, Louisiana
- November 29-30 International Communication Studies Conference [Write Council for National Academic Awards Conference Organizer Heathrow Hotel, London Airport, Hounslow, Middlesex, England]
- December 26-27 American Dialect Society Chicago, Illinois
- December 27-28 American Association of Teachers of Italian Chicago, Illinois
- December 27-29 American Association of Teachers of Japanese Chicago, Illinois
- December 27-29 American Association of Teachers of Slavic and East European Languages Chicago, Illinois
- December 27-29 Modern Language Association, 88th Chicago, Illinois
- December 27-30 American Association of Teachers of French St. Louis, Missouri
- December 28-30 Linguistic Society of America, 48th San Diego, California
- December 28-30 American Philological Association Atlanta, Georgia
- January 2-5 International Association of Teachers of English as a Foreign Language London, England [Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England]
- January 2-7 International Conference on Comparative Austronesian Linguistics, 1st Honolulu, Hawaii [Write Lawrence A. Reid, Chairman, Organizing Committee, 1st International Conference on Comparative Austronesian Linguistics, Pacific and Asian Linguistic Institute, University of Hawaii, Honolulu, Hawaii 96822]
- February 11-13 Brazilian Linguistics Association Curitiba, Brazil [Write F. Gomes de Matos, Director, Centro de Linguística Aplicada, Avenida 9 de julho 3166, São Paulo, S.P., Brazil]
- February 11-13 Brazilian Linguistics Seminar, 7th Curitiba, Brazil
- February 25-March 2 American Association for the Advancement of Science, 140th San Francisco, California
- March 5-10 Convention of Teachers of English to Speakers of Other Languages Denver, Colorado
- March 7-9 Texas Symposium on Romance Languages Austin, Texas [Write Texas Symposium on Romance Languages, c/o Department of Spanish and Portuguese, Batts 402, University of Texas, Austin, Texas 78712]
- March 15-17 National Conference on the Language Arts in the Elementary School Seattle, Washington
- March 17-22 National Association of Language Laboratory Directors, 10th Atlantic City, New Jersey
- March 22-24 Secondary School English Conference Washington, D.C.
- March 28-30 Conference on English Education Cleveland, Ohio
- March 31-April 3 Association for Asian Studies, 26th Boston, Massachusetts

grants, fellowships, awards

The Ford Foundation is offering a limited number of postdoctoral fellowships for field research on Southeast Asia in the social sciences and humanities. Only research to be undertaken in Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, or Vietnam will be considered for support. Fellowships will be awarded for up to 12 months of research with possible extensions. They include travel allowances, maintenance, and other expenses necessary to carry out the proposed research.

Candidates must be postdoctoral scholars who have had interdisciplinary training in the social sciences or humanities and who are committed to using their research and teaching in order to further the development of Southeast Asian studies. Citizens of Southeast Asian countries are not eligible for these awards.

Proposed research should be interdisciplinary in nature, concerned with an area of Southeast Asian studies that has been relatively unexplored, and designed to facilitate the development of the area's nations. Particular emphasis will be placed on proposals for research to be undertaken in collaboration with Southeast Asian scholars. In addition, recipients should be prepared to affiliate themselves with a university or research institute, and proposals should include a description of how the proposed research will contribute to that institution. The Ford Foundation will assist in arranging this affiliation for qualified candidates.

The deadline for submission of applications is November 1, 1973. Applications and further information may be obtained from the Southeast Asia Regional Council, Lane Hall, University of Michigan, Ann Arbor, Michigan 48104.

The National Science Foundation (NSF) has announced the availability of Graduate Fellowships for 1974-75. Awards will be made for full-time study or work leading to a master's or doctoral degree in various areas including the social sciences. Candidates must be U.S. citizens who will have completed not more than one year of full-time or part-time graduate work by Fall 1974.

Recipients will be given \$3,600 for twelve-month tenure or \$300 a month for lesser periods of study. No dependency allowances will be paid. Special provisions may be made for study at a foreign institu-

tion. Fellowships are usually awarded for a three-year period, depending on availability of funds and evidence of satisfactory progress on the part of the recipient.

The deadline for application is November 26, 1973, with awards to be announced by March 15, 1974. Application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

The Social Science Research Council (SSRC) will administer or cosponsor the fellowship and grant programs listed below. These programs will support research to be undertaken in 1974-75. Some of the programs offered jointly by SSRC and the American Council of Learned Societies appeared in previous issues of the *Linguistic Reporter* (see *LR*, May-June 1973 and October 1973).

POSTDOCTORAL RESEARCH GRANTS

Grants for African Studies. Applications by December 1, 1973.

Grants for Japanese Studies. Applications by December 1, 1973.

Grants for Korean Studies. Applications by December 1, 1973.

Grants for Research on the Near East and Middle East. Applications by December 1, 1973.

Grants for Collaborative Research on the Near and Middle East. Applications by January 4, 1974.

*Postdoctoral Grants for Latin American and Caribbean Studies, including Collaborative Research Grants. Applications by December 15, 1973.

PREDOCTORAL RESEARCH FELLOWSHIPS

Africa and the Middle East. Applications by November 12, 1973.

East, South, and Southeast Asia. Applications by November 12, 1973.

Research Fellowships in Latin America and the Caribbean. Applications by November 30, 1973.

Collaborative Research Training Fellowships in Latin America and the Caribbean. Applications by February 15, 1974.

Inter-American Research Training Seminars in Latin America and the Caribbean. Applications by January 15, 1973.

Western Europe. Applications by November 30, 1973.

Applications will not be accepted after the specified deadline date. Applications for programs marked with an asterisk (*) should be addressed to Fellowships and Grants, Social Science Research Council, 110 East 59th Street, New York, New York 10022. A detailed announcement of other programs is available from Social Science Research Council Fellowships and Grants, 230 Park Avenue, New York, New York 10017.

The National Science Foundation (NSF), in cooperation with the U.S. Department of State, administers a program of NATO Senior Fellowships in Science, sponsored by the North Atlantic Treaty Organization. The primary objective of this program is to enable universities and non-profit scientific research institutions in the United States to send senior staff members to study new scientific techniques and developments at research and educational institutions in other NATO nations or in countries cooperating with NATO. Awards will be made in a number of fields, including the social sciences.

Candidates must be U.S. citizens affiliated with a U.S. college or university or a non-profit scientific research institution. They must have at least five years experience in research, teaching, or other relevant professional work and must be relatively fluent in the language of the country where the proposed visit will take place. Candidates may not apply directly for these fellowships but must be nominated by their institutions.

Applications must be submitted by January 31, 1974. For further information write Office of Sponsored Projects, National Science Foundation, Washington, D.C. 20550.

The U.S. Department of Health, Education, and Welfare (HEW) has begun a program of special grants to educational institutions for short-term training of persons planning to work in Indian education facilities. Initial funding will provide thirteen colleges and universities with a total of \$532,000 for use in training teachers, administrators, and education specialists. Total funding for the program should be in excess of \$5 million dollars.

conferences, seminars, workshops

The **Linguistic Society of America** will hold its forty-eighth annual meeting, December 28-30, in San Diego, California. Over 175 papers will be presented during thirty different sessions. Topics to be covered include: perlocutions and illocutions, presuppositions, language of the deaf, syntax, cycles, perceptual strategies, lexical decomposition; socio-linguistics, language and social roles; phonology natural and unnatural rules; syntax, squishes and hierarchies; adverbials; history of linguistics, experimental phonetics, tone and music, phonology the syllable, verb semantics, language acquisition, tense, aspect, and modality; morphology and morphophonemic rules, psycholinguistics, Indo-European phonology, morphology, syntax; Romance phonology and syntax; English phonology, historical linguistics, typology and universals. There will also be a special session which will consist of papers from the 1973 American Anthropological Association Conference on Amerindian Languages. Further information and meeting registration materials can be obtained from Linguistic Society of America, 1611 North Kent Street, Arlington, Virginia 22209.

A **Speech Communication Seminar**, jointly sponsored by the Swedish Acoustical Society and the Department of Speech Com-

munication at the Royal Institute of Technology, will take place August 1-3, 1974 in Stockholm, Sweden. This seminar is intended to serve as a basis for discussions of present standing and trends of development in the following areas: 1) speech processing for analysis and synthesis, 2) speech production and synthesis by rules; 3) speech perception and automatic recognition, 4) speech defects, language teaching, and communication aids for the handicapped. Technical Sessions will be devoted to discussions of these developments and to reviews and additional papers. The reviews will generally concern papers which will be presented at the 8th International Communication Association Convention to be held in New Orleans, Louisiana, April 17-20, 1974. Application forms for participation in the seminar may be obtained from the Stockholm Convention Bureau, Strandv. 7c, 114 56 Stockholm, Sweden.

The **8th International Congress of Phonetic Sciences** will be held at Leeds, England on August 17-23, 1975. Requests for copies of the first circular for the Congress should be addressed to Special Courses Division, Department of Adult Education and Extra-Mural Studies, Leeds University, Leeds LS2 9JT, England.

are to strengthen the learner's cultural-ethnic identity, to give the learner competence in world-standard Spanish, and through Spanish to reinforce and increase the learner's understanding in various curriculum areas. Topics presented include the treatment of local dialects, the relationship of Spanish-S to other Spanish teaching and to cultural self-determination, curriculum and teaching methods, a seven-step strategy for developing literacy, and teacher training for Spanish-S. Appended is a bibliography of suggested teaching materials in various subject areas for grades K-16.

Semantic Structures in Spanish: A Proposal for Instructional Materials, by Frances M. Aid. Washington, D.C., Georgetown University Press, 1973. v, 146 pp. \$3.25.

In this study, originally a Ph.D. dissertation, the author has attempted to apply insights of recent grammatical theory to the comparison of languages and the preparation of teaching materials for an audio-lingual language course. After defining the grammatical model to be used—a semantically based model integrated with aspects of case grammar—the next three chapters deal with specific structures in Spanish and the comparable forms in English: categories of verb forms, the use of the copulas *ser* and *estar*, and various focusing devices such as the use of deep structure nouns in surface structure functions, the *se*-focus, and passivization. The author then considers the relevance of this analysis to preparation of materials for teaching Spanish to speakers of English and recommends points to be taken into account in the organization and presentation of material in a learner's grammar. Appendices include several verb lists keyed to the very types dealt with in the text and an extensive list of references.

Studies in Linguistics in Honor of Raven I. McDavid, Jr., edited by Lawrence M. Davis. University, Ala., University of Alabama Press, 1972. xviii, 461 pp. \$17.50.

The thirty-six studies in this volume were collected in honor of Raven I. McDavid's sixtieth birthday and represent research in the areas of dialectology, language structure, and language history. Among the contributed articles are Hankey's discussion of West Penn-Ohio phonology, Shuy's treatment of social dialect and employability, Garvin's pilot study in applied linguistics, and Kurath's presentation on relics of English folk speech in American English.

Linguist Wanted

Consultant, editor, native speaker of English for Hungarian-English Contrastive Project, Budapest. Approximately six months beginning January or February 1974. Round-trip transportation to Hungary (for individual only), small apartment, utilities and all medical care provided plus modest salary in forints. Consult with workers on research in progress and edit Project working papers. Requirements: Ph.D. or doctoral candidate, linguistics, stylistic ability, TEFL/TESL experience helpful. Submit writing samples. Address inquiries and applications to D. Rapp, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

book notices

Teaching Spanish in School and College to Native Speakers of Spanish/La Enseñanza del Español a Estudiantes Hispanoparlantes en la Escuela y en la Universidad, Washington, D.C., Government Printing Office, 1972. iv, 26 pp. \$5.50.

This report was prepared for the U.S. Office of Education by a committee appointed in 1970 by the American Association of Teachers of Spanish and Portuguese. Written in both English and Spanish, the booklet describes the Spanish-S (Spanish for Spanish speakers) program that the committee recommends for all grade levels from kindergarten through college, in order to take advantage of the knowledge and competence that Spanish-speaking students have. The specific goals of such a program

SELECTED BIBLIOGRAPHIES: 2

TEXTBOOKS AND READERS IN THE SOCIOLOGY OF LANGUAGE

by Walt Wolfram

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In this selected bibliography, we present available textbooks and readers in the field that has often been referred to as the sociology of language. As defined here, the term is intended to include both detailed aspects of the utilization of speech acts or events and large-scale aggregate regularities. This means that it covers both the ethnography of communication as well as the interaction of general social factors and language situations. Although bilingual situations have sometimes been included in the discussion of the sociology of language, we have decided to exclude textbooks and readers on bilingualism as such. This is a topic which should be considered as a unit in its own right, and a future bibliography in the *Linguistic Reporter* will be devoted to textbooks and readers in this area. Also excluded from this listing are books specifically dealing with language planning, since this too will be treated as a separate unit.

Included in the present bibliography are works by linguists, anthropologists, and sociologists. Each of these disciplines, of course, has a somewhat different orientation in the treatment of language in its social context, and the topics of interest will vary to some extent. In anthropology and linguistics, textbooks and readers have sometimes been considered under the rubric of *language and culture* or *ethnolinguistics* instead of the sociology of language as such.

As with the previously published bibliography of Textbooks and Readers in Sociolinguistics (see the *Linguistic Reporter*, Vol 15, No 6, September 1973), only available textbooks and readers are included. Annotations are intended to be descriptive rather than evaluative, and the choice of books in the area was made at the discretion of the annotator. Obvious omissions brought to the attention of the editor can be included in future issues.

TEXTBOOKS

Language and Culture, by Herbert Landar. New York, Oxford University Press, 1966. xiv, 274 pp.

This text looks at the relationship of language and culture from a perspective which involves an interpretation of the history of the study of anthropology. Specific topics covered are writing, cultural and linguistic theory, culture from a Boasian viewpoint, and culture from a Sapirian perspective. It is best read by the student with an introduction to anthropology and linguistics.

Language and Society, by Joseph Bram. New York, Random House, 1955. viii, 66 pp.

An introductory treatment of the role of language in human society. The central concern in this discussion is that of the anthropologist and sociologist—the functions of language in the socio-cultural order. The text illustrates a sociologist's approach to language in society before some of the developments in the sociology of language in the 60's became more quantitatively oriented.

Languages in Contact, by Uriel Weinreich. The Hague, Mouton, 1953. xii, 148 pp.

Although this is sometimes considered more of a study in bilingualism, the topics treated in this book cover a range of areas generally treated in the sociology of language. Despite the fact that this book is now two decades old, it still remains a classic in the field, anticipating a number of concerns which were to follow in the 1960's and 70's. The discussion of structural interference is best read by the student with some fundamental knowledge in descriptive linguistics.

Man's Many Voices: Language in Its Cultural Context, by Robbins Burling. New York, Holt, Rinehart and Winston, 1970. xi, 222 pp.

The orientation of this text reflects the author's anthropological background as he considers the way in which language is affected by the rest of culture. A wide spectrum of topics is included, ranging from kinship terminology and componential analysis to verse and linguistic games. Language situations extend from linguistic diversification in India to Black English in the United States. Primarily intended for the college course in language and culture, the book is more meaningful after an introductory course in cultural anthropology, although this does not appear essential for understanding.

Mankind, Nation, and the Individual from a Linguistic Point of View, by Otto Jespersen. Bloomington, Ind. Indiana University Press, 1964. 198 pp.

This book was originally published in 1946, before the interest in sociolinguistics came to the fore. Much of the description of language in society remains current despite some refinements in methodology and theory that have

taken place. The non-technical description makes this work highly readable for the student and the layman.

The Social Meaning of Language, by J. B. Pride. London, Oxford University Press, 1971. 124 pp.

This brief introduction covers a great range of material in limited detail, beginning with linguistics as a social science and concluding with a discussion of generative linguistics and sociolinguistics. In between, aspects of first and second language acquisition, social values of language, and speech functions and events are surveyed. At the conclusion of certain chapters, further references are given for the reader who wants to pursue a particular topic.

A Sociology of Language, by Joyce O. Hertzler. New York, Random House, 1965. xii, 559 pp.

In this text, language is examined from the sociological point of view. Language is considered as a social emergent, a social invention, and a major social instrumentality, having general human functions and an array of specifically social functions. The analyses and interpretations are cast in terms of major sociological concepts. The principles of the sociology of language are illustrated mainly with examples from English.

The Sociology of Language, by Joshua A. Fishman. Rowley, Mass., Newbury House, 1972. xiii, 250 pp.

This is an expansion and reformulation of the author's *Sociolinguistics: A Brief Introduction* (1970). The intent of the text is to familiarize the student of linguistics with the social context of speech, and the student of society with language as a referent of social behavior. Both micro- (details of speech acts and events) and macro- (more general language relationships) aspects of sociolinguistics are considered, as well as broad questions of applied sociolinguistics. Fundamental concepts of linguistics and sociology are presented in such a way that the book may be meaningfully read by the beginning student in either discipline.

Studies in Socio-Linguistics, by A. Capell. The Hague, Mouton, 1966. 167 pp.

This book, primarily intended for the non-specialist, is a summary of the relationship of language and culture. The ten chapters are organized around three main questions: 1) the parallels between linguistic and social facts and the search for a sociolinguistic theory capable of producing a unified theory of human behavior, 2) the relation between social change and linguistic change, and 3) the role of language in society. The orientation of the book leans heavily on Pike's work dealing with a unified

theory of language behavior This text originally grew out of a series of lectures by the author to a senior class in anthropology at the University of Sydney in Australia

READERS

Advances in the Sociology of Language, Vol 1 Basic Concepts, Theories and Problems, Alternative Approaches, edited by Joshua A Fishman The Hague, Mouton, 1971 418 pp

Four monograph-length essays by prominent sociolinguistic researchers and theoreticians comprise this volume Representative articles by Fishman, Ervin-Tripp, Grimshaw, and Labov reveal the extent to which the field has become more integrated around systematic questions and concepts Also revealed is the way in which the field is utilizing both linguistic and social science skills at an advanced level

Advances in the Sociology of Language, Vol 2 Selected Studies and Applications, edited by Joshua A Fishman The Hague, Mouton, 1972 334 pp

Twenty-four selections are grouped into five clusters, including 1) small group interaction, 2) large-scale socio-cultural processes, 3) bilingualism and diglossia, 4) language maintenance and language shift, and 5) applied sociology of language policy, planning, and practice These essays, all of very recent vintage, reveal the extent to which this field has become more data oriented (as distinct from programmatic) and more quantitative (rather than primarily ethnographic or anecdotal) The description of a number of different language situations in this anthology complements the theoretical issues dealt with in Volume I Both of these volumes are to be part of a series "Contributions to the Sociology of Language", which will be under the general editorship of Joshua A. Fishman

Directions in Sociolinguistics The Ethnography of Communication, edited by John J Gumperz and Dell Hymes New York, Holt, Rinehart and Winston x, 398 pp

The readings in this book are divided into three main categories 1) ethnographic description and explanation, 2) discovering structure in speech, and 3) genesis, maintenance, and change of linguistic codes The main theme uniting the various articles is the concern for ethnographic information and insight into the verbal practices of human groups rather than the description of linguistic form as such A representative sample of speech acts in different cultures throughout the world is included in the selections

The Ethnography of Communication, edited by John J Gumperz and Dell Hymes (Special Publication of American Anthropologist, Vol 66, No 6, Part 2) Washington, D.C., 1964 186 pp

The range of topics included in this special issue is rather broad, as articles on baby talk, proverbs, and linguistic correlates of social stratification are all included The anthology

had its origin in two symposia on language and culture

Explorations in Sociolinguistics, edited by Stanley Lieberson (Published as Vol 36, No 2 of Sociological Inquiry, and IJAL Publication No 44 [Vol 33, No 4]) 1967 204 pp

This volume of 13 essays was originally published to bridge the gap between linguistics and the behavioral sciences Contributions by anthropologists, sociologists, and linguists represent a fairly wide range of language problems in their social context Both general and specific aspects of sociolinguistic situations are considered by the authors

Functions of Language in the Classroom, edited by Courtney B Cazden, Vera P John and Dell Hymes New York, Teachers College Press, 1972 ix, 394 pp

The three different parts of this volume (perspectives from nonverbal communication, varieties of language and verbal repertoire, and varieties of communication strategies) cover a number of different language situations in the United States and their educational implications As part of a series on anthropology and education, the focus is more on the communicative functions of language than on the linguistic items as such Most of the essays were written especially for this book

Language and Social Context, edited by Pier Paolo Giglioli Middlesex, England, Penguin Books, 1972 399 pp

The 15 reprinted articles which comprise this collection are divided into five main parts 1) approaches to sociolinguistics, 2) speech and situated action, 3) language, socialization, and subcultures, 4) language and social structure, and 5) language, social change, and social conflict The editor has mainly designed this work for a sociological audience but includes selections by anthropologists, sociologists, linguists, political scientists, and philosophers Themes of a sociological interest are the unifying factor in the papers, but most of the selections should also be of interest to the student in any discipline considering the social context of language

Language, Culture and Communication Essays by Joseph H Greenberg, edited by Anwar S Dil (Language Science and National Development Series, 2) Stanford, Calif., Stanford University Press, 1971 xvi, 368 pp

The twenty-two essays included in this anthology date from 1948 to 1971 and deal with a wide range of subjects, e.g possible linguistic contributions to historical ethnography, African sociolinguistics, African language classification, language universals, and how linguistics has influenced and been influenced by the theoretical foundations of other scientific disciplines

Language in Culture, edited by Harry Hoyer Chicago, University of Chicago Press, 1954 xi, 286 pp

This book is a report of a conference which brought together a group of scholars who

shared an interest in the problem of meaning and the relationship of language to other aspects of culture For the most part, the papers are centered around the Whorfian hypothesis, reviewing, interpreting, and expanding matters raised by Whorf. The collection is divided into the presentation of papers and discussions

Language in Culture and Society A Reader in Linguistics and Anthropology, edited by Dell Hymes New York, Harper and Row, 1964 xxix, 764 pp

As one of the early anthologies on the general topic of language and culture, this reader still stands as a classic in the field Its comprehensive coverage is divided into ten different parts, dealing with topics which range from the scope of linguistic anthropology to social structure and the speech community Useful reference notes and bibliographies are included Preparation of a revised edition is currently underway, in which more current developments in the field will be included

Language in Social Groups Essays by John J Gumperz, edited by Anwar S Dil (Language Science and National Development Series, 3) Stanford, Calif., Stanford University Press, 1971 xvi, 350 pp

This volume contains seventeen of the author's papers in sociolinguistics which are selected from works published between 1957 and 1971 The papers are arranged chronologically in two sections "Language and Linguistic Diversity" and "Social Usage and Social Interaction" Among the concepts explored are those of speech community and linguistic repertoire, a theoretical framework for sociolinguistics, and the importance of linguistic diversity for vital communicative functions, social mobilization, and linguistic modernization

Language in Sociocultural Change Essays by Joshua A Fishman, edited by Anwar S Dil (Language Science and National Development Series, 6) Stanford, Calif., Stanford University Press, 1972 xiv, 373 pp

This collection of 16 essays is divided into 6 main sections 1) Approach to Sociolinguistics, 2) Language Maintenance and Language Shift, 3) Societal Bilingualism, 4) Language Planning, 5) General Sociolinguistic Theory, and 6) Applied Sociology of Language Sociocultural change, both planned and unplanned, is viewed by the author as the dominant social process of our age, and therefore the appropriate context in which to view language in society

Language Structure and Language Use Essays by Charles A Ferguson, edited by Anwar S Dil (Language Science and National Development Series, 1) Stanford, Calif., Stanford University Press, 1971 xiv, 327 pp

The essays in this volume are for the most part concerned with practical language problems and at least half deal with sociolinguistic problems in developing nations Other topics covered are language learning and teaching, child language, universals of language structure and

use, and language typology. The arrangement is chronological, and the selections cover the period 1959-1970.

Language, Thought, and Reality. Selected Writings of Benjamin Lee Whorf, edited by John B. Carroll. New York, MIT Press and John Wiley & Sons, 1956. xi, 278 pp.

This is a posthumous collection of Benjamin Lee Whorf's papers centering around Whorf's principle of relativity in which linguistic categories are seen to determine the picture of the universe. Most of the papers deal with this issue as it is manifested in various American Indian languages. Although it is a quite restricted area of sociolinguistics, the so-called "Whorfian hypothesis" has stimulated a great deal of discussion up to the present.

Language Use and Social Change. Problems of Multilingualism with Special Reference to Eastern Africa, edited by W. H. Whiteley. London, Oxford University Press, 1971. x, 406 pp.

The subject of this volume, papers from the Ninth International African Seminar held in 1968, is the social implications of multilingualism. The twenty-two articles include relevant contributions concerning general theoretical and methodological problems in sociolinguistics as well as specific discussions of the language situation in Eastern Africa.

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

The 43 articles included in this anthology are welded together by an interest in language determinants, concomitants, or consequences of social behavior. Society provides the context from which language behavior is ultimately viewed. The selections are organized around seven different themes: 1) Perspective on the Sociology of Language, 2) Language in Small-Group Interaction, 3) Language in Social Strata, 4) Language Reflections of Socio-Cultural Organization, 5) Multilingualism, 6) Language Maintenance and Language Shift, and 7) The Social Contexts and Consequences of Language Planning. A wide representation of topics and sociolinguistic situations has made this a rather popular book of readings for courses in language and culture, the sociology of language, or sociolinguistics. The readings have been found useful for courses in departments of sociology, anthropology, speech, and linguistics.

Social Anthropology and Language, edited by Edwin Ardener. London, Tavistock, 1971. vii, 318 pp.

Essentially, this is a collection of papers from a conference at the University of Sussex in 1969. The 11 different selections are subsumed under the general topics of 1) Social Anthropology, Language and Sociolinguistics, 2) Multilingualism and Social Categories, and 3) Social Anthropology and Language Models. A lengthy introductory essay by Ardener sets forth the

British school of social anthropology's view of language in the context of society. The majority of the papers take this perspective, which makes this anthology somewhat different in outlook from most language and culture texts authored by American sociolinguists.

Sociolinguistics: Current Trends and Prospects, edited by Roger W. Shuy. Report of the 23rd Annual Round Table Meeting on Linguistics and Language Study (Monograph Series on Languages and Linguistics, 25). Washington, D.C., Georgetown University Press, 1973. ix, 351 pp.

The papers at this annual conference of the Georgetown Round Table are devoted to the wide scope of sociolinguistics as it is viewed today. Sessions of the conference were organized around ways of analyzing variability in the formal representations of grammars, the relationship of sociolinguistics to social interaction, sociolinguistic surveys, the intersection of sociolinguistics and education, and the influence of the fields of linguistics and sociology on sociolinguistics. Reports of special interest-group sessions are also included in an appendix.

Sociolinguistics in Cross-Cultural Analysis, edited by David M. Smith and Roger W. Shuy. Washington, D.C., Georgetown University Press, 1972. vi, 127 pp.

With the exception of one article, the papers here comprise the proceedings of a special symposium on sociolinguistics held at the 1971 meeting of the American Anthropological Association. Topics of concern include sociolinguistic theory, description, and application both in the United States and abroad.

Sociolinguistics: Proceedings of the UCLA Sociolinguistics Conference, 1964, edited by William Bright. The Hague, Mouton, 1966. 324 pp.

This is a report of what was perhaps the first conference to be exclusively devoted to the field of "sociolinguistics." Thirteen different presentations are included along with the tape-recorded discussions which followed each paper. The topics represent a wide range of interests by a number of the scholars who contributed substantially to the development of the field. A helpful introduction by Bright sets the dimensions of sociolinguistics and anticipates the era of rapid development affecting linguistics, sociology, and anthropology.

Study of the Role of Second Languages in Asia, Africa, and Latin America, edited by Frank A. Rice. Washington, D.C., Center for Applied Linguistics, 1962. vi, 123 pp.

The aim of this survey is to investigate the nature and extent of the problem of second language learning as a factor in the national development of Asian, African, and Latin American countries. Several programmatic papers present typologies for considering multilingual situations, and complement the description of specific language situations in the three continents as described in the survey.

NIE — from page 1

proximations of Audio Presentation Stimuli. Eric F. McClure, University of Illinois, Urbana. \$125.758. The Acquisition of Communicative Competence in a Bicultural Setting.

Janet L. Mistler-Lachman, University of Kansas, Lawrence. \$9.932. A Psycholinguistic Study of Vagueness.

Allen A. Montgomery, Purdue University Research Foundation. \$9.901. Evaluation of Methods for Scoring a Test of Children's Grammatical Performance.

Harvey Pitkin, Columbia University. \$9.892. Linguistic Analysis of the Tanaina Language Baseline for Bilingual Education.

Jane B. Raph, Rutgers, The State University. \$9.960. Development of Mental Representation and Language Production in Early Childhood.

Jeffrey R. Travers, Swarthmore College. \$9.780. Development of a Formal Model of Word Recognition.

Murray L. Wax, University of Kansas, Lawrence. \$18.879. Bilingual Classrooms in a Mexican-American Community.

Marsha Ann Zlatin & Yoshiyu Horih, Purdue University. \$28.529. Language Acquisition: Some Acoustic and Interactive Aspects of Infancy.

ISRAEL — from page 3

language apart from having a purely intellectual, literary, or cultural value and 2) are drawn from non-fictional as well as fictional sources. This should prove to be an excellent departure from former reading courses where students were exposed only to literary classics which, while intellectually relevant, did little to increase the students' knowledge of contemporary English usage.

Essentially, all English language instructional techniques, activities, etc. in Israeli schools will, under this new program, be judged according to whether they are relevant to the goal of providing the student with a means of communication.

Forthcoming Bibliographies

Language Planning

Bilingual Education

Introductory Linguistics Texts

grant and fellowship deadlines

Organization	Program	Details in Newsletter	Deadline
ACLS	<i>Study Fellowships</i>	May-June, p 6	Nov 1
	<i>Research Fellowships in American Studies for Citizens of Europe</i>	May-June, p 6	Dec 1
	<i>Grants for Research on Chinese Civilization</i>	May-June, p 6	Dec 3
	<i>Grants for Research on South Asia</i>	May-June, p 6	Dec 3
	<i>Grants for East European Studies</i>	Nov, p 2	Dec 31
	<i>Grants for Postdoctoral Research (Eastern Europe)</i>	Nov, p 2	Dec 31
	<i>Grants for Study of East European Languages</i>	Nov, p 2	Feb 1
	<i>Travel Grants to Conferences Abroad (June-Sept, Oct-Jan, Feb-May)</i>	Oct, p 4	Feb 15, June 15, Oct 15
	<i>Grants-in-Aid</i>	May-June, p 6	Feb 15
		<i>Grants in Support of Conferences (Eastern Europe)</i>	Nov, p
APS	<i>Grants to Postdoctoral Scholars</i>	Sept, p 3	Feb 1, April 1, Aug 1, Oct 1
Ford Foundation	<i>Postdoctoral Fellowships</i>	Nov, p 7	Nov 1
IREX	<i>Travel Grants (USSR)</i>	Oct, p 3	Open
	<i>Collaborative Project Grants</i>	Oct, p 12	April 30
	<i>Exchange of Graduate Students and Junior Faculty with USSR</i>	Oct, p 3	Nov 1
	<i>Research Grants for Eastern Europe</i>	Oct, p 3	Nov 15
	<i>Exchange of Senior Scholars with USSR</i>	Oct, p 3	Dec 1
	<i>Ad-Hoc Grants</i>	Oct, p 3	Dec 31, March 31, May 31
NAS	<i>Exchange of U S Scientists with Eastern European Countries</i>	Sept, p 3	Nov 21
NEH	<i>Special Projects</i>	Forthcoming	Open
	<i>Project Grants in Education</i>	Oct, p 2	Nov 1
	<i>Youthgrants in the Humanities</i>	Oct, p 9	Nov 15, April 1
	<i>Research Grants</i>	April, p 2	Nov 19
NIH	<i>Research Grants</i>	Sept, p 12	Feb 1
NIMH	<i>Small Grants</i>	Sept, p 12	Open
	<i>Research Project Grants</i>	Sept, p 12	Feb 1
	<i>Program Project Grants</i>	Sept, p 12	Feb 1
	<i>Special Grants</i>	Sept, p 12	Feb 1
	<i>Research Grants</i>	Sept, p 12	Feb 1
NSF	<i>Graduate Fellowships</i>	Nov, p 7	Nov 26
	<i>NATO Senior Fellowships in Science</i>	Nov, p 7	Jan 31
SSRC	<i>Predoctoral Research Fellowships</i>	Nov, p 7	Nov 12, Nov 30, Jan 15, Feb 15
	<i>Postdoctoral Research Grants</i>	Nov, p 7	Dec 1, Dec 15, Jan 4

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CHINESE LINGUISTS VISIT U.S. SCHOOLS

A group of language teachers and linguists from the People's Republic of China arrived November 8 for a thirty-four day visit sponsored jointly by the Committee on Scholarly Communication with the People's Republic of China and the National Committee on United States-China Relations. The main objectives of this visit are to observe how English is taught as a foreign language in the United States, how foreign languages (including Chinese) are being taught, and how research work on the teaching of foreign languages is being carried out. The planning for the visitors' itinerary was coordinated by the Center for Applied Linguistics (CAL).

The delegation consists of the following Chinese members: Ch'en Chia, Delegation Leader (Professor of English, Foreign Language Department, Nanking University); Chou Chueh-liang, Deputy Leader (Professor of English, Foreign Language Institute, Peking); Fang Shu-chen (Assistant Professor of English, Chungshan University, Canton); Chu Te-hsi (Assistant Professor of Chinese, Peking University); Lin Chun-ch'iu (Director of Machine Teaching Programs, Foreign Language Institute, Shanghai); Lu Pi-sung (Lecturer, Institute of Linguistics, Peking); Kuo I-ch'ing (Instructor, English Department, Nankai University, Tientsin); Li Shun-hsing (Staff Member, Science and Education Group

under the State Council, Peking). The group is also accompanied by Chang Chih-hsiang of the Liaison Office of the People's Republic of China in Washington, D. C.; Jan Bennis of the National Committee on United States-China Relations staff, and professional consultants Timothy Light (Cornell University) and Charles Blatchford (University of Hawaii).

The first formal activity on the group's schedule was a two-day Seminar at CAL which provided an overview of language teaching in the United States. Topics covered included the organization of American education, research on language, language teaching, and language testing, the development of and current trends in the teaching of English as a foreign language in the United States, linguistics and language teaching, contrastive linguistics, materials development, with reference to bilingual education, foreign language teaching in the United States, with special reference to Chinese, equipment and technology in foreign language teaching, and U.S. government programs relating to language and culture. Participants in the Seminar were James Alatis (Georgetown University and TESOL), Jane Alden (Department of State), J. Donald Bowen (University of California at Los Angeles), Robert Fox (American University), Albert H. Marckwardt (University of Michigan), Muriel Saville-Troike (Georgetown University and TESOL), Earl Stevick (Foreign Service Institute), Richard Thompson (Institute of International Studies, U.S. Office of Education), Rudolph C. Troike (Center for Applied Linguistics), Richard Tucker (McGill University).

While in Washington, D. C., the delegation also visited Georgetown University, the Foreign Service Institute, and the U.S. Information Agency and attended a reception hosted by the National Academy of

Sciences. They then moved on to New York City for a three-day stay. Activities for this segment of their visit included stops at the Modern Language Association, Gattegno Language School, and Columbia University, a reception sponsored by the National Committee on United States-China Relations, a tour of the United Nations, and a seminar with private organizations interested in the teaching of English which included representatives from the Ford Foundation and the International Research and Exchanges Board. After a day of rest, the group proceeded to Boston where they visited several universities in and around the Boston area, including Harvard, MIT, and Boston University. On Thanksgiving Day, arrangements were made for members of the delegation to have dinner in various private homes as part of the intercultural exchange aspect of their tour. After attending the ACTFL Convention, the delegation spent two days at the University of Michigan in Ann Arbor followed by a two-day visit to the University of Illinois at Champaign. While in Champaign, they also met with officials of the National Council of Teachers of English.

The delegation is currently involved with the West Coast phase of their visit, which began on November 30 with stops at San Francisco Unified Schools and California State University, San Francisco. During their stay in California, they will visit the Berkeley and Los Angeles campuses of the University of California and Stanford University. The final days of the tour will be spent in Honolulu, where planned activities include a dinner sponsored by the Hawaiian Council of English Teachers, sightseeing, and visits to the East-West Center and the University of Hawaii.

A more detailed report of the visitors and their activities will appear in a future issue of *The Linguistic Reporter*.

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NDEA LANGUAGE AND AREA CENTERS

TESOL Announces Convention Program

The Institute of International Studies, Division of Foreign Studies, U.S. Department of Health, Education, and Welfare, U.S. Office of Education has announced support for 50 NDEA Centers for International, Language, and Area Studies for 1973-74. Listed below are the institution, project title, contact person, and grant amount for these centers.

University of California at Berkeley

Center for Near Eastern Studies. Mounah A. Khouri. \$102,000
East European Language and Area Center. Andrew C. Janos. \$73,041
South Asian Language and Area Studies Center. Eugene Irschick. \$96,498

University of California at Los Angeles

African Studies Center. Boniface Obichere. \$101,000.
Latin American Center. Johannes Wilbert. \$71,000.
Near Eastern Language and Area Center. Speros Vryonis. \$86,500

University of Chicago

Far Eastern Language and Area Center. Philip Kuhn. \$90,477
Middle Eastern Language and Area Center. Marvin Zonis. \$98,500
South Asian Language and Area Center. Edward Dimock. \$105,500

Columbia University (with City University of New York)

Western European Language and Area Center. Wilfried L. Kohl. \$93,636

Columbia University

East Asian Language and Area Center. Gari K. Ledyard. \$119,000
Soviet and East European Language and Area Center. Marshall D. Shulman. \$115,947

Cornell University

Southeast Asian Language and Area Center. John M. Echols. \$113,489

University of Denver

Program in Comparative Studies. Robert C. Good. \$77,969

Duke University

Program of Canadian Studies. Richard Preston. \$84,500

University of Florida

Latin American Language and Area Studies Program. William E. Carter. \$84,500

Harvard University

Center for Middle Eastern Studies. Muhsin Mahdi. \$89,500
Language and Area Center for East Asian Studies. Donald H. Shively. \$143,000

University of Hawaii

Pacific Islands Studies Center. Norman Meller. \$76,500

University of Illinois

African Studies Center. Victor C. Uchendu. \$63,000

See NDEA — 9, Cols. 1 and 2

The Eighth Annual Convention of the Teachers of English to Speakers of Other Languages will be held March 5-10, 1974 in Denver, Colorado. The convention program will focus on six main themes: English as a Foreign Language, English as a Second Language, Standard English as a Second Dialect, Bilingual Education, Adult Education, and Applied Linguistics. Topics will range from recent research to classroom practice, but the main emphasis will be on various aspects of procedures and techniques in the classroom.

The convention format will provide for general sessions alternating with small-group and special-interest sessions, the presentation of research papers, and special feature programs—e.g. a panel of specialists to answer questions on problems encountered by the classroom teacher, demonstration films, and round table seminar discussions. Small group workshops will meet for two days preceding the formal opening of the convention.

Among the speakers at the general sessions will be Betty Wallace Robinett, TESOL President for 1974-75 (University of Minnesota), Robin Lukoff (University of California at Berkeley), Wallace Lambert (McGill University), and Mary Finocchiaro (Hunter College, emeritus). A preliminary schedule for small-group and special-interest sessions includes the following titles and speakers: "Culture in the Bilingual-Bicultural Curriculum" (Anthony R. Sancho), "Some Implications for ESOL from Ethnographic Semantics" (Kenneth Croft, California State University, San Francisco); "The Effects of Bilingual Schooling on Children with Language Learning Disabilities" (Margaret Bruck and M. Sam Rabinovitch, McGill University), "A Reevaluation of Grammatical Structure Sequencing" (Diane E. Larson, University of Michigan), "Transformational Sentence Combining in a Barrio School" (Jose M. Burruel, Julie Gomez, and James W. Ney, Arizona State University), "Evolving Andragogic Principles and Their Applications to the ESL Classroom" (James W. Fox, University of Alberta), "Bilingual Education, Promises and Paradoxes" (John W. Oller, Jr., University of New Mexico).

Registration forms for all convention activities are now being sent to TESOL members. Non-members desiring to attend the convention should write James E. Alatis, TESOL Executive Secretary, School of Language and Linguistics, Georgetown University, Washington, D.C. 20007.

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

The *Linguistic Reporter*, the Center's newsletter, is published ten times a year, monthly except July and August. Editor: Allene Guss Grognet. Associate Editor: Marcia E. Taylor. Annual subscription, \$2.50; air mail, \$4.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications and books for review should be sent to the Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from *The Linguistic Reporter* provided acknowledgement is given.

COURSES SET FOR LSA LINGUISTIC INSTITUTE

The University of Massachusetts and the Linguistic Society of America have announced that the 1974 Linguistic Institute will take place from June 24 through August 16, 1974 on the University's Amherst campus. The Institute will offer graduate credit courses in various aspects of linguistics, several lecture programs in modern theoretical linguistics, and a variety of related conferences and informal seminars. The following is a preliminary schedule of course offerings, organized by topic

HISTORICAL LINGUISTICS

Introduction to Indo-European Languages. Raimo Anttila (University of Helsinki)
Introduction to Diachronic Linguistics Raimo Anttila

INTRODUCTION TO LINGUISTICS

Basic Course in Linguistics James Peter Thorne (University of Edinburgh)

PHONOLOGY

Introduction to Phonology Stephen Anderson (Harvard University)
Introduction to the Study of Tone Languages. Frank W Heny (University of Massachusetts)
Elements of Phonetics. Morris Halle (MIT) and Kenneth Stevens (MIT)
Problems in Phonology Morris Halle and S Jay Keyser (University of Massachusetts)

PSYCHOLINGUISTICS

Introduction to Psycholinguistics Jerry Fodor (MIT)
Psycholinguistics Thomas Roeper (University of Massachusetts)
Interaction of Psycholinguistic and Linguistic Systems D Terence Langendoen (City University of New York)

SEMANTICS

Introduction to Logic Richmond Thomason (University of Pittsburgh)
Lexical Decomposition David Dowty (University of Texas)
Interpretive Semantics. Ray Jackendoff (Brandeis University)
Model Theoretical Semantics Richmond Thomason
Montague Grammar Barbara Hall Partee (University of Massachusetts)
Topics in English Semantics Frank W Heny
Medieval Logic and Grammar Mary Sirridge (University of Massachusetts)
Philosophy of Language Terence Parsons (University of Massachusetts)
Semantics of English Complementation

Lauri Karttunen (University of Texas)
Grice Robert Stalnaker (Cornell University)
Presuppositions Janet Dean Fodor (University of Connecticut)

SPECIAL TOPICS

Current Issues in Linguistics Noam Chomsky (MIT)
Taxonomic Linguistics D. Terence Langendoen
Field Methods. Emmon W. Bach (City University of New York)
Mathematical Linguistics Arnold Zwicky (Ohio State University)
Language Processing. Stephen Isard (University of Edinburgh)

STRUCTURE OF LANGUAGE

Finnish Lauri Karttunen
Japanese. Susumu Kuno (Harvard University)
Slavic Robert Rothstein (University of Massachusetts)
Gothic Carroll Reed (University of Massachusetts)
Old Icelandic James E Cathey (University of Massachusetts)

STYLISTICS

Introduction to Stylistics James Peter Thorne
Introduction to Poetics. Morris Halle and S Jay Keyser

SYNTAX

Introduction to Transformational Grammar Adrian Akmajian (University of Massachusetts)
Introduction to Lexicalist Syntax Ray Jackendoff
Grammatical Relations in Syntactic Theory I David Perlmutter (MIT) and Paul Postal (IBM)
Grammatical Relations in Syntactic Theory II Stephen Anderson
Functional Morphology. Susumu Kuno
Topics in Universal Grammar Edward Keenan (Kings College, Cambridge University)
Topics in Non-Discrete Grammar John Robert Ross (MIT)
Although changes and additions to the above course listings are anticipated, in most cases course titles are firm. For example, a major curriculum addition in the area of applied linguistics as related to foreign language teaching is now in the planning stage. Inquiries about this program should be addressed to Ms Marty Bowers, Department of Linguistics, University of Massachusetts, Amherst, Massachusetts 01002

Students planning to attend the Institute may live in dormitory rooms especially reserved by the University. A limited amount of private housing is also available. The University will process requests for such housing. Fees for tuition, room, and board are expected to be as follows: 1) Tuition: \$300.00; 2) Fees: \$70.00; 3) Single room: \$236.00; 4) Double room: \$181.00; 5) 7-day meal plan: \$302.00; 6) 5-day meal plan: \$220.00. Persons with doctoral degrees may attend Institute courses without charge provided they apply for admission as visiting scholars.

A limited amount of financial aid will be available for student support at the Institute. Persons who have already inquired about financial aid are under consideration and do not need to write again.

A catalog of the Institute containing application forms for admission as well as for financial aid can be obtained by writing Ms Jeannine Langdoc, 1974 Linguistic Institute, Department of Linguistics, South College, University of Massachusetts, Amherst, Massachusetts 01002

Native Americans Receive Training In Linguistics

The Wisconsin Native American Languages Project, funded by the Great Lakes Inter-Tribal Council, Inc., has become part of the Native American Studies Program of the University of Wisconsin at Milwaukee. The project is designed to involve speakers of the native American languages of Wisconsin (Ojibwa, Potawatomi, Menomini, and Oneida), Native American students and teachers, and linguists in the application of linguistics to the analysis, study, and teaching of these languages.

The project's goals are the training of native speakers and students in linguistic analysis and teaching methods, the preparation of instructional and reference materials, and the delineation of the linguistic basis for retention and preservation of the Native American linguistic and cultural heritage. To further these goals, three special courses are currently being offered: 1) a general linguistics course with special reference to Native American languages; 2) a course in language teaching methods for teachers of Native American languages; 3) a series of workshops where it is expected that much of the basic analysis and preparation of materials for these languages will take place.

grants, fellowships, awards

The American Research Institute in Turkey, with partial support from the Bureau of Educational and Cultural Affairs of the U S Department of State, has several fellowships available for the academic year 1974-75. Financial support includes maintenance and allowances for travel to and from Turkey and may be available for travel within the country. Accommodations will be provided for a nominal fee at the Institute's headquarters in Istanbul. Grants support research in Turkey only in area studies in the humanities and social sciences.

Applicants must be postdoctoral scholars or graduate students lacking only a dissertation and must be affiliated with an educational or research institution in the United States or Canada. They are required to submit the following materials at the time of application: 1) a curriculum vita including educational qualifications, present academic status, and professional experience, 2) an outline of the proposed project or study to be undertaken, 3) a detailed statement explicating financial needs, 4) a minimum of three letters of recommendation.

Applications should be submitted by February 15, 1974 and will be acted upon on or about March 15, 1974. Application forms are available from the American branch of the American Institute for Research in Turkey, 1155 East 58th Street, Chicago, Illinois 60637.

The Kosciuszko Foundation has available an unspecified number of doctoral fellowships for qualified candidates majoring in Polish studies on the graduate level at an American college or university. Awards of \$1,000 are made for studies in areas including the Polish language, literature, and culture. Deadline for application is January 15, 1974. Applications will be sent only upon receipt of a written request by the applicant. Write Kosciuszko Foundation, 15 East 65th Street, New York, New York 10021.

The National Research Council (NRC) is accepting applications for its 1974 Research Associateship programs. These programs are designed to provide scientists with opportunities for postdoctoral research on problems in a variety of fields including the behavioral sciences. They are conducted on behalf of and in cooperation with selected federal research organizations such as the

Naval Research Laboratory and the Air Force Systems Command.

Candidates should be recent recipients of doctoral degrees, although some appointments are also open to senior investigators. Depending on the individual openings, some appointments may be available to non-U S citizens.

Approximately 250 awards will be made in 1974. Stipends begin at \$13,000 with funds to be provided for family relocation and professional travel during tenure.

Applications must be submitted by January 14, 1974, awards will be announced in April 1974. Further information concerning specific research opportunities and application materials are available from the Associateship Office, JH 606-P, National Research Council, 2101 Constitution Avenue, N W, Washington, D C 20418.

The University of Pittsburgh will administer six or seven Andrew Mellon Postdoctoral Fellowships for 1974-75. Awards will be made for advanced study and research in the humanities, the social sciences, and the natural sciences. The purpose of these grants is to provide support for the research of and to aid in the professional development of young scholars who show promise of achieving distinction in their respective fields.

Recipients will be expected to carry on their proposed research or study in Pittsburgh during their period of tenure but will have no other formal responsibilities. Fellowships carry a basic stipend of \$7,000 for the eleven-month tenure period as well as a dependency allowance of \$500 per dependent. Stipends and dependency allowances for periods of less than eleven months vary according to tenure.

Deadline for receipt of applications is January 15, 1974. Requests for application forms and information should be addressed to the Director of Graduate Programs, 1028-H Cathedral of Learning, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

The American Association of University Women (AAUW) has announced the availability of Graduate Fellowships for Women for 1974-75. Approximately seventy dissertation fellowships will be awarded to women who will have completed all required course work and examinations for

their doctoral degree except the defense of the dissertation by January 2, 1974. A few awards will also be made for post-doctoral research.

Fellowships will be awarded for a twelve-month period beginning July 1, 1974. They will provide stipends ranging from \$2,500 to \$6,000, depending on financial needs. No restrictions are placed on place of work. Candidates for awards in this category must be U S citizens.

Application deadline is January 2, 1974, with awards to be announced by April 15, 1974. Requests for applications must indicate country of citizenship and permanent residence as well as the purpose for which the fellowship will be used. Applications can be obtained from: American Association of University Women Office, 2401 Virginia Avenue, N W, Washington, D C 20037.

The National Endowment for the Humanities (NEH) has awarded program grants to nine colleges and universities for development of new humanities curricula. Awards were made to Temple University (\$180,000), Bryn Mawr College (\$151,300), Albion College (\$179,176), Colorado College (\$158,935), Luther College (\$176,409), University of Iowa (\$171,273), West Virginia Wesleyan College (\$144,620), Utah State University (\$150,139), Carleton College (\$160,000).

The next deadline for submission of applications for such grants is January 1, 1974 for projects beginning after August 1, 1974. Detailed guidelines and application procedures may be obtained from the Division of Education Programs, National Endowment for the Humanities, Washington, D C 20506.

The National Academy of Sciences (NAS) is accepting applications for postdoctoral resident staff fellowships for the 1974-75 academic year. Candidates must have a Ph D or its equivalent and five to ten years of experience in the fields of natural, social, and behavioral sciences, engineering, or medicine. Experience in these fields must be related to work in areas of the Academy's competence. For further information write Robert W Johnston, Associate Executive Officer, National Academy of Sciences, 2101 Constitution Avenue, Washington, D C 20418.

OF NOTE . . .

An International Conference on Bilingual Bicultural Education will be held May 15-18, 1974 in New York City. The conference is sponsored by the Office of Bilingual Education, New York City Board of Education, the Bilingual Education Unit, New York State Department of Education, and the Division of Bilingual Education, U.S. Office of Education. A meeting of these sponsors will take place shortly to determine the format for the conference and to select topics to be discussed. For further information write Bilingual Conference, Office of Bilingual Education, New York City Board of Education, 110 Livingston Street, Brooklyn, New York 11201.

BOOK NOTICES . . .

Bibliographie internationale sur le bilinguisme/International Bibliography on Bilingualism, compiled under the editorship of William F. Mackey. Quebec, Canada, Les presses de l'université Laval, 1972. xxviii, 749 pp. \$30.00.

Developed at Laval University's International Center for Research on Bilingualism, this bibliography is an outgrowth of a personal collection of titles begun in 1940 by William Mackey and turned over to the staff of the Institute in 1967. The editor freely acknowledges that many relevant titles may be missing and that, due to the fact that some of these entries are based on secondary sources, a number of these titles may contain errors. Accordingly, he views this book as a preliminary check-list which will be subject to numerous additions and corrections.

While this bibliography is mainly concerned with bilingualism, biculturalism, and related phenomena, an effort has been made not to duplicate other bibliographies, particularly those in such fields as linguistics and psychology and the professional bibliographies of language teachers. Included are language learning studies, language differences, language rights and laws, language conflicts, etc. Sources include national bibliographies, subject matter bibliographies in related fields, and collections of journals in the many disciplines which deal with bilingualism, biculturalism, and related phenomena.

BILINGUAL EDUCATION HEARINGS

Staff members from the Center for Applied Linguistics testified on October 31, 1973 before a Select Subcommittee on Education for Bilingual Education, chaired by Senator Alan Cranston (D-Calif.). Other senators present at the subcommittee meeting included Edward Kennedy (D-Mass.), Joseph Montoya (D-N.M.), Peter Dominic (R-Col.), Jacob Javitz (R-N.Y.), and Walter Mondale (D-Minn.). Testimony was presented in four areas—Needs in Bilingual Education, Research, Development, and Testing, Teacher Training in Bilingual Education, and Issues in Bilingual Education—and was in response to S 2552 (The Bilingual Education Reform Act of 1973) and S 2553 (The Comprehensive Bilingual Education Amendments of 1973) as introduced by Senators Kennedy, Cranston, and Montoya (see *LR*, October 1973).

The written testimony submitted by CAL emphasized the major areas of concern as stated in the above bills, i.e. Administration, Research, and the National Advisory Council. In the area of administration, testimony supported the up-grading of bilingual education to the level of a bureau with coordination of all U.S. Office of Education bilingual education program ef-

forts under one administrator (Currently there are at least six USOE units funding bilingual education programs).

The CAL testimony also stressed the need for research and development in the area of language acquisition, development of instruments for assessing proficiency in first and second language, research in dialect differences within the Spanish language, a linguistic base for the development of materials and curricula, and the utilization of a linguist in the developmental stages of any bilingual education program. Long-range planning to incorporate bilingual programs as part of the regular curricula of school districts was also proposed.

The National Advisory Council membership was also covered in the testimony, which advocated a more interdisciplinary character for the Council as opposed to the current provisions of the bill which stress the inclusion only of elementary and secondary education personnel. It was felt that the inclusion of a linguist, a psychologist, an administrator, and a community representative on the Council would facilitate the successful development and implementation of bilingual education programs under the Council's jurisdiction.

Grant for Bilingual Children's Television

Bilingual Children's Television, Inc. (BC/TV), a non-profit organization active in the area of bilingual/bicultural educational television, has received a \$235,000 grant from the EXXON, U.S.A. Foundation. This grant will provide financial support for a bilingual education television series which BC/TV is currently producing.

National in scope, the television series will seek to alleviate the school-readiness problem of Spanish-speaking children and at the same time broaden the cultural horizons of English-speaking children. The program will evenly blend English and Spanish as it explores the cultural diversity that forms an important part of the nation's history and heritage. Home base for the program will be a magic, make-believe village populated by changing groups of young school children and permanent characters such as Don Quijote, an old man who finds wonder and adventure every-

where, and Sancho Panza, his disbelieving companion. The village will serve as a door on the whole world, and film sequences, animation, music, and other techniques in television's lexicon will be used to entertain and inform the viewing child.

BC/TV originally received a developmental grant from the U.S. Office of Education and subsequently received a \$3.5 million grant to produce 65 half-hour programs. The EXXON, U.S.A. Foundation grant augments government funding.

The series is scheduled to be in full production this Fall. Information on the 65 shows and their goals will be widely disseminated to Spanish-speaking groups and to educators. For program information and materials, please contact Dr. Rene Cardenas, Executive Director, Bilingual Children's Television, Ordway Building, Suite 2350, 2150 Valdez Street, Oakland, California 94612.

linguists wanted

The College of Liberal Arts of Texas A&M University has an opening for an assistant professor of English and TESOL, starting with the 1974-75 academic year. Candidates must have a doctorate in linguistics, experience (preferably gained abroad) in teaching non-native speakers of English, serious research interest in TESOL and/or bilingual/bicultural education, and native-speaker proficiency in English. Some experience in training teachers of English as a foreign language and publications in applied and/or theoretical linguistics are also desirable. Duties will include teaching various freshman TESOL courses, assisting in the training of graduate students in TESOL, and teaching a graduate course in TESOL for teachers. As the program expands, there will also be an opportunity to teach linguistics courses such as language and culture or phonology. Preliminary interviews will be held during the Modern Language Association's annual meeting (see Meetings and Conferences, p 7 of this issue). Send curriculum vita, copies of accepted papers, and information on availability for interview to Garland Cannon, Department of English, Texas A&M University, College Station, Texas 77843.

The Linguistics Program at Stanford University is looking for a linguist with a strong theoretical background and an interest in recent developments in semantics and pragmatics. The position will be available starting Fall 1974. Send curriculum vita and copies of any publications to Chairman of the Search Committee, Committee on Linguistics, Stanford University, Stanford, California 94305.

Elbert Covell College at the University of the Pacific has two vacancies in the area of teaching English as a second language to Spanish speakers. Applications from women and members of other minority groups especially requested. Primarily involve teaching beginning to advanced courses with a possibility of additional courses related to ESL teacher training. Requirements: Ph.D. with specialization in ESL (including studies in linguistics and/or Spanish), native-speaker ability in English and high proficiency in Spanish, substantial experience in Latin America, experience in college-level teaching. Rank and Salary both negotiable but prefer ap-

pointment at assistant level with salary range of \$11,000-\$12,500. Fringe benefits include family tuition plan, faculty health plan, retirement program, group insurance opportunities, and tax shelter plans. Write: Gaylon L. Caldwell, Provost, Elbert Covell College, University of the Pacific, Stockton, California 95204.

A senior level position in linguistics is available at the University of Rhodesia. Write Lionel Menasche, Department of Linguistics, University of Rhodesia, P.O. Box 167, Mount Peasant, Salisbury, Rhodesia.

Texas Tech University will have an opening for an assistant professor in linguistics, starting June 1974. Candidates should have a doctoral degree in linguistics with concentration on descriptive linguistics. Duties will include writing of materials for publication and teaching. Salary will be in the area of \$11,000 for nine-month tenure. Send resume to Marion C. Michael, Chairman, Department of English, P.O. Box 4530, Texas Tech University, Lubbock, Texas 79409.

The English Language Institute of the University of Michigan needs two assistant professors, starting July 1, 1974. Candidates should be Ph.D.'s with a solid background in applied linguistics, second language acquisition, language pedagogy, and/or materials preparation. Duties will include teaching and research at the Institute and in graduate programs in TEFL. Write: Director, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.

Assistant Professorships—one in Spanish, one in Russian—in the Department of Modern Languages, Literatures, and Linguistics at Bucknell University. Ph.D.'s preferred for both positions. Spanish: Latin-Americanist with extended residence in Spanish America to teach language, literature, and culture. Russian: requires someone with a thorough background in the Russian language and literature as well as a knowledge of social science. Write: Mills F. Edgerton, Jr., Chairman, Department of Modern Languages, Literatures, and Linguistics, Bucknell University, Lewisburg, Pennsylvania 17837.

ACLS GRANTS

The American Council of Learned Societies (ACLS) awarded over 250 grants during 1972-73 in its Fellowship, Study Fellowship, and Grants-in-Aid programs. Of these, 16 were awarded for research in linguistics and related fields. Listed below are the institution, investigator, and title for each linguistic research project which received such an award.

FELLOWSHIPS

- University of Connecticut. Arthur S. Abramson. Aspects of the Tones of Thai.
- University of Hawai. Albert J. Schutz. Fiji—an Lexicography.
- University of Massachusetts. Audrey R. Duckert. Completion of *Linguistic Atlas of New England Revisited*. Research on Place Names of Western Massachusetts.
- University of Montana. Robert W. Funk. Parsing Code and Grammar of Hellenistic Greek.
- Northwestern University. James M. Edie. The Phenomenology of Language.
- Yale University. Sydney M. Lamb. Language, Thought, and Knowledge. The Human Information System.

STUDY FELLOWSHIPS

- University of California at Berkeley. Martin H. Krieger. Study in Philosophy, Linguistics, and Rhetoric.

GRANTS-IN-AID

- University of Arizona. Ellen B. Basso. Semantic Analysis of Northern Athabaskan Verb Categories.
- University of California at Los Angeles. Edith A. Folb. Language and the Black Woman.
- University of Illinois at Urbana. David Chisholm. Phonological Styles in German Poetry and Prose.
- University of Illinois at Urbana. Charles W. Kisseberth. A Study of the Universal Nature of Phonological Processes.
- University of Illinois at Urbana. Ladislav Zgusta. Place Names of Asia Minor.
- Indiana University. Charles F. Voegelin. Syntax-related Semantics of Shawnee.
- Pennsylvania State University. William R. Schmalstieg. A New Grammar of Old Prussian.
- University of Wisconsin. Valdis J. Zepps. Administrative Divisions in East Latvia in the 16th, 17th, and 18th Centuries.
- Yale University. Paul de Man. Theory of Language in Rousseau and Nietzsche.

USOE Project Studies Bilingual High Schools

Sociolinguistic Description of Bilingual High Schools. International Study of Bilingual Secondary Education, a two-year project being undertaken at Yeshiva University by Joshua A. Fishman, is now nearing completion. The project is supported by a grant from the Division of Foreign Studies, Institute of International Studies, U. S. Office of Education. Its goals are as follows:

• To familiarize American educators with the extent and diversity of bilingual secondary education throughout the world.

• To derive from the literature a tentative set of descriptive social, psychological, and educational dimensions for the purpose of characterizing the diversity of inputs and outcomes of bilingual secondary education.

• To test the statistical adequacy of the tentative descriptive dimensions in accounting for the diversity of inputs and outputs reported in the literature on bilingual education.

• To gather self-report questionnaire data from a worldwide sample of bilingual secondary education programs in order to further test the adequacy of the tentative descriptive dimensions in accounting for the diversity of inputs and outputs reported by the directors of these programs.

• To visit a carefully-selected sub-sample of secondary education programs throughout the world in order to observationally refine the conclusions derivable from the aforementioned objectives as to the differential importance of various descriptive dimensions in accounting for diversity of inputs and outputs characterizing bilingual secondary education throughout the world.

The project is scheduled to be completed by July 31, 1974. In addition to a description of research findings, the final report of the project will contain various historical and statistical appendices on bilingual education by way of counteracting the current misconceptions of bilingual education as a recent American innovation with particular appropriateness for economically and socially disadvantaged populations. A summary of this report will appear in the *Reporter* when available.

Forthcoming Bibliographies

Language Planning

Bilingual Education

Introductory Linguistics Texts

meetings and conferences

- December 26-27 American Dialect Society Chicago, Illinois
December 27-28 American Association of Teachers of Italian Chicago, Illinois
December 27-29 American Association of Teachers of Japanese Chicago, Illinois
December 27-29 American Association of Teachers of Slavic and East European Languages Chicago, Illinois
December 27-29 Modern Language Association, 88th Chicago, Illinois
December 27-30 American Association of Teachers of French St. Louis, Missouri
December 28-30 Linguistic Society of America 48th San Diego, California
December 28-30 American Philological Association Atlanta, Georgia
January 2-5 International Association of Teachers of English as a Foreign Language London, England [Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England]
January 2-7 International Conference on Comparative Austronesian Linguistics, 1st Honolulu, Hawaii [Write Lawrence A. Reid, Chairman, Organizing Committee, 1st International Conference on Comparative Austronesian Linguistics, Pacific and Asian Linguistic Institute, University of Hawaii, Honolulu, Hawaii 96822]
February 11-13 Brazilian Linguistics Association Curitiba, Brazil [Write F. Gomes de Matos, Director, Centro de Linguística Aplicada, Avenida 9 de Julho 3166, São Paulo, S.P., Brazil]
February 11-13 Brazilian Linguistics Seminar 7th Curitiba, Brazil
February 25-March 2 American Association for the Advancement of Science 140th San Francisco, California
March 5-10 Teachers of English to Speakers of Other Languages Denver, Colorado
March 7-9 Texas Symposium on Romance Languages Austin, Texas [Write Texas Symposium on Romance Languages, c/o Department of Spanish and Portuguese, Batts 402, University of Texas, Austin, Texas 78712]
March 13-14 Language Testing Symposium Washington, D.C. [Write Language Testing Symposium, P.O. Box 9569, Rosslyn Station, Arlington, Virginia 22209]
March 14-16 Georgetown Round Table, 25th Washington, D.C.
March 15-17 National Conference on the Language Arts in the Elementary School Seattle, Washington
March 15-23 Congress on West African Languages Yaounde, Cameroon
March 17-22 National Association of Language Laboratory Directors, 10th Atlantic City, New Jersey
March 22-24 Secondary School English Conference Washington, D.C.
March 28-30 Conference on English Education Cleveland, Ohio
March 29-31 Conference on African Linguistics Stanford, California
April 1-3 Association for Asian Studies, 26th Boston, Massachusetts
April 1-3 American Association of Teachers of Japanese Boston, Massachusetts
April 4-6 Conference on College Composition and Communication Anaheim, California
April 5-6 Conference on Child Language Stanford, California
April 9-11 International Association of TEFL and Tudományos Ismerterjesztő Társulat Budapest, Hungary [Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England]
April 14-19 Council for Exceptional Children New York, New York
April 14-19 Association for Childhood Education International Washington, D.C.
April 15-20 Congresso Internazionale di Linguistica e Filologia Romanza, 14th Naples, Italy [Write Segretariato del XIV Congresso Internazionale di Linguistica e Filologia Romanza, Via Messocannone 16, I-80134, Naples, Italy]
April 16-19 International Congress on Afroasiatic Linguistics, 2nd Florence, Italy
April 17-20 International Communication Association, 8th New Orleans, Louisiana
April 18-20 Northeast Conference on the Teaching of Foreign Languages Washington, D.C.
April 18-24 Chicago Linguistic Society Chicago, Illinois [Write Anthony Bruck, Meeting Committee, Chicago Linguistic Society, Foster 19, 1130 East 59th Street, Chicago, Illinois 60637]
April 19-20 College English Association, 5th Philadelphia, Pennsylvania
April 23-26 Acoustical Society of America New York, New York
April 25-27 University of Kentucky Foreign Language Conference Lexington, Kentucky [Write Theodore H. Mueller, Director, Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506]

conferences, seminars, workshops

The U.S. Government Interagency Language Roundtable and the Commission on Testing of the International Association of Applied Linguistics will hold a symposium on language testing at Georgetown University, March 13-14, 1974 immediately preceding the Annual Georgetown Round Table meeting. The primary focus of the symposium will be the testing of language proficiency as it relates to practical needs. For further information write Language Testing Symposium, P O Box 9569, Rosslyn Station, Arlington, Virginia 22209

A Symposium on North American French will be held March 28-30, 1974 at Indiana University, Bloomington, Indiana. The theme of the symposium is "*Identité Culturelle et Francophonie dans les Amériques*". Papers will be presented on the following topics: 1) Quebec Identity and Literature, 2) Negritude, Local Identity, and Creole in the Caribbean, 3) Description of French Vernacular Varieties of North America, 4) Language Standardization in Canada and Haiti, 5) Maintenance of French as a Minority Language, 6) Bilingual Education in Canada, New England, and Louisiana. For further information write Symposium on North American French, Department of French and Italian, Indiana University, Bloomington, Indiana 47401

Philippine Social Science Council Plans Inventories of Social Scientists

The Philippine Social Science Council (PSSC), a non-profit organization of Philippine social science associations formed in 1968 for the purpose of making Philippine social science more professional and relevant to the country's needs, is currently compiling the first of a planned series of annual inventories of social scientists. The aim of the inventory is: 1) to provide up-to-date names and addresses which can lead to information exchange and discussion among social scientists in the Philippines and abroad and 2) to facilitate the dissemination of information regarding placement and funding opportunities in the Philippines and abroad. In order to provide such an exchange and information service, the PSSC will send copies of its *Newsletter* to all participants. A plan has also been pro-

The University of Kentucky Foreign Language Conference will be held April 25-27, 1974 at Lexington, Kentucky. Topics include classical languages, comparative literature, linguistics, medieval studies, and Scandinavian studies. Special language sections will focus on French, German, Italian, Portuguese, Spanish, and various Slavic languages. There will also be a pedagogical section emphasizing individualized learning as well as two sections on Latin American literature and a symposium on Rainer Maria Rilke. For additional information write Theodore Mueller, Director Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506

The International Conference on Pidgins and Creoles will be held January 13-18, 1975 in Honolulu, Hawaii. The conference will focus on three main areas: 1) Challenges of Pidgins and Creoles to Current Linguistic Theory, 2) Universality and Uniqueness in Pidgins and Creoles, 3) Towards Explicitness and Adequacy in Studies of Individual Pidgins and Creoles. Persons interested in presenting papers at the conference should submit copies of their abstracts by March 15, 1974 to: Richard Day, International Conference on Pidgins and Creoles, Department of English as a Second Language, University of Hawaii, Honolulu, Hawaii 96822

posed to computerize all information and to make tapes available through the PSSC and the University of Hawaii.

The first inventory will include social scientists with the following specializations: history, social statistics, social work, economics, anthropology, sociology, psychology, demography, mass communications, public administration, political science, geography, and linguistics. Listings will be limited to persons who regularly do research, teach, study, or write about Philippine languages, society and culture, and related aspects of Philippine studies.

Forms are now available for Initial Listing purposes. Interested persons should write to the Philippine Social Science Council, 53-C Alejandro Roces Avenue, Quezon City, The Philippines

Computing Association Formed in Great Britain

An Association for Literary and Linguistic Computing was formed in April of this year to promote the exchange of ideas and to provide a means of communication for those engaged in the processing of natural languages and literary texts. The Association is based in London and is interested primarily in the processing of texts in machine-readable form—natural language input as opposed to symbolic data—rather than information retrieval in the usual sense of the term, generative grammars, etc. A number of its current activities focus on certain aspects of linguistics as related to literary research, including the preparation of concordances and indexes for lexicographical purposes and a variety of linguistic studies of the written word.

As a means of achieving its goals, the Association publishes a bulletin twice a year (see *LR*, November 1973, for a description of the *ALLC Bulletin*). It also holds seminars, symposia, and plans to sponsor a summer school program in 1975 at Cambridge dealing with literary statistics. Association memberships are \$6.30 yearly and include one copy of the *ALLC Bulletin* as well as reduced rates for attendance at conferences and summer school programs. For further information write Mrs. J.M. Smith, Secretary, Association for Literary and Linguistic Computing, 6 Sevenoaks Avenue, Heaton Moor, Stockport, Cheshire SK4 4AW, England

NICHD Program

The National Institute of Child Health and Human Development (NICHD), Growth and Development Branch, has recently initiated an expanded program to broaden knowledge of adolescent development. The proposed expanded program will utilize all NICHD support mechanisms, including research grants, conferences, workshops, and publications. Of the five areas identified for major emphasis, number three, intellectual development, will be of particular interest to linguists. It will focus on the cognitive changes and events which take place during adolescence, the speech, language, and thought processes characteristic of the adolescent, and the interaction of cognitive processes with motives and attitudes. For further information on the adolescent research program write Growth and Development Branch, NICHD, Room C718, Landon Building, 7910 Woodmont Avenue, Bethesda, Maryland 20014.

NDEA — from page 2

Indiana University

Language and Area Studies Center for Africa Patrick O'Meara \$96,250
Russian and Eastern European Language and Area Studies Center William B Edgerton \$109,000.
Uralic and Inner Asian Language and Area Center Denis Sinor \$81,000

University of Michigan

East Asian Language and Area Center. Richard Beardsley \$126,500
Language and Area Center in Near Eastern Studies. Kenneth A. Luther. \$94,000.
Slavic Language and Area Studies Center William Zimmerman \$89,500
Southeast Asia Language and Area Studies Center Alton L. Becker \$92,430

University of Minnesota

Center for South Asian Language and Area Studies Muhammad Barker \$72,000

University of New Mexico

International Studies Center for Latin America Marshall R. Nason \$72,500

Northwestern University

Language and Area Center for Sub-Saharan Africa Gwendolyn Carter \$93,250

Ohio State University

Language and Area Center for Slavic and East European Studies. Leon I. Twarog \$93,250

Ohio University

Southeast Asian Language and Area Center Paul W. Van der Veur \$85,000

University of Pennsylvania

Modern Near East Language and Area Studies Center Thomas Naff \$106,000
South Asian Language and Area Studies Center Richard D. Lambert \$106,406

University of Pittsburgh

Russian and East European Area Center Janet G. Chapman \$71,000

Princeton University

International Center for East Asian Studies Frederick W. Mote \$94,000
Near Eastern Language and Area Studies Center L. Carl Brown \$85,845

Stanford University (with University of California at Berkeley)

Joint Chinese-Japanese Language and Area Studies Center Albert E. Dien. \$125,000

Stanford University

Sub-Saharan African Language and Area Studies Center Joseph H. Greenberg. \$68,500

University of Texas

Language and Area Center for Latin American Studies. William P. Glade \$85,000

Tufts University

Comprehensive International Studies Program Edmund Gullion \$89,000

Tulane University

Latin American Language and Area Studies Center Richard E. Greenleaf \$66,363

University of Washington

East Asian Language and Area Studies Center Roy A. Miller \$113,250
South Asian Language and Area Studies Center Karl Potter \$75,496
Soviet Union and East European Language and Area Studies Center Peter Sugar \$99,000

University of Wisconsin

African Language and Area Studies Center David Wiley \$87,700
Center for Latin American Studies in the University of Wisconsin System Norman P. Sacks \$83,849.75
Center for South Asian Studies Robert E. Frykenberg \$95,500

Yale University

Language and Area Center for East Asian Studies Hugh Patrick \$115,500
Language and Area Center for Russian and East European Studies John M. Montias \$81,248

news briefs

A Casual Speech Roster of scholars interested in casual and/or rapid speech is being compiled by Arnold M. Zwicky of Ohio State University. The roster will be available at cost. Dr. Zwicky is also interested in receiving copies of unpublished or other hard to get materials on this subject for inclusion in a bibliography to be published in a future issue of Ohio State University's *Working Papers in Linguistics*. Persons interested in being included in the roster should supply the following information: 1) institutional affiliation; 2) languages in which examination of casual/rapid speech has been made; 3) areas of special interest, i.e. phonetics, implications for phonological theory, etc.; 4) list of own publications to be included in a bibliography on casual/rapid speech; 5) list of other publications for inclusion in such a bibliography. Write Arnold M. Zwicky, Linguistics, Ohio State University, 1841 Millikin Road, Columbus, Ohio 43210.

The Culture Learning Institute at the East-West Center has announced the availability, free of charge, of *Topics in Culture Learning Volume 1*. This publication, the first in a series to be published annually, contains articles related to the Institute's four main research areas—Cultures in Contact, Language in Culture, Cultural Identity, and Thought and Expression in Culture Learning. The articles are written by both former and current Institute staff members, and are designed to describe work in progress in these areas. Copies of this publication may be obtained from the Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822.

The Office of Experimental Projects and Programs of the National Science Foundation has awarded a grant of \$84,500 to the University of Wisconsin for a student project designed to help the physically handicapped communicate. This project is being undertaken by a team of 14 graduate and undergraduate students known as the Cerebral Palsy Communication Group. The group's goals are the further development, evaluation, and testing of their Auto-Monitoring Communication Board (Auto-Com). The Auto-Com unit presently consists of a flat board with letters, numbers, and punctuation on it which, because of its extremely sensitive sensing system, can be operated with a minimum of skills. The board oper-

ates either with a TV set or an electric typewriter. During the one-year grant period, the Auto-Com will be tested and evaluated with a view toward producing a final, more portable model which can be manufactured and made available at modest cost to schools, institutions, and handicapped persons. Those interested in further information about this project should write C. Daniel Geisler or Leo Jedynek, College of Engineering, University of Wisconsin, Madison, Wisconsin 53706.

The International Center for Coordination of Portuguese Studies was recently formed to serve as a clearinghouse for information concerning field research and to provide a basis for liaison between Portuguese and non-Portuguese scholars interested in current developments in Portuguese studies, particularly as they relate to the social sciences. The Center was established as a result of discussions which took place at a recent colloquium held in Lisbon under the auspices of the United States Embassy. Inquiries about the Center's activities, future plans, etc. should be addressed to Henry H. Keith, Director, International Center for Coordination of Portuguese Studies, c/o American Studies Center, Higher Institute of Social Sciences and Overseas Policy, Technical University of Lisbon, Lisbon, Portugal.

The Center for South and Southeast Asia Studies of the University of California at Berkeley has announced a ten-week intensive Urdu language program to be held in Lahore, Pakistan from January 7, 1974 to March 15, 1974. This program is funded by a grant from the U.S. Office of Education and is intended for relatively advanced students who have had at least 2 years of Urdu or Hindi-Urdu and who know the Urdu script. The main emphasis in this program will be on the spoken language. For further information write Bruce R. Pray, Department of South and Southeast Asian Languages and Literatures, 246 Dwinelle Hall, University of California at Berkeley, Berkeley, California 94720.

The National Science Foundation (NSF) has begun publication of a monthly bulletin designed to disseminate information on NSF programs, policies, and activities. Information is included on staff changes, program deadlines, recent grants, and current NSF publications. Copies may be obtained free of charge by writing *NSF Bulletin*, Publications Resource Office, National Science Foundation, Washington, D.C. 20550.

The most recent issue of *Daedalus Journal of the American Academy of Arts and Sciences* (Vol. 102, No. 3, Summer 1973) is devoted to language as a human problem. It is divided into three sections: The Variety of Language, The Learning of Language, and The Function of Language. A representative sampling of the articles in this issue include:

"The Study of Language," by Morton Bloomfield (Harvard University)

"Language Problems of Variation and Repetition," by Charles Ferguson (Stanford University)

"The Curse of Babel," by Einar Haugen (Harvard University)

"On the Origins and Foundations of Inequality Among Speakers," by Dell Hymes (University of Pennsylvania)

"Problems for Education: Language as Curriculum Content and Learning Environment," by Courtney B. Cazden (Harvard University)

"Language and Interpersonal Relationships," by David G. Hays (SUNY-Buffalo)

Single copies of this issue are \$2.50 and may be obtained by writing the American Academy of Arts and Sciences, 280 Newton Street, Brookline, Massachusetts 02146.

The Stanford Phonology Archiving Project, directed by Charles A. Ferguson and Joseph H. Greenberg, has received a one-year grant from the National Science Foundation. The project is in the process of compiling a file of phonetic and phonological descriptions of 50 to 75 languages, using the MARC data system for storage and retrieval. A concurrent project activity involves the compiling of segment inventories of 200 languages.

The Social Science Research Council (SSRC), an independent research organization based in London, England, has established a Panel on Research in Linguistics and the Social Sciences for the purpose of extending its support of linguistic research from the areas of psycho- and sociolinguistics to include "core" linguistics projects. The Panel will operate for an experimental period of two and a half years.

The Panel's main areas of responsibility will include: 1) consideration under current SSRC procedures of research grant applications for "core" linguistics projects, 2) consideration of crossdisciplinary research grant applications, 3) review of the relationship between linguistics and the social sciences, 4) assistance to appropriate SSRC committees in review of projects in psycho-

and sociolinguistics. It will have no responsibility for postgraduate training. For further information write Social Science Research Council, State House, High Holborn, London, WC1R 4TH, England.

Comments on Etymology, now in its third year of publication, is a bulletin designed to explore a variety of etymological questions for the purpose of clarifying the origin of words whose etymology is presently unclear. It appears bi-weekly from October to May and costs \$2.00 a year (\$5.00 outside the U.S., Canada, and Mexico). For further information write Gerald Cohen, Humanities Department, University of Missouri-Rolla, Rolla, Missouri 65401.

The Great Lakes Colleges Association has been awarded a three-year grant of \$380,000 by the Lilly Endowment to establish a Center for East Asian Language and Area Studies. The Center will be responsible for the development of coordinated approaches to language and area work on China and Japan. Present plans call for faculty development grants, work with area public school teachers and curriculums, and the development of audio-visual teaching materials.

The most recent issue of *Visible Language: The Journal for Research on the Visual Media of Language Expression* (Vol. 7, No. 2, Spring 1973) contains three articles of interest to linguists. They are:

"An Explicit Formulation of the Relationship Between Tool-Using, Tool-Making, and the Emergence of Language," by Gordon W. Hewes (University of Colorado)

"Is Literacy Acquisition Easier in Some Languages Than in Others," by John Downing (University of Victoria, British Columbia).

"The Formal Economy of Written Signs," by E. J. W. Barber (Occidental College, Los Angeles).

Courses in three dialects of Sioux (Dakota, Lakota, and Nakota) are now being offered at North State College, Sisseton, North Dakota. They are taught by Elijah Blackthunder, education coordinator for the Sisseton-Wahpeto Sioux Lake Traverse Reservation. Instruction techniques include intensive oral and written work in class and at home coordinated with a collection of tapes of reservation Sioux speakers.

ERIC ABSTRACTS IN LINGUISTICS

The following abstracts in the field of linguistics have been processed within the last year into the ERIC system by the ERIC Clearinghouse on Languages and Linguistics. They were selected by the MLA/ERIC staff from the January through September 1973 issues of *Research in Education (RIE)*, the monthly abstract journal of the U.S. Office of Education's ERIC system.

This selected bibliography has been divided into two main sections—theoretical and applied linguistics—and subdivided into more descriptive categories determined by the content of the abstracts themselves. This subdivision is not entirely accurate, due to overlapping in the content of several of the abstracts, but an attempt has been made to place each abstract under the most relevant category.

Future issues of *The Linguistic Reporter* will carry similar bibliographies, each covering four issues of *RIE*. The categories may change according to the subject matter of documents processed during each time period. For example, bibliographies are currently

being planned to cover topics such as bilingualism, foreign language teaching, TESOL, etc.

Documents are available from the ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Maryland 20014. They can be purchased either in microfiche (MF) or hard copy (HC) form. Microfiche reproduction is on a 4 x 6 inch sheet of film with a maximum of 98 images, each representing one page of the original document; microfiche readers are required to enlarge the images for reading purposes. Hard copy is a photocopy of the document. Prices are indicated in the citations for both types of reproduction. Copies of documents must be ordered by the individual ED numbers which precede each listing, and payment must accompany orders totaling less than \$10.00.

The documents cited here are NOT available from the Center for Applied Linguistics.

THEORETICAL LINGUISTICS

general

ED 066 964. *Grammar and Semantics of Natural Languages Research Workshop Report*, edited by Elizabeth Gammon. Stanford, Calif., National Academy of Education, Washington, D.C., National Academy of Sciences/National Research Council, 1971. 493 pp. MF-\$0.65, HC-\$3.29

This volume contains the papers presented at a workshop which brought together authorities from several different disciplines, each working in the area of natural language analysis, to participate in intensive, technical discussions of the issues involved in developing adequate grammars and semantics of natural languages. The disciplines represented were linguistics, philosophy, and psychology. Introductory remarks provide details on workshop procedures and participants. The nineteen papers presented at the workshop are included in the main part of the document.

ED 071 485. *The Thread of Discourse*, by Joseph E. Grimes. Ithaca, N.Y., Cornell University, 1972. 374 pp. MF-\$0.65, HC-\$13.16

This report contains an extensive discussion of an approach to the study of discourse. Initial remarks concern arguments for studying discourse and approaches for discourse study that have been used; the author then discusses the relationship of discourse analysis and generative semantics. Language is considered in relation to two functions: the decisions that a speaker can make regarding what and what not to say, and the mechanisms and patterns that are available to him for implementing the results of those decisions in a way that communicates with another person. The remainder of the report discusses relevant issues in this approach to the study of discourse.

ED 074 837. "Towards a Typology of Ludlings,

or Play-Languages," by Don Laycock. *Linguistic Communications*, No. 6, 1972. 54 pp. MF-\$0.65, HC-\$3.29

This paper presents a linguistic discussion of play-languages—designated as ludlings by the author and tentatively defined as the result of a transformation or a series of transformations acting regularly on an ordinary language text, with the intent of altering the form but not the content of the original message for purposes of concealment or comic effect. Based on the types of phonological transformations operating in the creation of a specific ludling, i.e., expansion, contraction, substitution, rearrangement, or a combination of two or more of these mechanisms (polysystemic), the author establishes a typology and presents examples for each type. The author contends that the study of ludlings and their formation gives valuable information on the native speaker's intuition as to what constitutes a syllable, a vowel, a consonant, a consonant cluster, a word, or a suprasegmental. Such study also indicates which phoneme sequences may be permissible in the language.

ED 076 083. "Recovering Scenes from Linguistic Representations," by R. J. Zatorski. *Linguistic Communications*, No. 2, 1970. 21 pp. MF-\$0.65, HC-\$3.29

This paper discusses the inadequacy of transformational generative grammar theories in their attempts to describe the meaning of a given sentence. The author sees the specification of meaning as involving the recovery of the particular section or sections of the world model communicated or represented by the sentence. As a corollary, the author argues that sentences of English are essentially representations of "scenes" in the world model and not representations of objects. The paper proposes a model for sentence analysis which seeks to recover meaning by rejecting the notion that sentences are "nothing but" objects and that their "disambiguations" are the representations of these objects. Recovery of scenes

from sentential representations is considered equivalent to meaning-specification for language.

contrastive linguistics

ED 067 961. *Syntactic Typology and Contrastive Studies Research on Syntactic Typology Volume 1*, by Stephen R. Anderson and Avery D. Andrews. Cambridge, Mass., Language Research Foundation, 1972. 258 pp. MF-\$0.65, HC-\$9.87

This first volume of a three-part language research study states and illustrates that the point of departure for comparative analysis of two languages rests on a comprehensive typology in each of a number of areas of grammar. The report suggests that a limited set of functions can be isolated, and that the range of grammatical possibilities open to any given language within each of these areas can be narrowly delimited. The two grammar points considered here as examples are relative clause formation rules and case marking phenomena. Both issues are discussed in detail, and numerous examples from widely varying world languages are provided.

ED 069 187. "Negative Transportation and Cross-Linguistic Negative Evidence," by Matsuo Soga. *Papers in Japanese Linguistics*, Vol. 1, No. 1, June 1972. 17 pp. MF-\$0.65, HC-\$3.29

This paper considers whether the negative transportation (NT) rule operating in English is operative also in Japanese and whether investigation of the phenomenon in Japanese may provide new insights for English research. The discussion begins with an explanation and examples of the NT rule in English. Japanese cases are then studied, and the semantic and structural implications considered. The author states that if the line of thinking presented in the paper turns out to be valid, it presents a case in which semantic interpretation may be preceded and followed by transformations, and even a co-occurrence restriction may sometimes be accounted for only after certain semantic interpretations.

descriptive linguistics

ED 066 965. *Colorado Research in Linguistics, Number 1* Boulder, Co., University of Colorado, 1971 66 pp MF-\$0 65, HC-\$3 29

The three papers contained in this document cover particular issues in diverse languages. The first concerns the distribution and function of postpositions in Awutu, an African language, the main function of such morphemes is marking case. The second paper discusses the unusual phonology system of Wichita, this American Indian language is characterized by a three-vowel system that has only height contrasts and a phonemic consonant system with neither labials or nasals. The final paper discusses the Japanese case markers "wa" and "ga" within a framework similar to Fillmore's case grammar, the author argues on both semantic and syntactic grounds that wa- and ga-noun phrases are transformationally derived from conjoined sentences.

ED 067 962. *Notes on Hungarian Grammar Research on Syntactic Typology, Volume II*, by Michael Szamosi. Cambridge, Mass., Language Research Foundation, 1972 85 pp MF-\$0 65, HC-\$3 29

This second volume of a three-part language research report presents a sketch of Hungarian syntax with emphasis on several particular aspects of grammar. The first section considers the noun phrase and covers such issues as internal word order, number, demonstratives, cases and postpositions, genitive constructions, pronominal forms of cases and postpositions, and concord. The second section on the verb and its complements concerns verbal forms and surface structure constraint phenomena. The final section presents a preliminary analysis of Hungarian complement constructions and the syntactic operations needed to account for them.

ED 067 963. *A Collection of Studies Research on Syntactic Typology, Volume III*, by Arlene Berman, et al. Cambridge, Mass., Language Research Foundation, 1972 472 pp MF-\$0 65, HC-\$16 45

This final volume of a three-part report on various language research projects contains ten studies on a wide variety of language issues. The topics include "Some Aspects of Language Interference," "Contrastive Analysis of Case Marking in Polynesian Languages," "Notes on the Formation of Complex Sentences in Tunisian Arabic with Emphasis on the Relative Clause," "On Serbo-Croatian Complement Sentences," "Outline of Bengali Grammar," "Number in the Bengali Noun Phrase," "Pronominalization and Equi-Noun Phrase Deletion in Bengali," "Language-Particular Rules and Explanation in Syntax," "Evidence for Shadow Pronouns in French Relativization," and "Induced Errors."

ED 069 180. "Some Constraints on Topicalization," by Minoru Nakau. *Papers in Japanese Linguistics*, Vol 1, No 1, June 1972 15 pp MF-\$0 65, HC-\$3 29

This paper explains some properties and re-

strictions involved in phenomena of topicalization in Japanese. The first section reviews certain properties involved in simplex topical sentences, the second section reveals certain constraints on topicalization involved in complex sentences. Section Three pursues one consequence suggested by those constraints, namely, the existence of a rule of complement subject-raising in Japanese.

ED 069 182. "Japanese Potentials, Pseudo-Potentials and Case," by Harvey M Taylor. *Papers in Japanese Linguistics*, Vol 1, No 1, June 1972 25 pp MF-\$0 65, HC-\$3 29

Rules of lexical derivation can be used to account for certain case-related regularities existing between Japanese non-potential verbs and the potential verbs derived from them. Lexical derivation analysis in comparison with a transformational approach is simpler, it requires less powerful rules and therefore makes a stronger claim. It also captures the native speaker's intuition that a particular potential-verb combination is a verb having its own co-occurrence possibilities but related to a corresponding non-potential verb in a predictable way. This paper discusses the lexical derivation approach and provides numerous examples of its use in the analysis of Japanese verbs and appropriate sentence structure.

ED 069 183. "Crazy Rules and Natural Rules in Japanese Phonology," by Bruce L Pearson. *Papers in Japanese Linguistics*, Vol 1, No 1, June 1972 14 pp MF-\$0 65, HC-\$3 29

This paper considers five possible analyses to explain dental alternations in Japanese and argues that the formulation approximating the actual historical development is likely to provide the most satisfactory synchronic description. The approaches considered are distributional analysis, strict historical interpretation, modified historical interpretation, restructured analysis, and crazy interpretation. The paper concludes that the modified historical interpretation and restructured analysis have the greatest potential since they both restructure versions of the historic changes.

ED 070 351. "L'Enoncé Toura Côte d'Ivoire," by Thomas Bearth (Ph D Thesis, University of Geneva, Switzerland, 1971) 491 pp MF-\$0 65, HC-\$16 45

The spoken language of Toura, employed by nearly 20,000 inhabitants of a mountainous region situated in the north of Man, the administrative center of the West Ivory Coast, is systematically analyzed in this linguistic study. Sixteen major chapters include (1) grammatical generalizations, (2) phonemic unities, (3) classification of phonemes, (4) tones, (5) syllables, (6) phonology the word, (7) phonology the sentence, (8) grammatical generalizations, (9) type of utterance, (10) lexical syntagms, (11) lexical themes, (12) the aspect-mode system enunciated mode, (13) the aspect-mode system determinative mode, (14) the aspect-mode system participial mode, (15) the emphatic utterance, and (16)

segmentation, incorporation, hypotaxis, and parataxis. Notes, abbreviations, an index, a list of diagrams and illustrations, and references are included.

ED 071 473. "Aspects of Negation in Classical Greek," by Daniel J Taylor. *Studies in the Linguistic Sciences*, Vol 2, No 1, Spring 1972 18 pp MF-\$0 65, HC-\$3 29

Traditional grammars are criticized as having obscured or omitted many significant features of negation patterns in classical Greek. The author demonstrates that negation in Greek extensively involves semantic and syntactic factors. Certain of the factors are thoroughly embedded in the traditional approach to grammar, while others are derived from concepts totally unfamiliar to philology. The need for a complete and total description of negative patterns is called for, and it is suggested that the description include a negative conversion rule, a formal description of abstract syntax, and an in-depth discussion of inherently negative verbs which subcategorizes those verbs into two classes on the basis of the behavior of the negative in their complements.

ED 071 493. "The Inherent Capability of Nouns to Function as Locatives: A New Criterion for Identifying Chinese Nouns," by Jerome P Hu. (Revised version of paper presented at the Annual Conference of the Linguistic Society of Australia, University of Sydney, May 1972) 9 pp MF-\$0 65, HC-\$3 29

Two linguistic propositions provide the subject matter for this discussion. The first is that all nouns can serve as locatives. This is exemplified in the locative structure of Chinese nouns, mostly with the overt markers of locative suffixes, just as English nouns are used as such in the form of prepositional phrases, or as Japanese nouns are used as such in the form of postpositional phrases. Secondly, the author proposes that Chinese locative suffixes, by way of their colligation with nouns, similar to a Russian noun with case inflections, should be accepted as another criterion for identifying Chinese nouns. The author believes that the capability of nouns to function as locatives is a linguistic universal as well as a linguistic particular for Chinese.

ED 073 727. *Outline of Polish Morphology*, by Charles E. Bidwell. Pittsburgh, University of Pittsburgh, 1972 146 pp MF-\$0 65, HC-\$6 58

This volume, one of a series of concise but relatively exhaustive descriptions of the grammatical structures of the principal standard Slavic languages, contains an outline of Polish morphology. The four major sections are morphophonemics, nominal inflection, the Polish verb part 1—stem alternation and conjugation, and the Polish verb part 2—interparadigmatic alternation. A bibliography is included.

ED 074 806. "The Te-ni-wo-ha: An Etymological Study," by Yukiko S. Jolly. *Papers in Japanese Linguistics*, Vol 1, No 2, December 1972 10 pp MF-\$0 65, HC-\$3 29

The designation of the Japanese word class

"joshi," known in English as particles, post-positional case markers, or relationals, by the term *te-ni-wo-ha* can be traced to the early superimposition of the Chinese writing system on Japanese speech. Because of the structural differences between the two languages and the existence of elements in Japanese not covered by the Chinese writing system, the Japanese developed a notational chart of dots to be added to the Chinese characters. Such a dot-code system was used to express relationships of the *joshi* and was designated *te-ni-wo-ha* by combining the names of the particles at the four corners of the chart. The term *te-ni-wo-ha* remains today even though the original dot-code system no longer exists and the Chinese characters used for writing Japanese are phonological representations containing no graphic, inherently syntactic indication of meaning.

ED 076 082. "Nouns, Verbs, and NP Complements," by J T Platt *Linguistic Communications*, No 3, 1971 8 pp MF-\$0 65, HC-\$3 29

This article investigates restrictions on three types of noun-phrase complements (gerundive, infinitive, clause) in English and seeks to point out some parallels between the occurrence of these three types in object positions. The author first presents a list of verbs which may be followed by noun-phrase complements, he then considers the occurrence of prepositions after the nominalized forms or nouns related to the verbs in the first list. A charting of co-occurrence possibilities in each case permits generalizations and categorization of particular behaviors.

psycholinguistics

ED 066 974. "Psycholinguistic Insights into the Notion of Structure," by Mamud M Okby *Northeast Modern Language Association Newsletter*, Vol 2, No 3, October 1970 5 pp MF-\$0 65, HC-\$3 29

The individual components of language—on the semantic, syntactic, and phonological levels—mean little or nothing as individual constructs. Language research must proceed according to a concept of linguistic structure which reflects the correlation of elements within and between levels of structure.

ED 066 938. "Some Linguistic and Stylistic Features of Child Black English," by Mary Ritchie Key, et al *Conference on Child Language*, 170-92 Quebec, Laval University, 1971 24 pp MF-\$0 65, HC-\$3 29

This paper points out some linguistic and stylistic features of Black English as spoken by children and discusses the occurrence of particular language patterns. Examples of distinct intonation patterns, paralinguistic effects, language rhythm, and other phonological features are considered. A statistical survey of particular age-group usage of clause and sentence complexity is included. The discussion is based on six tapes of the speech of children in grades 1-3, aged 9 to 12.

APPLIED LINGUISTICS

general

ED 070 322. "Basis of Articulation," by Heinrich Kely (Unpublished paper) 31 pp MF-\$0 65, HC-\$3 29

This paper intends to shed light on the somewhat nebulous term, "basis of articulation," which is used frequently in Eastern European phonetic and linguistic literature but highly neglected in contemporary American literature. The author's historical approach shows how the term originated and developed, how it is defined by various authors, and how it is applied today with special emphasis on American and British literature.

ED 071 460. "Technical, Technological, and Scientific English (TTSE)," by Peter Strevens (Paper presented at the International Association of Teachers of English as a Foreign Language, London, England, January 1972) 17 pp MF-\$0 65, HC-\$3 29

There is a large and growing demand for English language teaching that goes beyond the approach to English as a general educational and cultural subject and answers specific needs of a particular subject, profession, or occupation. It is possible to isolate and define technical, technological, and scientific English, all with common features of English, but with distinctions in the logical-grammatical devices used to express the concepts. All these elements contribute to the recurrent grammatical patterns evident in a particular type of language. One way to teach specialized English would be a special purpose course after the student has learned "common core" English in a conventional course.

ED 071 469. "Information Structure and Linguistic Structure," by Ernesto Zierer *Lenguaje y Ciencias*, Vol 12, No 1, March 1972 9 pp MF-\$0 65, HC-\$3 29

This document describes a format for analyzing the information content of sentences and the language patterns that accompany a particular information content. The author writes in terms of information structures, each information structure having a corresponding linguistic structure composed of distinctive features. The information structure of a given sentence and its corresponding linguistic structure are frequently conditioned by context, particularly the preceding sentence. The paper illustrates the determination of twelve different information structure types, to which correspond a total of sixteen different linguistic structure types. Most of the examples are in German.

ED 072 686. "Linguistic Courses in Teacher's Colleges," by R Squier Ball (Unpublished paper) 5 pp MF-\$0 65, HC-\$3 29

The ideal linguistic course for undergraduates planning to teach a foreign language is one taught by a specialist thoroughly familiar with the linguistic problems of the language in ques-

tion. The specialist should also be aware of the comparative problems of the student's native language. American students expected to teach a foreign language should be intensely involved in discovering the linguistic problems of English as compared to the linguistic problems of the language they are to teach. If a student's study time is limited, he should be able to take those courses which would be most useful to him in his future job.

ED 074 836. "Salvage Work in Australian Aboriginal Languages," by Barry J Blake *Linguistic Communications*, No. 2, 1972 10 pp MF-\$0 65; HC-\$3 29

A number of research problems have hindered the study of Australian aboriginal languages, which are spoken by a steadily decreasing and vanishing population. Such research has been plagued by misunderstanding and poor communication between linguists and the remaining informants. Much of the previous research, because of funding policies, has been conducted by trainee linguists. While work in phonology and morphology has been adequate, work in syntax has been scanty. Although syntactic research may improve in future studies, there is the danger of producing a grammar based on a model fashionable at the moment, rather than a grammar which presents basic data and which could later be adapted to a particular model. Research in the aboriginal languages is worthwhile for the study of language and culture in general and also for discoveries involving dialect studies in language typology, classification, and development.

ED 076 081. "The Determination of the Frequency of Syntactical Patterns in Present-Day Written Australian English," by Ralph D Beebe *Linguistic Communications*, No 3, 1971 16 pp MF-\$0 65, HC-\$3 29

Confronted with the problem of determining the frequency of syntactical patterns in present-day written Australian English, the author employs a method of analysis which produces an output in the form of a two-dimensional line diagram showing all the syntagms comprising the sentence under analysis. For the remaining problem of sorting the diagrams into divisions and sub-divisions of syntagms, the author advocates the use of a method of linearization used for sorting structural diagrams of chemical compounds. A description of the methodology is provided along with an explanation of its adaptation to language analysis.

computational linguistics

ED 070 344. *Research Trends in Computational Linguistics Report of a Conference Sponsored by the Center for Applied Linguistics in Cooperation with the Association for Computational Linguistics* Washington, D.C., Center for Applied Linguistics, 1972 98 pp MF-\$0 65, HC-\$3 29

This document contains the reports summarizing the main discussions held during the

March 1972 Computational Linguistics Conference The first report, "Computational Linguistics and Linguistics," helps to establish definitions and an understanding of the scope of computational linguistics "Integrated Computer Systems for Language" and "Computer-Oriented Grammars and Parsing" deal with technical issues and immediate concerns for research "Machines and Speech" reports on a topic of emerging relevance in the field, lengthy consideration is given to reading machines for the blind and speech understanding systems "Language Performance (Psycholinguistics and Dialectology)" describes another fairly new application for computational linguistics The last two reports, "Social Implications of Automatic Language Processing" and "Professional Ethics, Standards, and Education," involve issues related to the potential impact and implications of computational linguistics and its concerns

contrastive linguistics

ED 071 502. "Toward a Model of Linguistic Distance," by Jiri V Neustupný *Linguistic Communications*, No 5, 1971 18 pp. MF-\$0 65, HC-\$3 29

The author considers the issues of linguistic diversity (distribution of variation within communities) and linguistic distance (degree of variation between varieties within a system or between variety systems) He seeks to emphasize the usefulness for further development of distance studies of the concept of language area (Sprachbund), the necessity of its extension to include non-language components of communicative systems, and the necessity to consider various types of constraints on distance. The author also proposes the concepts of linguistic union and communicative style.

ED 072 688. *Two Papers on English-Hungarian Contrastive Phonology Hungarian English Contrastive Linguistics Project Working Papers 1*, by John Lotz Washington, D C, Center for Applied Linguistics, Budapest, Hungarian Academy of Sciences, 1972 11 pp MF-\$0 65, HC-\$3 29

The two papers in this booklet comprise part of the research in the Hungarian-English Contrastive Linguistics Project, which is concerned with investigating the differences and similarities between the two languages with implications for second language acquisition The first paper compares the obstruent clusters in English and Hungarian, especially from a morphophonemic point of view; the second paper compares the glides or semivowels in English and Hungarian

descriptive linguistics

ED 071 509. "The International Program to Describe the Languages of the World," by John Lotz (Materials presented at the 11th International Congress of Linguistics, Bologna, Italy, August 29, 1972) 54 pp MF-\$0 65, HC-

\$3 29.

The materials included in this document concern the theory, objectives, and administrative issues behind the project to describe the languages of the world The basic objective of the project is to collect a series of language descriptions which achieve an acceptable level of descriptive adequacy without interfering with the freedom of the linguist to use any theoretical approach he wishes The operation of the central program office is described along with the mechanics and guidelines for international coordination The final report describes pilot projects to be implemented in selected geographical areas and language families Such limited projects will provide the opportunity to test methods and tactics for handling the various linguistic, administrative, political, and practical problems involved in such programs

ED 072 689. *Script, Grammar, and the Hungarian Writing System*, by John Lotz Washington, D C, Center for Applied Linguistics; Budapest, Linguistics Institute, 1972 43 pp MF-\$0 65, HC-\$3 29.

This booklet forms a part of the Hungarian-English Contrastive Linguistics Project which is concerned with investigating the differences and similarities between these two languages with implications for second language acquisition The papers here deal with the Hungarian writing system Initial remarks concern the relationship between script and grammatical theory and how the consideration of script is significant for a complete description of a natural language; the author includes a select bibliography on script and language The second part considers Hungarian script in terms of its basic elements or graphemes The author outlines a systematic treatment for the graphematic study of a language considering grapheme inventory, signal formation in words and texts, and pragmatic aspects of script The method for converting the native orthography of a language, in this case Hungarian, into a phonemic transcription is demonstrated and a sample text is provided The concluding paper deals with the Hungarian imperative in both its spoken and written forms

psycholinguistics

ED 067 964. *Effect of Age, Native Language, and Instruction on Speech Sound Discrimination Final Report*, by James J Jenkins Minneapolis, University of Minnesota, 1972 26 pp MF-\$0 65, HC-\$3 29

The experiments described in this report investigate the characteristics of speech perception using an approach that considers the development of the perception of "voicing," both as it occurs naturally and as it might occur in the laboratory Investigating voicing discrimination and perception training among adults, infants, and children, the various experiments seek to determine to what extent the human being is "preprogrammed" to make voicing distinctions and to what extent that ability is acquired, whether acquired discriminations are fixed for

life or are malleable, whether malleability is a function of age, and whether training techniques can be found which will give an English speaker the ability to make the discriminations the Thai speaker makes

ED 070 356. *Transformational Grammar and Psycholinguistics as Applied to Teaching Comprehension Final Report*, by James A Reeds Kansas City, University of Missouri, 1972 51 pp MF-\$0 65, HC-\$3 29

The relevance of certain findings of child language development (native language) and the psychology of language acquisition to elementary foreign language instruction is examined in this paper A set of premises is proposed for a new scheme for the teaching of German based on the findings, namely, that comprehension precedes production, that language material is stored in short-term memory as chunks of seven plus two units, that pronunciation is best avoided until syntax and semantics are well learned, that the native language (English) interferes with the learning of the foreign language (German), and that language learning takes place optimally when the student is solving problems rather than memorizing by rote The report raises questions for further research on these theories The explanatory paper, included with the report, establishes the premises mentioned above and describes their practical application through the use of a teaching machine

ED 071 484. *Status Report on Speech Research, No 29/30, January-June 1972* New Haven, Conn, Haskins Laboratories, 1972 158 pp. MF-\$0 65, HC-\$6 58

This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications Manuscripts and extended reports cover the following topics: iconic storage, voice-timing perception, oral anesthesia, laryngeal function, electromyography of listening, speech and reading, reading machines for the blind, speech synthesis by rule, auditory evoked potentials, infant production and perception of speech sounds, voice onset time, perception of speech and nonspeech, lag effect, and phonetic coding in Japanese A list of publications and reports is included.

ED 076 084. "Multilingual Speakers' Problems in Decoding in a Second Language," by Susan Kaldor and Ruth Shell *Linguistic Communications*, No 2, 1970, 23 pp MF-\$0 65, HC-\$3 29.

Through an experiment investigating the processes used by several speakers of Asian languages to decode passages by speakers of Australian English, this paper seeks to establish and categorize the types of problems encountered by multilingual speakers when decoding the speech of monolingual speakers in one of the multilingual's second languages The authors present a preliminary typology of decoding problems of multilingual speakers Three main types of errors are isolated: omissions, intrusions, and replacements Subtypes under these headings are considered, and the relative

roles of the phonological, semantic, and syntactic mechanisms are discussed. The final remarks pose questions for further research with a view to consideration of the differences between monolingual and multilingual decoding.

sociolinguistics

ED 066 966. "Social Factors, Interlanguage and Language Learning," by Jack C. Richards (Unpublished paper) 52 pp MF-\$0.65, HC-\$3.29

This paper considers a number of diverse contexts in which English is learned as a second language and in which nonstandard dialects arise because of social and linguistic factors. The varieties considered here are immigrant English, indigenous-minority varieties of English, pidginization and creolization, local varieties of non-native English, and English as a foreign language as a branch of study. The learning processes and dialects are discussed in terms of interlanguage, seen as the learner's approximate system, that is, the intermediate stage between the source and target language which results from transfer, transfer of training, strategies of communication, learning, and overgeneralization. The concept of interlanguage provides a basis for dialect and language variety description, because it considers rules which are linguistic in origin—derivable from the mother tongue and from limited exposure to the target language—and social in origin—derived from communication and learning strategies. Implications of the interlanguage theory in terms of learning English as a foreign language are also discussed.

ED 070 334. "Language Status and Language Contact in Geolinguistic Perspective," by William F. Mackey (Paper presented at the Foreign Language Education Center at the University of Texas at Austin, 1972) 80 pp MF-\$0.65, HC-\$3.29

This study presents the theories that contribute to what the author has called geolinguistics, a discipline that deals with the external fate of languages as they are distributed over the face of the globe. Such a study is relevant in terms of official language planning when legislators seek to impose a given language on people of varied backgrounds. Such language planning requires the study of the linguistic forces of a given situation, including language power, language attraction, and language pressure.

ED 074 834. "Early Australian Pronunciation," by John S. Gunn *Linguistic Communications*, No. 6, 1972 5 pp MF-\$0.65, HC-\$3.29

Comparative research indicates that, almost without exception, late eighteenth century non-standard English pronunciation was very close to what is called Broad Australian Present Australian English is closely akin to the blended, popular colloquial London English, spoken by the largest group of Australia's first settlers. This pronunciation differed greatly from the more restricted standard form which was growing in importance in England at the same time for social reasons. British English and Australian English now appear to be drawing closer together because in the former more and more "low-class" forms of colloquial eighteenth century speech are filtering through to respectability.

successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group.

The main body of the book consists of reports of the authors' research. English-speaking American students studying French in bicultural communities in Louisiana and Maine as well as in a more typically American community in Connecticut, and French-American students studying French in English language schools were used as subjects. They were tested for language aptitude, intelligence, attitudes, motivation, and second language achievement. The procedures used are detailed in an Appendix.

Also included in the book is a study by the authors of Philippine students learning English, as well as reprints of seven articles published between 1959 and 1962 by the authors and others.

Linguistics and Language: A Survey of Basic Concepts and Applications, by Julia S. Falk. Lexington, Mass., Xerox College Publishing, 1973. xii, 315 pp \$7.00

This book is aimed at people who are interested in language but have little formal training in linguistics. The topics discussed are considered essential to understanding the nature of language and should provide insights into language that are useful for those concerned with teaching, psychology, and sociology.

In general, the author has followed the assumptions, goals, and terminology of transformational grammar. Basic concepts and some results of recent linguistic research are presented in parts 2, 3, 5, and 6, along with most of the special linguistic terms necessary to the linguist's discussion of language. Sections 4, 7, 8, and 9 focus on linguistic issues of more immediate concern to specialists in other fields. These include phonemics and phonological processes. Each section ends with a list of suggested further reading. A bibliography, language index, and subject index are appended.

Languages and Linguistics: Working Papers Number 6. Washington, D.C., Georgetown University Press, 1972. iii, 101 pp. \$1.95.

A collection of seven papers covering topics such as indigenous languages in America, Russian time prepositions, stress on prepositions in English, and an analysis of the theories of Lado (thought) and Chafe (semantics).

book notices

Linguistics in Language Teaching, by D. A. Wilkins. Cambridge, Mass., MIT Press, 1972. viii, 243 pp. \$8.95

Written for teachers of foreign languages (including English as a foreign language), this book is designed to relate current linguistic theories to the practical problems of language teaching. The author has not attempted to promote a single theoretical view or to provide a complete survey of theoretical linguistics. Instead, he takes some ideas from early structuralism, some later developments in transformational-generative linguistics, and others from Hallidayian linguistics and shows how a learning program might be influenced by the linguist's investigation of them. Examples are taken from English, French, Spanish, and German. The major topics—among them syntax, phonology, structuralism and transformationalism, behaviorism and mentalism, language attitudes in multilingual countries, motivation, and language aptitude testing—are explained

on the basis that the reader has no prior knowledge of linguistics. The author then demonstrates how each topic relates to foreign language pedagogy. A major concern in the book is not only how language learning programs may be influenced by linguistics but also whether they should be. Appended are a key to transcriptions used, suggestions for further reading, and a general index.

Attitudes and Motivation in Second-Language Learning, by Robert C. Gardner and Wallace E. Lambert. Rowley, Mass., Newbury House, 1972. viii, 316 pp. Cloth \$10.95, paper \$7.95

This volume presents the results of studies conducted over a 12-year period on individual differences in foreign-language skills. The authors state that they have constructed the beginnings of a sociopsychological theory of second or foreign language learning, which, in brief, maintains that the

grant and fellowship deadlines

Organization	Program	Details in Newsletter	Deadline
AAUW	<i>Graduate Fellowships For Women</i>	Dec , p 4	Jan 2
ACLS	<i>Research Fellowships in American Studies for Citizens of Europe</i>	May-June, p 6	Dec 1
	<i>Grants for Research on Chinese Civilization</i>	May-June, p 6	Dec 3
	<i>Grants for Research on South Asia</i>	May-June, p 6	Dec 3
	<i>Grants for East European Studies</i>	Nov , p 2	Dec 31
	<i>Grants for Postdoctoral Research (Eastern Europe)</i>	Nov , p 2	Dec 31
	<i>Grants for Study of East European Languages</i>	Nov , p 2	Feb 1
	<i>Travel Grants to Conferences Abroad (June-Sept , Oct -Jan , Feb -May)</i>	Oct , p 4	Feb 15, June 15, Oct. 15
	<i>Grants-in-Aid</i>	May-June, p 6	Feb 15
	<i>Grants in Support of Conferences (Eastern Europe)</i>	Nov , p	Feb 15
APS	<i>Grants to Postdoctoral Scholars</i>	Sept , p 3	Feb 1, April 1, Aug 1, Oct 1
ARIT	<i>Fellowships</i>	Dec , p 4	Feb 15
IREX	<i>Travel Grants (USSR)</i>	Oct , p 3	Open
	<i>Exchange of Senior Scholars with USSR</i>	Oct , p 3	Dec 1
	<i>Ad-Hoc Grants</i>	Oct , p 3	Dec 31, March 31, May 31
	<i>Collabroative Project Grants</i>	Oct , p 12	April 30
Kosciuszko Foundation	<i>Doctoral Fellowships</i>	Dec , p 4	Jan 15
NAS	<i>Postdoctoral Resident Staff Fellowships</i>	Dec , p 4	None specified
NIH	<i>Research Grants</i>	Sept , p 12	Feb 1
NIMH	<i>Small Grants</i>	Sept , p 12	Open
	<i>Research Project Grants</i>	Sept , p 12	Feb 1
	<i>Program Project Grants</i>	Sept , p 12	Feb 1
	<i>Special Grants</i>	Sept , p 12	Feb 1
	<i>Research Grants</i>	Sept , p 12	Feb 1
NRC	<i>Research Associateship Programs</i>	Dec , p 4	Jan 15
NSF	<i>NATO Senior Fellowships in Science</i>	Nov , p 7	Jan 31
Univ of Pittsburgh	<i>Andrew Mellon Postdoctoral Fellowships</i>	Dec , p 4	Jan 15
SSRC	<i>Predocloral Research Fellowships</i>	Nov , p 7	Jan 15, Feb 15
	<i>Postdoctoral Research Grants</i>	Nov , p 7	Dec 1, Dec 15, Jan 4

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