

1959–1982

The *Linguistic*
Reporter

Volume 16

(1974)

CAL CENTER
FOR APPLIED
LINGUISTICS

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 16

Number 1

January
1974

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Status of Women and Minorities Reported

An interim report on the availability of women and minority group members in linguistics was recently issued by the Linguistic Society of America (LSA). The report is based primarily on results obtained from studies conducted by LSA through the Center for Applied Linguistics as part of its Manpower Survey (see *The Linguistic Reporter*, September 1973).

The information presented in the report was compiled from surveys of three groups—linguistics department and program heads, LSA members, and graduate students in linguistics—as well as from other sources such as the National Academy of Sciences and the U.S. Office of Education. The following is a summary of the findings contained in the first section of the report which deals with women.

• Women comprise 44% of the Ph.D. students and 65% of the MA/MS students seeking employment as of December 1973.

• Of graduate students currently enrolled in a degree program in linguistics, 46-47% of Ph.D. candidates and 59-69% of MA/MS candidates are women. This shows an increase from the 1966 USOE survey, in which only 35% of the Ph.D. candidates were women.

• According to the Doctorate Records File of the National Academy of Sciences, women received 23% of the total Ph.D.'s in linguistics conferred between 1936 and 1972.

• Women linguists constitute 26% of the total linguistics work force (including those

See LSA—11, Col. 3

Navajo Nation Proposes New Education Programs

The Navajo Division of Education (NDOE) recently announced that it has designed eleven educational programs in an effort to improve and expand the school instruction now offered in the Navajo Nation. Some of these programs are already in preliminary stages of operation. The following provides a summarized description of each program.

1. *Establish a tribal education agency and unify present educational systems.* In order to oversee the growth and development of its educational program, the Navajo Nation must be designated as a tribal education agency (TEA) with the equivalent status of a state education agency. The NDOE would perform all administrative work of the TEA, concerning itself with providing various educational services rather than direct administration of the schools under the TEA's jurisdiction. The successful implementation of all other NDOE programs is contingent upon establishment of the TEA.

2. *Assess educational needs of schools and communities.* Assessment of educational needs at the local school-community level would be undertaken as well as a summative assessment designed to provide an overview of the educational needs of the Navajo Nation. This program would gather

See Navajo—7, Col. 1



Visiting language teachers and linguists from the People's Republic of China. (See *The Linguistic Reporter*, December 1973, for story.)

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Research Priorities for Native American Languages Outlined

Reflecting the recent revival of interest among linguists in *The Study of American Indian Languages*, a Conference on Priorities in American Indian Language Work was held in Eugene, Oregon, August 16-17, 1973. Participants included Mary R. Haas (University of California, Berkeley), James Hoard (University of Oregon), Dell Hymes (University of Pennsylvania), Virginia Hymes (University of Pennsylvania), Michael Krauss (University of Alaska), Margaret Langdon (University of California, San Diego), Wick Miller (University of Utah), Paul Platero (Massachusetts Institute of Technology), Bruce Rigsby (University of New Mexico), Clarence Sloat (University of Oregon), Rudolph Troike (Center for Applied Linguistics).

This new growth of interest among linguists coincides with a mounting concern on the part of Native American groups for the preservation (or in some instances, the revival) of their unique linguistic and cultural resources in the face of growing pressures for assimilation into the national mainstream of society, and it was realized that any research on American Indian languages that is undertaken today must take place within this context. The conferees agreed that scholars of American Indian languages have an obligation to the people with whom they work to return to the community some of the fruits of the information they obtain from it. This is being increasingly insisted upon by the Native American communities in which linguists work, and it should be recognized that the work of linguists has value to these communities, even where the motivation for the work is purely theoretical or scientific. Many linguists, for their part, are keenly interested in assisting Indian groups to develop means and materials for preserving their language. The means include sufficient training of Indians in linguistics

to enable them to undertake the analysis of their own languages, and joint projects for the development of pedagogical materials. It was pointed out that the needs are so great that the only way to meet them is through the training of native speakers. Native Americans and linguists thus share a strong bond of mutual interest, and ways for closer cooperation and collaboration should be encouraged.

Priorities were grouped in three categories: research, pedagogical materials, and training. Under *Research Priorities* were included 1) descriptive studies (e.g. dictionaries, texts, grammars, phonologies), 2) comparative historical studies (e.g. family level reconstruction, comparative dictionaries, dialect studies, area studies), 3) field research in poorly documented languages, as well as analysis and publication of previously collected, but inaccessible, data, 4) surveys of modern American Indian speech communities; 5) conferences which could aid in synthesizing knowledge on particular topic areas or language families. (It should be noted that no relative priorities are implied by the order of the above statements.)

In discussing priorities dealing with *Pedagogical Materials*, the conferees noted that the community involved must want such materials and that new materials should show evidence of reliance on prior linguistic scholarship. Whenever development of an orthography for a language is needed, the consultation of linguists and members of the community should be sought, and in cases where a writing system exists which is linguistically inadequate, but which is traditional in a community, the community, after consultation with informational specialists, should decide its preference. It was noted that encouragement should be given to the development of dictionaries, grammatical

sketches and advanced reading materials for growth and success of language programs, and it was strongly recommended that whenever pedagogical materials on any level are to be prepared, a linguist should be consulted.

In the area of *Training*, the following recommendations were made:

1) Speakers of Native American languages need to be provided training in linguistics so that they can become fully responsible for the development of programs in their languages. Training should not necessarily be directed toward degrees, but should be as relevant as possible to immediate needs.

2) Emphasis should be placed first on training people to read and teach their language and on giving them an understanding of the nature of their language. Training should include practical problem-solving exercises, curriculum design, and materials development.

3) Where feasible, attention should be given to advanced training in linguistics for Native Americans. Universities should be urged to provide flexible curricula in their regular degree programs designed to meet the special needs of Native American students and to develop appropriate training programs for Native Americans who do not wish to seek academic degrees.

4) Linguists likewise need training in such areas as education, cultural sensitization, and methods of community work in order to make their participation in programs more effective.

The Conference participants stated that linguists stand ready to help in a number of ways, including the development of appropriate orthographies; grammatical sketches; dictionaries; primers and instructional material; and advanced reading materials on traditions, history, and customs, as well as the training of Native Americans in technical linguistic skills. Efforts to meet these needs may come from many sources, but one of the first considerations should be the determination of the professional linguistic competence of the people involved in order to avoid the exploitation of Indian groups by incompetent outside individuals or institutions. To aid in this determination, Indian groups should be provided with information on linguists who might be of assistance to them. The Center for Applied Linguistics will serve as a clearinghouse for information in this field and provide liaison between the linguistics profession and Native American groups.

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.

NOTES ON A TRIP TO CHINA

by William S-Y. Wang

[William S-Y Wang is a professor in the Department of Linguistics, University of California, Berkeley. He is also editor of the *Journal of Chinese Linguistics*.]

During the period of August 29 to October 6, 1973, I was in the People's Republic of China. Since mine was an unusual opportunity, the Director of the Center for Applied Linguistics invited me to make some informal notes on the trip for *The Linguistic Reporter*.

In addition to the linguistic interests, I visited communes, schools, private homes, and historical sites. My understanding of these first-hand observations was significantly deepened through lengthy discussions with my father, who has participated in this society over these two decades. Another helpful ingredient for my perspective is the fact that I had some basis for a "before-and-after" comparison, since I have some memories of what life was like in China before the Liberation of 1949. It is an altogether stirring experience to be a part of this vibrant society, even as briefly as I was. People who have also visited Israel at the most ardent moments of that new nation like to compare the two societies. But social reconstruction in China, of course, proceeds on a much grander scale. Everywhere, men and women of all ages move with a confident optimism and a unity of purpose that is at once simple and ennobling.

Since I went as an individual, rather than as a member of a group, there was virtually no constraint either on my itinerary or on my movement within cities. For twenty days I was in Peking, where I met for the first time many scholars whose writings in Chinese linguistics I have admired for years. A colloquium was arranged for me at Peking University on September 11, jointly chaired by Lu Shu-Xiang, Director of the Institute of Linguistics, and by Zhu De-Xi, Professor of Chinese at Peking University. It lasted three hours and was attended by some sixty people. These included Cen Qi-Xiang, Li Rong, Liu Yong-Quan, Wang Li, Wu Zong-Ji, Yuan Jia-Hua, and Zhou Dian-Fu.

Because a good amount of our recent work in Chinese linguistics as well as on the general theory of phonological change rests on the data base provided by Peking linguists (see Matthew Chen's synthesis of this work in *Foundations of Language* 8:457-98, 1972), it was for me a particu-

larly gratifying moment to speak with them in person. I presented a report on recent research in linguistics done in my laboratory in Berkeley. (Since many people have expressed an interest in this report, it will be published in a future issue of the *Journal of Chinese Linguistics*, in Chinese.) After the report, there was a general discussion on topics ranging from machine translation to semantics to language teaching. At the conclusion of the colloquium, Professor Lu suggested that a "partnership" be formed between the linguists of the two countries. There is no doubt that we will continue to have much to learn from Professor Lu and his colleagues, so his generous suggestion is most enthusiastically taken.

On September 15 I had the opportunity of visiting The Fourth School for Deaf-Mutes in Peking, where I watched the children, from 9 to 17 years old, receive both speech training and medical treatment. The heart of the treatment is acupuncture, which each child receives several times a week. This method of treating deaf-mutes, which is highly regarded in China, has been publicized by the Foreign Language Press in a little booklet, *Exploring the Secrets of Treating Deaf-Mutes* (Peking, 1972), available in many languages. There have been many reports of success based on this method; the officials at the school I visited are also confident in its effectiveness. It is clear to me from the class visits that the children are extremely well-motivated and that some are making impressive progress in gaining speech. As we may expect, it is more problematic for a deaf student to master the Chinese tones than the consonants and vowels, since it is much more difficult to monitor the activities of the larynx.

Although I did not have a detailed schedule for doing field work, I did make use of the opportunity to take notes and make tape-recordings. People invariably tried to be helpful to my endeavors, and some of them visibly enjoyed having their voice played back on the SONY TC55. All my recordings and photographs were taken with the explicit prior consent of the subject.

Since the Liberation, the government has been very concerned over the Chinese language; Premier Chou En-Lai and Dr. Kuo Mo-Juo, President of the Academy of Sciences, are among the leaders who have commented on language reforms. (The

reader unfamiliar with the linguistic situation may find it useful to see my article on the Chinese language in the February 1973 issue of *Scientific American*.) Putonghua, based on Peking pronunciation, is now virtually universal—most people under 30 are fluent in it—the result of wide-spread and intensive popularization. In stores in Canton, I was told, one does not get served except in Putonghua. In the Southern provinces, especially away from the urban centers, families tend to be bidialectal. Local language arts continue to flourish. I attended operas given in the Guilin and Meixian dialects and story-telling sessions in the Guangzhou and Suzhou dialects. The simplified characters have become generally accepted, though older people still use a few complex characters now and then when they write. Pinyin, the spelling system based on the Latin alphabet, does not appear to have a very central place in schools, though it is used consistently in official textbooks of Chinese.

The greatest change in Putonghua over the past quarter century is in the lexicon. Beverly Fincher has recorded some observations on this in the *Journal of Chinese Linguistics* 11. Because of the tremendous degree of political and social uniformity across the nation, it was quite easy for a group of words to take on sharply defined new meanings. My unfamiliarity with this new lexicon was a significant hindrance during my first few days in Peking, especially in the context of more serious discussions.

Phonetically, I did not encounter many



Li Shu-Xiang and William S-Y. Wang

new developments in Peking. However, some on-going sound changes seem to have diffused all across the lexicon and to have reached more speakers. The /w/ glide, when syllable-initial, has hardened to /v/ before non-labial, non-high vowels for many speakers, in words such as *wàng* (forget), *wèi* (for) *wèn* (ask), and *wà* (socks). After alveolars and sibilants, it is often deleted, in words such as *fù* (correct), *sui* (although); in *shuí* (who), the deletion is almost universal as evidenced by the alternate spelling *shéi* given in dictionaries. The /y/ glide sometimes loses its labialization and becomes /j/ in words such as *xuě* (blood), *quán* (complete). There are also a few words in which /p/ varies with /p'/'

The remainder of the trip was spent in Yenán, Xian, Shanghai, Suzhou, Guangzhou, and Guilin. In Yenán, the /n/ has become lost after the vowel that corresponds to Peking /a/, and has velarized to /ŋ/ elsewhere. So the name "Yenán" itself is pronounced /aŋɔ/ by the local inhabitants. Xian is particularly interesting because of the unusual development before labials of /tʂ/, /tʂ', and /ʂ/ into /pʃ/, /pʃ', and /f/ respectively. To my ear, /pʃ/ sounds like /v/, and /pʃ' and /f/ both sound very much like /f/. I plan to do some instrumental analysis of my Xian tapes on these phonetic questions. Not far to the southeast of Xian is Lantian, where the plain alveolars have merged into the palatals before palatals, so *dí* (low) is pronounced like *jí* (chicken), and *tí* (ladder) is pronounced like *qí* (wife).

While at Guilin, I had the opportunity of working several sessions with Mr. Wei Zhi-Min, a native speaker of the Zhuang language as spoken in Tiandong. Zhuang is one of the largest minority languages in China, with over eight million speakers. Based on my sketchy exposure, the tone system appears exceedingly complex—five long ones and four short ones. Although it preserves the basic syntax of the Tai languages, the lexicon is heavily saturated with Chinese borrowings. I hope to work on these field notes before long and make them generally available.

The English language is becoming increasingly popular, not only in schools, where it is the major foreign language, but also for the general population, especially at urban centers. Radios broadcast English instruction several hours every week. The pronunciation that I heard lies somewhere between Daniel Jones and, say, Kenyon and Knott. Impressionistically, it seems that while the stressed vowels are mildly RP, the rhythm and intonation are much more smoothed out, tending toward Ameri-

can English. I was lucky to have been able to buy some of the texts which go with the radio lessons. Most of the time, stores are sold out.

It was a very intensive 40 days for me, crammed full of movement, facts, and activities, and of course, all too short. One tangible product of the trip is that the colloquium, so kindly arranged by Professors Lu and Zhu, has opened up more channels of communication for all of us. Given the importance of the language and its unsurpassed philological heritage, the real impact of Chinese linguistics upon general linguistics is yet to come. We can look forward to our colleagues and "partners" in China working with us in these endeavors. Less tangible are the impressions gleaned, the friendships formed, and the optimism I was infected with as I moved within this new society, so sure of its direction and so proud of its destiny.

Boston Offers Program In Psycholinguistics

The School of Education at Boston University has established a doctoral program in applied psycholinguistics designed to prepare a student to be a language behavior specialist in the areas of language learning, language learning disabilities, and the teaching of language. Students who successfully complete the program will be prepared for effective participation in programs at universities, schools, or clinics where knowledge of the analysis and description of language behavior, both normal and deviant, and the ability to apply this knowledge to the study of particular educational and clinical language problems is a major requirement.

The principal academic areas related to the program are psycholinguistics, sociolinguistics, psychobiology, experimental design, and educational application. The design of the program also provides the students with an opportunity to engage in independent study in related applied areas including language acquisition, bilingualism, developmental language disorders, language learning patterns of the neurologically and emotionally impaired, and assessment of language development.

The first students were admitted to the program last fall. Further information about the program as well as application forms for admission and financial support may be obtained by writing Admissions Office, School of Education, Boston University, Boston, Massachusetts 02215.

FORD ANNOUNCES MINORITY GRANTS

The Ford Foundation awarded 570 graduate fellowships for the 1973-74 academic year as part of its Scholarship and Fellowship Programs for Native Americans, Mexican Americans, Puerto Ricans, and Black Americans. Of these, 52 were for study in languages, linguistics, or minority education. The recipients for each such award are listed below along with the institution they are attending and their field of study.

- Jorge Benitez City University of New York Spanish
- Gloria I. Bernabe Middlebury College Spanish
- Daniel W. Brown Brown University. German
- Maria Soledad Cabigas. Princeton University Romance Languages
- Harry R. Chabran Stanford University Spanish
- Sonja Cintron. University of Connecticut Romance Languages
- Ruth Crespo. New York University Spanish
- G. Reginaldo Daniel University of California at Los Angeles. Hispanic Languages
- Frederick Diaz Michigan State University Romance Languages
- Jorge Escalera New York University Spanish and Portuguese
- Juan Ortiz Escalera. State University of New York at Stony Brook. Spanish
- Roberta Fernandez. University of California at Berkeley. Spanish and Portuguese.
- Rose Marie A. Foote. New York University Spanish
- Vivian H. Ford. University of California at Berkeley Early Childhood Education
- Jose L. Galvan. University of Texas. Foreign Languages
- Gracie D. Glymph Columbia University. Russian.
- Janice E. Hale. Georgia State University. Early Childhood Education
- Francisco G. Hinojos Stanford University Spanish and Portuguese.
- Carolyn R. Hodges. University of Chicago German.
- LaVerne M. Jeanne. Massachusetts Institute of Technology Linguistics
- Dewaran M. Johnson Rensselaer Poly-

See Ford—10, Col. 1

grants, fellowships, awards

The National Endowment for the Humanities (NEH) will make the following grants and fellowships available for 1974-75:

Research Grants These awards are for support of original thought, basic research, and editing projects in the humanities and those aspects of the social sciences having humanistic content and employing humanistic methods. The average grant amount is \$17,000. Applicants are advised to contact the Research Grant Division well in advance of the deadline date. Application deadlines: May 6, 1974 for projects beginning after January 1, 1975 and November 18, 1974 for projects beginning after August 1, 1975.

Senior Fellowships Intended for support of individuals in their work as scholars, teachers, and interpreters of the humanities. The proposed work should aim at advancing, synthesizing, or enlarging the recipient's learning and understanding. Fellowships are for 6-12 months tenure and provide a maximum stipend of \$18,000. Deadline for applications: June 17, 1974.

Summer Seminars for College Teachers Grants in this area are designed to provide teachers at smaller colleges as well as junior and community colleges with an opportunity to work in their areas of interest with outstanding scholars and with access to suitable library facilities. Recipients will be given a stipend of \$2,000 for a two-month period as well as a \$250 travel and housing allowance. Applications should be addressed to seminar directors who will provide appropriate forms and instructions. A list of available seminars can be obtained from NEH's Division of Fellowships. Deadline: February 11, 1974.

Youthgrants in the Humanities Projects supported by these awards must be developed and conducted entirely by students and other young people. Academic affiliation or degree is not required. Individual project awards are usually under \$1,000. Application deadlines: April 1, 1974 for projects beginning after September 1, 1974; August 1, 1974 for projects beginning after December, 1974.

Education Programs (1) *Project Grants* designed primarily for universities and two-year colleges to encourage development and testing of imaginative approaches to humanities education. Deadline: March 15,

1974 for projects beginning after December 1, 1974. (2) *Institutional Grants* for support of efforts by post-secondary institutions to enhance the humanities in their curricula. Application deadline same as for Project Grants. (3) *Program Grants and Development Grants* deadlines are January 1, 1974 for projects beginning after August 1, 1974 and July 1, 1974 for projects beginning after January 1, 1975. Application forms for all the above programs are available from the Division of Education Programs.

Special Projects The Special Projects program is administered by NEH's Public Programs Division and encourages ideas for projects which do not fall within the scope of other NEH programs. Proposals in this area should be designed to foster public understanding and appreciation of the humanities and to develop methods of relating the disciplines of the humanities to the interests and needs of the general adult public. NEH is especially interested in projects which avoid duplication of standard approaches.

Before making formal application, prospective applicants should send informal descriptions of potential projects as well as any inquiries they may have about the program to Special Projects, Division of Public Programs, National Endowment for the Humanities, Washington, D. C. 20506.

The American Philosophical Association has a limited number of small grants available for research in American Indian anthropological linguistics and ethnohistory. Grants are restricted to work in the United States, Canada, and Mexico, and range from \$500 to \$1,000. Preference will be given to applications from younger scholars, including graduate students. Applications must be received by March 15, 1974; awards will be announced in early May. For further information write: Librarian, American Philosophical Society, 105 South Fifth Street, Philadelphia, Pennsylvania 19106.

The Council on Library Resources has awarded a grant of \$103,000 to the Graduate Library School of the University of Chicago for support of postdoctoral fellowships to be offered over a two-year period beginning June 1974. Fellowships

will be available to persons with Ph.D.'s in fields other than librarianship for the purpose of working toward an M.A. degree in librarianship at the University. Recipients will be given full tuition and stipends up to \$7,800, depending on financial need and number of dependents.

Applications for 1974-75 must be received by February 1, 1974, with awards to be announced April 1, 1974. Application forms may be obtained from: Dean of Students, Graduate Library School, University of Chicago, 1100 East 57th Street, Chicago, Illinois 60637.

The National Science Foundation (NSF) has announced that it will support postdoctoral and doctoral dissertation research for 1974-75. Deadlines for submission of applications for postdoctoral research grants are as follows: March 1974 for projects beginning in September-October 1974 and August 1974 for projects to be initiated in January-February 1975. There are no application deadlines for doctoral dissertation research grants, which are reviewed as received throughout the year. Detailed guidelines for submission of proposals as well as information on eligibility requirements may be obtained from Division of Social Sciences, National Science Foundation, Washington, D. C. 20550.

The Woodrow Wilson International Center for Scholars has announced the availability of fellowships for scholars conducting advanced research and writing at the postdoctoral level in Washington, D. C. Awards will provide stipend support, office space, and secretarial and library assistance.

Applications must be submitted by March 1, 1974; awards will be announced in mid-May 1974. For application forms and further information on the fellowships program and facilities write: Woodrow Wilson International Center for Scholars, Smithsonian Institute Building, 1008 Jefferson Drive, Washington, D. C. 20560.

NIE revises research grants program because of decrease in federal appropriations. See next issue for details.

news briefs

A survey of elementary, intermediate, and advanced students of foreign languages at the university level, conducted last year by Wilga M. Rivers of the University of Illinois at Urbana, has shown that contrary to popular belief, students do feel that learning a foreign language is useful. Over two-thirds of the students surveyed felt that the time they spent in learning a foreign language was not wasted. Other results showed that 68% were not against language requirements as part of the undergraduate curriculum, 79% rejected the idea that the wide-spread use of English in foreign countries made learning a foreign language unnecessary, and 45% felt that a foreign language would be useful in their future careers. An article by Professor Rivers entitled "The Non-Major: Tailoring the Course to the Person—Not the Image" which discusses the survey appeared in the latest issue of the Association of Departments of Foreign Languages' *ADFL Bulletin* (December 1973).

A *Programa Interamericano de Sociolingüística* will take place January 2-February 10, 1974, at the Catholic University of Valparaíso, Valparaíso, Chile. The program is sponsored by the Linguistics Department of the University in cooperation with the Programa Interamericano de Lingüística y Enseñanza de Idiomas (PILEI) and the U.S. Fulbright Commission. Courses will include such subjects as urban sociolinguistics, linguistics and teaching, child language, Latin-American Spanish, and Amerindian linguistics. Faculty participants from South America are: Lidia Contreras, Alfred Martus, Luis A. Gómez, Marianne Peronard, Ambrosio Rabanales, and Adalberto Salas. U.S. faculty participants are: Paul L. Garvin, Madeleine Mathiot, and Oswald Werner. Further information about the program can be obtained by writing Departamento de Lingüística, Of. 3-50, Casilla 4059, Valparaíso, Chile.

Early American Newsletter of the California Indian Education Association is a publication concerned with Indian affairs in general and Indian education in particular. The newsletter publishes notices of upcoming conferences of interest to Indian educators and information on educational and other opportunities available to Native Americans as well as reports of the activi-

meetings and conferences

- January 25-27 Silent Way Seminar Chantilly, Virginia [Write Elaine Rhymers, 4081 South Four Mile Run Drive, Apartment 203, Arlington, Virginia 22204]
- January 26-27 Word Order and Word Order Change Conference Santa Barbara, California [Write Charles N. Li, Linguistics Department, University of California at Santa Barbara, Santa Barbara, California 93106]
- February 11-13 Brazilian Linguistics Association Curitiba Brazil [Write F. Gomes de Matus, 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 Symposium on North American French Bloomington, Indiana
- 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 Tudományok Ismertterjesztő Tarsulat Budapest, Hungary [Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England]
- April 14-19 Council for Exceptional Children New York, New York

ties of Native American organizations and individuals. Subscription rates are \$5.00 for institutions, free to Indian members with \$2.00 dues for CIEA membership, \$5.00 for newsletter and membership for non-Indians, or \$3.00 for individual subscription to newsletter only. For further information write: California Indian Education Association, P.O. Box 4095, Modesto, California 95352.

The Conference on Iroquois Research, first held in 1945, met on October 12-14, 1973 at the Institute of Man and Science at Rensselaerville, New York. In addition to seminars on ethnography and agriculture in the Iroquois society, a symposium on Language and Culture included the following papers: 1) Contrary Evidence for the Position of Cayuga within Northern Iroquoian, by Wallace Chafe (University of California at Berkeley) and 2) The Oral

Composition Process, by M. K. Foster (National Museum of Man). Two demonstrations of orthography for Iroquoian languages were also presented.

System Development Corporation has been awarded a one-year contract from the Advanced Research Projects Agency of the Department of Defense for development of a machine-readable archive of lexical data for English. Known as *SOLAR A Semantically-Oriented Lexical Archive*, it will contain for each word: (1) those formal semantic analyses found in the literature; (2) notes on the descriptive constants used in the analyses; (3) conceptual analyses of basic notions invoked by these constants; (4) semantic fields derived from *Webster's Seventh New Collegiate Dictionary*; (5) syntactic and collocational features; (6) ex-

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meetings and conferences

- 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]
- May 1-4 International Reading Association New Orleans, Louisiana
- May 8-10 Canadian Conference on Information Science, 2nd Winnipeg, Manitoba, Canada
- May 8-10 Annual Congress of the French-Canadian Association for the Advancement of Sciences, 42nd Quebec, Canada
- May 28-31 National Association for Foreign Student Affairs Albuquerque, New Mexico
- May 31-June 2 International Congress of the Society of Italian Linguistics, 8th Bressanone/Brixen, Italy [Write Professor Daniele Gambarara, Viale Libia 58, 00199 Rome, Italy]
- June 1-6 International Congress of Semiotic Studies, 1st Milan, Italy [Write Secretary General of IASS, Via Melzi d'Eril 23, Milan, Italy]
- June 24-August 16 Linguistic Society of America Summer Linguistic Institute Amherst, Massachusetts
- June 27-July 2 American Association of Teachers of German Bonn, West Germany
- July 26-28 Linguistic Society of America Summer Meeting Amherst, Massachusetts
- August 1-3 Speech Communication Seminar Stockholm, Sweden [Write Stockholm Convention Bureau, Stradv 7c, 114 56 Stockholm, Sweden]
- August 5-9 International Conference of the Internationaler Deutschlehrerverband, 4th Kiel, West Germany [Write General Secretary of IDV, Tore Larsson, Arkitektvagen 15, S-740 20 Brunna, Sweden]

NAVAJO — from page 1

input data from local school-community groups, regional surveys, and Navajo Nation studies. Information would come from such sources as selected student-record data, census information, on-site observation, interview data, and community-generated opinions.

3. *Provide technical assistance to schools and communities.* This program would allow the NDOE to offer consulting services to communities considering the establishment of community schools. The relationship between school and community would be researched and the results disseminated. Operational fundraising efforts would be undertaken, and guidance would be provided in such areas as curriculum planning and school development activities.

4. *Improve sponsorship and coordination of federally-funded programs.* Studies

have revealed that funding programs operated in the Navajo Nation have often been ineffective because of misunderstandings between Navajos and federal employees caused by language and cultural differences. The NDOE is currently working to alleviate such problems by making funding agents more aware of Navajo needs and by coordinating efforts of federally-funded programs operating in the Navajo Nation.

5. *Develop Navajo educational policies and guidelines.* Efforts in this program would be concentrated on development of the educational philosophy of the Navajo Tribe, a code of ethics, organizational structure, accreditation certification, business and operational procedures, etc.

6. *Training for community school boards.* With the election of Navajos to public, mission, and BIA contract school boards, the need has arisen to provide

training programs for school board members. This need is primarily due to the fact that although most of these newly-elected Navajos are experienced in developing and implementing tribal policies, they have had relatively little experience with educational policy. The implementation of the training program would, if approved, be the responsibility of a task force consisting of Navajo school board members representing a variety of organizations—the Tribal Council's Education Committee, Dine' Bi'olta' Association, the NDOE, state departments of education, and state associations of school board members.

7. *Guide development of educational programs.* The NDOE would be responsible for carrying out specific program policies, developing course standards, suggesting course content and sources of media, providing in-service educational opportunities, coordinating current efforts in Navajo schools, and evaluating the effectiveness of established educational programs.

8. *Develop a school-community television program.* This project would establish a reservation-wide television program for both school and community use produced and staffed entirely by Navajos.

9. *Develop a teacher-administrator education program.* This program is designed to reinforce the efforts of several programs which are already attempting to increase the number of Navajo educators. If approved, an advisory committee on Teacher-Administrator Professional Development would be formed to assist in the assessment of potential teachers and administrators and to establish priorities for a possible training program.

10. *Develop administrative support services.* The aim of this program is to give operational personnel the equipment and facilities necessary for providing affordable, quality support services.

11. *Conduct a youth program.* The NDOE would establish a unit to explore tribal and other sources of funding for a youth program which would concentrate its efforts on preparing young Navajos for the leadership roles and work they will be expected to perform for the Navajo Nation.

The main objective of the above programs seems to be to provide the machinery necessary for effective, culturally and linguistically oriented community bilingual/bicultural education. One of the NDOE's most important priorities has been and will continue to be the need for community-controlled education as the most efficient means for educating children in the Navajo Nation.

Higher Education For Puerto Ricans

Universidad BORICULA is an institution of higher learning designed to provide higher education to Puerto Ricans in the United States. When fully operational, it will consist of learning centers located within the Puerto Rican communities of cities such as New York; Washington, D.C., Philadelphia, Boston, Chicago, Newark; and others. The first of these centers opened in Brooklyn, New York in November 1973. Curriculum plans for the center focus on bilingual-bicultural education for teachers and administrators. During its first year of operation, students will be concentrating on four generic curriculum areas: reasoning with numbers, communication skills, problem-solving and decision-making, and evolution of modern thought.

The Universidad also publishes a newsletter—*Noticiero*—through its Puerto Rican Research and Resources Center. This newsletter contains information about the Universidad's programs, reports on research in progress and student affairs, and evaluations of books and/or audiovisual materials concerned with Puerto Rican history, culture, language, etc. For subscription and other information write Universidad BORICULA, 1766 Church Street, N.W., Washington, D.C. 20036.

Indian Education Funds Refused

The Alaskan Legislative Budget and Audit Committee has voted to refuse nearly \$900,000 in federal funds for Indian education, even though these funds required no additional commitment of state revenues. Among funds included in the proposed measure were \$70,000 for bilingual education and \$818,436 for rural education targeted for the Alaska State-Operated Schools. Administrators who voted against the measure expressed a "lack of enthusiasm" for the SOS education program in rural villages. No alternative funding measures have been proposed.

CAL Distributes: *A Handbook of Bilingual Education*, by Muriel R. Saville and Rudolph C. Troike

BILINGUAL EDUCATION IN CALIFORNIA

by Gilbert Martinez

[*Dr. Martinez is Director, Bilingual/Bicultural Education Task Force, California State Department of Education*]

Equal educational opportunities exist only when students whose dominant language is not English are provided with educational experiences which will equip them to perform with maximum proficiency in school. The State of California has and hopefully will continue to recognize that educating a person in the language he knows best insures the continued existence of a multilingual, multicultural society.

California became a state in 1850. When its first Constitution was drafted, it was written in the two languages of the state—Spanish and English. This Constitution thus recognized both Spanish and English as the official languages of California. This policy remained in effect until 1879 when a new Constitution was adopted and laws were no longer transcribed into Spanish.

Until 1967, public education in the state used one language—English—as the medium of instruction. With the enactment of Senate Bill 53, however, this policy changed. The bill provided for, among other things, the use of a language other than English as the medium of instruction in California classrooms.

More recent legislation has continued the trend toward strengthening bilingual/bicultural education. AB 2284, enacted during the 1972 legislative year, provided \$5,000,000 for bilingual/bicultural education in California. It also mandated a census report of limited and/or non-English-

speaking students. For the purposes of this survey, limited English-speaking students were defined as those who had difficulty speaking English in school and who spoke their mother tongue at home.

School districts recently reported the results of the census. As expected, these results show a definite need for bilingual/bicultural education in California because of the high percentage of limited and non-English-speaking students currently enrolled in grades K-12. The survey provided the following information:

- (1) There are approximately 141,000 limited English-speaking students in grades K-12. Of these, approximately 120,000 or 85% have Spanish as their primary language.
- (2) There are approximately 48,000 non-English-speaking students in the school system, 44,000 or 92% of which have Spanish as their dominant language.

On the basis of these results as well as on the concurrent doubling of the classroom population caused by bilingual education (bilingual education must take place in an integrated classroom where a minimum of 50 percent of the students has Spanish or another language as their second language), there is a definite need to increase the funds available for such education. The financial provisions made by AB 2284 run out in June 1974, thereby necessitating the enactment of new legislation. In order for bilingual/bicultural education to remain a viable educational concept in California, this legislation must be forthcoming as soon as possible.

Rough Rock Offers Innovative Bilingual Program

The Rough Rock Demonstration School in Chinle, Arizona has been one of the leaders in experimental bilingual education in the United States. It currently offers Navajo students an individualized bilingual program in an ungraded system. Elementary students are enrolled in classroom units called "Phases," with students placed in a particular Phase according to ability rather than age. For comparison purposes, Phase I in the Rough Rock system corresponds to conventional grades PK-1, Phase II to

grades 2-3, and Phase III to grades 4-5.

Phase I students begin their lessons and conduct nearly all class dialogue in the Navajo language. At this level, English is taught as a second language. Students gradually learn more and more English so that by the later stages of Phase II, English becomes the primary language of instruction, although students are still given some oral and written lessons in Navajo. Navajo Parent Aides provide bicultural education to complement the program.

conferences, seminars, workshops

A Silent Way Seminar will be held January 25-27, 1974 in Chantilly, Virginia. The theme of the seminar is "Techniques of Teaching the Silent Way as They Apply to Any Language." The principal instructor will be Dr. Caleb Gattegno, inventor of the Silent Way methodology. Registration fee: \$20.00. For further information contact Elaine Rhymers, 4081 South Four Mile Run Drive, Apartment 203, Arlington, Virginia 22204, phone: (703) 979-7919.

The 6th Child Language Research Forum will be held April 5-6, 1974 at Stanford University. The format for the forum will include a keynote address by Hermine Sinclair-de Zwart (University of Geneva), a panel discussion, and research reports. Researchers who would like to present reports should send abstracts by January 15, 1974 to: CLRF Committee, Stanford Child Language Project, 671 Oak Grove, Suite O, Menlo Park, California 94025. With permission, reports will be published in the summer issue of Stanford's *Papers and Reports on Child Language Development*.

The 8th International Congress of the Society of Italian Linguistics will take place May 31-June 2, 1974 in Bressanone/Brixen, Italy. The theme of this year's congress is "Sociolinguistics in Italy." Papers will be presented on topics of interest to linguists, sociolinguists, and specialists in education and include the following subject areas: 1) Problems and Methods in Sociolinguistics, 2) Language and Dialect in Italy; 3) Language and Education, 4) Bilingualism

and Diglossia, 5) Linguistic Minorities (both frontier groups and isolated internal groups). Persons interested in attending the congress should write Professor Daniele Gambarara, Viale Libia 58, 00199 Rome, Italy.

The Eighth World Congress of Sociology will be held August 18-23, 1974 in Toronto, Canada. The theme of the Congress is "Science and Revolution in Contemporary Societies." Participants will attend plenary, research committee, and ad-hoc group sessions as well as symposia and round table discussions. In addition to sessions dealing with various areas of interest to sociologists, there will be a research committee session devoted entirely to sociolinguistic concerns. Topics to be discussed at this session include: 1) sociology of language as a discipline; 2) educational policies on languages and use of languages in science; 3) languages selected for governmental and international functions; 4) minority groups and language movements; 5) language loyalty and occupational factors; 6) language corpus-planning; 7) language and religion; 8) language and social classes; 9) speech act theory, ethnomethodology, and microsociolinguistics; 10) language and urban-rural differences; 11) scientific linguistic census, conditions and methods; 12) Catalan sociolinguistics; 13) Chicano sociolinguistics. Persons interested in attending the conference should write: Reuben Hill, President, International Sociological Association, 1014 Social Sciences Building, University of Minnesota, Minneapolis, Minnesota 55455.

turers and research scholars from 67 foreign countries, 84 are in the humanities, 42 of whom are in language/linguistics and literature. Copies of the Directory may be obtained from Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Franklin Cooper, President of Haskins Laboratories as well as adjunct professor of linguistics at Yale University and the University of Connecticut, has been appointed by Judge John J. Sirica to a panel of experts to study the authenticity and integrity of the Watergate tapes. Dr. Cooper is also a fellow of the Acoustical Society of America and a member of the Board of Trustees for the Center of Applied Linguistics.

D-Q University, established in 1971 to develop scholars who will work in Native American and Chicano communities for the purpose of improving the quality of life of inhabitants of those communities, would like to receive information concerning Native American language courses and linguistics. Interested persons should contact: Mo Káa, Native Americans' Language Education, D-Q University, P.O. Box 409, Davis, California 95616.

The American Council on Education, with the support of the Ford Foundation, has established an office to deal with the concerns of the international education community. Known as the International Education Project, this office will be working in four areas: 1) improving contact between the academic community and federal agencies involved with international education; 2) monitoring and assisting in the preparation of relevant legislation; 3) providing program advice and assistance to members of the academic community as well as appropriate government agencies; 4) issuing a newsletter covering public, institutional, and foundation programs. Write: Stephen K. Bailey, Vice President, American Council on Education, One Dupont Circle, Washington, D.C. 20036.

The University of California at Los Angeles has a program designed to aid Native American students who demonstrate the potential to meet its admission standards. The program pays out-of-state tuition and offers financial assistance. Write: Ethan Allen Bigpond, A311-Murphy Hall, University of California at Los Angeles, Los Angeles, California 90024.

NEWS BRIEFS—*from page 6*

planations of definitions within a designated set of words, (7) contexts of the word's occurrences in the *Webster's* definitions. Relevant papers of limited access are now being sought. Copies of such papers and/or requests for further information should be sent to Timothy Diller, 2500 Colorado Avenue, Santa Monica, California 90406.

Sociological Abstracts, Inc., publisher of *Sociological Abstracts* and *Community Development Abstracts*, has assumed responsibility for publishing *Language and*

Language Behavior Abstracts. Plans are currently underway to integrate the editorial staffs of both organizations, with merger to be concluded by Spring 1974. Subscription services have already been integrated. For further information write: Sociological Abstracts, Inc., 73 Eighth Avenue, Brooklyn, New York 11215.

The 1973-74 Directory of Visiting Lecturers and Research Scholars in the United States under the Mutual Educational Exchange Program (Fulbright-Hays Act) is now available. Of the almost 500 senior lec-

technic Institute. Linguistics.
Mary H. Lee, University of Pennsylvania. Linguistics.
Grace Marie Limon University of California at Los Angeles. Spanish and Portuguese.
Ann C Macalou Stanford University. Foreign Language Education
Julio Marzan. New York University Spanish.
Heriberto Medina. City University of New York Romance Languages.
Ronald S Mendez-Clark Princeton University. Romance Languages
Hortensia R. Morell. University of Wisconsin. Spanish
Sandra Myers New York University. French
Myrna Nieves de Colon. New York University. Spanish and Portuguese.
Elena Baca Odio University of Arkansas. Foreign Languages.
Rodrigo Palacios. Stanford University. Spanish and Portuguese.
Rafael D Pereira University of Connecticut Romance and Classical Languages.
Margarita Perez-Jones Columbia University. Early Childhood Education.
Berta P Pilker University of California at Los Angeles. French
Haydee T. Rivera. New York University Spanish.
Judith Rivera-Rodriguez. Arizona State University Foreign Languages
Daha Rodriguez. Princeton University. Romance Languages
Iveliss Del C Rodriguez. Princeton University Romance Languages
Sandra Scott. State University of New York at Stony Brook. Hispanic Languages.
Oscar Urquidez Somoza University of Arizona. Romance Languages
Janice L Stockard. Tulane University. Linguistics
Eileen B. Swerdlick. Stanford University Language Education
Edward F. Taylor. Northwestern University. French.
Joyce H. Thomas. University of California at Berkeley. Bilingual Education.
Robert J Tomlinson. City University of New York French
Ellavina Tsosie Massachusetts Institute of Technology. Linguistics.
Adele F Tyson. University of Southern California. Linguistics.

linguists wanted

The Linguistics Department at the State University of New York at Buffalo will have one to three job openings for assistant professors, starting September 1974. Applicants should be recent Ph D 's with a background in such core areas of linguistics as phonological, syntactic, and semantic theory. An interest in the development of linguistics as a social science is also desirable. Write: Department of Linguistics, State University of New York at Buffalo, 308 Hayes Hall, Buffalo, New York 14214.

Two positions at the assistant or associate professor level in the Department of French and Italian at the University of Texas at Austin The first position will involve teaching French linguistics—structure of French, generative grammar, syntax, and applied linguistics. Candidates are required to have a Ph.D., experience, and some publications. The second position will consist of teaching French applied linguistics—supervision of first- or second-year courses and courses in teaching methods—with a possibility of teaching advanced courses in phonetics, composition, etc Ph.D. required For further information write A.

Donald Sellstrom, Chairman, Department of French and Italian, University of Texas at Austin, Austin, Texas 78712

The University of Southern California has an opening for a sociolinguist with an interest in language acquisition or a language acquisition specialist with an interest in sociolinguistics. Position is at the assistant professor level. Candidates must have a Ph.D., and publications are preferred. Write: Edward Finegan, Chairman, Linguistics Program, University of Southern California, Los Angeles, California 90007.

An assistant professor of Japanese linguistics in the Department of East Asian Languages & Literature at the University of Iowa, beginning Fall 1974 Ph.D required. Duties will include teaching descriptive and historical Japanese linguistics as well as elementary and intermediate Japanese. Salary will be in the area of \$11,000-\$11,500 Send letters of reference, resumé and samples of research to. Marleigh Ryan, Chairman, Department of East Asian Languages and Literature, University of Iowa, 316 Gilmore Hall, Iowa City, Iowa 52242.

Diana L Velez Columbia University Spanish and Portuguese
Jerome Williams Yale University Romance Languages.
Patricia A Williams University of Wisconsin. Portuguese.
Carolyn F. Wyatt Washington University. Spanish.

Applications are now being accepted for the 1974-75 academic year Applicants must be U.S citizens either enrolled in or planning to enter an accredited U S graduate school offering a doctoral degree in their field of study The closing date for applications is January 5, 1974 Native American, Puerto Rican, and Mexican American applicants should write: Graduate Fellowships for Native Americans, Puerto Ricans, or Mexican Americans, The Ford Foundation, 320 East 43rd Street, New York, New York 10017 Applications for Black American students are available from National Fellowships Fund, 795 Peachtree Street, N E., Suite 484, Atlanta, Georgia 30308.

book notices

Language in Sociocultural Change: Essays by Joshua A. Fishman, selected and introduced by Anwar S. Dil (Language Science and National Development Series.) Stanford, Ca, Stanford University Press, 1972 xiv. 376 pp \$10.00

Sociocultural change, both planned and unplanned, is viewed by the author as a major social process and, as such, as a fitting context in which to discuss language in society Addressed to both students of language and students of society, this collection of sixteen papers is intended to show the importance of language-related concerns for modern social science.

The papers are divided into six major sections. The first and fifth present the author's general approach—theoretically, topically, and methodologically—to the sociology of language The second is concerned with language maintenance and language shift, both as a field of study and

of social action and responsibility. The third focuses on societal bilingualism as a basis for sociolinguistic research and theory, while the fourth is devoted to language planning. The final section stresses the actual as well as potential applications of the sociology of language. The book concludes with an Author's Postscript and a bibliography of the author's works to date.

Studies in Language: Introductory Readings in Transformational Linguistics by Roderick A. Jacobs. Lexington, Mass., Xerox College Publishing, 1973. ix, 166 pp. \$7.00

This collection of articles is intended to give non-linguists a view into the field of transformational linguistics. Articles deal with syntax, as well as the sound systems of language, prose style, semantics, English orthography, historical syntax, dialects, adverbs in English, abstract verbs in French, and linguistic theory.

At the end of the book are articles by four other authors. Pamela Munro discusses recent work in dialect syntax, while Paul Chapin's article is a detailed survey and evaluation of work in linguistic semantics. S. Y. Kuroda looks at the status of adverbs, and Bernard Tranel suggests that the French words *voici* and *voilà* are really verbs. Some articles are referenced, and a list of suggested readings has been included.

Language Planning: Current Issues and Research, edited by Joan Rubin and Roger Shuy. Washington, D.C., Georgetown University Press, 1973. x, 111 pp. \$2.95

Arising from an interest-group session of the 23rd Annual Georgetown Roundtable, this group of nine papers gives some interesting insights into the area of language planning. The papers of Jernudd and Rubin point to the need to see language planning as only one kind of language treatment. Bar-Adon and Gorman discuss language treatment activities, while Parker, Pool, and Barnes are concerned with the question of motivation and rationalization behind language policy. The two papers by Garvin give an idea of the principles of language development of the Prague School of Linguistics.

Language Contact and Language Planning in China, 1900-67: A Selected Bibliography, compiled by Rosaline Kwan-wai Chiu. Quebec, Les presses de l'université Laval, 1970. xviii, 273 pp. \$6.00

This bibliography is the outcome of a

research project carried out for the International Center for Research on Bilingualism at Laval University. It deals specifically with language contact, dialect contact, and standardization and is divided into four sections: Dialects, Standardization of the Chinese language, Minority languages, and Loan-words. Entries are limited to articles from monographs, journals, and periodicals published in China and in parts of Southeast Asia from 1900-67, and titles of articles were selected only when the journal, monograph, or periodical in which the articles appeared was available. Titles are listed in Pinyin translation and Chinese characters with an English translation. An index of authors and sources is appended.

Language Development: Structure and Function, by Philip S. Dale Hinsdale, III. Dryden Press, 1972. x, 321 pp. \$4.95

In this book, the author considers issues central to the understanding of language development. Beginning with a discussion of the structure of language, he then treats syntactic development, the question of children's innate capacity for language, semantic development, the relationship between phonology and reading, the function of language, dialect differences, and, finally, language and early education. Each chapter concludes with a summary and a list of suggestions for further reading, and the author also provides relevant short readings excerpted from other works. Appended is a description of various investigations that might be employed in exploring the language of children.

Children's Speech: A Practical Introduction to Communication Development, by Robert Hopper and Rita C. Naremore. Edited by J. Jeffrey Auer. New York, Harper and Row, 1973. x, 140 pp. \$6.95

Written in clear, concise English with a minimum of technical terms, this book examines the field of communication development in a way that the authors hope will be understandable to readers with little or no background in the social sciences. The biological aspects of children's speech are examined first, followed by an analysis of the act of learning to talk, including the development of syntax, semantics, the sound system, and pragmatics. The final section discusses how the information gained in this study can be applied to educational problems, to communication patterns of minority-group children, and to problems of speech and language therapy. Each chapter contains a list of sug-

gested readings. A bibliography and general index is appended.

LSA — from page 1

eligible for employment as well as those currently holding jobs.)

• The breakdown of women members of linguistics faculties shows 23% at the assistant professor level, 13% at the associate professor level, and 9% at the full professor level. Statistics for women hired from 1967-1972, however, demonstrates a marked increase in positions available to women at the full professor level—28% as opposed to 9%.

The second part of the report treats minority group members in linguistics. The findings given below include information on both citizens and non-citizens (Black Africans, Japanese, Mexicans, etc.)

• As of February 1973 the percentages for minority group graduate students in linguistics were 1) Black 25%, 2) Spanish-speaking 31%, 3) Asian 94%, 4) American Indian none.

• Of the students who graduated between 1967-1972, 5% at the Ph.D. level were Blacks, 20% were Spanish-speaking, and 7.2% were Asians. Statistics for MA/MS graduates over the same period show that 4.4% were Blacks, 4.6% were Spanish-speaking, 7.0% were Asians, and 1% were American Indians.

• A breakdown of minority group members of linguistics faculties shows the following distribution: 1) Instructor 4.6% Spanish-speaking, 2.3% Asian, 2) Assistant professor 2.3% Black, 1.5% Spanish-speaking, 5.0% Asian, 3) Associate professor 1.5% Black, 4.4% Spanish-speaking, 4.4% Asian, 5% American Indian, 4) Full professor 5% Black, 2.7% Spanish-speaking, 3.1% Asian.

• 68% of minority group members included in the LSA Membership Survey held a Ph.D., a percentage comparable to that of the entire sample.

• Faculty rank for minority group members was comparable to that of others with the same degrees, experience, and number of publications.

• Salaries of minority group members were either at or slightly below the median for their faculty rank.

The final section of the report concerns salaries of linguists as of February 1973. The results compiled from all sources show that salaries for linguists who have received their doctorates have declined from an average of \$20,200 in 1950 to \$11,200 in 1972-73.

grant and fellowship deadlines

Organization	Program	Details in Newsletter	Deadline
AAUW	<i>Graduate Fellowships for Women</i>	Dec , p 4	Jan 2
ACLS	<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 7	Feb 15
APS	<i>Grants to Postdoctoral Scholars</i>	Sept , p 3	Feb 1, April 1, Aug 1, Oct 1
	<i>Research Grants</i>	Jan , p 5	March 15
ARIP	<i>Fellowships</i>	Dec , p 4	Feb 15
Ford Foundation	<i>Minority Graduate Fellowships</i>	Jan , p 4	Jan 5
IREX	<i>Ad-Hoc Grants</i>	Oct , p 3	March 31, May 31
	<i>Collaborative 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
NEH	<i>Special Projects</i>	Jan , p 5	Open
	<i>Program Grants</i>	Jan , p 5	Jan 1, July 1
	<i>Development Grants</i>	Jan , p 5	Jan 1, July 1
	<i>Summer Seminars for College Teachers</i>	Jan , p 5	Feb 11
	<i>Project Grants</i>	Jan , p 5	March 15
	<i>Institutional Grants</i>	Jan , p 5	March 15
	<i>Youthgrants in the Humanities</i>	Jan , p 5	April 1, August 1
	<i>Research Grants</i>	Jan , p 5	May 6, Nov 18
	<i>Senior Fellowships</i>	Jan , p 5	June 17
NIH	<i>Research Grants</i>	Sept , p 12	Feb 1
NIMH	<i>Small Grants</i>	Sept , p 12	Feb 1
	<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>Doctoral Dissertation Research Grants</i>	Jan , p 5	Open
	<i>NATO Senior Fellowships in Science</i>	Nov , p 7	Jan 31
	<i>Postdoctoral Research Grants</i>	Jan , p 5	March, August
Univ of Pittsburgh	<i>Andrew Mellon Postdoctoral Fellowships</i>	Dec , p 4	Jan 15
SSRC	<i>Predoctoral Research Fellowships</i>	Nov , p 7	Jan 15, Feb 15
Woodrow Wilson	<i>Fellowships</i>	Jan , p 5	March 1

The Linguistic Reporter

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

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 16

Number 2

February
1974

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

NIXON SIGNS HEW BILL

President Nixon has signed the \$32.9 billion appropriation bill for the HEW and Labor Departments for fiscal year 1974 (July 1, 1973-June 30, 1974). As previously reported (see *The Linguistic Reporter*, September 1973), less money will be available from the federal budget for programs and projects involving language and linguistics. Listed below are some of the recent appropriations for such programs:

Elementary and Secondary Education Act (ESEA) \$503 million was appropriated for Title VII (bilingual education) and \$1.719 billion for Title I (educationally deprived)

National Defense Education Act (NDEA) For fiscal year 1974, \$136 million has been appropriated for Fulbright-Hays and \$1 million is available in special foreign currency (PL 480) funds. Funds available for Title VI programs, which include language and area centers, new graduate and undergraduate programs, NDFL fellowships, and research support, total \$113.33 million

National Science Foundation (NSF) The bill appropriates \$556.6 million for NSF. A supplemental appropriation bill has also been approved by the House and Senate which would give NSF an additional \$78 million

As part of the bill, appropriations for any of the above programs may be cut by

as much as but not more than 5% at the discretion of President Nixon

NIE CUTS FUNDS

The National Institute of Education (NIE) recently revised priorities for its research grants program. The revisions were necessitated by a substantial decrease in the Institute's budget for the current fiscal year. NIE is presently operating at a level of \$75 million—a level that is less than half the amount originally requested.

NIE will allocate only \$5 million of its budget for the program and will support research in areas of education aimed at: 1) increasing or synthesizing basic knowledge about processes and conditions relevant to human learning and education or 2) providing answers of sufficient generality to be widely applicable to important questions concerning the actual or possible conduct of education in the United States. Five priority areas have been selected as the focus for research during the current fiscal year. They are: 1) Essential Skills; 2) Relevance of Education to Work; 3) Diversity, Pluralism, and Opportunity in Educational Systems; 4) Production and Utilization of Knowledge; 5) Efficiency and Productivity in Education.

A final statement of policy and procedures for this program appeared in the January 4th issue of the *Federal Register*. The deadline for submission of preproposals was January 27, 1974, with final proposals due by March 1, 1974. Proposals will not be considered without prior acceptance of a preproposal. Additional information may be obtained from Office of Research Grants, National Institute of Education, Washington, D.C. 20208.

Language Gap Cited In Government Report

The existence of a growing discrepancy between the supply of and demand for personnel with foreign language proficiency in governmental agencies with overseas offices has been acknowledged by a report entitled "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas." The report was prepared specifically for Congress by the U.S. Comptroller General and cites numerous examples of poorly staffed language-essential positions in various government agencies' offices abroad.

The following is a brief description of some of the examples given in the report:

- Only 59% of the State Department's language-essential positions in Europe are adequately filled.

- A survey of language-essential positions in U.S. embassies in the Near East and South Asia shows that only 45% of

See Language Gap—7, Col. 1

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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.

LANGUAGE PLANNING CONFERENCE HELD IN SWEDEN

An International Conference on Language Planning was held at Skokloster, Sweden, October 20-21, 1973 under the joint sponsorship of the Center for Applied Linguistics and Umea University (Sweden). Financial support for the conference was provided by the Ford Foundation.

The conference had two major purposes. The first was to discuss the International Research Project on Language Planning Processes (IRPLPP). This project investigated efforts on the part of language planning agencies (LPAs) in India, Indonesia, Israel, and Sweden, especially as pertained to the success of such efforts in the educational systems of the first three countries, and was carried out by a team of sociolinguists which included Jyotindra Das Gupta (University of California at Berkeley), Charles A. Ferguson (Stanford University), Joshua A. Fishman (Yeshiva University), Bjorn H. Jernudd (Monash University), and Joan Rubin (Georgetown University). The conference participants discussed the draft and preliminary versions of the team's report. The second purpose was to assess the current state of language planning research and the whole field of language planning processes and related activities. The conference was also designed to strengthen old contacts and establish new ones among language planning specialists from developed and developing systems of language planning.

In addition to members of the IRPLPP, participants at the conference included Mohamed H. Abdulaziz (University of Nairobi), Erik Olof Bergfors (Sweden), J. E. Hofman (University of Rhodesia), Lachman M. Khubchandani (Indiana Institute of Advanced Study), Anton Moeliono (University of Indonesia), Bertil Molde (Namnden for Svensk Sprakvard), J. V. Neustupny (Monash University), Bonifacio P. Sibayan (Philip-

pine Normal College), Valter Tauli (Sweden), and Richard Tucker (McGill University). Sirarpi Ohannessian of the Center for Applied Linguistics served as the coordinator for the conference.

Recurrent themes in the conference were mostly concerned with the nature of language planning processes and the conceptual framework of the analysis of them, but also dealt with language planning in relation to other activities, the needs for future research, and problems of information exchange. Among themes concerned with language planning processes, one view frequently expressed was the need for the construction of typologies and careful definition of terms in the language planning field. The importance of local attitudes and beliefs about language was often mentioned, and discussion touched on systematic ideologies about language and language planning. Other issues that arose included 1) the relationship between language planning as a source of linguistic innovations and other processes of language planning, 2) the impact of language planning and the behavior affected by it on non-linguistic aspects of society such as stratification, social justice, and national development as a whole, 3) the need for research on the use of experimental techniques as opposed to self-report and attitude questionnaires, and research which would have the greatest potential impact on policy, 4) the need for a greater flow of information about language planning activities in different countries, 5) the need for the publication of comparable case studies of language planning in varied times and places.

The recommendations of the conference participants were to a large extent concerned with the report of the IRPLPP, with agreement that it be published in book form. Other recommendations included

the continuation of informal contact between conference participants, with various members of the group serving as points of communication. The kinds of communication suggested were 1) an informal newsletter on language planning to be distributed to interested persons or institutions, 2) the exploration of possibilities for creating a consortium of language planning agencies and research centers which would provide information on their activities to each other, as well as to other interested parties, 3) the commission of review articles on language planning processes or research for appropriate journals, 4) the planning of regional meetings in the field, 5) the compilation of an international directory of language planning processes.

The conference participants also agreed that different kinds of education or training were needed for people at different levels, of different professional specialties, and for different planning tasks. It was also recommended that information on course components devoted to language planning topics be collected for rough analysis and circulation.

Translation Project For Chinese Terms

The Chinese-English Translation Assistance (CETA) is an ad-hoc group of academic and government linguists formed in 1971 to coordinate the development of Chinese-to-English translation tools and data analysis techniques. CETA is staffed by a volunteer group of thirty-two government and forty academic linguists and working translators from the United States, Canada, England, Germany, and Hong Kong.

Initial work of the group included the computer production of a preliminary version Chinese/English dictionary of contemporary terms. CETA is currently developing a "living" file of Chinese terms for production of hard copy translation tools or for use in on-line computer systems. A manuscript of the file, which contains 100,000 entries, will be available in hard copy form in February 1974.

CETA's staff is constantly growing, and all academic linguists are invited to cooperate in its work. For further information write James Mathias, Executive Secretary, Chinese-English Translation Assistance, 9811 Connecticut Avenue, Kensington, Maryland 20795.

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.

new journals

China Exchange Newsletter. Published by the Committee on Scholarly Communication with the People's Republic of China Quarterly First issue Spring 1973 Editor Patricia Jones Tsuchitani Subscription free All correspondence to Editorial Staff, Committee on Scholarly Communication with the People's Republic of China, National Academy of Sciences, 2102 Constitution Avenue, Washington, D C 20418

This newsletter is designed to keep American scholars informed of progress in scholarly exchange with the People's Republic of China and to serve as a channel for communication of ideas on that subject. Contents include a review of the development of Sino-American scholarly exchange (basically a listing of American scholars who have visited China and Chinese scholars who have visited the United States), a bibliography of articles and books written by visitors to China, information on how to contact the Chinese for visas, for permission to visit Chinese research institutes, and for inviting delegations to international meetings, and resource material available in the US related to the People's Republic of China

Coalition's Newspaper. Published by the Coalition of Indian Controlled School Boards, Inc Monthly First issue September 1973 Acting Editor Becki Adamson

Subscription free All correspondence to Coalition's Newspaper, 811 Lincoln, Suite 4, Denver, Colorado 80203

Contains articles on all aspects of Indian life today, including language and culture. Reports are made on the activities of various Indian organizations, recent conferences, and decisions affecting the status of Indian education. A special section is devoted to job opportunities (primarily in the education field) for Indian personnel

International Action: Bulletin of the International Education Project. Published by the International Education Project Monthly First issue December 1973 Subscription free All correspondence to International Education Project, American Council on Education, One Dupont Circle, Washington, D C 20036

This bulletin is designed to disseminate information on developments in the field of international education. Reports will be issued frequently concerning the activities of the International Education Project which, among other things, serves as a liaison between legislative agencies and the academic community. The bulletin will also provide information on upcoming conferences of interest to international educationists as well as occasional bibliographies of recent publications in the field. Readers are invited to contribute articles, news, and other items of interest

Wisconsin Site of Lexicography Project

The University of Wisconsin, under a grant from the National Science Foundation, is currently engaged in a lexicography project being carried out by Richard L. Venezky of the Department of Computer Sciences. The project began June 1, 1972 and is scheduled to be completed by November 30, 1974.

The project has two main goals. The first of these is to provide the features which a non-programmer would need for lexicographic work without overwhelming him with options and restrictions. This requires the building of documentation into the system to make it as interactive as possible. It also requires the development of efficient methods for handling texts.

The second goal of the project is to

devise a system which will minimize processing costs, since text processing is by nature expensive. Accordingly, project staff are seeking efficient processing techniques which additionally strike a balance between user freedom and system constraints to allow efficient utilization of computers. The end result will hopefully be the informational base which others can use to implement their own systems.

A detailed report of the project's operating procedures as well as a statement of work completed to date is currently available. Write Richard L. Venezky, Associate Professor, Computer Sciences Department, University of Wisconsin-Madison, 1210 West Dayton Street, Madison, Wisconsin 53706.

Malki Press Begins Linguistics Series

The Malki Museum Press, operated by Southern California's first all-Indian museum, recently announced that it has begun publication of a linguistics series dealing with Indian languages. Books in this series are usually joint efforts of native American and non-native American scholars. Available and forthcoming titles are listed below with a short content description.

An Introduction to the Luiseño Language, by Villiana Hyde 1973. Combines linguistic principles with the simplicity and readability required for use by non-linguists as an introductory text. \$4.50

Mulu 'wetam The First People: Cupéño Oral History and Language, edited by Jane H. Hill and Rosinda Nolasquez 1973. A record of the Cupéño Indians presented in both their language and English. Also includes a dictionary and a brief grammatical description of the Cupéño language. \$6.50

Dictionary of Mesa Grande Diegueño, by Ted Couro and Christina Hutcherson 1973. The first dictionary of Diegueño, a Yuman language. Requires no specialized knowledge for use. Compiled according to linguistic principles. \$4.50

Let's Learn 'Ipay Aa: An Introduction To Mesa Grande Diegueño, by Ted Couro. Forthcoming. Based on material from a Diegueño language class taught by the author, this book deals, in non-technical terms, with the grammar of the language and is designed either for use in a college level course or for self-instruction.

Mesa Grande Diegueño Stories, by Ted Couro and Margaret Langdon. Forthcoming. Contains traditional cultural material, folktales, personal reminiscences, etc. Material appears both in Diegueño and English.

In addition to the above titles, the Malki Museum Press also publishes or will publish books containing native terms for plants, place name, etc. Orders or requests for additional information should be addressed to Malki Museum, 11-795 Fields Road, Banning, California 92220.

Available from CAL:

Bengali Language Handbook
Swahili Language Handbook
Arabic Language Handbook
Mongolian Language Handbook

grants, fellowships, awards

The National Science Foundation (NSF), in conjunction with the Agency for International Development (AID), maintains a program of support for American scientists and engineers for the purpose of helping them supply their experience and expertise to problems of development in AID-assisted countries. Areas of support include the social and natural sciences, engineering, and science education. Grants awarded under the program include 1) research/teaching grants providing support for 9-12 months at an academic institution in a developing country and 2) 9-month travel grants (international only) for research or teaching in institutions of developing countries. Applicants must be U.S. citizens, must have a minimum of 5 years postdoctoral or equivalent experience in teaching or research, and must be affiliated with an institution to which they plan to return upon completion of their project. For further information write Scientists and Engineers in Economic Development Program, Office of International Programs, National Science Foundation, Washington, D.C. 20550.

The Culture Learning Institute of the East-West Center in Honolulu, Hawaii is offering graduate study grants in English as a Second Language and other fields related to its current areas of concentration. Grants are available for study at the University of Hawaii only. Recipients are also expected to participate in special research, training, field education, and inter-cultural programs directed by the East-West Center and its specialized Institutes. Applications will be accepted only from Asian and Pacific area citizens through their home country, and from American citizens. For further information write Office of Admissions, East-West Center, Box 3026, 1777 East-West Road, Honolulu, Hawaii 96822.

The National Endowment for the Humanities (NEH) has awarded 102 Senior Fellowships for academic year 1974-75, for a total of \$1,700,000. Of these, 3 were awarded for linguistic research. Listed below are the institution, investigator, and title for each linguistic research project that received such a grant.

University of California at Berkeley
Ariel A. Bloch, A Syntax of Modern

Literary Arabic: A Comparative and Historical Approach

University of Chicago, Raven I. McDavid, Jr.
Handbook of the Linguistic Geography of the Middle and South Atlantic States

Columbia University, George Y. Shevelov
Historical Phonology of Ukrainian

The Senior Fellowship program is designed to provide the nation's top scholars with an opportunity for six to twelve months of uninterrupted study and research. Fellowships are awarded annually to teachers, scholars, and humanists who have substantial experience as writers and interpreters of the humanities and who have published significant works. They carry a maximum stipend of \$18,000, prorated at \$1,500 a month. The next application deadline for these awards is June 17, 1974. For further information write Senior Fellowships Program, National Endowment for the Humanities, Washington, D.C. 20506.

The Alexander von Humboldt Foundation has a number of research fellowships available to qualified scholars who have established or are about to establish their academic reputation. Fellowships are usually awarded for a six- to twelve-month period, although a maximum duration of twenty-four months is also possible. They carry a stipend of DM 1,600 per month for Research Fellows (Forschungsstipendium) and DM 1,900 per month for Lecture Fellows (Dozentenstipendium). Travel expenses are also included and in some cases family allowances may be granted.

The Foundation's Select Committee meets three or four times a year to consider applications. The commencement date for an award will be arranged to suit the applicant. For further information and application forms write German Academic Exchange Service, 1 Fifth Avenue, New York, New York 10003.

The National Science Foundation (NSF) supports social/behavioral sciences research, primarily through its Division of Social Sciences, Office of International Programs, and the Program of Research Applied to National Needs (RANN). The Division of Social Sciences accounts for the largest part of NSF's total support of

the social/behavioral sciences and for most of the support made available for research in these fields on foreign areas and international affairs.

The RANN Program, created by NSF in the spring of 1971, provides grants for the systematic evaluation of policy-related research in the field of human resources to aid in the planning of research programs concerned with human resources and to provide a synthesized basis of evaluated information for potential use by agencies at all levels of government. The objectives of the program are to make policy-related research on human resources more accessible and useable by policy makers, to indicate those areas in which significant policy-making research is needed, and to provide a stronger basis for future policy-related research on human resources.

During fiscal year 1972, 21 RANN grants, totaling \$10,552,900 were awarded. The projects thus supported represented most of the major disciplines in the social and behavioral sciences, and most projects utilized theories, methods, and techniques from several major disciplines.

Project proposals are invited from academic institutions and units of state and local governments, from nonacademic profit as well as nonprofit organizations, and from a combination of such institutions or organizations. Proposals should deal with the evaluation of research bearing on policy instruments currently and potentially available to decision makers, rather than with original research. Although most of RANN's recent calls for proposals have been, due to the current energy crisis, in the area of energy conservation research, the program may direct its support to foreign affairs research projects that relate to domestic problems. Of the other categories in which proposals may be submitted, the "Effectiveness of Alternative Programs to Equalize Educational Opportunities Between the Disadvantaged and the Advantaged" should also be of particular interest to those in linguistics and related fields.

Proposals must be submitted in accordance with NSF guidelines and procedures. Copies of these guidelines as well as further information on the RANN program can be obtained from Division of Social Systems and Human Resources, RANN Program, National Science Foundation, 1800 G Street, N.W., Washington, D.C. 20550.

UTSA Division of Bicultural-Bilingual Studies

by Albar A. Peña

[Dr. Peña is Director, Division of Bicultural-Bilingual Studies, College of Multidisciplinary Studies, University of Texas at San Antonio.]

In order to meet the growing demand for adequate preparation of teachers needed to teach in the bicultural-bilingual programs being designed and implemented throughout the United States as well as to afford individuals from other disciplines the opportunity to obtain an indepth background in multicultural studies the University of Texas at San Antonio (UTSA) has established the Division of Bicultural-Bilingual Studies. While other institutions throughout the nation offer courses leading to a Master's Degree in Bilingual Education, this is the first time that an established institution has a Division designed solely for bicultural-bilingual studies.

The Division began operation on June 4, 1973 and offers a M A degree in Bicultural-Bilingual Studies with concentrations in Bicultural Studies and Bilingual Teacher Education and a M S degree in Bicultural-Bilingual Studies with a concentration in Bilingual Medical Interpreting. As soon as final approval is obtained, the Division will prepare students seeking a doctoral degree in Bicultural-Bilingual Studies (late in the 1970's). In the fall of 1975, the Division will also offer undergraduate courses leading to a B A in Bicultural-Bilingual Studies.

The major purpose of the Division is to respond to the needs and intellectual development of its immediate multiple constituency (focusing initially on Spanish and English and subsequently on a larger multicultural society) by providing relevant courses in intensive language training, such related areas as linguistics, sociolinguistics, psycholinguistics, and cultural anthropology, and associated cultural studies which will result in blends of several disciplinary areas.

The following is a brief description of the Division's current programs.

1 M A Degree in Bicultural-Bilingual Studies with concentration in Bilingual Teacher Education This program requires a B A degree in Early Childhood, Elementary, and/or Secondary Education and

leads to intensive teacher preparation in the teaching of subjects using the non-English language as the medium of instruction, theory and methods of first and second language learning and teaching in a bicultural-bilingual setting, linguistics, and associated cultural studies of each language (primarily Spanish and English). Special attention is also given to related areas such as psychology, history, sociology, etc.

2 M A Degree in Bicultural-Bilingual Studies with concentration in Bicultural Studies Designed for students with a variety of undergraduate backgrounds. The program offers intensive bicultural studies preparing graduates to attain an indepth familiarity with the physical, social, and economic environment of the cultures studied. Some work in the degree plan is in the area of the student's undergraduate major, with special attention given to chosen culture setting.

3 M S Degree in Bicultural-Bilingual Studies with concentration in Bilingual Medical Interpreting This program has been developed to prepare specialists who combine fluency in English and one other language with a solid foundation in the life sciences and medical concepts and terminology. The problems encountered in health care delivery systems with non-English speaking patients can be remedied only by the availability of specialized interpreters. This program will prepare individuals to serve as gatherers, interpreters, and managers of medical data in bilingual settings in which both oral and written sources of information are studied.

Students entering any of the above programs must, in addition to meeting University-wide admission requirements, demonstrate proficiency in both Spanish and English. Candidates for a M S degree, however, will be subject to an individual review of their backgrounds in order to ensure adequate preparation of graduate study rather than the usual requirement of a minimum of 18 hours of specific undergraduate work.

For further information write Albar A. Peña, Director, Division of Bicultural-Bilingual Studies, University of Texas at San Antonio, 4242 Piedras Drive East, San Antonio, Texas 78284.

Session in Chicano Sociolinguistics Planned

A session in Chicano Sociolinguistics will be held during the 8th World Congress of Sociology, August 18-23, 1974 in Toronto, Canada. Proposed topics include 1) the sociolinguistic characteristics of language varieties in the verbal repertoire of the Chicano community, 2) the social distribution of attitudes toward language varieties, 3) the application of sociolinguistic inquiry to bilingual education, 4) Spanish language instruction toward a differentiated approach for Spanish speakers and Chicano monolingual English speakers, 5) language creativity and language development in the Chicano community, 6) sociolinguistic investigations of language policies and the Chicano community, 7) problems and possibilities for publishing and disseminating diverse types of Chicano language materials, 8) guidelines for the planning, design, and execution of sociolinguistic research on the Chicano community. Those interested in participating in the session should write Salvador Ramirez, Director, Chicano Studies Department, Department of Sociology, University of Colorado, Boulder, Colorado 80302.

Bilingual Sioux Program Started

The University of South Dakota, in cooperation with the Bureau of Educational Professional Development, is currently developing a bilingual education program in the Sioux language for elementary school children. At a workshop held at the university from June 11-August 3, 1973, program participants concentrated on materials development in the Sioux language with its major dialects for beginning reading. Intensive teacher training was also offered.

Program plans for the coming year include the formulation of a Sioux Language Teacher's Association to serve all areas where the Sioux language is spoken or taught and the conducting of Sioux language workshops. Additional information on the program's activities and plans can be obtained from Blossom Keeble, Bilingual Education Office, School of Education, University of South Dakota, Vermillion, South Dakota 57069.

news briefs

The Environmental Protection Agency (EPA) is seeking proposals for translation of foreign documents into English and English documents into foreign languages, including French, German, Italian, Swedish, Dutch, Czech, Russian, Japanese, and Chinese. Applicants are required to have experience in translating scientific literature, and the preparation of abstracts may be part of their duties. Translation services will be requested on an as-needed basis. For further information write Environmental Protection Agency, Contracts Management Division, Office of Administration, Mail Stop NCCM-7, Research Triangle Park, North Carolina 27711.

The Brigham Young University Language Research Center is currently engaged in developing and gathering relevant materials for an Intercultural Communications Data Bank. The main objective of the bank is to provide transcultural writers and translators with the cultural data needed to make a translation more precise in meaning in a target language. The project is a joint effort in association with colleagues working with a Junction Grammar approach to automatic language processing—machine translation with multi-lingual output. Further information can be obtained from Ernest Wilkins, Director, Language Research Center, 267 FB, Brigham Young University, Provo, Utah 84602.

The American Council of the Teachers of Uncommonly-Taught Asian Languages (ACTUAL) held its second annual meeting November 23-24, 1973 in Boston, Massachusetts. Twelve papers dealing with the languages of South and Southeast Asia were presented. These papers will be reproduced by the Southeast Asia Program of Northern Illinois University. ACTUAL is currently seeking new members. Those interested should write William Gedney, Chairman, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104.

A **Miccosukee** alphabet, grammar, and dictionary have been developed by Cy Mass, a Miami educator, under a federal education grant. Miccosukee, spoken by the Miccosukee Indians of the Florida Everglades, formerly had no orthography

meetings and conferences

- 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, 8th 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 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 25-26 North American Conference on Semitic Linguistics, 2nd Santa Barbara, California (Write Gene B Gragg, The Oriental Institute, University of Chicago, 1155 East 58th Street, Chicago, Illinois 60637)
- March 28-30 Conference on English Education Cleveland, Ohio
- March 28-30 Symposium on North American French Bloomington, Indiana
- 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 1-5 Symposium on the Use of Computers in Literary and Linguistic Research, 3rd Cardiff, South Wales (Write R Churchhouse, University College, 39 Park Place, Cardiff CF1 3BB, South Wales)
- April 4-6 Conference on College Composition and Communication Anaheim, California
- April 5-6 Conference on Child Language Stanford, California
- April 8-11 Linguistics Association of Great Britain Annual Meeting Hatfield, England (Write R Sussex, Department of Linguistic Science, University of Reading, Reading RG6 2AA, England)
- April 9-11 International Association of TEFL and Tudamanyos Ismerterjeste Tarsulat 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 Mezzocannone 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

and was preserved only by oral tradition. The alphabet which Mass devised is based primarily on the English alphabet with the introduction of a new letter called a "crossed L" (From *Coalition's Newspaper*, Vol 1, No 2, December 1973)

The North American Branch of the Summer Institute of Linguistics, which supports linguistic research on aboriginal languages spoken in the United States and Canada, has published a booklet describing its ongoing field programs. The booklet covers field research in 36 languages, including Inupik Eskimo, Blackfoot, Crow, Navajo, Keres, and Comanche. Program descriptions provide an outline of the principle investigation being undertaken as well as

a list of publications to date by program staff. Copies of the booklet may be obtained from Summer Institute of Linguistics, North American Branch, P O Box 68, Eastlake, Colorado 80614.

Child Language Newsletter, first circulated in April 1973 after a conference at the University of Sheffield in England, is designed to keep child language specialists informed of current developments in the field of child language studies, to publish notices of upcoming conferences and courses, and to provide a forum for the exchange of ideas on the subject. The first issue dealt with the Sheffield conference,

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meetings and conferences

- April 18-20 Northeast Conference on the Teaching of Foreign Languages, 21st Washington, DC
- April 18-24 Chicago Linguistic Society Chicago, Illinois (Write Anthony Bruck, Meeting Committee, Chicago Linguistic Society, 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)
- May 1-4 International Reading Association New Orleans, Louisiana
- May 2-4 Midwest Slavic Conference Milwaukee, Wisconsin (Write Don Pienkos, Program Chairman, Department of Political Science, University of Wisconsin, Milwaukee, Wisconsin 53201)
- May 2-7 Congress of the International Translators Federation Nice, France (Write FIT Secretariat Generale, Heveldstraat 269, St Amansberg B-9110, France)
- May 8-10 Canadian Conference on Information Science, 2nd Winnipeg, Manitoba, Canada
- May 8-10 Annual Congress of the French-Canadian Association for the Advancement of Sciences, 42nd Quebec, Canada
- May 28-31 National Association for Foreign Student Affairs Albuquerque, New Mexico
- May 31-June 2 International Congress of the Society of Italian Linguistics, 8th Bressanone/Brixen, Italy. (Write Daniele Gambarara, Viale Libia 58, 00199 Rome, Italy)
- June 1-6 International Congress of Semiotic Studies, 1st Milan, Italy (Write Secretary General of IASS, Via Melzi d'Eril 23, Milan, Italy)
- June 24-August 16 Linguistic Society of America Linguistic Institute Amherst, Massachusetts
- June 27-July 2 American Association of Teachers of German, Bonn, West Germany
- July 26-28 Linguistic Society of America Summer Meeting Amherst, Massachusetts
- August 1-3 Speech Communication Seminar Stockholm, Sweden (Write Stockholm Convention Bureau, Stradv 7c, 114 56 Stockholm, Sweden)
- August 5-9 International Conference of the Internationaler Deutschlehrerverband, 4th Kiel, West Germany (Write Tore Larsson, General Secretary of the IDV, Arkitektvagen 15, S-740 20 Brunna, Sweden)
- October 13-17 American Society for Information Science, 37th Atlanta, Georgia
- November 5-8 American Speech and Hearing Association Las Vegas, Nevada
- November 5-8 Acoustical Society of America Winter Meeting St Louis, Missouri
- November 20-24 American Anthropological Association, 73rd Mexico City, Mexico
- November 27-30 National Council of Teachers of English, 64th New Orleans, Louisiana
- November 28-December 1 American Council on the Teaching of Foreign Languages, 7th Denver, Colorado
- December 27-29 American Dialect Society New York, New York
- December 27-29 Modern Language Association, 89th New York, New York
- December 28-30 Linguistic Society of America Winter Meeting, 49th New York, New York

LANGUAGE GAP—*from page 1*

these positions are filled by linguistically adequate personnel

- The US Information Agency's Far East offices contain 90 language-essential positions. Of these, only 30 are filled by linguistically qualified persons

- Language-essential positions in US embassies in the Far East total 37. Only 23 of them are adequately filled

- Only 15% of US Army positions which require proficiency in the Thai language are filled by persons with adequate language proficiency

- Nearly 57% of the language-essential positions in the Agency for International Development (AID) are held by persons

with inadequate language proficiency

- As of fiscal year 1971, there were 46 language-essential positions in overseas offices of the Foreign Agricultural Service. Of these, 54% were held by persons who had only a "limited working proficiency" in the local languages

Although the report makes no recommendations for closing this language gap, it does stress that there is a need for placing more emphasis on either assigning language-proficient personnel overseas or providing more opportunities for personnel to receive adequate language training before being appointed to overseas assignments.

RESEARCH GRANTS OFFERED BY LAEA

The Language Association of Eastern Africa (LAEA), is a non-profit organization designed to "further the scientific and professional study of language in all its aspects." Founded in 1968 at a conference sponsored by the Survey of Language Use and Language Teaching in Eastern Africa (a Ford Foundation project), the LAEA began formal operation in 1970. At present, its main goal is being realized through the publication of a journal, the holding of two conferences a year, the awarding of scholarships in the fields of languages and linguistics, and the awarding of language research grants.

SCHOLARSHIPS

The LAEA has a scholarship fund which provides support for a year of postgraduate study in either languages or linguistics. Scholarships are usually awarded for study at universities in Eastern Africa, although consideration may be given to requests for support of study in other areas. Application forms are available only from members of LAEA's Executive Council in the country of which the applicant is a resident.

LANGUAGE RESEARCH GRANTS

Small grants are made for research in aspects of language such as description, teaching, and use. Proposals for these grants should be discussed with the Chairman and the Committee of the Founder Member of the LAEA in the country where the proposed research will be conducted. Each proposal should include the following information: 1) qualifications of applicant, 2) description of method and nature of research, 3) detailed budget. Salary and living expenses for recipient are usually not included in such an award.

Scholarship and language research grant applications are normally considered at meetings of LAEA's Executive Council, held at six-month intervals. LAEA will provide a list of Council members upon request. For further information write Language Association of Eastern Africa, P.O. Box 30641, Nairobi, Kenya.

Forthcoming Bibliographies

Language Planning
Child Language

linguists wanted

Queen's College of the City University of New York (CUNY) is looking for two **general linguists** with strong theoretical backgrounds. One position is as a visiting assistant professor for a period of one year, with a possible extension to two years, the other is as a regular assistant professor. Applicants must have a strong interest in and demonstrable talent for both research and undergraduate teaching as they will be associated with the doctoral program in linguistics at the CUNY Graduate Center. Ph.D. by Spring 1974 is required. Deadline for application is February 20, 1974. Please send curriculum vita and supporting materials before that date to Charles Cairns, Chairman, Department of Linguistics, Queen's College of the City University of New York, Flushing, New York 11367.

The University of Wisconsin at Milwaukee has an opening for an **assistant professor**, starting Fall 1974. Duties will include teaching courses in English as a Second Language as well as coordinating a tutorial program in this area. Salary will be in the range of \$12,000-\$14,000 for nine-month tenure. Applicants must have a Ph.D. or have completed all doctoral work except the dissertation (with degree expected by August 1974). They must also be bilingual/bicultural in English and Spanish and should be familiar with

the problems and educational needs of Spanish-speaking students. Write Bernard A. Mohan, Chairman, Department of Linguistics, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201.

The University of Virginia will have three vacancies in linguistics, starting Fall 1974. Ph.D. required. Write John T. Roberts, Chairman, Interdepartmental Committee on Linguistics, 302 Cabell Hall, University of Virginia, Charlottesville, Virginia 22903.

The University of Southern California needs a **sociolinguist** for an assistant professor level position. Ph.D. required, publications preferred. Write Edward Finegan, Chairman, Linguistics Program, University of Southern California, Los Angeles, California 90007.

The University of Puerto Rico has an opening for an **assistant or associate professor**, starting Fall 1974. Ph.D. in ESL or applied linguistics required. Candidates are also expected to have a high proficiency in Spanish. For further information write Donald H. Squire, Director, Department of English, University of Puerto Rico at Mayaguez, Mayaguez, Puerto Rico 00708.

book notices

Some New Directions in Linguistics, edited by Roger W. Shuy. Washington, D.C., Georgetown University Press, 1973. viii + 149 pp. \$3.25.

Delivered as lectures at the School of Languages and Linguistics at Georgetown University during 1971-72, the six selections presented here deal with a wide range of current linguistic issues. These include Carden's treatment of dialect variation and abstract syntax, in which he advocates the development of parallel grammars for all relevant dialects, and Williams' examination of recent studies in language attitudes, providing an introduction to a methodology for attitude research using both audiotapes and videotapes.

The Formal Theory of Grammar, by John P. Kimball. (Foundations of Modern Linguistics Series.) Englewood Cliffs, N.J., Prentice-Hall, 1973. xvi, 126 pp. \$7.95 cloth, \$4.95 paper.

Intended for the reader with no previous training in linguistics, this book interprets Chomsky's study of language and emphasizes special features of his theory of syntax. It is organized around three main areas. The first two chapters are concerned with the organization of phrase structure grammars and the inherent limitations of these as devices of linguistic description. Chapters 3 and 4 deal with transformational processes and the nature of grammatical constraints. The last two chapters are involved with semantics. Chapter 5 is devoted to developing traditional formal logic in terms of assumptions proper to transformational syntax developed earlier in the text. In this chapter the general theory of computation systems is outlined. The final chapter contains a brief description of three theories of the semantics of natural language developed within the transformational framework.

The Generative Interpretation of Dialect: A Study of Modern Greek Phonology, by Brian Newton. (Cambridge Studies in Linguistics, 8.) London, Cambridge University Press, 1972. xi, 236 pp. \$21.00.

A description of the phonology of modern Greek dialects from the point of view of their historical development. The morphological alterations which arise from sound changes are also discussed. An introductory chapter explains the basis of the approach the author has adopted to his subject.

The author considers the range of dialectal variation from the point of view that most of this variation depends on the operation of a relatively restricted number of sound changes reflected in synchronic rules. He also shows that some dialectal characteristics depend on the presence or absence of particular rules, on slight differences in their forms, or on variations in the

CAL Film Series Still Available

"Language — the Social Arbiter" is a series of seven film discussions originally produced for television in 1966 in cooperation with the Center for Applied Linguistics. The series is specifically designed to aid teachers and the administrators who work with them, to understand the problems of students who do not speak standard English. While the films provide a brief overview of what linguistics is and what linguists do, they are primarily intended to assist the classroom teachers who every day face children who come from a wide variety of language and dialect backgrounds. The films can be used in both regular and short-term teacher training programs. Each film is in 16mm color and is 22-28 minutes long.

A list of the titles of the films and the

participants in each of the panels is given below. Institutional affiliations are given as of the time the films were made.

The Nature of Language: Charles A. Ferguson. CAL. Alfred S. Hayes, CAL. William J. Nemser, CAL. William A. Stewart, CAL.

Language Problems in the Schools: Charlotte Brooks, D.C. Public Schools. Louis Kornhauser, Great Cities Improvement Project, Washington, D.C. Alfred S. Hayes.

Linguistics and Education: W. Nelson Francis, Brown University. James Bostain, Foreign Service Institute. William J. Nemser.

Regional Variations: Frederic G. Cassidy.
See Films — 11, Col. 3

See Book Notices — 10, Col. 1

gave a brief description of several research projects in the field, and provided a list of persons interested in child language. The second issue of the newsletter is now being prepared and will contain an additional list of workers in the field as well as reports on new research projects and projects already in progress. Those desiring to contribute information for the issue should write F. C. Stork, Language Center, The University, Sheffield S10 2TN, England.

Current Trends in the Sciences of Man (CTLS) is a publication project being undertaken by Mouton under the general Editorship of Thomas A. Sebeok (Netherlands Institute for Advanced Study and Research Center for the Language Sciences, Indiana University). Each volume in the series will comprise one of several semi-independent but parallel subseries. The first of these subseries is entitled *Current Trends in the Language Sciences* and grew out of the 14-volume *Current Trends in Linguistics*, recently completed with its index volume. *CTLS* began in Autumn 1972 and, when complete, will include, in addition to general linguistics, the entire area of the language sciences. The general format for the series includes original, collective, state-of-the-art volumes organized in terms of current trends in the study of a particular topic or in the study of a specific language, language group or the language sciences of a particular country or geographical region. Thirty-two titles in the *CTLS* subseries have now been commissioned.

The U.S. Commission on Civil Rights has available cassette tape recordings explaining the civil rights of American Indians. Cassettes were recorded in Navajo, Cherokee, Sioux, Blackfoot and Yupik, and are accompanied by a 1972 Commission pamphlet entitled *Civil Rights of American Indians* which covers such topics as freedom of speech and press, the right to vote and hold office, and the rights of persons charged with crimes. For further information write U.S. Commission on Civil Rights, Washington, D.C. 20425.

The Romanian Studies Group has begun publication of a newsletter for those interested in Romanian studies. The first issue of the newsletter contains information on work in progress, recent dissertations, travel opportunities to Eastern European countries, and a directory of

conferences, seminars, workshops

The 2nd North American Conference on Semitic Linguistics will take place March 25-26, 1974 in Santa Barbara, California. The conference will be held in conjunction with the American Oriental Society meeting, allowing participants to attend both conferences. The main objective of the conference is to promote interest in linguistics among Semiticists as well as to promote interest in Semitic studies among linguists. Topics to be covered will fall within the following general categories: 1) Synchronic Description, 2) Historical Reconstruction, 3) Comparatism, and 4) Contributions of General Linguistics to Semitics and vice-versa. For further information contact Gene B. Gragg, The Oriental Institute, University of Chicago, 1155 East 58th Street, Chicago, Illinois 60637.

The 21st Annual Northeast Conference on the Teaching of Foreign Languages will be held April 18-20, 1974 in Washington, D.C. The theme of this year's conference is "Toward Student-Centered Foreign Language Programs." The format will consist of a series of eighteen concurrent workshops designed to provide an opportunity for increased individual discussion. All of the workshops will be repeated to enable participants to attend meetings on as many as six individual topics. Topics to be covered include: 1) simulation in teacher training, 2) human dynamics in the classroom, 3) self-instructional language programs, 4) intradisciplinary programs in the community, 5) micro-teaching in teacher training, 6) adapting the traditional classroom to individualization, 7) simultaneous interpreting and translation. For registration and program information contact Nancy W. Lian, 320 Riverside Drive, New York, New York 10025.

The 3rd Southwest Areal Language and Linguistics Workshop will be held April 18-20, 1974 in Flagstaff, Arizona. Requests are now being made for research papers on Amerindian languages other than Navajo (Hopi, Papago, Hoka-Yuman, Apachean, etc.) as well as on Oriental languages in the Southwest and Southwest Indian folklore. For further information write Gina Cantoni Harvey, Planning Committee, Box 181, Flagstaff, Arizona 86001.

The 24th Annual Indiana University Slavic Workshop will take place June 21-August 16, 1974 in Bloomington, Indiana. Instruction in Russian will be offered on four levels, with a total of ten different courses available, including inter-level and regular courses. Selected courses in Slavic literature and linguistics will also be offered as well as instruction in elementary Polish. A special feature of this year's workshop is the inclusion of an eight-week course in either first or second year Serbo-Croatian which will be conducted in Yugoslavia under the auspices of the Inter-University Council on East European Language Programs. Along with the regular workshop program, a Russian Certification Program will again be conducted. This program consists of a four-summer sequence of courses designed to give advanced language training to college and high school Russian instructors and to graduate and upper-level Russian language and literature students who are interested in bringing their control of all aspects of the Russian language as close to native fluency as possible. Students may enter at any of the four levels. For further information write Daniel Armstrong, Director, Slavic Workshop, Department of Slavic Languages and Literatures, Indiana University, Bloomington, Indiana 47401.

current members. The newsletter is available free with a \$3.00 membership fee to the Group. For further information write James A. Augerot, Secretary-Treasurer, Romanian Studies Group, University of Washington, Seattle, Washington 98195.

Nonverbal Components of Communication: Paralanguage, Kinesics, Proxemics is an irregular newsletter aimed primarily at scholars involved with research or teach-

ing in nonverbal studies. Information is provided on research in progress, recent grant awards, new publications, conferences, etc. Topics covered include deaf sign language, body language, semiotics, and other aspects of nonverbal communication. Correspondence from readers provides most of the information contained in the newsletter. For further information write Mary Ritchie Key, Program in Linguistics, University of California at Irvine, Irvine, California 92664.

BOOK NOTICES—*from page 8*

order in which the rules have been applied. Throughout the book the historical development of numerous sample words is presented to illustrate the operation of the rules.

In addition to the inclusion of existing descriptions of individual dialects, the author has made extensive use of the results of his own research with speakers in all major dialect areas. Dialects covered include those of the Ionian Isles and the Peloponnese, which forms the basis of the standard spoken languages, those spoken in the Aegean Islands and in Cyprus, and the dialect known as Old Athenian, presently spoken in the Megara and part of Central Euboea. A separate chapter is concerned with northern dialects.

Appended are a bibliography, a word index, and a general index.

Generative Phonology, by Sanford A. Schane (*Foundations of Modern Linguistics Series*) Englewood Cliffs, N.J., Prentice-Hall, 1973 xv, 127 pp \$7.95, cloth, \$3.95 paper

A basic introduction to the theory and methodology of generative phonology. While its use requires no previous background in the field, it does require a general background in linguistics. Part One of the book deals with segmental phonology, covering such topics as phonological patterns and redundancy. Part Two is concerned with dynamic phonology, providing discussions of basic phonological processes and rules, nonphonological effects, and natural phonology. While the book does not describe in detail the phonological structure of any particular language, discussions of theoretical points are supported by data from both English and French.

Linguistic Change and the Great Vowel Shift in English, by Patricia M. Wolfe Berkeley, University of California Press, 1972 x, 198 pp \$11.00

The purpose of the study presented in this volume is to review some of the theories surrounding the Great Vowel Shift whereby, to put it simply, the Middle English long vowels acquired their present-day pronunciation, to re-examine the data on which these theories have been based, and to evaluate the different analyses proposed to determine which theory provides the best description and explanation of the data. The author has mainly confined her investigation to long vowels in stressed syllables, although some discussion is included on the development of the ME diphthongs and short vowels.

Chapter I reviews different theories of the actual stages of the Vowel Shift. Recent theories of grammars in general and of sound change as related to the Vowel Shift are discussed in Chapter II. In Chapter III, the author re-examines the evidence of early orthoepists and grammarians in light of the theories proposed, in an effort to determine what the phonetic facts of the language were at different times and what theory will best explain them. This is followed

in Chapter IV by a consideration of the evidence of writers of shorthand systems, rhymes, and occasional spellings. Similar changes in other languages are examined in Chapter V along with variant reflexes of ME \bar{i} and \bar{u} in contemporary dialects of English. The final chapter concludes that the analysis of the Vowel Shift assumed by Chomsky and Halle in *The Sound Patterns of English* is the most justifiable formulation of the development of Standard English and that there are no valid theoretical arguments against its acceptance. The author also agrees that there is no evidence for the assumption that the Vowel Shift was effected by the addition of an exchange rule.

Sound Change, by D. N. Shankara Bhat Poona, India, Bhasha Prakashan, 1972 98 pp \$3.00

This monograph examines the basis for the theory of sound change, its place in a general theory of language change, its characteristics and effects on language, and the possible methods that could be utilized for reconstructing it or for recovering and recognizing the various aspects of language that have been altered, obliterated, or created by it. The author examines the regularity and gradualness hypotheses and the problems of classifying phonological changes. Viewing the problem of reconstruction, he concludes that it should be tackled through a theory of procedures based on the hypotheses themselves regarding sound changes rather than on factors such as internal study or external comparison. By examining sound changes through theories of language acquisition and utilization, the author feels that he has provided answers for a number of unexplained questions regarding the occurrence and characteristics of these changes. He further believes that an extension of his theory to other aspects of language change—morphological change, semantic change, borrowing—would provide similar explanations to puzzling factors found in them.

A Panorama of Indo-European Languages, by W. B. Lockwood New York, Hillary House, 1972 xi, 281 pp \$9.00 cloth, \$3.75 paper

This companion volume to the author's *Indo-European Philology* is intended to serve as an elementary background book. The aim is to provide a concise description of every known Indo-European language, both past and present, along with an account of its external history. The book offers brief descriptions and texts of representative languages showing how the groups which constitute the Indo-European family are related and how they have evolved. The author also provides a short discussion of the phonetics and accentuation of the more commonly-known languages comprising each group. In-depth studies of each language are not provided here.

Advances in the Sociology of Language, Volume II: Selected Studies and Applications, edited by Joshua A. Fishman (*Contributions to the Sociology of Language, 2*) The Hague, Mouton, 1972 534 pp \$12.80 (Distributed in the United

States and Canada by Humanities Press, 303 Park Avenue South, New York, N.Y. 10010)

Twenty-four selections which reflect the increased sophistication, subtlety, and interdisciplinary grasp of specialists in the sociology of language. In the editor's view, the sociology of language is currently more data-oriented than programmatic or argumentative and more interdisciplinary, combining both linguistic and social science skills at an advanced level rather than referring to one parent discipline in a purely passive or ceremonial way.

This volume is divided into five sections: Small Group Interaction, Large-Scale Socio-Cultural Processes, Bilingualism and Diglossia, Language Maintenance and Language Shift, and Applied Sociology of Language. The articles in each section are referenced, and in many cases delineate specific research projects—methods and results—carried on both in the US and abroad.

Report of the Twenty-Third Annual Round Table Meeting on Linguistics and Language Studies, edited by Roger W. Shuy (*Monograph Series on Languages and Linguistics, 25*) Washington, D.C., Georgetown University Press, 1973 ix, 351 pp \$4.50

This volume represents the proceedings of the plenary sessions of the 23rd Annual Georgetown University Round Table, held March 16-18, 1972. The theme of the meeting was "Sociolinguistics: Current Trends and Prospects." Fifteen papers were presented at the five plenary sessions, fourteen of which have been included in this volume. The papers of Fraser, Bickerton, Labov, and Bailey are concerned with ways of analyzing variability in the writing of grammars. The relationship of sociolinguistics to social interaction is the focus of papers presented by Gumperz and Sacks, while sociolinguistic surveys are the topic of presentations by Fishman, Das Gupta, Whiteley, and Hagen. Broad overviews of the influence of the fields of linguistics and sociology on sociolinguistics are presented by Fillmore and Grimshaw. An appendix covers the reports of interest-group sessions.

Étude sur les voyelles nasales du français canadien, by René Charbonneau (*Langue et littérature françaises au Canada, 7*) Québec, Les presses de l'Université Laval, 1971 x, 408 pp \$13.50

The purpose of this book is to describe and classify the principal features of French-Canadian nasal vowels. The author has concentrated his research efforts on four nasal vowels common to the speech of the educated classes of Montreal. The research method used combines an analysis of articulatory movements with the applications of acoustic order, making extensive use of radiocinematography and spectrography. Part I of the book contains a detailed analysis of the physiological nature of nasal vowels. A number of radiofilms are used to illustrate this aspect of nasal vowels. Part II presents a synthesis of the results of the previous analysis as well as a comparison of the physiological and acoustic characteristics of the four

vowels focused on by the author. In a concluding section, the author delineates the essential features of French-Canadian nasal phonemes and raises questions regarding phonological differences between French-Canadian and French nasal vowels. He also discusses the articulatory systems, with particular emphasis on nasal vowels, of Canadian and French speakers.

Contribution à l'histoire de la prononciation française au Québec: Etude des graphies des documents d'archives, by Marcel Juneau (*Langue et littérature françaises au Canada*, 8) Québec, Les presses de l'Université Laval, 1972 xviii 311 pp \$12.50

This book retraces the history of *québécois* (the French spoken in Quebec) pronunciation by means of a study of graphs found in archives of documents written in Quebec during the 17th, 18th, and 19th centuries. Documents covered include deeds, account books, notes, and letters. The author has not attempted to study each document in detail, since his aim is to present a complete history of *québécois* pronunciation rather than an exhaustive analysis of a limited number of pronunciation items. He has confined himself to recording the three oldest evidences of a particular pronunciation, the oldest evidence of each new localization, and the most recent evidence of the pronunciation. In his study, he attempts to determine whether each graph has remained in the language, developed, or been reabsorbed into contemporary *québécois*. In all cases, an attempt has been made to determine the connection, if any, of the graph to an ancient French pronunciation. When such a

connection is found, the author specifies whether it's an anachronism of the general language or a dialectism. Appended are a bibliography of documents cited and an index of graphs.

Language Attitudes: Current Trends and Prospects, edited by Roger W. Shuy and Ralph W. Fasold. Washington, D.C., Georgetown University Press, 1973. v, 201 pp. \$3.50

A collection of twelve papers which originated from one of the special interest-group sessions of the 23rd Georgetown Round Table dealing with language attitudes. They focus on recent work in subjective reactions to language, including language attitudes, beliefs, values, etc. Approaches are varied and include topics such as American-English dialects, subjective reaction to accented speech, dialect attitudes and stereotypes, and teachers' attitudes toward Black and Nonstandard English.

Les noms de lieux et le contact des langues/ Place Names and Language Contact, edited by Henri Dorion and Christian Morissoneau (*Séries A Etudes*, A-4) Québec, Les presses de l'Université Laval pour Le Centre International de Recherches sur le Bilinguisme et Le Groupe d'Etude de Choronymie et de Terminologie Géographique, 1972. x, 374 pp. \$10.00

The articles presented here are essentially toponymic studies devoted to the examination of toponymic layers and language contact. These layers illustrate successive contacts between different peoples, neighboring languages and dialects, and various levels of language. Some articles present a broad overview of the subject,

while others focus on language contacts evidenced in the toponymy of specific countries or regions such as Canada or North Africa. Topics covered include the disagreement of semantic fields obscured by words of different languages considered to be equivalents, semantic variations affecting generic terms as brought about by borrowing, loan translation, or different political contexts, the different types of choronymic and terminological variation in the function of the degree of interlinguistic distance, and the hybridization of place names which were subjected to translation or other partial adaptation. An appendix of toponymic maps serves to illustrate several of the articles.

FILMS — from page 8

University of Wisconsin: A. Hood Roberts.
Social Variations: John J. Gumperz, University of California at Berkeley, Charles A. Ferguson, Joey L. Dillard, CAL.

English Teaching Tomorrow: Alfred S. Hayes, Katherine Flaherty, Bailey's Elementary School, Louise Keets, D.C. Public Schools, William A. Stewart.

Language and Integration: William A. Stewart, Charles Hurst, Jr., Howard University, Thomas J. Edwards, Science Research Associates.

For information on preview policy, rental, or purchase, write to the distributor: Stuart Finley, Inc., 3428 Mansfield Road, Falls Church, Virginia 22041.

The Linguistic Reporter

NEWSLETTER OF THE CENTER FOR APPLIED LINGUISTICS
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grant and fellowship deadlines

Organization	Program	Details in Newsletter	Deadline
ACLS	<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 7	Feb 15
APS	<i>Grants to Postdoctoral Scholars</i>	Sept , p 3	Feb 1, April 1, Aug 1, Oct 1
	<i>Research Grants</i>	Jan , p 5	March 15
ARIT	<i>Fellowships</i>	Dec , p 4	Feb 15
Humboldt Foundation	<i>Research Fellowships</i>	Feb , p 4	Open
IREX	<i>Ad-Hoc Grants</i>	Oct , p 3	March 31, May 31
	<i>Collaborative Project Grants</i>	Oct , p 12	April 30
NAS	<i>Postdoctoral Resident Staff Fellowships</i>	Dec , p 4	None specified
NEH	<i>Special Projects</i>	Jan , p 5	Open
	<i>Program Grants</i>	Jan , p 5	July 1
	<i>Development Grants</i>	Jan , p 5	July 1
	<i>Summer Seminars for College Teachers</i>	Jan , p 5	Feb 11
	<i>Project Grants</i>	Jan , p 5	March 15
	<i>Institutional Grants</i>	Jan , p 5	March 15
	<i>Youthgrants in the Humanities</i>	Jan , p 5	April 1, August 1
	<i>Research Grants</i>	Jan , p 5	May 6, Nov 18
	<i>Senior Fellowships</i>	Jan , p 5	June 17
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>Doctoral Dissertation Research Grants</i>	Jan , p 5	Open
SSRC	<i>Predocctoral Research Fellowships</i>	Nov , p 7	Feb 15
Woodrow Wilson	<i>Fellowships</i>	Jan , p 5	March 1

The Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
Arlington Virginia 22209

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 16

Number 3

March
1974

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

NSF Support of Linguistic Research

by Alan E Bell

[Dr Bell is Staff Assistant for Linguistics, Special Projects Program, Division of Social Sciences, National Science Foundation, Washington, D C]

The National Science Foundation (NSF) supports scientific research in linguistics, primarily through a program of research grants in its Division of Social Sciences. The grants awarded in fiscal year 1973, which were listed in the *Linguistic Reporters* for February and October, 1973, indicate the range of research projects supported. Approximately \$14 million was spent in 1973, and the level of funding for fiscal 1974 is expected to be somewhat higher, a little over \$15 million.

Administration of all NSF research grants in linguistics under one program began this fiscal year (1974). Research projects are no longer assigned to such social science programs as Anthropology, Sociology, and Social Psychology.

The areas of research eligible for support remain substantially the same. The primary criterion is that the research contribute to the advancement of scientific knowledge of the nature of language. "Nature of language" includes the nature of the cognitive, cultural, and social bases of language. This means that much research called anthropological linguistics, psycholinguistics, or sociolinguistics is integral to the program.

See NSF-10, Col 3

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Meetings and Conferences	2 8-9

LSA REAFFIRMS LABOV RESOLUTION

At its recent Annual Meeting in San Diego, California, The Linguistic Society of America reaffirmed the 1971 Resolution on Language and Intelligence submitted by William Labov of the University of Pennsylvania and passed by the LSA membership by mail ballot. (This resolution was prepared by Professor Labov in response to the article, "How Much Can We Boost IQ and Scholastic Achievement?" by Arthur Jensen, which appeared in the Winter 1969 issue of the *Harvard Educational Review*.) The meeting further recommended that the resolution be disseminated to all relevant professional associations, academic institutions, and government and other sponsoring agencies funding research in the areas of language and intelligence. In an effort to publicize the LSA decision, the full text of that original resolution plus a bibliography provided by Professor Labov in 1972 appears below.

The writings of Arthur Jensen which argue that many lower class people are born with an inferior type of intelligence contain unfounded claims which are harmful to many members of our society. Jensen and others have introduced into the arena of public debate the theory that the population of the United States is divided by genetic inheritance into two levels of intellectual ability: one defined by the ability to form concepts freely, the other limited in this area and confined primarily to the association of ideas.

Because this theory, if accepted, would necessarily alter educational policy and seriously affect the lives of many of our fellow citizens, and because linguists are familiar with a large body of evidence which bears on the question, the Linguistic Society of America issues the following statement and resolution, representing the considered professional opinion of scientific linguists.

The following conclusions are based on facts generally known to linguists:

1 By an early age, children learn without direct instruction, on the basis of the speech that they hear, the largest part of the grammar of their native language. This grammar is the knowledge of a hierarchically structured set of relations, used by the speaker to produce and to understand an unlimited number of simple and complex sentences.

2 No one language or dialect, standard or non-standard, is known to be significantly more complex than another in its basic grammatical apparatus. Linguists have not yet discovered any speech community with a native language that can be described as conceptually or logically primitive, inadequate or deficient.

3 The non-standard dialects of English spoken by lower class families in the inner circles of the United States are fully formed languages with all of the grammatical structure necessary for logical thought. Statements to the contrary by some educational psychologists are misinterpretations of superficial differences in the means of expression between these dialects and standard English.

4 No theory yet developed by linguists or psychologists can account satisfactorily for children's language learning ability. It is generally agreed that the mere association of ideas is not sufficient. The minimal ability necessary to learn and to speak any human language includes native skills of a much higher order of magnitude than those used in the laboratory tests offered in evidence for Dr Jensen's

See Labov-3, Col 2

Supreme Court rules in Lau vs Nichols Case. See pages 6-7 of this issue for details.

conferences, seminars, workshops

The 8th Annual TESOL Convention will be held March 5-10 at the Denver Hilton Hotel in Denver, Colorado. The emphasis this year will be on bilingual education. As in previous years, the first two days will be devoted to pre-convention workshops. The last three days will consist of small group sessions dealing with instruction at the pre-school through graduate studies level in English as a Second Language, bilingual education, English as a Foreign Language, and foreign language instruction.

The 19th Annual Conference on Linguistics will take place March 9-10, 1974 at the Carnegie Endowment for International Peace, 345 East 46th Street, New York, New York 10017. The conference is sponsored by the International Linguistic Association. Sessions will focus on all aspects of linguistics, including phonology, syntax, sociolinguistics, psycholinguistics, etc. For further information write: Paul M. Lloyd, Department of Romance Languages, University of Pennsylvania, Philadelphia, Pennsylvania 19174.

A Symposium on Language and Texts: The Nature of Linguistic Evidence will be held March 27-30, 1974 at the University of Michigan. Participants will discuss questions such as: 1) Can linguistics and philology again be integrated; 2) Do a linguist dealing with unwritten languages and a philologist who concerns himself with ancient texts have problems of mutual interest; 3) What kind of linguistic knowledge does a person need to edit or interpret a text? Persons interested in participating in the symposium should write: Center for Coordination of Ancient and Modern

Studies, University of Michigan, Ann Arbor, Michigan 48104.

A parasession on Natural Phonology will be held April 18, 1974 in connection with the annual meeting of the Chicago Linguistic Society (see *Meetings and Conferences*, p. 8 of this issue). Proposed topics for the session include theories of rule application, interactions of rules, general devices replacing sets of specific rules, phonological feature systems; phonetic considerations in phonological theory, naturalness in diachronic description, syllables, words, and syntactic units in phonology. Deadline for abstracts March 1, 1974. For further information write: Natural Phonology, Chicago Linguistic Society, 205 Goodspeed, 1050 East 59th Street, Chicago, Illinois 60637.

The 1st Congress of the International Association for Semiotic Studies (IASS) will be held June 2-6, 1974 in Milan, Italy. Papers will be presented in English and French, the official languages of the IASS. Topics to be covered include: 1) Foundations of semiotics, 2) Semiotics of scientific languages and cybernetic systems, 3) Semiotics and linguistics, 4) Semiotics of the arts, 5) Semiotics of cultures, 6) Semiotics of literature, 7) Visual communications, 8) Nonverbal communicative behavior. For further information write: Armando Laneve, Istituto Gemelli, Corso Monforte 33, Milan, Italy.

The 37th International Federation for Documentation (FID) Conference and International Congress will be held Septem-

ber 5-19, 1974 in Berlin, West Germany. The theme of the conference is "Information systems design for socio-economic development. A critical investigation." In addition to various sessions designed primarily for information scientists, documentation specialists, etc., there will be several sessions of interest to linguists, including a discussion of linguistics in documentation. For further information write: FID Secretariat, 7 Hofweg, The Hague, The Netherlands.

The 3rd International Study Conference on Classification Research will be held January 5-11, 1975 in Bombay, India. The theme of the Conference will be "Ordering Systems for Global Information Networks." The format of the conference will include group meetings and workshop sessions on key problem areas. In addition to sessions primarily of interest to classification and information specialists, there will be a number of sessions devoted to linguistic research in classification and information processing systems. These include: 1) linguistic problems in natural language inter-active inquiry systems, 2) multilingual information networks, 4) mechanical linguistic aids in thesauri development, 5) languages for control and access as related both to data entry and to inquiry. For further information write: FID/CR Secretariat, DRCT, 112 Cross Road 11, Malleswarum, Bangalore 560003, India.

The 4th International Congress of Applied Linguistics will be held August 25-30, 1975 in Stuttgart, West Germany. Topics to be covered include sociolinguistics, psycholinguistics, teaching methodology, language testing, language teaching technology, phonetics and phonology, speech therapy, contrastive linguistics, error analysis and therapy, semantics and syntax, computational linguistics, lexicography, lexicology, and stylistics. Those interested in presenting papers at the congress should submit title and abstract by March 1, 1974 to: AILA Secretariat, c/o Herrn Detlev Riebicke, Hallschlag 151, 7 Stuttgart 50, West Germany.

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.

HEW Budget Proposed for Fiscal 1975 Details in next issue

FORD ANNOUNCES LANGUAGE GRANTS

The Ford Foundation has made grants to institutions in India, Nigeria, Senegal, and Turkey to assist the teaching of English at the primary, secondary, and university levels. The grants were made as part of the Foundation's effort to provide people in developing nations with an opportunity to acquire skills in English necessary for participation in governmental and commercial activities as well as in international communication.

The following institutions and programs have received Ford Foundation support:

• The General Institute of English and Foreign Languages (CIEFL) in Hyderabad, India has received a grant of \$220,000 for advanced training of its staff. The Institute was formed in 1958 by the Government of India as an autonomous institution to improve English teaching in India. Foreign languages also came into the scope of its activities in 1972. The objectives of the Institute are to improve the teaching of English and foreign languages in India, to provide for the study of English and foreign languages and literature, to organize research in the teaching of these languages, to train teachers, to undertake and facilitate advanced courses, seminars, etc., to prepare textbook materials, and to provide for the publication of journals and periodicals. Current activities focus on teacher training, research, materials production, and extension services.

• The University of Ife in Nigeria has received a \$200,000 supplemental grant for a Yoruba and English-language development program aimed at students enrolled in primary schools. Under the existing educational policy, children begin instruction in their mother tongue (Yoruba) and change to English halfway through primary school. This procedure more often than not results in proficiency in neither language with concurrent impaired learning of subject matter. The aim of the project is to evaluate the benefit of teaching all subjects in Yoruba during the entire primary cycle, with English being taught from grade 1 by specially trained teachers.

• A recent policy of the Senegalese government makes it mandatory for all secondary schools to adopt the English-teaching materials developed by the Centre de Linguistique Appliquée de Dakar (CLAD), a part of the University of Dakar. The Centre has been given a supplemental grant of \$120,000 to complete testing of the materials and to train Senegalese teachers and graduate students. Earlier Foundation grants were used in the devel-

opment of this program which takes into account interference problems from African languages in the spoken and written English of Senegalese students.

• In Turkey's secondary schools, most children study a foreign language several hours a week but graduate without a great deal of proficiency. As this situation has been attributed to the lack of professional linguists available to train foreign language teachers, Bosphorus University has received a grant of \$143,000 to establish a master's degree program in linguistics. Graduates of this program will either be assigned to posts in the Education Ministry or become specialists at universities and training institutes for secondary school teachers.

LABOV—from page 1

view

On the basis of these generally recognized conclusions of linguistic investigation, linguists agree that all children who have learned to speak a human language have a capacity for concept formation beyond our present power to analyze, that language learning abilities indicate that the nature and range of human intelligence is not yet understood or well-measured by any current testing procedure, that tests which may have some value in predicting later performance in school should not be interpreted as measures of intelligence in any theoretically coherent sense of the word, that to attribute a limited level of "associational intelligence" to a sizeable section of our population is a serious misconception of the nature of human intelligence.

RESOLVED: that linguists should make known to the widest possible audience their views on this question and the facts which support them.

BIBLIOGRAPHY ON THE RECENT CONTROVERSY ON THE HERITABILITY OF INTELLIGENCE AS MEASURED BY IQ TESTS

1 The article by Jensen which revived arguments for genetic explanations of low school performance by Black and other lower-class children appeared in the *Harvard Educational Review* in 1969, and was followed by a number of replies and discussions in the Spring and Summer issues. The section of Jensen's article most relevant to the resolution is that entitled *Associative Learning Ability* which appears on pages 111-117 of the Winter 1969 *HER*.

- 1 1 Arthur R. Jensen, "How much can we boost IQ and scholastic achievement?", *HER* 39 1-123, Winter 1969
- 1 2 Papers discussing above by Jerome S. Kagan, J. McV. Hunt, James F. Crow, Carl Bereiter, David Elkind, Lee J. Cronbach, William F. Brazziel, *HER* 39 273-356, Spring 1969
- 1 3 Arthur R. Jensen, "Reducing the heredity-environment uncertainty: A reply", *HER* 39 449-483, Summer 1969
- 1 4 Papers by Richard J. Light and Paul V. Smith, Arthur L. Stinchcombe, Martin Deutsch, Thomas J. Cottle, F. S. Fehr, and letters

Items 1, 2, and 3 are reprinted as *Environment, Heredity and Intelligence*, *HER* Reprint Series #2, Cambridge, Massachusetts, 1969.

2 A number of other reactions to Jensen's article appeared in 1969 in other publications, with responses by Jensen and his supporters.

- 2 1 R. C. Lewontin, "Race and intelligence", *Bulletin of the Atomic Scientists* 26 2-8, March 1970, reply to Lewontin by Jensen, *Bulletin of the Atomic Scientists* 26 17-23, May 1970
- 2 2 C. Jencks, *New Republic* 161 25-29, September 6, 1969, reply by J. D. Hyman, *New Republic* 161 30-31, October 25, 1969
- 2 3 L. Edson, *New York Times Magazine*, August 31, 1969, pp. 10-11, discussion September 21, 1969, p. 4 ff and September 28, 1969, p. 38 ff

3 A more critical and pointed series of responses by Jensen appeared in the Fall 1969 issue of the *IRCD Bulletin*, a publication of the ERIC Information Retrieval Center on the Disadvantaged edited by Ed Gordon (*IRCD Bulletin* Vol. V, No. 4, Horace Mann-Lincoln Institute, Teachers College, Columbia University, 525 W. 120 St., New York, N.Y. 10027). It includes two important papers dealing with the genetic issues. Further bibliography on the issues involved is included.

- 3 1 Jerry Hirsch, "Behavior-genetic analysis and its biosocial consequences"
- 3 2 Allan C. Goldstein, "A flaw in Jensen's use of heritability data"

4 In April 1970, the physicist William Shockley submitted a resolution to the National Academy of Sciences asking for a reversal of the Academy's 1967 statement on "Human Genetics and Urban Slums" and argued for a program of research on dysgenic trends in intelligence. His arguments were based largely on the data quoted in Jensen's article, and cited the research in Milwaukee by Heber, Dever and Conry in an area known for its high concentration of mental retardation (cited in Jensen's article as a general estimate of mental retardation in the United States). Shockley is the president of the Foundation for Research and Education on Eugenics and Dysgenics (FREED), which frequently cites Jensen's position on the need for "eugenic foresight." Among the many enclosures to his letter addressed to Academy members, Shockley

See Labov—11, Col. 2

NOTES ON TRAVELS WITH THE CHINESE DELEGATION: 1

by Timothy Light

[Timothy Light is a Ph.D. candidate in Chinese language and linguistics at Cornell University.]

Editor's Note The following article by Timothy Light and one to appear in the April issue by Charles Blatchford comprise some of the personal impressions of the two American language specialists who accompanied the group of scholars from the People's Republic of China on their tour of the United States. The tour was 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 Center for Applied Linguistics coordinated the itinerary. (For a full story see *The Linguistic Reporter*, Volume 15, Number 9, December 1973.)

As was reported in the December issue of *The Linguistic Reporter*, a group of eight specialists in language teaching and linguistics from the People's Republic of China toured the United States during most of November and the first half of December. I was privileged to accompany this group for the first three weeks of their tour, which included visits to Washington, New York, Boston, Ann Arbor, Michigan, and Urbana, Illinois. In the following paragraphs, I shall try to give a few lasting personal impressions of the trip.

The tour began with a day and a half session at the Center for Applied Linguistics. The program at CAL was a proper keynote to what was to follow in other places, for three 'themes' or ideas were introduced there that remained with us

during the rest of the Eastern portion of the tour.

First, it was stated clearly that the audio-lingual method no longer holds complete sway over the minds of language teachers and teaching theorists. It is common now for sensitive specialists to describe themselves as 'eclectic' and to borrow from many ideas and methods. In one way, this apparent truism to American ESL specialists was the most important thing said during the Eastern portion of the trip. The announcement of the decline of the audio-lingual method as an ideology stimulated questions that were asked and reasked throughout the journey. 'If the audio-lingual method has been reduced in popularity, what has taken its place? What is done about drill if the audio-lingual method is being partially or wholly discarded? How do you decide the fit between what your students are supposed to learn and the way they are thought to learn it? What is the role of the teacher? How do you write materials in the absence of a given method? What do you do with taped materials?'

None of these very practical questions was really answered in the discussions that were held at the various stops on the trip. In classroom visits, however, they were all answered to a degree. None of the classes we visited reflected any great alteration in method that would not have been observed somewhere during the heyday of audio-lingualism. And, so far as I could tell, our visitors viewed the classes that they attended without surprise or much sense of the unexpected about what was going on. Certainly, they seemed to judge what they saw solely on the basis of whether it was producing results or not, and if not imme-

diately, then whether it seemed (in light of their extensive experience) that the methods being used would produce results or not.

Second, among the themes introduced at CAL was the massive effect of transformational-generative linguistics on the field as a whole and the difficulties experienced by many in incorporating this influence into language teaching theory and practice. As the trip went on, questions (both as we travelled and during visits to various institutions) regarding the potential role for generative grammar in a language teaching program increased noticeably. Indeed, the question that I was most often asked during moments when the group was not making a formal visit was, 'What is the place of T-G grammar in language teaching?' Naturally, I didn't have any ready answers! But the way the question was asked at various times and the discussions it elicited were very similar to discussions common among American foreign language teachers.

Whether they were perceived as answers to this question or not, there were a few remarks during presentations made to the group that placed generative linguistics in a language teaching context. These remarks came from many sources and covered a wide range of phenomena and beliefs. At one extreme, we heard transformational grammar and generative semantics listed together with sociolinguistics and psycholinguistics as the things linguistic that are methodologically relevant to language teaching models. At the opposite extreme, we heard patient explanations that it had been determined early on in T-G studies that transformational theory would not necessarily have any significance at all for language teaching. In contrast to both, perhaps somewhere in the middle, we were exposed several times to accounts of specific research results that are unquestionably relevant to language teaching and that were probably stimulated by questions arising from a generative framework, and were certainly discussed in generative terms and symbols. Among such specific references were accounts of work in fast speech processes, perceptual strategies, and phenomena of language acquisition. Yet, it seemed clear that the new linguistics did not have the sharp focus of earlier days on the problems of a programmatic approach to *classroom language teaching*. The visitors came from institutions charged by their nation with the task of producing graduates highly



Seated at table, left to right, Ch'en Chia, Lo Shun-hsing, Lü Pi-sung, Kuo Yi-ch'ing and Chang Chih Heiang of the Liaison Office in Washington, D.C.

competent in foreign languages in as short a time as possible so they will be of service to their country after being a student burden for no longer than absolutely necessary. For this reason, most of the visitors were particularly interested in programmatic approaches and practical ideas. The current thrusts of some of American linguistics produced some puzzlement and perhaps a bit of skepticism.

The third idea that came out in our first two days was the introduction of the Cloze Procedure for foreign language proficiency testing. What made the introduction of the Cloze Procedure important was that, if continued research testifies to the effectiveness of the procedure, it represents the type of practical information that can be usefully borrowed by countries seeking ways of rendering efficient language programs with high goals and mass constituencies.

The 'themes' of the tour that I have mentioned so far all concern language teaching. The major thrust of the tour was aimed in that direction. The majority of the participants are language teachers, and from conversation with them it seemed that the major linguistic concerns in China today are language teaching and related areas. But there was also considerable theoretical interest on the part of one or two of the visitors. The time is too early, and my experience and knowledge too slight to comment usefully on the meeting ground between Chinese linguists and American linguistics of the 1970s, but I would venture to suggest two areas of Chinese-American linguistic contact that I believe will merit continued observation in the coming years. One is the contribution (which could be a radical one) that may be made to linguistic theory if Chinese scholars in China work on Chinese and other languages with an awareness of (but not necessarily a commitment to) recent theories in America. The other area is the different intellectual traditions and current philosophies that inform the work of scholars in the two countries. The intellectual background of the development of linguistic theories seems to me a subject that could deserve considerable study. This aspect of intellectual history becomes cross-cultural when we examine another tradition of thought which includes (as does China's) an ancient strain of linguistic concern.

When not talking about linguistics or American life and education, there was occasion on the tour to ask the Chinese visitors about education in China. The Cultural Revolution beginning in 1966 caused the closing down of schools for

long periods. The result of nationwide rethinking of social goals during the Cultural Revolution was a radical reformation of the educational system. Now, service to the people is the goal of the whole educational effort in China. This means that curriculum, research, and timetables are all subject to judgment on whether they really serve the needs of the people or not. Some subjects have been cut out of the curriculum, and others have been merged. Research that is not considered of some benefit to the nation does not seem to be given support. The time span of education has been greatly reduced. University level courses are now mostly three years in length. An important part of life for students and teachers alike are periods of manual labor in the countryside during which intellectuals can learn from workers who make their living with their hands.

The consistent response of the visitors to questions about the Cultural Revolution was—it seemed to me—unfeigned enthusiasm for the new goals of education and a determination to realize them. For several, the tour of the U.S. would be useful primarily because it should provide some ideas and methods that would enable language teachers to produce better trained students in shorter periods of time. The word I heard most frequently in connection with the new goals was 'experiment'. 'We are experimenting with our system in order to make it better.' 'We are trying things out. If they don't work the way we first plan, we can change again.' The visits of groups like this one are part of 'exchange' agreements between China and the U.S. On the trip, the exchange seemed mostly one way in that presentations were constantly being given to the visitors by various Americans and American groups, and no presentations were being given the other way. However, if the impression remains in our country of how cheerfully

and positively people can talk of experimenting with things that are to many of us effectively sacred cows, such as the duration of university careers, the subject matter of core curricula, and the significance of research—if this impression remains, then the contribution made by the Chinese visitors to us in America will not have been small.

*The Leader of the visiting group was Professor Ch'en Chia of the University of Nanking. In his sixties, Professor Ch'en has spent about forty years teaching English language and literature at the university level in China. His doctorate in English literature was taken at Yale in the 'thirties'. Professor Chou Chueh-liang, Deputy Leader of the group, received the Ph.D. in English literature from the University of Chicago in the late 'forties'. He is now Professor of English at the Peking Foreign Language Institute. Fang Shu-chen, Associate Professor of English at Chungshan University in Canton, was also Deputy Leader of the group. Although her teaching duties cover a wide range, it was evident from the many interesting discussions she had on the tour that she is particularly aware of the practical methodological problems inherent in teaching English as a foreign language. Chu Te-hsi, Associate Professor of Chinese at Peking University, is a well known syntactician, and Lin Chun-chiu was the group's 'hardware' expert. Mr. Lin is Audio-Visual Director at the Shanghai Foreign Language Institute. Lu Pi-sung is a specialist in teaching Chinese as a foreign language. He is Lecturer in Chinese at the Institute of Languages in Peking. In contrast to the Foreign Language Institutes mentioned above, where instruction is for Chinese speakers, the Institute of Languages has courses in standard Chinese for foreigners. Kuo Yi-ch'ing is a specialist in English as a foreign language. She is Lecturer in English at Nankai University in Tientsin. Li Shun-hsing is employed by the Group on Science and Education (similar to a ministry) under the State Council. Among his duties is partial responsibility for exchanges involving groups travelling in China, and it is likely that many American visitors to China will have a chance to meet him.



Right to left: Chou Chueh-liang, Timothy Light, Chu Te-hsi, Lin Chün-chiu, Fang Shu-chen and Chi Ch'an-chu of the Liaison Office in Washington, D.C.

SUPREME COURT RULES IN LAU VS. NICHOLS CASE

On January 21, 1974, the Supreme Court ruled unanimously that public school systems are required by federal law to take positive action to help children who do not speak English.

Merely providing the same education to all does not satisfy the law when some pupils are "effectively foreclosed from any meaningful education" by a language barrier, the court said.

The decision came in the Lau vs. Nichols case brought against the San Francisco schools in behalf of the Chinese children in that school system. But it is expected to have its most striking effects in school systems where many students speak only Spanish.

The decision was based on Title VI of the 1964 Civil Rights Act and held that San Francisco's school system, like others receiving federal aid, unlawfully discriminates on the basis of national origin when it fails to cope with the language problems of about 1,800 Chinese children there who speak no English.

Justice William O. Douglas wrote the opinion for the court with the full support of four other justices—William J. Brennan, Jr., Thurgood Marshall, Lewis F. Powell, Jr., and William H. Rehnquist. Justice Byron R. White concurred without writing an opinion.

Justice Potter Stewart, joined by Justice Harry A. Blackmun and Chief Justice Warren E. Burger in a separate opinion, said they doubted that the 1964 law alone would justify the court's action but they were willing to go along with the regulations of the Department of Health, Education and Welfare implementing the law. Emphasizing that their votes were based on the numbers of children involved, Blackmun and Burger said they feared the ruling might be interpreted "too broadly" and thus might encourage suits by individual children or small groups.

The full text of Mr. Douglas' opinion appears below.

Kinney Kimmon Lau, a Minor
by and Through Mrs. Kan
Wai Lau, His Guardian
ad litem, et al.,
Petitioners,
v
Alan H. Nichols et al.

The San Francisco California school system was integrated in 1971 as a result of a federal court decree, 339 F. Supp. 1315. See *Lee v. Johnson*, 404 U.S. 1215. The District Court found that there are 2,856 students of Chinese ancestry in the school system who do not speak English. Of those who have that language deficiency, about 1,000 are given supplemental courses in the English language.¹ About 1,800 however do not receive that instruction.

This class suit brought by non-English speaking Chinese students against officials responsible for the operation of the San Francisco Unified School District seeks relief against the unequal educational opportunities which are alleged to violate the Fourteenth Amendment. No specific remedy is urged upon us. Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others. Petitioner asks only that the Board of Education be directed to apply its expertise to the problem and rectify the situation.

The District Court denied relief. The Court of Appeals affirmed, holding that there was no violation of the Equal Protection Clause of the Fourteenth Amendment nor of §601 of the Civil Rights Act of 1964, which excludes from participation in federal financial assistance, recipients of aid which discriminate against racial groups, 483 F.2d 791. One judge dissented. A hearing *en banc* was denied, two judges dissenting *id.*, at 805.

We granted the petition for certiorari because of the public importance of the question presented, 412 U.S. 938.

The Court of Appeals reasoned that "every student brings to the starting line of his educational career different advantages and disadvantages caused in part by

¹A report adopted by the Human Rights Commission of San Francisco and submitted to the Court by respondent after oral argument shows that, as of April 1973, there were 3,457 Chinese students in the school system who spoke little or no English. The document further showed 2,136 students enrolled in Chinese special instruction classes, but at least 429 of the enrollees were not Chinese but were included for ethnic balance. Thus, as of April 1973, no more than 1,707 of the 3,457 Chinese students needing special English instruction were receiving it.

social, economic and cultural background, created and continued completely apart from any contribution by the school system," 483 F.2d, at 497. Yet in our view the case may not be so easily decided. This is a public school system of California and §571 of the California Education Code states that "English shall be the basic language of instruction in all schools." That section permits a school district to determine "when and under what circumstances instruction may be given bilingually." That section also states as "the policy of the state" to insure "the mastery of English by all pupils in the schools." And bilingual instruction is authorized "to the extent that it does not interfere with the systematic, sequential, and regular instruction of all pupils in the English language."

Moreover §8573 of the Education Code provides that no pupil shall receive a diploma of graduation from grade 12 who has not met the standards of proficiency in "English," as well as other prescribed subjects. Moreover by §12101 of the Education Code children between the ages of six and 16 years are (with exceptions not material here) "subject to compulsory full-time education."

Under these state-imposed standards there is not equality of treatment merely by providing students with the same facilities, text books, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.

Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

We do not reach the Equal Protection Clause argument which has been advanced but rely solely on §601 of the Civil Rights Act of 1964, 42 U.S.C. §2000(d) to reverse the Court of Appeals.

That section bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance." The

school district involved in this litigation receives large amounts of federal financial assistance HEW, which has authority to promulgate regulations prohibiting discrimination in federally assisted school systems, 42 U.S.C. §2000(d), in 1968 issued one guideline that "school systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system" 33 CFR §4955 In 1970 HEW made the guidelines more specific, requiring school districts that were federally funded "to rectify the language deficiency in order to open" the instruction to students who had "linguistic deficiencies." 35 Fed Reg 11595

By §602 of the Act HEW is authorized to issue rules, regulations, and orders² to make sure that recipients of federal aid under its jurisdiction conduct any federal financed projects consistently with §601 HEW's regulations specify, 45 CFR §80.3(b)(1), that the recipients may not

"Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program.

"Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program".

Discrimination among students on account of race or national origin that is prohibited includes "discrimination in the availability or use of any academic or other facilities of the grantee or other recipient" *Id.*, 80.5(b)

Discrimination is barred which has that effect even though no purposeful design is present, a recipient "may not utilize criteria or methods of administration which

²Section 602 provides

"Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 2000d of this title with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken "

have the effect of subjecting individuals to discrimination" or has "the effect of defeating or substantially impairing accomplishment of the objectives of the program as respect individuals of a particular race, color, or national origin" *Id.*, 80.3(b)(2)

It seems obvious that the Chinese-speaking minority receives less benefits than the English-speaking majority from respondents' school system which denies them a meaningful opportunity to participate in the educational program—all earmarks of the discrimination banned by the Regulations.³ In 1970 HEW issued clarifying guidelines (35 Fed Reg 11505) which include the following

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students" (Pet Br App 1a)

"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational deadend or permanent track" (Pet Br p 2a)

Respondent school district contractually agreed to "comply with title VI of the Civil Rights Act of 1964 and all requirements imposed by or pursuant to the Regulations" of HEW (45 CFR Pt 80) which are "issued pursuant to that title" and also immediately to "take any measures necessary to effectuate this agreement" The Federal Government has power to fix the terms on which its money allotments to the States shall be disbursed *Oklahoma v Civil Service Commission*, 330 U.S. 127, 142-143 Whatever may be the limits of that power, *Steward Machine Co v Davis*, 301 U.S. 548, 590 *et seq.*, they have not been reached here Senator Humphrey, during the floor debates on the Civil Rights Act of 1964, said⁴

³And see Report of the Human Rights Commission of San Francisco, Bilingual Education in the San Francisco Public Schools, Aug 9, 1973

⁴110 Cong Rec 6543 (Senator Humphrey quoting from President Kennedy's message to Congress, June 19, 1963)

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination"

We accordingly reverse the judgment of the Court of Appeals and remand the case for the fashioning of appropriate relief

New Members Sought For Navajo Association

The Navajo Bilingual Education Center, established in April 1973 by the Dine Bi Olta Association with funds provided by the Indian Education Act, serves as a clearinghouse for Navajo bilingual education in the Navajo Nation The objectives of the Center are 1) to provide an environment and an opportunity for bilingual teachers to learn about their language and culture, 2) to assemble resource people; 3) to assist the various schools on the Navajo Reservation in developing classroom curriculum materials for various age groups, head start, elementary, junior, and senior high schools, 4) to provide workshop sessions for schools serving Navajo students, 5) to provide school personnel with workshops in Navajo linguistics, 6) to provide bilingual/bicultural curriculum development specialists, 7) to develop bilingual/bicultural teacher training programs for use in area school districts, 8) to provide curriculum development materials and technical services

In order to continue and expand the work being performed at the Center as well as to provide revenues for the Allen D Yazzie Memorial Scholarship Fund, the Dine Bi Olta Association is seeking new members, both from Navajo and non-Indian communities Membership dues are \$10.00 per year and entitle members to the Association Newsletter and other services such as seminars, conferences, and technical assistance For further information contact Dine Bi Olta Association, Navajo Nation, College of Ganado, Ganado, Arizona 86505

CAL Distributes: *A Handbook of Bilingual Education*, by Muriel R Saville and Rudolph C Troike

The Board of Foreign Scholarships, which is responsible for academic exchanges and the selection of participants under the Fulbright-Hays Act, is in the process of establishing an alumni data bank of former participants who wish to remain actively involved in the ongoing exchange program (Although the Board is considering ways in which the alumni might play a more active role, no decision has been made yet as to what activities will most effectively foster such involvement) The data bank will be designed to facilitate location of alumni by region and improve communication with alumni as well as provide a means for its expansion For further information write The Board of Foreign Scholarships, Office of the Chairman, Washington, D.C. 20520

Linguistica Silesiana is a new journal scheduled to appear sometime this spring It will be published by the University of Silesia at Katowice, Poland and will contain articles in both English and French Although its primary focus will be on theoretical linguistics (especially semantics and syntax), other areas of linguistics and related fields will occasionally be included Those interested in contributing articles, research reports, books for review, etc should write Kazimierz Polański, *Linguistica Silesiana*, Redakcja, ul Tadeusza Bando 10, 40-205, Sosnowiec, Poland

A Memorial Symposium for Henry Lee Smith, Jr was held February 15-16, 1974 The symposium was jointly sponsored by the Department of Linguistics and the Faculty of Social Sciences and Administration of the State University of New York at Buffalo and was presided over by J Milton Cowan (Cornell University, emeritus) Speakers included Robert L Ketter (SUNY/Buffalo), John B Carroll (Educational Testing Service), Paul L Garvin (SUNY/Buffalo), Charles F Hockett (Cornell University), Raven I McDavid (University of Chicago), Norman A McQuown (University of Chicago), Clara Stratemeyer (Trenton Teachers College), and George L Trager (Northern Illinois University)

The Orleans Study Corpus, a collection of approximately 500 recordings of contemporary spoken French compiled between 1968 and 1973 by an inter-university Franco-British research team, is now being made available for linguistic, sociolinguis-

- March 5-10 Convention of Teachers of English to Speakers of Other Languages, 8th 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 9-10 Conference on Linguistics, 19th New York, New York (Write Paul M Lloyd, Department of Romance Languages, University of Pennsylvania, Philadelphia, Pennsylvania 19174)
- 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 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 25-26 North American Conference on Semitic Linguistics, 2nd Santa Barbara, California (Write Gene B Grogg, The Oriental Institute, University of Chicago, 1155 East 58th Street, Chicago, Illinois 60636)
- March 28-30 Conference on English Education Cleveland, Ohio
- March 28-30 Symposium on North American French Bloomington, Indiana
- 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 1-5 Symposium on the Use of Computers in Literary and Linguistic Research, 3rd Cardiff, South Wales (Write R Churchhouse, University College, 39 Park Place, Cardiff CF1 3BB, South Wales)
- April 4-6 Conference on College Composition and Communication Anaheim, California
- April 5-6 Conference on Child Language Stanford, California
- April 8-11 Linguistics Association of Great Britain Annual Meeting Hatfield, England (Write R Sussex, Department of Linguistic Science, University of Reading, Reading RG6 2AA, England)
- 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 Mezzocannone 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, 21st Washington D C
- April 18-24 Chicago Linguistic Society Chicago, Illinois (Write Anthony Bruck, Meeting Committee, Chicago Linguistic Society, 1130 East 59th Street, Chicago, Illinois 60637)

tic, or psychological research and (subject to occasional copyright restrictions) for the development of language teaching materials. It contains interviews with a random population sample (using standard open and closed questionnaires), personalized interviews with commercial, administrative, trade union, political, and industrial personalities, group recordings (discussions,

debates, social meetings), telephone conversations, recordings of consultations at an educational counseling center, and street recordings A catalog of the recordings and transcripts (complete or partial) is currently available For further information write Orleans Catalog Language Centre, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, England

meetings and conferences

- 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)
 May 1-4 International Reading Association New Orleans, Louisiana
 May 2-4 Midwest Slavic Conference Milwaukee, Wisconsin (Write Don Pienkos, Department of Political Science University of Wisconsin Milwaukee Wisconsin 53201)
 May 2-7 Congress of the International Translators Federation Nice, France (Write FIT Secretariat Generale, Heveldstraat 269, St. Amandsberg B-9110, France)
 May 3-4 Southeast Conference on Linguistics 9th Terra Verde, Florida (Write Roger W. Coles, Department of Linguistics, University of South Florida, Tampa, Florida 33620)
 May 4-5 California Linguistics Conference, 4th Los Angeles, California
 May 8-10 Canadian Conference on Information Science 2nd Winnipeg, Manitoba, Canada
 May 8-10 Annual Congress of the French-Canadian Association for the Advancement of Sciences, 42nd Quebec, Canada
 May 15-18 International Conference on Bilingual Bicultural Education New York, New York (Write Office of Bilingual Education, New York City Board of Education, 110 Livingston Street, Room 1031, Brooklyn, New York 11201)
 May 28-31 Canadian Linguistic Association Toronto, Ontario, Canada (Write Jonathan Kaye, Centre for Linguistic Studies, University of Toronto, Toronto, Ontario Canada)
 May 28-31 National Association for Foreign Student Affairs Albuquerque, New Mexico
 May 31-June 2 International Congress of the Society of Italian Linguistics, 8th Bressanone/Brixen, Italy (Write Daniele Gambarara, Viale Libia 58, 00199 Rome, Italy)
 June 2-6 International Congress of Semiotic Studies, 1st Milan, Italy (Write Secretary General of IASS, Via Melzi d'Eril 23, Milan, Italy)
 June 24-August 16 Linguistic Society of America Linguistic Institute Amherst, Massachusetts
 June 27-July 2 American Association of Teachers of German Bonn, West Germany
 July 26-28 Linguistic Society of America Summer Meeting Amherst, Massachusetts
 August 1-3 Speech Communication Seminar Stockholm, Sweden (Write Stockholm Convention Bureau, Strads 7c, 114 56 Stockholm, Sweden)
 August 5-9 International Conference of the Internationaler Deutschlehrerverband, 4th Kiel, West Germany (Write Tore Larsson, General Secretary of the IDV, Arkitektvagen 15, S-740 20 Brunna, Sweden)
 October 13-17 American Society for Information Science, 37th Atlanta, Georgia
 November 5-8 American Speech and Hearing Association Las Vegas, Nevada
 November 5-8 Acoustical Society of America Winter Meeting St. Louis, Missouri
 November 20-24 American Anthropological Association, 73rd Mexico City, Mexico
 November 27-30 National Council of Teachers of English, 64th New Orleans, Louisiana
 November 28-December 1 American Council on the Teaching of Foreign Languages, 8th Denver, Colorado
 December 27-29 American Dialect Society New York, New York
 December 27-29 Modern Language Association, 89th New York New York
 December 28-30 Linguistic Society of America Winter Meeting, 49th New York New York
 December 28-30 American Philological Association Chicago, Illinois

The Esperanto Studies Foundation has published a revised version of *Esperanto and International Language Problems A Research Bibliography*, by Humphrey Tonkin. The purpose of this annotated bibliography is to provide guidance for high school, college and graduate students in the preparation of term papers on Esperanto and other subjects related to

the language problem. It includes sections on The Language Problem, Interlinguistics and Esperanto as a Language, History, Literature, and Sociology, and Topics for Large Scale Research. Copies are \$1.00 postpaid and may be obtained from Esperanto Studies Foundation, 6451 Barnaby Street, N.W., Washington, D.C. 20015

book notices

The Languages of the Eastern Family of the East New Guinea Highland Stock, edited by Howard McKaughan (*Anthropological Studies in the Eastern Highlands of New Guinea 1*) Seattle University of Washington Press 1973 xviii, 817 pp \$24.00

Presented in a single format with similar orthographies, the studies in this volume describe in detail the languages of the four putative subfamilies and discuss the linguistic relationships among them. Articles on each of these subfamilies—Awa, Auyana, Gadsup, and Tairora—are preceded by an editor's introduction. In general, they describe the phonology, noun and verb morphology and syntactic structures of the various subfamilies. Each section also includes text materials based on myths and folk tales of the area. In some cases, these texts may be used for comparative purposes, since several of the same stories are told by people in different subfamilies. The final section of the volume studies linguistic relationships among the subfamilies. A number of the articles presented here have been published elsewhere. Specific references to such articles are indicated in the footnotes and are marked by an asterisk in the References Cited section at the back of the book.

Hierarchy and Universality of Discourse Constituents in New Guinea Languages: Discussion, by Robert E. Longacre. Washington, D.C. Georgetown University Press, 1972 xvii, 176 pp \$2.95. **Hierarchy and Universality of Discourse Constituents in New Guinea Languages: Texts** 1972 \$3.25

The volume summarizes results of two field workshops conducted, with the support of the U.S. Office of Education, in the Territory of Papua and New Guinea February-September 1970. It consists of reports on articles and monographs produced by workshop participants and includes topics such as discourse structure in Gahuke, Manga Buang sentences, Walmatjari paragraphs, higher levels of Fore grammar, and dialogue in Halbu. As a result of their research, the participants claim, among other things, that there is a natural outline of a discourse indicated by its linguistic structure and not imposed by the analyst and that some discourses mark a peak in their surface structure. Due to the multiplicity of languages in New Guinea (at least 500 without taking the Indonesian half of the island into account), the scope of this volume has been limited to a discussion of twenty-nine languages.

Designed to accompany and illustrate the above volume, the author felt that some sort of illustrative material was essential to substantiate the claims made in the first volume. By studying the collection of texts presented here, the student of discourse can, the author feels, work through the materials himself and check these claims.

linguists wanted

NSF—from page 1

The Centro Colombo Americano—a private, non-profit binational cultural institute based in Barranquilla, Colombia—is looking for **teachers with experience in TEFL**. Current programs include basic, intermediate, and advanced intensive English classes and a bilingual secretarial program. Experience with *American English Course*, published by the Instituto Mexicano Norteamericano de Relaciones Culturales, and *Everyday Dialogues in English*, by Robert J. Dixon, helpful. For further information write Arthur Green, Director, Centro Colombo Americano, Cr 43 #51-95, Apartado Aereo 2097, Barranquilla, Colombia.

The University of Michigan may have an opening in its Linguistics Department for a **visiting assistant professor**, beginning Fall 1974. Ph.D. required. Concentration in syntax, semantics, or sociolinguistics desired. Salary open. Send curriculum vitae and other relevant documents to Gail R. Dreyfuss, Chairperson, Search Committee, Linguistics Department, University of Michigan, 1076 Frieze Building, Ann Arbor, Michigan 48104.

The University of Texas at San Antonio has two openings for **linguists** in its Division of Bicultural-Bilingual Studies, starting Fall 1974. Both positions are at the assistant or associate professor level and salary is open. Ph.D. required. Candidates for the position in psycholinguistics should have a background in Spanish and education, with experience in college-level teaching. A second position is available in the area of sociolinguistics. Send vita and letters of recommendation to Albar Peña, Director, Division of Bicultural-Bilingual Education, The University of Texas at San Antonio, 4242 Piedras Drive, East, Suite 250, San Antonio, Texas 78284.

The Department of Communication Sciences at Federal City College has an opening for a **linguist**, starting September 1974. Candidates are expected to have expertise in linguistics as well as speech pathology or Spanish-English bilingual education. Ph.D. required. Position will probably be at the assistant or associate professor level. For further information write Ann Covington, Chairperson, Department of Communication Sciences, 724 9th Street, N.W.,

Washington, D.C. 20001

Bilingual/bicultural or ESL teacher at **Rutgers University**. Ph.D. required. Write Jack Nelson, Graduate School of Education, Rutgers University, New Brunswick, New Jersey 08903.

The University of New Mexico's Anthropology Department is looking for an **anthropological linguist** for a one-year appointment during the 1974-75 academic year. Position is at the assistant professor level. Ph.D. preferred. Applicants should be able to teach phonology, syntax, comparative linguistics, and language and culture. Send vita, copies of published and/or unpublished papers, and references to Bruce Rigsby, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico 87131.

The Department of Linguistics, Harvard University, has a position open for one **historical linguist** with a strong background in Indo-European studies. Applicants will be considered for either or both of the following positions. 1) Visiting Lecturer (assistant professor level)—one-year appointment for academic year 1974-75. 2) Assistant Professor—three or five year appointment beginning in 1974-75. Deadline: April 1, 1974. Send curriculum vitae and copies of publications to Calvert Watkins, Chairman, Search Committee, Department of Linguistics, Holyoke Center 851, Harvard University, Cambridge, Massachusetts 02138.

The College of Petroleum and Minerals in Dhahran, Saudi Arabia, needs an **ESL teacher**, starting September 1, 1974. Appointment will be for a two-year period. Candidates must have an M.A. in TESL and a minimum of 3 years experience in this field. Free air travel for employee and eligible dependents, housing, and educational assistance for eligible dependent children are provided. Write: F. M. Bunyan, Director of Educational Services, College of Petroleum and Minerals, Dhahran, Saudi Arabia. A representative from the College will interview candidates at the 1974 Convention of Teachers of English to Speakers of Other Languages (see Meetings and Conferences, p. 8).

On the other hand, research which is oriented primarily toward educational, clinical, or technological applications is not ordinarily eligible.

Part of the program's funds are directed to the support of language description, synchronic and diachronic, for this activity provides the capital resources that other linguistic research draws from. It is expected that the description of Amerind languages will receive part of these funds, in keeping with our national responsibilities.

Research grants are made on the basis of unsolicited proposals. Proposals are sent for review to researchers, usually four to eight in number. The reviewers are chosen according to the fields covered by the proposal. They represent many academic disciplines and specialties, just as do grant applicants. Review of a proposal is coordinated with other Foundation programs (Anthropology, Computing Activities, etc.) when a project overlaps into areas of their responsibility. About four to six months is required for review. Proposals for projects beginning September-October 1974 should therefore be submitted by March 1974, proposals for projects beginning January-February 1975 should be submitted by August 1974.

Most grants are awarded for specific research projects. A few small grants (usually \$5,000 or less) will be made for support of working conferences and symposia which promise to make unusual contributions to the advancement of linguistic research.

Graduate students are eligible for grants for doctoral dissertation research (These grants cover direct expenses only, not stipends.) Linguists at small colleges are eligible for summer support for research on an existing NSF grant. The application must be made by the principal investigator of the grant.

Grants for research facilities fall in the same category as research grants and are normally awarded in connection with an approved research program. Proposals exclusively for equipment and/or facilities will be considered but should not be submitted without prior discussion with the program.

NSF support for linguistics relies heavily upon the counsel of the research community. One function of outside reviews is to maintain this vital connection. Comments and suggestions are also welcome at any time on the general orientation of the program.

ESOL PROJECTS BEGUN IN HAWAII

The Culture Learning Institute, a part of the East-West Center in Honolulu, Hawaii, has established two projects concerned with teaching English as a Second or Foreign Language. They are the ESOL Teacher Trainers Project (intended for persons involved with teachers on a pre-service basis) and the ESOL Administrators Project (intended for persons working with teachers on an in-service basis). Participants in both programs are expected to have finished their formal education and to have had several years of experience in either teacher training or administration. Both programs are open only to citizens of Asia, the Pacific, or the United States.

The following is a brief description of the objectives and content of each program.

1 *ESOL Teacher Trainers Project* The project is designed to provide participants with an opportunity for professional exchange of ideas and practices, to promote knowledge of recent developments in ESOL, to help participants devise an ESOL teacher training manual, and to provide them with an opportunity to observe ESOL programs both in Hawaii and on the U.S. mainland. Subjects covered during the seven-month long course include the relationship between language and culture, language acquisition, language pedagogy and technology, evaluation and testing, curriculum design, and issues and problems in ESOL.

2 *ESOL Administrators Project* The purposes of this project are to provide for an exchange of ideas and practices related to the administration of English language programs and to promote knowledge of recent developments in the areas of English teaching and administration. Participants are also given opportunities for observation of ESOL programs operating both in Hawaii and on the U.S. mainland. The course runs for four months and covers such topics as language program administration, the cultural aspects of ESOL administration, evaluation techniques for ESOL, and language and culture.

The major training schedule for both projects includes seminars, workshops, and lectures by various specialists in the respective fields. For example, a Culture and Language Seminar is designed to provide an opportunity for participants to increase their knowledge of each culture represented in the seminar while, if necessary, improving their English proficiency. All participants also take part in a 14-day ESOL

field study after the Hawaii-based program has ended.

The East-West Center provides substantial financial support for those accepted into the programs. This includes provisions for living allowances, free housing, resource materials needed for the project, and a per diem during the ESOL field study. Participants are, however, expected to pay 10 percent of their total training cost.

For more information concerning the above projects write The Director, Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96822.

LABOV—*from page 3*

included a document on the FREED letterhead.

Here, as a thinking exercise, is a "Eugenic Incentive Program." Individuals will be given a bonus for being sterilized. (A greatly simplified surgical procedure has recently been reported for female sterilization.) The amount of the bonus is determined by IQ, color blindness, epilepsy, etc. For example, \$1,000 for each point below 100 could be offered.

Shockley interested several Congressmen enough for them to write letters to the Academy, but his resolution was defeated by the Academy's 1970 meeting.

5 Although Jensen and Shockley's explicit position was to call for more research, expositions of their genetic arguments have recently begun to appear, aimed at a popular audience.

5.1 Richard Herrnstein, "IQ", *Atlantic* 228:44-64, September 1971.

5.2 H. J. Eysenck, *The IQ Argument: Race, Intelligence and Education* New York: Library Press, 1971.

6 These publications, along with Jensen's original article, were recently reviewed critically in *Science* by Sandra Scarr-Salapatek, who then published a review article of her own on the heritability of intelligence.

6.1 Sandra Scarr-Salapatek, Review of 1.1, 5.1 and 5.2, *Science* 174:1223-1228, December 17, 1971.

6.2 ———, "Race, social class and IQ", *Science* 174:1285-1295, December 24, 1971.

7 Jensen's article began by declaring that environmental explanations had been disproved conclusively by the "failure" of Operation Headstart as documented in the Westinghouse Report. Jensen had been prominently associated with the "deficit hypothesis" which had been the dominant view in government intervention programs. Along with Martin Deutsch, Robert Hess, Carl Bereiter and others, he had argued that Black lower-class children showed a cognitive deficit as indicated by their inadequate language. This position as expressed most clearly by Bereiter

was that the dialect of lower-class Black children was primarily an emotional form of expression which lacked the means necessary for logical thought. One of the many collections of papers within this framework, including Jensen's earlier position is:

7.1 Martin Deutsch, Irwin Katz and Arthur R. Jensen (eds.), *Social Class, Race, and Psychological Development* New York: Holt, Rinehart and Winston, 1969.

Bereiter and Englemann's program has now been widely implemented as the DISTAR method published by Science Research Associates (SRA) of Chicago. Their program is presented and justified in:

7.2 Carl Bereiter, et al., "An academically oriented pre-school for culturally deprived children" in Fred Hexinger (ed.), *Pre-School Education Today* New York: Doubleday, 1966.

7.3 ———, "Academic instruction and pre-school children" in Richard Corbin and Muriel Crosby (eds.), *Language Program for the Disadvantaged* Champaign, Ill: NCTE, 1965.

7.4 ——— and Siegfried C. Engelmann, *Teaching Disadvantaged Children in the Pre-School* Englewood Cliffs, N.J.: Prentice-Hall, 1966.

7.5 Siegfried Engelmann, "How to construct effective language programs for the poverty child", in Frederick Williams (ed.), *Language and Poverty* Chicago: Markham, 1970.

8 There have been several assessments and critiques of both the genetic and environmental positions by linguists and those sympathetic to the linguistic position, arguing that there is no verbal deficit to be explained. A number of relevant papers appear in Frederick Williams' *Language and Poverty*. Richard Dever (of Heber, Dever and Conry) has argued against misinterpretation of their studies of mental retardation.

8.1 Frederick Williams (ed.), *Language and Poverty* Chicago: Markham, 1970.

8.2 Vera John, "Language and educability", to appear in E. Leacock (ed.), *Culture of Poverty: A Critique* New York: Simon and Schuster.

8.3 ———, "Whose is the future? A critique of Jensen" Mimeographed, 1969.

8.4 William Labov, "The logic of non-standard English", in J. Alatis (ed.), *Georgetown Monograph No. 22, Languages and Linguistics*, 1969, pp. 1-44. Reprinted in F. Williams (ed.), *Language and Poverty: Perspectives on a Theme* pp. 154-191, Chicago: Markham, 1970, and in A. Aarons, B. Gordon, and W. Stewart (eds.), "Language and cultural differences in our schools", *Florida Reporter* 7:1, 1970.

8.5 Richard Dever, "On the educability of intelligence", to appear in the *Research and Training Center and Mental Retardation Monograph Series*, Department of Studies of Behavioral Disabilities, University of Wisconsin, Madison.

grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
ACLS	<i>Travel Grants to Conferences Abroad (June-Sept , Oct -Jan , Feb -May)</i>	Oct , p 4	June 15, Oct 15, Feb 15
APS	<i>Grants to Postdoctoral Scholars Research Grants</i>	Sept , p 3 Jan , p 5	April 1, Aug 1, Oct 1, Feb 1, March 15
Humboldt Foundation	<i>Research Fellowships</i>	Feb , p 4	Open
IREX	<i>Ad-Hoc Grants Collaborative Project Grants</i>	Oct , p 3 Oct , p 12	March 31, May 31 April 30
NAS	<i>Postdoctoral Resident Staff Fellowships</i>	Dec , p 4	None specified
NEH	<i>Special Projects Program Grants Development Grants Project Grants Institutional Grants Youthgrants in the Humanities Research Grants Senior Fellowships</i>	Jan , p 5 Jan , p 5	Open July 1 July 1 March 15 March 15 April 1, August 1 May 6, Nov 18 June 17
NIH	<i>Research Grants</i>	Forthcoming	June 1, Oct 1, Feb 1
NIMH	<i>Small Grants Research Project Grants Program Project Grants Special Grants Research Grants</i>	Forthcoming Forthcoming Forthcoming Forthcoming Forthcoming	Open June 1, Oct 1, Feb 1 June 1, Oct 1, Feb 1 June 1, Oct 1, Feb 1 June 1, Oct 1, Feb 1
NSF	<i>Doctoral Dissertation Research Grants Postdoctoral Research Grants</i>	Jan , p 5 March, p 3	Open March, August
Wenner-Gren	<i>Research Grants</i>	Forthcoming	Open
Woodrow Wilson	<i>Fellowships</i>	Jan , p 5	March 1

The Linguistic Reporter

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

Dick Tucker

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 16

Number 4

April
1974

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

1975 BUDGET CUTS LANGUAGE FUNDS

A review of significant sections of President Nixon's proposed budget for fiscal 1975 again shows a decrease in funding available for programs and projects involving language and linguistics. Listed below are some of the proposed appropriations for such programs

Elementary and Secondary Education Act (ESEA) The budget asks for \$12 million for bilingual education, \$12 million for the Right-to-Read program, and \$100 million for education of the handicapped. These requests are consistent with those made for fiscal 1974. The Administration also requested \$42 million for Indian education (The Administration requested no funds for this program last year, but Congress appropriated nearly \$42 million for it)

National Defense Education Act (NDEA) Proposed appropriations for 1975 would give \$13 million to the Fulbright-Hays program and \$8.6 million for Title VI, for a decrease of approximately \$2.7 million from the amount appropriated for the current fiscal year. (As with Indian education, the 1974 Administration budget requested no funds for Title VI, but Congress appropriated \$11.3 million for it.) The Administration is also continuing to phase out Federal support for fellowships to train Ph D's (Title IV).

Education Professions Development Act (EPDA) The new budget proposes to terminate the less-than-Ph.D. fellowships at the end of this year. Support will, however, still be provided for minority and dis-

advantaged students under the Council on Legal Educational Opportunity and the Ellender programs

National Institute of Education (NIE) The budget requests \$130 million for fiscal 1975 and asks for a supplemental appropriation of \$25 million for this year. If granted, the supplemental appropriation would bring NIE's total appropriation for this year to \$100 million, still far less than the amount originally requested. During 1975, NIE will focus its support on research designed to: 1) provide essential skills to all citizens, 2) improve the productivity of educational resources, 3) better the relationship between education and work; 4) aid school systems in developing the capability to

See Budget - 15, Col 1

Middle East Institute Again Scheduled for Cairo

The 2nd Middle East Linguistic Institute will be held July 18-August 15, 1974 at Cairo University. Basic funding for the Institute has been provided by the Ford Foundation through a two-year grant to the Center for Applied Linguistics, which is responsible for coordination of the project. The program has also received support and cooperation from the U.S. Department of State, the British Council, and Cairo University. The Institute's Co-Directors, Drs. Saad Gamal el Din and Fatma Moussa, together with the Institute Planning Committee, a representative group of scholars from all major universities in Cairo, have primary responsibility for planning and administration of the program. Since final selection of courses and faculty members has not yet been made, a further report will appear in a future issue of *The Linguistic Reporter*. This year's Institute will be more international than the 1973 program in terms of staff, students, and languages dealt with.

The 1st Middle East Linguistic Institute

See Institute - 13, Col 2

Fulbright-Hays Awards For 1974-75 Still Open

The Council for International Exchange of Scholars (CIES) [formerly the Committee on International Exchange of Persons] needs additional candidates for a number of 1974-75 appointments to senior Fulbright-Hays awards in the fields of linguistics and English as a Foreign Language. All openings are for university lecturing grants (see page 6 of this issue for eligibility requirements). Each position available is listed below by country, and information is included as to type of position, institution, duration, and CIES contact person

CAMEROON. *Linguistics, Sociolinguistics.* Introductory courses Seminar in special American topics. Conversational French necessary Undergraduate and graduate levels University of Yaounde September 1974-June 1975. Linda Rhoad

CHILE *Teaching English as a Foreign Language* Lectures and consultation on training English teachers for primary and secondary schools. Possibly assistance in improving language materials and courses, conducting basic research necessary for developmental projects, and directing teacher training seminars Good to fluent Spanish essential. University of Chile, Santiago Three to six months beginning July 1974 Anne Carpenter.

MALI. *Teaching English as a Foreign Language* Courses for engineering and natural science students Assistance in evaluating regional English teaching programs for five higher schools. Fluent French required. Ecole Normal Supérieure and Ecole Nationale d'Ingenieurs October 1974-July 1975. Linda Rhoad.

MOROCCO. *Teaching English as a Foreign Language* Grammar, reading comprehension, composition Fluent French required Mohammed V University, Rabat. October 1974-June 1975. Linda Rhoad

See CIES - 11, Col 3

Featured Inside . . .

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Linguistic Department Chairmen Meet

At the recent LSA Annual Meeting in San Diego, representatives of fifty-six linguistics departments and programs met to share their views on the goals and content of graduate training in linguistics in light of the employment crisis projected by the LSA-CAL manpower survey (See *The Linguistic Reporter*, Volume 15, No. 6, September 1973) This meeting of department chairmen, called by the Center for Applied Linguistics, was preceded early in December by a meeting of a small group of chairmen, graduate students, and student advisors with CAL staff members to discuss the problem and plan an agenda for the larger conference

The participants acknowledged that most present graduate programs developed during a period of expanding demand for persons who had been trained in linguistic theory to teach linguistics, and that the academic market for linguists has now changed drastically The manpower study estimates that an average of 200 new openings would be needed each year to employ graduating Ph.D.s until 1980, while estimated academic demand over the next five years averages 60 new positions per year While the profession can and should be seeking ways to expand opportunities for the teaching of linguistics, it must also be acknowledged that probably the majority of students now in training will be unable to find positions teaching linguistics, or teaching at all

Suggestions for solutions to the current crisis were varied Several chairmen felt that the best solution is to limit the number of students admitted into graduate programs, maintaining that it is unfair to students to accept them for training when well over half will probably not find work in their field They felt that, even though forewarned about the job situation, most stu-

dents believe they will be the ones to get the jobs that are available Others believed, equally strongly, that graduate training should be available to any qualified student wishing to study linguistics They felt that applications will decrease automatically as students realize the seriousness of the employment crisis However, all agreed that linguistics departments must inform prospective graduate students about the job situation, and many departments have already begun to do so Most participants, as well, agreed that departments have a responsibility to provide students with a broader range of competencies which will equip them with the means of entry to alternate fields of employment

Several of these alternative employment possibilities were discussed Some, which seemed on first consideration to offer ready answers, were generally rejected as short-term or presently unfeasible For example, English and foreign language departments are even more glutted than linguistics departments, and while community colleges and secondary schools have expressed interest in general and practical courses with linguistic components, they do not have the funds to expand their teaching staffs.

A number of chairmen reported on their efforts to broaden training programs and develop new areas of employment These efforts include establishment of a new program in applied psycholinguistics (prospective employers such as the Veterans Hospitals, schools for the deaf and blind, speech and hearing clinics, etc have already expressed interest in hiring program graduates); securing research positions for students in outside institutions concerned with speech pathology, neurology, psychia-

See LSA—8, 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 Linguistics 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 acknowledgment is given

NSF Awards Grants For Linguistic Research

The Division of Social Sciences of the National Science Foundation awarded 231 research grants between October and December 1973. Of these, 19 were awarded for research in linguistics and related areas, for a total of \$891,800 Listed are the institution, investigator, title, and grant amount of each linguistic research project that received such a grant

ANTHROPOLOGY

- University of Arizona A. C. Chandola. An Ethnomusicolinguistic Study \$39,500.
University of Chicago N. A. McQuown. Huastec (Mayan) Texts, Grammar and Dictionary \$71,300.
University of Missouri L. Campbell. Languages of Central America \$30,700.

SOCIAL PSYCHOLOGY

- University of Illinois C. E. Osgood. Studies of Comparative Psycholinguistics. \$75,000

HISTORY AND PHILOSOPHY OF SCIENCE

- University of California at Los Angeles. D. B. Kaplan. Philosophy of Language \$18,100.
University of Pittsburgh R. H. Thomason. Linguistic Application of Formal Logic \$18,000

SPECIAL PROJECTS

- University of California at Berkeley W. S-Y Wang and J. Ohala. Program of Research on the Processes of Phonological Change. \$29,800
University of California at Berkeley C. H. Frederiksen, Semantic Information Processing in Comprehension of English Discourse \$53,600.
University of California at San Diego. B. K. T'Sou. International Conference on Sino-Tibetan Linguistics \$10,800
City University of New York W. A. Stewart Gullah—A Case Study of Linguistic Socialization. \$99,700
Harvard University W. A. Woods. Computational Syntax and Semantics. \$35,000
Harvard University E. Wanner. Experiments in Sentence Comprehension. \$30,500.
University of Hawaii D. Bickerton. Language Variation and Change in Hawaiian English. \$95,600
University of Massachusetts B. Partee and T. Parsons. Formal Syntax and Semantics for Natural Languages. \$51,500.

Ohio State University I Lehiste, Rhythmic Units and Syntactic Units in Speech \$24,800.

Stanford University E. V. Clark Acquisition of Semantic Distinctions in Children's Speech. \$51,400

Stanford University C A Ferguson and J H Greenberg Phonology Achieving Project \$53,200

University of Texas P E MacNeilage Program of Speech Research \$70,200

University of Texas W P Lehman, Theoretical Investigation of Diachronic Syntax \$43,100

Georgia Tech Gets NSF Research Grant

The Georgia Institute of Technology has received a two-year grant from the National Science Foundation to support a project on the semiotic foundations of information science. The major premise of the project is that semiotics (the science of signs and sign processes) is the principal element of the scientific basis of information science and that an understanding of the nature and structure of signs is essential in studies of information measures, in human processing of information, in linguistic investigations of natural language, and in artificial communication systems.

The purpose of the research is to acquire a basic understanding of the role semiosis plays in information processes. Investigators will be studying the structure of various types of signs and determining the relationship between sign structure and information properties. Such a study of sign structure should show how signs carry meaning and what meaning is, what measurable properties signs have and how these relate to information measures, and how signs can be combined to form messages. The research will actually be comprised of two related studies—one on meaning in a natural language, and the other on information theory and semiotic measures.

The project staff hopes that the results of their research will contribute to the basic development of theories of information science as well as augment its practical applications in areas such as information transfer, compiler and retrieval languages, and the effectiveness of communication processes. Further information on the project can be obtained from Vladimir Slamecka, School of Information and Computer Science, Georgia Institute of Technology, Atlanta, Georgia 30332

IIE SPONSORS TEACHING PROGRAM

The Institute of International Education (IIE) and the Bureau of Educational and Cultural Affairs of the Department of State, in cooperation with the Office National des Universités et Ecoles Françaises in Paris, France, will administer a French Language Teaching Assistant Program (FLTA) for the 1974-75 academic year. The program, which has been in existence since 1968, is designed to 1) help U.S. institutions broaden and enrich their French teaching capabilities through the use of native speakers, i.e. students on American campuses are offered daily encounters and interaction with a foreign language and culture through contact with a native informant in their own age group, 2) permit French university students involved with English and American studies

to spend a year in the U.S.

Candidates for assistantships are first chosen by personnel from the Office National who possess a thorough knowledge of the American educational system as well as considerable experience in the exchange of language teaching assistants. The final selection of students is made by the IIE and is based on the student's background and experience and the particular needs of the U.S. institution participating in the program. Students selected for the program are placed in junior colleges, colleges, universities, and private secondary schools.

Detailed information on this program can be obtained from Division of Special Courses, Institute of International Education, 809 United Nations Plaza, New York, New York 10017

MARCKWARDT RECEIVES HONORS

In a recent ceremony held in the office of the Assistant Secretary of State for Educational and Cultural Affairs, John Richardson, Jr., a Tribute of Appreciation award was presented to Albert H. Marckwardt in recognition of his outstanding contributions in the field of linguistics and the teaching of English as a second language. The citation engraved on the plaque reads, "Tribute of Appreciation to Dr. Albert H. Marckwardt for three decades of exceptional dedication and pioneer leadership in teaching English as a second language under the Educational Exchange Program."

Before reading the citation and presenting the plaque, Mr. Richardson recounted Dr. Marckwardt's distinguished public service career, noting his outstanding contributions in initiating and strengthening the quality of English teaching programs in many parts of the world for over thirty years, on numerous assignments as lecturer and consultant at universities, English language teaching centers, workshops and conferences, and as advisor to educational officials abroad in the field of English language instruction.

In summarizing Dr. Marckwardt's equally outstanding academic and scholarly contributions in the United States, as a member of the faculty of his alma mater the University of Michigan for over thirty-five years, where he continues to teach as Emeritus Professor of English, interrupted by a period of approximately ten years as Professor of English at Princeton University, Mr. Richardson paid special tribute

to Dr. Marckwardt's dedicated and important service over the years as a member of important private and public national committees and advisory panels on the teaching of English as a second language. In addition, Dr. Marckwardt served as Acting Director of the Center for Applied Linguistics during part of 1971 and 1972, and as Chairman of its Board of Trustees during 1973. He still serves as a member of that Board.



Photo Courtesy of Department of State
Albert H. Marckwardt and
John Richardson Jr.

MASSACHUSETTS MANDATES BILINGUAL EDUCATION

by Ernest J. Mazzone

[Dr. Mazzone is Director, Bureau of Transitional Bilingual Education, Massachusetts Department of Education, Boston, Massachusetts.]

On November 4, 1971, the Commonwealth of Massachusetts enacted the Nation's first state mandated legislation for bilingual-bicultural education—the Transitional Bilingual Education Act, Chapter 1005 of the Acts of 1971. This Act provides for the establishment and implementation of programs in Transitional Bilingual Education in the Public Schools of the Commonwealth, with reimbursement by the Commonwealth to cities, towns, and school districts to finance the additional costs of such programs.

The declaration of policy in the preamble to the Act sustains the basic rationale which led to passage of this pioneering state legislation.

DECLARATION OF POLICY

The preamble makes clear that since experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language, and since the policy of the Commonwealth is to insure equal educational opportunity to every child, the act will provide for the establishment of transitional bilingual education programs in the public schools, and provide as well supplemental financial assistance to help local school districts meet the extra cost of such programs.

DEFINITION

A program in Transitional Bilingual Education means a full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive, taught in both the native language of the children of limited English-speaking ability as well as in English, (2) in reading and writing of English, (3) in the history and culture of the country, territory, or geographic area which is the native land of the parents of children of limited English-speaking ability, (4) in the history and culture of the United States.

ADMINISTRATION

The Act establishes a Bureau of Transi-

tional Bilingual Education within the Department of Education. The responsibilities of the Bureau include review and evaluation of programs, development of guidelines and regulations, provisions for community involvement, and evaluation of the linguistic and cultural competencies of bilingual teachers.

FUNDING

The State reimburses the local school districts for the amount of the costs of transitional bilingual education which exceed the average per pupil expenditure for the education of children of comparable age, as well as one-half of the district transportation costs. The authorized appropriations are as follows: 1) \$15 million for 72-73, 2) \$25 million for 73-74; 3) \$25 million for 74-75, 4) 40 million for 75-76 and subsequent school years.

SIGNIFICANT CHARACTERISTICS OF THE PROGRAM

1. When there are 20 or more children with limited English ability classification within a city, town, or school district, a TBE program must be established.

2. Children in the program may be withdrawn by parental request.

3. Teacher-pupil ratio must be 1.15, with the exception of an allowable ratio of 1:20 when a teacher aide is also employed.

4. The age spread in any class must be *no more* than 3 years from oldest to the youngest with the exception of kindergarten classes where it must be no more than one year.

5. If a TBE program has 200 or more children enrolled, an individual must be appointed to head the program.

6. Teachers must possess speaking and reading ability in the language of the TBE program.

FIRST YEAR OF IMPLEMENTATION

Based on available quantitative data, it can be said that bilingual-bicultural education in Massachusetts has been moderately successful. Although the Act was passed and implemented under emergency conditions, and most cities and towns were not geared either financially, attitudinally, or operationally for such programs, 61 percent of the estimated children needing service did in fact receive some form of bilingual-bicultural instruction.

FUTURE

There is a bill now before the legislature which will ensure that children enrolled in a Transitional Bilingual Education program will have the opportunity to continue the study of their first language and the culture and history associated with it after they have left the program.

Bilingual Programs Planned For Spring AERA Meeting

A special interest group, Research in Bilingual Education, has been recognized by the American Educational Research Association and will be presenting three programs at its meetings April 15-19, 1974 in Chicago, Illinois. The programs are:

- A symposium on "Research Methods in Bilingual/Bicultural Education and Evaluation" will focus on the Mexican American learner. Panelists include members of the Southwest Educational Development Laboratory. Presentations will be made on models of bilingual education, use of television, and the application of Piagetian techniques to cognitive assessment.

- A discussion session on "Defining and Measuring Key Variables in Bilingual Education" will be involved with such issues as defining goals, measuring attitudes towards the child's ethnic group, the relationship between language and dominance, language preference, and achievement. There will also be a discussion on some key variables from the Project Best survey and comparative data from Soviet bilingual schools.

- A paper reading session on "Research in Bilingual Education" will consist of papers on such topics as evaluation of early childhood bilingual programs, development of assessment for reading in Spanish, and developmental and cognitive style variables affecting the learning of bilingual-bicultural children.

Persons desiring to participate in any of the above programs should write: Domingo Tobias, Center for New Schools, 431 South Dearborn, Suite 1527, Chicago, Illinois 60605.

Bilingual Program Descriptions Available

Content Analysis Schedules for Bilingual Education Programs are documents which contain information on the history, funding, and scope of various bilingual education projects. Based on the results of answers to a questionnaire developed by Hunter College of the City University of New York, the schedules include sociolinguistic process variables such as the native and dominant languages (and their interaction), information on staff selection, and brief descriptions of the linguistic backgrounds of project teachers. Assessments are made of the duration and extent of bilingual components and general language teaching methodologies. Also included are analyses of materials, student groupings, curriculum patterns, and cognitive development as well as discussions of learning strategies, bicultural and community components, and evaluation measures.

The following schedules, listed by subtitle, have been processed into the ERIC system

BICEP Intercambio de la cultura 1972. 54 pp (San Bernardino, Calif., Spanish.) ED 072 708

Bilingual Education Program 1971. 41 pp (Providence, R.I., Portuguese.) ED 072 713

Bilingual Instruction for Spanish-Speaking Pupils 1971 39 pp (Marysville, Calif., Spanish) ED 072 698.

Bilingualism for Conceptualization of Learning 1972 30 pp (Laredo, Texas; Spanish) ED 072 709

Brentwood Bilingual Education Project 1972. 42 pp (Brentwood, Calif.; Spanish.) ED 072 712

Catch-Up 1971 23 pp. (Zapata, Texas; Spanish.) ED 072 701

Cherokee Bilingual Education Program 1972. 43 pp (Talequah, Okla., Cherokee) ED 072 704.

Collier County Bilingual Project 1972 37 pp (Naples, Fla.; Spanish) ED 072 715.

Española Bilingual Education Program 1972 51 pp (Española, N.M.; Spanish.) ED 072 711.

HABLA—Helping Advance Bilingual Learning in Abernathy 1971. 49 pp (Abernathy, Texas; Spanish) ED 072 714

Let's Be Amigos 1972. 99 pp. (Philadelphia, Pa., Spanish.) ED 072 702.

Pilot Bilingual Program, Grades 1-2-3 1971. 54 pp (Redwood City, Calif., Spanish.) ED 072 703

Portuguese Bilingual-Bicultural Project 1972 31 pp (Artesia, Calif.; Portuguese.) ED 072 699

Programa en dos lenguas 1971 49 pp. (Fort Worth, Texas; Spanish.) ED 072 710

Santa Barbara County Bilingual Project 1972. 56 pp. (Santa Barbara, Calif., Spanish) ED 072 716

All of the above documents cost \$0.65 in microfiche and \$3.29 in photo copy and are available from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014

Lakhota Materials Goal of Colorado Language Project

The University of Colorado is currently engaged in a Lakhota Project being undertaken by Allan R. Taylor of the Department of Linguistics under a grant from the National Endowment for the Humanities. (Lakhota or Lakota is the most widely spoken Sioux dialect, with over 10,000 Indians speaking the dialect throughout South Dakota, North Dakota, and Canada.) The project began June 1, 1972 and is expected to terminate May 31, 1975.

The goal of the project is the preparation of language teaching materials in the target language designed for use by persons on a high school, undergraduate, or graduate level. The project is producing lessons for teaching Lakhota structure and will produce a reader featuring both traditional and contemporary Teton Sioux and Plains Indian life and an elementary bilingual dictionary.

Language lessons include materials for oral practice (dialogues, pattern drills, questions, topics for oral composition, etc.), translation into Lakhota, reading passages, and instructional essays on semantics and other linguistic topics. Lessons are accompanied by a tape program. The reader will include some textual materials from the 19th and early 20th centuries, with the inclusion of contemporary narratives as well. The dictionary will be based primarily on classroom materials, but its cov-

erage will also be extended to include other materials.

Classes using the materials have been taught at the University's Department of Linguistics since Fall 1972. The materials are also being used at several other colleges throughout the West, and some interest in them has been expressed by secondary schools in or near Sioux-speaking communities.

IN BRIEF . . .

The Council for Latin American Studies at Yale University will host its first Annual Chicano Social Science in the Humanities Workshop on April 5-6, 1974. One of the major areas to be discussed at the workshop will be language and literature. For further information write: Council for Latin American Studies, Yale University, 434 Temple Street, New Haven, Connecticut 06520.

A program designed to help native Indians in British Columbia teach their languages in local schools has been established by the Department of Linguistics at the University of Victoria. Students accepted into the program will be given courses in linguistics and educational methods. Further information on the program may be obtained from M. H. Scargill, Department of Linguistics, University of Victoria, P.O. Box 1700, Victoria, British Columbia, Canada.

Brigham Young University is now offering a course in "Border" or "Chicano" Spanish, a dialect spoken by Mexican-Americans in the Southwest. Two Chicano Spanish dictionaries, published by the University of Texas and the University of New Mexico, are being used to teach the language. In announcing the creation of such a course, a University spokesman expressed the view that knowledge of the Chicano dialect "will definitely serve to narrow the communications gap between 'Anglos' and those of Mexican origin in the Southwest where the biggest problems are social problems."

See *The Linguistic Reporter*, March 1974 for the full text of the Supreme Court's decision in the *Lau vs Nichols* case.

grants, fellowships, awards

The Council for International Exchange of Scholars (formerly the Committee on International Exchange of Persons) is accepting applications for university lecturing and advanced research grants, authorized under the Fulbright-Hays Act, in the fields of language and literature. Awards extend for varying periods during 1975-76 and provide a maintenance allowance for recipient and accompanying family members, roundtrip travels for recipient only, and supplementation and other allowances as appropriate and authorized by the host country

Applicants must be U.S. citizens. Lecturing grants require college or university teaching experience and, when indicated, foreign language proficiency. Research grants require either a doctorate or recognized professional standing.

Applications for research grants should be submitted by July 1, 1974. July 1 is also the suggested date for filing for lectureships. A detailed listing of the positions available may be obtained from: Council for International Exchange of Scholars, 2101 Constitution Avenue, Washington, D.C. 20418

The Wenner-Gren Foundation for Anthropological Research supports research in all branches of anthropology and in related disciplines pertaining to problems concerned with the science of man, including cross-cultural, historical, biological, and linguistic research designed to lead to an understanding of man's origins, development, and variation. Grants are awarded in support of projects initiated by individual scholars, affiliated with accredited institutions and organizations, and may be made by the scholar himself or on behalf of an organization. Preference is given to applications for projects needing under \$4,000 in support.

The Foundation also supports student research under a grants-in-aid program designed for degree candidates. Applications for student aid must be made with the approval of a senior scholar who will jointly apply and supervise the project to completion. As part of the program, a limited number of nonrenewable Richard Carley Hunt Memorial Postdoctoral Fellowships are awarded to aid completion of specific studies or preparation of field materials by younger scholars. These fellowships carry a maximum stipend of \$2,500.

Recipients of Foundation awards must agree to 1) acknowledge Wenner-Gren Foundation aid in publications reporting research results, 2) present three copies of such publications to the Foundation's Research Libraries, and 3) agree to the conditions and limitations set forth by the Foundation (copies available upon request).

Applications will be accepted at any time during the year except from May 1 to August 31 and must be submitted at least six months prior to starting date of project. Application forms may be obtained by submitting a brief description of the proposed project to The Wenner-Gren Foundation for Anthropological Research, Inc., 14 East 71st Street, New York, New York 10021.

The National Science Foundation (NSF) and the Council of Scientific and Industrial Research (CSIR) in New Delhi, India administer an exchange program between U.S. and Indian scientists in the fields of the mathematical, physical, medical, biological, engineering, and social sciences. The program provides for activities such as collaboration or consultation on specific projects and lecturing or attending scientific conferences. The program is based on, but not limited to, visits of from two weeks to several months.

Applicants must be U.S. scientists with at least five years of postdoctoral or equivalent research experience. NSF will pay travel expenses for U.S. participants, with travel and subsistence expenses within India to be paid for by CSIR and the Indian host institutions.

Applications will be accepted at any time throughout the year, but applicants should allow at least four to six months for NSF selection, planning of itinerary, etc. For further information write: U.S.-India Exchange of Scientists, Office of International Programs, National Science Foundation, Washington, D.C. 20550

The National Institute of Mental Health (NIMH) has a comprehensive program of support for research in the behavioral and social sciences as well as in various aspects of linguistics and related disciplines. Grants in these areas are generally administered by the Behavioral Sciences Research Branch of NIMH's Division of Extramural Research Programs. Research is supported

in areas which include verbal learning, psycholinguistics, cross-cultural studies, and ethno- and sociolinguistics.

NIMH support mechanisms range from small grants to the support of large programmatic research centers. The four basic types of grants offered are:

1. Research Project Grants These grants provide support for clearly defined projects or a small group of closely related research activities. When appropriate to research progress, such grants may also be used to cover the costs of conferences, translation, or publication.

2. Program-Project Grants Under these grants, more comprehensive support for a program of research is provided, usually on a long-term basis. Such research is usually interdisciplinary and consists of several projects with a common focus or target.

3. Small Grants These grants are limited to a maximum of \$5,000 plus indirect costs, and extend for a period of 1 year. They are intended for small-scale exploratory and pilot studies or for exploration of an unusual research opportunity. There are no deadline dates for submission of applications for these grants, with the exception that applications for summer support must be received by February 1.

4. Special Grants These grants are initiated by NIMH staff to meet the special needs of development in areas lacking in adequate research activity, and in which NIMH has a direct and immediate interest.

Applications for all NIMH grants are accepted from investigators affiliated with universities, colleges, hospitals, academic or research institutions, and other non-profit organizations in the United States. Applications submitted by June 1, October 1, and February 1 will be considered for projects beginning after the succeeding January 1, May 1, and September 1, respectively. With the exception of small grants, no grants may begin in July or August. Applications must be submitted on NIMH forms, and application kits may be obtained by writing: Grants and Contracts Management Branch, Office of Administrative Management, National Institute of Mental Health, Rockville, Maryland 20852.

See Pages 1 and 16 for other information on available grants and fellowships

SELECTED BIBLIOGRAPHIES: 3

LANGUAGE PLANNING THEORY AND DOCUMENTS

by Joan Rubin

[Joan Rubin is currently a visiting professor in the Sociolinguistics Program, School of Languages and Linguistics, Georgetown University]

This annotated list of important, recent, and illustrative references pertaining to language planning will exemplify the many phases of a rapidly developing field. By language planning is meant conscious, organized efforts to solve a community's language problems by governmental bodies, with attempts to consider alternatives and forecast outcomes. As such, language planning is part of a larger phenomenon called by Neustupny "language treatment," which refers to the rather more inclusive activity of any human attention to language problems. Language treatment may be practiced at any level of society with or without attempts to influence the behavior of others. When concerns with language problems reach the national level, they may in fact be subjected to planning.

The activity of language planning is an old phenomenon, however, it has not always benefited from the more recent view that language change is part of the entire process of social change nor has all planning met the ideal model which planning implies. On the other hand, linguistic attention to planning has largely focused on the evaluation of linguistic forms, again neglecting the influence of social and folk linguistic values in the decision making process.

The following list includes all of the items which were included in the article by Bjorn Jernudd and myself "Some Introductory References Pertaining to Language Planning" (pp 311-323 of *Can Language Be Planned?* Honolulu University Press of Hawaii, 1971)* As in that paper, I have limited the entries to English, for the sake of convenience, but have included an occasional reference in the text to sources in other languages. Further, I have included only publications that I hope are relatively easy to obtain.

This annotated list has several purposes.

*I am particularly indebted to Bjorn Jernudd for his generosity in providing so many additions to our original list. Unfortunately, the pressure of time prevented our doing this current bibliography together (I have also included items suggested by Charles Ferguson and Joshua Fishman)

First of all, there is a list of recent anthologies that are addressed to language planning either by considering the subject from the theoretical point of view or by analyzing actual examples of planning in particular places. These could serve as a good starting point for the beginning student of language planning. In the second section, there is a list of the most current and relevant theory. Thirdly, I have included government reports, descriptions of language planning agencies in operation, and examples of their products. This third section seems extremely important because it illustrates the breadth of activity undertaken by language planning agencies as well as indicates (to a limited degree) how many parts of the world are engaged in this sort of activity. Naturally, this section is only suggestive of the real intensity of such activities. The fourth section, which will appear in a future *Linguistic Reporter* refers to discussions of language problems.

This two-part listing, arranged in chronological order, is much longer than the original one by Jernudd and myself. This is due in part to the flurry of activity in the language planning field since 1970 and in part to a recognition that there is a wider set of activities which relate to language planning. However, there is no attempt on my part to be complete. The entries are instead intended to serve as both an introduction to a broad subject and suggestions for a course syllabus on language planning.

ANTHOLOGIES

[Alisjahbana, S Takdir, ed 1967 *The Modernization of Languages in Asia* Kuala Lumpur

This volume includes a number of papers which describe language problems in this part of the world. There are a number of discussions on the standardization of phonology, morphology and grammar in both Indonesia and Malaysia in particular.

Fishman, Joshua A, Charles A Ferguson, and Jyotirindra Das Gupta, eds 1969 *Language Problems of Developing Nations* New York. John Wiley and Sons 521 pp

Several of the articles isolate and illustrate language problems and language-planning problems. Neustupny calls for the development of a general theory of language problems and language policy. Other articles discuss the motivation and rationalization behind language policies. Several typologies are included which link macro-sociolinguistic characteristics to other sociopolitical and economic features, there

are suggestions regarding these causal relationships.

[Rubin, Joan and Bjorn H Jernudd, eds 1971 *Can Language Be Planned? Sociolinguistic Theory and Practice for Developing Nations* Honolulu University Press of Hawaii 343pp

The concepts of socio-economic planning, linguistic theory, standardization theory, modernization theory, evaluation theory, and nationalism are brought to bear on the processes of planned change in language. This volume is one of the first attempts to place the theory of language planning within the context of social change. There are several studies on the motivation and rationalization for language policy and seven case studies of language planning (Ireland, Israel, the Philippines, East Africa, Turkey, Indonesia-Malaysia, and Pakistan). A research outline for comparative studies of language planning is also included.

Fishman, Joshua A, ed 1973 *Advances in Language Planning* The Hague Mouton

Although not yet seen, the table of contents indicates that there are a number of studies of interest. Of particular interest for those concerned with evaluation is the study by Rubin and Schliesinger entitled "The Influence of Different Systems of Hebrew Orthography on Reading Efficiency." The topic "Language Policy, Language Engineering, and Literacy in ..." is separately discussed for New Guinea and Australia, the Philippines, French Polynesia, and Malaysia and Indonesia.

Rubin, Joan and Roger W Shuy, eds 1973 *Language Planning Current Issues and Research* Washington, D.C. Georgetown University Press 111 pp

The papers by Jernudd and Rubin point to the need to find the appropriate rationale to explain when language planning demands will in fact arise and when language planning is the appropriate kind of solution to language problems. Bar-Adon describes the Galilee dialect of Hebrew which was deliberately fostered. He discusses the social factors which promoted and eventually demoted this dialect. A translation of Czech principles for the cultivation of language is included.

TOWARDS A THEORY OF LANGUAGE PLANNING

GENERAL

Jespersen, Otto 1946 *Mankind, Nation and Individual from a Linguistic Point of View* Reprint 1964 Bloomington Indiana University Press 199 pp

Jespersen states initially that the individual

is not always as unconscious about language change as is sometimes assumed. Against a background of observations on propagation and stability of language, particularly a Standard Language, he discusses the value of linguistic unification. He leads on to questions of correctness of speech and individual and social control of language use. There are, he demonstrates, a multitude of forces controlling language, one of them being the officially sponsored "Academy". A great many (European) references on language correctness are quoted throughout.

Ray, Punya Sloka 1963 *Language Standardization Studies in Prescriptive Linguistics* (Janua Linguarum, Series Minor, 29) The Hague: Mouton 159 pp

Standardization is defined in terms of "three necessary components". These are (1) efficiency (adaptation to a special range of expense of human resources), (2) rationality (correspondence to knowledge), (3) commonality (adoption in use). Part I of the book explains the role of these components in the theory of language standardization. Ray also discusses the operation of standardization in terms of creation and promotion of a model for imitation. Part II exemplifies his theory, mainly by graphemic problems. Part III discusses the value of a language and aspects of prose development.

Haugen, Einar 1966 "Linguistics and Language Planning" In Bright, W., ed. *Sociolinguistics: Proceedings of the UCLA Sociolinguistics Conference, 1964* (Janua Linguarum, Series Major, 20) The Hague: Mouton, 50-71

Haugen presents a systematic account of language planning. The paper is brief and to the point. It serves as an excellent introduction to the topic. His approach is based on a decision-making theory. Haugen considers problems of language planning, kinds of decision makers, alternatives of action and their limitations, criteria for evaluation, and principles of evaluation.

Kloss, Heinz 1967 "'Abstand' Languages and 'Ausbau' Languages" *Anthropological Linguistics*, 9: 7 29-41

Speech varieties may be judged to constitute distinctly separate languages by the application of linguistic criteria alone (*abstand* languages) or by sociological criteria (*ausbau* languages). The latter have been reshaped by deliberate action, in order to become distinct standardized tools of literary expression. "Dialectization" is the reversal of the status of an *ausbau* language. Examples of *ausbau* activity and dialectization are given, and some generalizations offered.

Tauli, Valter 1968 *Introduction to a Theory of Language Planning* (Acta Universitatis Upsalensis, Studia Philologiae Scandinavicae Upsalensis, 6) Uppsala University of Uppsala 227 pp

Tauli outlines a normative theory, "which

methodically investigates the ends, principles, methods and tactics" of language planning. Such planning is defined as "the methodical activity of regulating and improving existing languages or creating new common regional, national, or international languages". In his normative task of finding a language ideal, the author seeks an answer to the "ideal norm" and, in turn, to morphological, syntactical, lexical, and graphemic language problems, basing himself on principles of clarity, economy, and aesthetics. There is also a brief discussion of tactics and of international auxiliary languages.

Neustupny, Jiri 1970 "Basic Types of Treatment of Language Problems" *Linguistic Communications* (Australia) 1: 77-98

This article offers an approach to comparing types of treatment of language problems. Such a typology will be an important part of any explanation of differential salience of language planning.

Fishman, Joshua A., Jyotirindra Das Gupta, Bjorn H. Jernudd, and Joan Rubin 1971 "Research Outline for Comparative Studies" In Rubin, J. and Jernudd, B., eds., *Can Language Be Planned?*, 293-305

Offers a set of questions that can be considered at the initial stage of research development by any research group interested in language planning.

Haugen, Einar 1971 "Instrumentation in Language Planning" In Rubin, J. and Jernudd, B., eds., *Can Language Be Planned?*, 281-289

Haugen argues against a view that presents language as a "tool" only and opts for one which takes into account the social values of language. He feels that it is important to take into account that language is importantly an expression of personality and a sign of identity which standardizers like Tauli and Ray seem to exclude in their evaluation processes.

Jernudd, Bjorn H. and Jyotirindra Das Gupta 1971 "Towards a Theory of Language Planning" In Rubin, J. and Jernudd, B., eds., *Can Language Be Planned?*, 217-252

Language planning is seen not only as a linguistic activity but as a political and administrative activity for solving language problems in a society. Planning is motivated when it is in response to felt social and economic needs, and seen as possible because it is a resource that has value.

Rubin, Joan 1971 "Evaluation and Language Planning" In Rubin, J. and Jernudd, B., eds., *Can Language Be Planned?*, 217-252

This article applies the principles of modern evaluation theory to language planning. The examples given are particularly related to the educational context, noting that evaluation criteria have been formulated as universal truths rather than context specific.

Thorburn, Thomas 1971 "Cost-Benefit Analysis in Language Planning" In Rubin, J. and Jernudd, B., eds., *Can Language Be Planned?*, 253-262

Thorburn shows how language planning could be subjected to the same sort of cost-benefit analysis that any other public resource has.

Das Gupta, Jyotirindra 1973 "Language Planning and Public Policy: Analytical Outline of the Policy Process Related to Language Planning in India" In Shuy, R., ed., *Report of the Twenty-Third Annual Round Table Meeting on Linguistics and Language Studies* Washington, D.C. Georgetown University Press, 157-165

This paper suggests that language planning is best viewed as sharing and competing with other sectors of planning. It looks at language planning as a policy process and says that this helps delineate what should be called planning from what should not.

Fishman, Joshua A. 1973 "Language Modernization and Planning in Comparison With Other Types of National Modernization and Planning" *Language in Society* 2: 1 23-43

Discusses goals of planning (development, modernization, westernization) and the problems of planning (unexpected consequences, priority problems, value problems, role of the planner and evaluation) which can be found in language planning as well as in other planning spheres.

Jernudd, Bjorn H. 1973 "Language Planning as a Type of Language Treatment" In Rubin, J. and Shuy, R., eds., *Language Planning: Current Issues and Research*, 11-23

Jernudd argues for the need to consider level of language development separately from level of socio-economic development. Societies may solve their language problems by planning, but this is only one kind of decision-making. Studies of other ways of resolving problems are needed, again to help with the explanation of the differential salience of language planning.

Rubin, Joan 1973 "Language Planning: Discussion of Some Current Issues" In Rubin, J. and Shuy, R., eds., *Language Planning: Current Issues and Research*, 1-10

A review of the literature relating to current theoretical problems in planning studies, such as: what language problems are; why plan language; what language planning consists of; whether language planning is restricted to government bodies or developing nations; and whether there is a productive way to compare types of treatment of language problems.

Forthcoming "Language Planning Offers New Insights Into the Nature of Language Change" In Sanches, M. and Blount, B., eds., *Ritual Reality and Innovation in Language Use: New Directions in Anthropological Linguistics* New York: Seminar Press

Folk theories of language, subjective reactions and attitudes toward language are shown to be

an independent variable in language change. Language treatment of this sort must be considered in making plans to solve language problems

MOTIVATION AND RATIONALIZATION OF LANGUAGE POLICY

Fishman, Joshua A 1966. *Language Loyalty in the United States* The Hague Mouton 478 pp

Shows that despite pressures to the contrary, many ethnic groups have continued to use their mother tongue in non-public sectors. Discusses some techniques to reinforce continuous acquisition and use of this national resource

Haugen, Einar 1966. *Language Conflict and Language Planning The Case of Modern Norwegian* Cambridge Harvard University Press 393 pp

This book is a unique case study of the sociopolitical history of a national language problem. Norway's problem of creating one Norwegian language has been a major political issue since late in the last century. Haugen presents the full complexity of the emergence of *riksmal* and *nynorsk* and of the strife between their respective proponents

Das Gupta, Jyotirindra 1970 *Language Conflict and National Development* Berkeley and Los Angeles. University of California Press 293 pp

A case study of the role of language conflict in the development of nationhood in India. Shows how such conflict serves to mobilize masses that only had loyalties at the local level but which by making demands at higher levels of intergration also established their relationship to these levels. A very different approach than the usual divisive explanation of Indian language politics

_____ 1971 "Religion, Language and Political Mobilization" In Rubin, J and Jernudd, B, eds. *Can Language Be Planned?*, 53-62

Considers the specific way in which religious loyalties have been utilized by mobilizing groups and leaders to influence the direction of language politics in India

Kelman, Herbert C 1971 "Language as an Aid and Barrier to Involvement in the National System" In Rubin, J and Jernudd, B, eds. *Can Language Be Planned?*, 21-51

Kelman argues that national language policies ought to be concerned primarily with two issues (1) how to establish and facilitate patterns of communication (both internationally and internally) and (2) how to assure that different groups within the society, varying in their linguistic repertoires (for either ethnic or social class reasons), have equal access to the system and opportunities to participate in it

Rabin, Chaim 1971 "A Tentative Classification of Language-Planning Aims." In Rubin, J and

Jernudd, B., eds., *Can Language Be Planned?* 277-279

A useful classification of motivations behind language treatment

Fishman, Joshua A 1972 *Language and Nationalism* Rowley, Mass Newbury House 184 pp

This book is an updating and expansion of Fishman's article in *Can Language Be Planned?* (pp 13-20). He discusses the three broad emphases of nationalism (unification, authentication, and modernization) which enter into a dialectic in the process of nation-building. These components also come to be important in language planning. Fishman argues that nationalism both needs and influences language planning

GOVERNMENT DOCUMENTS AND LANGUAGE PLANNING AGENCIES

Heyd, Uriel 1954 *Language Reform in Modern Turkey* (Oriental Notes and Studies, 5) Jerusalem Israel Oriental Society 116 pp

The role of the Turkish Linguistic Society as an agent for language change is traced throughout the book

Scientific and Technical Translating and Other Aspects of the Language Problem 1957 Geneva UNESCO. 282 pp

This is a reference to national and international organizations engaged in terminological standardization

Hamzaoui, Rachad 1965. *L'Academie Arabe de Damas et le Probleme de la Modernisation de la Langue Arabe* Leiden E J Brill

Describes the foundation of the Academy, its constitution and methods of work. Discusses which problems have come before the Academy, e.g. use of the Roman alphabet, the transcription of European consonants and vowels, and the reform of writing and spelling

Canada Royal Commission on Bilingualism and Biculturalism.

1965 *A Preliminary Report* Ottawa The Queen's Printer 211 pp

1967 *General Introduction, Book I The Official Languages* Ottawa The Queen's Printer 212 pp

1968 *Book II Education* Ottawa The Queen's Printer 350 pp

The 1965 report describes the views of a selected section of the population on what bilingualism ought to mean in Canada within the several public spheres. Like the Irish report (see below), this one attempts to interpret the law regarding public language usage, unlike it, it seeks to do so by a survey of the public. The second volume examines the public sectors to see

how the two official languages are, in fact, utilized and in what proportions. It outlines measures that public authorities ought to take to assure equal status to the two official languages. The volume on education considers the linguistic and cultural needs of the official language minorities and the techniques of teaching both official languages as second languages, and it makes recommendations to the national government and the provinces about how to improve the fulfilling of these needs and the teaching of these two languages

Ireland Commission on the Restoration of the Irish Language

1965 *The Restoration of the Irish Language* Dublin. Stationery Office 181 pp

1966 *White Paper on the Restoration of the Irish Language Progress Report for the Period Ended March 31, 1966* Dublin Stationery Office. 39 pp

1968 *White Paper on the Restoration of the Irish Language Progress Report for the Period Ended March 31, 1968* Dublin Stationery Office 45 pp

1972 *Implementing a Language Policy* Dublin. Stationery Office 32 pp

The 1965 document states the interpretation that a specially formed commission suggests be given to Article 8 of the Constitution, which recognizes Irish as a national language. The document sets out the government's general policy on Irish and the government's view on the Commission's recommendations. The 1966 document considers the progress made by various sectors in implementing the restoration of Irish as a general medium of communication. In the 1968 document recognition is given to the fact that little formal evaluation has been made of actual language uses, processes, and behavior. The 1972 document recommends that two boards be established, one to attend to the general function of extending use of Irish throughout the country and the other to help with development functions in the Gael Fach area.

Dewan Bahasa dan Pustaka [The Language and Literature Agency] 1967 *A General Outline of Its First Ten-Year Progress and Achievement* Kuala Lumpur 44 pp.

In Malaysia, the governmental language-planning agency, Dewan Bahasa dan Pustaka, plays a major role in promoting and developing the national language, Bahasa Melayu. This pamphlet gives a historical introduction to the agency and briefly describes its main activities under the following headings: publication, translation, research, terminology, national atlas committee, junior encyclopaedia, the dictionary, national language course, the library, the Dewan's monthly magazine, the national language operation room—all projects of the agency

Noss, Richard 1967 *Language Policy and Higher Education* (Higher Education and Development in South-East Asia, 3.2) Paris UNESCO and The International Association of Universities 216 pp

In order to analyze the implementation process, Noss examines the instruments of language policy, such as ministries of education, public relations organizations, communications media, educational planning boards, teacher-training institutions, materials development centers, translation services, national-language development agencies, foreign and international assistance, and cultural organizations

US Department of the Interior Geological Survey and Board on Geographic Names 1967 *Guidelines for Preparing and Submitting Proposals Regarding Domestic Geographic Names* Washington, D C Government Printing Office 19 pp

This statement is intended to assist government agencies in determining the kinds of name problems that should be referred to the Board for appropriate actions To be used to facilitate investigations of the local usage of geographic names

Guitarte, Guillermo L and Rafael Torres Quintero 1968 "Linguistic Correctness and the Role of the Academies" In Sebeok, T A, ed, *Current Trends in Linguistics Vol IV* The Hague Mouton, 562-604

A review of important studies on grammar, lexicographical differences, orthography and pronunciation commissioned by or approved by the Latin American Academies, all of which have been connected with the Spanish Academy Discusses some of the problems with this relationship

Istilah Fizik, Hisab dan Kimia [Physics, Mathematics and Chemistry Terms] 1968 Kuala Lumpur Dewan Bahasa dan Pustaka 224 pp

This volume is an example of a list of terms produced by the terminological committee of the Malaysian Language and Literature Agency

Tauli, Valter 1968 *Introduction to a Theory of Language Planning* (Acta Universitatis Upsalienus Studia Philologiae Scandinavicae Upsaliena, 6) Uppsala University of Uppsala 227 pp

A survey of language planning agencies is found in pp 157-160

Swedish Center of Technical Terminology 1971 *Produktionsteknisk ordlista jamte arbets-och meritvarderingsstermer* [Glossary of industrial engineering with job evaluation and merit rating terms] (Publication Number 49) Uppsala

Produced by one of the language planning agencies in Sweden for its client-target population, industry, at the request of that industry Establishes standard forms for the concept as well as a standard meaning The other 48 publications contain glossaries for other industrial areas

Commission of Inquiry on the Position of the French Language and Language Rights in Que-

A Symposium on Language Policy: Approaches and Applications, sponsored by the Southern Anthropological Association, will be held April 6, 1974 at Winthrop College, Rock Hill, South Carolina Papers to be presented include. Language Instruction and BIA School Programs (Rudolph C Troike, Center for Applied Linguistics), Federal and Local Government Attitudes toward Non-English Speaking Peoples in the United States (Arnold H Leibowitz, Washington, D C), Language Policies of the USSR (Esther Matteson, Summer Institute of Linguistics), Progress and Obstacles in Altering Attitudes toward Traditional Educational Language Policies (Willie G Boulware, South Carolina Schools); AID and Language Related Programs (Thomas Hazard, USAID) Those wishing to attend the symposium should contact Shirley Brice Heath, Department of Sociology, Winthrop College, Rock Hill, South Carolina 29730.

The 12th Annual Meeting of the Association for Computational Linguistics will be held July 26-27, 1974 at Amherst, Massachusetts. Papers on any linguistically and computationally significant problem are invited Suggested topics include (but are not limited to) computer-assisted parsing and translation, computational testing of generative grammars, computer-aided studies of speech production and understanding; models of natural and artificial languages, including programming lan-

guages, man-computer systems; information retrieval, statistical analysis of linguistic phenomena; lexical analysis, semantic representation. The deadline for receipt of abstracts is April 15, 1974, authors will be notified of acceptance by May 15, 1974. Four copies of abstracts (250 words or less) should be sent to B L Nash-Webber, Bolt Beranek and Newman, 50 Moulton Street, Cambridge, Massachusetts 02138. Those desiring further information on the meeting should write. Association for Computational Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

An International Conference on Slavic Studies will be held September 5-7, 1974 in Banff, Alberta, Canada The conference is jointly sponsored by the American Association for the Advancement of Slavic Studies, the British Universities Association of Slavists, the Canadian Association of Slavists, and the National (British) Association of Soviet and East European Studies Proposed topics to be discussed include 1) The influence of Russian on the languages of the USSR; 2) Problems of Slavic accentuation; 3) Sociolinguistic problems in Eastern and Southern Europe; 4) Slavic lexicography; 5) Slavic historical linguistics, 6) Slavic and East European descriptive linguistics, 7) Slavic language teaching, and 8) Studies in Slavic literature. Write: Roger E. Kanel, Department of Political Science, University of Illinois, Urbana, Illinois 61801

bec 1972 Volume 1 *Language of Work* Volume 2. *Language Rights* Montreal Government of Quebec

These two reports and a third one on language rights of ethnic groups (not yet published) are based on a four-year study made by a commission appointed and funded by the Quebec Government In the study the language rights of the majority and minority are considered, the legislative powers of the Quebec government in matters of language are set forth, and principles by which a democratic government should be guided with respect to language are established

Lembaga Bahasa Nasional Panitia Pengembangan Bahasa Indonesia 1973 "Naskah pedoman umum pembentukan istilah" [General guidelines for the creation of terminology] Jakarta Ministry of Education 1973 "Pedoman umum ejaan bahasa Indonesia

yang disempurnakan" [Manual for the new improved spelling] Jakarta Ministry of Education

Both volumes are part of the new cooperation which has been established with Malaysia to standardize together as many aspects of the language as possible The new spelling has been in use in both countries for almost a year The guidelines for terminology is being used by terminology committees meeting during this year

New from CAL . . .

Variation and Linguistic Theory, by Charles-James N Bailey \$7 00

Sociolinguistic Aspects of Assimilation, by Walt Wolfram \$8 00

linguists wanted

The Department of Oriental and African Languages and Literatures of the University of Texas at Austin will have a vacancy, at the assistant professor level, starting September 1974, for a scholar in Arabic and Persian. Applicants must have a Ph.D. and high degree of proficiency in both languages. They must be able to teach lower-division language courses (i.e. the first two years), especially in Arabic, and upper-division literature courses, especially in Persian. Emphasis in both languages and literatures is on the modern period. Teaching experience and training in modern language teaching approaches and methods are highly desirable. For further information write Chairman, Department of Oriental and African Languages and Literatures, The University of Texas, Austin, Texas 78712.

Anthropological linguist, Stanford University. Position is at the assistant professor level and will start Fall 1974. Interested applicants should send curriculum vitae copies of papers, both published and unpublished, and references to Joseph H. Greenberg, Chairman, Department of Anthropology, Stanford University, Stanford, California 94305.

The Department of English at Bowling Green State University has an opening for an instructor/assistant professor, starting September 1974. Duties will include teaching three 4-hour courses per quarter, including 2 courses in composition (with emphasis on technical writing). Some knowledge of English Renaissance literature desirable. Salary will be in the range of \$10,500 providing candidate has a doctorate. Candidates are expected to have no more than one year's experience in college level teaching. Application deadline: May 1, 1974. For further information write Edgar F. Daniels, Chairman, Department of English, Bowling Green State University, Bowling Green, Ohio 43404.

The Department of Sociology-Anthropology at Appalachian State University will have a vacancy at the instructor or assistant professor level, starting Fall 1974. Ph.D. required. Duties will be primarily in the area of social and cultural anthropology, but a background in linguistics is also required. Particularly interested in appli-

cants who possess knowledge of Southern Appalachians, Africa, or New Guinea. Salary open. Write, Chairman, Department of Sociology-Anthropology, Appalachian State University, Boone, North Carolina 28608.

The University of Illinois, Champaign-Urbana, Division of English as a Second Language is now accepting applications for its program of work and study in either Puerto Rico or Iran. Graduate internships, stipends, travel arrangements available. For further information and application forms write Katharine O. Aston, Director of Programs, Division of English as a Second Language, 3070 Foreign Languages Building, Urbana, Illinois 61801.

The University of Illinois is looking for a social anthropologist with a strong background in anthropological linguistics, starting September 1974. Position is at the assistant professor level. Salary open. Candidates must have a Ph.D. and relevant experience. Send via and references to Chairman, Department of Anthropology, University of Illinois, Box 4348, Chicago, Illinois 60680.

The State University of New York at Albany is seeking an historical linguist and dialectologist to work in its Department of Anthropology. Opening is at the assistant professor level. Requirements include: Ph.D., publications, specialization in Maya and Mesoamerican languages, and full proficiency in Quichean. Some fieldwork, including dialect research, in other Maya languages (Tzutujil, Kekchi, etc.) preferred as well a working knowledge of Aztec, Aymara, or Quechua. For further information write: Chairman, Department of Anthropology, State University of New York at Albany, Albany, New York 12222.

The University of Massachusetts has an opening for an assistant or associate professor of bilingual-bicultural education. Applicants should have experience in teaching Puerto Rican children and in-service work. Concentration in Spanish language arts, linguistics, and/or bilingual program development desired. Write, Silvia Viera, Chairperson, Bilingual-Bicultural Search Committee, School of Education, University of

Massachusetts, Amherst, Massachusetts 01002.

The University of Pennsylvania has an opening for an anthropologist with a linguistic background in South Asian languages. Duties will include research in the field of South Asian studies. Salary open. For further information write: Alan Heston, Department of South Asian Studies, Williams Hall, University of Pennsylvania, Philadelphia, Pennsylvania 19174.

CIES—from page 1

NICARAGUA. *Linguistics and English as a Foreign Language* Grantee will direct the English Department and give courses in linguistics and English language teaching methodology for third and fourth year students. Fluent Spanish required. National University of Nicaragua, Leon August 1974-May 1975. Anne Carpenter

SINGAPORE. *Theoretical Linguistics* Courses, seminars, and tutorials, and initiation and/or supervision of projects on general linguistics problems of Southeast Asia. Ph.D. and university level teaching experience desirable. Or, alternatively: a specialist in *Research Design and Program Evaluation* to initiate and promote English teaching and English teacher training evaluation projects, conduct courses, seminars, and tutorials on research design, TEFL training and strong background in educational research and evaluation required. Knowledge of statistics desirable. Regional English Language Center June 1974-May 1975 or May 1976. Marguerite Hulbert.

SRI LANKA. *Teaching English as a Foreign Language* Assistance in coordinating TEFL programs at University of Sri Lanka's five campuses in a multi-year project to strengthen teacher-training programs at university level. Ph.D. and overseas TEFL experience desirable. October 1974-July 1975. Marguerite Hulbert.

VENEZUELA. *Structural Linguistics* Spanish essential. Central University, Caracas. One month within period September 1974-July 1975. Anne Carpenter

NOTES ON TRAVELS WITH THE CHINESE DELEGATION: 2

by Charles Blatchford

[Charles Blatchford is an Assistant Professor in the Department of English as a Second Language, University of Hawaii.]

Editor's Note The following article by Charles Blatchford and one which appeared in the March issue by Timothy Light comprise some of the personal impressions of the two American language specialists who accompanied the group of scholars from the People's Republic of China on their tour of the United States. The tour was 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 Center for Applied Linguistics coordinated the itinerary. (For a full story see *The Linguistic Reporter*, Volume 15, No. 9, December 1973.)

The western portion of the tour of language specialists and linguists from the People's Republic of China began November 29 and ended December 14 with the members' departure for Hong Kong and China. The group visited the University of California-Berkeley, public schools in San Francisco, California State University at San Francisco, Stanford, the Systems Development Agency of Monterey's Defense Language Institute, UCLA, the University of Hawaii and its East-West Center, and three public schools in Honolulu and on the "big island" of Hawaii.

Various projects in linguistics, ESL and Chinese teaching were explained, many classes were observed, A-V materials demonstrated, and numerous personal contacts initiated. It is impossible to summarize what the members learned, as each was interested in different questions and often was able to pursue his special concerns in small groups or private conversations. Here I can recount only a few observations from sessions of which I was a part.

At Berkeley, one part of the program included a description of ethnic studies, an area of interest to the Chinese since there is some concern about minority groups and languages in China. (In Peking, the Institute of Nationalities exists to provide education for and about minority peoples in China.) The group was impressed by the fact that students in America are able to move University administrations and to effect "curricular change and institute courses for minority groups." A course like

Cantonese not previously offered was put into the catalog as a result of pressures by students who felt it essential for liberally educating students of Chinese ancestry, for enhancing self-image and cultural respect, and for developing potential service to the Chinese community. The Chinese mechanism for responding to special needs is to develop relevant curriculum through much discussion at all levels of students, faculty, and administration.

On a different educational level, the assimilation of foreign immigrant children and minority children and the problems of understanding of language or dialect were seen in several elementary classrooms. In Honolulu, the Hawaii English Program, used for both native and non-native speakers of English, also illustrated a student-centered curriculum. Various degrees of a bilingual-education approach were seen in Keaukaha, children were observed learning Hawaiian as a second/foreign language, in San Francisco and Los Angeles, both TESL and Chinese- and Spanish-language subject matter programs were seen on the continuum of bilingual education models.

In various presentations on language acquisition, on the situationalization and contextualization of materials, on the nature of a language-rich environment, and on the immersion of a child in a language situation, the distinction between English as a foreign language and English as a second language became clear. The larger definition and scope of grammatical studies

or applied linguistics, including sociolinguistically-oriented research, appeared to excite the group by being very applicable to learning and teaching, although as one member commented, social usages may not be so vital within a country where English is a foreign language.

The use of technology was seen at Stanford where the Center for Research and Development in Teaching provided a dramatic display of the use of computerized aids to teaching, such as stored and programmed videotaped resources immediately available to a professor. These aids were not set up specifically for foreign language instruction, however. Monterey's Defense Language Institute Systems Development Agency provided more information on the use of the computer as an aid to developing course materials, word indices, and language tests. At UCLA technology in the service of research was seen in the experimental phonetics lab and in the service of teacher training, in the form of videotapes and training films.

The visitors certainly saw that the United States espouses no unified language teaching philosophy and that there is no agreement on a particular "school" or type of language-teaching materials, or educational philosophy governing ESL/EFL. The great difference between China and the United States is of course the language environment, and I feel they acknowledge that many techniques used in ESL would not be quite appropriate for the Chinese EFL setting, although some ideas are quite ap-



Photo by Arnold Kishi

From left to right, Standing, Chou Chüeh-liang, Chien Chia, Chu Te-hsi, Lin Chün-chiu, Chang Chih Hsiang, Lü Pi-sung, Kneeling, Charles H Blatchford, Li Shun-hsiang, Fang Shu-chen, Jan Barns, Kuo Yi-ch'ing

plicable to Chinese teaching there

From discussion with the group, we learned a good deal about the teaching of English in China 1) English is one of many foreign languages taught, other primary languages being Japanese and Russian French, Spanish, Arabic, Swahili, etc are also taught. 2) English is now taught in at least one high school in every county. 3) English lessons are broadcast over radio a number of times each day in all the major cities 4) Instruction in English may vary considerably from school to school because of the background and preparation of the teachers; as a consequence, the methods used may be a strict grammar-translation approach, or any degree of audio-lingualism. 5) English is begun at junior high level, although in a very few cases, it is taught as early as nursery school. It is also taught at a beginning level at special foreign language institutes where the course of study may be as long as three years 6) The goal of English teaching in China is quite pragmatic the training of interpreters, of translators, of teachers, of diplomats, of those who may carry on China's affairs overseas or have business dealings with foreigners in China 7) The materials for teaching English are not mandated from above, some older materials are used, some are specially created by teachers, some are determined by students who have special interests.

China's educational curriculum has recently been compressed into a shorter period of time with more work interspersed with study for each student who, as a result, may have a clearer picture of the use he may have for English and his other studies Literature is studied in varying degrees, but the emphasis in general is more upon good standards of performance in the language, and in addition to the four language skills, translation is very often a fifth area of concern Research in language teaching, as we know it, does not exist, but rather, improvement of instruction is carried on through group discussion among all segments involved and through criticism in the best sense of the word, a very pragmatic type of research

Finally, I would like to close this report on a very personal note. All along the way, there was an outpouring of interest and concern and friendship. In turn, the visitors responded very much as warm human friends. Whatever governmental differences and political philosophies may still exist between our two countries did not seem to inhibit the capacity for genuine human interaction and scholarly communication which was, after all, the purpose of the trip

new journals

Afroasiatic Linguistics. *Published by Udena Publications. Irregularly. First issue January 1974 Editor Robert Hetzron. Subscription varies, \$10.00 for 200 pages Editorial correspondence to Robert Hetzron, Department of Germanic and Slavic Languages and Literatures, University of California at Santa Barbara, Santa Barbara, California 93106. Subscription correspondence to Udena Publications, P O Box 97, Malibu, California 90265*

Contains articles dealing with Afroasiatic (Hamito-Semitic) languages from the viewpoints of both general and theoretical linguistics The first issue consists of articles on the Hausa aspect system, the development of the Syriac verb *eskah*, and extrinsic ordering in classical Arabic Future issues may also include descriptive, historical, and comparative studies on Afroasiatic languages as well as book reviews and short, critical notices of articles in the field Readers are invited to contribute articles or books for review.

Diné Bizaad Náníl'íh/Navajo Language Review. *Published by the Center for Applied Linguistics for the Navajo Linguistic Society Quarterly First issue Winter 1974 Editor Paul R. Platero Subscription \$6.00 individual, \$8.00 institutional, \$5.00 student All correspondence to Editor, Diné Bizaad Náníl'íh, c/o Department of Linguistics, Room 20E-225, Massachusetts Institute of Technology, Cambridge, Massachusetts 02139*

Primarily intended for linguists, Eng-

lish and Navajo language teachers, specialists in language development and materials preparation, and anthropologists Designed to assist in the development of the field of Navajo language scholarship. The first issue includes articles on aspects of Navajo anaphora and ranking in Navajo nouns. Future issues will carry articles, in addition to those in the area of Navajo linguistics, on all aspects of language, including child language, bilingual education, etc Contributions are welcome.

Minnesota Working Papers in Linguistics and Philosophy of Language. *Published by the University of Minnesota First issue September 1973 Editors Larry G. Hutchinson, Michael B. Kac, and Michael D. Root Subscription \$2.00 per issue All correspondence to Working Papers, Department of Linguistics, 142 Klæber Court, University of Minnesota, Minneapolis, Minnesota 55455*

Essentially a collection of progress reports of work by faculty and students in the Departments of Linguistics and Philosophy at the University of Minnesota Topics covered in the first issue include 1) disjunctions and alternative questions in Arabic; 2) a universal rule for syllabic segments; 3) levels of representation in phonological derivations; 4) phonological changes not accounted for by rule reordering; 5) Indo-European gender; 6) rule addition and intrinsic order The primary emphasis is presently on linguistics but philosophical studies may be more generally included in future issues

INSTITUTE — from page 1

was held July 1-August 10, 1973 at Cairo University Courses offered at the Institute were: Linguistics and Arabic Grammar, Advanced Transformational Syntax, Phonology, Linguistics and Literature, Sociolinguistics, Generative Phonology, Generative Semantics, Stylistics, and Linguistics Applied to Language Teaching. Faculty members included: Salih Altoma (Indiana University); David De Camp (University of Texas); Saad M. Gamal el Din (Cairo University); Robert Harms (University of Texas); Archibald A. Hill (University of Texas); John Robert Ross (Massachusetts Institute of Technology);

Peter Strevens (University of Essex); Alan Davies (University of Edinburgh).

As planned, the majority of participants at the Institute were from Egypt and included professors as well as graduate and undergraduate students. Although original estimates showed an expected enrollment of 50 students, 125 persons registered for the courses, 70 of whom remained through graduation. The Institute staff and planners believe that the fact that a majority of those enrolled completed the Institute (twice as many as originally estimated) demonstrates that the Institute provides a workable model which can be adopted in other areas of the world.

Translation Center At SUNY Binghamton

The Department of Comparative Literature of the State University of New York at Binghamton has established a Center for Translation and Intercultural Communication. The Center is funded by a one-year grant from the U.S. Office of Education through the National Endowment for the Humanities.

The Department of Comparative Literature has had an annual Translation Workshop in operation since 1971, but offerings were previously limited to French, Spanish, German, and Latin. The creation of the Center has allowed for a widening of the workshop's curriculum to include Classical and Modern Chinese, Russian, Polish, and Yiddish. Further expansion is also being planned to encompass Biblical and Modern Hebrew.

The integrative and interdisciplinary nature of the Center's curricular program will be accompanied by a regular series of forums on topics related to translation, intercultural awareness, and communication. The Center also plans to act as a clearinghouse for translations in progress, translations under contract, and works needing translation.

For further information on the Center's activities write Gerald Gillespie, Director, Center for Translation and Intercultural Communication, Department of Comparative Literature, State University of New York at Binghamton, Binghamton, New York 13901.

LSA — from page 2

try, etc., joint training and degree granting programs with other university departments—including an arrangement with the law school to confer a masters in linguistics to students who have taken courses in the law school; and development of new undergraduate courses, e.g. "writing and linguistics."

While the participants recognized the need to provide broader training, it was agreed that all students *must* have sound theoretical training in linguistics if they are to make valid contributions in other fields. This would help to change the attitude, still held by some professors, that the best linguists are theoretical linguists, and only mediocre students are directed to applied linguistics.

The department chairmen considered

meetings and conferences

- April 1-3 Association for Asian Studies, 26th Boston, Massachusetts
April 1-3 American Association of Teachers of Japanese Boston, Massachusetts
April 1-5 Symposium on the Use of Computers in Literary and Linguistic Research, 3rd Cardiff, South Wales (Write R Churchhouse, University College, 39 Park Place, Cardiff CFI 3BB, South Wales)
April 4-6 Conference on College Composition and Communications Anaheim, California.
April 5-6 Conference on Child Language Stanford, California
April 5-6 Child Language Research Forum, 6th Stanford, California
April 8-11 Linguistics Association of Great Britain Annual Meeting, Hatfield, England (Write R Sussex, Department of Linguistic Science, University of Reading, Reading RG6 2AA, England)
April 9-11 International Association of TEFL and Tudamanyos Ismertterjesto Tarsulat 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 Mezzocannone 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 Southwest Areal Language and Linguistics Workshop, 3rd Flagstaff, Arizona. (Write Gina Cantoni Harvey, Planning Committee, Box 181, Flagstaff, Arizona 86001)
April 18-20 Northeast Conference on the Teaching of Foreign Languages, 21st Washington, D C
April 18-24 Chicago Linguistic Society Chicago, Illinois (Write Anthony Bruck, Meeting Committee, Chicago Linguistic Society, 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)
May 1-4 International Reading Association New Orleans, Louisiana
May 2-3 Southern California Round Table in Linguistics, 2nd Los Angeles, California (Write Masayoshi Shibata, Department of Linguistics, University of Southern California, Los Angeles, California 90007)
May 2-4 Midwest Slavic Conference Milwaukee, Wisconsin (Write Don Pienkos, Department of Political Science, University of Wisconsin, Milwaukee, Wisconsin 53201)
May 2-7 Congress of the International Translators Federation, Nice, France (Write FIT Secretariat Générale, Heveldstraat 269, St Amandsberg B-9110, France)
May 3-4 Southeast Conference on Linguistics, 9th, Tierra Verde, Florida (Write Roger W. Coles, Department of Linguistics, University of South Florida, Tampa, Florida 33620)
May 4-5 California Linguistics Conference, 4th Los Angeles, California
May 8-10 Canadian Conference on Information Science, 2nd Winnipeg, Manitoba, Canada

as essential the involvement of students in making plans to reorient and restructure the design of graduate programs. It was hoped that students would arrange to meet and discuss these questions, since the chairmen felt it would be extremely useful to know what areas the students would like to see developed, especially as resources are limited.

Meeting participants agreed that CAL had provided a useful forum, and another such meeting should be repeated at the

1974 LSA Annual Meeting. In the meantime they suggested that the Center for Applied Linguistics be the focus for collection of data on kinds of employment opportunities that exist and the kind of training needed for linguists to fill these jobs.

Persons having information on possible opportunities or suggestions for changes in training programs are urged to communicate these to the Center so that they may in turn be disseminated to department chairmen.

meetings and conferences

- May 8-10 Annual Congress of the French-Canadian Association for the Advancement of Sciences, 42nd Quebec, Canada
- May 15-18 International Conference on Bilingual Bicultural Education New York, New York (Write Office of Bilingual Education, New York City Board of Education, 110 Livingston Street, Room 1031, Brooklyn, New York 11201)
- May 28-31 Canadian Linguistic Association Toronto, Ontario, Canada (Write Jonathan Kaye, Centre for Linguistic Studies, University of Toronto, Toronto, Ontario, Canada)
- May 28-31 National Association for Foreign Student Affairs Albuquerque, New Mexico
- May 30-June 1 National Education Task Force de la Raza Regional Meeting San Diego, California
- May 31-June 2 International Congress of the Society of Italian Linguistics, 8th Bressanone/Brixen, Italy (Write Daniele Gambarara, Viale Libia 58, 00199 Rome, Italy)
- June 2-6 International Congress of Semiotic Studies, 1st Milan, Italy (Write Secretary General of IASS, Via Melzi d'Eril 23, Milan, Italy)
- June 21-August 16 Indiana University Slavic Workshop, 24th Bloomington, Indiana
- June 24-August 16 Linguistic Society of America Linguistic Institute Amherst, Massachusetts
- June 24-August 16 California Summer Language Institute Santa Cruz, California
- June 27-July 2 American Association of Teachers of German Bonn, West Germany
- July 26-27 Association for Computational Linguistics, 12th Amherst, Massachusetts
- July 26-28 Linguistic Society of America Summer Meeting Amherst, Massachusetts
- August 1-3 Speech Communication Seminar Stockholm, Sweden (Write Stockholm Convention Bureau, Stradv 7c, 114 56 Stockholm, Sweden)
- August 5-9 International Conference of the Internationaler Deutschlehrerverband, 4th Kiel, West Germany (Write Torc Larsson, General Secretary of the IDV, Arktiektivagen 15, S-740 20 Brunna, Sweden)
- August 12-14 International Conference on Salishan Languages, 9th Vancouver, British Columbia, Canada (Write Ron Beaumont, Department of German, University of British Columbia, Vancouver, British Columbia, Canada)
- August 18-23 World Congress of Sociology, 8th Toronto, Ontario, Canada
- October 13-17 American Society for Information Science, 37th Atlanta, Georgia
- October 18-19 Mid-America Linguistic Conference Lincoln, Nebraska (Write Robert S Haller, Department of English, University of Nebraska, Lincoln, Nebraska 68508)
- November 5-8 American Speech and Hearing Association Las Vegas, Nevada
- November 5-8 Acoustical Society of America Winter Meeting St Louis, Missouri
- November 20-24 American Anthropological Association, 73rd Mexico City, Mexico
- November 27-30 National Council of Teachers of English, 64th New Orleans, Louisiana
- November 28-December 1 American Council on the Teaching of Foreign Languages, 8th, Denver, Colorado
- December 27-29 American Dialect Society New York, New York
- December 27-29 Modern Language Association, 89th New York, New York
- December 28-30 Linguistic Society of America Winter Meeting, 49th New York, New York
- December 28-30 American Philological Association Chicago, Illinois

BUDGET—from page 1

solve their educational problems; 5) increase diversity and opportunity in the educational system.

National Science Foundation (NSF) Proposed appropriations for fiscal 1975 total \$788.2 million, for an increase of \$141.8 million over the 1974 appropriation. The majority of these increased funds, however, would be channeled into energy-related activities. For example, while NSF's sup-

port of scientific research projects would be budgeted for \$363.7 million, over one-third of this amount—\$135.3 million—would be allocated to projects designed to provide long-range solutions to energy problems. The Research Applied to National Needs (RANN) program would receive \$148.9 million, for a substantial increase over the \$75.1 million appropriated for it in 1974. \$94.4 million, however, would be allocated to energy research and technology.

news briefs

The Linguistic Agency-University at Trier (LAUT), a non-profit organization sponsored by the Fachbereich Fur Sprach- und Literaturwissenschaft of the University of Trier, West Germany, is circulating unpublished papers on topics in both theoretical and applied linguistics. A list of papers currently available may be obtained by writing, Wolfgang Hung, Linguistic Agency-University at Trier, West Germany.

The National Institute of Education (NIE) has awarded grants totaling \$3,173,414 in support of educational satellite projects to broadcast radio and television programs to Alaska, Appalachia, and the Rocky Mountain area. The projects are designed to demonstrate whether, given the cost factors involved, a satellite can be an effective means of communicating with people in isolated areas. The Appalachian project will offer four college-credit courses to teachers who have had little or no in-service training, while the other projects will be aimed primarily at children. The satellite is expected to be put into operation some time this month.

Language Planning List

In accordance with a recommendation by the Skokloster International Conference on Language Planning (see *Linguistic Reporter*, February 1974), the Center for Applied Linguistics is compiling a list of individuals and institutions with activities in the field of language planning. Those who wish to be included on the list should send their names and addresses, with a brief description of their activities in this field, to Ms Sirarp Ohannessian, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

The Center is also collecting for analysis outlines of courses offered in the field of language planning or language policy. Scholars responsible for such courses are urged to send copies of outlines with accompanying readings lists to Ms Ohannessian.

grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
ACLS	<i>Travel Grants to Conferences Abroad (June-Sept. , Oct -Jan , Feb.-May).</i>	Oct. , p 4	June 15, Oct. 15, Feb 15
APS	<i>Grants to Postdoctoral Scholars Research Grants</i>	Sept., p 3 Jan. , p 5	April 1, Aug. 1, Oct. 1, Feb. 1 March 15
CIES	<i>Fulbright-Hays Fellowships</i>	April, p 6	July 1
Humboldt Foundation	<i>Research Fellowships</i>	Feb., p. 4	Open
IREX	<i>Ad-Hoc Grants Collaborative Project Grants</i>	Oct., p. 3 Oct. , p 12	May 31 April 30
NAS	<i>Postdoctoral Resident Staff Fellowships</i>	Dec., p. 4	None specified
NEH	<i>Special Projects Program Grants Development Grants. Youthgrants in the Humanities Research Grants Senior Fellowships</i>	Jan., p. 5 Jan. , p 5 Jan., p. 5 Jan., p. 5 Jan. , p 5 Jan., p 5	Open July 1 July 1 August 1 May 6, Nov 18 June 17
NIH	<i>Research Grants</i>	April, p 6	June 1, Oct 1, Feb. 1
NIMH	<i>Small Grants Research Project Grants Program Project Grants Special Grants</i>	April, p 6 April, p 6 April, p 6 April, p 6	Open June 1, Oct 1, Feb 1 June 1, Oct 1, Feb 1 June 1, Oct. 1, Feb. 1
NSF	<i>U S -Republic of China Cooperative Program Doctoral Dissertation Research Grants Postdoctoral Research Grants</i>	April, p 6 Jan., p 5 March, p. 3	Open Open March, August
Wenner-Gren	<i>Research Grants</i>	April, p 6	Open

The Linguistic Reporter

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

Dick Tucker

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 16

Number 5

May
1974

House Holds Hearings on Bilingual Education

The General Subcommittee on Education of the House Committee on Education and Labor recently held a series of hearings on bilingual education. Members of the subcommittee include Lloyd Meeds (D-Wash.), Shirley Chisholm (D-NY), Alphonzo Bell (R-Calif.), Herman Badillo (D-NY), and William Steiger (R-Wisc). The following is a summary of some of the most significant testimony presented at the hearings.

• Wilson Riles, Superintendent of Instruction from California, stated that bilingual education programs should be funded for more than five years at a time and that adequate teacher preparation was probably the most important component in implementing a successful program. Dr. Riles acknowledged that there is currently a shortage in California of teachers trained for bilingual education programs.

• Sister Frances Georgia Vicente of the Massachusetts State Department of Education gave an overview of how the Massachusetts Transitional Bilingual Education Act (1971) has been implemented in response to the needs of limited English-speaking children in the state (see *The Linguistic Reporter*, Volume 16, Number 4, April 1974 for a discussion of the significant features of this Act). She also expressed her views on the components necessary for a successful bilingual education program, including funds for research and the development of a comprehensive curriculum which would deal with the

cultural as well as linguistic background of the child.

• Ramon Cruz, Secretary of Education for the Commonwealth of Puerto Rico, discussed various aspects of bilingual programs in Puerto Rico, which not only offer English as a first or second language to native Puerto Ricans, but Spanish as a second language to Puerto Ricans returning from the US Mainland. In his testimony, Dr. Cruz brought out the fact that while \$310 million of Puerto Rico's budget goes for public education, current

See Hearings - 5, Col 1

Languages of the World Project Continued by CAL

The Languages of the World Project, initiated by the late John Lotz under sponsorship of the Center for Applied Linguistics and the Wenner-Gren Foundation, is a long-range international cooperative program to further the description of the languages of the world through coordination of efforts and information exchange. The project began with a conference in Washington, D.C., in the spring of 1970 (see *The Linguistic Reporter*, Volume 13, Number 1, Winter 1971) attended mainly by American linguists and followed by an international conference at Burg Wartenstein, Austria, in August 1970 (see *The Linguistic Reporter*, Volume 13, Number 1, Winter 1971). The papers from the latter conference will be published by Mouton and Co.

The Project has an international advisory committee consisting of 15 linguists: Gilbert Ansre (Ghana), Charles A. Ferguson (USA), Shiro Hattori (Japan), Einar Haugen (USA), Victoria Jarceva (USSR), William G. Moulton (USA), Prabodh B. Pandit (India), Jean Perrot (France), Kenneth Pike (USA), Jorge A. Suárez (Mexico), George V. Tsereteli

See Project - 13, Col 3

LSA Celebrates Golden Anniversary with Symposia

In celebration of the Linguistic Society of America's (LSA) fiftieth anniversary, three symposia on American linguistics (past, present, and future) will be presented this year. The following is a brief description of each of these symposia.

Symposium 1 The Scope of American Linguistics

July 24-25, 1974 University of Massachusetts, Amherst, Massachusetts. Chairman Robert Austerlitz (Columbia University)

- 1 On Describing Languages (Kenneth Pike, University of Michigan)
- 2 Empirical Foundations of Linguistic Theory (William Labov, University of Pennsylvania)
- 3 Thought and Syntax (Noam Chomsky, Massachusetts Institute of Technology)
- 4 The Applications of Linguistics (Charles A. Ferguson, Stanford University)
- 5 The Challenge of History (W. P. Lehmann, University of Texas at Austin)
- 6 The Future of Semantics (Charles J. Fillmore, University of California at

See LSA - 10, Col 1

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NOTICE: LINGUISTIC DEPARTMENT CHAIRMEN

The Center for Applied Linguistics and The Linguistic Society of America are currently in the process of preparing the 1974-75 edition of *A Guide to Programs in Linguistics in The United States and Canada (formerly University Resources)*. If your department or program has not yet received a questionnaire for information to be contained in this new volume please notify the Center immediately and one will be mailed.

NEW ZEALAND CONDUCTS MAORI EDUCATION RESEARCH

The Maori Research Unit of the New Zealand Council for Educational Research, established in 1971 to provide an ongoing program of research into aspects of Maori education, has recently issued a report of its current activities. The work of the unit presently focuses on two areas (1) basic research on certain language-related topics, and (2) the collection and dissemination of information and ideas of interest to persons or institutions involved in Maori education.

In the area of basic research, the major concern of the unit over the next few years will be the survey of language use in the New Zealand Maori community. This will cover all the major areas of Maori population in the North Island and will involve both structural studies of English and Maori spoken by Maori children and adults and a sociolinguistic study of language attitudes and language use. The following is a description of current work in this area.

1 Spoken English Work in progress on the spoken English of Maori children includes a re-analysis of material collected in 1962 by I. H. Barham and in 1963 by R. A. Benton. The major effort in this area, however, is an analysis of material gathered in the Porirua and East Coast areas, with notations as to the relative frequency of standard and non-standard usages in various structures in the speech of Maori children.

2 Sociolinguistic survey The first phase of the sociolinguistic survey of language use in Maori communities is now underway. This consists of making a sociolinguistic census of Maori households in communities throughout New Zealand. Since it will not be possible to visit all homes in all the areas designated for survey, some communities will be studied on the basis

of a stratified sample drawn from names listed in the 1972 electoral roll for Eastern Maori, while others will be selected for more intensive study. The census work will be followed up by descriptive studies of language use in selected families and communities, and studies of the knowledge and use of English and Maori in various domains of activity by selected individuals.

3. Self-concept survey The questionnaire for this survey consists of three parts: 1) questions concerning ethnic identity; 2) the self-concept inventory; 3) questions relating to the individual's reaction to school, teachers, and various ethnic groups. The results, which are being prepared for computer analysis, will be looked at in relation to age and ethnic identification of the pupil, availability of Maori language study, size and location of school (main center, urban, rural, etc.); proportion of Maori children in school, and gross numbers of Maori children in the school and geographical area.

4 Tokelauan children For this research project, a number of tests and other devices have been devised for studying the children's comprehension of English and Tokelauan vocabulary and sentence structure. It is hoped that these materials will be of value in later investigations with other bilingual populations.

As part of the unit's activities to collect and disseminate information, efforts have been made to contact individuals and representatives of institutions in New Zealand and overseas with similar research interests. Information is exchanged and passed on to colleagues, teachers, and the general public through correspondence, publications, talks and addresses, and a variety of informal contacts.

Apart from material originating from

the Maori Research Unit, in recent years the Council has included a number of significant books in the field of Maori education in its regular publication program. Work is now in progress on a *Bibliography of Maori Education 1970-1973*, an updated version of *Maori Education 1960-1969*. A list of other publications by the Council concerning Maori education can be obtained from New Zealand Council for Educational Research, P.O. Box 3237, Wellington, New Zealand.

University of Florida Establishes New Programs For Linguistics Students

The University of Florida has established interdisciplinary degree programs in Neuro-behavioral Linguistics for students desiring graduate degrees in either Speech or Linguistics.

A program in the Language Sciences is offered for students wishing graduate degrees in Speech (M.A. or Ph.D.). Within this program, the student may specialize in sociological, neurological, developmental, or computational aspects of language use. A core of courses in these areas is required of all Language Sciences majors, and a wide range of additional courses is available in the areas of speech pathology, audiology, communicative disorders, and communication sciences.

The Interdepartmental Program in Linguistics offers a specialization in Neuro-behavioral Linguistics for doctoral students who want a degree in Linguistics. Students in this program are trained in such core linguistic areas as phonology, syntax, and historical linguistics and receive additional courses in experimental psychology, neurology, psycholinguistics, neurolinguistics, and language acquisition to provide specialized training. The purpose of this specialization is to produce individuals who are capable of designing and conducting research projects involving the linguistic modeling of aphasia, child language, and the language of the deaf, mentally retarded, and other clinical populations.

Further information on the programs may be obtained from Robert J. Scholes, Director, The Center for Neurological and Behavioral Linguistic Research, 46 Arts and Sciences, University of Florida, Gainesville, Florida 32611.

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 acknowledgment is given.

PHONETIC TYPING ELEMENT DEVELOPED

A phonetic alphabet permitting finely-graded notation by means of *one* IBM Selectric typewriter element has been designed by members of the Maritimes Dialect Survey.* The principles of the design were developed in the summer of 1971 during a meeting of the project members at the University of Western Ontario. The details were then worked out by A M Kinloch through several versions, one of which has been published in the *Journal of the International Phonetic Association* Vol 3, No 1, 1973. The availability of an element requiring no supplementation is expected to make it possible not only to provide a convenient means of inserting phonetics in typescript but will permit the storage and retrieval of phonetic data through terminals using the Selectric mechanism.

The alphabet is not revolutionary in appearance. As many as possible of the traditional symbols of IPA have been retained in the basic character set. Fine gradation has been achieved through diacritics, shift signs, and over-striking, with the provision of the selective deadening of some keys to improve typing speed. (Through a slower typing procedure the element could be used on an unmodified machine.) For instance, the honored tradition of vowel shift signs has been applied to consonants, e.g. the voiceless stops are represented by p t c k with shift arrows for intervening articulations and a subscript dot for retroflexion.

The basic bias of the design was originally toward the needs of English dialectology, but space was found or transcription devices invented for other special needs. The design in its present state probably cannot satisfy needs in the phonetic transcription of all languages, and several versions will probably be developed in time. To make the first element as comprehensive as possible, comment from potential users is solicited. An opportunity to discuss the element and user needs is being sought during the spring meeting of the Canadian Linguistic Association at York University, May 28-30. (See Meetings and Conferences, p. 12 of this issue.)

*The Maritimes Dialect Survey is a group of associates interested in the speech of the Maritime Provinces of Canada. The design reported here is the work of A M Kinloch, University of New Brunswick, M G Wanamaker, University of Winnipeg, and H R Wilson, University of Western Ontario, who are working on the editing of materials from Southwest Nova Scotia.

For further information on the Selectric element write H R Wilson, Department of English, University of Western Ontario, London 72, Ontario, Canada.

Research Survey Begun On Scandinavian Languages

The Scandinavian Culture Foundation (Nordisk Kulturlond) is conducting a survey of the language problems, common to the various Scandinavian countries, that are particularly relevant to the planning and design of the teaching of Scandinavian languages, either as native or foreign languages. The survey is part of a general investigation to determine areas of cooperation in the field of applied Scandinavian linguistics and will focus on such areas as: 1) the writing process and the development of writing ability, 2) the reading process and the development of reading ability, 3) the relationship between speaking, reading, and writing, 4) socially conditioned language problems, 5) problems of bilingualism (involving both minorities and immigrants).

Staff members conducting the survey would like to get in touch with projects and institutes outside Scandinavia working on research on the educational problems of Scandinavian languages. Those desiring to submit reports on research in progress and other relevant information should contact Ulf Teleman, Roskilde Universitetscenter, Postbox 260, 4000 Roskilde, Denmark or Ake Tornblom, Box 17048, 200 10 Malmo, Sweden.

new CAL documents

Selected List of Instructional Materials for English as a Second Language: 1) *Elementary Level*, 2) *Secondary Level*, 3) *College Level*, 4) *Adult Level*, 5) *Reading*, 6) *For Spanish Speaking Students*, 7) *Audio Visual Aids*, 8) *Background Resources*, 9) *Tests and Testing*. Single Copy free. Additional copies 25c each. Quantity discounts upon request.

Each of these short (4-10 pages), unannotated listings gives current information on available materials, (books and audio/visual aids) for ESL. A list of *Publishers of Instructional Materials for English as a Second Language* is also available.

Canadians Assess Language Research

The Canada Council, advised by the Development Committee of its Academic Panel, has established a Consultative Committee on the Individual, Language, and Society. The Committee will be responsible for assessing the state of research in the area, identifying gaps in such research, and making recommendations to the Canada Council as to how to fill them.

Among the areas of concern of the Committee are the emotional and cognitive consequences of second language acquisition, bilingual and multilingual facility, minority ethnic status, and acculturation and deculturation. Broadly speaking, the focus is on: 1) linguistic studies with a social component, 2) psychological studies with a language component, 3) social studies with a language component.

A critical aspect of the Committee's work is to identify all scholars in Canada who are working in the area of its concern. The Committee would like to hear from such scholars regarding their research interests, problems they have encountered, fields of study in need of special attention, etc. Those desiring to aid the Committee's work should write W H Coons, Consultative Committee on the Individual, Language, and Society, Department of Psychology, York University, Downsview, Ontario, Canada.

NREL Develops Material For Northwest Indians

The Northwest Regional Educational Laboratory (NREL) has begun operation of a reading and language development program. The program is designed to facilitate the production of supplementary language arts materials, initially at the primary level, for Indian children and to provide teacher training for non-Indian personnel involved with the teaching of Indian children.

The program's current plans call for the production of sets of materials to be used on reservations in three areas—Plains, Plateau, and Coast of the Northwest. All materials will be developed on the reservations by reservation residents. Following development of these materials, the program staff will integrate the three sets of materials to produce one set of instructional materials which would be applicable for the entire Northwest region.

NEW TITLE VII RULES DISCUSSED

The National Advisory Committee on the Education of Bilingual Children, authorized under Title VII of the Elementary and Secondary Education Act (ESEA), met last January, pursuant to its responsibility to advise the Director of the Division of Bilingual Education of the U.S. Office of Education (USOE) and the U.S. Commissioner of Education as to what policies they are to follow in implementing Title VII. The committee is chaired by Rosa Guas de Inclan (Dade County Public Schools) and is composed of the following members: Carmelo Rodriguez (ASPIRA of Illinois), Gudelia Betancourt (Lincoln Community Mental Health Center, Bronx, New York), Bok-Lim Kim (Jane Adams School of Social Work, University of Illinois), Cal Dupree (Washington State Board for Community College Education), Jose Silva, Jr. (Fall River Middle School, Fall River, Massachusetts), Estela Aguilar (Texas Migrant Council), Juan Leon (St. Mary's High School, Phoenix, Arizona), Randolph A. Hearst (Hearst Corporation), Fernando E. Alvarez (Spanish American Guidance Service Corporation, New York, New York), May Ying Chen (Pasadena Schools), Dorothy Cordova (Demonstration Project for Asian Americans, Seattle, Washington), Rosita Cota (Tucson Public Schools), Thomas De Aquino Roybal (Antelope Valley College, Lancaster, California), Robert R. Fournier (State of New Hampshire Department of Education).

In the course of meetings held January 11 and January 30-31, the Committee dealt with issues raised by the new proposed rules for Title VII. Some of the most significant recommendations made by the Committee can now be made public. They were: 1) to raise the index of poverty currently used by the USOE so that it conforms to Department of Labor statistics, i.e. from \$3,000 per year for a family of four to \$8,000 per year, 2) to ensure that the present Emergency School Assistance Act Bilingual Education Regulations are consistent with the proposed rules for Title VII, 3) to involve civic and community organizations in local program advisory committees, 4) to provide that consultants to local projects be representatives of the culturally and linguistically different groups of children served by that

particular project, and 5) to ensure that if any official position by the USOE in regard to bilingual education is to be issued, the Committee will first be consulted for advice and recommendations in accordance with its original mandate.

Recommendations Made To Title VII Applicants

In a statement made at a recent Rhode Island Department of Education workshop, Elizabeth Keesee, program officer in the U.S. Office of Education's Division of Bilingual/Bicultural Education, made the following recommendations to applicants for Title VII funds:

1 Existing programs should be used as models when drafting proposals for new programs.

2 Proposals should be written so that a clear definition of scope and purpose of the program is given on a year-to-year basis rather than on an overall statement for the full funding period.

3 When requesting funding, provision should be made for preservice and inservice training of teachers.

4 Applicants should remember that, under new federal regulations, community involvement is very much a factor.

5 If federal legislation now before Congress is passed and the five-year limit on federal funding of bilingual programs is removed, it will be up to local school districts to show how they will integrate such programs into the school system as well as how much money they are willing to contribute towards operating costs.

Ms. Keesee also commented on the fact that pending legislation would authorize a substantial increase in Title VII funds, a total of more than \$150 million would be provided. This legislation is, however, not consistent with the Administration's 1975 budget request of \$35 million and may have little chance of passage.

The Editor would like to apologize for a typographical error in the January issue, in which Universidad BORICUA was incorrectly cited as Universidad BORICULA.

CONFERENCES . . .

The Annual International Conference on Bilingual Bicultural Education will be held May 15-18, 1974 in New York City. Pre-conference workshops will be conducted May 13-14 and will be concerned with the following topics: The Current Essentials of Bilingualism: Children, Community, and Curriculum; The Development of a Bilingual Education Curriculum; The Gattegno Philosophy and Methodology in Bilingual Education; Group Dynamics and Bilingual Education; The Significance of Puerto Rican History and Culture in Bilingual Education; Competency-Based Teacher Education and the Bilingual Teacher; Multi-Culture Education: The Sussna Method; English-as-a-Second Language: Staff Development and Materials Development; Parental Involvement in Bilingual Education Programs; Evaluation of Bilingual Education Programs; Successful Motivational Techniques for the Bilingual Bicultural Classroom; Bilingual Instruction through Television.

The conference itself will focus on many areas of concern to those involved with bilingual/bicultural education, including administration and supervision, adult education, community, culture, curriculum development, guidance, language and linguistics, legislation, methodology, philosophy, and research and development.

Those desiring to attend the conference should write Hernan La Fontaine, New York City Board of Education, 110 Livingston Street, Room 103, Brooklyn, New York 11201.

The National Indian Bilingual Education conference will be held May 6-9, 1974 in Billings, Montana. Topics to be discussed during the conference include bilingual-bicultural education, community involvement and participation, staff training, materials and curriculum design, language policy, and elementary, junior, and senior high school materials development. Write Agnes Holm, Rockpoint Community School, Chinle, Arizona 86503.

CAL Distributes: *A Handbook of Bilingual Education*, by Muriel R. Saville and Rudolph C. Troike \$2.00

HEARINGS — from page 1

funds received from Title VII total only \$100,000

• Members of the Puerto Rican community from the state of New York stated that New York City was spending a total of \$115 million in city, state, and federal funds for bilingual education. As yet, no statistics are available as to the impact of bilingual education on the level of achievement of students enrolled in such programs as opposed to those enrolled in non-bilingual programs, but preliminary studies in this area are now being undertaken. During the course of the group's testimony, Rep. Chisholm expressed concern as to the adequacy of research and development in the area of bilingual education (particularly that being done by the National Education Association) and went on record as being in favor of the allocation of a specific percentage of the National Institute of Education's (NIE) research monies for research in this area.

• Jose Cardenas, Director of Texas' for Educational Excellence, cited what he felt to be the many deficiencies in existing bilingual programs. These included 1) the limited availability of bilingual education programs for Spanish-speaking children, 2) school policy which forces the child to adapt to the curriculum rather than adapting the curriculum to the needs of the child, 3) the failure of various programs implemented by the government to complement the ethnic group, 4) the lack of research efforts in development of methodology before implementation of programs.

• L. Ling-Chi Wang, a lecturer in Asian studies at the University of California-Berkeley and a director of Chinese for Affirmative Action, stated that in his view Chinese children in San Francisco schools who cannot speak English still will not get the help they need by this fall because the school district seemingly has made no move towards implementing the Supreme Court's recent decision in the *Lau vs. Nichols* case.

• Representatives of other groups involved in Indian bilingual education programs testified as to the need for continued federal funding of their programs after the initial five-year period. The view was expressed that such a policy is especially crucial in regard to Indian bilingual educa-

tion programs, since such programs cannot, at the present time, be funded through local means. The group also recommended that the U.S. Office of Education recognize local contract schools who have successfully implemented bilingual education programs.

The final day of testimony at the hearings was largely concerned with a statement by Frank C. Carlucci, Under Secretary of Health, Education, and Welfare (HEW). The statement dealt mainly with a discussion of the policy and program implications of the *Lau vs. Nichols* decision. Mr. Carlucci placed particular emphasis on the fact that the Supreme Court prescribed no specific remedies but remanded the case to the district court level for "fashioning of appropriate relief" (Stress was placed on decision-making at the local level throughout the statement.) In defining the federal role as regards the impact of the decision, Mr. Carlucci stated that two approaches are being considered—the Title I approach and the Emergency School Assistance Act approach—but that further study is needed to determine which of these approaches would be the most effective. In the interim, he said, HEW should 1) work through the Title VII program to seek a budget amendment for fiscal 1975 increasing funds for this program by \$35 million, 2) recommend a \$4.5 million increase in the 1975 allocation for NIE, with the stipulation that the additional funds be used for research and related efforts in bilingual education, 3) use the authority granted under Title IV of the 1964 Civil Rights Act to provide technical assistance to school districts planning to comply with the *Lau* decision. In a question and answer period following the reading of his statement, Mr. Carlucci stated that HEW does not have an official definition of bilingual education nor does it intend to develop one because such a definition might inhibit local flexibility. When asked by Rep. Chisholm if, lacking a nation-wide definition, HEW planned to set up specific guidelines, Mr. Carlucci replied that local districts would be handicapped by a limiting guideline.

Recommendations for Language Policy in Indian Education is now available from CAL. Single copies \$1.00

NEW ASSOCIATION FORMED IN TEXAS

The Mexican American School Board Members Association (MASBMA) recently met in Austin, Texas to formally organize itself and to elect a Board of Directors and Officers. Elected were President Ruben Hinojosa (Mercedes ISD), 1st Vice-President Gustavo Garcia (Austin ISD), 2nd Vice-President David Alvarado (Edgewood ISD), and Executive Director Chris Escamilla (Edgewood ISD).

The purpose of the Association is to keep board members aware of what is going on in the Texas State Legislature and in all state agencies which pass legislation and regulations that affect Mexican Americans. The MASBMA has focused its attention on three general areas—economic, political, and educational—and is presently planning three work seminars across the state. Tentative workshop topics are school finance, school law, business administration, accounting and auditing procedures, legal powers, and legal statutes of board members. The Association is also working in the area of training and evaluation in education and curriculum and supervision, with particular regard for the over-all bilingual philosophy in Texas school systems.

The Bilingual Review/La Revista Bilingue. Published by The City College of the City University of New York. Three times a year. First issue January-April 1974. Editor Gary D. Keller. Subscription \$6.00. All correspondence to Gary D. Keller, Editor, The Bilingual Review/La Revista Bilingue, Department of Romance Languages, City College of CUNY, New York, New York 10031.

This journal is devoted to the study of the linguistics and literature of English-Spanish bilingualism in the United States. It is designed to provide a forum for the discussion of various pedagogical matters relating to bilingualism and a means of communication with bilingual programs in the U.S., with particular reference to those in Puerto Rican and Chicano communities. Announcements of training programs and employment opportunities for bilingual personnel will also be made periodically.

conferences, seminars, workshops

An International and Intercultural Communication Conference will take place May 17-18, 1974 at Pepperdine University in Malibu, California. The conference is designed to bring together representative interests from business, industry, government, and education in an attempt to define the current status of international and intercultural communication, applicable technology, possible research, and models of cooperation to maximize interaction between involved or interested agencies and individuals. Those desiring to participate in the conference should contact Fred L. Casimir, Professor of Speech Communications, Pepperdine University, 24255 Pacific Coast Highway, Malibu, California 90265.

The 3rd International Congress of South and East European Studies will be held September 4-10, 1974 in Bucharest, Romania. The main theme of the congress will be "The Place of Balkan Studies: Their Role and Contributions to the Humanistic Studies." Discussion sections will focus on such topics as history, linguistics, literature, folklore, ethnography, and law. For further information write Steering Committee, 3rd International Congress of South and East European Studies, I.C. Frimu Street, 9, Bucharest 1, Romania.

The First Oklahoma Indian Language Seminar will be held on the Bacone College campus, Muskogee, Oklahoma, May 3 and 4. The seminar is jointly sponsored by the Oklahoma Arts and Humanities Council and Bacone College, with the assistance of the Five Tribes museum.

Papers will be delivered by linguists and American Indian directors of language committees throughout Oklahoma, as well as by students involved in language committee projects. One seminar feature will be a transcribed conversation of Indian leaders, young and old, on the importance of Indian languages in their total educational process. This conversation will take place Friday night and Saturday morning.

Key supporters of the seminar are Loren Nussbaum (Cherokee Bilingual Education Program), Ronnie West (Seminole Bilingual Project), Anna Gritts Kilpatrick Smith (Bacone Cherokee Project), Woodrow Haney (Muskogee [Creek] Language Committee), John T. Battle (linguist, Ok-

lahoma State University), and Nancy Lee Mack (Bacone Multilingual Program).

For further information write Nancy Lee Mack, Bacone Multilingual Project, Box 55, Bacone, Oklahoma 74420.

A Conference on Basic Research on the Reading Process will be held May 18, 1974 in New York City. Topics to be covered will include Reading and Phonetic Coding (Isabelle Y. Liberman, University of Connecticut, and Donald Shankweiler, Haskins Laboratories), Building Perceptual and Cognitive Training into a Reading Curriculum (Joanna P. Williams, Columbia University), A Further Look at Reading Across Linguistic Differences (William Stewart, Graduate Center, City University of New York), Reading and Literacy in Mainland China (George A. Miller, Rockefeller University). Those wishing to attend the conference should contact Arthur Reber, Graduate Center, City University of New York, 33 West 42nd Street, New York, New York 10036.

A colloquium on the **Relationship of Psycho- and Sociolinguistics to the Teaching of French** will be held June 10-15, 1974 in Montreal, Canada. The colloquium is sponsored by the North American Conference of the Fédération Internationale des Professeurs de Français. Topics to be discussed include examinations of what research has been carried on in the fields of psycho- and sociolinguistics (both in Europe and America), what courses relevant to these fields are being offered to prospective French teachers, and what courses should be offered in such programs. For further information write F. W. Nachtmann, American Association of Teachers of French, 57 East Armory, Champaign, Illinois 61820.

A Basque Language Workshop will be offered June 24-August 2, 1974 by the Basque Studies Program of the University of Nevada. Participants will be given intensive instruction in any of three Basque dialects—Vizcayan, Labourdin, or Guipuzcoan. Additional credit, either graduate or undergraduate, will be available for concurrent independent study in the fields of Basque history, anthropology, literature, or linguistics. For further information write Basque Studies Program, University of Nevada, Reno, Nevada 89507.

A Colloquium on Hispanic Linguistics will be held July 11-13, 1974 during the Linguistic Society of America's Linguistic Institute (see Meetings and Conferences, p. 12 of this issue). Topics to be covered at the colloquium's general sessions include 1) contemporary linguistics and Spanish diachronics, 2) contemporary linguistics and Spanish synchronics, 3) areas of future study in theoretical and applied Spanish linguistics. Papers are invited for the general sessions, with abstracts to be submitted by May 15, 1974. The format for the colloquium also provides for a number of special interest discussion groups which will focus on topics such as Spanish syntax and semantics, linguistics and bilingualism, diachronic Spanish-American dialectology, and generative phonology. For further information write Juan C. Zamora, Associate Chairman, Department of Hispanic Languages and Literatures, University of Massachusetts, Amherst, Massachusetts.

The 7th Seminar of the International Association for Research into Diffusion of Audio-Visual and Structuro-Global Methods (AIMAV) will be held July 14-21, 1974 in Tunis, Tunisia. The theme of the seminar is "Audio-visual Techniques in Short- and Long-term Teaching of Modern Standard Arabic, English, and French." Topics to be discussed include manuals and didactic audio-visual materials, vocabulary acquisition, grammar acquisition, and language learning motivation. The format of the seminar will provide for plenary sessions devoted to the reading of papers of general interest as well as meetings of working groups based on the language used for papers and discussions. The official languages of the seminar are Neo-classical Arabic, English, and French, and facilities have been arranged for a simultaneous interpreting service to be made available during the plenary sessions. The seminar is open to all persons responsible for training modern language teachers. For further information write Bourguiba Institute of Modern Languages, 47 Avenue de la Liberté, Tunis, Tunisia.

The 37th International Federation for Documentation (FID) Congress, to have been held September 5-19, 1974 in Berlin, West Germany, has been cancelled. The FID Conference will still take place September 16-20, 1974 at the Hague.

CAL SELECTED BIBLIOGRAPHIES: 4

LANGUAGE PROBLEMS IN LANGUAGE PLANNING

by Joan Rubin

Joan Rubin is currently a visiting professor in the Sociolinguistics Program, School of Languages and Linguistics, Georgetown University.

This is the second part of an annotated list of important, recent and illustrative references pertaining to language planning. The first part which covered anthologies, theory, and government documents appeared in *The Linguistic Reporter*, Volume 16, Number 4, April 1974. The present section covers discussions of "language problems," as most of the entries either account for the manner in which specific language problems were actually solved or indicate how such problems could be solved.

As in Part I, the following list includes items which were included in the article by Bjorn Jernudd and myself "Some Introductory References Pertaining to Language Planning" (pp 311-323 of *Can Language Be Planned?*)* As in that paper, I have limited the entries to English, for the sake of convenience, but have included an occasional reference in the text to sources in other languages.

This two-part listing, arranged in chronological order, tries to reflect both the flurry of activity in the language planning field since 1970 and the recognition that there is a wider set of activities which relate to language planning. However, there is no attempt on my part to be complete. The entries are instead intended to serve as both an introduction to a broad subject and suggestions for a course syllabus on language planning.

GENERAL REFERENCES

Heyd, Uriel 1954 *Language Reform in Modern Turkey* (Oriental Notes and Studies, 5) Jerusalem: Israel Oriental Society, 116 pp.

Turkish language reform and development began in the middle of the last century, but its intensity increased with the introduction of Latin script under Kemal Ataturk in 1928. The introduction and first chapter gives a short his-

*Rubin, Joan and Bjorn H. Jernudd, eds. *Can Language Be Planned? Sociolinguistic Theory and Practice for Developing Nations* (An East-West Center Book.) Honolulu: University Press of Hawaii, 1971. 343 pp. Permission to use copyrighted material has been granted by the University Press of Hawaii.

tory of the interest groups of the language movement in their social context. Later chapters deal with the linguistic content of reform.

Struglia, Erasmus J. 1965 *Standards and Specifications: Information Sources*. Detroit: Gale Research, 187 pp.

This guide to the standardization of literature and to public and private agencies serves here as an introduction to the wider class of standardization activities of which language standardization can be seen as a member. Some examples of overlapping concern of standards associations and language-planning agencies are technical terminologies and graphic expression.

Kurman, George 1968 *The Development of Written Estonian* (Indiana University Publications, Uralic and Altaic Series, 99) Bloomington: Indiana University Press, 120 pp.

Estonian language planning is famous through the work of one of its most active participants, J. Aavik. Kurman's chronologically organized account spans from the early beginnings of deliberate language development up to the Second World War. He divides this time period into three phases: Beginnings (From the Thirteenth through the Eighteenth Century, including the Adoption of the Old Orthography, 1800 to 1905), Including the Adoption of the New Orthography, and Reform and Normalization (1905 to 1937). Aavik belongs to this last phase. The book contains considerable linguistic detail.

Chejne, Anwar G. 1969 *The Arabic Language: Its Role in History*. Minneapolis: University of Minnesota Press, 240 pp.

One of the chapters considers a number of the problems and proposals for the reform of Arabic, including the principles for coining new technical terms, script, and the use of classical versus colloquial Arabic. Offers interesting insights into the rationale behind some of the discussions.

Altoma, Salih J. 1970 "Language Education in Arab Countries and the Role of the Academies." In Sebeok, T. A., ed., *Current Trends in Linguistics, Vol. 6*. The Hague: Mouton, 690-720.

Because of the complicated diglossic situation existing in Arabic-speaking countries, the choice of variety for the classroom continues to be a serious one. Altoma offers a fine discussion of the decision-making process in several countries in regard to problems of writing, Arabization, traditions of teaching rhetoric, and terminology creation. He indicates the limitations and contributions of the three language academies in Arab countries.

Heath, Shirley 1972 *Telling Tongues*. New York: Teachers College Press, 300 pp.

A case history of language policy in Mexico, especially as it related to educational practices. The question of whether the Indians should be expected to learn Spanish to gain full acceptance as citizens is considered over and over in Mexican history and still constitutes an ongoing discussion. Heath examines some of the political and social background to this discussion.

See also the following which appeared in the first part of this work:

Haugen, Einar 1966 *Language Conflict and Language Planning: The Case of Modern Norwegian*.

Neustupny, Jiri 1970 "Basic Types of Treatment of Language Problems."

SPEECH VARIETY

UNESCO 1953 *The Use of Vernacular Languages in Education* (Monographs on Fundamental Education, 8). Paris: UNESCO, 156 pp.

Discussion of the *universal* reasons why education should, if at all possible, be provided in the Mother Tongue. Isolates some of the relevant variables that constrain implementation of such recommendations, as well as some of the logistic problems that must be considered in the implementation process. Includes case studies indicating (1) the value of the use of MT in education—Mexico, Philippines, (2) the difficulties of deciding on a variety for education—New Guinea, (3) the further need to develop the variety from a lexical, grammatical, or graphic point of view regardless of whether it be used in education—Indonesia, Finno-Ugric languages, Akan dialects, and Arabic dialects. [See also a review of this work by William E. Bull in D. Hymes, ed., *Language in Culture and Society: A Reader in Linguistics and Anthropology*, New York: Harper and Row, 1964, pp. 527-533. Bull discusses some of the disadvantages of the above choice.]

Friedrich, Paul 1962 "Language and Politics in India." *Daedalus*, 91:3, 543-559.

Isolates some of the variables (social, demographic, linguistic, economic, logistic) that might be affecting the successful implementation of the Indian language policy. Does not indicate the extent to which the decision makers were aware of these variables or the weight they assigned them in their establishment of a language policy for India.

Spencer, John, ed. 1963 *Language in Africa* (Papers of the Leverhulme Conference on "Universities and the Language Problems of Tropical Africa" held at University College,

Ibadan, in December, 1964) Cambridge Cambridge University Press 167 pp

The working party report of this conference includes a very useful chapter entitled "Choice of a National Language Factors and Consequences," pp 129-135 Contributed papers principally consider the choice of language in education and for wider communication

Mucnamara, John 1966 *Bilingualism and Primary Education* Edinburgh Edinburgh University Press 173 pp

A carefully organized investigation that provides evidence for judging the economic costs and educational attainments (which might be put in monetary terms) of teaching subject matter through a second language, in this case Irish in Ireland

Ramos, Maximo, Jose U Aguilare and Bonifacio P Sibayan 1967 *The Determination and Implementation of Language Policy* Quezon City, Philippines Alemar-Phoenix 193 pp

Description of research in the Philippines to determine effects of different strategies in bilingual education An historical sketch of Philippine language policy regarding medium of instruction and foreign languages to be learned in schools

Noss, Richard 1967 *Language Policy and Higher Education* (Higher Education and Development in South-East Asia, 3.2) Paris UNESCO and The International Association of Universities 216 pp

Noss examines the problems inherent in implementing language policy in higher education in several countries in Southeast Asia For each country, he considers the national language policy as given—mainly concerning whole speech varieties—and then analyzes the ways in which these policies have been implemented Particularly, Noss (1) identifies inconsistencies between goals and strategies within each country, (2) isolates some universal cost factors of implementation, and (3) shows how some solutions are more costly, given certain circumstances

Fishman, Joshua A, ed 1968 *Readings in the Sociology of Language* The Hague Mouton The following articles Deutsch, Karl W "The Trend of European Nationalism—The Language Aspects," 598-606 (Original in *American Political Science Review*, 1942, 36 533-541)

Guxman, M M "Some General Regularities in the Formation and Development of National Languages," 766-779 (Original in M M Guxman, ed 1960 *Voprosy Formirovaniya i Razvitiya Nacional'nykh Jazykov* [Formation and Development of National Languages] Moscow, 295-307)

Jakobson, R "The Beginning of National Self-Determination in Europe," 585-597 (Original in *The Review of Politics*, 1945, 7 29-42)

Leopold, W "The Decline of German Dialects,"

340-364 (Original in *Word*, 15 130-153)

Jakobson, Deutsch, and Guxman deal with national(istic) motives for language development, usually in terms of defining a vernacular speech variety for use in new functions previously expressed by a non-native variety (Fishman, in this volume, develops our knowledge of this correlation into greater depth) Leopold's article on German speech variation focuses on individual language adjustment in response to changes (here mainly migration) in a linguistic environment The other articles devote more attention (also with German examples) to conscious normalization and systematic propagation of language as unifying factors

Lieberson, Stanley 1970 *Language and Ethnic Relations in Canada* New York John Wiley and Sons 264 pp

Examines the factors which contribute to or undermine language maintenance in Canada Distinguishes between those factors which generate bilingualism and those that influence bilingual usage This sort of approach provides information necessary to good planning

Scotton, Carol Myers 1972 *Choosing a Lingua Franca* Edmonton and Champaign Linguistic Research 211 pp

Although not done for a language planning survey, it does illustrate the kinds of questions, regarding language use in situations in which the speakers do not share the same mother tongue, which might be asked and which could serve as input for language policy Good illustration of sociolinguistic sample survey procedure Field work done in Kampala, Uganda

Bar-Adon, Aaron 1973 "The Rise and Decline of an Upper-Galilee Dialect" In Rubin, J and Shuy, R, eds, *Language Planning Current Issues and Research* Washington, D C Georgetown University Press, 86-101

In the early stages of the Hebrew revival, an attempt was made to introduce a particular Galilean dialect as the national language of the area now known as Israel This article documents some of the efforts toward promotion of this variety as well as the social milieu which prevented its being accepted more widely

Parker, Gary J 1973 "Notes on the Linguistic Situation and Language Planning in Peru" In Rubin, J and Shuy, R, eds, *Language Planning Current Issues and Research* Washington, D C Georgetown University Press, 67-71

Discusses some of the complexities involved in implementing the new Bilingual Education Act in Peru, especially since Quechua must be recognized as more than one language

DISCOURSE

Namnden för Svensk Språkvård 1947 *Skriv-*

regler (Rules of Writing) Stockholm (6th ed 1971)

A normative description of how to use punctuation marks, hyphen and capital letters, how to write abbreviations and numerical expressions and the like

International Organization for Standardization (ISO) 1953 *International Code for the Abbreviation of Titles of Periodicals* ISO/R4 4 pp

Provides rules for abbreviating in a consistent way the names of periodicals referred to in articles or other contributions, abstracts, bibliographies, etc

Style Manual for Authors and Printers of Australian Government Publications 1966 Canberra Commonwealth Government Printing Office 265 pp

A Manual of Style 1964 Chicago University of Chicago Press 534 pp (First published 1906)

The flora of style manuals is an example of the speech community's need for guidance in language use Spelling, abbreviation, and capitalization are regulated, forms of letter-writing are presented Brevity of style is explained Sentence structures may be specified in some manuals, as well as usage of specific morphemes (like English *shall/will*) In the Australian manual, syntactic phenomena like sentence-linking and the use of copula are discussed Etiquette manuals and dictionaries also belong to this class of publications on language correctness

VOCABULARY

Wuster, E 1955 *A Bibliography of Monolingual Scientific and Technical Glossaries* Paris UNESCO

This bibliography is essentially a catalog of lists of technical terms Within each subject group, the glossaries are arranged in alphabetical order under the language to which they belong It contains references to international efforts of terminological standardization and names of standardizing bodies that issue the glossaries listed

Garvin, Paul L 1959 "The Standard Language Problem—Concepts and Methods" *Anthropological Linguistics*, 1 3 28-31

Suggests three sets of criteria with which to measure degree of standardization (1) intrinsic properties of the language [flexible stability and intellectualization], (2) functions [unifying, separatist, prestige, and frame-of-reference], and (3) attitudes [language loyalty, pride, and awareness of norm] The author indicates that flexible stability and intellectualization are focused largely on vocabulary and style

Householder, Fred W and Sol Saporta, eds 1962 *Problems in Lexicography* *International Journal of American Linguistics*, 28 2 The

following articles

Barnhart, C. L. "Problems of Editing Commercial Monolingual Dictionaries," 161-181

Tietze, Andreas "Problems of Turkish Lexicography," 263-275

Some of the problems discussed by these two authors are the same as those facing other language planners. Both authors isolate as a problem the status of levels of usage (slang, "sub-standard" forms, regional vernaculars). Tietze outlines some of the social, cultural, and historical variables that impinge on a lexicographer's task (i.e., status of borrowings and new creations). Barnhart discusses other problems, such as normative spelling, pronunciation, and the treatment of cross-national usage.

Havranek, Bohuslav 1964 The Functional Differentiation of the Standard Language. In Garvin, P. L., ed. *A Prague School Reader on Esthetics, Literary Structure, and Style*. Washington, D.C.: Georgetown University Press, 3-16

Using a scheme of functional differentiation of a standard language, Havranek classified vocabulary according to the relation between the lexical units and their referents (whether the relation is free, definite by convention [terms], accurate [concepts], etc.). Havranek also indicates other linguistic consequences of different purposes of utterances.

Del Rosario, Gonzalo 1968 "A Modernization-Standardization Plan for the Austronesian-derived National Languages of Southeast Asia." *Asian Studies* 6: 1-18

Discusses three possible sources for scientific vocabulary creation: from within a language, consistency with related regional languages, or borrowing from world language. Del Rosario suggests that the first source will probably lead to faster learning of science by elementary-school children, although the second would also be acceptable to him. The third source, he suggests, should probably be limited to a very small number of scientific names; national languages should not rely heavily on the vocabulary of the languages of wider communication because this impedes the national language's function.

Fulass, Hailu 1971 "Problems of Terminology." In Whately, W. H., ed., *Language Use and Social Change*. London: Oxford University Press, 309-317

Argues for a more rationalized process by means of which concepts are incorporated into the "Official Vernacular." In order to exploit the systemic potential of the OV, one should consider carefully its existing formal, semantic and structural patterns.

Alloni-Fainberg, Yafa 1973 "Official Hebrew Terms for Parts of the Car: A Study of Knowledge, Usage and Attitudes." In Fishman, J., ed., *Advances in Language Planning*. The Hague: Mouton

A study of selected populations within Israel to ascertain whether they knew, liked and used the official (recommended by the Hebrew Academy) terms for the car. An important example of evaluation of language planning.

PHONETICS

Namnden for Språkvård 1950 *Uttalsordlista* [Short Pronouncing Dictionary] (3rd ed. 1965). Stockholm

This list recommends pronunciations for some 2000 words that are often mispronounced. Produced by the Swedish Language Committee. One of a series of more than 50 items published under the sponsorship of this agency.

Morag, Shelomo 1959 "Planned and Unplanned Development in Modern Hebrew." *Lingua* 8: 3 247-263

Describes planned versus unplanned development in Modern Hebrew of aspects of phonology, morphology, and vocabulary. Phonology—here the problem of "correct" or standard pronunciation—is found to be the least responsive to planning, despite vigorous discussion.

Denes, Peter B. and Elliot N. Pinson 1963 *The Speech Chain: The Physics and Biology of Spoken Language*. Bell Telephone Laboratories, 166 pp.

The last two chapters (8 and 9) introduce the reader to some of the future improvements of communication that may result from a better understanding of speech. The use of communication machines requires human adjustment (cf. necessary discipline of writing when filling in, for example, some bank documents), but at the same time a judgment has to be made about the relative advantage of improving the machine rather than regulating the speaker.

Prator, Clifford H. 1968 "The British Heresy in TESL." In Fishman, J. A., Ferguson, C. A., and Das Gupta, J., eds., *Language Problems of Developing Nations*. New York: John Wiley and Sons, 459-476

Prator discusses second-language varieties of English and their legitimacy as instructional models. His examples are phonological.

WRITING

DeFrancis, John F. 1950 *Nationalism and Language Reform in China*. Princeton: Princeton University Press, 306 pp.

Discusses the history of interest in, and promotion of, an alphabetic script for Chinese from both the linguistic as well as the social point of view. Considers the relation between attitudes toward social change and attitudes toward linguistic reform, goals of nationalist movements and acceptance of script reform, desire for universal literacy, willingness to pay for reform and acceptance of script reform.

Garvin, Paul L. 1954 "Literacy as a Problem in Language and Culture." In Mueller, H. J., ed., *Report on the Fifth Annual Round Table Meeting on Linguistics and Language Teaching*. Washington, D.C.: Georgetown University Press, 117-129

Recognizes some of the sociopolitical factors that constrain the construction of and acceptance of an adequate orthography for a standard language. Suggests that the devising of an acceptable spelling system is not purely a linguistic matter but must "be tempered by a consideration of cultural attitudes, traditions, and even prejudices."

Wurm, Stefan 1960 "Comments." Appendix I of *The Turkic Peoples of the USSR: The Development of their Languages and Writing* by N. A. Baskakov. Oxford: Central Asian Research Centre, 44-58

In his comments on Baskakov's work, Wurm notes that orthographic representations of the same sound in different languages were deliberately written distinctly in order to prevent recognition of strong cultural affinities among the Turkic peoples.

Smalley, William, et al. 1964 *Orthography Studies: Articles on New Writing Systems*. Amsterdam: North-Holland Publishing for the United Bible Societies, 173 pp.

The articles consider procedures and problems of providing orthographies for hitherto unwritten languages. The articles by Smalley and Nida contain general discussions about linguistic and sociopolitical factors that must be weighed together before providing a new writing system. The phonemic principle is given as the prime linguistic criterion for a new system, but other possibilities, such as morphophonemic and syllabic spellings, are taken into account as well. Cultural and technological conditions often limit the range of choice. Other articles review cases of orthography development.

Sjöberg, Andree F. 1966 "Socio-Cultural and Linguistic Factors in the Development of Writing Systems for Pre-literate Peoples." In Bright, W., ed., *Sociolinguistics: Proceedings of the UCLA Sociolinguistics Conference 1964* (Janua Linguarum, Series Maior, 20). The Hague: Mouton, 260-276

Suggests some of the sociocultural variables that affect the creation and implementation of orthographies. Among these are the orientation of the group to the larger society (whether the region, the nation, or a former colonial power) and its writing system, the history of writing systems in the area, and the extent to which the writing system must cover several divergent dialects.

Omar, Asmah Haji 1967 "Towards the Standardization of Bahasa Melayu and Bahasa Indonesia." In Alisjahbana, S. T., ed., *The Modernization of Languages in Asia*. Kuala Lumpur

Discusses the history of attempts to establish

a common orthography for the two languages and the needs for such a common effort. The two languages are derived very recently from the same source and both countries have seen the importance for a common base in order to facilitate information exchange.

Berry, Jack 1968 "The Making of Alphabets." In Fishman, J. A., ed., *Readings in the Sociology of Language*. The Hague: Mouton, 737-753.

Berry recognizes that "the problems of alphabet-making are problems of conflicting principles, aims, and needs." Among the principles operative and often in conflict in the process to which the author points are linguistic, psychological, pedagogical, and typographical.

Fasold, Ralph W. 1969 Orthography in Reading Materials for Black English Speaking Children. In Baratz, J. C. and Shuy, R. W., eds., *Teaching Black Children to Read*. Washington, D.C.: Center for Applied Linguistics, 68-91.

Non-standard Black English is a societal language problem in the United States of considerable concern to the government. Some of the reasons for the lack of success in implementing "proper" English usage in Black communities are highlighted in Fasold's article. Drawing from advances in linguistic theory, he suggests that a change in spelling is necessary to teach reading without undue wastage. His suggestion reads "the alphabetic symbols represent segments which are fully specified in accordance with the redundancy conditions on the structure of English morphemes, but not for any features determined by the phonological rules

proper." This view is based on Chomsky and Halle's treatment of *The Sound Pattern of English*, 1968, and opposes a phoneme basis for spelling design.

Ferguson, C. A. 1971 "Contrasting Patterns of Literacy Acquisition in a Multilingual Nation." In Whitley, W. H., ed., *Language Use and Social Change*. London: Oxford University Press, 234-253.

Describes three patterns of literacy acquisition in Ethiopia: church school, adult literacy campaign, and Quranic school. Discusses how each uses different methods of instruction based on different aims and different target populations and how these result in different outcomes.

Rabin, Chaim and I. M. Schlesinger 1973 "The Influence of Different Systems of Hebrew Orthography on Reading Efficiency." In Fishman, J. A., ed., *Advances in Language Planning*. The Hague: Mouton.

Although I have not yet seen this article, it would seem to offer some criteria for the evaluation of different orthographies from the pedagogical vantage point.

Fishman, Joshua A., ed. 1974 *Advances in the Creation and Revision of Writing-Systems*. The Hague: Mouton.

Although I have not yet seen this book, the table of contents has a number of items which would be of importance to students of language planning. In particular, a number of articles assess the successes and failures in the modernization of spelling for the following languages: Arabic, Chinese, Hebrew, Amharic, Dutch, Norwegian, Irish, Filipino and Yiddish.

SUMMER INSTITUTE SET FOR POZNAN

The Poznan Summer Institute on Polish History, Culture, Institutions, Language, and Literature, jointly sponsored by Adam Mickiewicz University and the Florida State University System, will take place June 22-August 17, 1974 in Poznan, Poland. Costs for the institute will be approximately \$500-\$550, excluding transportation to and from Poland, and will cover such expenses as tuition and fees, housing, meals, and books.

A preliminary schedule of courses includes: 1) elementary, intermediate, and advanced Polish (reading, composition, conversation, literature, specialized vocabulary); 2) *Modern Polish history and culture* (as viewed within the central European historical context); 3) contemporary Polish society (political, economic, and social institutions, planning, etc.); 4) Polish literature.

Eligibility is limited to students with junior standing or above, and preference will be given to those with some knowledge of Polish or who have a career-related objective for participation in the program. For further information and application forms write James F. Morrison, 429 GSIS, University of Florida, Gainesville, Florida 32611.

Mary College Site of Indian Languages Project

Mary College in Bismark, North Dakota is currently the site of a research and curriculum development project for American Indian languages of the Upper Midwest. The program has three goals: 1) to coordinate linguistic research undertaken in the area comprised by North and South Dakota, Montana, and Minnesota; 2) to assure development of pedagogically relevant grammars for area languages and to use these grammars as the basis for college-level curriculum materials; 3) to cooperate with other organizations such as the United Tribes of North Dakota Curriculum Development Project in developing elementary and secondary curriculum materials.

Current project activities include the development of materials in two target languages—Hidatsa and three dialects of Sioux (Lakota, Dakota, and Nakota). When developed, these materials will become the basis for a minor in Indian studies to be offered by the college.

LSA—from page 1

Berkeley)

Symposium II American Indian Languages and American Linguistics

November 8-9, 1974 University of California at Berkeley, Berkeley, California. Chairman: Wallace Chafe (University of California at Berkeley).

- 1 The Americanist Tradition (Dell Hymes, University of Pennsylvania)
- 2 Sapir and American Indian Linguistics (Mary R. Haas, University of California at Berkeley)
- 3 Bloomfield and Algonquian (Charles F. Hockett, Cornell University)
- 4 South of the Border (Norman McQuown, University of Chicago)
- 5 Iroquois and Maya Categories of Grammatical Voice (Floyd Lounsbury, Yale University)
- 6 Semantics in Americanist Studies (Carl F. Voegelin, Indiana University)

- 7 American Indians in Language Scholarship (Kenneth Hale, Massachusetts Institute of Technology)

Symposium III The European Background of American Linguistics

December 28, 1974 New York, New York. Chairman: Henry Hoeningwald (University of Pennsylvania).

- 1 Ganges, Tiber, Mississippi: The Past up to the Introduction of Neogrammarian Thought (Rosane Rocher, University of Pennsylvania)
- 2 Linguistics as a Science in Europe and in America (Rulon S. Wells, Yale University)
- 3 Aspirations, Organization, and Achievement (Yakov Malkiel, University of California at Berkeley)
- 4 A Detached View (E. M. Uhlenbeck, University of Leiden)
- 5 The Twentieth Century in European and American Linguistics: Movements and Continuity (Roman Jakobson, Harvard University)

linguists wanted

The University of Connecticut is seeking a Ph D in linguistics or a related field to fill a vacancy in its Linguistics Department. Candidates should have a strong interest in research and a good publication record. Background in experimental phonetics, generative phonology, syntax, and diachronic or synchronic semantics desirable. Duties will include teaching graduate and undergraduate courses, directing doctoral dissertations, advising graduate students, supervising the phonetics laboratory, and conducting research. Salary from \$13,000, depending on qualifications. Send resumé by June 1, 1974 to Search Committee, Linguistics Department, Box U-145, University of Connecticut, Storrs, Connecticut 06268.

The Department of English at Old Dominion University will have an opening for a linguist with a strong interest in dialectology, beginning September 1974. Position will be at the assistant or associate professor level. Send curriculum vitae to David Shores, Department of English, Old Dominion University, Norfolk, Virginia 23508.

The School of Education at New York University needs a bilingual education specialist starting September 1974. Position is at the assistant professor level. Duties will include furthering the development of programs leading to MA and doctoral degrees in bilingual education for teachers, supervisors, and other professionals, teaching courses dealing with the theory and practice of bilingual education, and advising doctoral candidates in this field. Applicants must be fluent in Spanish, hold an earned doctoral degree (preferably in bilingual education), and have at least three years experience as teachers and/or supervisors of bilingual education programs in public schools enrolling large numbers of Spanish-speaking children. Salary will be in the range of \$13,000 for nine-month tenure, with possible additional compensation for summer session instructional duties. Send letter of application together with a curriculum vitae and a transcript of previous academic records to Nathan H. Winter, Chairman, Personnel Committee, Division of Foreign Languages and International Education, School of Education, New York University, Washington Square, New York, New York 10003.

The University of Illinois will have a vacancy for a linguist with specialization in African linguistics (preferably Swahili), starting Fall 1974. Position will be at the assistant professor level with a salary range of \$11,000 to \$12,500. For further information write Braj Kachru, Chairman, Department of Linguistics, University of Illinois at Urbana, Urbana-Champaign, Illinois 61801.

The State University of New York at Stony Brook will have an opening for an assistant professor in phonology, starting Fall 1974. Candidates must have a Ph D with major in phonology. Duties will include teaching phonology on the undergraduate level. Salary \$12,000 for the academic year. For further information write Beatrice Hall, Chairperson, Programs in Linguistics, State University of New York at Stony Brook, Stony Brook, New York 11790.

The Illinois Institute of Technology is looking for a linguist with an interest in linguistic theory and/or teaching English to speakers of other languages. Opening is at the assistant professor level. Ph D required. Write A. L. Davis, Chairman, Department of Linguistics, Illinois Institute of Technology, Chicago, Illinois 60616.

The University of California at Los Angeles needs an assistant professor in the field of English as a second language, starting Fall 1974. Duties will include teaching teacher-training courses on TESL methodology, contrastive analysis, and advanced composition. Ph D required. Write Clifford H. Prator, Vice Chairman, Department of English, University of California at Los Angeles, Los Angeles, California 90024.

A position in English Sociolinguistics at the State University of New York at Cortland. Two years only. Duties will include teaching courses in English grammar, sociolinguistic theory and application, introduction to language study, etc. Applicants must hold a Ph D in linguistics or sociolinguistics and should have some previous teaching experience. Salary open. Send resumé to Robert E. Cromack, Acting Director, Program in English Sociolinguistics, English Department, State University of New York at Cortland, Cortland, New York 13045.

book notices

English in Black and White, by Robbins Burling. New York, Holt, Rinehart and Winston, 1973. viii, 178 pp. \$4.95.

This book is written in an effort to introduce the student to the nature of black-white speech relations in the United States. Starting with basic sociolinguistic premises, the author moves to a relatively non-technical description of the features of Vernacular Black English, an historical survey of its development and a description of how it is used. The book concludes with a discussion of the educational implications of dialect diversity in the United States. At the conclusion of each chapter are useful exercises for the student to interact with the material presented in the chapter.

Black Language Reader, edited by Robert H. Bentley and Samuel D. Crawford. Glenview, Ill. Scott, Foresman and Company, 1973. x, 245 pp. \$2.95.

This volume is a very readable collection of previously published articles related to research in the linguistic and/or sociological realities of the three major non-Anglo ethnic groups: Afro-Americans, Mexican-Americans, and Native Americans. The focus of the articles is Afro-American research, typically arranged to discuss ghetto culture, ghetto language and education, and historical issues concerning the origin of black speech, problems of reading, and the teaching of Standard English. The material is designed to sensitize the reader to current multicultural research into American ethnic differences. The editors have a decided educational interest, i.e., to make available contemporary multi-ethnic research into matters historically the butt of popular prejudices and misconceptions, especially the language of Black Americans.

Black Teachers in Urban Schools: The Case of Washington, D. C. by Catherine Bodard Silver. (Praeger Special Studies in U.S. Economic, Social, and Political Issues.) New York: Praeger Publishers, 1973. xviii, 222 pp. \$15.00.

This work seeks to interpret the data accumulated from a survey conducted in the D.C. Public Schools in 1967. The focus of the work is to define teacher satisfaction within the context of ghetto schools. Of particular interest is the proposal by the author that job satisfaction in slum schools may be due to the development of a defensive teacher subculture within the schools which protects the professional status of the teachers from the threat of professional failure. This suggestion seems to answer the question related to why teachers seem to enjoy teaching in ghetto schools where educational outcomes are consistently low, that is, what may be a source of satisfaction for teachers in slum

See Book Notices — 14, Col. 1

news briefs

The National Foundation for Educational Research in England and Wales (NFER) is currently conducting a project, funded by the Schools Council, entitled "Education for Life in a Multiracial Society." The principal researcher on the project is June Derrick, Senior Lecturer at the Language Teaching Centre of York University.

The Federal Trade Commission, acting on complaints against 19 operators of trading posts on the Navajo and Hopi Indian reservations in Arizona and New Mexico, has moved to require traders on these and similar posts to explain in the language in which the Indian is most fluent that the Indian is entitled to US currency for selling his handicrafts.

The *1973 Directory of Cross-Cultural Research and Researchers* is now available. The current directory has the same aim as previous editions, i.e. to encourage collaborative research and communication among behavioral scientists interested in common cross-cultural problems and methods. It contains information on approximately 1,125 researchers from more than 75 countries and includes complete addresses for all researchers as well as information on language familiarity. Also included is 1) information about 30 journals which publish cross-cultural and sub-cultural material, 2) information about cross-cultural organizations that have an explicit cross-cultural focus, 3) a guide to researchers who may be preparing manuscripts for submission to cross-cultural journals. Individual copies of the directory cost \$3.50 and may be ordered from W. J. Lonner, Department of Psychology, Western Washington State College, Bellingham, Washington 98225.

Southern Methodist University will open a new campus near Taos, New Mexico, beginning Summer 1974. The educational philosophy of the Fort Burgwin Research Center is to offer selected courses from the SMU curriculum which will be enhanced by the environment and atmosphere of the Taos area. Courses are open to non-SMU students, and all levels of undergraduate courses are available, as well as field and research courses for graduate students. This summer Professor William Pulie will offer one course in Introduction to Linguistics, and one in Socio-

meetings and conferences

- May 1-4 International Reading Association New Orleans, Louisiana
May 2-3 Southern California Round Table in Linguistics, 2nd Los Angeles, California (Write Masayoshi Shibata, Department of Linguistics, University of Southern California, Los Angeles, California 90007)
May 2-4 Midwest Slavic Conference Milwaukee, Wisconsin (Write Don Pienkos, Department of Political Science University of Wisconsin Milwaukee Wisconsin 53201)
May 2-7 Congress of the International Translators Federation Nice, France (Write FIT Secretariat Generale, Heveldstraat 269 St Amansberg B-9110, France)
May 3-4 Southeast Conference on Linguistics, 9th Tierra Verde, Florida (Write Roger W Coles, Department of Linguistics, University of South Florida, Tampa, Florida 33620)
May 4-5 California Linguistics Conference, 4th Los Angeles, California
May 8-10 Canadian Conference on Information Science, 2nd Winnipeg, Manitoba Canada
May 8-10 Annual Congress of the French-Canadian Association for the Advancement of Sciences 42nd Quebec Canada
May 12-16 National Conference on Migrant Education San Diego, California
May 15-18 International Conference on Bilingual Bicultural Education New York New York (Write Office of Bilingual Education New York City Board of Education, 110 Livingston Street Room 1031, Brooklyn New York 11201)
May 28-31 Canadian Linguistic Association Toronto Ontario Canada (Write Jonathan Kaye, Centre for Linguistic Studies, University of Toronto Toronto Ontario, Canada)
May 28-31 National Association for Foreign Student Affairs Albuquerque, New Mexico
May 30-31 European Linguistic Society Jyväskylä, Finland
May 30-31 Canadian Applied Linguistics Association (Write H Rex Wilson, Department of English, University College, University of Western Ontario, London, Ontario, Canada)
May 30-June 1 National Education Task Force de la Raza Regional Meeting San Diego, California
May 31-June 2 International Congress of the Society of Italian Linguistics, 8th Bressanone/Brixen Italy (Write Daniele Gambarara Viale Libia 58, 00199 Rome, Italy)
June 2-6 International Congress of Semiotic Studies, 1st Milan, Italy (Write Secretary General of IASS, Via Melzi d'Eril 23, Milan, Italy)
June 21-August 16 Indiana University Slavic Workshop, 24th Bloomington, Indiana
June 23-28 Yiddish Studies Colloquium New York, New York (Write Y Zeltman, YIVO Institute for Jewish Research, 1048 Fifth Avenue, New York, N Y 10028)
June 24-August 16 Linguistic Society of America Linguistic Institute Amherst, Massachusetts

Linguistics. For further information write SMU at Fort Burgwin, Box 739, Southern Methodist University, Dallas, Texas 75275.

The Northian Newsletter, published by the Society for Indian and Northern Education, is designed to inform interested persons about the problems, trends, and innovations in Indian and cross-cultural education. Aimed at teachers in northern, isolated communities, it contains many ideas for classroom use. The *Newsletter* also reviews books and teaching materials, reports on conferences, institutes, and workshops, and provides a forum for exchange of ideas on relevant issues. For subscription information write *The Northian*, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

A sign dictionary designed for use by young deaf children and their parents and teachers is currently available from Gallaudet College. *Basic Pre-school Sign English Dictionary*, by H. Bornstein et al., combines ASL signs and invented signs to represent over 1,000 words regularly used either by or with children of pre-school age. The dictionary costs \$8.95 and may be obtained from Gallaudet College Bookstore, Kendall Green, Washington, D.C. 20002.

The National Science Foundation has awarded a grant of \$61,800 to Don R. Vesper (Linguistics Committee, University of Missouri-Columbia) for a two-year socio-linguistic research project. The project will investigate the social context of language

meetings and conferences

- June 24-August 16 California Summer Language Institute Santa Cruz, California
- June 27-July 2 American Association of Teachers of German Bonn, West Germany
- July 26-27 Association for Computational Linguistics, 12th Amherst, Massachusetts
- July 26-28 Linguistic Society of America Summer Meeting Amherst, Massachusetts
- August 1-3 Speech Communication Seminar Stockholm, Sweden (Write Stockholm Convention Bureau Stradv 7c 114 56 Stockholm, Sweden)
- August 5-9 International Conference of the Internationaler Deutschlehrerverband, 4th Kiel West Germany (Write Tore Larsson, General Secretary of the IDV, Arkitektivagen 15, S-740 20 Brønna Sweden)
- August 12-14 International Conference on Salishan Languages, 9th Vancouver, British Columbia Canada (Write Ron Beaumont Department of German, University of British Columbia Vancouver British Columbia, Canada)
- August 18-23 World Congress of Sociologists 8th Toronto, Ontario Canada
- August 26-29 American Sociological Association Montreal, Canada
- August 30-September 3 American Psychological Association New Orleans, Louisiana
- September 5-7 International Slavic Conference Banff, Alberta, Canada (Write Don K Rowey, Department of History, Bowling Green State University, Bowling Green, Ohio)
- September 13-15 British Association for Applied Linguistics Edinburgh, Scotland
- October 13-17 American Society for Information Science, 37th Atlanta, Georgia
- October 18-19 Mid-America Linguistic Conference Lincoln, Nebraska (Write Robert S Haller, Department of English, University of Nebraska, Lincoln, Nebraska 68508)
- November 5-8 American Speech and Hearing Association Las Vegas, Nevada
- November 5-8 Acoustical Society of America Winter Meeting St Louis, Missouri
- November 6-9 Middle East Studies Association Boston, Massachusetts (Write Paul English, Program Coordinator, Center for Middle Eastern Studies, University of Texas, Austin, Texas 78712)
- November 20-24 American Anthropological Association, 73rd Mexico City Mexico
- November 27-30 National Council of Teachers of English, 64th New Orleans, Louisiana
- November 28-December 1 American Council on the Teaching of Foreign Languages, 8th Denver, Colorado
- December 27-29 American Dialect Society New York, New York
- December 27-29 Modern Language Association 89th New York New York
- December 28-30 Linguistic Society of America Winter Meeting 49th New York, New York
- December 28-30 American Philological Association Chicago, Illinois

use on Guam, using questionnaires, interviews, and participant observation to determine the character and roles of speech varieties. The research data accumulated will form the basis for an examination of such topics as language change, the structure of multilingual usage, and language conflict.

Plans for the establishment of an Institute for the Study of the Navajo Language were outlined by Dillon Platero, Director of the Navajo Division of Education, at an In-Service Training Workshop held for employees of the Window Rock School District. Mr Platero expressed the view that such an institute was necessary not only as a means of upgrading the status of the study of the Navajo language but to

foster research into the language (Such research will be particularly relevant as written Navajo is more commonly adopted into usage and as new vocabulary develops.) Projections call for the establishment of the institute some time this year.

A new bill introduced by the California legislature—AB3075—seems to be a further indication of the effect of agitation for bilingual-bicultural education in the schools. The bill, if passed, will require that whenever a school district has a pupil population of more than 15 per cent of a particular ethnic group, all notices, reports, statements, and records sent home must be written, in addition to English, in the native language of the ethnic group.

PROJECT—from page 1

(U.S.S.R.), Archibald N. Tucker (Great Britain), E. M. Uhlenbeck (Netherlands), Werner Winter (Germany), and Stefan A. Wurm (Australia). Gilbert Ansre serves as Chairman of the committee, which met in Bologna at the time of the XIth International Congress of Linguists in 1972.

Since the death of John Lotz, the project has continued at the Center for Applied Linguistics under the direction of Rudolph C. Troike, with Crawford Feagin Stone as research associate. John Firsching, Dorothy Horton, and Linda Winans are assisting on the project. In keeping with the priorities identified at the Burg Warstein conference, the project is undertaking a needs assessment in the description of the languages of the world by conducting a bibliographic survey to determine the state of descriptive work for each language family and geographic area. Current work centers around the preparation of a bibliography of linguistic bibliographies which will circulate as a working paper to the international advisory committee and to other specialists prior to formal publication, probably by CAL. While bibliographies such as the CIPL and MLA annual publications give information only on current or very recent work, the Languages of the World project hopes to provide comprehensive coverage since about 1800. This component of the project is being funded by the U.S. Office of Education. **Anyone with pertinent information on linguistic bibliographies is urged to send it to the Center as soon as possible.**

After completing the above work, the project will undertake the compilation of a series of analytical regional bibliographies, beginning with the North American Indian language area.

Another current activity of the project is the collection of questionnaires, especially syntactic questionnaires. An invitational conference on the subject is being planned for this month.

New from CAL . . .

Variation and Linguistic Theory, by Charles-James N. Bailey \$7.00

Sociolinguistic Aspects of Assimilation, by Walt Wolfram \$8.00

BOOK NOTICES—from page 11

schools is their very positive relationship with other teachers who are experiencing the same failures or poor performances from students

The conclusions of the author are extremely tentative since they are correlations rather than the results of concentrated study and observation in the classroom. The book is worth reading and certainly makes the kind of challenging statements which are rarely made concerning the school as a social organization

A Word Geography of California and Nevada, by Elizabeth S. Bright (*Linguistics*, 69) Berkeley, University of California Press, 1971 ix, 228 pp \$3.00

The study provided here attempts to show in what ways and to what extent the language of the California-Nevada area is affected by its geography and history by analyzing the reflection of these influences as discernible in the vocabulary of people who have lived there most of their lives. The author has departed somewhat from traditional word geographies in that she presents the general vocabulary that has evolved from the mingling of speech forms brought to the region by migrants as well as those terms that have survived only regionally or locally. Items that were used in other studies but occurred in only one or two responses in the area are not included. Appended are a selected bibliography and an index of vocabulary items

Patterns in the Folk Speech of the British Isles, edited by Martyn F. Wakelin. London, Athlone Press, 1972. xii, 204 pp \$11.75

A collection of essays concerned with studies of traditional dialect, i.e. the speech (as represented by elderly, native informants) sometimes referred to as "folk language" or "folk speech". Topics range from the regional distributions provided by lexical, phonological, and grammatical features to distributions which are related to cultural pattern in a broader sense—proverbs, mining terminology, and the names of fishing equipment, for example. A number of these essays are based on material collected by the *Survey of English Dialects* begun in 1946

The Speech of Yugoslav Immigrants in San Pedro, California, by Alexander Albin and Ronelle Alexander (*Publications of the Research Group for European Migration Problems*, 17) The Hague, Martinus Nijhoff, 1972 v, 128 pp \$5.80

This monograph is a result of a study sponsored by the Russian and East European Studies Center of the University of California at Los Angeles. It examines both the sociological situation of Yugoslav immigrants and the linguistic problems of immigrant bilingualism. Chapter I discusses the various phases of Yugoslav immigration to the United States and explains the motives which prompted this immigration. In addition, the authors describe the Yugoslav ethnic minority and its contributions to the San Pedro community. Chapter II considers the

various problems involved in analyzing the speech of an immigrant bilingual community and surveys the applicable literature. After a brief contrastive analysis of English and Serbo-Croatian, Chapter III describes the various kinds of phonological, morphological, and syntactic interference encountered in the speech of the informants interviewed. Chapter IV contains short linguistic portraits of the 17 informants, providing a short biography, a summary of salient speech characteristics, and an accented text of the informants' interviews (with inter-linear translation). The study ends with an informant chart and a brief summary

Folk Classification: A Topically Arranged Bibliography of Contemporary and Background References Through 1971, by Harold C. Conklin. New Haven, Conn., Department of Anthropology, Yale University, 1972. 301 pp \$4.00

This bibliography was compiled in order to provide students of folk classification with an introduction to the contemporary and historical literature on the multiplicity of problems, modes of analysis, and types of classificatory relationships which have been encountered in various fields. While the bulk of the entries are anthropological works, non-anthropological materials in fields such as linguistics and biosystematics have also been included. Entries are not annotated.

The book is divided into ten sections, numbered from 0 to 9. Section 0 contains references to theoretical and methodological discussions of systems of folk classification and to general and analytical works containing evidence or discussions of similar problems in linguistics, psychology, philosophy, and related fields. Kinship terms and related topics are covered in Section 1, while sections 2 and 3 focus on classification in archeology and anthropology. Works on biological and cultural classification of plants and animals are cited in sections 4 and 5, with medical classification covered in section 6. Section 7 contains works on folk systems of time reckoning, spatial location, measurement, ethnogeography, and other related subjects. The final sections deal with works related to categorizations of color and the senses.

A Phonological Study in the 'Phags-pa Script and the Meng-ku Tzu-yun, by Miyoko Nakano (*Oriental Monograph Series*, 7) Canberra, Faculty of Asian Studies and Australian National University Press, 1971 v, 171 pp \$7.80

The 'Phags-pa script was invented by Bla-ma 'Phags-pa and was officially used by the Mongol Empire. It was originally planned as a means for transcribing Mongolian and other neighboring languages and as such has some importance for the study of the Mongolian language in the 13th and 14th centuries as well as Chinese during the Yuan dynasty.

The book is divided into four sections. Chapter I is a biography of Bla-ma 'Phags-pa. This is followed by a discussion of the 'Phags-pa alphabet in Chapter II and an analysis of

'Phags-pa orthography in Chinese documents in Chapter III. The final chapter deals with the sound system in the *Meng-ku Tzu-yun*. Appended are a list of 'Phags-pa materials, a bibliography, and an author's postscript.

Tonkawa Texts, by Harry Hojer (*Linguistics*, 73) Berkeley, University of California Press, 1972 vi, 106 pp \$4.00

The texts included in this volume were collected during the course of the author's studies of the Tonkawa language from 1928-1931. They are divided into Night Stories and Old Stories. Night Stories are accounts of events that took place before the inception of man when animals and birds roamed the earth and spoke like men. They are so named because they were only told at night during the winter. Of the nineteen Night Stories appearing in this volume, all but five have Coyote, a Tonkawa divinity supposed to be the owner of all the animals on which the Tonkawa depended for food, as the principal character. Old Stories, on the other hand, recount adventures that took place in the distant past, with Tonkawas themselves featured as the principal characters. All of the stories are based on events known only from cultural tradition. The author has tried to provide as literal a translation as possible and includes free translations in a series of notes at the back of the book.

Prosodic Feature Analysis/Analyse des faits prosodiques, edited by Pierre R. Leon, Georges Faure and André Rigault (*Studia Phonetica*, 3) Philadelphia, Center for Curriculum Development, 1970 x, 219 pp \$13.40

The thirteen papers in this volume were originally presented at a colloquium held November 14-15, 1969 at the University of Toronto. Topics covered include prosodic systems and language acquisition, the recognition of intonation patterns, problems of accent in Eastern Slavic languages, and the role of the nuclei of feet in the analysis of tone in Tibeto-Burman languages of Nepal.

Papers in Interdisciplinary Speech Research: Proceedings of the Speech Symposium, Szeged, 1971, edited by J. Hirschberg, Gy. Szepe and E. Vass-Kovacs. Budapest, Akademiai Kiado, 1972. 366 pp \$11.50

A collection of 80 papers presented at the Speech Symposium held in Szeged, Hungary from August 26-29, 1971 as an offshoot of the 7th International Congress on Acoustics. Written in German and French as well as English, these papers represent the speech research work of physicists, linguists, physicians, phoneticians, logopedists, and teachers. Those of particular interest to linguists include the opposition of /h/-/ch/ phonemes in the Czech phonological system, an analysis of Dutch vowel spectra, linguistic and speech structure, phoneme duration in American English, and instrumental phonetic investigations in the expiration of consonants.

Announcing —

DINÉ BIZAAD NÁNÍL'ÍIH/Navajo Language Review

A quarterly publication of the Navajo Linguistic Society, published for the Society by the Center for Applied Linguistics. The Review has been founded to meet the increasing need for an independent forum on Navajo language scholarship. Contributions dealing with all aspects of the Navajo language, both theoretical and applied, are welcome.

Subscriptions are on a volume basis only. Rates are as follows: Individual, \$6.00; Institution, \$8.00; Student, \$5.00.

Both manuscripts and subscriptions should be sent to

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grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
ACLS	<i>Travel Grants to Conferences Abroad (June-Sept. , Oct-Jan , Feb-May)</i>	Oct. , p 4	June 15, Oct 15, Feb 15
CIES	<i>Fulbright-Hays Fellowships</i>	April, p 6	July 1
Humboldt Foundation	<i>Research Fellowships</i>	Feb. , p 4	Open
IREX	<i>Ad-Hoc Grants</i>	Oct. , p 3	May 31
NEH	<i>Special Projects</i>	Jan. , p 5	Open
	<i>Program Grants</i>	Jan. , p 5	July 1
	<i>Development Grants</i>	Jan. , p 5	July 1
	<i>Youthgrants in the Humanities</i>	Jan. , p 5	August 1
	<i>Research Grants</i>	Jan. , p 5	May 6, Nov 18
	<i>Senior Fellowships</i>	Jan. , p 5	June 17
NIH	<i>Research Grants</i>	April, p 6	June 1, Oct 1, Feb 1
NIMH	<i>Small Grants</i>	April, p 6	Open
	<i>Research Project Grants</i>	April, p 6	June 1, Oct 1, Feb 1
	<i>Program Project Grants</i>	April, p 6	June 1, Oct 1, Feb 1
	<i>Special Grants</i>	April, p 6	June 1, Oct 1, Feb 1
NSF	<i>U S -Republic of China Cooperative Program</i>	April, p 6	Open
	<i>Doctoral Dissertation Research Grants</i>	Jan. , p 5	Open
	<i>Postdoctoral Research Grants</i>	March, p 3	August
Wenner-Gren	<i>Research Grants</i>	April, p 6	Open

The Linguistic Reporter

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

Dick Tucker

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 16

Number 6

June

1974

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Civil Rights Commission Reports on Discrimination

In a report entitled "Toward Quality Education for Mexican Americans," the U S Commission on Civil Rights charged that Mexican American students are being subjected to widespread discriminatory practices in public schools in the Southwest, and made a total of 51 recommendations designed to ensure equal education for such students. The report, which is the sixth and last in the Commission's Mexican American Education Study, brought out the fact that the Spanish language and Chicano culture are often not even included in the curricula of schools in the Southwest and that Chicano students are more often than not either held back in grade, placed in low achievement groups, or assigned to Educable Mentally Retarded (EMR) classes, all as a result of language and cultural bias in the schools.

The report's recommendations, aimed primarily at State governments in the five states studied, are based on three principles.

1 The language and culture of Mexican Americans should be an integral part of the education process

2. Mexican Americans should be fully represented in educational decision-making.

3 Federal, State, and local governments

See Commission—8, Col 1

CENTER GETS ERIC/CLL CONTRACT

The Center for Applied Linguistics has been awarded a contract from the National Institute of Education to operate the Educational Resources Information Center Clearinghouse on Languages and Linguistics (ERIC/CLL). The Clearinghouse, which had been located at the Modern Language Association in New York City for the past three years, moved to the Center June 1, 1974. Dr. A. Hood Roberts, Deputy Director of CAL, will serve as Director of the Clearinghouse, and Dr. Peter A. Eddy of Western Washington State College has joined the CAL staff as Associate Director.

The CLL was created three years ago by a merger of the former Clearinghouse on Languages, which was housed at the Modern Language Association, and the Clearinghouse on Linguistics and the Uncommonly Taught Languages, which was located at the Center for Applied Linguistics. ERIC/CLL is a part of a nationwide network of information clearinghouses and research documentation centers, coordinated in the NIE. ERIC acquires, abstracts, indexes, stores, retrieves, and disseminates documents of interest to researchers and educators.

The ERIC/CLL is specifically responsible for the collection and dissemination of educational information on languages and linguistics. This includes information on instructional technology, psychology of language, presentation of cultural and intercultural content, application of linguistics, curricular problems and developments, and teacher training and qualifications specific to the teaching of language. Also included are those reports or documents concerned with the language teacher and researcher in the language sciences and those dealing with psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and instructional materials related to the commonly and uncommonly taught languages, including ESOL.

A program for the acquisition of documents having potential merit for inclusion in the ERIC *Research in Education (RIE)*

has already begun. Foreign language and linguistic departments, foreign language education departments, state and local foreign language supervisors and English as a second language specialists, regional education laboratories and other research and development centers and relevant federal agencies are being contacted to alert them to materials recently processed into the ERIC system and to solicit from them

See ERIC—10, Col 1

COURSES SET FOR CAIRO INSTITUTE

Course offerings have been announced for the 2nd Middle East Linguistic Institute, to be held July 20-August 15, 1974 at Cairo University (See *The Linguistic Reporter*, Volume 16, Number 4, April 1974 for further information on this Institute.) Listed below are the title and, where available, instructor for each course.

INTRODUCTORY

Introductory Grammar A. Kamal Abdel-Hamid, Cairo University

Phonetics and Phonemics H. Abul Fetouh, Cairo University

Psychology of Language Learning Wilga Rivers, University of Illinois, Urbana

Linguistics and Literature
Linguistics Applied to Foreign Language Teaching

ADVANCED
Linguistics Applied to Language Teaching
Wilga Rivers

Advanced Grammar David De Camp, University of Texas

Stylistics
Contrastive Linguistics, Saad Gamal el Din, Cairo University

Current Trends in Linguistics David De Camp

Studies in Arabic Grammar and Lexicography (in Arabic) E. Y. Bakr, Cairo University

Workshop on Special English

Featured Inside . . .

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A Conference on ESL Material Development will be held June 22-23, 1974 at the University of Toronto. The purpose of the conference is to bring to the teacher the expertise of educators who have produced classroom textbooks in various areas of ESL concern, including structure, reading, writing, pronunciation, and aural comprehension. The conference format will provide for both lectures and discussion sessions. Guest lecturers include Mary Newton Bruder (English Language Institute, University of Pittsburgh), Lillian Butovsky (Ministry of Community and Social Services Citizenship Branch, Toronto), Mary S. Lawrence (English Language Institute, University of Michigan), Joan Morley (English Language Institute, University of Michigan) and William Rutherford (American Language Institute, University of Southern California). Conference participants will have an opportunity to discuss specific problems with these guest lecturers during the discussion sessions. For registration information write University of Toronto, School of Continuing Studies, 119 Saint George Street, Toronto, Ontario M5S 1A9, Canada.

The American Translators Association (ATA) will sponsor three seminar-workshops in translation designed to provide practical training in translation as well as theory, source materials, and helpful hints for solving problems in translation. The programs are open to anyone with a good working knowledge of the structure and general vocabulary of any of the languages with which a particular seminar is involved. The following is a brief description of each seminar:

• June 24-29, 1974 State University of

New York-Binghamton Translation Center. Emphasis on literary translation from French, German, Spanish, Sino-Japanese, Hebrew, Yiddish, and East European languages. Some scientific-technical-commercial translation.

• July 8-13, 1974 University of Chicago. Emphasis on scientific-technical translation from French, German, Spanish, and Russian.

• August 5-10, 1974 Department of Translation and Interpretation, Monterey Institute of Foreign Studies, Monterey, California. Emphasis on scientific-technical translation from German, Spanish, French, and Russian.

For further information write ATA Summer Translation Seminar-Workshops, P.O. Box 129, Croton-on-Hudson, New York 10520.

An International Seminar on "Collective Phenomena and the Applications of Physics to Other Fields of Science" will take place July 1-5, 1974 in Moscow, USSR. The seminar will be designed to focus attention on the increased utilization of physical and mathematical concepts and techniques in other disciplines such as biology, economics, linguistics, and sociology and will attempt to assess their present state and future potential. One session of special interest to linguists will be involved with thermodynamic description of linguistic texts and the possibility of their decoding. Write Edward Stern, Department of Physics, University of Washington, Seattle, Washington 98198.

A Workshop in Cross-cultural and/or Interpersonal Communication will be held July

21-August 11, 1974 at the East-West Center in Honolulu, Hawaii. The workshop is open to educators with an interest in non-verbal behavior and cross-cultural interaction. Topics to be covered include the perception, display, and control of emotion, gestures, body space, nonverbal etiquette, and methods of orienting people to other cultures. Write Director, East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822.

A Symposium on Sociolinguistics will be held August 30, 1974 in Tokyo, Japan. The symposium will be followed by a meeting of the Summer Institute of Linguistics on August 31 and September 1, 1974. The overall theme will be "Language in Japanese Society" and will, among other things, include such topics as sign language and linguistics applied to language teaching. For further information write Fred C. C. Peng, International Christian University, 10-4, 3 Chome, Osawa, Mitaka, Tokyo, 181, Japan.

The 3rd Annual Conference on "Living English: Language in the Schools" will be held October 12-13, 1974 at California State Polytechnic University. The theme of the conference will be "The Acquisition of Language and the Development of Linguistic Skills." A preliminary schedule of topics includes language acquisition, bilingualism, dialectalism, and nonstandard dialects. Emphasis will be placed throughout the conference on applied rather than theoretical linguistics, particularly as it relates to an educational context. For further information write Stanley J. Cook, English and Modern Languages Department, California State Polytechnic University, Pomona, California 91768.

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 for 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 acknowledgment is given.

The National Association for the Education of Young Children (NAEYC) Annual Conference will be held November 23-26, 1974 in Washington, D.C. The theme of the conference is "One Child Indivisible." The conference format will provide for the reading of papers, panel discussions, and participant workshops in the four areas of particular concern to the NAEYC, i.e., the social, physical, emotional, and intellectual development of the child. Discussions in all these areas will focus on such aspects as

See Conferences — 12, Col. 3

dissertations in progress

[Editor's Note The following is the first in a series of columns on doctoral dissertations recently completed or in progress which will be run regularly in *The Linguistic Reporter*. Department Chairmen are urged to send information to the *Reporter* as dissertations are completed or titles approved.]

University of Alberta

- An Analysis of the Notion 'Structural Ambiguity'* P G Patel April 1974
An Experimental Approach to Grammatical Focus Christine V Andrew
An Experimental Approach to Syntactic Paraphrase Paul J Fletcher 1973
An Experimental Investigation of Syntactic Acceptability John Gray
Explanation in Linguistics Peter R Harris
A Multidimensional Scaling Analysis of Perceptual Judgments of Some English Phonemes John C L Ingram
The Productivity of the English Stress Rules: An Experimental Study of External Constraints on Rules Resituto Cenu

Brown University

- Children's Acquisition of Comparative and Superlative Adjectives* Sarah O'Dowd
A Comparison of Antigua Creole and Black English of the 18th Century Millard A Jeremiah
Heterogeneity in Language and Speech Neurolinguistic Studies Diana Van Lancker
History of the Progressive Verb Form in English Robert P Recktenwald
Noun-Phrase Movement in Latin William J Pepicello June 1974
On the Psychological Reality of Markedness: A Study of Gender Concerning Some Adjectives and Nouns in French Ann F Gut
Sociolinguistic Variation in Spoken Egyptian Arabic: A Reexamination of the Concept of Diglossa Richard W Schmidt June 1974

University of California at Berkeley

- The Acquisition by Children of Finnish Verbal and Nominal Inflectional Morphology* David H Argoli
The Acquisition of Grammatical Structures in English by Mono-lingual Spanish-speaking Children Eduardo M Hernandez-Chavez
Aspects of Korean Diachronic Phonology Namgwi Chang
Aspects of Urban Sociolinguistic Deviation in the Philippines Sandra L Shamus
The Austro-Asiatic Substratum of Achehese Ira V Collins
The Balto-Slavic Predicate Instrumental: A Problem in Diachronic Syntax Johanna Nichols December 1973
A Comparative-Historical Study of Pronominal Categorization James J Bauman
A Comparative Study of Possessive Constructions John H Crothers
A Description of Hindi Syntax from the Point of View of Language Typology Jagdish P Jain
Diachronic Studies in Romance Verbal Infixes Andrew S Allen
Diphthongization in English Alice W Grundt December 1973
A Grammar of Chilliwick-Halkomelem Brent D Galloway
Grammar of Northern Pomo Eero Vihman
A Grammar of Portuguese John M McCartney
A Grammar of the Weingartskirchen Dialect of Transylvanian German Malcolm McClure December 1973
A Grammar of Yavapai Alan W Shatterian
An Inquiry into the Meaning and Structure of Japanese Verbs Taktsugu Oyakawa
Language, Thought, and Semantic Structures Seropian Hasmig
Laryngeal Behavior in Speech William G Ewan
A Linguistic Study of Causative Constructions Masayoshi Shibatani December 1973
Northern Paiute Historical Grammar Michael P Nichols December 1973
Phonological Change in German Burkhard Mohr December 1973

See Dissertations — 12, Col 1

Overseas Summer Programs Announced

The following overseas summer programs in linguistics have been announced

The International Center for Semiotics at the University of Urbino will offer two courses this summer dealing with theoretical and applied semiotics. The courses will be held from July 6-30, 1974 and will provide both an introduction to the theoretical principles used in various applications of semiotics as well as an opportunity to attend research seminars in areas such as social semiotics, text grammar, literary semiotics, myth and folklore analysis, semiotics of music, and visual semiotics. Research seminars will only be open to persons already familiar with semiotic and linguistic theory.

Application must be made by June 10, 1974. Requests received after the deadline will be accepted only if there are spaces still available. For further information write Centro Internazionale di Semiotica e di Linguistica, 61029 Urbino, Italy.

The 3rd Annual Summer School on Computational and Mathematical Linguistics is scheduled for August 12-September 6, 1974 at Pisa, Italy. The summer school will be held under the auspices of the Centro Nazionale Universitario di Calcolo Elettronico and the Centro Scientifico IBM. Listed below is a schedule of courses to be presented during the two sections of the summer school.

PART I

1. The Foundations of Transformational Generative Grammar (in French) M Gross, University of Paris
2. Introduction to LISP Programming Language S. R. Petrick, T J Watson Research Center, IBM Corporation
3. Introduction to Logic I A Zampolli, University of Pisa

PART II

1. Semantics in Generative Grammar E Bach, University of Massachusetts
2. Semantics Charles Fillmore, University of California at Berkeley
3. Problems of Localization of Meaning in a Grammar and in a Formal Lexicon (in French) M Gross
4. Introduction to Logic, II B Hall Partee, University of Massachusetts
5. Logic and Semantics B Hall Partee

See Summer Programs — 6, Col 3

by John A. Upshur

Editor's Note This column will appear in *The Linguistic Reporter* three times a year and will feature information on or related to language testing as well as reports on meetings, research, and recent publications in the field. Those interested in contributing notices of meetings, reports, copies of new publications, etc. should write to the editor of this column, John A. Upshur, Director, Testing and Certification Division, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.

Current research, writing, and discussion about foreign language testing reveal a sophistication that was hard to find a decade ago. There is no longer such a ready acceptance by those who use tests or such assurance among those who construct them. There are, to be sure, those who are positive about the directions of their own efforts, but there is a healthy lack of consensus on any one way.

A regular column on language testing might profitably review publications, instruments, meetings, and research which illustrate contemporary currents and eddies. For a first column, however, I cannot simply review what is new since the last column, I have chosen instead to present a personally biased view of those trends of the past fifteen years which have culminated in—perhaps contributed to—this “new sophistication.”

The most fundamental changes in language testing have followed major changes in modern language teaching. When languages were taught primarily as academic subjects, there was little to distinguish language tests from tests of other school subjects. But language teaching changed to reflect a purpose of providing requisite skills to people who have need to be functionally bilingual, whether in order to study in a second language, for employment, or for social mobility. Language testing also changed, adopting first the tenets of audio lingualism and contrastive analysis, then incorporating test-making procedures of psychometrics, being subjected later to the same kind of challenge that was directed at teaching methods, and reaching now a state in which eclecticism is tolerated and no theory of linguistics, of psychology, of pedagogy, or of measurement prevails.

The Contrastive Analysis Heyday During the 1950s there was great optimism about the possibilities of solving language measurement problems by applying principles of habit psychology and findings of linguistic contrastive analysis. If the content of a language teaching program could be fully specified by a comparison of the structures of source and target languages, such a specification would serve equally well for the content of a language test. Twenty years ago no one laughed when the University of Michigan's English Language Institute (an institution which held a deservedly high reputation for successful, innovative language teaching) produced an English grammar test which contained only items to measure fourteen problems revealed by contrastive analysis between three source languages and English. There was no appreciation of the measurement consequences of acting as if English were equally easy to learn no matter what one's mother tongue might be. Nor was there a genuine appreciation that second language learning involved anything besides overcoming mother tongue interference.

The Psychometric Invasion By the early 1960s emphasis in foreign language testing had shifted from a strict concern with measuring the “mastery” of classroom content to questions of general proficiency. Tests were developed to measure the proficiency of prospective foreign language teachers and to assess the abilities of thousands of students who hoped to continue their studies abroad where instruction would be given through a second language. Tests such as the *Test of English as a Foreign Language* would be administered to large numbers of people speaking many different native languages. Emphasis was placed upon rapid scoring, reliable ranking of examinees with respect to one another, and test security. These emphases dictated a series of parallel test forms which were collections of objectively scorable test items which in turn represented the prevailing notion of what one knows when he knows a language. A well developed technology of test construction was readily available and was applied to the task of building language tests. And the large-scale testing programs became the accepted model for the classroom test: as well—even when the technology of psy-

See *Testing—9, Col 1*

Papers Requested for TESOL Convention

The 9th Convention of Teachers of English to Speakers of Other Languages (TESOL) will be held March 4-9, 1975 in Los Angeles, California. The Organizing Committee for the convention has recently issued a call for papers in the following areas of special interest to TESOL members: English as a foreign language in foreign countries, English as a foreign/second language for foreign students in the U.S., English as a second language for U.S. residents in general, English as a second language in bilingual education, English as a second language in adult education, Standard English as a second dialect, applied linguistics, bilingual education. Within these areas, the following topics are suggested:

- *The process of becoming bilingual*—second language acquisition, first language maintenance and loss, and second language reacquisition, with aspects of this process including description of ESL speech produced or understood and the learning strategies inferred from them, motivational and attitudinal factors, effects of teaching methods and techniques on the sequences of acquisition of linguistic structures and on the errors students make, acquisition of conversational or communicative competence, and acquisition and functions of different dialects and speech styles.

- *Teaching non-English speaking students*—new ESOL teaching methods and techniques, classroom management, interaction between the second language teacher and the subject matter teacher, diagnosis of students' language proficiency level, tailoring second language curricula to students' motivations for learning the second language, what reading teachers have to know about students' oral language proficiency, subject matter instruction in a first and/or second language, and competency-based teacher education and certification.

Papers reporting on both research in the learning process and corresponding teaching techniques are especially needed. Those interested in presenting a paper at the convention should submit an abstract (5 copies) by October 1, 1974 to Marina Burt, TESOL Chairperson, School of Education, Room 340, State University of New York at Albany, Albany, New York 12222. Notification of acceptance will be made by November 15, 1974.

In addition to regular sessions at the

convention, at least one pre-convention workshop in each of the special interest areas mentioned above will be held. Interested persons are also invited to submit proposals for workshops in any of the following areas: developing behavioral objectives for ESL programs in elementary or secondary grades; developing behavioral objectives for bilingual programs in elementary or secondary grades; competency-based teacher education and certification; ESL and/or bilingual education materials—criteria for review and adaptation of existing materials and development of new materials; needs assessment (survey techniques) for bilingual program planning; reading in a first and second language; how to develop criterion-referenced (teacher made) tests. Proposals should be sent by October 1, 1974 to Maria Ramirez, TESOL Pre-Convention Workshop Chairperson, Bilingual Education Unit, New York State Education Department, Annex 761, Albany, New York 12224.

Stanford Announces Child Phonology Program

The Committee on Linguistics of Stanford University will offer an eight-week Program in Child Phonology from June 24 to August 17, 1974. The program is particularly designed for speech therapists and clinicians who would like to utilize recent linguistic research findings in their work. It is also of interest to linguists, psychologists, and phoneticians who want to learn more about child language development.

Three courses will be offered: a Workshop in Child Phonetics, a course in Deviant Child Phonology, and a Seminar in Developmental Psycholinguistics devoted to normal phonological development. Instructors include Charles A. Ferguson and Eduardo Hernandez-Chavez from Stanford and David Ingram from the University of British Columbia.

An additional feature of the program will be a weekly colloquium at which area scholars will discuss their work in various aspects of child phonology. In addition to Stanford faculty members and research staff, speakers will include Victoria Fromkin (University of California, Los Angeles), Margaret A. Naeser (VA Hospital, Martinez), and James Lorents (University of California, Berkeley).

Those interested in participating in the program must register by June 24, 1974. For further information write Clara N. Bush, Chairperson, Committee on Linguistics, 101-F, Stanford University, Stanford, California 94305.

CAL Renews Polish Agreement

The Center for Applied Linguistics and Adam Mickiewicz University, Poznan, Poland signed an agreement on March 1, 1974 concerning continuing cooperation between the two institutions. The accord, which will run for a period of 3 years, supercedes an earlier agreement made in March of 1971.

Despite the fact that the Polish signatory to the agreement is in Poznan (AMU's Institute of English) and will serve as the leading and coordinating center, collaborative efforts will include major centers of linguistic study throughout Poland. It is envisioned that such efforts as the following will be made: (1) producing a systematic comparison of salient aspects of the sound systems, grammars, lexicons, and writing systems of Polish and English, providing the basis for improved methodology (primarily in the teaching of Polish to

English speakers) both in Poland and in the United States; (2) investigating the present state of Polish in North America; (3) providing an opportunity for young Polish and American scholars specializing in English or Polish studies to further their professional development through participation in the project under the guidance of senior researchers and consultants; (4) collaborating in teacher retraining and materials development in Poland; (5) collaborating in future projects in the field of language sciences of mutual benefit and interest to both parties.

The agreement was signed by Jacek Fisiak of the English Language Institute, Adam Mickiewicz University, representing the Ministry of Science, Higher Education, and Technology of the Polish Peoples' Republic and by Rudolph C. Troike, representing the Center.

New York Surveys Reading Achievement

A recent study by New York State's Office of Education Performance Review has shown that school factors have a definite influence on reading achievement. The study focused on two inner-city schools with almost identical facilities, staff, and low-income student enrollment which were nonetheless turning out students with substantially different reading skills. For example, over 50 percent of the students at School A were reading at or above the acceptable level on the state's Pupil Evaluation Program (PEP) tests, with another 25 percent reading at or above grade levels on the Metropolitan Achievement Tests (MAT). At School B, however, only 16 percent of the students were reading at an acceptable level on the PEP tests, and 10 percent were reading at or above grade level on the MAT.

The disparity in reading skills demonstrated by students at these schools cannot, the study concluded, be attributed to differences in teaching techniques, use of appropriate material, or level of training teachers have, since these factors were relatively uniform at both schools. The study's findings did show that there was a significant difference between administrative policies, attitudes, and practices in the two schools. In School A, for example, orderly and efficient administrative techniques fostered a great deal of cooperation on the part of pupils, teachers, and parents which in turn allowed decisions based on educational criteria to be put into practice smoothly so that children could learn

more. At School B, however, there was a demonstrable lack of cooperation between administrators, staff, and parents. The study concluded, therefore, that the difference in such school factors was clearly responsible for the difference in students' reading skills.

A full report on the study can be obtained by writing Daniel Klepak, Director, Executive Chamber, Office of Education Performance Review, State Capitol, Albany, New York 12224.

In a move to consolidate service and staff, the Headquarters of the Defense Language Institute (DLI) as well as DLI's East Coast Branch will be relocated from Washington, D.C. to Monterey, California, the current site of the DLI West Coast Branch. A small DLI liaison office will remain in Washington, D.C., and DLI's English Language Branch will continue at Lackland Air Force Base, San Antonio, Texas.

The consolidation will take place on a phased basis. The headquarters will move its entire operation during the summer of 1974, while the East Coast Branch will start relocating in the summer, but will not complete its move until spring 1975.

linguists wanted

The State University of New York at Cortland has an opening for a **sociolinguist** interested in preparing teachers for work in the inner city and in bilingual education. Position is at the assistant professor level. Salary open. Ph.D. required. For further information write **Robert E. Cromack**, Acting Director, Program in English Sociolinguistics, State University of New York at Cortland, Cortland, New York 13045.

The American Arabian Oil Company has an opening for an **Industrial English teacher** to teach English as a second language to its Saudi Arabian employees. Applicants must have a degree and at least 3 years experience in teaching English as a foreign language. Send resume outlining educational, work, and personal history to P.O. Box 1433, F.D.R.P.O. Station, 909 Third Avenue, New York, New York 10022.

The University of Essen has four positions open in the linguistics branch of its English Department. The following is a brief description of each position available:

1 **Professor of Linguistics**. Open only to linguists with research and teaching experience in one or more of the following fields: grammatical theory, sociolinguistics, pragmalinguistics, and the acquisition and use of native and target languages. Applicants must have a Ph.D., publications, and relevant teaching experience. Command of German or willingness to acquire it also desirable. Salary will be in the range of DM 38,000 to 62,000 per year.

2 **Assistant Professor**. Particularly interested in applicants with specialization in either language testing, linguistic statistics, or error analysis. Duties will include working on a research project concerned with the influence of L¹ competence on L² competence. Salary DM 27,000 to 30,000 a year. Ph.D. and teaching experience required. Competence in German also a factor.

3 **Lecturer**. This position will be open to a medievalist who is willing to teach courses in diachronic linguistics as well as in those areas more commonly within his field. Salary will range from DM 27,000 to 30,000. M.A. or Ph.D. required. Command of German may be necessary.

4 **Visiting Professor in Linguistics**. Available on a six or twelve month basis,

starting September 1, 1974. This is a senior level position. Salary to be DM 3,300 per month. Travel expenses not included.

The deadline for application for these positions is June 15, 1974. Applications should be sent to **Dekan des FB3, Sprach- und Literaturwissenschaften, Universität Essen, Unionstrasse 2, 43 Essen 1, Federal Republic of Germany**.

The University of Toronto invites applications for the position of **Professor and Chairman** of its Department of Linguistic Studies. Duties will include administration of the department, direction of undergraduate and graduate programs, and coordination of research activities. Appointment will be effective as of July 1, 1975 and will be for a period of five years with the possibility of one renewal. Applicants should have a Ph.D. and considerable experience. Send curriculum vitae by September 30, 1974 to **Robert A. Greene**, Dean, Faculty of Arts and Science, University of Toronto, Toronto, Ontario M5S 1A1, Canada.

San Diego State University is now accepting applications for a full or part time position for one or two semesters in its Department of Linguistics. Appointment will be as **Lecturer** at the rate of Assistant Professor, beginning Fall 1974. Duties will include teaching undergraduate courses in introductory language study, generative grammar, and in the history of the English language. Ph.D. in linguistics or related field required. Experience in applied linguistics or teaching English as a second language helpful. Write **Orin D. Seright**, Chairman, Department of Linguistics, San Diego State University, San Diego, California 92115.

The State University of New York at Buffalo needs a **Provost** of the Faculty of Social Sciences and Administration. The Provost will have major responsibility, via budget development and leadership capacity, for the educational direction and objectives of the Faculty. Applicants should have a demonstrated record of scholarly and administrative competence. Send applications, vita, etc. to **Joseph Shister**, Chairman of the Search Committee, State University of New York at Buffalo, 318 Crosby Hall, Buffalo, New York 14214.

Summer Programs — from page 3

- 6 Automatic Morphological, Syntactic, and Semantic Analysis. M. Kay, University of California at Irvine.
- 7 Special Spatio-temporal Expressions, Causality, Mood, and Modality. J. Lyons, University of Edinburgh.
- 8 Current Topics in Computational Semantics. T. Winograd, Stanford University.
- 9 Advanced Problems in Syntax and Semantics for Intelligent Machines. W. Wood, Harvard University.

Application forms for the summer school must be submitted by June 10, 1974. Applications received after this date will be considered on a space available basis only. Applications and other inquiries should be addressed to **A. Zampolli**, Director of the International Summer School, Centro Nazionale Universitario di Calcolo Elettronico, Via S. Maria, 36, 56100 Pisa, Italy.

The European Institute of Applied Linguistics will offer an advanced summer course in applied linguistics from July 15 to August 2, 1974 at Limburg University, Diepenbeek, Belgium. The major emphasis of the three-part course will be on sociolinguistics, particularly as it relates to problems of bilingualism. The course will consist of lectures, seminars, and guest lectures as well as field work dealing with concrete situations or contexts. Additionally, the Department of Dutch Language of the Centre for Postgraduate Studies at Limburg University will offer an intensive course in Dutch with free admittance for all participants in the program.

The course is open to senior scholars who are specialists in sociolinguistic problems from an applied viewpoint, to junior scholars who want to improve their knowledge and experience in the area of sociolinguistics, and to teachers, especially bilingual education teachers, who feel that a knowledge of sociolinguistic techniques would be beneficial in their practice. For registration information write **Secretariat, European Institute of Applied Linguistics, Limburg University Campus, 3610-Diepenbeek, Belgium**.

Featured in future LRs

Bibliographies on

- 1 Child Language Acquisition
- 2 Bilingual/Bicultural Education

HEW SECRETARY TESTIFIES BEFORE CONGRESS

[Editor's Note The following are excerpts from a statement made by Frank C. Carlucci, Under Secretary of Health Education and Welfare before the General Subcommittee on Education of the House Committee on Education and Labor See *The Linguistic Reporter*, Volume 16, Number 5 May 1974 for a summary of Mr. Carlucci's statement and for highlights of other testimony.]

Programs to provide competency in English for limited or non-English speaking children vary widely. They can range from special language tutoring, to separate English language instruction classes (and approaches vary widely within this category), to bilingual education, to complete bilingual-bicultural education. Bilingual education includes instruction in the native language as well as English—particularly in the earlier grades. Full bilingual-bicultural education involves education in both the native and English languages for most or possibly all courses, with stress on the cultural heritage of the limited or non-English speaking child.

Most expert opinion holds that an effective educational program should go at least as far as a partially bilingual approach, but opinion is divided beyond that point. Intuitively, programs—particularly for younger children—with a sufficient bilingual component to avoid a negative self-image are preferable from both an educational effectiveness and an equal opportunity standpoint to those which may impart some English speaking competence, but leave a negative self-image on the part of the limited or non-English speaking child. The particular content of a model necessary to achieve this result, however, has not been validated. We simply do not have firm evidence to embrace any one model to the exclusion of others.

The variations in concentration of limited or non-English speaking children in a district, the number of different languages involved, and the degree of English language deficiency suggests that different approaches may be appropriate in different situations. In particular, the approach necessary to enable limited or non-English speaking youngsters presently in the school system to attain competency in English at a grade level commensurate with their age may vary widely.

Amidst all these variations in type of

language, degree of deficiency, geographic distribution, and proposed approaches to the problem, it is important that we not overstate our major goal. We believe that goal should be to enable limited and non-English speaking children to gain the competency they must have in the English language if they are to compete successfully in American society. Without full competency in English, they are almost certainly destined to end up in drop-out, unemployment or low wage statistics. As I noted above, no program designed to achieve this goal can be a good program if in its effort to achieve English competency the child is left feeling that his native language and background are inferior to that of English dominant children. Ensuring that positive rather than negative emphasis is placed on the child's native language and culture is simply a pedagogically sound and psychologically humane way to achieve competency in English. Nevertheless, the Federal government should clearly not insist, as some would seem to propose, that all special language programs attempt to support the more extensive cultural interests of the various ethnic minorities in American society. The cultural pluralism of American society is one of its greatest assets, but I believe such pluralism should be a matter of local choice and not subsidized by the Federal government.

For those school districts which have as yet made no response or only a limited one to English speaking deficiencies, bilingual teachers or aides must be hired or trained, and appropriate educational materials must be purchased or supplemented. Once these initial investments are made, however, the costs of instruction should begin to fall and return to, or close to, normal costs of instruction.

Our specific proposals are the following:

First, we would work through the Title VII program and will seek a budget amendment in our Fiscal Year 1975 budget submission for an increase of \$35 million for this program. This would permit the Federal government to allocate more funds for training, selected projects and curriculum development for the benefit of children and school districts in greatest need, leaving

until later the development of a long term approach to the problem.

Second, we would recommend a budget amendment increasing funds available to the National Institute of Education for research and related efforts in bilingual education in the amount of \$4.5 million.

These two actions, together, would permit us to make progress in helping the nation's schools develop the educational approaches, manpower resources and conduct some projects which will be necessary whatever future approaches turn out necessary and desirable, after further consideration.

Third, we propose to use Title IV authority of the 1964 Civil Rights Act administered by OE to provide technical assistance to districts seeking to come into compliance with Title VI as upheld by *Lau*. We believe additional funding is required for this purpose in the amount of \$5 million above the 1975 budget.

Education Review Planned By Civil Rights Office

The Office for Civil Rights (OCR) of the Department of Health, Education, and Welfare (HEW) is planning a review of bilingual education in 305 school districts in 22 states for possible discrimination against non-English-speaking students. The review will be undertaken as part of OCR's response to the *Lau* decision. (See *The Linguistic Reporter*, Volume 16, Number 3, March 1974 for the full text of this decision.)

An OCR spokesman said the review would not involve on-site visits. Instead, districts where non-English-speaking children are apparently not receiving any bilingual education have been identified through data already available from the OCR Annual Survey. OCR will ask the cooperation of chief state school officers in working with the districts on a plan to show not only what is being done for such children but what the results are. The Survey includes questions on the number of "national origin minority children" (i.e. Native Americans, Asian Americans, Spanish-surnamed) and on the number of teachers giving instruction in the appropriate foreign language, excluding courses in the language itself.

COMMISSION — from page 1

should provide sufficient funds to implement these recommendations

Some of the more important recommendations include the following

- State departments of education should ensure that the interests, language, and culture of Mexican Americans are represented in school curricula

- In schools where non-English speaking students are 5 percent of the enrollment or number more than 20, state legislatures should require districts to establish bilingual-bicultural education or other approaches that teach English skills while utilizing the students' culture.

- More Chicanos should be recruited as teachers, teacher trainees, counselors, and as faculty at teacher training institutions

- More Chicanos should be appointed to State textbook committees and to curriculum planning units

- State legislatures should prohibit at-large elections of school board members. Instead, board members should be elected to represent specific areas within the school district

- State legislatures should prohibit grade retention unless certain specifications are met, should prohibit long-term ability grouping, and should restrict placement in EMR classes to those who are deficient in both intellect and ability to adapt to school and home environment

- Teacher education institutions should incorporate information about Chicanos in their basic courses and require that trainees do part of their practice teaching in schools with Mexican American students

- State departments of education should require districts to provide counselors who speak the students' language and understand their culture.

- In schools serving Chicano students, the Department of Health, Education, and Welfare should step up enforcement of Title VI of the 1964 Civil Rights Act, which prohibits discrimination in Federal programs

- Formal and informal rules prohibiting the speaking of Spanish in the classroom or on school grounds must be eliminated

- Congress should increase its support for bilingual education by increasing Federal appropriations for the program and by

providing special funds to be used specifically for research and development in this area

Those interested in obtaining copies of the full report should write Office of Information and Publications, U.S. Commission on Civil Rights, Washington, D.C. 20425.

Chicano Journals

A number of periodicals related to Chicanos and Chicano studies have appeared in recent years. The following is a brief description of four such periodicals.

El Mirlo Canta de Nativatlan Carta Sobre Estudios Chicanos is a bi-monthly newsletter designed to serve as an information vehicle on activities related to Chicano Studies. It includes listings of new books, announcements on meetings, conferences, and short interpretative descriptions of conference results, and any items of interest to the readership. All inquiries and contributions should be sent to Editors, Aztlan Publications, Chicano Studies Center, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024.

Tejodos is a journal for the expression of Chicano thought and creativity. The editors encourage serious literary criticism on any Chicano writer or poet as well as on artists appearing in the journal. It is published quarterly. Subscription rate \$4.00. Address all correspondence to Calvillo/Cisneros, editors, Sid Richardson Hall 1326, University of Texas, Austin, Texas 78705.

AZTLAN is a quarterly publication of the Mexican American Cultural Center at the University of California at Los Angeles. It provides a forum for scholarly writings on all aspects of the Chicano community and is the first university-sponsored journal that focuses its attention on critical discussion and analysis of Chicano matters as they relate to the Chicano community and to U.S. society as a whole. It contains articles dealing with original research and analyses in such areas as the social sciences, the humanities, and the arts. The journal solicits manuscripts for publication on any of the

above topics. For further information write Aztlan Publications, Center for Chicano Studies, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024.

El Grito—A Journal of Contemporary Mexican American Thought Available from Quinto Sol Publications, P.O. Box 9275, Berkeley, California 94709. This journal, written for and by Chicanos, contains articles on many topics and fields, including political science, sociology, and Chicano studies in general. It also occasionally includes articles directly related to the Chicano dialect.

IN BRIEF . . .

In an apparent response to the *Lau* decision, the Senate Appropriations Committee has added \$20 million for bilingual education under Title VII of ESEA as part of the Second 1974 Supplemental Appropriations Bill (H.R. 14013). The move follows an Administration statement that it will double its 1975 budget request for bilingual funds to \$70 million to meet the increased demand caused by the *Lau* decision.

An Early Childhood Education Workshop: *Culture in the Small World of Children* will be held August 5-9, 1974 in Washington, D.C. The workshop is sponsored by Georgetown University and the National Catholic Education Association and will concentrate on the history and present nature of six cultural communities and groupings in the United States—Asian, Black, Hispano, Indian, Jewish, and White Ethnic American—and will explore the art, literature, and music of each. The basic emphasis of this concentration is on the variety of American cultures and how to communicate them to young children. For further information write School of Summer and Continuing Education, Georgetown University, Washington, D.C. 20007.

See *The Linguistic Reporter*, March 1974, for the full text of the Supreme Court's decision in the *Lau vs. Nichols* case.

chometrics was not properly applied or fully understood

The Campus Revolt It should not have been a surprise that when the basic tenets of audiolinguism came under fire in the later '60s, the allied methods of evaluation should also be challenged. There were several fronts to the attack on discrete point tests: first that there is no way of specifying all of the elements of a test in such a way as to provide a complete catalogue of necessary skill or knowledge, second that there actually exists a fundamental, integrative skill which is not tapped by a set of more or less independent test items, finally that the format of the "psychometric" test was too confining to allow for the assessment of some important skills which could be identified. It was a time when the cloze technique and dictation were rediscovered, and new scoring procedures were worked out to make them more suitable for foreign language testing. Little defense of discrete point testing was offered—even where it was justified—but the large objective testing programs continued as before.

The Skeptical Seventies Many of the arguments which had been brought into focus during the past fifteen years continued into the seventies: contrastive analysis or language sampling, discrete point or integrative testing, criterion reference or norm reference. But these arguments have lost much of their force and their venom. There has come to be realization that no single theory or method is applicable in all circumstances where testing is called for. Masking a dictation with white noise may give the student an opportunity to demonstrate how well he can utilize the redundancy in the language he is learning, but scores on such tests reflect differences in aural acuity as well as knowledge of the foreign language. Cloze tests cannot be used with non-literate students. Multiple choice test scores are influenced by test-taking strategies and experience with other multiple choice tests. Making a test more reliable is often achieved by limiting its scope so that it becomes a very accurate measure of a narrow and rather unimportant aspect of language ability. What a researcher in foreign language acquisition needs to find out about learners is not necessarily the same as what a teacher wants to find out about a classroom of students; the tests they need are unlikely to be the same. The language teaching profession is now pretty well agreed that there is no single best way of testing; in fact there are probably too few good ways

meetings and conferences

- June 2-6 International Congress of Semiotic Studies, 1st Milan, Italy (Write Secretary General of IASS, Via Melzi d'Eril 23, Milan, Italy)
- July 21-August 16 Indiana University Slavic Workshop, 24th Bloomington, Indiana
- June 22-23 Conference on ESL Materials Development Toronto, Canada (Write School of Continuing Studies, University of Toronto, 119 Saint George Street, Toronto, Ontario M5S 1A9, Canada)
- June 23-28 Yiddish Studies Colloquium New York, New York (Write Y Zeltman, YIVO Institute for Jewish Research, 1048 Fifth Avenue, New York, N Y 10028)
- June 24-August 16 Linguistic Society of America Linguistic Institute Amherst, Massachusetts
- June 24-August 16 California Summer Language Institute Santa Cruz, California
- June 27-July 2 American Association of Teachers of German Bonn, West Germany
- July 1-5 International Seminar on Collective Phenomena and the Applications of Physics to other Fields of Science Moscow, USSR (Write Edward Stern, Department of Physics, University of Washington, Seattle, Washington 98198)
- July 21-August 11 Workshop in Cross-cultural and/or Interpersonal Communication Honolulu, Hawaii (Write Director, East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822)
- July 24-26 Association Internationale des Etudes Françaises Paris, France (Write M R Garapon, 11 Place Marcelin-Berthelot, 75005 Paris, France)
- July 26-27 Association for Computational Linguistics, 12th Amherst, Massachusetts
- July 26-28 Linguistic Society of America Summer Meeting Amherst, Massachusetts
- August 1-3 Speech Communication Seminar Stockholm, Sweden (Write Stockholm Convention Bureau, Stradv. 7c, 114 56 Stockholm, Sweden)
- August 5-9 International Conference of the Internationaler Deutschlehrerverband, 4th Kiel, West Germany (Write Tore Larsson, General Secretary of the IDV, Arkitektivagen 15, S-740 20 Brunna, Sweden)
- August 12-14 International Conference on Salishan Languages, 9th Vancouver, British Columbia, Canada (Write Ron Beaumont, Department of German, University of British Columbia, Vancouver, British Columbia, Canada)
- August 18-23 World Congress of Sociology, 8th Toronto, Ontario, Canada
- August 26-29 American Sociological Association Montreal, Canada
- August 30-September 3 American Psychological Association New Orleans, Louisiana
- August 31-September 1 Summer Institute of Linguistics Tokyo, Japan (Write Fred C C Peng, International Christian University, 10-4, 3 Chome, Osawa, Mitaka, Tokyo, 181, Japan)

Along with acceptance of what had been competing methods of testing, a new interest has developed in the direct measurement of communicative abilities. Reading comprehension tests and ratings of "speaking ability" are not new, but the idea of a "communicative competence" which is relatively independent of "linguistic competence" has lain quite dormant since the advent of modern audiolingual language teaching. The term "communicative performance" was introduced about five years ago but never caught on. Perhaps it is the new name which accounts for much of the appeal of communication testing to a profession with a penchant for linguistics. Whatever the reason for its popularity, the communication test is making its appearance in M A theses and major, funded research projects. The development has to be

considered a welcome addition to the growing array of measurement tools.

NOTICES AND COMMENTS

• The International Association for Applied Linguistics at its 1972 Congress in Copenhagen created a Commission on Tests and Testing. The two commissioners are Peter Groot of the University of Utrecht and Bernard Spolsky of the University of New Mexico. Jean Guy Savard of Laval University is the Commission Bibliographer. The Commission sponsored (with the U.S. Government Interagency Language Roundtable and the Center for Applied Linguistics) a Language Testing Symposium, March 13-14, 1974.

• Recent publications of interest are John L. D. Clark's *Foreign Language*

meetings and conferences

- September 5-7 International Slavic Conference Banff, Alberta, Canada (Write Don K Rowey, Department of History, Bowling Green State University, Bowling Green, Ohio)
- September 13-15 British Association for Applied Linguistics Edinburgh, Scotland
- October 12-13 Conference on Living English Language in the Schools, 3rd Pomona, California (Write Stanley J Cook, English and Modern Languages Department, California State Polytechnic University, Pomona, California 91768)
- October 12-14 American Translators Association Chicago, Illinois
- October 13-17 American Society for Information Science, 37th Atlanta, Georgia
- October 18-19 Mid-America Linguistic Conference Lincoln, Nebraska (Write Robert S Haller, Department of English, University of Nebraska, Lincoln, Nebraska 68508)
- October 30-November 2 African Studies Association Chicago, Illinois
- November 1-2 Linguistic Association of the Southwest, 3rd Houston, Texas (Write Silas Griggs, Secretary-Treasurer LASSO, Department of English, North Texas State University, Denton, Texas 76203)
- November 5-8 American Speech and Hearing Association Las Vegas, Nevada
- November 5-8 Acoustical Society of America Winter Meeting St. Louis, Missouri
- November 6-9 Middle East Studies Association Boston, Massachusetts (Write Paul English, Program Coordinator, Center for Middle Eastern Studies, University of Texas, Austin, Texas 78712)
- November 9-10 Northeast Linguistic Society, 5th Cambridge, Massachusetts (Write NELS V, Holyoke Center 851, 1350 Massachusetts Avenue, Cambridge, Massachusetts 02138)
- November 23-26 National Association for the Education of Young Children Washington, D.C.
- November 27-30 National Council of Teachers of English, 64th New Orleans, Louisiana
- November 28-December 1 American Council on the Teaching of Foreign Languages, 8th Denver, Colorado
- November 29-30 Philological Association of the Pacific Coast San Diego, California (Write R S Meyerstein, Department of Foreign Languages, California State University, Northridge, California 91324)
- December 27-29 American Dialect Society, New York, New York
- December 27-29 Modern Language Association, 89th New York, New York
- December 28-30 Linguistic Society of America Winter Meeting, 49th New York, New York
- December 28-30 American Philological Association Chicago, Illinois

Testing Theory and Practice, published by the Center for Curriculum Development in 1972, and *Evaluation Instruments for Bilingual Education*, an annotated bibliography of tests used in Title VII bilingual education projects. The work was done by Don Hamilton and Joanna Chambers and published by the Dissemination Center for Bilingual Bicultural Education, Austin, Texas

• Bernard Spolsky is editing a volume on foreign language testing for the Indiana University series on *Current Trends in the Language Sciences*, it is scheduled for publication later this year

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candidate materials for inclusion into

ERIC. A large number of journals are also being monitored for articles to be included in the *ERIC Current Index to Journals in Education (CJIE)*, which provides scholars with an important access tool to periodical literature in languages and linguistics

For the user, the Clearinghouse will provide not only materials on the ERIC Thesaurus and *RIE* as tools of access to the ERIC microfiche collection but publications such as state-of-the-art papers, targeted communications, and bibliographies. Special computer searches of ERIC tapes can also be arranged

One of the basic objectives of the Center for Applied Linguistics since its inception in 1959 had been that of serving as a clearinghouse for linguistic information. ERIC/CLL activities will help the Center broaden its service to the profession

new journals

Historiographia Linguistica: International Journal for the History of Linguistics Published by John Benjamins Three times a year First issue Spring 1974 Editor E F K Koerner Subscription \$25.00 institutional, \$15.00 individual Editorial correspondence to E F K Koerner, Fachbereich Sprachwissenschaft, Universität Regensburg, D-8400 Regensburg, West Germany Subscription correspondence to John Benjamins B V, Amsteldijk 44, Amsterdam, The Netherlands

This journal provides a forum for the presentation and discussion of scholarly work dealing with the history of linguistic thought. In line with the requirements of the subject matter, it is of an interdisciplinary nature and will include not only contributions on the history of general linguistics but those on the history of sociolinguistics, psycholinguistics, and the philosophy of language. Thus, it is intended to be not only a journal of the history of linguistics in the narrower sense but a journal of the history of man's attempt to understand and explain the relationship of the structure of language to the structure of thought and experienced reality. It offers a forum for scholars of all theoretical persuasions in the hope that the various competing factions will take part in a meaningful exchange of ideas concerning the nature of language and mind as reflected in the history of linguistic thought so that contemporary linguists might consequently be better able to utilize the invaluable "capital of ideas" accumulated in the past.

The first issue includes contributions by R H Robins and E F K Koerner. Robins' article traces the history of the opposition between data-orientation and theory-orientation in the investigation of language, while Koerner's represents the first part of an annotated bibliography of Western histories of linguistic thought. Figure articles will include an examination of the role and significance of Kantian universals in Wilhelm von Humboldt's theory of language and a contribution on John Eliot and the beginnings of American linguistics. In addition to regular articles, each issue will feature a review article. The first such review focuses on K R Jankowsky's *The Neogrammarians*. The final section of each issue will be devoted to discussions, debates, letters to the editor, etc., with the

See Journals—14, Col 3

FORD FOUNDATION ANNOUNCES GRANTS

The Ford Foundation has announced the recipients of its 1974-75 Graduate Fellowships for Puerto Ricans, Mexican Americans, and Native Americans. There were a total of 350 awards, 23 of which are for graduate study in linguistics and related fields. The recipients for each such award are listed below with the institution they are planning to attend and their area of concentration.

Calvillo, Jaime D. Brown University Spanish
Cisneros, Rene University of Texas at Austin Applied Linguistics
Escalera, Juan State University of New York at Stony Brook Linguistics
Foote, Rosemarie A. New York University Spanish
Galvan, Jose L. University of Texas at Austin Applied Linguistics
Garcia, Maryellen University of Michigan Linguistics
Gonzalez, Raul New York University Bilingual Education
Jeanne, LaVerne Masayeva Massachusetts Institute of Technology Linguistics
Jones, Margarita Perez Columbia University Teachers College Bilingual Early Childhood

Education

Macias, Maria Stanford University Bicultural Education
Marzan, Julio New York University Latin American Literature and Linguistics
Mendez-Clark, Ronald Princeton University Spanish
Merino, Barbara J. Stanford University Bilingual Education
Morell, Hortensia Rosa University of Wisconsin Spanish
Olivenia, Fernando R. University of Puerto Rico Linguistics
Palacios, Rodrigo Stanford University Spanish
Perkins, Ellavina Tsosie Massachusetts Institute of Technology Linguistics
Platero, Paul R. Massachusetts Institute of Technology Linguistics
Ramirez, Genevieve M. University of California at Los Angeles Hispanic Languages and Literatures
Sanchez, Ricardo Union Graduate School Socio-psycho Linguistics
del Toro, Gloria R. New York University Bilingual Education
Torres, Rudolph D. Claremont Graduate School Educational Psycholinguistics
Valadez-Love, Concepcion M. Stanford University Bilingual Education

Illinois University Lists Internship Programs

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

TESOL and Social Studies Teaching Internship Program in Roumania (1974-75) This program is cosponsored by the University of Illinois and the University of Cluj and includes the teaching of English to speakers of other languages at the University of Cluj and the teaching of English and social studies at lyceum where English is the medium of instruction for all subjects. Assistantships in both these areas will be given to candidates in the University of Illinois MATESL program and will run for a period of one year. Requirements: B.A. in TESL or related discipline. Some teaching experience and/or certification preferred but not required.

TESOL Internship Program in Thailand (1975-76) Cosponsored by the University of Illinois and Chiangmai University. Senior assistantships are available for post-master's applicants with training in TESOL. Two-year appointment. Duties will include teaching English to speakers of other languages at Chiangmai University. M.A. in TESL or related field required, knowledge of Thai preferred.

In addition to the above programs, internship programs for 1974-75 are also available in Iran and Puerto Rico. See *LR*, Vol. 15, No. 2, March 1973 for a description of these programs. For further information write Katherine O. Aston, 3070 Foreign Languages Building, University of Illinois, Urbana, Illinois 61801.

As of March 1, 1974, Oxford University Press and the Center for Applied Linguistics entered into an agreement whereby Oxford became the exclusive distributor in Great Britain and Commonwealth countries (except Canada and the West Indies) for CAL publications. Orders from customers within such countries should be sent through a bookseller to the appropriate Oxford University Press office: London, Melbourne, Wellington, Delhi, Bombay, Calcutta, Madras, Karachi, Lahore, Capetown, Johannesburg, Salisbury, Ibadan, Accra, Nairobi, Lusaka, Dar-es-Salaam, Addis Ababa, Kuala Lumpur, Singapore, Hong Kong, Tokyo, and Dacca.

Stanford Hosts Meeting On Child Language Research

The 6th Annual Child Language Research Forum was held April 5-6, 1974 at Stanford University. Activities began with a panel discussion on "From Babbling to Speech," which consisted of summaries of research on babbling followed by a round table discussion. Panel participants included John Gilbert (University of British Columbia), D. K. Oller (University of Washington), Ann M. Peters (University of Hawaii), Joe E. Pierce (Portland State University), and John Delack (University of British Columbia). The keynote address—a Piagetian interpretation of the passage of speech—was delivered by Hermine Sinclair-de-Zwart (University of Geneva). Mme. Sinclair discussed four behavioral pre-cursors of language—cognition, representation, communication, and babbling—and how the development of each of these contributes to a heuristic system which the child will use to analyze and reproduce the language of his community.

The final day of the forum was devoted to the reading of papers and the distribution of "Current Research Resumes." Speakers at the sessions included Michael P. Maratsos (University of Minnesota), Carol Lord (University of California at Los Angeles), Thomas Roeper (University of Massachusetts), and Susan Ervin-Tripp (University of California at Berkeley).

Applied Linguistics Papers Sought for LSA Meeting

Members of the Linguistic Society of America (LSA) have expressed concern about the lack of papers dealing with topics in applied and educational linguistics being read at LSA meetings. The Program Committee and the ad hoc Committee on Applied Linguistics of the LSA are therefore interested in encouraging scholars to submit abstracts for papers to be read in any of the following areas: language pedagogy, language planning, orthography, bilingual education, translation, and language testing. Abstracts for the 1974 Linguistic Society of America Annual Meeting should be submitted by September 10, 1974 to Arthur S. Abramson, Secretary-Treasurer, Linguistic Society of America, 1611 N. Kent Street, Arlington, Virginia 22209. Full details on the meeting as well as guidelines for abstracts and abstract submittal forms will appear in the June issue of the *LSA Bulletin*.

DISSERTATIONS—from page 3

- Problems in German Syntax* Sarah R. Wehausen
Problems in Indo-European Word Order Gary B. Holland
A Semantic Study of Royal and Sacerdotal Usages in Thai Kanita Roengpitya, December 1973
A Study of Cantonese English Anne Terrell
The Syntax and Semantics of Comparison in English and Elsewhere George V. Mauerick
Topics in Korean Phonology Kyung N. Richards
Wukchumni Grammar Geoffrey L. Gamble

Cornell University

- Awadhi/Kannauji Transition Phenomena and Their Correlates* Richard B. Smith 1974
The Contribution of Chinese Dialect Data to the Theory of the Syllable Timothy Light
Descriptive and Historical Phonology of Lawa Yasuyuki Mitani
The Effect of Contextual Motivation on Children's Comprehension Error Analysis Linda J. Bebout
A Formal Approach to the Semantic Structure of Nepali Vicki J. Abdulky 1974
History of Morphophonemic Theory James S. Kilbury
Indonesian Syntax Gerrit K. de Heer
Ingweonic Mary S. Garfinkle
Japanese Dialects: Phonology and Reconstruction of the Proto-Accental System Chieko O. Kobayashi
The Nan-Ping Dialect of Mandarin Chung-Yu Chow
Prepositional Verbs with Two Complements Nelson A. Berkoff 1974
Proto-Philippine Phonology Mathew L. Charles
Reconstruction of Proto-Ryukyuan Hiroshi Yabiku
Reconstruction of Proto-Visayan David Zorc
Reduplication in Hindi Anvita Abbi
Reflexive Verbs in English, German, and Russian: A Contrastive Analysis David J. Cranmer
Role Structure in Javanese Gloria R. Poedjosoedarmo 1974
Sociolinguistic Structure in Javanese Novels Subandi Djajengwasito
Some Aspects of Subject and Theme in Hindi Balvir P. Gupta
The Structure of English Intonation Diana C. Frank
A Tagmemic Analysis of Thai Verbs Tasanya Punyodyuna
Three Essays in Applied Linguistics: Rules of Thumb for Rules of Grammar in Foreign-Language Pedagogy. A Pedagogical Model of German Adjective Inflection, Distribution and Co-occurrence of Inflectional Affixes in the German Noun Phrase Dennis E. Peacock 1974
Toward a Generative Theory of Dialectology, with Reference to English, Scots, Spanish, and German Dialect Areas M. Stanley Whitley 1974

University of Illinois

- The Acquisition of Black English* Margaret Steffensen
Aspects of English Sentence Stress Susan F. Schmerling, October 1973
Foundations of a Theory of Rationally-Based Grammar David Johnson
The History and Development of the Verbal System of Early Middle Indic Margie O'Bryan, February 1973
Indefiniteness and Anaphoricity: The Analogical Extension of a Semantically Based Constraint Peter Cole, October 1973
Learning to Use Yorùbá Focus Sentences in a Multi-lingual Setting Olusola Ajolore, February 1974
NP Complementation in Hindi Karumuri V. Subbarao, February 1974
The Phonology of Reduplication Ronnie B. Wilbur, February 1973
Presuppositions and Restrictive Relative Clauses in Hindi Susan K. Donaldson
A Semantic and Syntactic Analysis of Noun Complement Structures in English Evelyn Ransom, February 1974
Some Aspects of Historical Chinese Phonology Chin Hsian Lee Chen
Stress in Modern Greek Stamatis Tsitsopoulos, October 1973
The Subjunctive in Spanish Angela Kleiman

CONFERENCES—from page 2

theory and research, developing and established programs, applications for curriculum development, staffing and staff development considerations, evaluating and improving programs, and implementing model programs. Those interested in attending the conference should write: NAEYC, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009

The 3rd Annual Meeting of the Linguistic Association of the Southwest will take place November 1-2, 1974 in Houston, Texas. Sessions will focus on topics such as theoretical linguistics, neurolinguistics, sociolinguistics, and applied linguistics. For further information write: Silas Griggs, Secretary-Treasurer LASSO, Department of English, North Texas State University, Denton, Texas 76203

The Linguistics Association of Great Britain and the European Linguistic Society will meet April 6-8, 1975 and April 6-7, 1975 respectively in Nottingham, England. Plans are currently underway to arrange joint sessions of the two organizations as well as a joint book exhibition. Although final programs have not been set, the meetings of the European Linguistic Society will be devoted to the general theme of "Intralingual variety and interlinguistic contrast." For further information write: R. R. K. Hartmann, Director, Language Centre, University of Exeter, Exeter EX 4 4QH, England.

The 13th International Congress of the International Federation for Modern Languages and Literatures will take place August 25-29, 1975 in Sydney, Australia. The theme of the congress is "Languages and Literatures in the Formation of National and Cultural Communities." General topics to be covered include: 1) The role of academies in the formation of a literary public. 2) Linguistic and literary revivals. 3) The creation of new literatures. 4) The role of language in education and the preservation of minority cultures. 5) Literature of exploration. 6) Literature and language of the frontier. 7) Cultural unity despite linguistic differences. 8) The supra-national in language and literature. 9) Folklore (ballads and oral and street literatures). For further information write: R. W. Williams, Organizing Secretary, 13th International F.I.L.L.M. Congress, Department of English, University of Sydney, Sydney, Australia 2006

ERIC Documents: TESOL and Bilingualism

The following documents related to TESOL and bilingualism have been processed into the ERIC system by the MLA/ERIC Clearinghouse on Languages and Linguistics. The MLA/ERIC staff selected them by searching issues of *Research in Education (RIE)* from October 1973 to March 1974.

This brief, selected bibliography has been divided into three categories: Bilingual/Bicultural Education, TESOL, and English as a Second Language.

Unless otherwise stated, 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 paper copy (PC). Microfiche reproduction is on a 4 by 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. Paper copy is a photocopy of the document. Unless

otherwise indicated, documents cost \$0.65 in microfiche and \$3.29 in paper copy. Copies of documents must be ordered by the individual ED numbers, and payment must accompany orders totaling less than \$10.00.

Future issues of *The Linguistic Reporter* will carry similar bibliographies prepared by the ERIC/CLL staff at the Center for Applied Linguistics.

Note: These documents are not available from the Center for Applied Linguistics.

BILINGUAL/BICULTURAL EDUCATION

ED 074 793. Wright, E. N. *Learning English as a Second Language: A Summary of Research Department Studies*. [Includes recommendations for strengthening and maintaining bilingual education programs for immigrant Canadian students.] Toronto: Toronto Board of Education, 1970. 16 pp.

ED 074 817. Hernández-Domínguez, José L. and Donald Gertenbach. "Bilingual Education and Accountability: A Perceptual View." 1972. [Speech.] 17 pp.

ED 074 827. *We Learn Together: A Small Group Process Manual for Secondary Teachers*. [Illustrates the application of the small group process approach to bilingual education.] San Bernardino, Calif.: San Bernardino County Schools, 1972. 58 pp.

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CONTENT ANALYSIS SCHEDULES

These *Content Analysis Schedules for Bilingual Education Programs* present information on the history, funding, and scope of various projects. In an attempt to standardize data pertaining to these programs, a twenty-page questionnaire was developed by Hunter College of the City University of New York and sent to project directors, who returned the completed forms with additional material specific to their programs. Included in the schedules are sociolinguistic process variables such as the native and dominant languages and their interaction, information on staff selection, and the linguistic backgrounds of project teachers. Assessments are made of the duration and extent of the bilingual components and the methods of language teaching in general. The reports include an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development, and discuss self-esteem, learning strategies, the bicultural and community components, and means of evaluation. The following schedules, identified below by subtitles, have recently been processed into the ERIC system.

Adaptations of Bilingual Education 1972. 40 pp. [Orange, Calif., Spanish.] ED 074 882.

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Bilingual Education in a Consortium 1972. 38 pp. [Lakewood, N.J., Spanish.] ED 074 881.

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- 35 pp [Lubbock, Texas, Spanish] ED 074 872
- Bilingual Project Forward—Adelante!* 1971 73 pp [Rochester, N.Y., Spanish] ED 078 706
- The Bilingual School, P.S. 25* 1971 41 pp [New York, Spanish] ED 074 862
- Bilingualism in an Open School Education Program* 1972 57 pp [Wilton, N.H., French] ED 074 873
- Building Bilingual Bridges* 1972 33 pp [New York, Spanish] ED 074 864
- Calexico Intercultural Design* 1972 45 pp [Calexico, Calif., Spanish] ED 080 022
- Colorado City Center to Aid Bilingual Education* 1972 34 pp [Colorado City, Texas, Spanish] ED 074 879
- Compton Elementary Bilingual Education Plan* 1972 45 pp [Compton, Calif., Spanish] ED 074 874
- Del Valle Bilingual Education Program* 1972 29 pp [Del Valle, Texas, Spanish] ED 074 880
- Healdsburg Bilingual Education* 1972 28 pp [Healdsburg, Calif., Spanish] ED 080 016
- Las Cruces Elementary School Bilingual Project* 1971 81 pp [Las Cruces, N.M., Spanish] ED 074 875
- The Lorain City Bilingual Education Program* 1972 42 pp [Lorain City, Ohio, Spanish] ED 074 876
- Los Angeles Bilingual Schools Program* 1971 54 pp [Los Angeles, Calif., Spanish] ED 080 021
- The North Country Bilingual Project* 1972 39 pp [Derby, Vt., French] ED 074 878
- Plan for Implementing a Bilingual Education Program Kolehon Mandikike* 1972 38 pp [Agaña, Guam, Chamorro] ED 080 020
- Pomona Bilingual Leadership Program* 1971 38 pp [Pomona, Calif., Spanish] ED 074 877
- Proyecto Pal* 1972 32 pp [San Jose, Calif., Spanish] ED 078 704
- Region XIII Bilingual Education* 1972 54 pp [Austin, Texas, Spanish] ED 074 870
- San Francisco Chinese Bilingual Pilot Program* 1971 47 pp [San Francisco, Calif., Chinese] ED 080 017
- Santa Fe Bilingual-Bicultural Education Program* 1972 45 pp [Santa Fe, N.M., Spanish] ED 080 023
- St. Martin Parish Bilingual Program* 1972 60 pp [St. Martinville, La., French] ED 080 015
- Tucson Bilingual-Bicultural Project* 1971 35 pp [Tucson, Ariz., Spanish] ED 080 018
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- ED 077 270. Cherrier, Roy, ed *English Lan-*

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ED 082 538. Zamorano, E. Hector *Teaching English to Migrant Children* [Mimeo Edition] 52 pp

ED 082 570. Johnson, R. K., et al *A Report on Language Problems of Tertiary Level Students Using English as a Second Language in Papua New Guinea* [Teaching Methods and Materials Centre Research Report 19] Port Moresby University of Papua and New Guinea, 1973 64 pp

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ED 083 886. Dakin, Julian *A Survey of English Courses for Immigrant Teachers* [CILT Reports and Papers 5] London Centre for Information on Language Teaching and Research, 1971 88 pp

JOURNALS—from page 10

authors of books reviewed being given an opportunity to respond

The *Caribbean Research Newsletter*, published by the Caribbean Studies Association, is an interdisciplinary periodical which reports on conferences, institutional activities, books, and programs of interest to specialists in Caribbean studies. The first issue appeared in March 1974 and was heavily oriented toward contributions in the field of political science. Planning for future issues, however, calls for contributions from scholars in other fields, including linguistics and anthropology. For further information write Frank Paul Le Veness, Department of Government and Politics, St. John's University, Jamaica, New York 11439

new CAL publications

Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City, by Walt Wolfram (Urban Language Series, No. 9) Arlington, Virginia, Center for Applied Linguistics, 1974

All too often, the linguistic assimilation of the children of immigrants is dismissed with statements like "The English of the children of immigrants is simply assimilated to the surrounding English speaking community." Such statements, unfortunately, over-simplify a situation that provides an important laboratory for looking at the essential dynamics of language contact and linguistic assimilation. This book examines some of the aspects of assimilation of those populations from a current sociolinguistic perspective, focusing on Puerto Rican English in New York City.

The first several chapters describe the sociocultural setting of Puerto Ricans in New York City and the sociolinguistic model that the author uses for treating linguistic variation in this setting. In the context of New York City, there are competing influences from the standard English of mainstream society, Puerto Rican Spanish from the home, and Vernacular Black English from the surrounding indigenous community. The middle chapters examine three different variables, namely *th*, syllable-final alveolar stops, and negation. On the basis of these detailed investigations, general sociolinguistic principles are discussed in the final chapter.

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APS	<i>Grants to Postdoctoral Scholars</i>	Sept , p 3	Aug 1, Oct 1, Feb 1, April 1
CIES	<i>Fulbright-Hays Fellowships</i>	April, p 6	July 1
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